

**ASSESSMENT OF ANNUAL TRAINING PLAN
PREPARATION IN THE CASE OF ADDIS ABABA
HANDBALL CLUBS**

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Case of Addis Ababa Handball Club**

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Abstract

The major purpose of this study was to assess and reveal the annual training plan of Addis Ababa handball club coaches and identifying the major problems that occurred during planning. Six clubs were selected as subjects of the study.

A total of 72 respondents participated as the sources of data, 6 coaches and 66 players were chosen for the study, Questionnaire and document (annual plan) evaluation checklist were used as data gathering tools. The data collected were analyzed using percentage and descriptive phrases.

The finding of the study reevaluated that all selected club coaches prepared annual training plan. Besides, some major problems that occurred during planning process were also found. The identified problems were, less co-operation of coaches with their players during preparing annual plan, inadequacy knowledge of coaches about periodization and they missed yearly objectives, and also coaches do not take in to consider completion data, available coaching staff and personal details during planning were some also some of the problems

Finally, recommendations were forwarded based on the major findings so as to facilitate effective preparation of annual training plan.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem objective of the study, significant of the study, delimitation, limitation of the study and operational definition of terms as use in the research the document.

1.1. Back ground of the Study

Hand ball is one of the complex sports, with its main characteristics being the way in which it is continually situations always evolve through circumstances, and players find them selves that, they are obliged to adapt to new situations.

The principles, which apply to handball, are a collection of rules, which in sports training are geared towards handball. They are reflected all the content, means and methods, planning and in the organization of the training process.

However, planning a training and coaching program is vital to the development of top-class performance of any kind. It ensures progression; it enables players to assess their own performance objectively, and at the same time they are to understand why training and coaching are necessary for the improvement of the team performance. The coach who plans his program is continually forced to think about what he is doing, with out planning sooner or later the coach himself and his players realize that the training and coaching had not purpose.

Accordingly, with out knowing the destination, coaches could not plan the journey. The destination in sport is the competition objective or goal. It might be to win a league competition, a cup tournament, an Olympic medal, a pace in the national championships or a qualifying performance in a particular completion. It must be realistic and must be agreed between coach and player. Coaches prepare planned program to help attain the desired objectives or goal. It is quantifiable and has a time scale.

The structure of the plan and its details must, however, be sufficiently flexible to move and adapt to the dynamics of players, coach and situation.

Planning a training program provides several advantages for a coach. Some of these are:-

- ❖ To decide, after analysis and reflection, on the choice of objectives to be achieved both for the short and long term.
- ❖ To help ensure a better weighting of the pillars of training, in terms of quantity, intensity and quality.
- ❖ To allow better monitoring and to facilitate evaluation.
- ❖ To allow the coach to respect and monitoring the biological, physiological and psychological factors those determine performance.

Thus, planning of training depends to a large extent on the age of the 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.

Harro Höger (1982) explained that, long term training process covers a period of about 15 years. It must be broken down in to several parts is the practical need to have a clear picture and arrangement of the objectives and contents of the individual phases of training plan.

Based on this perspective plan is formulated. Perspective plan is a four –year plan for team (club) It is the basic guide line for working perspective in handball club. In terms of length, this period is ideal for planning tasks which will ensure systematic increase in sport performance on the base 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. The year plan forms part of the perspective plan which includes concrete aim and tasks of the team, it consists of two parts

- ❖ Analysis of the past season
- ❖ Planning of the next season

The year plan must include all components of training process, in which the tasks of the yearly training periods, the number at training sessions time planning or budgeting for each training periods.

According to Joachim Berger and Dieterich Harre (1982:79), Periodic planning is that the whole training and competition year is divided in to periods (preparatory, completion and transition) in order to establish and improve performance to wards a specific aim where by means of training, loading and contents have to be taken in the consideration. It is organized in the pursuit of these basic objectives:-

- ❖ To prepare the player for achievement of an optimal improvement in performances
- ❖ To prepare the player for a definite climax to the competition season.

Each period also further divided in to monthly and weekly training plan.

Planning of team training is there for an essential task for any coach. Coaches, How ever start with some kind of “route map”, that indicate the division of the training year in to periods of varying duration, characterized by their progressive contribution to reaching the destination in such a “route map”.

Thus, with this substantial information that the researcher is initiated to carry out a research under taking, this focused on the preparation of periodic planning of a training program and factor influencing it. In some selected clubs.

1.2. Statement of the Problem

Formulating of the training plan is an important tool maximizes handball performance. And another key factor that helps to improve the performance of handball is the effectiveness of coaches. A coach is the most valuable resource in the development of handball players’ performance by delivering scheduled quality training.

The annual training plan is the base for all scheduled training activity over a year and based on the concept of periodization, which divides the annual plan in to manageable training periods, there fore, the coaches, first tasks to draw up this plan before a new season gets underway. In this connection, it is important that all handball team coaches who are preparing of periodic planning for training and completion should have well balanced knowledge of the specific objectives and tasks in each periods of the annual training, evaluate and reshape the plan in which they deliver training in order to determine whether or not coaches truly provide the most appropriate training for their players.

Hence, coaches in different level, especially, the target of this study, those of selected club coaches are expected to prepare their own training plan to attain their desired goals.

Then, the following research questions are raised to be answered in the course of study:-

1. Do coaches formulate annual training plan?
2. Does their plan per iodized and reveal general objectives and tasks of the period?
3. What are the problems that are facing during preparation of training plan?

1.3. Objective of the Study

1.3.1. General Objectives of the Study

The main objective of the study is to assess and reveal the training plan of those selected club coaches and identify the major factors influencing the preparation of training plan.

1.3.2 Specific Objectives of the Study

Thus the specific objectives of the study are:-

- ❖ To get basic over view information about the training plan of those selected club coaches.
- ❖ To identify the hindrance factors of properly preparing periodic plan.
- ❖ To suggest appropriate intervention for those identified problems.

1.4. Significance of the Study

It is obvious that ultimately quality and well designed training plan holds to maximize the benefits of handball training. There fore this study attempts to assess and give information about how those selected club coaches plan their training program and identifying the factors influencing the preparation of their training plan, and also expected to have some contribution for coaches, administrators and other stock holders to find out solutions or remedies for those influencing factors. Finally it serves as a starting point for other interested individuals or groups to carry out comprehensive further study on the topic.

1.5. Delimitation of the Study

Currently there are 3 (three) Male and 3 (three) female handball clubs in Addis Ababa. Namely Maremia handball clubs, Defense handball club federal handball club, Kerkos Sub city, paketra and 4th kilo children's club respectively. There fore the researcher tried to study on these six handball clubs coaches in relation to preparing of annual training plan.

1.6. Limitation of the Study

Although the researcher believes that the paper should contains some reliable data on the preparation of annual training plan and its limitation of Addis

Ababa handball club coaches, it does not mean that data is free from limitation, the researcher have following limitation.

Shortage of time for collecting data from different sources has taken so much time. This posed to time limit to under take other research activities that could have been vital to get comprehensive result. Un willingness and carelessness form some respondent may occur and it will be a short coming during data collection due to financial constraints the study will be conducted on a very limited area with the small size.

1.7. Operational Definition of Terms

1. **Annual plan** :-is the tool that guides athletic training over a year
2. **Coach**:- is the person who imparts his/her knowledge to those who wish to learn and benefit form his/her experts.
3. **Coaching**:- is the process of imparting techniques, skills, knowledge and attitudes, which is aimed at improving the performance of the individual by sing method appropriate to their ability.
4. **Competition**:- is an instrument or a means, which helps to arouse interest of the people and develop a positive attitude to sport activities in which people at different nations and nationalities .
5. **Handball player** :-is person who play handball game.
6. **Planning** a process of thinking in advance what is to be done and how.
7. **Proidisation**:- is the continuous sequence of periodic cycle in the process of building up the standard of performance.
8. **Sport**:- is an organized competitive form of play.
9. **Sport training**:- is physical, technical , intellectual psychological and moral preparation of an athlete by means of physical exercise.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter focuses on reviewing various literatures and research findings, which are assumed to have relevance to the study. The organization of this chapter is based up on the following major topics: objectives, tasks and characteristics of training planning the training program, basic forms of training plan, long term training plan, yearly (annual) plan, analysis of the past season plan, planning for the next, periodisation and its historical background, etc. The brief review of the sub-topic is presented below.

2.1 Objectives, Tasks and Characteristics of Training

According to Dietrich Harre(1982-10) objectives, tasks and characteristics of training are following. In general usage, the term “training” is used to denote different things. In the broad sense, training today is used to mean any organized instruction whose aim is to increase player’s physical, psychological, intellectual or mechanical performance rapidly.

In the field of sport we speak of training in the sense of preparing sportsmen for the highest level of performance. At present this term is used also in broader sense. In the strict sense, sports training are the physical, technical, intellectual, psychological and moral preparation of a handball player by means of physical exercise, i.e. by applying work loads

This definition is reflected by the expressions endurance training, strength training, training method, interval training, training condition etc.

In the broad sense, sport training is the entire systematic process of preparation of a handball player for the highest level of handball performance. It compressed all those learning influence and processes, including self situation by the handball player, which are aimed at improving performance.

The special characteristics of various fields of physical education result in the pursuit of different objectives in sports training. In line with these objectives, sports training in all fields of physical education are aimed not only at improving performance but also at combating diminishing performance due to ageing so as to improve or at worst to maintain the mental and physical performance and motivation. Sports training play an important part in forming an all round personality. (Dietrich Harre,1982)

There are also a number of approaches out side the sphere of training, which thanks to their educational value, assist personality development and hence the improvement of handball player performance itself. They include the sportsman working by him self with sport textbooks attending lectures and discussions on training program. (Dietrich Harre,1982)

2.2 Planning the Training Program

One of the most important responsibilities of the coach is planning the training program. Planning is a process of the thinking in advance what is to be done and how. It is an anticipatory decision making. It involves selecting objectives and developing action programs for achieving them. Success becomes a matter of planning rather than physical and psychological challenges, this is because plans are predetermined course of actions.

The training plan consists of determining objectives and implementing a set of increasingly detailed procedures with the aim of achieving these objectives. As with any form of education or teaching, as little as possible be left to intuition on the part of the coach, also has it role to play in the process.

The planning of his team's training is therefore an essential task for any coach if he is to ensure that the players progress, that their performance abilities develop, and that they are prepared both individually and as a team for

competitive actions. This is just as much a task for top level coaches as it is for youth coaches (FFA coaching manual 2001-2002).

According to Brainy Sharkey (1986) planning responds to three major questions those are

- Where are we?
- Where do we want to be?
- How are we going to get there?

So the attainment of objectives of setting world record is unthinkable without planning.

2.2.1 Tasks Involved in Planning the Training Program

Planning is an effective means of ensuring continuous personality development and improving athletic performance and of enabling athletes of top-class age to achieve the highest standard of performance.

According to Siegmund Rahn, Martin Wendt and Hans-Peter Neugebauer (1982:191) tasks performed by coach during planning a training process are the following.

The planning of the junior program should be aimed at achieving the highest standard of performance at to-level or class age. The athletes should be prepared in such a manner as to enable them in due course to meet the requirement of the last stage of competitive training, planning is aimed at continuing to improve efficiency and at achieving the highest possible standard of performance in domestic and other international competitions.

The training program should be organized with foresight, This includes the long-term development of the highest standard of efficiency, the intermediate and short-term training athletes in cycles of one or several years and preparing them for training unit, Planning also includes the analyses of training in order

to determine the extent to which on personality development and on athletic performance or efficiently. These analyses should be carried out in such a manner as to make it possible to make further improvements in the training method.

The planning of training is an activity that calls for foresight and consists of elaborating a plan and analyzing work done in the past. Analysis is necessary in order to check the progresses and to obtain new knowledge about effective ways of achieving the highest standard of players' performance and of developing psychologically.

Planning should be geared to international trends of development in top performance classes and it should be based on the players' level of development. The age and sex peculiarities improvement of the equipment and conditions in general and of training and competition equipment in particular and the most advanced method of education and training should be taken in to account. Planning calls for the creative work of coach based on comprehensive knowledge of training methods.

The coach must time and again consider in a creative manner the connection between the organization of training and the development of personality and performance. To do this a coach must keep improving his knowledge of training methods.

The aim of planning is to conceive the long-term development of the highest standard of performance to lay down detailed scientifically founded and effective plans of training for defined periods of time and to determine the efficiency of training.

2.2.2 Basic Forms of Training Plan

It has proved to be more expedient to work out training plans on the basis of fundamental methodological concept elaborated for several years in advance, in

which the last stage of competitive training and junior training program are treated as a unity. Fundamental is a logically structured draft laying down concrete objectives and tasks and the methods to be used in order to carry out the tasks. (Siegmond Rahn and Martin Wendt, 1982, 192-194). In this sense every training plan should be a strategy for the future.

The characteristics of a training plan based on a good training strategy are when the coach knows the intermediate objectives to be achieved within a certain period, when coach knows why priority should be given to a certain task, why he makes certain training requirements and why coach used particular means and method, etc.

A distinction is made between certain basic forms of training plans determined by their nature and types of training plans determined by the plan periods involved.

According to Siegmund Rahn and Martin Wendt, (1982,92) the basic forms of training plans are

A. Individual training plans

B. Group training plans

A. Individual Training Plan

Individual training plans are worked out mainly as annual and operative training plan (for individual training weeks or monocycles) but also as plans covering several years or long-term plans. They are tailored to individual objectives, tasks and idiosyncrasies of individual athletes who show particularly good performance and potential.

B. Group Training Plan

They are worked out mainly for teams (ball games etc) in the case of players undergoing the last stage of competitive training such plans should be completed with individual plans. In the junior training program and in the lower classes of performance, group training plans are often used for dealing

with specific tasks such plans are the same with regarded to the amount of individual load factors (such as speed, movement rate, scope of loading, personality requirements etc, but they are adapted to the requirement of individual players.

2.3 Long Term Training plan

Evaluations and analyses of world champions, Olympic games, etc, indicate that only those handball players will achieve impressive performance who are suited for the sports in question, who possess the necessary psychological and moral characteristics, who have an outstanding physical potential, who have perfect command of the technique and tactics of their sport and who have proved themselves over a number of years of competition. It has become increasingly clear in the past twenty years that the highest standard of the hand ball players excellence can be achieved those who have developed the necessary prerequisites in their childhood and youth.

In view of this long term systematic and preserving training in preparation for the highest standard of performance has attained major significance's

This long term training process covers an extensive period which lasts from childhood and youth until the handball player reaches the highest level of competitive efficiency.

Regarding to this long term planning the coach usually looks at what the handball player wants to achieve in a particular year and divides the year into a number of periods.

It begins with the a general program of basic training leading up to comprehensive development of handball player efficiency and then to specialized training in an event or handball player's discipline.

Training at any time must be seemed as part of their long term plan being conducted with the general objective of achieving maximum efficiency at any given age, it is a uniform pedagogic process, which takes place in accordance with the general laws of personality development and of development handball player's performance. It will all be subject to substantial influence exerted by social factors and conditions.

2.4. The Annual Training Plan

The annual training plan is the bases for all scheduled training for a year and it is a part of an over all plan of the team. The plan varies from country to country, either because of the structure of the fixture list of the competitions in a given country, weather and even financial considerations. The plan does, of course also vary, according to whether the coach is working with top-level professional players or with young players who are still being developed. However, it does rely on the same methodological principles. (F1FA coaching manual 2001-2002).

The purpose of annual training plan is to identify the work to be carried out to achieve agreed objectives. The annual Plan should be drawn up to identify yearly objectives as well as tasks and durations for periods (phases) of the season. In its simplest form the pan could comprise of a single, A4 sheet identifying the over all plan for the year and more detailed weekly plans identifying the specific activities the players are to carry out.

An annual training program is necessary to maximize performance in principle this means that handball players must train continuously and then reduce the amount to work during the second half of the preparatory period and focuses on special preparation of handball players which encompasses preparatory and friendly matches, (Wondimu T. 190 unpublished)

For coaches working with players at the pre-development (retraining stage or at the development stage, the annual training plan is based around these same

periods as well, but the scheduling of training activities is not geared solely to team performance (FIFA Coaching manual 2001-2002).

The yearly training plan forms parts of the long term plan which includes concrete aims and tasks at the team and it has two stages:

- Analysis of the last season
- Planning for the next season.

2.4.1 Analysis of the Last Season

Even though analysis of the past training program is not put in written form in the annual plan, it is the most important information gathering system to identify the strong and weak side of the past season and it helps for preparation of the coming annual training program.

If the plan is not the first program a coach have prepared with the players then an important activity to conduct is a SWOT analysis of the last training program

Strengths: What were the best aspect at the program and way

What did we do well and why?

Weakness: Are there gaps in the program?

What we not do very well and why?

Opportunities: how can we enhance the program to the benefit of the players' threats what may prevent to achieving the short and long term objectives.

2.4.2 Planning for the Next

After critically analyzed the last training program the next step is planning for the coming season. According to Sigmund Rahn and Martin Wendy (1982-192-194) there are principles or guidelines for a coach should have to follow to prepare a training plan. These are:

A. Always let a coach be guided by the strategy of the long term performance structure and plan training carefully

The guidance of the training methods include the experience and knowledge gained through experiences they further more illustrate the development of the athlete's personality and the relations between all the conditions affecting performance and their balanced development of the prerequisites for performance depends a many other thins on the accomplishment of the sought after outstanding performance: This explains the need for carefully planned training each part of a plan should be deduced from the one immediately following it more specifically this means preparation and designing of training on the basis of the long term performance structure and the basic idea of relating the method of the training and the medium and short term plans inferred from it. Both coach and athletes must always be contributed towards something greater and is directed towards a limited objective, which in turn has to be integrated in the strategic target.

B. Always direct yourself with long-term aim in view plan and formulate the performance aim cleanly and with in the target parameters

Training is directed towards the realization of outstanding performance at the right age i.e. towards the fulfillment of the long-term aim of performance

The approach to long-term aims for an objectively directed and systematic training depends on the level expected to leading world performance deducting medium and short-term objectives (aims) from the long term objectives puts the athletes in a position always to able to survey the aims to be achieved and to set specific tasks for ism self. The intermediate aims must, however, not be tackled independently

C. Note: the logical consistency of the organization at training in the formulation of individual factors determining performance

This rule should be illustrated by some examples. Learning specified skills at movement requires an appropriate level of fitness and co-ordination

strengthening the muscles in due course is, for instance, an important essential for the success of the learning process it ensures shorter learning times and prevents movements' form being acquired and consolidated incorrectly

A higher level of strength is required to produce further improvement or to deal with greater difficulties. On the other hand, the effect at any fitness training depends on the technical mastery of the physical exercise. A proper tactical approach in competition necessitates a corresponding level of fitness and co-ordination, technical a skill and knowledge.

D. Pay careful attention on the arrangement of the exercise

A consistent use of physical exercise increases the effectiveness of the individual exercise. As a rule, the coach must make sure that exercise having a minor effect does not precede those having a major effect.

Before breaking fresh ground, care must be taken that necessary initial level justified it. This implies especially to the fitness and technical preparation at the player. In leaning new exercise for instance, the player should be prepared by those that have preceded them. It must furthermore be noted that with selection and arrangement the positive effect of transfer is used the acquisition of knowledge should be organized in such away that the player is able to integrate new knowledge with what he already knows.

It is also important to arrange the exercise and demand as well as the knowledge to be communicated according to an increasing degree of difficulty i.e. form the simple the complicated and from the general to the specific.

E. Using the Systems

Proceeding systematically in training means drawing conclusions on the training method from the demands of the performance structure of the sport or event from the lows governing the development of performance as well as from the long-term performance structures and the assessment of the demands arrainging form the aims of the performance.

Proceeding systematically also requires the development and improvement in performance by applying the patterns which become effective in training without any detours and delay, and in addition, always proceeding from long-term objectives.

The principles are derived from among other things the patterns at the cognition process and the specific effectiveness of differentiated forms of training on the development of performance.

The varying relations of the performance factors in different sports and events require training directed towards the development of personal factors which mark the specific demand characteristics of the desired performance. It becomes clear that the principles of using systems are an essential condition for training on scientific lines.

F. Continuously pursue the development at performance, attitude and behavior of the athletes

Systematic procedures demand above all thinking about the particular needs of the individual in the development of the individual performance factors and their constituent parts. Everything acquired and improved by training must also be established in an acquisition and consolidation process that does not proceed parallel. The coach must therefore see that newly acquired knowledge is also established only then can fresh and higher loads be demanded with the best possible prospect of success. This applies to all abilities and technical skills as well as the overall physical capacity, and also applies to the formation of political and ideological convictions as well as the behavior of the athlete. Without stability the establishment of a standard of performance will be affected.

Frank W. Dick (1997) explained that during planning the handball players' annual training program, the coach must have access to a considerable volume of information and also have the ability to interpret this in the light of current training theory. The structure of these programmes begins to take its final shape

during the transition period at the conclusion of the previous completion season. However, this is not to say that the programmer is inflexible the coach must appreciate the dynamic nature of his work and be prepared, where necessary to make ready adjustment with in the structure

Information required by the coach is as follows.

- He should know the program of competition available to the player and the precise nature of each competition.
- He should know how to plan the year to accommodate the best competition program for the player development
- He should know the theoretical distribution of general, special and completion specific training in each phase at the year.
- He should know the number at training units and training environment available to the player.
- He should know the relevant training practices structures of loading and training rations at the athlete to meet his training objectives
- He should know the principles at unit, micro cycle, monocycle and macro cycle construction and their variation according to the phase of the annual cycle.
- He should know the status of the player relative to the demands of the event,

The final product should reflect the coach's interpretation of training theory and application of experience in program designed to meet the unique need of players in pursuit of competitive advantage.

Additional to this Mativeyers (1966) explained that there are 3 stages to prepare annual training plan, these stages are as follows;

The 1st stage; is to gather background information about your handball players and the objectives for forth coming season. According to him the sort of information to be collected is like as follows;

- Personal details (name date of birth, address etc)
- Current performance (personal best)
- Competition experiences
- Players other commitments (schooling, work, hobbies etc)
- Finance
- Medical information

The 2nd stage; is Goal setting; a goal can be defined as an objective, a standard, an aim of some action or a level of performance. There are three types of goal those are outcome goals, performance goals and process goals.

Goals setting are used as a motivational technique to provide direction for focusing on the tasks at hand and also goal setting is an extremely powerful technique for enhancing performance but it must be implemented correctly.

To sum up all the three types of goals can be useful the key is knowing when to focus on each goals type are not focusing all one's attention on outcome goals

The 3rd stage; to divide the time (year) in to working periods.

According to FIFA coaching manual (2001-2002), there are criteria's to be taken into account when preparing an annual training plan

- Playing level performance age and training age
- The number of players available
- The fixture list
- The Objectives for performance on the pitch for the season (general or long-term objectives of the year)

- The infrastructure, equipment and conditions available for training
- The coaching staff available (coaches, medical support administration manager, sport psychologist)
- Analysis and assessment of past performance
- Additional criteria's to be considered

Sport medical test

Inclusion of preparation or recovery period

The social the player (family place at residences school work etc)

2.4.3. Annual Training Plan Components

The difference kinds of training plans mentioned above have the same components

- Data on the scope and on the periods in question
- Objectives performance objectives to be reached in certain important competition: partial objectives relating to specific aspects of the requirement profile: intermediate objectives which are to be achieve after certain periods of training or intermediate competitions or pretests.
- Survey of the essential training element indices as the essential part of the plans
- Data on the periodicity at the plan phases
- Focal points of athletic training definition of loads and training intensities of certain areas of training essential exercise, guidance's pertaining to methods and organization.

2.5. Periodization and its Historical Background

Sigi Schmid and BOB Alejo (202:6) explained that periodization is a yearly progression in which the training design focuses on specific qualities at specific periods of the year in an effort to reach optimal fitness (power, strength, speed, flexibility etc) for a particular event or series of events.

The philosophy behind periodization is that training many qualities simultaneously or training without direction will not allow an athlete to optimize any one quality. By choosing blocks of time (weeks, months) to work on specific qualities at the end of the year or training objectives the athlete will have optimized all qualities and should reach peak fitness.

Periodization offers the additional advantage of providing a variety of training stimulus through various exercise choices, training intensities and volumes. The variety helps prevent over training and boredom. The periods, or cycles include mesocycles (monthly) and micro cycles (weekly). Macrocycles are yearly blocks of training better suited to younger athletes or athletes who have the luxury of time to prepare for the future. More commonly mesocycle are used to achieve desired results and micro cycles are the building blocks to those results.

Periodization means that the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim where by means of training. Loading and contents have to be taken into consideration. It is quite clear that in this process first of all the periods have to be adjusted to the dates of league matches. Manual of the international DFB coaching course 2008 (B. License).

The main objectives of training are to reach a high level of performance at a given time, usually the main completion of the year based on correct development of handball shape. Good handball shape occurs when the degree of training is high the psychological status enhances a high level of

performance. To achieve such a performance, the coach must properly periodic and plan the entire program so the development of skills, biomotor abilities and psychological traits follow logically and sequentially.

According to frank W. Dick, (1997:240) Periodization may be described as an organized division of the training year in pursuit of three basic objectives

- To prepare the player for achievement of an optimal improvement in performance
- To prepare the player for a definite climax to the competition season,
- To prepare the athlete for the main competitions associated with that climax.

Periodization refers to two important aspects. Periodization of the annual plan divides in to smaller training phases, making it easier to plan and manage a training program and ensures peak performance for the main competition of the year, periodization of biomotor abilities refers to structuring training phase to lead to the highest level of speed, strength and endurance. Wondimu. T. (1990 unpublished).

As Wondimu T. (1990 unpublished) explained, simple annual plans have been used since ancient Olympic Games. Philostratus referred to a preparatory phases for the ancient Olympic games with few informal competitions before and a rest period after, A similar approach was used for the modern Olympic games (1896 in Athens, Greece) and by U.S college athletes at the beginning of the 20th century, Planning has progressively become more sophisticated, Culminating with the germane programs of the 1936 Olympic Games when coaches used 4 year and annual plans. After world war, It the soviets started a state funded sports program with the scope of using athletics as the stage to demonstrate the superiority of their political system.

When coaching used a 4 years and annual plans after world war II, the soviets started a state funded sports program with scope at using players as the stage to demonstrate the superior of tier political system.

In 1965, Matveyve published a model of an annual plan based on a questionnaire that asked athletes how they trained. He analyzed the information statically and produced an annual plan divided into phases. Sub-phases and training cycles. Some enthusiasts called it the classical models. With this, he also describe the concept of per iodization is not new. But to every body is familiar with it history.

Periodization existed in an unrefined form for unknown time. It is difficult to trace who initiated it. It was used in a simple form by the Greek Olympians. As mentioned philostratus was the vanguard of today' planning over the centuries man author and practitioners added to the process improving the knowledge to the present status

Similarly Frank W Dick (1997-242) described modern theory of per iodization was originally advanced by L.P Matveyve (USSR) in 1965, as an updating of work which he first introduced in 1962. From early ideas of preparing an athlete for a competitive program distributed throughout a season, he looked towards a specific completion climax or peak (e.g. national championships' Olympic Games etc), for which not only training periods but also s selected competition program was a totally preparation. Matveyve suggested that the year be divided in to three periods; Preparation competition and transition. The first two periods he divided further and these will be referred to have as phases.

2.5.1 Types of Periodization

Periodization can be classified into two depending on the number of competitive periods in the season. These are single and double periodization.

Several attempts have been made to accelerate performance improvement by establishing two competitions seasons. The concept of two competition season is referred as a double periodization, while one completion season is single periodization. The double periodization year had been successfully applied to swimming and track and field. Matveyev has suggested that by this method it is possible to achieve a greater increase per year in those events where maximum and elastic strength are key characteristics whereas seasonal sports such as handball or sports with one major competition in a year use single periodization and it is monocycle plan and there is only one peak.

2.5.2. Implication of Periodization for the Long-season Sports

As Frank W. Dick (1997-243) suggested simply playing a team game as opposed to an individual sport, does not make players different in their capacity to produce peak performance. It becomes essential then, for team managers in sport such as basketball hockey soccer etc to establish some form of rotation of players to avoid burn out of all first team players at the same time of course the first team will be prioritized and individual players preparation plans should be woven around the prioritized competition dates. If players are also being to be able to peak for international team duties these dates must be included in the prioritized list.

2.5.3. Periodization of the Annual Training Plan

It is obvious that the training a coach runs during the season can not be of the same kind, as the definitely has to differentiate with each macro cycle. Certain reasons can be responsible for variations concerning volume and intensity as well as the character of training with its technical/tactical objectives. i.e. injuries of players, short term change of the league's fixtures extreme position in the league which could not be expected, pitch and weather condition etc....

Concerning volume and intensity of training Wondimu T. (1990 unpublished) indicate, during the preparatory and early competitive phases, emphasize training volume with low levels of intensity according to the specifics of the sport. During this period, quantity of work should dominate. As opposed to the competitive phase when you emphasize work intensity or quality. He also adds as the competitive phase approaches the training volume curve decrease drastically while the intensity curve increases. Such a monocycle model is typical for sports dominated by speed and power. The volume curve decreases to allow the coach to concentrate on speed.

Each periods preparatory competition and transition has own tasks characters an structures of training. The major factors in the annual training cycle are the level of exertion, of which quantity intensity complexity and content move up and down through out the periods

The yearly training cycle is divided into periods (macro cycle)

- Preparatory period
- Competition period
- Transition period

Each macro cycle is divided in to different mesocycles. A mesocycles is portion of time where the character and structure of training concerning volume, intensity and contents are about the same. In general it lasts between 2-6 weeks, depending on which macro cycles a coach is involved with.

Preparation Period

This is the key period for getting players and the team as a whole in the right physical conditions. It should last between 4 to 10 weeks (depending on the level of the players and the level of competitions) and must take into account physiological factors. Experience has shown that the first positive effect of training become apparent after 6 to 10 weeks, and it is lasting 6 to 8 weeks seems to be the norm nowadays in handball

In this period, the foundations are laid for future high performance. This period is vitally important for the performance of the team in the period and in the fulfillment of tasks planned for the yearly cycles. Besides the extent, intensity and complex of the training work, the length of the preparatory period is decisive factor. Due to the limited length of the preparatory period (8-10 weeks) material (balls, hurdles, goals playing fields etc) must be in first rate condition and organization of the training must first class. (Wondimu T.1990 unpublished.)

In this period the players will move gradually from very general to specific training. The main objective of the period is, as its name suggests, preparing the players for the competition period. The general training can be through as “training to train” and may last as much as one third of the whole plan of preparation competition and transition. All round general fitness is developed by gradually increasing the volume of training. This general fitness will allow the players to do the more demanding specific training which follow without injury. Volume should not increase in a straight line, but in steps to allow time for recovery and overcompensation.

This Period is divided into Two Phases

The first half of the preparatory period is dominated by physical activities. The quantity of training is decisive for this preparation, i.e. the frequency of training sessions and the duration and volume of training the training done in this phase is basic.

The second half of the preparatory period is dominated by the preparation of technical- tactical aspects. Match related games and friendly match. This is the pre-competition phase, the phase of specific physical development with the inclusion of technical/tactical and mental aspects. The quantity of training is reduced: the quantity therefore comes from the intensity of the work. There are nevertheless many who feel that the quantity is often synonymous with quality and intensi

Tasks of the Preparatory Period

As Wondium T. (1990 unpublished) explained tasks that:

- Increase of the functional ceilings of the individual system of the organism of the player and adaptations of the enhanced functional capacity of the organism to the specific demands of performance in handball.
- Increase of the physical preparation of the players in terms of general and special orientation.
- Elimination of individual shortcomings and the teachings of new playing skills and special knowledge in the area of tactics.
- Development of the psychic resistance of the players (characteristics of will and morale to the high pressure of training and games)

The Competition Period

According to Wondimu T. (1990, unpublished)

- The duration of this period depends on the competition schedule
- It usually lasts between 8 and 10 month (depending on the country and the level of competition)
- The period is subdivided in to weekly cycles called microcycle.
- This is a period when general and specific fitness are transformed into match fitness, when player reach optimum performance capacity and seek to maintain this for a long as possible
- During this phase, the players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressure of competing.
- As the level of performance during this period depends on the commitment of the players in the various competitions and on their

won personal potential, the coach has to bear in mind the need to take individual requirements into account in training.

- To ensure the right emphasis in training and to allow the training to be monitored more easily, several of the micro cycle in this period becomes 3 to 4 week competition mesocycles.

Tasks of the Competition Period

According to Wondium T. (1990 unpublished) explained that, tasks performed in competition period are:

- Atonement and maintenance of the level of capacity for special work of the players organism as per-condition for high performance in handball
- Perfection of technical and tactical aspects of the game through improvement of individual play activity, play combinations plus further development of special knowledge and creative ability of the players.
- Through systematic influence of education on the moral, will and character traits of the players their psychological preparation is improved.

The Transition Period

This 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 exertion of playing competitive hand ball. The period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

The transition period comes at the end of a season and can be thought of as an "active rest". The main objective of this period is to allow the players an opportunity to recover mentally and physically from the training loads or the preparation and competition periods. Players should be encouraged to try different types of low volume, low intensity activities away from usual

training environment. The activity should provide change and allow the players to return to handball refreshed and eager to resume training for the following season. The transition period is also a useful time for the coach and player to evaluate what was achieved and to make plans for the future.

CHAPTER THREE

3. DESIGN OF THE STUDY

This chapter deals with method of the study, data gathering instruments and data analysis technique. The brief explanation of each topic is present below.

3.1. Method of the Study

The aim of this study is to assess and show the annual training plan preparation and its problem in Addis Ababa Handball club coaches. To this end descriptive survey method was employed.

3.1.1. Source of the Data

The source of data for this study were

1. Addis Ababa handball club coaches
2. Handball players of those selected clubs, and
3. Document (annual training plans prepared by those mentioned club coaches)

3.1.2 Sampling Techniques

In Addis Ababa, there are three female and three male handball clubs these clubs where Paketer, Kerkose sub city, 4th kilo children, Maremia police, Federal police and Defense handball clubs.

The target population of this study composed of those mentioned six club head coaches.

Regarding to the player respondents 80% of the total players population were selected by using random sampling technique.

Finally from those selected club a total number of 66 handball players and 6 club coaches were participated as respondents.

3.2. Data Collection Instruments

As it had been stated earlier, the principals' objective of this research undertaken was to assess and show the annual training plan preparation of those selected club coaches and its problems. Hence the researcher used questionnaire and document analysis to collect the appropriate information.

3.2.1. Questionnaire

Two kinds of questionnaires (for coach and players) were prepared with the intention of collecting pertinent information for the study.

The coaches questionnaires consists of items regarding their background, experience in coaching, level of coaching license, experience of preparing yearly training plan and related problems.

The player's questionnaire is composed of items regarding their background, the extent of how much they help the coach for the preparation of the annual training plan.

Questionnaires are consist both openended and closeded types for the purpose of each on the part of the players and coaches, data collection instrument (questionnaires) were prepared and distributed in Amharic language and translated in to English language.

3.2.2 Document Analysis

Document (annuls plan) prepared by coaches were critically evaluated to check whether a plan contains the necessary component of handball training, objectives, available time and resource budgeting ... etc or not.

The annual training plan checklist has two part, the first part contains scope of the annual training plan and the second part is data on the periodicity. In the annual training plan evaluation checklist mark (√) assigned under a division of

“Yes”, “No” and “ Not sure”. If the annual training plan contain basic component of a training plan it earned “Yes” and if a plan failed to contain major components of a training plan it earned “ No” and if the component are controversial to decide it earned “ Not sure”.

3.3. Data Analysis Technique

The data gathered from questionnaires and documents analysis were organized using appropriate and relevant statistical method of analysis the method which assists to come up with finding, descriptive, statically including percentage and average cross tabulation method was used.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA

This part of the thesis deals with the presentation analysis and interpretation of the data gathered from the sample of Addis Ababa handball clubs, the data obtained through questionnaires and document analysis were analyzed and interpreted.

The primary objectives of this part is to seek appropriate responses for the basic questions raised at the beginning of this research form the above mentioned respondents out of the total 72 questionnaires of which 72 were distributed to players and coaches 100% (72) were filled and returned.

Additional to questionnaires 6(six) annual training plans were evaluated by using evaluation checklist.

The rate of return of the questionnaires was 100 % reasonable amount in case of survey study to conduct data analysis consequently based on the respondents.

4.1. Characteristics of the Population under Study

In order to minimize varieties of the study groups different categories of respondent were involved in this study as mentioned earlier therefore, it is believed that the responses and other relevant data were organized and analyzed in order to determine the out come of the study.

A. The players Respondents Background

Table 1. Characteristic of the Respondents

No	Item	Respondents					
		Female		Male		Total	
		No	%	No	%	No	%
1	Sex	33	50%	33	50%	66%	100%
2	Age in year						
	A. below 17 year						
	B. 17-20 year	11	16.7%	3	4.5%	14	21.2%
	C. 21-25 year	19	28.8%	15	22.7%	34	51.5%
	D. 26-30 year	3	4.5%	9	13.6%	12	18.2%
	E. 31-35 year	-	-	4	6.1%	4	6.1%
	F. above 35 year	-	-	2	3.0%	2	3.0%
	Total	33	50	33	50	66	100%
3	Total year as a player						
	A. below 1 year	4	6.1%	1	1.5%	5	7.6%
	B. 1-3	18	27.2%	8	12.1%	26	39.4%
	C. 4-6	11	16.75	11	16.7%	22	33.3%
	D. 7-9	-	-	7	10.6%	7	10.6%
	E.10-12	-	-	2	3.0%	2	3.0%
	F. above 12 year	-	-	4	6.1%	4	6.1%
	Total	33	50%	33%	50%	66%	100%

Out of the total 66 players involved in the study, 33 (50%) were females and 33(50%) were males. The number of female respondents as shown in the above table were 11(16.7%) of them were under the age of 17-20 year, 19(28.39%) of them were under the age of 21-25 year and the rest 3(4.5%) of them were under the age of 26-30 years where as the number of males, 3(4.5%) of them were under the age of the 17-20 year, 15(22.7%) of them were under the age of 21-25 year, 9(13.6%) , 15(22.7%) of them were under the age of 26-30 year,

4(6.1%) of them were under the age of 31-35 year and the rest 2(3.0%) of them were the age of above 35 years.

The study indicates that, majority players age shown that they are top level players.

Concerning to the total years as a player the female respondents as shown in the above table, 4(6.1%) of them have an experience of below 1 year, 18(27.2%) at them have an experience of 1-3 year and the rest 11(16.7%) of female respondents have an experience of 4-6 year. Where as the number of male respondents under the same item only 1(1.5%) of them has an experience of below 1 year, 18(27.2%) of them have an experience of 1-3 year, 11(16.7%) of female respondents have an experience of 4-6 year, were as the number of male respondents under the same item only 1 (1.5%) of them has an experience of below 1 year, 8(12.1%) of them have an experience of 1-3 year, 11(16.7%) have an experience of 4-6 year, 7(10.6%) of them have an experiences of 7-9 year, 2(3.0%) have an experience of 10-20 year and the rest 4 (6.1%) of them have an experience of more than 12 years.

According to the above data majority of female respondents have 1-6 year experience, but on the male respondents the data shown heterogeneity experiences.

B. The Coaches Respondents Background

Table 2. Characteristics of the Respondents

No	Item	Respondents	
		No	%
1	Sex		
	A. Male	6	100
	B. Female	-	-
2	Age in year		
	A. 20-30 year	-	-
	B.31-40	1	16.7%
	C. 41-50 year	3	50.0%
	D. 51-60 year	2	33.3%
	E. above 60 year	-	-
	Total	6	100%
3	Education level		
	A. 10 th completed	2	33.3%
	B. 12 th completed	3	50.0%
	C. Diploma holder	1	16.7%
	D. 1 st degree holder	-	-
	E. 2 nd degree holder	-	-
	Total	6	100%
4	Coaching level		
	A. level 1	-	-
	B. level 2	4	66.7%
	C. level 3	2	33.3%
	Total	6	100%
5	Experience in coaching		
	A. below 1 year	-	-
	B. 1-5 year	-	-
	C. 6-10 year	3	50.0%
	D. 11-15 year	2	33.3%
	E. 16-20 year	-	-
	F. Above 20 year	1	16.7%
	Total	6	100

As it can be observed from table 2 of time one, 6(100%) of the respondents are males. This may indicated that the participants of females in the area of handball game were low.

With respect age category, as shown in the same table, 1(16.7%) of the coaches fail with in the age 31-40 year, 3(50%) of the coaches we with in the age rang 41-50 year and the rest 2 (33.3%) were in the age rang 51-60 year.

From the table we can understand that most of the coaches were well experienced for the game of handball.

As far as item three of table 2 is concerned, 2(33.3%), 3(50%) and 1(16.7%) of the coaches had 10th completed, 12th completed and diploma holder respectively.

From this data we can understand that respect they have not this much satisfactory level of education to training the players of handball game.

With respect to coaching level,4 (66.7%) of them have level 2 coaching license and the rest 2(33.3%) have level 3 license.

When we see experience in coaching, 3(50%) have served 6-10 year, 2(33.3) have served 11 -15 year and 1(16.7%) has served more than 20 years.

As can be seen from the data, majority of the coaches they have adequate experiences in the area they have been entitled to undertake their coaching assignment.

4.2 Data Gathered through Questionnaire

4.2.1 Players Response

Table 3. Reposes given on the Participation of Players During Planning

No	Item	Respondents	
		No	%
1	Do you participate when aural training plan is prepared		
	A. Yes	4	6.1%
	B. Partially	10	15.2%
	C. no	52	78.8%
	Total	66	100
2	If the answer of question number 1 is "No" does you coach explain about the year plan		
	A. yes	15	28.9%
	B. partially	19	36.5%
	C. no	18	34.6%
	Total	52	100%

As seen the above table 3 item 1 shows that, 4(6.5%) of the players were participated when annual plan was prepared, 10(15.2%) of the players were partially participate when yearly plan was formulated and the rest or majority players of those club which is 52(78.8%) of them were not participated when annuals plan was prepared.

As it indirect in the above table 3 item 2 responses of players indicate that, 15(28.8%) of them responses showed that coaches explained about their yearly

plan, 19(36.5%) of the players responses showed that coaches explained yearly plans.

Coaches were not explained their yearly plan

Table 4. Players Participation during Evaluation of last year Plan Implementation

No	Item	Respondents	
		No	%
1	Do you evaluate the last year plan implementation		
	A. yes	22	33.3%
	B. Partially	24	34.4%
	C. No	20	30.3%
	Total	66	100%
2	Does the plan tack in to account evaluation of the last year plan implementation		
	A. Yes	30	45.5%
	B. Partially	21	31.8%
	C. no	15	22.7%
	Total	66	100%

According to table 4. The responses at players indicate that the participation of players in evaluation process are not satisfactory. As seen from the table from 66 player only 22(33.3%) of them involved during evaluation the last year plan implementation, 24(34.4%) of them were partially involved during evaluation process the rest 20(30.3%) of players does not involved during evaluation of last year plan implementation.

It has been recorded in the above table item 2, responses of players indicated that, 30(45.5%) of the player responses showed that the plan take in to

consideration the last year plan evaluation result, 21(31.8%) of the players responses, showed that the plan take in to consideration partially the rest 15(22.7%) of the players response regarding to table 4 item 2 indicated that the plan does not consider evaluation result of he last year plan implementation.

In general from table 4 one can understand that the participation of players during evaluation of implemented plans were not satisfactory.

Table 5. Awareness of Players about Tasks and Objectives of the Period

No	Item	Respondents	
		No	%
1	Do you know the activities and objectives in each period of the year?		
	A. Yes	14	21.2%
	B. Partially	22	33.3%
	C. No	30	45.5%
	Total	66	100%
2	If the answer of the above question in "B" or "C"		
I	Do you achieve the intended objective?		
	A. Yes	13	36.1
	B. Partially	14	38.9
	C. No	9	25.0
	Total	36	1000
II	Does the activities related to with the age and experience of players		
	A. Yes	12	33.3%
	B. Partially	20	55.6%
	C. No	4	11.1%
	Total	36	100%

Regarding to the activities and objectives of each period of the year in the above table, players respond that 14(21.2%) of the players were a aware activities and objective of each period, 22(33.3%) of them were partially a were the activities and objectives of each period and the rest 30(45.5%) were not a were the objectives as well as activities of each period of the year.

As it can be observed from table 5 item 2 “I”, 13(36.1%) of the players response indicted that they will achieve the intended objective, 14(38.9%) of the player response shows will that achieve the intended goal partially, but the rest 9(25.0%) of the player response indicate they did not achieve the intended objective.

Regarding to activities with relation to age and experience of players, majority of the players 20(55.6%) response indicated that, the activities of each periods selection partially consider age and experience of the players, 12(33.3%) of the players responses were showed that the activities of each period selection were considering with the age and experience of the player and 4(11.1%) of respondents response indicate the activities of each period selection were not consider the age and experience of players.

4.2.2 Responses of coaches

Table 6. Preparation of Annual Plan

No	Item	Respondents	
		No	%
1	Dou you prepare annual training plan?		
	A. Yes	6	100
	B. Sometimes	-	-
	C. No	-	-
	Total	6	100
2	If the answer of the above question is "No" why do not you prepare annual training plan?		

As shown the above table item1, the responses of coach indicated 6(100%) of the coach prepared annual training plan.

As explain in the chapter of related literature planning of training program play a great role on the improvement of handball players performance as well as the grate contribution on the development of the game it self, therefore, coaches, will keeps up to prepare their train of program.

Table 7. View Points that Consider for Preparation of Annul Plan

No	Item	Respondents	
		No	%
1	Before you prepare the annual training plan did you consider the following? Please make those you did not		
	A. objectives of the year	-	
	B. Last year completion result	-	
	C. Analysis and assessment of players last year performance	-	-
	D. Personal detail	3	50%
	E. Players experience	-	
	F. The number of players available	-	
	G. Competition behavior	-	
	H. Date of competition	6	100
	G. The coaching staff available	4	66.7%
2	Why do you not consider those you marked?		

As it can be observed in the above table, the response of coaches indicated that, among the viewpoints mentioned above, personal details, date of competition and the availability of coaching staff are did not take into consideration by coaches before they prepare annual training plan regarding to competition date 6(100%) of coaches did not consider, 4(66.7%) of coaches also did not take into account the coaching staff availability , the ½ (50%) of

coaches response indicate that they did not take into account players personal details before they were prepared annual training plan. The reason why they did not take in to account those marked points are, financial problem and federations announce competition date after they prepared annual plan.

But the rest viewpoint take in to consideration by coaches when property annul all training plan.

Table 8 Periodization and Evaluation

No	Item	Respondents	
		No	%
1	Does your plan periodically classified?		
	A. Yes	4	66.7%
	B. No	2	33.3%
	Total	6	100%
2	If the answer of the above question is 'no' why?		
3	Do you evaluate what you have planned?		
	A. Yes	6	100
	B. Sometimes	-	-
	C. no	-	-
	Total	6	100

As it can be observed in the above table 9 item 1 the majority of the coaches which is 4(66.7%) of them response indicate that, they were prepare annul training plan periodically and the rest 2(33.3%) of them were not prepare periodically their training plan and the response for the question why you did not periodically classified your training plan, were not given detail justification

by coaches. But they respond one thing, they explained that, they not having enough knowledge about perdiozation.

According to the above table 9, 100% of the coaches were responded that they evaluate the strong and week side or limitation of what they planned.

Table 9. Co-operation of Coaches and Players on Preparation Annual Training Plan

No	Item	Respondents	
		No	%
1	Does your plan prepared rely consider the actual condition of the club?		
	A. Yes	6	100%
	B. Partially	-	-
	C. No	-	-
	Total	6	100%
2	When you prepare the annual training plan, does the players Participated?		
	A. Yes		
	B. some of them	2	33.3%
	C. No	4	66.7%
	Total	6	100%
3	Do you evaluate what you have planned		
	A. Yes	2	33.3%
	B. No	4	66.7%
	Total	6	100%

As shown the above table item1, majority of the respondent which is 6(100%) were take in to consideration the actual condition of the team when they were prepare annual training plan.

Regarding to the participation of players during planning annual training plan, majority of coaches response indicate that they did not give chance for players when they were prepare annual training plan and the rest 2(22.3%) of the respondent response indicted coaches were cooperate with some of the players during preparing annual training plan.

Stated on the part of review literature in order to prepare useful annual training plan coaches should co-operated with their players specially when objectives of the year were selected. But in this regard majority of coaches response indicate the co-operation of them with their players during planning yearly plans was very low.

The respondent coaches in the above table item 8 were asked to know did they explain about yearly plan for their players or no, 2(33.3%) of them response were indicated that, they were explain about yearly training plans for their players and the rest 4(66.7%) of the coaches response show, they did into clarify about yearly training plans for players

As a whole the above finding that obtained from the analysis of the items of table 9 indicated that coaches did not give chance for players during preparation of annual training plan and also coaches did not explain yearly training plans for players this shows that majority of player were participated as a player with out knowing the destination of their journey.

4.3 Data Obtained from Annual Training Plan Evaluation Check list

Table 10. Scope at the Annual Plan

No	Item	Yes		No		Not sure	
		No	%	No	%	No	%
1	Does the plan comprise clearly specific yearly objectives?	1	16.7%	5	83.3%	-	-
2	Does the plan contain realistic yearly objective?	1	16.7%	5	83.3%	-	-
3	Dos the plan contain components of						
	Physical quality	6	100%	-	-	-	-
	Technical quality	6	100%	-	-	-	-
	Tactical element	6	100%	-	-	-	-
	Psychological aspects	5	83.3%	1	16.7%	-	-
4	Does the plan relate to the age and experience of players?	6	100%	-	-	-	-
5	Does the plan take in to consideration the actual condition of the team resource?	5	83.3%	-	-	1	16.7%
6	Does the plan show specific timescale for executing activities?	5	83.3%	1	16.7%	-	-
7	Does the plan flexible?	1	16.7%	-	-	5	83.3%

As observed in table 10, the data obtained from the annual training plan evaluation checklist provide that, all club coaches were prepared annual training plan. Among the plans only 1(16.7%) of them were comprised of yearly objective but the rest 5(83.3%) the annual plans were not comprised of yearly objectives.

The above finding that obtained from the analysis of item 1 of table 10 indicate that, majority of coaches were not clearly know why they are coaching their team?

Regarding to the components of handball training the data indicates. 5(83.3%) of the plan contains the whole components such as physical quality, tactical elements tactical elements and psychological aspect of handball training but one (16.7%) of the plan missed psychological component.

In the some way 5(83.3%) of the club plan relatively match with the age and experience of players and 1(16.7%) of them was not clearly indicate the intensity and duration of the activities because of this it was controversial to decide its match or not with the age and experience of players

As shown the same table items 5, the data indicate that, all of the club annual plans take in to consideration of the actual condition of the team resource.

As it can be observed in the above table item 6 the majority of plan which is 5(83.3%) of the plans were indicates time scale for the implementation of the activities.

In the some way 5(83.3%) of the plans did not show flexibility in time and content but 1(16.7%) of the plan did show flexibility when it the situation changed.

Table 11. Data on Periodicity

No	Item	Yes		No		Not sure	
		No	%	No	%	No	%
1	Does the plan periodically prepared?	2	33.3%	4	66.7%	-	-
2	Does the plan clearly show objectives of the preparatory period?	1	16.7%	5	83.3%	-	-
3	Does the plan allocates available time for preparatory period?	2	33.3%	4	66.7%	-	-
4	Does the plan clearly indicate the takes in preparatory period?	2	33.3%	4	66.7%	-	-
5	Does the plan clearly show objectives of the competition period?	1	16.7%	5	83.3%	-	-
6	Does the plan clearly indicate the takes in completion period?	2	33.3%	4	66.7%	-	-
7	Does the plan clearly show objective of transition period?	1	16.7%	5	83.3%	-	-
8	Does the plan allocates available time fro transition period?	1	16.7%	5	83.3%	-	-
9	Does the plans clearly show indicate the tasks in transition period?	1	16.7%	5	83.3%	-	-

As it can be observed in the above table item 1, the data obtained from the annual training plan evaluation checklist indicated that, 2(33.3%) of the plans

were periodically classified but the rest 4 (66.7%) of the plans were not prepared periodically.

As it is stated in the above table 10 item2, majority of the plans which is 5(83.3%) of them were not contain objectives of preparatory period and 1(16.7%) of the plan contain the preparatory period objectives in the connection of this 2(33.3%) of plans were allocate available time for implementation and display tasks of the period but the majority club annual plans were not clearly indicate preparatory period and its component.

As shown the above table, 1 (16.7%) of the plan clearly show objectives of competition period, the rest 5(83.3%) answer into manifest objective of competition period. Regarding to tasks, 2(33.3%) of the club plan those periodically classified display tasks of the period.

As it can be observed in table 11, only one club annual plan manifest objectives, allocate available time and display tasks of transition period and the rest 5(83.3%) of the club plans missed transition period as a whole.

Generally, as it was observed from the annual training plan checklist items related to periodicity, majority of club plans were not periodically classified. In other word among the total number of clubs annual plan only one plan contain preparatory, competition and transition periods and its component.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

One of the most important responsibilities of the coach is planning the training program. The purpose of a training plan is to identify the work to be carried out to achieve agreed objectives at the right time. Training plan should be drawn up to identify long term objectives (goals) well as short term plans for the forthcoming season. Proceed from the purpose of this study was, to assess and show the annual training plan of those selected club coaches and identify the major problems that occurs during planning . In order to achieve these objectives the following research question were raised;

1. Do coaches formulate annual training plan?
2. Does their plan periodized and reveal general objectives and tasks of the period?
3. What are the problems that are facing during preparation of training plan?

The study was carried out on six Addis Ababa handball clubs, The source of data for the study were coaches players, and annual plans prepared by those selected club coaches. The obtained data from different source of information were analyzed by using percentage. The result of the study shows the following findings.

5.2. Conclusion

In the preceding section, the main findings of the study have been summarized in with it objectives based on the findings the following conclusions can be drawn.

- According to the result obtained from coaches questionnaire and annual training evaluation checklist, all club coaches were prepared annual training plan.
- According to the result obtained from coach and player questionnaire, the co-operation of coaches with their players during preparation of yearly training plan was very low and also they do not have enough information about yearly plan that drawn by their coaches.
- Planning involves selecting objective and developing action programs for achieving them but 5(83.3%) of selected club coach plans were not clearly stated yearly objectives.
- As to the periodization of training plan, the results of the analysis which is obtained from coaches questionnaires revealed that majority of coaches' response show they were prepare annual plans periodically. But the analysis of annual plan evaluation checklist 5(83.3%) of the plan were not periodically prepared. This shows coaches have not enough knowledge about peiodization.
- According to the result obtained from coaches' questionnaire, date of competition, players' detailed information and the availability of coaching staff were not take in to consideration by caches during planning. Because of unknowing of the exact competition date and financial problem as coaches said.
- The annual plan prepared by those selected club coaches, according to the result obtained from annual evaluation checklist, were not manifest flexibility in time and content.

5.3. Recommendation

Based on the findings the following recommendations are made

- Players involvement in planning can be an important motivational tool for them and the coach therefore, coaches should co-operative with their players during the planning especially when objectives are set.
- In order to improve qualities of coaches, Addis Ababa handball federation should give different capacity building trainings for coaches.
- In addition to this coaches should improve their own knowledge by investigating different related information from different recourses.
- Addis Ababa handball federation and Ethiopian handball federation Addis Ababa handball federation should inform the exact competition date for clubs before they prepare annual plan.
- Each coaching staffs its own responsibilities and duty in order to improve players' performance as a whole team success. In this regard governed body of the club should try to employ those coaching staff.
- One of the great problems of selected club coaches were missed yearly objectives. Therefore, coaches must include objectives of the year in their own training plan.

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Appendix A
Addis Ababa University
Faculty of Science
Department of sport science

A Questionnaire filled by players

The purpose of this questionnaire is to gather data about preparation of annual training plan in the case of Addis Ababa handball clubs be confidential that the information gathered will be used only for the research purpose hence, You are kindly requested to provide the necessary information which is very helpful to the quality of this research as well as to bring practical solutions to the problem you are not expected to write your name on the questionnaire.

Tank you Very Much!!

Part I personal information

Sex Male Female

Age in year

- | | |
|---|---|
| A. below 17 year <input type="checkbox"/> | D. 26-30 year <input type="checkbox"/> |
| B. 17-20 year <input type="checkbox"/> | E. 10-12 year <input type="checkbox"/> |
| C. 21-25 year <input type="checkbox"/> | F. above 12 year <input type="checkbox"/> |

1. Do you participate when annual training plan is prepared?

- A. Yes B. Partially C. No

2. If the answer of question number 1 is "No" does your each explain about the year plan?

- A. Yes B. Partially C. No

3. Do you evaluate the last year plan implementation?

A. Yes B. Partially C. No

4. Does the plan take in to account evaluation of the last year plan implementation?

A. Yes B. Partially C. No

5. Do you know the activities and objectives in each period of the year?

A. yes B. Partially C. No

6. If the answer of the above questions is "B" or "C"

I. Do you achieve the intended objectives?

A. Yes B. Partially C. No

II. Does the activities related to with the age and experience of players

A. Yes B. Partially C. No

Appendix B
Addis Ababa University
Faculty of Science
Department of sport science

A Questionnaire filled by Coach

The purpose of this questionnaire is to gather data about preparation of annual training plan in the case of Addis Ababa handball clubs be confidential that the information gathered will be used only for the research purpose hence, You are kindly requested to provide the necessary information which is very helpful to the quality of this research as well as to bring practical solutions to the problem you are not expected to write your name on the questionnaire.

Tank you Very Much!!

Part I. Personal Information

1. Sex A. Male B. Female
2. Age in year
 A. 20-30 year D 51-60 year
 B. 31-40 Year E. above 60 year
 C. 41-50 Year
3. Educational level
 A. 10th completed D. 1st degree holder
 B. 12th completed E. 2nd degree holder
 C. Diploma holder
4. Coaching level
 A. level 1 B. Level 2 C. Level 3
5. Experience in coaching

A. Below 1 year

B. 1-5 year

C. 6-10 Year

D. 11-15 Year

E. 16-20 Year

F. Above 20 year

Part II. Research Related Information

a. Do you prepare annual training plan?

A. Yes B. Sometimes C. No

2. If the answer of the above question is "No" why do you not prepare annual training plan?

3. Before you prepare the annual training plan did you consider the following?

Please mark those you did not

- Objectives of the year
- Last year competition result
- Analysis and assessment of players least year performance
- Personal detail
- Players experience
- The number of players available
- Competition behavior
- Data of competition
- The coaching staff available

4. Why do you not consider those goes marked?

5. Does your plan periodically classified?

A. Yes B. No

6. If the answer of the above question is “No” why?

7. Do you evaluate what you have planned?

A. Yes B. Some times C. No

8. Does your plan prepared rely consider the actual condition of the club

A. Yes B. Partially C. No

9. When you prepare the annual plan, does the players pretreated?

A. Yes B. Some of them C. No

10. If the answer of the above question is “B” or “C” do you explain about the yearly plan for your player

A. Yes B. No

Appendix C
Addis Ababa University
School of Graduate studies
Faculty of Science
Department of sport science

Annual Training plan evaluation checklist Filled by the researcher.

The purpose of this evaluation checklist is to gather data for the thesis entitled “A study on Assessment of Annual Training plan preparation in the case of Addis Ababa Handball clubs” the activities will be recorded in the category of yes/No/Not sure on the basis of whether the plan contains necessary information’s or not for handball training.

No	List of evaluation points	Yes	No	Not sure
	A. scope of the plan			
1	Dose the plan comprise clearly specific yearly objectives			
2	Does the plan contain realistic yearly objective			
3.	Does the plan contain components			
	- Physical quality			
	- Technical element			
	- Tactical element			
	- Psychological aspects			
4.	Does the plan relate to the age and experience of players?			
5	Does the plan flexible			
6	Does the plan take into account the actual condition of the team resources			

7	Does the plan show specified timescale for executing activities			
B. Data on periodicity				
1	Does the plan periodically prepared?			
2	Does the plan clearly show objectives of the preparatory period?			
3	Does the plan allocate available time for preparatory period?			
4	Does the plan clearly indicate the tasks in preparatory period?			
5	Does the plan clearly show objectives of the competition period training?			
6	Does the plan clearly indicate the tasks in completion period?			
7	Does the plan clearly show objectives of transition period?			
8	Does the plan allocate available time for transition period?			
9	Does the plan clearly indicate the tasks in transition period?			

Appendix D

አዲስ አበባ ዩንቨርሲቲ

የሳይንስ ትምህርት ዘርፍ

የስፖርት ሳይንስ ትምህርት ክፍል

በእጅ ኳስ ተጫዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በአዲስ አበባ ከተማ ውስጥ ስላሉት የእጅ ኳስ ክለቦች አመታዊ የስልጠና እቅድ አዘገጃጀት መረጃ ለመሰብሰብ ሲሆን የሚሰበሰበው መረጃ ለጥናታዊ ጽሁፍ ብቻ የሚውል ይሆናል። በመሆኑም አስፈላጊውን መረጃ በመስጠት እንድትተባበሩን እየጠየኩ የምትሰጡት መረጃ የጥናታዊ ጽሁፉን ጥራት ደረጃ ከፍ ከማድረጉም በተጨማሪ ያሉትን ችግሮች ለይቶ መፍትሄዎቻችን ለማመልከት ከፍተኛ ሚና ይኖረዋል።

ለምታደርጉት ትብር መጣም አናመግናለን።

አቅጣጫ

- ስም መጻፍ አያስፈልግም
- መልሳችሁን በተሰጠው የሳጥን ምልክቱ ውስጥ “✓” ምልክት በማድረግ ግለጹ።

ክፍል አንድ:- የማንነት መግለጫ

1. የክለቡ ስም -----
2. ፆታ ሴት ወንድ
3. እድሜ ሀ. ከ17 አመት በታች ለ. ከ17-20 ዓመት ሐ. ከ21-25 አመት
መ. 26-30 አመት ሠ. 31-35 አመት ረ. ከ35 አመት በላይ
4. አሁን ባሉበት ክለብ ያለዎት ቆይታ
ሀ. ከ1 አመት በታች ለ. 1-3 አመት ሐ. ከ4-6 አመት
መ. 7-9 ዓመት ሠ. ከ10-12 አመት ረ. ከ12 አመት በላይ

ክፍል ሁለት:- ከጥናታዊ ጽሁፍ ጋር ተዛማጅነት ያላቸው መረጃዎች

1. ስላለፈው አመት እቅድ ትግበራ ተወያይታችኋል?

ሀ. በሚገባ ለ. በመጠኑ ሐ. በጭራሽ

2. አመታዊ እቅድ ዝግጅት ላይ ትሳተፋላችሁ?

ሀ. በሚገባ ለ. በመጠኑ ሐ. በጭራሽ

3. ለጥያቄ ቁጥር 2 መልሳችሁ "ሐ" ከሆነ አሰልጣኛችሁ እቅዱን አሳውቃችኋል?

ሀ. በሚገባ ለ. በመጠኑ ሐ. በጭራሽ

4. በስልጠና እቅድ ክፍሎች (ከውድድር በፊት፣ በውድድር ጊዜ እና ከውድድር በኋላ) ውስጥ ስለተካተቱት አላማዎች /ግቦች እና ተግባሮች ታውቃላችሁ?

ሀ. በሚገባ ለ. በመጠኑ ሐ. በጭራሽ

5. ለጥያቄ ቁጥር 5 መልሳችሁ "ሀ" ወይም "ለ" ከሆነ

I. የተቀመጡትን አላማዎች ታሳካላችሁ?

ሀ. በሚገባ ለ. በመጠኑ ሐ. በጭራሽ

II. የተቀመጡት ተግባሮችና አላማውን ከማሳካት ያለፈ የተጫዋቾችን እድሜና ችሎታ ያገናዘቡ ናቸው?

ሀ. በሚገባ ለ. በመጠኑ ሐ. በጭራሽ

Appendix E

አዲስ አበባ ዩንቨርሲቲ

የሳይንስ ፋኩልቲ

የስፖርት ሳይንስ ትምህርት ክፍል

በእጅ ኳስ አሰልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በአዲስ አበባ ከተማ ውስጥ ስላሉት የእጅ ኳስ ክለቦች አመታዊ የስልጠና እቅድ አዘገጃጀት መረጃ ለመሰብሰብ ሲሆን የሚሰበሰበው መረጃ ለጥናታዊ ጽሁፍ ብቻ የሚውል ይሆናል። በመሆኑም አስፈላጊውን መረጃ በመስጠት እንድትተባበሩን እየጠየኩ የምትሰጡት መረጃ የጥናታዊ ጽሁፉን ጥራት ደረጃ ከፍ ከማድረጉም በተጨማሪ ያሉትን ችግሮች ለይቶ መፍትሄዎቻችን ለማመላከት ከፍተኛ ሚና ይኖረዋል።

ለምታደርጉት ትብር መጣም አናመግናለን።

አቅጣጫ

- ስም መጻፍ አያስፈልግም
- መልሳችሁን በተሰጠው የሳጥን ምልክቱ ውስጥ “✓” ምልክት በማድረግ ግለጹ።

ክፍል አንድ፡- የማንነት መግለጫ

1. የክለቡ ስም -----
2. ያታ ሴት ወንድ
3. እድሜ ሀ. ከ20-30 አመት ለ. ከ31- 40 ዓመት ሐ. ከ41-50 አመት
 መ. 51-60 አመት ሠ. ከ60 አመት በላይ
4. የትምህርት ደረጃ
 ሀ. አስረኛ ክፍል ያጠናቀቀ ለ. 12 ክፍል ያጠናቀቀ ሐ. ዲፕሎማ



መ. ዲግሪ

5. የማሰልጠን ልምድ

ሀ. ከ1 አመት በታች ለ. 1-5 አመት ሐ. ከ6-10 አመት

መ. 11-15 ዓመት ሠ. ከ16-20 አመት ረ. ከ20 አመት በላይ

6. ያሰልጣኝነት ደረጃ

ሀ. አንደኛ ደረጃ ለ. ሁለተኛ ደረጃ ሐ. ሶስተኛ ደረጃ

ክፍል ሁለት

1. አመታዊ የስልጠና እቅድ ታዘጋጃለህ?

ሀ. አዎ ለ. አንዳንዴ ሐ. አላዘጋጀም

2. ለጥያቄ ቁጥር 1 መልሳችሁ "ሐ" ከሆነ ምክንያትዎን ይግለጹ

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3. አመታዊ የስልጠና እቅድ ከማዘጋጀታችሁ በፊት የሚከተሉትን ነጥቦች ከግምት ታስገባላችሁ? እባክዎ ከግምት በማታስገቧቸው ላይ ምክልት ያድርጉ

- የስልጠናው ግቦችን/አላማዎችን
- ያለፈውን አመት የውድድር ውጤት
- ያለፈውን አመት የተጫዋቾች ብቃት ምዘናና ግምገማ
- የተጫዋቾችን አጠቃላይ ማንነት
- የተጫዋቾችን ልምድና እድሜ
- የተጫዋቾችን ብዛት
- የውድድሩን ባህሪ
- የውድድሩን ቀን
- አሰልጣኙን በመርዳት የሚያገለግሉ ባለሙያዎች ብዛት የተሟሉ መሆናቸውን

4. ምልክት ያደረጋችሁባቸውን ከግምት የማታስገቡበትን ምክንያት ይግለጹ

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5. አመታዊ የስልጠና እቅድ በንኡስ የስልጠና ክፍሎች(የዝግጅት የውድድርና የሽግግር) የተከፈለ ነው?

ሀ. አዎ ለ. አይደለም

6. ለጥያቄ ቁጥር 5 መልሳችሁ "ለ" ከሆነ ለምን?

ሀ. አዎ ለ. አላሳውቅም

7. እቅድዎትን ይገመግማሉ?

ሀ. አዎ ለ አንዳንዴ ሐ. አልገመግምም

8. አመታዊ እቅዳችሁ ክለቡ አሁን ያለበትን ሁኔታ መሰረት በማድረግ ነው የተዘጋጀ?

ሀ. አዎ ለ. በመጠኑ ሐ. አይደለም

9. አመታዊ እቅድ ዝግጅት ጊዜ ተጫዋቾቻችሁን ታሳትፋላችሁ?

ሀ. አዎ ለ አንዳንዶችን ሐ. አላሳትፍም

10. ለጥያቄ ቁጥር <9> መልሳችሁ <ለ> ወይም <ሐ> ከሆነ እቅድዎን ለተጫዋቾቻችሁ ታሳውቃላችሁ?

ሀ. አዎ ለ. አላሳውቅም

Declaration

I, the under signed, declared that this thesis is my own work and has not been presented for any other degree and that all sources of materials used for the thesis have been fully acknowledged

Name -----

Signature-----

Date-----

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

Name-----

Signature-----

Date-----

