

PROBLEMS AND PROSPECTS OF FOOTBALL
COACHING: WITH SPECIFIC REFERENCE TO
ARBAMINCH FOOTBALL CLUBS

By

TASSEW CHACHO

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SPORT SCIENCE IN
FOOTBALL COACHING

June 7, 2013

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Abstract

The purpose of this study is to assess the problems and prospects of football coaching: with specific reference to Arbaminch Football Club. Data was collected through questionnaire interview and observation checklist of the study 45 (N=45) respondents of participated as the sources of data. These were 29 players (N=29), 3 coaches (N=3), 6 sport commission officer (N=6), and 7 zone sport federation worker (N=7) participated in the study. The data collected were organized, analyzed, tabulated and interpreted using simple percentage. Major findings of the study are concerned, significant majority of the respondents stated their view that, quality and knowledge of coaches is very low, There is lack of scientific method of training and ignorant to the methodology of coaching, scarcity of budget. competition of football is only limited to town which held only one time per year. Training system is not up to date and scientific. There is no properly designed selection criterion of players to join the Arbaminch football club. There is inadequate facilities and equipment and training areas, sport wear, nutrition. on the bases of the findings of the study recommendations were drawn, football federation to upgrade the knowledge and skill of coaches for better implementation, high emphasis and designing new strategies to equip the football club with sufficient resource, to mobilize the society of GamoGoffa zone to support the overall constraints, youth football project program where organized in town and to promoted training method up-date and scientific.

Key words: coach, coaching, football training, talent identification, recruitment, peridization.

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CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, the statement of the problem, objective of the study, significance of the study, delimitation of the study , limitation of the study, operational study and organization of the study.

1.1. Background of the study

Depends on what football you are talking about, it is called soccer in America, Australia and a few other countries. But if you go to Europe you will see the name of the game is football but there are called football now days it seems. As above, soccer is what most of the world calls football. When soccer was invented by the British in the 1860's; it was called "Association Football," after the national Football Association of England. Association football, more commonly known as football or soccer (especially in countries where another sport is commonly referred to as "football") (Wikipedia, the free encyclopedia)

Football in Africa has grown and developed through decades of hardship and struggle, to the point where today it is recognized as the continent's official sport. There are over 1.8 million football players in Africa, and millions more watch games both live and on television. In this guide, you will learn more about the history of football in Africa.

Football has made great strides since the United South African Football Association was formed in 1991. The Association has established the infrastructure necessary to provide an outlet for people's love of the game, and they have brought it out of the oppressive past into an era of prosperity. During the past decade, Africa has established its place in the global football community, having a team entered in every FIFA and CAF tournament. The African team has qualified for the World Cup finals many times, and the heroes of the soccer pitch often become those of the entire country. (www.soccerafrique.com)

Football in Ethiopia had a long history for above about century. Even though there is not a clear documented record about when football is started in Ethiopia, the Journal of Ethiopia football (1908:7) indicates that some foreigners were planning the game as clearly as 1908, as explained by a group of Ethiopia have been documented is the Addis Ababa selected team which was established in 1935, by a group of Ethiopia and Armenians.

Football is the most popular sport in Ethiopia. Although not one of the leading football nations 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, Shewia, Oroma and Sidamo as part of the Italian occupation.

The league has been an annual competition since 1948 with Saint George FC emerging as the country's leading club with 24 titles.

Ethiopia was suspended by FIFA in 2008 after the Federal Parliamentary Assembly sacked Ashebir Woldegiorgis from his position as EFF President and replaced him with their candidate Ahmed Yasin. As a result FIFA, who oppose government interference in football, suspended the country in July 2008. The suspension was lifted in July 2009 following the election of new EFF leaders.

The Ethiopia national football team made its first appearance in 1947 and since then have enjoyed both high and lows. As one of the few independent African states in the immediate after match of the Second World War Ethiopia was an important team in the development of the international football in the continent.

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). (<http://en.wikipedia.org/>)

Arbaminch, which is the capital city of Gamo Gofa Zone. it is one of the 22 reform towns in the south nation ,nationalities and people regional Government. Arbaminch has a potential in different sport activities ,the town is very known by sport like Football , the result have been achieved comptions organized at premier league level in 2004E.C .The club result is 8th out of 15 premier league. It is very low result, and then there are some coaching problems affecting the Arbaminch football club.

In view of the above, this study tries to investigate the problems and prospects of football coaching: with specific reference to Arbaminch football club.

1. 2. Statement of the problem

Now football is the most popular game in the world and it needs an integrated team work, discipline and excitement for both the players and spectators.

Good coaching relies on an in-depth knowledge of psychology and pedagogy; its aim is to optimize the performance of the team and to develop the full potential of each player.

But in case of Arbaminch football club the performance of the club is very low, to understand the club result registered in Ethiopian premier League Competition in 2004E.C show that the Arbaminch football club result is very low in National level. Even though fixed players, and to sum up, due to the above reasons and rumor the researcher is initiated to study the problems and prospects of football coaching: with specific reference to Arbaminch football club .To this end the following questions were put forward.

1.3. Research questions

1: Does the Arbaminch football club has well-experienced and qualified coach?

2: What are the problems that affect the coaching methods?

3: Is the training system up to date and scientific?

4: Is there selection criterion for the football club?

5. Do the materials and equipments are sufficient?

1.4. Objectives of the study

This Study intended to achieve the following general and specific objectives;

General objectives

The general objective of study is to examine the problems and prospects of football coaching: to Arbaminch Football Club and to recommended possible alternatives to minimize the problems of coaching football.

Specific objectives

Specific of this study are to:

- Assess the problems of football coaching.
- Find out factors that affect investigation mechanisms of selected players.
- Provide information for further study.

1.5. Significance of the study

The study would support and enrich the performance of the Arbaminch Football Club. To this end, the significance of the study is to:-

- Support and improve the proper and better coaching with specific reference.
- Provide accurate factors for the Problems of football coaching.
- Integrate the new results of the research finding with other research judgment.
- Investigate some of the problems in coaching Football.

1.6. Delimitation of the study

The scope of the study is delimited more specifically to the Arbaminch town, where the subject of the study is found. Because hence, conclusions to be reached at would reflect only what the coaching problems of the Arbaminch Football club.

1.7. Limitation of the study

During conducting this study the researcher faced the following limitations, scarcity of materials, financial problems, and its shortage of time, in addition, the absence of adequate and comprehensive domestic research work .the above constraints would affected the qualities of the study.

1.8. Operational definitions of Study

Football: Football refers to a number of sports that involve, to varying degrees, kicking a ball with the foot to score a goal. The most popular of these sports worldwide is association football, more commonly known as just "football" or "soccer".
(codes.en.wikipedia.org)

Coach: is the professional head of a team who is responsible for the performance of a single athlete or a team as a whole.

Recruitment:-Recruitment/scouting/:-The way of coach's identify talent players for the team member.

Football Trainings: are complexes, long and conscious educational process.

Command style: direct instruction, coach dictates

Reciprocal style: a player takes some responsibility for their own development monitored by the coach

Problem solving style: players solves problems set by the coach

Guided discovery: players has freedom to explore various options

Individual tactics: are based on how the individual player reacts in certain match situation are often used when in contact with an opposing player.

Group tactics: are based on co-operation between several members of the same team who work together to achieve their goal.

Team tactics: are methods adopted by the team as a whole to counter the opposition's game plan

Micro cycle is a shorter training period of about (7-10 days) and includes more detailed information on the intensity, frequency, duration and sequencing of the Training Sessions.

Meso cycle is usually (4-8 weeks) in duration and has a specific objective e.g. general preparation, specific preparation, competition.

Macro cycle is a period of time (e.g. 11 months) defining the available preparation time up to a major competition

1.9. Organization of the study

The final research paper is organized in to five chapters. The first chapter includes background of the study, Statements of the problems, research question, objective of the study, Significance of the Study, delimitation of the study, limitation of the study and operational definition. The second chapter consists of related Literature. The third chapter of the study deals the Research methodology and design of the Study, Research Design, sampling techniques, and instruments of data collection (observation, questioner and interview) method of data analysis. While the fourth chapter of the study covers data analysis and discussion or the interpretation of the data collection, and finally the last or chapter 5 include the summery, conclusion, recommendation of the study. References and appendices, which include questionnaire, checklists, and other related materials, are parts of the document.

CHAPTER TWO

RELEATED OF REVIEVW LITERATURE

2.1. The Concepts of coaching Football

Coach: is a person who takes care of the coaching and training of the team and who prepares them for developing performances. Those to achieve results, the coach are a specialist in technical and tactical training and psychological and physical developments. His tasks also may be extended, depending on his particular skill.(IFNA basic coaching manual (2008) stets about coach)

As you can see a coach wears many different and wide-ranging hats. When you take on a coaching role you have a series of responsibilities that the players expect of you. As a coach you are a leader not merely a person with authority. Next to their parents youngsters spend more time with, and are more likely to be influenced by their teachers than anyone else. As the coach you are the teacher who will provide by far the most influence in their sporting lives. The powerful influence should be a sacred trust for all those who are in the position to help mould the character of young people in their growing years.

Define Coach is Teacher, Organizer, Selector ,Philosopher, Psychologist, Student Mentor, Trainer, Mum/Dad Planner, Motivator, Manager, Instructor, Public relations person. IFNA basic coaching manual (2008) Recommends coach's tasks are those of observation, analysis and correction. There are two distinct roles played by the coach and the player. The coach sees a movement and is responsible for the correct technical implementation of the skill. The players believe when the movement is correct. It is when a movement both looks and feels good that there is a successful partnership between coach and player. Coaching technique is largely an individual and personal skill that is acquired, enhanced and modified in the light of experience and experiment.

Coaching: The term covers everything involved in the work of the coach: training and developing, directing, advising and correcting players and helping them to progress. Good coaching relies on an in-depth knowledge of psychology and pedagogy.

In relation to these concepts Neufeld, and Roper, (2002) suggests

Coaching is a short-term interactive process between a coach and a manager to improve leadership effectiveness by enhancing self-awareness and the practice of new behaviors. The coaching process facilitates the acquisition of new skills, perspectives, tools and knowledge through support, encouragement, and feedback in the organizational context. The term coaching includes activities related to developing the organizational capacity of whole schools (such as increasing leadership for instructional reform) It includes helping principals and teachers modify their resources and improve their use of data in the service of improving instruction And it includes activities directly related to improving instruction (such as one on one observation and feedback of teachers' instructional strategies and small group learning of new content and pedagogy .

Coaching is much more than just following a set of principles or having a well-established club. Coaching is interaction in young people's lives. The players who come onto the field are students, family members and friends to someone. They are the same person in all areas of life with the same personality, ideals, flaws and struggles throughout all aspects. It is the coach's responsibility to help players make right and more mature decisions in all areas of their lives. Coaches must help them develop character, discipline, self-motivation, self-worth and an excitement for life. To achieve these objectives, the coach must set these standards for the players and others around them, and then help them reach those standards by developing appropriate relationships with them based on respect, caring and character. When character development is the foundation for a program, players will get the most out of their soccer experience. When that happens, the coach will also get the most out of players, for this approach makes champions. The most successful coaches are not and resources to make each player on the team successful. The focus is to promote an atmosphere of teamwork, mutual respect and commitment. By achieving this, the coach will be successful and also win and to develop

the full potential of each player. (US Youth Soccer Player Development Model 48 February, 2012)

Philosophy: Is the study of general and fundamental problems, such as those connected with existence, knowledge, values, reason, mind, and language? It is distinguished from other ways of addressing such problems by its critical, generally systematic approach and its reliance on rational argument .It is way of life, attitude, idea, and beliefs of the coaches. (Wikipedia, the free encyclopedia)

Coaching philosophy: To create an atmosphere of pride and to teach each player the importance of attitude, confidence, character, knowledge, goal setting, and how these factors apply to life as well as football.

During a game, Football coaches are highly visible and close to the addressees full to capacity behind in the stands Coaching Philosophy. Coach you have to decide how you want to be seen by your players and the parents of your players. What type of example do you want to provide? I hope everyone takes the responsibility of coaching very seriously. It takes a lot of hard work and effort to be a successful coach. The following paragraphs discuss some important issues that you should consider incorporating into your coaching philosophy. Be Positive:-Players need a patient, supportive coach that can teach and motivate in a positive way. Knowing how to be positive and having the ability to communicate with your players is more important to a successful season than knowing many aspects of the game. (John Wroe BA , 2009)

A program operates under the philosophy developed and preached by the coaching staff. This philosophy includes basic principles that guide the actions of the coaches. Each coach must completely buy into the philosophy and adhere to it.

Although there will be as many personalities as there are coaches and players, there must be only one philosophy for your football program. Your philosophy must be positive in every way. The philosophy described here has served well in coaching and might serve as a foundation for developing your own philosophy.

2.2. Principles of Coaching and training

Principles: Fundamental norms, rules, or values that represent what is desirable and positive for a person, group, organization, or community, and help it in determining the rightfulness or wrongfulness of its actions. Principles are more basic than policy and objectives, and are meant to govern both. (www.business dictionary.com).

Principle of Coaching: All successful coaches have their own beliefs and opinions about what coaching is and how coaches can help players. Some might believe that players, especially young players should not be coached but should be allowed to develop themselves; other coaches believe that players should be nurtured carefully from an early age to avoid the development of bad habits and individual weaknesses.

Your view is probably based on how you were brought up and taught how to play the game of soccer, on your present knowledge and your future expectations. Your coaching is affected by your beliefs, attitudes and motives. These factors will influence your reasons for wanting to coach and provide the personal, moral and ethical principles that guide you're coaching.

Will you, for example condone cheating, allow swearing, or punish players for a poor performance? Or will you promote fair play and honesty, and reward effort. Are you more interested in producing winning teams than improving players? You might hold specific views about the relative value of competition and winning. It would be in the best interests of your players to balance the importance of winning with other objectives, for example, development or enjoyment.

There are significant ingredients in the game of soccer, but not possibly as significant for young players as the development of sound technique. If you are unsure about your

beliefs, you need to define them because finding out about yourself helps you to outline your coaching principles.

Coaching Principles and Football

You should share your coaching principles with players, parents, club members and fellow coaches so they can clearly understand your beliefs and motives. For instance, if a young player comes to you seeking general improvement but is groomed by you to play wingback as part of your strategy for a winning team, the chances are you will frustrate and unmotivate this player and probably upset the parents.

The example highlights the coaching principles of helping players to meet their own ambitions as well as embracing positive interpersonal behaviors such as self-control, honesty, fairness, equality and dignity. For instance, do you encourage your players to accept refereeing decisions even though your opponents appear intent on disagreeing with them? How do you react when one of your own players is arguing with an official or a teammate, or towards a parent who is negatively criticizing his own child from the touchline? Your answers to such questions reflect your coaching principles, and you should be prepared to discuss with other coaches. What you consider to be unacceptable principles might be acceptable to other coaches, or vice versa.

Principles of successful coaching

The principles you uphold will be evident in your behavior towards others, and in how you expect people to behave towards you. Principles of successful coaching might include:

Respecting the needs of individuals and treating all players fairly

Developing independence by encouraging players and other coaches to accept responsibility for their own behavior:

- The development of individuals as people as well as football players.
- The development of mutual trust, respect and commitment.

- Positive acknowledgement of progress and achievement.
- Communication with players, coaches, parents and other helpers or support agencies (e.g. schools, medical practitioners)
- Promoting fair play within the laws of the Game and respecting the dignity of opponents and officials.
- Accepting responsibility for the conduct of players and encouraging positive social and moral behaviors.
- Maintain confidentiality of information when appropriate to do so.
- Displaying high personal standards of behavior, dress and communication.
- Ensuring as far as possible the safety and health of players
- Developing personal competence as a coach

The Coach's role and responsibilities is to gain the respect of the players and take reasonable care of them. Soccer coaches need to prepare and organize themselves thoroughly in order to teach effectively and safely.

Your role as a soccer coach goes beyond that of a skilled and knowledgeable technician who is seeking to help players learn and improve. At times throughout your coaching career, you might be called upon to act as a fitness trainer a social worker, a motivator, a disciplining, a friend, a journalist, a mentor, a manager and an administrator as well as many other roles.

For some of these roles; it is important to know where to seek more expert support for yourself and your players; perhaps when evidence of physical abuse is disclosed to you or where a player might be experiencing financial hardship. You will learn through experience how to handle other roles and the most important step in coping with the various parts of the job is to get to know your players.

Coaches are usually held in high esteem by young players and are important role models for children. With such status comes responsibility Soccer Associations usually specify

that soccer coaches must display high personal standards of appearance, behavior and organization. Most importantly coaches should accept responsibility for the conduct of their players and encourage positive and non- discriminatory behaviors.

Training concept

According to Wondimu, 2004 Sports' training for football is a complex, long and conscious educational process. with the aim of, making use of specific means, to contribute to the achievement of maximum sport performance by a player on the basis of balanced development of his/her entire personality. Football training include *systematic practice* and improvement of *play activities*, learning special skills, the development of mobility and creativity of the players, the moulding of mental qualities, which correspond to the requirements of the game. The contents of football training are dominated by physical activities. The aim of these activities is to influence the organism of the player in all its variety and to stimulate developments, which result in the improvement of his /her physical performance. The specific task of sports training for football is consists of the development of *physical* and *mental* qualities and capacities plus the assimilation and excellence of the special knowledge and habits of play which form the basis for high-level performance in sport. The general, social task of sports training is by means of systematic and highly demanding training activities directed by the football coach, to form a players' collective. As a result , the individual sports man learns valuable skill in movement , plus character and moral qualities which he/she needs not only to perform well in sport but can also make good use of at his/her place of work and in society in general.

Certain laws govern the complex process of sports training; the most important of these are laid down in the shape of a number of principles. The principles which apply to football are a collection of rules which in sports training are directed to football. They are reflected above all in the content, means, methods, planning and in the organisation of the training process. Sports training is a process of education; respect for and encouragement the principles of versatility, systematic, gradual increase of load and cyclist, all these factors together determine the quality of football training.

Material conditions (playing fields, indoor sport facilities, conditions of hygiene, training material, equipment) health care (medical checkups, cooperation with sports doctor), social conditions (daily way of life, training times, cooperation with the school, employer, family) are important factors which together influence the effect of sport training and form the preconditions for the realization of optimal conditions for sports training.

Football training is an act of faith, which is best regarded in terms similar to a bank deposit account. That means, the more one puts in, the more can be drawn out at a future date. If the investment is wise, the interest yields are greater; similarly, if players are systematically and scientifically trained and prepared, the achievement of performance is better to earlier performance.

The basis for training is observation and football training begins with an analysis of the game and the causes and effects which determine the eventual outcome of the game. The ability to express the actions seen in a game and re-create those situations in training requires the coach to have a keen sense of observation and a good memory. It is possible to say that a coach is like a camera always taking pictures of situations within the game so he/she can precisely assess the needs of their players and the team as a whole.

In order to achieve improvement and to make training as effective as possible, certain stages and fundamental components must be distinguished. Each of these components includes tasks of great significance for the performance of play. The relationship between the components of training varies in proportion to the level of performance of the players, the length of the training period and the shortcoming established. These days, training is not simply exercising; it is rather a very complex process. The development of football performance can be influenced by many factors, which require expert knowledge from the coach.

A football coach should understand that sport training depends upon the level of the ages of the players, and comprehends it as a management and facilitating process, and as developing talent. Whatever the perspective, one can answer the question simply by stating that training is an activity aimed at influencing the way football is played.

Principles of Football Training

A physical exercise is a systematic educational process and to exercises, properly one must observe certain guideline. The coach should not, to be an expert in physiology to conduct sound exercises programs, but must understand and practice the principle of training. Properly done exercise, leads to impressive changes that are associated with improved football performance. Rushing training or over training does not accelerate progress, but inhibits it instead.

The human body is an adaptable organism and will respond specifically to the stress placed upon it. The present state of physical conditioning, however good or bad, results from the adaptations the body has made to many various and highly specific demands. Certainly such adaptations are not permanent. Unlike most man-made machines, the more one does the more one will be capable of doing, and the less one does the less one will be capable of doing. Long and Walls in Wondimu (1992) have called this concept the “ SAID” principle. This word represents the first letters in the statement “specific adaptation to imposed demands”.

With these concepts as a guide, there are main principles that must be applied to football training in order to develop an effective and efficient training program you must understand the following principles applicable to football:

- Over load and Specificity;
- Progression;
- Variation, and
- Long-term exercises.

The Principle of specificity: The effects of training are very specific. This means that if you wish to build the strength of the upper arm muscles of the players they need to perform physical exercise, which put stress on the particular muscles concerned. Exercising the legs will not help for example heart-lung endurance can only be improved

through activity, which puts prolonged stress on the heart. In the same way, the balance needed for surfacing will be improved by training sessions, which are similar to the actual event. One must not assume that an exercise designed to improve flexibility will also improve strength or endurance.

States that the type of adaptation that occurs is related to the type of exercise used. If a football player lifts heavy weights the primary change is an increase in the size of the muscle cell, a process called hypertrophy. This increase in muscle size is associated with the increase in muscle strength. On the other hand if a player does many repetitions with lighter weights, the primary changes in muscle are found in the energy producing parts, called mitochondria, and in the number of capillaries that bring oxygen to the muscle cell. Muscle size does not increase very much with endurance exercise. Though in general the effects of training are specific to the type of exercise performed, there is some overlap in the area of strength and endurance because a person cannot completely isolate one from the other.

The principle of overload: refers to the fact the improvement can be obtained if the ability is taxed to and beyond (overloaded) its present level. The fact that the improvement is obtained by over loading are specific only to those abilities, overload is incorporated within the principle of specificity.

Wondimu (1992) has defined overload as “any exercise that exceeds in intensity or duration that demand regularity made on the organism “. Regardless of how much a muscle is used, it will not become stronger unless it is overloaded and made to overcome progressively increased resistance. This is the underlying principle for all body development programs. The important variable in applying this principle is not the total amount of work done but the amount done in a unit of time.

A conditioning program for the improvement of a player’s ability must consider and be designed to overload the specific abilities required within football. The conditioning demands of football are unique and a conditioning program must be tailor-made to the sport to be effective. A player must be able to run a series of short sprint (20-30 meters) which may or may not involve the use of a ball and the performance of certain

techniques. The football must be able to quickly move in every direction and throw and kick the ball for distance and accuracy.

Conditioning has traditionally involved a program, of running activities, successful play requires explosive, powerful movements and strength. The training program for sprinters within track where running speed is important, as it is in football, includes the use of weight training. Effective conditioning must therefore also include strength training programs for those muscles involved within the game of football.

Some individuals have the attitude that a weight training program will produce muscle bound athletes which will cause inferior play. The use of weight training to increase strength has obtained some negative attitudes due to the sport of weight lifting. Weight lifting requires ability which differs from those of football and generally do not require flexibility.

Specificity of training notes that the results of a conditioning program for one sport should not be compared with the unique abilities required for another sport. Specific abilities within football demand strength and the fact that strength can best be gained by weight training indicates that a player must be involved in a weight training program designed for football. To develop strength, overload can be established by increasing: the load (resistance) to be lifted, number of repetitions, speed of contraction, length of time a position is held, and any combination of the foregoing. Maximum strength gains can be obtained from a heavy resistance and low repetition program, while muscular endurance is more effectively achieved through a light resistance and high repetition program.

Respiratory endurance is developed through activities that place progressively greater demands on the heart, vessels, and lungs. Interval training or swimming provides an excellent example of how the overload principle can be applied for this purpose. The following variables can be altered to progressively increase the intensity of the work: Distance run, speed of the run, number of repetitions, duration of rest between each activity, and any combination of them.

The effect of training can be seen most easily in the early stages. Almost any increased amount of regular stress will produce improvement in the body parts being stressed .As the body adapts, the intensity of the training will have to be gradually increased if improvement is to be continued .It is most important that the over load is increased progressively.

Principles of progression: The second principle that must be applied in order to develop an effective and efficient training program is the principle of progression .it is important for efficient progress, and for maximum safety. You should always focus your starting work load at the level that is safe and sound within you present capabilities subsequently increase the intensity (over load)of exercises regularly, in small increments until the d encouraged if you do not fitness is achieved. Each individual adapts at his own rate, so do not be discouraged if you do not progress quit as rapidly as some else. There certainly will be someone who is progressing much slower than you. Do not make the mistake of trying to climb by leaps by leaps and bounds when your body demands that you take one step at a time.

Principles of variation: Training program must include variety to keep players interested .the concepts of work /hard and easy/is the basis of the variation principle. Training must always include periods of work followed by rest, and hard exercise followed by an easier work out. Coaches should very their team’s training routine and drills as well as the training location.

Principle of long –term exercise: Footballers experience long-term training effects by overloading regularly and progressively their body systems. Gradual improvements in physiological parameters contribute to enhanced performances. The principle of long-term training reminds coaches to be patient as they monitor the progress of the footballers and cares them against pushing youngsters too hard, too fast and too soon. The present researchers consider the principle of training in general operates in terms of gradually increasing stress in a form of loading. Where increasing controlled demands are made on

the body, which gradually increases its ability to adapt and respond to such stresses, whether they are in terms of conditioning, and skill.

Coaching styles

The success of various coaches in many sports ignites the difference in opinion between so many people at different levels on what makes a good coach.

Because every person has different personalities, strengths and weaknesses there are likely to be many different styles of coaching. A coach's unique individual style may be influenced by a number of factors, including:

Personality: some coaches are quiet, loud, lively, enthusiastic etc and this will have an influence on how they approach coaching methods

Knowledge: effective and successful coaches have open and inquiring minds and never assume they know everything about their sport or coaching. A firm knowledge of the sport, their athletes, factors that influence the effectiveness of coaching (i.e. methods, skills, styles) and also the factors that influence performance (i.e. fitness, injury, psychology)

Reasons for Coaching: everyone has their own reason for becoming a coach. Some may be driven by success while others are more interested in athlete development and they are usually the type of coaches involved in coaching young athletes.

Previous experience of being coached: coaches usually base their style of coaching to the styles of their previous coaches. (Thomas McStravick)

The successful coach guidelines for coaching practice by Penny Crisfield and Phil Cabral pg 43 identify four main coaching styles:

Tell: the coach is the only decision maker and does not allow performers any involvement in decision making. Athletes are told what to do and how to do it. Many coaches are comfortable with this style as it allows them to plan, set the pace and control

the situation. It does however tend to discourage the athlete to communicate with the coach. It may be a valuable asset in certain situations e.g. in a large group or in an emergency.

Sell: coach makes the decisions and shows what is required. Provides explanations and encourages performers to ask questions.

Share: The coach outlines the situation or problem, poses questions and invites suggestions. The coach will then make the decision based on the feedback from the athletes.

Allow: The coach and athletes outline the situation or problem together, the coach defines the limits, uses questioning to explore possibilities but allows athletes to make decisions. This style concentrates on the athlete's welfare and positive group relationship. According to the Special Olympics website coaches can be categorized into 3 groups;

- Authoritarian ;
- Cooperative ; and
- Casual

Authoritarian: Authoritarian style coaches have a winning philosophy and have little or no communication development with the athletes. They make all the decisions and are usually inflexible in relation to training structures. Examples of an Authoritarian style coaches can be found in Appendix 1. It is widely accepted that to be a good coach you need to possess the following attributes;

Cooperative: Cooperative style coaches are athlete centered and all decisions are guided by the coach but are shared and the coach welcomes input from other sources. A cooperative coach's communication developing is high. A cooperative coach places great trust in the athlete and are usually quite flexible in training structures.

Casual: Casual style coaches usually provide no motivation for the athletes and they also tend to show no trust towards the athlete.

All the top coaches who are successful in their role have got attributes and aspects of their work that relate or fit into two or even three of the categories. It is important that

coaches are able to adapt certain coaching styles to different situations or when working with different athletes.

Understanding the importance of coaching and coaching philosophy Being a coach is an extremely important job in the development of young athletes. The physical and technical developments are two very important aspects when developing a young athlete. The physiological development of athletes is also an imperative part when coaching. As a coach you can play a significant role in the development and lives of young athletes.

F.C Barcelona recognizes the importance of not only the physical and technical development but also the physiological development of athletes. In a study of the club carried out by Ricardo Moniz for his UEFA Pro License in 2007/2008 it is clear that F.C Barcelona place great importance on the roles of their coaches in the development of young players. The following is a list of essential characteristics that coaches have to possess in order to work in their academy;

Good character, Healthy lifestyle, Happy, Smile (otherwise you can't be creative), Responsible, Good Mentality, Motivator, and Passionate. The knock on effect that their style of coaching and philosophy has on the production of young players is as follows;

Good treatment, Respect ,Take care, No pressure, Always want to have the ball, Always constructive football, Always creative football, Offensive & creative, Good Passing, and Good decisions .(www.see.ed.ac.uk)

Communication skills: Communication is known as successfully sharing information with people through the use of verbal and non-verbal actions. To ensure an efficient and effective conversation, there are six considerations you must make your message clear and understood, get to the point early, be accurate, avoid confrontations, be complete in giving explanations, and always be positive and provide constructive information.(www.see.ed.ac.uk)

The successful coach guidelines for coaching practice by Penny Crisfield and Phil Cabral pg 5 suggests that effective coaching is not just about developing skills and improving performance it is also about building good relationships with a wide range of people. Communication is a two-way process where listening is equally important as talking. Coaches are often good at talking and giving information but not so good at listening. Verbal communication is not the only way of communicating with an player or players. Non-verbal communication is used in every conversation. Facial expressions or body language is another way of communication. A coach can learn a lot from these expressions from their team or individuals. When player is smiling, laughing, nodding their head has an open body posture and has eye contact then this is a sign that the player is happy and listening to the coach. In contrast when the player avoids eye contact and their body posture is closed and their head is down it is a sign that the player does not agree to what the coach is saying and or is disinterested.

Sports coach website Brian Mac stated that it is important that coaches develop their verbal and non-verbal communication skills as a means of ensuring effective communication. Coaches should always be positive and take positives out of every situation as it can be an effective tool in improving performance and increasing psychological performance.

The Role of the coach

Experienced coach will point out that this is only part of the picture As a coach you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just are important. All these jobs or roles contribute to being a successful coach. The role of coach is recruiter, expert teacher, trainer, strategist, personnel manager, administrator, Promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor. (Jhon amneus etal,1995)

A high school coach assumes all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition

that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and futures of their athletes.

The role of coach his responsibilities, task and morale norms are important and crucial problems for meet organized football means playing on a team with coach.

The role, the responsibilities, the tasks and levels of mastery of these groups of coaches differ greatly. I think you will agree that within the team work of this discussion. It is absolutely impossible to even partially touch up on the main problems involved in as varying the question concerning the role and the responsibilities of the football coach. (www.LA84Foundation.org.)

2.3 Contents of football training

It is important for coach to understand the components of coaching football and how to apply them through a consistent methodology that allows the teaching of technique and tactics while incorporating physical and psychological aspects. This is best accomplished through the application of economical way means to find to a way of causing a player to become a better in the widest possible sense.

Training components represent subgroups of training and include:

- Technical preparation;
- Tactical preparation;
- Physical preparation; and
- Psychological preparation (wondimu Tadesse unpublished material,2010)

Technical preparation: Technique in players is the skill of being able to move in any direction economically and with purpose .This is basis of a good performance .Players puts very complex Technical demands on the players. The player has to control the speed, run, and perform the intended objective .The basic requirement for all position technique is an exceptional control of the body or body technique, be able to control.

Tactical preparation: The tactical aspects of play activities comprises the choice and adaptation of technique in given play situation .For this reason ,it is impossible to treat tactical aspects separate from technique . Players learn to make a rapid and creative choice from the techniques they have been taught, selecting those that are most effective in the given situation. Practice and perfection of play combinations and cooperation between players is in effect the same as practice and perfection of the play system. The play system represents action at high level by the player, adapted to the needs and abilities of the entire team.

Tactics is the organization and exaction of the sporting contest. Tactics means the art, by which the players own technical and conditional skills are used as successfully as possible. Tactics desired goal. The tactics used depend on whether or not the team has possession. It is simpler to define tactics by distinguishing between individual, group and team tactics.

The aim of tactical training is to improve the choice and use of actions within deferent playing situation. Different factors influencing the choice of tactics include the long-term strategy of the team and its current form /position, match type/ objective (cup, force replay...), where the game is played, and weather conditions.

Tactical actions are based on tactical skills and tactical abilities. Mental skills such as motivation, attitude, anticipation, composure, intellectual ability and courage play a part as well as physical factors such as speed, agility and co-ordination. Skills and techniques allow a player to perform a certain play, but tactics define the action and its effect on all players.

The tactical learning processes involved in game situations are perception, anticipation, choice of action and feedback. Varied; realistic systematic practice along with the player's own ability to learn must be combined with good instructional methods to enhance the learning process. In general Technical and tactical preparation is the

nucleus for sports training. The aim of good tactics is to accentuate the positive qualities of one's own players and exploit the weakness of the team itself. In order to develop technical-tactical preparation we employ the following methods:

- Teaching of special of special knowledge and skills.
- Practice and perfection of individual play activities and play combinations, and play system.
- Development of the player's creativity.

Physical preparation: The idea of conditioning refers to the physical and mental preparation for sport competitive events. It increase performance, which is any mental and physical effort subjected to psychological or physiological measurement or assessment is usually considered a goal of conditioning. Some the components of conditioning are muscular strength and endurance. Flexibility, cardio respiratory fitness, and body compositing. Another important of aspect of physical conditioning for sport is injury prevention (Encyclopedia of sport, 1996 v.1) Physical conditioning for sport for sports participation prepares athletes for high level of performance and protects against injury. Improper conditioning is a major contributor to athletic injuries. Muscular imbalance, improper timing, inadequate muscular or tendons strength, in adequate muscular or cardiovascular strength, problems related to flexibility and problems related to body composition are some of the causes of sport injuries and poor performance (Encyclopedia of sport,1996 v.1)

Psychological preparation: The last component of training is the psychological dimension. Athletics requires psychological skill and mental toughness, motivation to complete, self confidence, imagery energy management, performance routines, routines, routines, team cohesion and goal setting.

2.4. Football training for various age group

Organization of player development by age and stage

Children do not learn in the same way as adults, especially when the learning process involves both intellectual *and* physical activity. Age conditions the way a person perceives and interacts with the world and with others. In any learning process, age is the key component in selecting appropriate content and methodology. Soccer is no different. For this reason we must not train 6 year old players the same way as 13 years old players. Training sessions must be adapted to the age of the players. Taking into consideration the characteristics of human and player development, we have structured the curriculum into four age groups:

1. Initial Stage (Habituation) (5 -8 Years old)

At this age children do not have the same capacity as adults to analyze the environment. They explore and have an egocentric conception of the world. Children are still gathering the experience necessary to interact with their surroundings and with others. Also, empathy and the capacity to consider the thoughts and feelings of others are very low. In order to help children build their own experience, many exercises will be individual (e.g. each player will have a ball). The tactical component of the game will be reduced to small-sided games with basic explanations about space distribution. Training sessions will be treated more as physical education than specifically as soccer training.

Characteristics

- Very young players from 5 to 8 years of age love to play. Therefore, all practices should be based on fun games.
- Players must spend the maximum time possible in contact with the ball and experiment by themselves.
- For the first time the player has to build a relationship with other players.

- Give different responsibilities to the players in order to develop a sense of team.
- Basic motor skills like walking, running or jumping have to be combined with ball handling and ball control. (U.S. Soccer Curriculum,2006)

2. Basic Stage (9 to12 years old)

U.S soccer curriculum clarified basic stage; the structure (but not the content) of the training sessions will be similar to that of older players. The main component of the training session will be technical. It is sensible at this age to develop technique and basic tactical understanding.

Children's capacity to solve problems increases significantly. Therefore players will begin working on basic and dynamic tactical scenarios. At this stage, players are pre-pubescent and have important physical limitations in terms of strength endurance.

Characteristics

- Pre-pubescent players from age 9 to 12 years have a special ability to learn.
- Therefore, this is the right age to work on specific soccer techniques and skills.
- Developing good technique is essential at this age.
- 1v1 and 2v1 attacking and defending situations are important to develop individual skills as well as the passing techniques to develop the necessary team game.
- Use small-sided games to develop basic attacking and defensive principles.
- Other important aspects of tactical training are possession, combination play, transition and finishing in the final third, as well as zonal defending.
- Players will rotate in two or three different positions to avoid early specialization.
- Speed, coordination, balance and agility are the main physical aspects to improve at this stage.(U.S. Soccer Curriculum, 2006)

3. Intermediate stage (13 and 14 Years old)

Players at this age develop a good understanding of the game. However, these players are limited by their physical size and the significant changes, which arise

with puberty. Safety should be the number one priority for the coach. The coach must cautious to avoid overtraining should focus more on tactical and technical elements of the game and less on the physical aspects. Tactical training plays an important role at this age.

Characteristics

- At this stage, training sessions are orientated more toward tactics and the player will practice in bigger spaces.
- Players must practice all different types of techniques at this stage.
- Strength and endurance should be part of the fitness training.
- Coaching methods have to consider and preserve players' health since they will be experiencing many changes due to puberty at this stage.
- Warm-ups and cool downs are essential as is dynamic flexibility.
- Players must develop discipline at this stage by following the instructions of the coach both during and outside training sessions. (U.S. Soccer Curriculum, 2006)

4. Advanced stage (15 to 18 Years old)

Players at this age have completed most of their physical and mental development. All components of training can be combined and organized with the purpose of developing the highest potential of the player. The strength of the muscles helps to develop technique at high speed and this speed helps the player to react faster to tactical situations. This stage is crucial for combining all the components of soccer in order to increase the players' soccer knowledge.

These are some of the facts in terms of human development adapted to soccer. In this document these facts are used to develop the most appropriate training methodology for each age group.

Characteristics

- Tactical training and small-sided games are an essential part of the training at this stage. Attacking and defending principles must be part of all games.
- Important aspects of the tactical training are speed of play, quick transition, and counter attacking and finishing in the final third, as well as pressing.
- Technique will focus on speed and accuracy. Passing and finishing are two of the main techniques emphasized at this stage.
- Part of the technical training will be position-specific (e.g. defender: passing, center midfield players: receiving to turn and strikers: finishing).
- The physical aspect of the game is key at this stage: endurance, strength and speed will be part of the weekly training routine.
- Players should be expected to show commitment to the team, concentration in training sessions and competitiveness during the game. (U.S. Soccer Curriculum, 2006)

Specific

U19 All tactical aspects of the game must be covered. Strategy and set pieces are now a major part of the training sessions. U20 the technical and physical work is based on explosive actions.

Performance Senior Training methods will be adapted to the type of players and level of competition. (U.S. Soccer Curriculum, 2006)

2.5. Contemporary method of football training

Method is “A systematic procedure, technique, or mode of inquiry employed by or proper to a particular science, art, or discipline. At our schools we select to alternate the main teaching styles, and we start from the position that it is the coach-teacher who will find the most appropriate strategies for each age group and situation in the training and education provided (described in the supplementary material).

The contemporary methods of teaching physical education can be separated in to three methods of instruction (Wondimu 2004)

- The practical method;
- The game method; and
- The complex method

The practical method: This method oriented towards learning the technique of play activities and development of play. The training begins with explanation and demonstration followed by practical training in simple situation. In the course of the training, both will power and special mobility developed. At this level of complexity, practice of individual play activities corresponds to preparatory exercises in relatively in changing circumstances. The aim of exercise is to teach the technical aspects of play activities and this gradually integrated in to the series of play activities. Organization of the exercise must ensure repetition of play activities in isolation from the game itself. This method means that the players train in more or less rigid, artificial formation. The players repeat one particular element (e.g. dribbling the ball) following a set methodical format repeatedly until they have mastered the correct sequence of movements. The exercise get progressively more difficult, first of all the technique is practiced from a standing position (basic form) then on the run (moving form) and finally against an appointment .This method has especially good effects on the sensory nerves; the player quickly assimilates the basic form of the technique and by repeated practice, the movement as a whole become exact and automatic. Practice method is suitable for beginners, advanced players and experts.

The Game method: This method involves technical exercises in the form of games. These movements are trained near match pitch by gradually increasing the difficulty of the exercises. The games are either framed within a set of rules, where the player's duties are changed continuously making the game increasingly more difficult or the games follow a general idea.

During these games, the players will improve his technique until it is near match pitch and in doing so he will build up his knowledge of the game, his expertise and his

experiences. His ability to read the game and to remain calm under pressure will also improve. This method is suitable for beginners and players that are more advanced.

The Complex method: with the complex method, more than one skill is practiced simultaneously. These are:

- Technique +condition ;
- Technique; and tactics
- Technique; tactics and condition

Advantages

- Technique; tactics and condition improved simultaneously
- Because of good motor sensory effect, good results in a short time
- Continually changing periods of pressure followed by periods of rest
- Well suited to circuit training
- During the technical tactical exercise ability to read the situation, speedy reaction and the free choice within the framework of the rules are all improved and developed.

2.6. Characteristics of the modern football

Football is one of the complex sports, with its main characteristics being the way in which it is continually changing. Situations always evolve through circumstances, and players find themselves that, they are obliged to adapt to new situations. The main researcher as specialist in football training recommends five primary elements, which influence performance and success in football. The following, however, accepted by almost all professionals practicing football as a matter since these are discussed as follows (Wondimu and Damen ,2004)

Theoretical knowledge of the game: Football, like all other game, is played according to principles, and winners are determined by how much knowledge of the players has and the extent to which they put this knowledge of the principles does not stamp player for ultimate success. He/ she must present some natural ability, and love for the game so that he / she are willing to work hard to become skilful in the use of this

knowledge. For the coach to be able to do this, he should know his profession and the subject, he should know how to train it, and he must be vigorously enthusiastic about it.

Technical skill: Technical is evidently of fundamental important. It forms the basis for possession of the ball, for keeping it under control in difficult much situations 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 training to regain it. Unless a player has perfect ball control, he/she will never be able to control a game.

Tactical skill: Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have deferent roles to play on the play ground. The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the time itself.

Physical Fitness: The game of football develops many fine qualities in a player. It is a game, which demands high standards of physical and mental alertness. It demands develops:

stamena,coordination,agility,speed,courage,determination,Initiative,resourcefulness,and many other basic qualities. Every situation offers a player a chance to develop originality and keen judgment. Every move in football, once it gets in a player's blood, will be sheer pleasure and delight.

Psychological make-up: A player's psychological make-up is an aspect of considerable importance in the game at a competitive level. A player cannot perform thoroughly unless he is properly motivated. No matter how successful a coach has been, he should never feel that is his method is the only way and that he knows all there is to know about football. A wise coach will be a tolerant and a very attentive listener, he must realize that the more wise he knows doing things the more interesting and enthusiastic the response he will get from the players.

The present researchers suggest that, the coach must set the tone of the training sessions, establish the outlook and purpose of the training, and through constant planning, he ought to come up with new, sound, and innovation ideas. The coach is responsible for keeping interests high and practices well organized. He must make his players feel that, if the game is worthwhile, it is worth playing. Responsible, deviant, and hap-hazardous spirits should not be overlooked.

Again, the present researchers believe that, the coach realize that players have varying degrees of natural ability, different temperaments and personalities, and his task is to introduce the most and the best of each. The coach would be able to get the most out of every member of his team by knowing, through experience and study, how each player responds to flattery (smooth talk), building, sympathy and understanding. He must raise confidence in his players by being sure that, what he is training them in a sound way. He must have the ability knowing how to bring each one along at the right step. He has the ability to place a player in the position to which he is best suited, and then have him specialize so that he can develop the tricks that would make him brilliant individually and in combination with the team. This brilliance will come if the coach encourages, and properly leads the player to develop his own style. Coach must be able to keep the players all fighting for the same end, and develop team spirit and a strong friendship among them. The coach is expected to teach them the value of clean play (fair play) and encourage them to set and keep their standards high. Though the players learn that, even in a loss, something can be gained by analyzing their play, finding out why they lost and then setting out to correct their weakness on their own initiative. In some cases, perhaps, the coach should wisely and cleverly work out a program to correct a player's weakness. (wondimu and damen,2004)

2.7. Planning in Football training

Planning is the process of thinking about and organizing the activities required to achieve a desired goal. Planning involves the creation and maintenance of a plan. As such, planning is a fundamental property of intelligent behaviour. (en.wikipedia.org/wiki/Planning).

To run a good football training session it takes a lot of pre-planning. You need to plan the session and have a goal of what you want to have achieved by the end of the session. Planning also means making sure you have all the equipment you need and that everything you have is in the proper condition like pumping up balls, washing bibs etc.

As a coach you should set the example by being the first person to get to football training. There are types of training plan: perspective plan, Annual training plan, Period plan, and weekly training Plan, daily Training Plan, and training session plan.

Perspective plan: is concerned long term planning. Here the long range targets are set in advance for period, 15 to 25 years. (www.blurtit.com). When planning always have short term and long term goals. football training session needs to be used to get ready for the next game but you also need to develop your players towards a long term goal of the level you want them to be at the development of a football player and the preparation of a team are comparable to building a house. 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. This is known in the sporting world as the training plan. The training plan consists of determining objectives and implementing a set of increasingly detailed procedures with the aim of achieving these objectives.

Annual training plan: The annual training plan is 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. This plan varies from country to country, either because of the structure of the fixture list of the competitions in a given country, or because of cultural, 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. It does, however, rely on the same methodological principles.

The purpose of a training Plan is to identify the work to be carried out to achieve agreed objectives. Training Plans should be drawn up to identify long term (4 years) objectives as well as short term plans for the forth coming season. In its simplest form the plan

could comprise of a single, A4 sheet identifying the overall plan for the year, and more detailed weekly plans identifying the specific activities the athlete is to carry out.

Period Plan is that period of time in which planning is done. It actually depends on the type of the project for which planning is done. The demand of the project determines whether the project is required to be planned before starting or after a certain period of time. (<http://imitlibrary.heypub.com>). It is important to mention that this 8-weeks pre-season plan is pulled from the bigger picture of annual plan and that's why it is lacking certain context. So to plan it, the coach I will assume couple of things:

- First game of the rest of the season is happening in 9th week and the team should be in certain *peak* (sport form) during that time. Why, you may ask. Because starting the rest of the season with a good performance and a win is really a good thing for building up the confidence of the team (especially depending on the previous half of the season performance). Sport form (peaking) will fluctuate during the rest of the season based on competition calendar (opposing teams and importance of the match), *peaking index* (for more info see Usage of subjective indicators in monitoring and programming of training) and the results, but it is important to start and finish strong. Everybody is waiting for the performance on the first game. Let's give them something to think about.
- It is important to have at least 3-4 full time friendly games (90mins) in the weeks preceding the first game, so it is important to plan them accordingly and progress to full game over certain period of time
- The coach assume the lower level of the athletes in the strength training (as it is normal with soccer players), no injuries, and a little bit of de-training in the transition period
- The coach will assume availability of all the equipment, fields and facilities necessary to run this template. Of course in most of the cases that is not going to be the case and the template need to be tweaked.

- He will assume out of the bigger context of annual plan and it is questionable if it fits your specific situation, need and goals. He will not go into annual planning in this blog entry especially not into the in-season planning and how to progress from pre-season plan to in-season plan. Taking context/environment into account (we can do SWOT analysis of the context) we have all three constraints for goal setting. Context could also include time limits, opponents we are facing and the important periods for peaking.

Period iodization: Gregory.w(2006:11-15) explains Per iodization can be defined

as the purposeful variation of a training programmed over time, so that the competitor will approach his/her optimal adaptive potential just prior to an important event. It is based on the principles of multilateral development, specialization, variety and long-term planning. The first three are necessary for the optimization of physiological factors, whereas long-term planning provides both the athlete and the coach with time to gradually increase physical performance.

The term period iodization is used to describe the division of training and completion program. Each period has specific training objectives.

The periods of training work best when followed regardless if the time available is one full year, six months, twelve or eight weeks.(Suzie Bennet etal,2007).

The periods included;

- Preparation period (pre Season Training),
- Competition period, and
- Transition period

Preparation period: The first and longest period of any training and completion program is the preparation period. In this period, athletes move from general to specific training .The main objective is to prepare athletes for competition. Fitness and conditioning is developed in this period by gradually increasing the volume of training. This will allow the athlete to accomplish the demands of specific training. Note that

volume does not increase in a straight line. It is implemented in steps to allow time or recovery and over compensation. Specific Preparation follows general preparation work. During this training phase. Both volume and intensity are increased. For the runner, mileage will reach its highest level. Training becomes more event specific with conditioning focusing on the energy systems used in the event. Remember that technique word is accomplished when the athlete is not fatigues therefore, comes before general fitness training.

Competition period: During the completion period, volume is gradually decreased and intensity. or instance, heavier weights are lifted, but less often. Speed workouts are run faster, however recovery ties are longer. Competition characteristics are simulated during these training periods. Mini competitions, local area or dual area competitions are good training competitions during this period. It is important to keep training loads heavy enough to improve athletes fitness levels, yet light enough to boost enthusiasm and maintain high energy levels. An athlete's athletic shape is at its highest during this period.

In season training: Plan each practice session according to what needs to accomplished, using the athletes individual progress and gradual event Specification as guidelines for planning. Continue to use the skills assessments to record each athletes progress from the general preparation phase set specific preparation accompanies with mini competitions.

The training during the actual season has two primary goals: maintenance of the gains of pre-season training and continued specific attention to areas of the body at risk either from past injury, or the particular risks of the sport.

Transition period: This period is also called the active rest period. The end of the season is drawing near and we not want the athlete to lose all they have gained. The main objective of the transition period is to allow athletes to recover mentally, physically and emotionally, from their hard work during the preparation and completion periods.

Implement low volume, low intensity crosses training exercises during this. In the simplest form of periodization, competitors use a hard/easy model for daily workouts. In its more advanced form, training is arranged into blocks of time, the magnitude of which may range from days to weeks to months or even years. During each of these blocks, a particular element of physical performance (e.g. physical fitness, technique etc.) is highlighted. As a framework for structuring an athlete's training, the practice of periodization has much to offer. Although performance is allowed to decrease temporarily (i.e. over-reaching), complete recovery is ensured between each training period to avoid long-term performance decrements (i.e. UPS or overtraining). (Gregory Whyte, 2006)

Weekly Training Plan: The training program should be followed closely, as closely as possible, but make sensible allowances for camps, tournaments or other vigorous physical activity. Five areas of training are emphasized: Endurance, Speed, Strength, Flexibility, and Ball Skills. Keeping a log recording progress in meeting training goals is a recommended technique to help you develop the discipline required to get full benefit of this program. A log sheet is included at the end of this memo.

Daily Training Plan: When making a lesson plan remember the following points:

- Design your session for no the number of players on the team
- Make sure your drills and activities are age specific.
- Design activities to flow from simple to complex – add elements of the game as you progress.
- Design session to include: Warm-up, Small-sided activity (e.g. 4v2 keep away), Expanded small-sided activity, with discretion, 6v6 (5v5 plus keepers) to two large goals.

Training session plan: The training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his objectives for that day, his objectives for that day, his medium and long term learning

objectives as well as taking in to account the physiological, physical and mental strains on the team .The training session has to be varied –not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned .It should last between 80 and 100 minutes in total, depending on the type of session, the type of session, the objectives and the training cycle.

The training session comprises three phases which are warm up, performance phase and cooling-down phase they will discussed as follows:-

The warm –up or limbering –up phase: This is the preparation part of the session .It has to be progressive, with an initial period of training and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body’s organs and systems. This is followed by loosening up and co-ordination exercise; the tempo is then gradually increased with exercises specifically adapted for football based on technical skills or on different game situations. When working with young players, separate co-ordination and integrated co-ordinate work with the ball must be included in the limbering-up phase .This phase lasts between 15and 20 minutes.

The performance phase: This is the main part of session. During this period, the main emphasis is on training and instruction, with clearly defined objectives .The content (games, drills and learning activities) has to be tailored to the objectives. But it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards as volume, but also the duration and intensity of the g/players use the ball as often as possible; this is especially the case for young players.

At training/development level, but mainly at pre-training/pre-development level, the football playing must be at the heart of the whole training process. It should take up between 50 and 60% of the total duration of the session, although the coach must also ensure that the playing equip themselves with the necessary technical and mental skill using progressive, analytical exercises. The duration of this phase varies. It generally

lasts 50-60 minutes or up to 70 minutes depending on the objectives, the day on which the session is being held, the weather condition, local customs, and even how the coach feels.

The cooling- down phase: This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The players then have hydration or energy drinks as the first step to aid recovery. This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his assessment of the session, to fix new objectives or simply to communicate with his players.

2.8. Talent, Talent Identification and Talent Development

Talent: the dictionary definition of talent includes the following, "the ability to display exceptionally high performance in a domain that requires skills and training "and "an innate ability, aptitude or faculty" (Collins English Dictionary). However, the belief that talent is innate implies that it is predetermined and relatively stable, that the course of its development cannot be altered, and that the environment plays a negligible role.

In this review an attempt is made to integrate the main research findings concerned with talent Identification and development in soccer. Research approaches in anthropometry, physiology, psychology and sociology are considered and where possible integrated. Whilst some progress has been made in identifying correlates of playing success, it appears that no unique characteristics can be isolated with confidence. Both biological and behavioral scientists have indicated a strong genetic component in performance of sports such as soccer, nevertheless the influence of systematic training and development programmes should not be underestimated. It is concluded that the sport and exercise sciences have an important support role in the processes of identifying, monitoring and nurturing talented soccer players towards realizing their potential. (Talent Identification Program 2009-2012)

Physical Predictors of Talent

There is research evidence to suggest that players' anthropometric characteristics (e.g. stature, mass, body composition, bone diameter, limb girth) are related to performance in important and sometimes complex ways (Borms, 1996). The implication is that such measurements may assist in the identification of talent (Carter, 1985). Successful young soccer players, for instance, appear to have similar somatotypes/physiques to older successful performers (see Pena Reyes et al., 1994; Malina and co-workers, this issue). In particular, adult stature, which is commonly used for prediction, is strongly influenced by genetic factors (Lykken, 1992), whilst other physical attributes (e.g., muscle mass, body fat) are seen as being more amenable to training, and dietary influences (see Bouchard, Malina and Pérusse, 1997; Reilly, Bangsbo and Franks, this issue).

A wealth of research evidence indicates that elite youth soccer players have greater biological age (i.e., more physically mature) than their less proficient counterparts and coaches appear to favour players advanced in morphological growth during the selection process (see Panfilet al., 1997; Malina et al., this issue). This trend in favour of children born early in the selection year (i.e., September-December) is apparent in several countries (e.g., Sweden, Belgium, United Kingdom) and persists into adult elite squads (see Helsen and colleagues, this issue). (Talent Identification Program 2009-2012)

Physiological Predictors of Talent

Physiological measures have also been employed in an attempt to identify key predictors of performance (see Jankovic, Matkovic and Matkovic, 1997; Janssens et al., 1997; Panfil et al., 1997; see Reilly et al., this issue). Jankovic et al. (1997) compared successful and less successful 15- to 17-year olds using measures of maximal oxygen uptake (max20V), anaerobic power, grip and trunk strength measures, and heart volume (absolute and relative). They deemed successful players to be those who were later selected in clubs playing in the top league in Croatia, Germany, Italy and England, whilst those considered less successful did not progress beyond regional leagues. The successful players had superior physiological fitness compared to the others. Janssens et al. (1997) showed that

performance in short (30 m) and prolonged ‘shuttle’ running discriminated between successful and less successful 11- to 12-year old soccer players. Similarly, in a study by Panfil et al. (1997) elite 16-year olds recorded better performance in running and jumping than their less elite counterparts. Such findings led Jankovic et al. (1997) to conclude that physiological measures could be useful in predicting later success in soccer (see also Carter, 1985; Panfil et al., 1997). Nevertheless, the possibility remains that in the above studies part of the physiological superiority of the successful players was due to a more systematic approach to training prior to their induction into the specialized under-age squad. (Talent Identification Program 2009-2012)

Psychological Predictors of Talent

Intuitively, it is thought that successful players are distinguished from less successful players on the basis of psychological factors. The assumption is that a talented player possesses personality characteristics that facilitate learning/training and competition. Although coaches and scouts may argue that talented and less talented players can be differentiated on the basis of their psychological ‘make up’, researchers have yet to identify specific personality characteristics, or an overall psychological profile, that are predictably associated with success in sport. No clear or consistent relationship has been demonstrated between personality and expertise (see Vealey, 1992; Auweele et al., 1993; Auweele et al., in press; Morris, this issue). Certainly, as yet there is no psychological inventory to help select players with more or less potential or talent and it is hardly likely that any single inventory would have complete predictive power. Initially, researchers examined whether talented performers differed from their less talented counterparts on specific personality dimensions or traits. These traits are believed to be relatively stable over time and reflect a player’s predisposition towards certain types of behaviour (e.g., aggression, extroversion, sensation-seeking, neuroticism). As demonstrated by Morris elsewhere in this issue, no clear relationship has been found between such global personality characteristics and expertise in soccer. Some studies have highlighted differences on one or more variables (e.g., aggression, tough-mindedness), whereas others have not. In general, however, the majority of published research suffers serious

deficiencies in important procedural aspects including research design, sampling and testing procedures, analyses and interpretation (Morris, 1995; Auweele et al., in press).

Importance of talent identification

Talent identification as being advantageous for Football coaches by focusing their training time on players with higher levels of talent and abilities for their particular Football game. Talent identification also allows countries to get the best from its limited sporting resources. That scientific talent identification is a critical factor in the development of world class athletes is not in question. (Talent Identification Program 2009-2012)

The main goal of talent identification is to:

- Find out the elite athletes that are to predict the future of athletes.
- Develop self-confidence.
- Develop scientific tests (competitions) which give by scientific porcinis.

Systems of talent identifications are to:

- Know the interest of players
- Knowing the obligation of the players. identifying the athletes we need:-facilities, Financial, Equipment, Sufficient competitions (Talent Identification Program 2009-2012)

Recruiting a Football Team

Before the beginning of each school year, make a final effort to publicize your program and recruit new members to the team. A crop of new athletes injects new blood into your program. Occasionally, a new player will contribute immediately to your team's competitive success.

Advertise your Soccer program by placing attractive posters around the campus. Place notices in school and local newspapers. Have an invitation to new athletes prominently displayed on a Soccer team bulletin board, along with photographs and information about your team. Your athletes will enjoy and appreciate the recognition, and other students will be drawn to your program. The promise of public recognition is a strong motivator.

Design a sales pitch intriguing enough to entice new players to the Soccer team. You might discuss the rewards and satisfaction of competing and training, being a part of a team, getting in shape for another sport, the fun of socializing, acquiring long-lasting friendships, or the outstanding health benefits of training. Don't underestimate the powerful attraction of being part of a team. Many high scholars are quietly seeking a group to which they can belong. Soccer can provide them with that opportunity.

Your returning team members are the best recruiters for your team. They can give prospective athletes a good sense of what it is like to play Soccer at your school and be a member of the team. Also, ask your athletes to recommend talented athletes from club Soccer, AYSO, elementary school or junior high school. If you are not a physical education teacher, ask the P.E. staff at your school to help you recruit Soccer players. (LA84Foundation soccer org)

2.9. Nutrition for Footballers

As expressed in Foundation Soccer Coaching Manual (2008:234), nutrition is an important part of any successful training program. Food is the fuel of athletic performance. Though the coach cannot control his/her athlete's food, rather he/she can guide them toward healthy eating. For this Purpose, the coach should be acquainted with the basic of proper nutrition. In line with this view, foundation Soccer Coaching Manual (2008:236) states that, "success in sport is determined primarily by athletic ability and proper training; nutrition affects the athlete in many ways. Nutrition is important for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. So the coach can have a positive influence on

his/her athlete's attitude about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches. Coaches often want to know exactly what constitutes a "balanced diet". A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. Moreover, the Foundation Soccer Coaching Manual has expressed that most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance.

Calorie Requirements for Footballers

Calorie intake of athletes is different depending up on the type and level of physical activities (duration and intensity), and the age and body size. This indicates that the calorie intake and expenditure of athletes has a direct reaction with the type of activity they do, their body size and age. To strengthen this idea, Foundation Soccer Coaching Manual (2008:237) expresses that; calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily calorie requirement for athletes. Some athletes have a hard time increasing their calorie intake because the volume of a larger meal causes them discomfort, especially if they are training soon after eating. Athletes juggling a heavy academic schedule with training and part-time job may have difficulty finding the time to eat.

The Athlete's Diet

Coaches often want to know exactly what constitutes a "balanced diet." A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. The Dietary Guidelines for Americans are national guidelines for healthy eating. Most nutritionists agree that the nutritional guidelines

developed to promote health also establish a good foundation for athletes who desire peak performance.

The USDA My Pyramid serves as educational tool to put the dietary guidelines into practice. The pyramid shows the foods that should be included in a healthful diet, and in what amounts. Athletes should be eating heartily from the grain, vegetable and fruit groups since these groups have the highest recommended number of servings and are nutrient-rich sources of carbohydrate. The amount of calories a person needs to eat depends on his or her age, gender and level of physical activity. Daily recommendations from the USDA dietary guidelines for high school-age boys and girls from 14 to 18 years of age are listed by food groups in the following table, (with a limited use of fats and oils, kept at 5-6 teaspoons).

Pre-Competition Meals

The primary purpose of the pre-competition meal is to provide energy and fluid for the athlete during the game. Carbohydrate-rich foods provide the quickest and most efficient source of energy, and unlike fatty foods, are rapidly digested. Since many athletes experience abdominal discomfort if they have food in their stomachs during competition, the timing of the meal is important. To avoid potential gut distress, the calorie content of the meal should be reduced the closer to exercise the meal is consumed. A small meal of 300 to 400 calories is appropriate an hour before exercise, whereas a larger meal can be consumed four hours before exercise.

The athlete's foods and fluids should be well tolerated, familiar (tested in training) and palatable. Athletes may have to do some planning to ensure they have access to familiar foods before competition. They may need to bring their lunch/snacks in a small cooler rather than choosing from the school cafeteria's entrees or a restaurant menu. Encourage them to bring any foods that they believe will help them win coaches often want to know exactly what constitutes a "balanced diet." A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are

carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. The Dietary Guidelines for Americans are national guidelines for healthy eating. Most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance.

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most likely to handle before competition. Athletes should never try an untested food or fluid before competition. The result may be severe indigestion and impaired performance. (U.S. Youth Soccer Coaching Manual, 2012)

Nutrition during Competition

During tournaments or meets, athletes require fluids and carbohydrate throughout the day. Some athletes may be reluctant to eat and drink because they have to compete again. However, failing to refuel and replace fluid losses can cause their performance to deteriorate, particularly toward the end of the day. Bringing along a cooler packed with familiar high-carbohydrate, low-fat meals and snacks keeps athletes from then being dependent on the high-fat fare typical of concession stands.

Since everything an athlete eats before a competition may be considered a pre-event meal, it is important to consider the amount of time between competitions. If there is less than an hour between games or events, athletes can consume liquid meals, sports drinks, carbohydrate gels, fruit juices and water. When there is an hour or two between games or events, athletes can consume easily digestible carbohydrate-rich foods such as fruit, grain products (fig bars, bagels, and graham crackers), low-fat yogurt and sports bars in addition to drinking fluids. When games or events are separated by three hours or more, the athlete can consume high-carbohydrate meals along with drinking fluids. (U.S. Youth Soccer Coaching Manual, 2012)

CHAPTER THREE

Research Design and methodology

The following research were used for the successful completion of study.

3.1. Study Area

Arbaminch, which is the capital city of Gamo Gofa Zone. it is one of the 22 reform towns in the south nation ,nationalities and people regional Government. Arbaminch has a potential in different sport activities ,the town is very known by sport like Football , the result have been achieved competition organized at premier league level in 2004E.C .The club result is 8th out of 15 premier league. It is very low result, and then there are some coaching problems affecting the Arbaminch football club.

In view of the above, this study tries to investigate the problems and prospects of football coaching: with specific reference to Arbaminch football club.

3.2. Research methodology

Descriptive survey method was used since the aim of the research is up to describing facts and telling the existing condition of the issues under investigation .i.e. problems and prospects of coaching football with specific references to Arbaminch Football Club. Together relevant information for the research, it is vital to identify an appropriate research method. For this, a quantitative research method (descriptive method: such as percentage and frequency count) and a qualitative approach (content analysis) will be used.

3.3. Data sources

Appropriate and relevant data was collected from players, coaches, sport commission officers and Zone Football Federation members are the sources of data collection.

3.4. Sampling and Sampling techniques

Purposive (non probability) sampling were employed the Arbaminch Football club. To select all players, coaches, staff members and sport officer, because of they are directly concerned with issues and they are few in number all of them were included in the study. Players (N=29), coaches (N=3), sport officers (N=6), and zone football federation workers (N=7) totally respondents (N=45) participated.

3.5. Data collection instruments

It is proposed that the study be conducted within the qualitative and quantitative approaches to this end; questioners, interviews and observation were used as the main source of data gathering instruments.

3.6. Procedures of data collection

In conducting this study the following procedures were used in collecting data. Before distributing the prepared questionnaires to the respondents the questionnaires and interview questions translated into Amharic and in administrating the questionnaire the assistant were oriented on how to distribute, approach respondents and collect filled questionnaire.

3.7. Method of Data analysis

The information that collected from opinion gathered through questionnaire were structured the data sources organized and some statistical method percentage was used to questions that require quantitative measurement. Accordingly some table was used tabulating the results. Finally based on the findings and the conclusions reached, recommendations were proposed as research results. The researcher use sampling of clubs are three in numbers there are Arbaminch university, Dele fana and Weze football clubs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter includes with presentation, analysis and interpretation and discussion of the data collected from respondents through the questionnaires, interview and observation checklist from the sample population of the study. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages. The information collected through interview and observation checklist is also qualitatively described in order to give appropriate answer for the basic questions set in the study.

The chapter is divided in to two parts. The first part discusses about the characteristics of the respondents. The remaining part deals with the analysis and interpretation of data pertinent to the problem of the study.

4.1. Characteristics of the Study population

The characteristics of the study population were examined in terms of sex, age, marital status and educational status based on the response to the target for personal data in part one of the questioners. The analysis and interpretation of the data are presented in table 1.

Table 1 Characteristics of the Study population

No	category		Type of Respondents			
			Players (N:29)		Coaches (N:3)	
			N ₀	%	N ₀	%
1	Sex					
		M	29	100	3	100
		F	-	-	-	-
2	Age	Below 20 years	7	24.1	-	-
		21-28 years	19	65.5	1	33.3
		29-36	3	10.4	2	66.7
3	Marital status	Single	26	89.6	1	33.3
		Married	3	10.4	2	66.7
		Divorced /separated/	-	-	-	-
4	Educational status	College level	10	34.5	1	33.3
		University level	4	13.8	1	33.3
		High School level	15	51.7	1	33.3

According to the profile of players all of the respondents 29(100%) are male, regarding to the age of the respondents 7(24.1%) of the players age is bellow 20 years. However, 19(65.5%) the age of the respondents is 21-28 years and the remaining 3(10.4%) of the respondents age 30 years and above.

Regarding to the marital status 26(89.6%) of the respondents are not no married, they are single, and the rest 3(10.4%) of the respondents are married. Finally, the educational level of the respondents 15(51.7%) of the respondents are high school, 10(34.5%) of the respondents college level and the remaining 4(13.8%) of the respondents are university level. According to the profile of coaches all of the respondents are male, regarding to the age of the respondents 1(33.3%) of the coach age is b/n 21-28, and the remaining 2(66.7%) of the respondents 29-36 years old.

Regarding to the marital status 1(33.3%) of the respondents it have no married it is single the remaining 2(66.7%) of the respondents married, finally, the educational level of the respondents 1(33.3%) of the respondents high school, 1(33.3%) of the respondents college level and the remaining 1(33.3%) of the respondents are university level.

4.2. Analysis of players' response

Table 2 Respondents response on Football as your favorite sport, and begin to playing football.

No	Items	N ₀ players(N:29)			
		Yes		No	
		No	%	No	%
1	Why did you choose Football as your favorite sport ?				
	For fun	4	13.8	-	-
	For earning money	13	44.8	-	-
	To be professional player	12	41.4	-	-
	Other specifies	-	-	-	-
2	Where did you begin playing Football?				
	School	5	17.2	-	-
	Local area	24	82.8	-	-
	Sport field	-	-	-	-
	College or university	-	-	-	-
3	How long you have been Playing Football				
	Less than two years	5	17.2	-	-
	3-4 years	11	37.9	-	-
	5-8 years	5	17.2	-	-
	8 years above	8	27.7	-	-

As it is indicate in table 2 item 1 out of 29(100%) of the respondents 4(13.8%) of the respondents replied they play Football just for fun, and 13(44.8%) play football for earning money in the opposite of this view 12(41.4%) of players were replied yes as they play Football for status of professional purpose.

As concerning in the same table item 2 shows 5(17.2%) of the respondents replied yes as they started play Football at school level, However 24(82.8%) of the respondent is start play Football from local area. This imply that the respondents /the majority/ of the players start play Football in Local area. On the same table item3 where 5(17.2%) of respondents are replied yes they have been playing Football less than two years however, 11(37.9%) of the respondent is respond yes they have been playing Football for 3-4 years, and the remaining 5(17.2%) of the respondents replied yes they have playing Football for 5-8 years above, However the remaining 8(27.7%) of respondents replied yes they have been playing Football over 8 years and above.

Table 3 Respondents' response on represent city in Football competition.

N o	Items	N0 players (N:29)			
		Yes		No	
		N0	%	No	%
1	Have you ever represent your town in Football competition as a player?	21	72.4	8	27.6
2	If your answer is yes for item no 1 how many times is it?				
	One	2	6.9	-	-
	Two	2	6.9	-	-
	Three	3	10.4	-	-
	Four and above	14	48.3	-	-

The above table 3 Item 1, 21(72.4%) of the respondents or players replied yes they represent town with Football competition, However the remaining 8((27.6%) of the respondent is replied no they cannot get chances to represent Arbaminch town.

On the same table Item 2 shows 2(6.9%) of the respondent agreed or replied “yes” they Representing my city two times, However 3(10.4%) of the respondent is replied yes they participant for their city three times and 2(6.9%) of the respondent of the player are represent to the city only for one time. There for the reaming 14(48.3%) of the respondent replied yes they represent for the town four and above times.

Table 4 Respondents response on football project in town

No	Items	No players (N:29)			
		Yes		No	
		No	%	No	%
1	Is there Football project in your town?	29	100	-	-
2	If your answer yes for items No 1 how many are there?				
	One	3	10.4	-	-
	Two	5	17.2	-	-
	Three	7	24.1	-	-
	Four and above	14	48.3	-	-

Regarding to table 4 items No 1, out of 29 (100%) of the respondents is replied yes that means there are football project in their town. the same table above Items No 2, 3(10.4%) of the respondent agreed or replied yes in my town there is one football projects, However 5(17.2%) of the respondent is replied yes in my town there are two football project and 7(24.1%) of the respondent of the player are replied yes in my town there are three football project. Therefore the reaming 14(48.3%) of the respondent replied yes in my town there are four and above football project.

Table 5 Respondents response on Opportunities to play Football at premier league level

No	Items	No players (N:29)			
		Yes		No	
		No	%	No	%
1	Have you get opportunities to play Football at premier league level?	22	75.9	6	24.1
2	If your answer is yes for item no 1 for how long you played?				
	below six months	2	6.9	-	-
	One year	3	10.4	-	-
	Two years	11	37.9	-	-
	Three Years and above	6	20.6	-	-

Regarding to table 5 item No 1 the given alternative 22(75.9%) of respondent replied yes that they have got opportunities to play Football at premier level. On the other hands, 6(24.1%) of the respondents state that they have not got a chance to play Football at premier league level. On the same table item No 2 show that 2(6.9%) of the respondents responded that they have been playing Football only for bellow six months, on the other hand 3(10.4)of the respondents that they have been playing football for one year, and 11(37.9%) respondents state that they have been playing for about two years. the remaining 6(20.6%) of the respondents that they have been playing for three years and above ,the majority of the players have got the opportunities of play Football at premier level.

Table 6 Respondents response on Recruitment mechanisms and availability of equipment and facilities

No	Items	No players (N:29)			
		Yes		No	
		No	%	No	%
1	Is the recruitment done with the right recognition of coaches and concerned body?				
	Yes	11	37.9	18	62.1
	No	-	-	-	-
2	Do you think playing equipment and facilities appropriate and sufficient?				
	Yes	9	31.1	20	68.9
	No	-	-	-	-

According to table 6 item no 1, from the give option 11(37.9%) of the respondents is replied yes, the recruitment of players or assistance coaches is done with the right recognitions of coaches and concerned body, but the conform of this view 18(62.1%) of the respondents replied “no” that means the recruitment is not done with the right recognition of coaches and concerned body.

As indicated on the same table item No 2 given alternative 9(31.1%) of the respondents is replied yes that means equipment and facilities are appropriate and sufficient in your town and 20(68.9%) at the respondents is replied’ no’, that means in the town there is no appropriate and sufficient equipments and facilities.

Table 7 Respondents response on weekly and daily training program

No	Items	N ₀ players (N:29)			
		Yes		No	
		N ₀	%	N ₀	%
1	For how many times are you performing training per-week				
	1-2 times per week	-	-	-	-
	3-4 times per week	6	20.6	-	-
	4 times and More than per week	23	79.4	-	-
2	How long do you spend your time on training sessions				
	Less than 30 minutes	-	-	-	-
	30-40 minutes	8	27.7	-	-
	60 minutes	-	-	-	-
	60-120 minutes	21	72.3	-	-

Based on the information gained from the above table 7 item N₀1, 6(20.6%) of the respondents to make training 3-4 times per week, however 23(79.4%) of the respondents is make training more than 4 times and above per week. And the rest of the respondents no make 1-4 times per week.

As above table item N₀ 2, from given alternative 21(72.3%) of the respondent reply ‘yes ‘that they spend time on training session from 60-120 minutes. on the other hand the

remaining 8(27.7%) of the respondent say that they spend time on training session from 30-40 minutes .

Table 8 Respondents response on coaching methods of training

No	Items	N ₀ players (N:29)			
		Yes		No	
1	How do you rate the coaching methodology of your coach?	N ₀	%	N ₀	%
	Poor	10	34.5	-	-
	Satisfactory	9	31.1	-	-
	Good	6	20.6	-	-
	Very good	4	13.8	-	-

According to table 8 item N₀ 1, from the given alternatives 10 (34.5%) of the respondent is the coaching methodology of coaches are poor. on the other hand 9(31.1%) of the respondent is yes the coaching methodology of the coach is satisfactory, and 6(20.6%) of the respondent is responded yes the coaching methodology is good, but the remaining 4(13.8%) of the respondents responded yes the coaching methodology of the coach is very good.

Table 9 Respondents response on frequent competitions, and period of participate in competition

No	Items	N ₀ players (N:29)			
		Yes		No	
		N ₀	%	N ₀	%
1	Do you think that, there are frequent competitions in the town?	9	31.1	20	68.9
2	If your answer is no for item N ₀ 1 please, mention your reason				
	The respondents replied no because of the scarcity of budget, equipment, facilities, and the less attention of town Administration.				
3	How often do you participate in Football competition				
	None	3	10.4		
	One	-	-	-	-
	Two	2	6.9	-	-
	Three	5	17.2	-	-
	Four	19	65.5	-	-

As table 9 item No 1 ,the response of the responding regarding to the frequent completion in city ,from the given option 20(68.9%)of the respondent replied “no” there are no frequent competition in town but the remaining 9(31.1%) of the respondent is said that “yes” there are frequent competition.

The same table item N₀ 2 those the response of the respondent why there is not frequent competitions in there city the respondents mention some reason about the competition is not frequent;- because there is scarcity of budget, equipment, facilities, and the less attention of town Administration .

According to above same table item No3, 5(17.2%) agree with yes that they played Football for three times, but 2(6.9%) that they participated football for two times, 19(65.5%) agree with yes that they played Football for four times in competition of football.

Table 10 Respondents response on support and motivation of coach and scope of Training

No	Items	No players (N:29)			
		Yes		No	
		No	%	No	%
1	Who do you rate the support and motivation of your coach?				
	Poor	12	41.1	-	-
	Satisfactory	7	24.1	-	-
	Good	5	17.2	-	-
	Very good	5	17.2	-	-
2	Do you think that, your training system is up-to-date and scientific?	10	34.5	19	65.5

As indicated on the above table 10 out of 29(100%) of the respondents 12(41.1%) the coach support and motivation is poor whereas 7(24.1%) replied that the coach support and motivation is Satisfactory and 5(17.2%) of respondent replied that the coach support and motivation is good and the rest 5(17.2%) of respondent replied that the coach support and motivation is Very good.

On the same table item No2, from the given option 19(65.590%) of the respondent state that “no” that means the training system of coaches is not up-to-date and scientific. The remaining 10(34.5%) of the respondents replied ‘yes’ the coach is try to change the training

in to scientific but at this time the training system of coaches are not up-to-date and scientific.

Table11 Respondents response on supportive aid training materials and communication between team and government bodies

No	Items	N ₀ players (N:29)			
		Yes		No	
		N ₀	%	N ₀	%
1	How often do you use supportive aid training materials such as films, video, compact disks and other materials				
	Always	3	10.4	-	-
	Sometimes	6	20.6	-	-
	Rarely	5	17.2	-	-
	Never	15	51.8	-	-
2	Is there good communication between your team and government bodies	21	72.3	8	27.7

As this table 11 item N₀ 1 how that the response of the players regarding to how coaches use supportive training aid materials, film, video compact disks, and other materials, then from the given alternative 3(10.4%) of the respondents says that the coaches use ever day however 15(51.8%) the respondents replied never use the materials film, video, compact disks, and other material and 6(20.6%) of the respondents replied yes coaches state those training materials sometimes but the reaming 5(17.2%) of the respondents replied “yes” the coach is use those aid materials for training aid rarely.

According to table 11 item N₀ 2, 21(72.3%) of the players (respondents) replied ‘yes’ there is good communication b/n team and government bodies. on the other hand 8(27.7%) of the

players responded say’ no’ good commutation between team and government bodies.

Table 12 Respondents response on your parent appreciation to play Football game, and positive R/ship among team causation.

No	Items	N0 players (N:29)			
		Yes		No	
		N0	%	N0	%
1	Does your parent appreciate you to play Football game?	29	100	-	-
2	Is there positive r/ship among team playing or team causation?	20	68.9	9	31.1

Regarding to table 12 item N0 1 the response of the respondent about the parent appreciate players to play Football game, from the given alternative 29(100%) of the respondents reply 'yes' that the parents appreciate the players to play football game

According to same table item N0 2,20(68.9%) of the respondent is say "yes" the team have positive relationships, on the other hand the reaming 9(31.1%) of the respondents said' no' that means the little amount of the players in the team is not positive r/ship with each other team meat.

Table13 Respondents response on the interest of the players to train by the coach and methodology of football Coach.

No	Items	N0 players (N:29)			
		Yes		No	
		N0	%	N0	%
1	Are you interested in coaching mechanism of your coach?				
	Yes	16	55.2	13	44.8
	No	-	-	-	-

According to table 13 item number 1 who that the response of the players regarding to how are you interested in the training system of your coaching, then the given alternative 16(55.2%) of the respondents replied yes they interest in the training system of the coach and the rest 13(44.8%) of the respondents no interest in the training system of the coach and recruitment mechanism.

Table14 Respondents response on respect training program and planning of training.

No	Items	No players (N:29)			
		Yes		No	
		No	%	No	%
1	Do you respect your training program?				
	Yes	6	20.6	23	79.4
	No	-	-	-	-
2	Did you participate in planning of the Training program?	-	-	-	-
	Yes	8	27.7	21	72.3
	No	-	-	-	-

According to the above table out of 29(100%) of respondents 6(20.6%) respects their training program, whereas, 23(79.4%) of respondents replied that, they don't respect training program.

In the same above table shows 8(27.7%) of respondents replied that, they participate in planning program, while 21(72.3%) respondents said that they don't participate in planning program.

The open ended questions that have been delivered to the players are interpreted in summarized manner as follows. The data obtained from an open ended question shows that, problems of trainer's balanced diet, not participate on different brother's competitions, great constraints equipment and facilities, financial problem, less participation of Administration constraints supportive training aid materials such as films,

video, compact disks and there are no enough income sources. The coaching qualities are less.

According to the problems mentioned above, the respondents suggests some sort of solutions for he problems, these are solve the financial problems that it face use different forms of raising mechanisms. Once financial problem is solved then the problems related to the provisions of materials and equipments will be solved automatically, because money can buy anything and properly assigning knowledge coach.

4.3. Analysis of coaches' response

Table 15 Respondents response on your trainee started to playing Football and How long the experience of you to coach Football.

	Items	N0 coach (N: 3)			
		Yes		No	
		N ₀	%	N ₀	%
1	Where does your trainee started to playing Football ?				
	School	1	33.3	-	-
	Resident area	1	33.3	-	-
	Sport field	1	33.4	-	-
	College or university	-	-	-	-
2	How long the experience of you to coach Football?				
	Less than two years	1	3.33	-	-
	3-4 years	1	3.33	-	-
	5-8 years	1	3.33	-	-
	More than 8 years	-	-	-	-

As indicated on the above table out of 3(100%)of respondents 1 (33.3%) of the respondents state that they started to trainee school and 1(33.3%) of the trainee started from resident area and the rest 1(33.4%) of response of the respondents trainee started from sport field.

On the same table1 items N₀.2 ,1 (33.3%) of the respondents reply 'yes' 3-4years experience to coach football but 1(33.3%) of the respondents reply yes that they have less

than two years experiences to coach football and Finally 1(33.3%) of the respondents say yes b/n 5-8 years experience to coach Football

Table 16 Respondents response on Football project in your town

No	Item	No coach (N:3)			
		Yes		No	
		No	%	No	%
1	Is there Football project in your town?	3	100%	-	-
2	If your answers yes for items no 1, how many are there?				
	One	-	-	-	-
	Two	-	-	-	-
	Three	-	-	-	-
	Four and above	1	33.3	2	66.7

As table above items No.1 the response of the respondent regarding to is there football project in your town, then from the given alternative (yes or No) 3(100%) of the respondent is replied 'yes' there is Football project in town.

Considering the table item No 2 , 1(33.3%) of the response of respondent yes there are Four and above football project in the town. and the rest 2(66.7%)of replied there are no Four and above football project in the town.

Table 17 Respondents response on appropriate playing ground, equipment and facilities are sufficient in town.

.No	Items	N ₀ coach (N:3)			
		Yes		No	
		No	%	No	%
1	Is there appropriate playing ground /court in your town?				
	Yes	-	-	3	100
	No	-	-	-	-
2	Do you think that the equipment and facilities are appropriate and sufficient?				
	Yes	-	-	3	100
	No				

On the table17 items N₀1 indicated that the response of the respondents regarding to the appropriate play ground is there or not in the town from the given alternatives 3(100%) of the respondents reply 'no' there is no appropriate and sufficient play ground in the town.

Regarding table above items N₀.2 the response of respondents about the equipment and facilities are appropriate and sufficient in the town from the given option 3(100%) of the respondents replied "No", that means no appropriate equipment and facilities are sufficient in the town.

Table18 Respondents response on conduct your training session and make training per week

No	Item	No coaches (N: 3)			
		Yes		No	
1	Where do conduct your training session?	No	%	No	%
	Gym or indoor	-	-	-	-
	Outdoor or field	3	100	-	-
2	For how many times are you performing training per-week?				
	1-2 times per week	-	-	-	-
	3-4 times per week	-	-	-	-
	More than 4 times per week	3	100	-	-

As table 18 item 1 the response of respondents regarding to the place which the coach conduct the training session 3(100%) of the respondents say ‘Yes ‘that they conducted training session outdoor on field.

On the same Table item 2 the response of the respondents regarding to the coach how often you make training in per week, From the given alternative 3(100%) of the respondents reply yes that they make training more than 4 times per week.

Table 19 Respondents response on how long spend time on training sessions and the rate you method of coaching

No	Items	N ₀ coach (N: 3)			
		Yes		No	
		N ₀	%	N ₀	%
1	How long do you spend your time on training sessions?				
	Less than 30 minutes	-	-	-	-
	30-45 minutes	-	-	-	-
	60 minutes	-	-	-	-
	60-120minutes	3	100	-	-
2	How do you rate you method of coaching?				
	Poor	-	-	-	-
	Satisfactory	-	-	-	-
	Good	1	33.3	-	-
	Very good	2	66.7	-	-

According to table 19 item 1 how long do you spend your times on the training session, from the give alternative 3(100%) of the respondents reply 'yes' that they spend time on training is 60-120 minutes. According to the same above table items 2 the response of respondents regarding to methods of coaching rate 2(66.7%) of the respondents say that the rate coaches methods is good and the remaining 1(33.3%) of the respondents from the given option replied the rate coach method is good.

Table 20 Respondents response on there is frequent completion

No.	Items	No Coach (N:3)			
		Yes		No	
		No	%	N	%
1	Do you think that, there are frequent competitions in town?	-	-	3	100
2	If your answer if No for items No15 Please, mention your reason,	-	-	-	-
	The respondent replied Money problem, less participation of sport office				

According to the above table out of 3(100%) of respondents replied there are 'No' frequent competitions in Arbaminch town.

As indicated on the same table item 2 answer item 1 is no mentioned reason because of money problem, less participation of sport office.

Table 21 Respondents respond on coaching license

No.	Items	No Coaches (N:3)			
		Yes		No	
		No	%	No	%
1	Do you have Coaching license?				
	Yes	3	100	-	-
	No	-	-	-	-

Based on, the information gained from the above table out of 3(100%) of the respondents replied that all coaches have coaching license.

Table 22 Respondents response on support and motivation of your coach for the players

	Item	No coach(N:3)			
		yes		No	
		No	%	No	%
1	How do you rate the support and motivation of your coaching for the players?	-	-	-	-
	Poor	-	-	-	-
	Satisfactory	-	-	-	-
	Good	2	66.7	-	-
	Very good	1	33.3	-	-
2	Do you think that, your training system is up-to date and scientific?				
	Yes	3	100	-	-
	No	-	-	-	-

According to the above table 22 out of 3(100%) of the respondents 2(66.7%) of replied “yes “the rate of support and motivation is good and the rest of 1(33.3%) of the respondents replied “yes “the rate of support and motivation is Very good. As indicated on the same table, 3 (100%) of the respondent s replied “yes “the training system of coach is up-to date and Scientific.

Table23 Respondents response on interested in the training system of your coaching

No	Item	N0 coach (N:3)			
		yes	No		
		N0	%	N0	
1	Are you interested in the training system of your coaching?	3	100	-	
2	How often do you use supportive training aid materials such as films video, compact disks and other materials				
	Always	1	33.3	-	
	Sometimes	2	66.7	-	
	Rarely	-	-	-	
	Never	-	-	-	

According to the above table out of 3(100%) of the respondents 3(100%) of replied 'yes' all Coaches have interested in coaching. Item 2, on the same table, 1(33.3%) of replied use always supportive training aid materials and the rest 2(66.7%) of replied use sometimes supportive training aid materials.

Table24 Respondents response on good communication between your team and government bodies and encouraging your trainee towards playing football.

No	Item	N \bar{O} of coaches (N:3)			
		yes		No	
		N \bar{O}	%	N \bar{O}	%
1	Is there good communication between your team and government bodies?				
	Yes	3	100	-	
	No	-	-	-	
2	Are you encouraging your trainee towards playing football?				
	Yes	3	100	--	-
	No	-	-	-	-

As table 24 item 1 the response of respondents about good communication between team and government bodies 3(100%) of the respondents say 'yes' that means good communication between team and government bodies.

Regarding to the same table item 2, from the given alternative 3(100%) the response of respondent replied 'Yes' that they encourages the players regarding plays Football.

Table 25 Respondents response on coaching methods and full involvement in recruitment

N o	Item	No of coaches(N-3)			
		Yes		No	
		No	%	N o	%
1	Are you interested in your method of coaching?	-	-	-	-
	Yes	3	100	-	-
	No	-	-	-	-
2	Do you have full involvement in recruitment?	-	-	-	-
	Yes	1	33.3	2	66.7
	No	-	-	-	-

According to the same table item 1 .the answer of the respondents regarding to are you interested in your method of coaching, from the given alternative3 (100%) of the respondents replied 'yes' all coaches interested in coaching method. on the same table item 2, 1(33.0%) of the respondent replied" "yes" that they involvement in the recruitment and the rest 2(66.7%) of the respondent is disagree with the involvement in the recruitment.

Table 26 Respondents response on training plan

No	Item	No of coaches(N-3)			
		Yes		No	
		No	%	No	%
1	Do you have training program plan?				
	Yes	3	100	-	-
	No	-	-	-	-
2	If yes the above question who plans the training plan?				
	Coach	3	100	-	-
	Players And coach	-	-	-	-
	Players	-	-	-	-
	Administrator	-	-	-	-

As indicated on the above table 26, Item 1 out of 3(100%) of the respondents replied yes they have training plan.

Item 2 on the same table indicates that 3(100%) the coach participate in planning the training program.

Table 27 Respondents response on emphasis for recruitment and know the requirement of the player at your team

No	Item	No of coaches (N-3)		
		Yes		No
		No	%	No
1	What do you give more emphasis for while recruitment?			
	Age	-	-	-
	Experience	1	33.3	-
	The salary he demands	-	-	-
	The ability of the player	2	66.7	-
2	How do you know the requirement of the player at your team?			
	The manager announcement	3	100	-
	The assistance coach announcement	-	-	-
	The senior player announcement	-	-	-

According the above table 27, out of 3(100%) of respondents 1(33.3%) replied coach emphasis recruitment of players through experience while 2(66.7%) of respondents replied emphasis recruitment of players through the ability of the players.

Regarding the same table item 2, from the given alternative 3(100%) of the respondent replied 'yes' the manager is inform the recruitment player for the team.

Table 28 Respondents response on requited players and style of leadership

No	Item	No of coach(N-3)			
		Yes		No	
		No	%	No	%
1	Do requited players go well with your coaching methods?				
	Always	-	-	-	-
	Some times	3	100	-	-
	Never	-	-	-	-
2	What leadership style do you follow?	-	-	-	--
	Autocrat	-	-	-	
	Lessis-fair	-	-	-	-
	Democratic	3	100	-	-

The open ended questions that have been delivered to the players are interpreted in summarized manner as follows.

The obtained from an open ended question shows that, problems of trainer's balanced diet, there are problems of upgrading level of coaches, great constraints equipment and facilities, financial problem, less participation of Administration, constraints supportive training aid materials such as films, video, and compact disks and there are no enough income sources.

There is some possible solutions are given from the coaches. These are:-solve the upgrading level of coaches, fulfilling sport equipment and facilities, the concerned bodies should give attention to football club.

Interview focused on town sport commotion officers and zone football federation, it indicates that, the main factors that affect coaching methods is training fields (courts), equipment and facility, Football facility and equipment only not achieve the desired objectives. but the most important things are the interest of players. To improving the technique, tactics and methods of coaching to make training and they participated in different competition and make training up date and scientific. then when you upgrade yourself and make training scientific they improve all those things. The training methods of coaching and the recruitment mechanisms not scientific.

The only means to provide effective method of coaching is up grade yourself and to analysis and observe different kind of Football competition. And to develop the effective methods of coaching that they use the different materials aid those are video which contend different drills, and also see video, films which contend the seniors' coaches and the model coaches.

4.4. Analysis and interpretation of observation **Table 29** Summarized observation of training in the Arbaminch football club

N o	Items	1	2	3	4	5
1	Method of Training					
	Practice method		✓			
	Game method					
	Complex method		✓			
2	Facility and equipments					
	Court			✓		
	Ball					
	Sport wear		✓			
3	Organizational forms of training					
	individual org			✓		
	group org		✓			
	collective org					
4	Before or after practice, there is opportunity for exchange of ideas between players and coach		✓			
5	Voluntariness of players to the coach.			✓		
6	The coach attends every practice				✓	
7	Punctuality of coaches.					
8	Practice sessions are well organized and demanding-both physically and mentally.		✓			
9	The coach treats each individual players			✓		
10	Periodic plan			✓		
	Daily				✓	
	Weekly		✓			
	Monthly		✓			

Yearly						
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NB: 1=none 2=poor 3=satisfactory 4= good 5=very good

As it was mentioned in practical training observation was conducted for 10 days. The Observation checklist is one of the instrument which gathered data, on problems and prospects of football coaching with specific references. Then through this instrument conducted /observe/ during training on filed about method of training, facility and equipments, coaching methods, and System of planning.

Then when the researcher observe these town regarding to the methods of coaching, he observed the method of training, practice and complex methods are poor and game methods are satisfactory. According to organizational method, group methods and collective methods are poor and individual methods are satisfactory.

Regarding to the facility and equipment, court is a little keeps the standards, and then it is satisfactory. There are more than ten balls then it is good, and sport wears are poor, nutrition of the players and coaches is also poor. The practice sessions are organized and demanding both physically, mental is poor and before or after practice, there is opportunity for exchange of ideas between players and coach is satisfactory. The coach take attends ever practice and punctuality of coaches is good. Finally the daily and yearly periodic plan of the coaches is very good. And weekly and monthly of planning is poor.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter deals with summary, conclusion and the recommendation of the study.

5.1. Summary

In analyzing the data both qualitative and quantitative methods were applied. Based on the data gathered, the following major findings were obtained from the study.

- The study showed that low knowledge of coach in coaching the Arbaminch football club.
- From the finding the problems of Arbaminch football club is lack of scientific method of training and ignorant to the methodology of coaching.
- Lack of qualified coaches, scarcity of budget.
- There is no competition of Football in hence competition is only limited to town which held one time per year.
- All coaches don't use training aid materials such as, films, video, compact disk and other materials.
- As the revealed by the study there is no properly designed selection criterion of players to join the Arbaminch Football club.
- There are inadequate facilities and equipment and, sport wear, and nutrition.

5.2 .Conclusion

Based on the major finding of the study, the following basic points were forwarded as a conclusion.

- It was indicated that the problem encountered in the town training program implementation according to the respondents response through close ended and open ended questionnaires, interview and observation there were a great constraint of facilities and equipment and scarcity of budget.
- Coaches preparing scientific base training plan are week. It is clear that working without using plan will affect negatively the overall activities of the team
- There is no other project center in town. As long as the educational background of coaches and sport officers were concerned most of them had passed through a recommended educational background.
- There is no competition of Football in hence competition is only limited to town which held one time per year.
- Training system is not up to date and scientific and all coaches don't use training aid materials such as, films, video, compact disk and other materials.

5.3. Recommendation

On the bases of the obtained the following points are recommended:

- The effort needed from town sport commetion and Gamo Goffa zone football federation to upgrade the knowledge and skill of coach for better implementation.
- Arbaminch town Administration, sport commission and the club managers committee members to search a solution by giving high emphasis and designing new strategies to equip the football club with sufficient resource(financial, equipment and facilities, skilled man power)

- The above concerned bodies and club leaders should work together with different stake holders and should mobilize the society of Gamo Goffa zone to support the overall constraints of the club in general.
- Method and methodology of training is a rest area-closely observing the information available from each science will make coaches more proficient in their training endeavors.
- The work of recruitment should be done under the coaches' recognition all in all and the coaches should seriously study the players back ground by contacting their families and his previous coaches.
- Organized football project at the town need to have youth development program where the children start playing football early.
- The beginner coaches is started coaching in high school, and players almost started playing football in high school and finally the foundation of talented player is also from high school.
- Coaches should always prepare especial training programs plan.
- To promoted the players performances training should be up-date and scientific and before, in half and after session.
- Foundation of talented players is in the School, then the sport authorities and Arbaminch town sport commission is giving more attention for coaches in the school.

APPENDICES

APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENC

QUESTIONNAIRE WILL BE FILED BY PLAYER

Dear respondent: the objective of this questionnaire is to gather information on problems and prospect is of coaching problems with specific references to Arbaminch football.

Thus, it is initiated to obtain necessary data from you as a vital source of information and to point out problems and prospective coaching problems with possible solution are commendations.

You are kindly requested to be honest and frank in your response as this will have direct bearing on the success of the research.

General information

- ✓ Please, indicate your response by marking “ X” according to the instruction provided there.
- ✓ For open ended question(s) write your short response;
- ✓ Dear respondent upon completing filling in these questionnaires, you are kindly requested to return it to the researcher after you replied in one week in time;
- ✓ Writing your name is not necessary; thank you in advance for your cooperation!

Instruction 1:-indicate response by putting a ‘ **x**’ under one of the alternative given

1. Sex A/ male----- B/Female-----
2. Age A/ below 20 ---- B/ 21-28 ----- C/ 30yeras and above ----
3. Marital status A/ single----- B/married ----- C/ divorced-----
4. Education status A/ high school ----- B/ college level ----- C/ university level-----

Instruction 2:-indicate your response by “ x” under one of the alternative given

1 .Why did you choose Football as your preferred sport?

A/ for fun

B/ for earning money

C/ to be professional player

2. Where did you begin playing Football?

A/School

B/Local area

C/Sport field

D/College or university

3. How long you have been Playing Football?

A/Less than two years

B/3-4 years

C/5-8 years

4. Have you represent your city in football completion as a player?

A/Yes

B/No

5. If your answer is yes for item no 3 who many times?

A/one

B/ two

C/three

D/four and above

6. Is there Football project in your town?

A/Yes

B/No

7. If your answer yes for items No 1 how many are there

A/One

B/Two

C/Three

D/Four and above

8. Have you get the opportunities to play football at premier league level?

A/Yes

B/No

9 .If your answer if yes for item N_o 8 or how long you played?

A/Below six months

B/One years

C/Two year

D/Three years and above

10. Is the recruitment done with the right recognition of coaches and concerned body?

A/Yes

B/No

11. Do you think that equipment and facilities are appropriate and sufficient?

A/Yes

B/No

12. For how many times are you performing training per-week?

A/ 1-2 times per week

B/ 3-4 times per week

C/more than 4times per week

13.How long do you spend your time on training sessions

A/Less than 30 minutes

B/30-40 minutes

C/60minutes

D/60-120 minutes

14. How do you rate the coaching methodology of your coach?

A/Poor

B/ Satisfactory

C/ Good

D/Very good

15. Do you think that, there are frequent completions in town?

A/yes

B/No

16.If your answer for items No 13 is no please, mention your reason

17. How often do you participate in football competitions?

A/None

B/One

C/Two

D/Three

E/Four

18. Who do you rate the support and motivation of your coach?

A/Poor

B/Satisfactory

C/Good

D/Very good

19. Do you think that, training system is up-to-date and scientific?

A/Yes

B/No

20. How often do you use supportive training aid materials such as films, video, compact disks and other materials?

A/always

B/sometimes

C/ rarely

D/none

21. Is there good communication between your team and government bodies?

A/ Yes

B/No

22. Does your parent appreciate you to play football game?

A/ Yes

B/No

23. Is there positive relationship among team players?

A/ Yes

B/No

24. Are you interested in coaching mechanisms of your coaches?

A/ Yes

B/None

25. Do you respect your training program?

A/ Yes

B/No

26. Did you participate in planning of the training program?

A/ Yes

B/No

27. Would you list major problems you face during training session?

28. What Solutions would you suggest to solve them problems you listed above?

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COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE

QUESTIONNAIRES WILL BE FILLED BY COACH

Dear respondent: the objective of this questionnaire is to gather information on the problems and prospects of coaching football, with specific references.

Thus, it is initiated to obtain necessary data from you as a vital source of information and to point out problems and prospects of coaching football, with specific references with possible solution and recommendations. You are kindly requested to be honest and frank in your response as this will have direct bearing on the success of the research.

General information

- Please, indicate your response by marking ‘‘ x’’ according to the instruction provided there.
- For open ended question(s) write your short response
- Dear respondent upon completing filling in these questionnaires, you are kindly requested to return it to the researcher after you replied in one week in time
- Writing your name is not necessary

Thank you in advance for your cooperation!

Instruction 1:-indicate response by putting a “ x” under one of the alternative given

1. Sex A/ male----- B/Female-----
2. Age A/ below 20 ---- B/ 21-28 ----- C/29- 35 ---- D/ above 36 -----
3. Marital status A/ single----- B/married-----C/ divorced----- D/widowed -----
4. Education status A/ high school ----- B/ college level ----- C/
university level-----
5. Job -----place of work -----

Instruction 2:-indicate response by putting a “ X” under one of the alternative given

1. Where does your trainee started to playing Football?

A/ school

B/ resident area

D/ college or University

2. How long the experiences of you to coach Football?

A/ less than two years

B/3-4 years

C/ 5-8 years

D/ more than 8 years

3. Is there Football project in your town?

A/Yes

B/No

4. If your answer yes for items No 3 .How many are there?

A /level one

B/ level Two

C/level Three and above

5. Is there appropriate playing ground / courts / in your town?

A/Yes

B/No

6. Do you think that the equipment and facilities are appropriate and sufficient?

A/Yes

B/No

7. Where do you conduct your training session?

A/ gym or indoor

B/ outdoor/ field

8. For how many times are you performing training per-week?

A/1-2 times per week

B/ 3-4 times per week

C/ more than 4 times per week

9. How long do you spend your time on training sessions?

A/ less than 30 minutes

B/ 30-45 minutes

C/ 60 minutes

D/60-120 minutes

10. How do you rate your method of coaching?

A/Poor

B/Satisfactory

C/Good

D/Very good

11. Do you think that, there are frequent competitions in town?

A/Yes

B/No

12. If your answer is No for item No 15 Please, mention Reason?

13. Do you have coaching license?

A/Yes

B/No

14. How do you rate the support and motivation of your coach for the players?

A/poor

B/satisfactory

C/Good

D/Very Good

15. Do think that, your training system is up-to-date and scientific?

A/Yes

B/No

16. Are you interested in the training system of your coaching?

A/Yes

B/No

17. How often do you use supportive training aid materials such as films,
video, compact disks and other materials?

A/always

B/sometimes

C/ rarely

D/ never

18. Is there good communication between your team and government bodies?

A/Yes

B/No

19. Are you encouraging your trainee towards playing football?

A/Yes

B/No

20. Are you interested in your method of coaching?

A/Yes

B/No

21. Do you have full involvement in recruitment?

A/Yes

B/No

22. Do you have training program plan?

A/Yes

B/No

23. If yes the above question who plans the training?

A/Coach

B/Coach and players

C/Players

D/Administrator

24. What do you give more emphasis for while recruitment?

A/Age

B/experience

C/the salary he demands

D/the ability of player

25. How do you know the requirement of the player at your team?

A\the manager announcement

B/the assistance coach announcement

C/the senior player announcement

26. Do requited players go well with your coaching methods?

A/always

B/sometimes

C/never

27. What leadership style do you follow?

A/Autocrat

B/Less is-fair

C/Democratic

D/All of the above

28. Would you please state major problems you face in relation to football implementation of Coaching?

29. What possible solution would you suggest to alleviate the problem?

አዲስ አበባ ዩኒቨርሲቲ
የተፈጥሮ ሳይንስ ኮሌጅ
የስፐርት ሳይንስ ትምህርት ክፍል
በተጫዋቾች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የአርባ ምንጭ እግር ኳስ ክለብ ምልመላና ስልጠና ውድድር አስመልክቶ ያሉትን ችግሮችና መንስኤዎቻቸውን ለማወቅ አስፈላጊውን መረጃ በመሰብሰብ ምርምር ለማካሄድ እና ትክክለኛ እና ለውጥን ማምጣት የሚችልበትን ሀሳብ ለማቅረብ ነው። ስለዚህ ውድ ተጫዋቾች የእናንተ ትክክለኛውን መረጃ መስጠት ለጥናቱ ግብአት አስፈላጊ ስለሆነ ጥያቄዎችን እንዲመልሱ በትህትና እጠይቃለሁ። ስለሚያደርጉልኝ ትብብር በቅድሚያ እያመሰገንኩ መረጃዎቼ ሚስጥራዊነታቸው እንደተጠበቀ እንደሚቆይ ለመግለጽ እወዳለሁ። ስምዎን መፃፍ አያስፈልግም

አጠቃላይ መረጃ

መመሪያ አንድ:- ምርጫዎን የ(X)ምልክት በማድረግ ያመልክቱ

ጾታ: ወንድ _____ ሴት _____

ዕድሜ ከ20 ዓመት በታች-----ከ21-28 ዓመት በታች-----ከ30 ዓመት በላይ...

የትዳር ሁኔታ: ያገባ _____ ያላገባ _____ አግብቶ የፈታ _____

የትምህርት ደረጃ: ሁለተኛ ደረጃ መሰናዶ ት/ም ያጠናቀቀ _____

ኮሌጅ _____ የኒቨርስቲ _____ ሌላ ክፍል ካለ ይገለጽ.....

መመሪያ ሁለት:- በተቀመጡት አማራጮች ላይ የ(X)ምልክት በማድረግ መልስዎን ያስቀምጡ?

1: እግር ኳስን ለመጫወት ለምን መረጡ?

1. ለመዝናኛ
2. ለገቢ ማስገኛ
3. ታዋቂ ተጫዋች ለመሆን
4. ሌላ ካለ ይግለጹ

2: የእግር ኳስ ጨዋታን የት ጀመሩ?

1. በት/ቤት
2. በሠፈር
3. በስፓርት ማዘወተሪያ
4. ኮሌጅ /ዩኒቨርሲቲ

3: የእግር ኳስ ጨዋታን መጫወት የጀመሩት መቼ ነው?

1. ከሁለት ዓመት ወዲህ
2. ከ4-8 ዓመታት
3. ከ5-8 ዓመታት
4. ከ8 ዓመታት በላይ

4: አርባምንጭ ከተማን በመወከል በእግር ኳስ ውድድር ትሳተፋለህ?

1. አዎ
2. አይደለም

5. ለጥያቄ ቁጥር 4 መልስዎ “አዎ” ከሆነ ስንት ነው?

1. አንድ

2. ሁለት

3. ሦስት

4. አራት እና ከዚያ በላይ

6. በአርባምንጭ ከተማው ውስጥ ሌላ የእግር ኳስ ፕሮጀክት አለ ወይ?

1. አዎ

2. አይደለም

7. ለጥያቄ ቁጥር 6 መልስዎ “አዎ” ከሆነ ስንት ናቸው?

1. አንድ

2. ሁለት

3. ሦስት

4. አራት እና ከዚያ በላይ

8. በፕሮግራም ልግ እግር ኳስ ለመጫወት እድል አግኝተዋል ወይ?

1. አዎ

2. አይደለም

9. ለጥያቄ ቁጥር 8 መልስዎ “አዎ” ከሆነ ስንት ጊዜ ተጫወቱ?

1. ከ6 ወር በታች

2. 1 ዓመት

3. 2 ዓመት

4. 3 ዓመት እና ከዚያ በላይ

10. የተጫዋቾች ምልመላ የሚካሄደው ዕውቅና ባላቸው አሰልጣኞች እና ጉዳዩ የምመለከታቸው አካላት ነው?

- 1.አዎ
- 2.አይደለም

11.ለእግር ኳስ የምያስፈልጉ ማተርያሎች በቂና የተማሉ ናቸው ብለው ያስባሉ?

- 1.አዎ
- 2.አይደለም

12.ልምምድ የሚታካሄደው በሳምንት ለምን ያህል ጊዜ ነው?

- 1.በሳምንት ከ1-2 ጊዜ
- 2.በሳምንት ከ3-4 ጊዜ
- 3.በሳምንት ከ4 ጊዜ እና ከዚያ በላይ

13.በስልጠና ወቅት ምን ያህል ሰዓት ይጠቀማሉ?

- 1.ከ30 ደቂቃ በታች
- 2.ከ30-40 ደቂቃ
- 3.60 ደቂቃ
- 4.ከ60-120 ደቂቃ

14.በአሰልጣናቸው አጠቃላይ የማስልጠን ችሎታ ላይ ትተማመናለህ?

1.አዎ

2.አይደለም

15.በከተማው ውስጥ በተከታታይ የእግር ኳስ ውድድር ይካሄዳል?

1.አዎ

2.አይደለም

16.ለጥያቄ ቁጥር 15 መልስዎ አይደለም ከሆነ ምክንያቱን ይግለጹ

17.በእግር ኳስ ውድድር ለምን ያህል ጊዜ ተሳትፈዋል?

1.ምንም አልተሳተፍኩም

2.ለአንድ ጊዜ

3.ለሁለት ጊዜ

4.ለሦስት ጊዜ

5.አራት ጊዜ

18.የአሰልጣኝዎን ድጋፍና ተነሳሽነት እንዴት ይመዝናሉ?

1.ዝቅተኛ

2.በቂ

3.ጥሩ

4.በጣም ጥሩ

19.የሰልጠናው ስልት ሳይንሳዊ ይዘት ያለው ነው ብለው ያምናሉ?

1.አዎ

2.አይደለም

20.ለስልጠና አጋዥ የሆኑ መሳሪያዎችን/ፍልም፣ቨዲዮ ሲዲ እና

ሌሎች መሳሪያዎችን ምን ያህል ይጠቀማሉ?

1.ሁል ጊዜ

2.አንድ አንዴ

3.አልፎ አልፎ

4.ምንም አልጠቀምም

21.በቡድኑና በመንግስት አካላት መካከል ያለው ግንኙነት ጥሩ ነው ይላሉ?

1.አዎ

2.አይደለም

22.ቤተሰቦችህ እግር ኳስ እንድትጫወት ያበረታታሉ ወይ?

1.አዎ

2.አይደለም

23.በቡድን ተጫዋቾች መካከል ጥሩ የሆነ ግንኙነት አለ?

1.አዎ

2.አይደለም

24.በአሰልጣኙ የስልጠና አሰጣጥ ስልት ደስተኛ ነዎት?

1.አዎ

2.አይደለም

25.በስልጠና ወቅት በሰዓት ትገኛለህ?

1.አዎ

2.አይደለም

26.በስልጠና ዕቅድ ተሳትፋችሁ ታውቃላችሁ ወይ?

1.አዎ

2.አይደለም

27. በስልጠና ወቅት ያጋጠማችሁ ዋና ዋና ችግሮችን ይጥቀሱ

28.አላይ ለተዘረዘሩት ችግሮች ምን አይነት የእርሶዎ የመፍተህ

ሀሰብ ትሰጣላህ?

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፐርት ሳይንስ ትምህርት ክፍል

በዳኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የአርባ ምንጭ እግር ኳስ ክለብ ምልመላና

ስልጠና ውድድር አስመልክቶ ያሉትን ችግሮችና መንስኤዎቻቸውን

ለማወቅ አስፈላጊውን መረጃ በመሰብሰብ ምርምር ለማካሄድ እና

ትክክለኛ እና ለውጥን ማምጣት የሚችልበትን ሀሳብ ለማቅረብ ነው።

ስለዚህ ውድ ተጫዋቾች የእናንተ ትክክለኛውን መረጃ መስጠት ለጥናቱ

ግብአት አስፈላጊ ስለሆነ ጥያቄዎችን እንዲመልሱ በትህትና እጠይቃለሁ።

ስለሚያደርጉልኝ ትብብር በቅድሚያ እያመሰገንኩ መረጃዎቼ

ሚስጥራዊነታቸው እንደተጠበቀ እንደሚቆይ ለመግለጽ እወዳለሁ።

ስምዎን መጻፍ አያስፈልግም

አጠቃላይ መረጃ

መመሪያ አንድ:- ምርጫዎን የ(X)ምልክት በማድረግ ያመልክቱ

ጾታ: ወንድ _____ ሴት _____

ዕድሜ ከ20 ዓመት በታች----ከ21-28 ዓመት በታች---ከ30

ዓመት በላይ---የትዳር ሁኔታ: ያገባ _____ ያላገባ _____

አግብቶ የፈታ __ የትምህርት ደረጃ: ሁለተኛ ደረጃ መሰናዶ ት/ም

ያጠናቀቀ _____ ኮሌጅ _____ ዩኒቨርሲቲ _____ ሌላ ክፍል ካለ ይገለጽ.....

መመሪያ ሁለት:- በተቀመጡት አማራጮች ላይ የ(X)ምልክት በማድረግ መልስዎን ያስቀምጡ

1.ተጫዋቾች ኳስ ጨዋታን የት ጀመሩ?

- 1.በት/ቤት
2. በአካባቢ
- 3.በስፖርት ሜዳ
- 4.በኮሌጅ/ዩኒቨርሲቲ/

2.እግር ኳስ ማሰልጠን ከጀመሩ ምን ያህል ጊዜ ቆይተዋል?

1. ከ 2 ዓመት በታች
2. ከ3 - 4 ዓመት
3. ከ5 - 8 ዓመት
4. ከ8 ዓመት በላይ

3.በከተማችን ሌላ እግር ኳስ ፕሮጀክት አለ ወይ?

- 1.አዎ
2. የለም

4.የጥያቄ 3 መልስ አዎን ከሆነ ስንት ፕሮጀክት አለ?

1. አንድ

2. ሁለት
3. ሦስት
4. አራትና ከዚያ በላይ

5. በከተማው የእግር ኳስ ጨዋታ ሜዳ አለ ወይ?

1. አዎ
2. የለም

6. ለእግር ኳስ የሚያስፈልጉ ማተሪያሎች በቂና የተሟሉ ናቸው ብለህ ታስባለህ?

1. አዎ
2. የለም

7. የእግር ኳስ ልምምድ የት ታካህዳለህ?

1. በቤት ውስጥ
2. ከቤት ውጭ ሜዳ ላይ

8. በሳምንት ምን ያህል ጊዜ ተጫዋቾችን ታለማምዳለህ?

1. በሳምንት ከ1-2 ጊዜ
2. በሳምንት ከ3- 4 ጊዜ
3. በሳምንት 4 ጊዜና ከዚያ በላይ

9. በስልጠና ወቅት ምን ያህል /ሰዓት/ ደቂቃ ትጠቀማለህ?

1. ከ30 ደቂቃ በታች

2. ከ30- 45 ደቂቃ

3.60ደቂቃ

4. ከ60- 120 ደቂቃ

10.የስልጠና እና የምልመሳ ስልት እንዴት ይመዘናሉ?

1. ደካማ

2. በቂ

3. ጥሩ

4. በጣም ጥሩ

11.በከተማው ተከታታይ የእግር ኳስ ውድድር ይካሄዳል?

1. አዎ

2. የለም

12.የተራ ቁጥር 11 መልስ አይደለም ካለ ምክንያቱን ግለጽ?

13.የአሰልጣኚነት ፈቃድ አለዎት?

1. አዎ

2. የለም

14.የአሰላጣጠን ስልትና ተጫዋቾችን የማበረታታት ሁኔታ ምን ይመስላል?

1. ደካማ

2. በቂ

3. ጥሩ

4.በጣም ጥሩ

15.የስልጠናው ስልት ሳይንሳዊ ይዘት ያለው ነው ብለው ያምናሉ?

1. አዎ

2. የለም

16.በአሰላጣጠን ዜዴ ደስተኛ ነህ ወይ?

1. አዎ

2. የለም

17. ለስልጠና አጋዥ የሆኑ መሳሪያዎች /ፊልም፣ሲዲና ሌሎች

መሳሪያዎችን ምን ያህል ተጠቅመዋል?

1. ሁል ጊዜ

2. አንዳንድ ጊዜ

3. አልፎ አልፎ

4. ምንም አልጠቀምም

18.በቡድንና በመንግስት አካላት መካከል ያለው ግንኙነት ጥሩ ነው?

1. አዎ

2.የለም

19.ተጫዋቾች ኳስ እንዲጫወቱ ታበረታታለህ ወይ?

1. አዎ

2. የለም

20.በአሰላጣጠንና በምልመላ ዘዴ ፍላጎት አለ ወይ?

1. አዎ

2. የለም

21. በተጫዋቾች ምልመላ በበቂ ሁኔታ ትሳተፋለህ ወይ?

- 1. አዎ
- 2. የለም

22. የስልጠና እቅድ አለዎት?

- 1. አዎ
- 2. የለም

23. ለቁጥር 22 መልስዎ የለም ከሆነ በምልመላ ወቅት ተሳታፊዎች እነማን ናቸው?

- 1. የክለቡ ሰራ-አስኪያጅ
- 2. የክለቡ ደጋፊዎች
- 3. ረዳት አሰልጣኝ
- 4. ልምድ ያለው ተጫዋቾች

24. ተጫዋቾች ሲመለመዱ በምን ላይ ትኩረት ታደርጋለህ?

- 1. ዕድሜ
- 2. አገልግሎት
- 3. በደመዎዝ መጠን

25. የተጫዋቾች ምልመላ እንዴት ታውቃለህ?

- 1. በሰራ-አስኪያጅ አማካኝነት
- 2. በረዳት አሰልጣኝ
- 3. በረዝም ጊዜ አገልግሎት ባበረከቱ ተጫዋቾች

26. የተመለመሉ ተጫዋቾች በቂ ችሎታ አላቸው ወይ?

1. አይ
2. የለም

27. የትኛውን የአመራር አይነት ይከተላሉ?

1. አምባ ገነን
2. ቸልተኛ
3. ድምክራት
4. ሁሉም

28. በስልጠና ወቅት ያጋጠማችሁ ዋና ዋና ችግሮችን ብዘረዝሩ ?

29. ከላይ ለተዘረዘሩት ችግሮች ምን አይነት መፍተህ ትሰጣላችሁ ?

Interview question to sport commotion Officers and Zone Football Federation workers

- 1. What are the problems of football coaching methods?**
- 2. Is there adequate football facility and equipment in order to achieve the desired objectives?**
- 3. What could be done to improve the hold back technique and methods of coaching?**
- 4. Is there the methods of caching and recriminated procedure based on scientific views?**
- 5. What is the role of you to develop and provide effective method of coaching approaches?**

Observation of training in the Football club

This observation check list set while football coaching takes the places in city of Arbaminch Administration .

Dear respondent: the objective of this questionnaire is to gather information on the problems

And prospects of coaching football with specific references of Arbaminch city football club.

Thus, it is purely academic never affects your personality. Hence, you are kindly requested to make your Agreement during the researcher observing you.

Thank you in advances for your co-operation!

NB: 1=none 2=poor 3=satisfactory 4= good 5=very good

No	Items	1	2	3	4	5
1	Method of Training					
	-Practice method					
	-Game method					
	-Complex method					
2	Facility and equipments					
	-Court					
	-Ball					
	-Sport wear					
	-Nutrition					
3	Organizational forms of training					
	-individual org					

	-group org						
	-collective org						
4	Before or after practice, there is opportunity for exchange of ideas between players and coach						
5	Voluntariness of players to the coach.						
6	The coach attends every practice						
7	Punctuality of coaches.						
8	Practice sessions are well organized and demanding-both physically and mentally.						
9	The coach treats each individual players						
10	Periodic plan						
	-Daily						
	-Weekly						
	-Monthly						
	-Yearly						

APPENDIX B

Arbaminch football club result in Ethiopian Premier League (2011–2012)

Clubs

- Adama City FC
- Air Force FC
- Arba Minch City FC
- Awassa City FC
- CBE SA (Addis Abeba)
- Dedebit (Addis Abeba)
- Defence (Addis Abeba)
- Dire Dawa City
- EEPKO (Addis Abeba)

- Ethiopian Coffee (Addis Abeba)
- Harrar Beer Botling FC
- Muger Cement (Oromiya)
- Saint-George SA (Addis Abeba)
- Sidama Coffee (Awassa)

**Arbaminch Football Club In Ethiopian Premier League Results
(2011–12)**

No	Club	Opposite club	result	pts
1	Arbaminch	Harrar Beer	0-1	1
2	Arbaminch	Muger Cement	0-0	1
3	Arbaminch	Saint-George	0-1	0
4	Arbaminch	Defence	3-1	3
5	Arbaminch	DireDawa	0-1	0
6	Arbaminch	Adama	2-3	0
7	Arbaminch	Awassa	3-1	3
8	Arbaminch	Sedama coffee	0-0	1
9	Arbaminch	Air Force FC	2-1	3
10	Arbaminch	Dedebit	1-0	3
11	Arbaminch	CBESA	2-3	0

12	Arbaminch	Ethiopian Coffee	1-3	0
13	Arbaminch	EEPCO	0-6	0
14	Arbaminch	Dedebit	2-5	0
15	Arbaminch	Muger Cement	1-1	1
16	Arbaminch	Harrar Beer	0-0	1
17	Arbaminch	Saint -George	0-4	0
18	Arbaminch	Adama city	1-0	3
19	Arbaminch	EEPCO	0-1	0
20	Arbaminch	CBE SA	1-0	3
21	Arbaminch	Defence	1-1	1
22	Arbaminch	Dire Dawa	0-0	1
23	Arbaminch	Ethiopian Coffee	2-1	3
24	Arbaminch	Sedama coffee	1-1	1
25	Arbaminch	Awassa	0-0	1
26	Arbaminch	Air Force	3-1	3
(Source:ethiofootball.com)				33

Ethiopian Premier League Results

pos	club	p/d	W	D	L	F	A	+-	Pts	Qualification or relegation
1	Saint-George SA	26	18	5	2	52	12	+40	59	2013 CAF Champions League
2	Dedebit	26	17	4	5	50	21	+29	55	2013 CAF Confederation Cup
3	EEPCO	26	13	7	6	38	24	+14	46	
4	Awassa City FC	26	7	14	5	26	23	+3	35	
5	Muger Cement	26	8	11	7	29	33	-4	35	
6	Banks SC	26	7	13	6	31	32	-1	34	

7	Sidama Coffee	26	7	12	7	26	28	-2	33	
8	Arba Minch City FC	26	8	9	9	25	34	-9	33	
9	Defence	26	7	11	8	28	32	-4	32	
10	Harrar Beer Botling FC	26	7	10	9	21	22	-1	31	
11	Ethiopian Coffee	26	8	7	11	40	44	-4	31	
12	Adama City FC	26	7	8	11	20	35	-15	29	
13	Dire Dawa City	26	5	8	13	22	33	-11	23	
14	Air Force FC	26	2	3	21	13	48	-35	9	Relegation to Ethiopian Second Division

Pld = Matches played; W = Matches won; D = Matches drawn; L = Matches lost;
F = Goals for; A = Goals against; \pm = Goal difference; Pts = Points

(Source:ethiofootball.com)

Declaration

I here declare that this thesis is my original work and all relevant sources used for the thesis are acknowledged

Name.....

Signature.....

Date.....

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

Name.....

Signature.....

Date.....

