

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**METHODOLOGY OF COACHING AND RECRUITMENT  
MECHANISMS: IN SOME SELECTED PREMIER LEAGUE  
CLUBS IN ETHIOPIA**

**BY:  
FIKREYESUS DANIEL**

*June, 2010  
Addis Ababa*

**METHODOLOGY OF COACHING AND RECRUITMENT  
MECHANISMS: IN SOME SELECTED PREMIER LEAGUE  
CLUBS IN ETHIOPIA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF DEGREE OF MASTERS OF  
EDUCATION IN FOOTBALL COACHING**

**BY:  
FIKREYESUS DANIEL**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**METHODOLOGY OF COACHING AND RECRUITMENT  
MECHANISMS: IN SOME SELECTED PREMIER LEAGUE  
CLUBS IN ETHIOPIA**

*By*

**BY: FIKREYESUS DANIEL**

Approval of Board of examiners

---

Chairman, department  
Graduate committee

---

Signature

---

Advisor

---

Signature

---

Internal examiner

---

Signature

## ***Declaration***

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

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## ***Acknowledgement***

I do have no words by which my feelings to my advisor, friends and family can be expressed but I should say them thank you since I always bless my LORD JESUS for His biggest love never seen before, HALLELUYA.

My advisor Dr. Haile Asnake was my dear instructor too without whose comments the research could not be real, I should say him thanks.

The respected institution, Addis Ababa University and the Department of Physical Education and Sports facilitated and supported me to conduct this research, I really thank every one around it.

Family's advises that strengthened me at days I was tired and decided to delay the research work could not be easily thought, GAAAA, IYAA, DIII I know how much you contributed at my every steps I passed through. Mita, Tinbit I like you very much u gave spice in my life's hope, miss you every day one day you will be chick, YENE KONJO.

"Friends in need are friends in deed" I used to know it as a saying but when I got Beny I understood that it was real, Beny all we proposed as a dream can be fact because we have one heart and I always want to have you and thank you for your contribution in my works. I wan to say thank you Ashuuu too.

Teddoooooo, Dinkishaaaaaaa, Sheeeeeee, Wonde, Rediiiiii, all of you have good wishes for me more than your unforgotten efforts, May God give your wishes.

Zelalem is a real man for me whom I never seen, ZOOLA, you have big position in my heart.

# **Table of Contents**

	<b>Page</b>
Acknowledgement .....	i
Table of content .....	ii
List of table .....	iv
Acronyms.....	vi
Abstract .....	vii

## **CHAPTER I**

### **1. Introduction**

1.1	Background of the study.....	1
1.2	Statement of the study.....	4
1.3	Objectives of the study.....	5
1.4	Significance of the study.....	5
1.5	Delimitation of The Study.....	6
1.6	Limitation of the study.....	6
1.7	Operational Definition.....	7

## **CHAPTER II**

### **2. Review of Related Literatures**

	Tactical aspects at training Goalkeeper.....	8
2.1	Position on the pitch.....	9
2.2	Footwork- kicking the ball .....	9
2.3	Duels.....	10
2.4	High balls.....	10
	2.4.1 In swinging corner.....	10
	2.4.2 Out swinging corner.....	10
2.5	Free kicks taken from flanks .....	11
2.6	Free kicks from a central position.....	11

2.7	Principles of Defense.....	14
2.8	Defensive Concepts.....	15
2.9	Tactical Roles of defense.....	18
2.10	Principles of attack.....	21
2.11	Scoring Tactics of Strikers.....	25
2.12	Recruitment.....	28
2.13	Building recruitment network.....	31
2.14	Game analysis.....	33
2.15	Possibilities to change players .....	34
2.16	How to create favorable working milieu with players?....	34

**CHAPTER III**

<b>3. Research methodology &amp; procedures of the study.....</b>	<b>36</b>
3.1 Method.....	36
3.2 Sources of data.....	36
3.3 Sampling procedure and technique .....	36
3.4 Instruments and procedure of data collection.....	37
3.5 Data analysis.....	37

**CHAPTER IV**

<b>4. Data Analysis and Discussion.....</b>	<b>38</b>
---	-----------

**CHAPTER V**

<b>5. Summary, conclusion and recommendation .....</b>	<b>68</b>
5.1. Summary.....	68
5.2. Conclusion .....	69
5.3. Recommendation .....	70

***References***

***Appendices***

## **List of Tables**

	<b>Page</b>
<b>Table 1</b> Coaches' Profile.....	38
<b>Table 2</b> Coaches' condition .....	38
<b>Table 3</b> Coaches emphasis at recruitment.....	40
<b>Table 4</b> A responsible body for recruitment at the club.....	41
<b>Table 5</b> Means of Information about recruitment of new players.....	41
<b>Table 6</b> Ways of recruiting players from youth program by coaches having it.....	42
<b>Table 7</b> Where talented players for the coaches program available at ...	43
<b>Table 8</b> Measures taken when new players do not suit the coaches' methodology.....	44
<b>Table 9</b> Whom coaches ask opinion about recruitment.....	44
<b>Table 10</b> Method of goalkeeper practice.....	45
<b>Table 11</b> Goalkeepers' arrival at trainings.....	46
<b>Table 12</b> Ways of changing goalkeepers.....	46
<b>Table 13.</b> Methods of goalkeeper's performance analysis.....	47
<b>Table 14</b> Rationale for role distribution to each player at defense.....	48
<b>Table 15</b> Time to start attacking.....	48
<b>Table 16</b> Nature of strikers.....	49
<b>Table 17</b> Type of strikers.....	49
<b>Table 18</b> Ways of introducing new skills.....	50
<b>Table 19</b> Method of game and analysis.....	51
<b>Table 20</b> Reason for substitution.....	51
<b>Table 21</b> Factors hindering coaching.....	52
<b>Table 22</b> Working environment to be improved.....	53
<b>Table 23.</b> Coaching staff task division staff task division.....	55
<b>Table 24.</b> Whom coaches decide (discuss) with about first line.....	56
<b>Table25</b> Players' Profile.....	56



<b>Table 26</b>	Whom players contacted to deal on recruitment.....	57
<b>Table 27</b>	Means of contact to deal on recruitment.....	58
<b>Table 28</b>	Place of contact for players contacted the person physically...	59
<b>Table 29</b>	Players whose families their current coaches contact.....	60
<b>Table 30</b>	Time length spent to complete the recruitment procedure.....	61
<b>Table 31</b>	Where the recruitment delayed more.....	62
<b>Table 32</b>	Reason for leaving former club.....	63
<b>Table 33</b>	Reason for choosing current club.....	64
<b>Table 34</b>	Players whether playing at their former position.....	66
<b>Table 35</b>	Reason for not playing at their former position.....	66
<b>Table 36</b>	Where the players start playing football.....	67

## ***Acronyms***

<b>CAF</b>	Confederation African Confederation
<b>EFF</b>	Ethiopian Football Federation
<b>FIFA</b>	Federation International Football Federation
<b>GK</b>	Goalkeeper
<b>P.Q.R</b>	Physical Qualities Required
<b>Ps. Q.R</b>	Psychological Qualities Required
<b>Tac. Q.R</b>	Tactical Qualities Required
<b>Tec. Q.R</b>	Technical Qualities Required

## **Abstract**

*The methodology of coaching and recruitment mechanisms of 5 clubs in Ethiopia is the issue of this study. Since one has impact on the other it is imperative to study both together i.e., methodology of coaching is to be implemented on players at the program who are either recruited from other clubs who were already at the program before. This study was conducted to assess the method coaches at the country achieve their task and the recruitment procedures of the players at some selected clubs from 5 clubs of the country 3 from the capital city and 2 from regions whose result exceeds their rivals during data collection. Players who are currently enrolled at the club for the last 2 years and coaches of the 5 clubs are subjects of the study. The sample clubs were taken from the 18 clubs by disproportionate stratified random sampling. Quota non-probability sampling is used to select the players while coaches were selected purposefully. Questionnaire was used as a means of obtaining information from the subjects who are coaches and players of the clubs.*

*Coaches way of coaching their goalkeepers, defense, attackers, way of analyzing games, method of recruitment, factors impeding their work were some of the issues raised under the study by the coaches, while time spent for their procedure to be accomplished, where the procedure delayed more, their reason to leave their former club, and reason to choose the current club were of the players' concern. The research indicated that most of the coaches have no suitable facilities even though they all have full involvement in recruitment. Many of them have no youth development programs. There were many shortcomings at the coaches methodology of coaching like the goalkeepers practicing separately, reporting with his team mates at trainings, not considering football experience while giving roles to the players at defense, and not considering age, football experience and the salary the player demands always. The coaches' way of game analysis was only of the two types i.e. using computer & by themselves but not using neutral observers. Players had many reasons to leave a club like less result of the club& the dearth of incentives, while the coaches' success; the incentives sufficiency had power to attract players. Players' recruitment procedures delays for long time at their former clubs and at football federation.*

# CHAPTER I

## 1. Introduction

### 1.1. Background of the Study

Coaching is a science and an art, as a science the coach is supported by a scientific information based on research conducted with athletes in all areas of training and development including nutrition, biomechanics, psychology, physiology, & medicine like computer aided analysis of vo2 max, lactate levels & etc while the art of coaching comes when the coach has to analyze the scientific data & convert it in to coaching & training programs to help develop the athlete. The art is to understanding the science and applying it.

“Coach is a person who takes care of the coaching and training of the team and who prepares them for performance, i.e., to achieve results. The coach is a specialist in technical & tactical training and psychological & physical development .His tasks also may be extended, depending on his particular skills.” FA 1967

“The term coaching covers everything involved in the work of the coach; training, developing, directing, advising and correcting players and helping them to process. Good coaching relies on in depth knowledge of psychology, pedagogy; its aim is to optimize the performance of the team and to develop the full potential of each player”. Coaching Bible 2002

The whole message of the two quoted statements clearly describes how far coaches are involved at the work of a team FIFA 2001-2002 coaching manual shows us behind every great team that achieves results, produces quality of football & plays an entertaining game, you will find a manager or a coach with a

charismatic personality who is frequently emblematic figure with in his club or country.

“It is important for a 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 & psychological aspects”. Modern way of football coaching, Wondimu Taddese 1990 (unpublished)

The methodology of coaching is held by presentation of the objectives, provision of clear and precise instruction, effective demonstration, and understanding of the message to be put across, memorization, assimilation & execution of the activity.

The modern way of football training is how to work with the coaching methodology. Coaches should implement a method to coach through the application of economical training, which means to find a way of causing a player to become a better player in the widest possible sense. The components of football training as described by Wondimu Taddese1990(unpublished) are

1. Technical & tactical preparation
2. Physical preparation (conditional preparation)
3. Psychological preparation(mental preparation)

A coach should achieve a dynamic emphasis on the achievement of an optimal balance between these components.

The basis of methodology of technical & tactical preparation is the practice & perfection of individual play activities, play combinations, and play systems and at the same time the specialized knowledge of the player is increased and his creativity developed.

Recruitment is not a single job as John Rennie & Mike Jacobs described in Coaching Bible 2004 pp.71, it is rather a never ending process that involves a lot of hard work. It begins with your own personal philosophy how you want your team to play the game. Then you go out and try every hard to find the players you need to make that vision reality. After finding the players, you try to blend your ideas realistically with their playing abilities that is when you find out how good a coach you really are.

"For recruiting young players a coach should watch interschool competitions & tournaments being played to observe the players ability, attitude & behavior. There is also need for the club to have its own youth development program selecting & training young players systematically. Also there should be trained coaches who could devise simplified game situations and minor games where the children can have maximum ball contact & learn skills related to the game." Coaching A -license for Asian football confederation.

Scouting is to look at talent and while scouting there are aspects to be considered like physical, technical, insight, personality & speed. The physical make-up of young players is often governed by his parents therefore it is advisable to see the player's family. There are many components like coordination, balance, flexibility, strength, & endurance which should be emphasized while scouting. The technical aspect is evaluated by the player's being comfortable on the ball under pressure & the ability to take an opponent.

Modern football requires players to have a wide range of technical abilities & being able to function in both attack & defense called versatility. So the coach should see on the player's flair which is the ability to produce something in a game, & the artistry to conjure something out of nothing in scouting.

Insight is the player's ability of good vision & good decision in the team's play quickly which often separates players so that the coach is there to identify players according to their insight. The players' punctuality for training & game,

his attention while the coach is speaking, his encouragement & responsibility are all to be considered under the personality aspects of the players while scouting or recruiting players. The present study is to find about the existence of these facts about a healthy football.

## **1.2. Statement of the problem**

This study is intended to help the coaches have clear role at their carrier. Methodology & recruitment are dependent since recruitment is done to enhance the methodology; the methodology will also be implemented on the recruited players. They are the coaches' mandatory aspects which will result on good environment at the work of coaching if managed properly.

It is important for coaches to understand the components of coaching football and how to apply them through a consistent methodology that allows teaching of techniques and tactics, incorporating physical & psychological aspects.

A single error on implementing the knowledge of the methodology will result spoil on the whole work of coaching which is not the goal of the coach and the players.

Methodology of coaching is all about what coaching is where the biggest duty lies on developing skills by giving risks to players, experience of elite (senior) players, players watching games in television in person at local games, allowing them to experiment, to leave them creative without outside influence & with passion.

Since coaches who are effective at recruitment are able to upgrade weak areas of their teams, replace players who have strength on the observed weakness, & make their teams deeper in areas where they are already strong and this is

where the presence of coaches is required although they may also be weaker at recruitment which will also have adverse effect on the coaching.

The study was conducted at coaches of premier league who are at the top level of the country's football coaching status.

### **1.3. Objectives of the study**

Thus the main objective of this study is to assess the Ethiopian premier league coaches' methodology & scouting or recruitment mechanism and identifying the major factors impeding them not to implement the proper steps while recruiting and also influences hampering them to go through improper methodology.

Therefore, the **specific objectives** of the study are

6. To get information about scouting mechanisms of the selected clubs.
7. To suggest the proper methodology of coaching & recruitment mechanism.
8. To identify the major factors hindering while implementing the proper methodology and recruitment.
9. To serve as a model for all coaches of premier league teams.

The following are the research questions;

- How do the coaches recruit their players?
- What are the methods the coaches use to coach players at trainings & games?
- Are there challenges ?
- Is the recruitment done with the right recognition of the coaches?

### **1.4. Significance of the Study**

In a country with league clubs there are coaches whose number at least equals the number of the clubs. Since Ethiopia is a country where 16-18 clubs compete at this level it is fair to see the coaches' methodology and recruitment mechanism.



Every one has a question for why the country's football has not shown a even a slight development despite the country is one of the founders of CAF and a winner of the third African Championship where as those who joined lately are at the top and most people around the profession point their fingers to the coaches. These are some of the reasons that the study try to assess the selected coaches methodology which is "what of coaching" and the recruitment mechanism which has also direct relation with the right implementation of coaching methodology. As far as the study indicates the right methodology and recruitment mechanism, coaches at the premier league clubs and even at lower level can get the right way of managing the work.

### **1.5. Delimitation of the Study**

Even though players at the premier league clubs have goods skill of the four aspects of training this study is delimited to the tactical aspect only. When considering methodology of coaching, it is all about coaching games and trainings but the study did not cover every issue except crucial variables that can help assess the coaches overall work.

Recruitment mechanism is a procedure that requires involvement of the football federation in the country but this study could not consider EFF as subjects of the study.

### **1.6. Limitation of the Study**

The research was conducted at only 15 players and 5 coaches in spite of the presence of more than 300 players and 18 clubs at the premier league level due to the time and money constraints.

The target subjects are moveable due to the match schedule that there were challenges at data collection.

The research is limited to few variables and small sample sizes.

## 1.7. Operational Definition

**A license....**a certificate with all recognition from the highest body for football

**Coach.....**a person who is a football specialist accredited by Ethiopian football federation who have a role of developing players' performance.

**Methodology.....**coaches' way of enhancing players to play best with less expenditure of energy & time

**Premier league.....**the highest level of Ethiopian football federation tournament.

**Recruitment (scouting).....**the way Ethiopian premier league coaches identify talents of players and hire them as their team member

## CHAPTER II

### 2. Review of Related Literature

Since methodology of coaching is about coaching training and games, it is imperative to create conducive environment at trainings and games.

“Creating a training environment requires a clear understanding of what you want to accomplish, how you intend to accomplish it, and a plan to implement it.”Lauren Gregg; Soccer Coaching Bible pp.74

As indicated above a conducive training environment requires those aspects to handle the work of coaching healthy while games require the coaches’ ability to read the game by observing the strong and weak side of own team and the opponent’s, too.

Recruitment is one of the tasks the carrier requires as every coach’s aim is to get success.

Even though the coach is good at the methodology the quality of his players determine his team’s success that it is due to recruit players who suit the coach’s methodology after serious steps because “The carpenter is only as goods as his tools.”

This chapter reveals literatures related to the topic of the research where coaching tactic of GK, defense and attacker is the concern in addition to some supplementary facets prominent to the work of coaching.

#### **Tactical Aspects at Training Goalkeeper**

“The tactical skills acquired by a top GK is the result of many years of study, experience, as well as several seasons spent on the pitch.”

FIFA coaching manual.

### 9.1. **Position on the Pitch**

The GK should consider where the ball is, the presence of team mate in b/n the goal & the ball- carrier, either the defense is defending high up the pitch to position.

GKs positioned too high up the pitch are unlikely to easily be lobbed.

When the GK's own team is taking a corner it is wise for the GK to stand fairly up the pitch to cut a long clearances played by his opposite.

“For balls played from the centre of the pitch out to one side, the GK should remain in position, since this allows the defender to go & challenge for the ball & will force the attacker to change his run on the GK & take him outside which is a more difficult angle for the attacker to work from”. FIFA Coaching Manual.

### 9.2. **Footwork- Kicking the Ball**

“There are three main phases of play where the GK needs to play (use) his feet dealing with short passes played back to the GK playing the ball long up field booting the ball long up field while under pressure from an attacker.

For proper execution of the tactic the initial positioning of the GK before he strikes the ball will determine.” FIFA coaching manual.

Dealing with short passes, occurs when the defender is about 20 meters away from the GK & opts to play back to him with good cooperation b/n two defenders who will make themselves available to receive (retain) the ball back from the GK & the GK too this move can be executed.

When there are no opponents, no pressure & there is time, the GK can roll & clear it up field similar to a goal kick.

For further development of the GK's ability to execute good foot work, it is must to include GK as field player at training sessions.

### **9.3. Duels**

Duel is a 1v1 condition where the attacker is in possession of the ball & it needs correctly to go to ground since it is always a source of mistakes.

“ The attacker himself reduces his own shooting angle, b/s he is to keep going forward if he does not want to be caught by the opposing defender” FIFA coaching manual

### **9.4. High Balls**

Balls from in swinging corner & out swinging corner need different position of the GK.

#### **9.4.1. In swinging Corner**

These are the most difficult trajectories

It is wise for the GK to be moving along his line, so that he can attempt to save the ball after it has been deflected. If possible, the GK can catch the ball.

The GK must be 1 meter off his line & standing exactly b/n both posts, two players at each posts where one at the near post is glued to that post, while the other come in about 1 meter to try to block the flight of the ball, the GK's position should help him to claim the ball.

#### **9.4.2. Out Swinging Corner**

Since the ball comes from 7-9 meters away from the goal line the GK should not stay in his line as this makes it difficult to claim the ball. So it is good to stay 3-9 feet out from the goal line.

Also the position of the GK influences the behavior of the corner taker, if the GK is 3 meter off the goal line the corner taker will put the ball further away from the line that makes the GK to react more easily.

## **Long Balls Played In to the Box**

It is best to go for the balls played in to the box only if it comes in to the height where he can gather it but not to do so if there are attackers under the ball.

## **High Balls from Open Play**

At moments where the attacker comes in from either the left or the right flanks it is advisable to come 3 meters off his line as he would be for an out swinging corner so that it would help him to read the timing of the attacker.

## **9.5. Free Kicks Taken from Flanks**

The GK is here to save a ball not to concede a goal so he asks that “can the opponent directly score the goal?” from the three possible situations:-

- Left – footed taking an in swinging free kicks
- Right footed taking an out swinging free kicks

Both footed taking both types of free kicks

In swinging free kick - the GK must put himself in line with the second man in the wall.

- He must react in the same way as he would for a first – time shot direct on goal.

Out swinging free kick – he should come off his line to adopt a similar position as he would stand for out swinging corner.

Free kick from both (in swinging / out swinging) – he should act in the same way as he would for an in swinging free kick.

- He has to maintain a sense of priorities

## **9.6. Free Kicks from a Central Position**

Standing in line with the last player in the wall helps the GK to see the ball being struck at all possible situations. However, if the last player is standing too close to the post (less than 1 meter away) the GK should move towards the centre of his goal where he will not see the ball being struck so he must add an extra player to the wall to ensure that this goal is covered.

Since the opponents will also add players close to the last man it is advisable to the GK to stand at the centre of the goal from where he can move to both sides unless he can't deal with the shot at the other side.

The GK should place a player ideally because their player is positioned slightly away from the wall, to run out to challenge for the ball if it is laid off to another player.

*“Defending teams will often position a player slightly away from the wall, to run out to challenge for the ball if it is laid off to another player from the free kick. It is important for the GK that this player is placed ideally. No player should be poisoned in front of the wall as he blocks the GK's view of the kick being taken b/se opponents will also come closer.” FIFA coaching manual*

### **The Training of the Goal keepers**

Goal keeper is in a specific situation to any other team members because

- He is between the posts to save faults of his team- mates.
- By acting decisively he reassures his defenders & gives them confidence.
- In almost every situation he has to decide tactically fast in order to react to the next move of an opportunity's striker.
- If he misses the ball, there is normally no one to cover his mistakes.
- Even though there is long period of inactivity concentration of the game is important.

As the GK is partly isolated from the rest of the field players by the functional training, he should take part in all the specific programs with his team- mates that are related to the competition.

The GK must be brought in to the general team tactics & must be encouraged to use the ball, not just to kick as far he can because he is not permitted to

touch with his hand for balls deliberately kicked from his teammates & also GK is also a first line of attack.

For training the GK it is better when the GK reports for training earlier than the rest of his team- mates because the coach can concentrate more on the GK individual needs of training & the approach is more better & more effective.

When the individual or group functional training is over, the GK should be allowed to take part in the day's normal training with the whole team.

There will be high intensity with low or medium volume of training as the GK's needs are specific. Since every (most) clubs have normally 2 GKs, the period b/n bad & recovery is not a problem but there should also be recovery between the different exercises or before going to another repetition. Training till exhaustion is not convenient.

GKs should also be "sweeper- keepers" with the ability to extend their role outside the penalty area since a player who is with the secondary last opponent is not any more in an offside position.

GKs need a specific warming-up where he gets as much contact with the ball as possible.

Coach should always have regular talks with the GKs which enable him to analyze himself & his performance in order to get independent of the team- mates criticism. In the team's general match analysis, the GK's performance has to be mentioned otherwise some field players may blame the coach of favoring the GK.

A regular change of the GK after every or two to three matches is not favorable to the team, as a defense must get used to one type of GK otherwise it may cause confusion in the defense.



All top class GKs have the following attributes as listed at Coach Soccer successfully 1997.

1. They are fearless.
2. They relish body contact.
3. They have quick reflexes or reactions.
4. They are agile.
5. They are above average height.
6. They have a dominate personality.
7. They have good hand- eye coordination.
8. If any of these attributes is missing, then it is unlikely that the GK will excel.

### 9.7. **Principles of Defense**

There are individual & collective defensive principles to deny goals, limit opportunities & recapture the ball. The followings are some of the individual principles described.

1. Immediate chase – it's to move to the opponent possessing the ball immediately & applied to both the player who possess the ball & to the team over all.
2. Delaying the attack & denying penetration- as its name describes it's to delay the move of the opponent & to deny the penetration of the opponent's team toward the team. This allows players to recover & get organized behind the ball to apply pressure quickly to the opponent to recapture the ball.

If the pressure applied to the opponent is high the team gets time to reorganize & recover.

3. Cover- can involve any number of players.

It is to cover the organization of the players behind the pressuring defender. Covering player's position is dictated by different factors in a game like pressuring defender's body position, angle & speed of closing down. Covering players want to position themselves to deny penetration

& to deny advancement of the player on the ball after the pressuring player is beaten. They should be positioned where they can intercept, tackle & defend.

4. Balance – players who are not at a region of a ball provide balance in the team shape & this shape restricts space centrally, denying penetrating runs. Seeing (observing) both the ball & the players away from the ball help balancing players to restrict space. Their bodies enhance them to step across an attacking player's run, maintain team shape & appropriate use of offside.
5. Compactness & concentration- is about team shape while defending. It refers to the distance b/n the goal keeper to forwards & from the left side to the right side of the team designed to limit the time & space, making opponents difficult to penetration.

The following are factors to maintain this

- Stepping up to press- behind the defense
- Dropping back to restrict space
- Squeezing play to the flanks or central
- Pressure on the ball
- Movement of the ball & players
- Speed of play

## 9.8. **Defensive Concepts**

1. Communication – The two ways of it during game are verbal & visual since in games there are high speed it is difficult to communicate verbally so it is visual that will be functional. Also verbal when time allows but the information should be delivered in a specific & supple way to allow clear understanding. How well (much) players understand each can be identified while communicating visually even though it demands every players concentration & the ability to adapt quickly to defensive demands.

2. Transition – is the speed at which a player changes roles in the game like moving from defense to attack & from attack to defense.
3. Defensive vision – is a player’s ability to read the thought & movement of the opposition & the team mates. Players should be thought in advance how to think defensively, even while attacking & how to deal with the loss of the ball. This concept also goes beyond this & it is also to read the body language of attacking players, head up or head down, shaping up to pass or short, preparing the ball close the body or on the final touch away from the body.
4. Tactical Application of Technique- it is the other concept in which skill & decision making work together to enhance defending. The tactical application of techniques is not only about to regain but to maintain possession.

This application requires a high level of skill to be done consistently to clear a ball, to ease the pressure and to provide, to reorganize or to establish a good starting position which might allow the pass to be intercepted & maintained.

5. Speed of play - is combination of all the concepts in relation to the principles of play. It could involve a team’s ability to constantly change from low pressure to high pressure. It is described briefly by Jay Hoffmann at the Soccer Coaching Bible pp.172 that in defending, speed of play is defined as how quickly, efficiently & cohesively players can apply the principles of defense through tactics. To increase defensive speed of play, players need to know the difference between action & reaction.

### **Team Defense**

Every member of the team must contribute to the defensive process as when the level of the game increases. Teams with good knowledge & experience in professional fouls, time tactics, and offside tactics can benefit in recapturing the ball & also laws of the game influence defense.

A team can remain compact at all times if they correctly use space behind the defense which enhances opportunities to win the ball in more advantage positions.

A goal keeper with good feet & who can cover the space behind the team, understanding, cohesion & application by every player are the foremost requirements to effectively keep compact.

## **Defensive Players Profiles by Position**

### **Left & Right side defenders**

- Physical qualities required
  - Speed- endurance (aerobic – anaerobic)
  - Explosive speed
- Technical qualities required
  - Defensive techniques
  - Tackling /sliding tackles
  - Good quality of receiving & passing
- Tactical qualities
  - Positioning & repositioning
  - Timing
  - Involvement in attacking play
  - Versatility in attack
- Mental qualities required
  - Aggressiveness
  - Willpower
  - Confidence

### **Central defenders -**

- *P.Q.R*
  - Height
  - Muscular power & jumping skills
  - Speed
  - Mobility

- *Tec. Q.R*
  - Interception
  - Control of the ball in a duel situation
  - Heading
  - Long & short passing
  
- *Tac. Q.R*
  - Anticipation
  - Positioning
  - Marketing
  - Converting & support play
  
- *Men. Q. R*
  - Leadership temperaments
  - Direction
  - Calmness, ability to remain unruffled
  - Courage

## 9.9. **Tactical Roles of Defense**

Heading to clear the ball, to gain possession, passing off the interception, clearing the ball, tackling, dispossessing the attacker with the ball & transitioning to attack are responsibilities of the whole team during defense. It is described down to easily show how the players of one team encounter their responsibilities.

### **Goal Keeper**

- Stopping shoots
- Catching
- Boxing
- Redirecting crosses
- Clearing balls
- Closing down the shooter
- Heading to clear
- Gaining possession

### **Sweeper**

- Executing positional play behind the defense
- Organizing the defense
- Providing cover and balance
- Tracking down players
- Executing zonal & marking responsibilities
- Using offside space appropriately
- Executing recovery runs
- Knowing when & how to dispossess the opponent
- Being able to transition to attack.

### **Marking backs**

- Using offside space
- Executing individual defensive techniques
- Knowing when & how to disposes the opponent
- To have roles in man-to-man, zone or combination defensive schemes.
- Being able to transition to attack

### **Outside defenders**

- Have marking & zone responsibilities laterally & forward
- Providing cover & balance
- Executing defensive skill
- Establishing defensive skill
- Establishing starting positions
- Tracking down players
- Making recovery runs
- Dispossessing opponents
- Being able to transition to attack to provide width.

## **Midfielders**

- Executing individual defensive skills
- Providing cover & balance
- Changing the defensive rhythm
- Establishing defensive pressure
- Dictating the progress & direction of the attack
- Have zone or man- to – man responsibilities
- Being able to transition to attack

## **Forwards as a Group are Described Separately**

### **Forwards**

- Transitioning quickly
- Beginning the pressing defense
- Delaying the attack
- Making the game predictable
- Executing individual defensive skills

### **Wingers**

- Executing individual defensive skills
- Transition to pressing defenses
- Have zone & marking responsibilities laterally & forward
- Providing cover & balance
- Tracking down players
- Executing recovery runs
- Transition to attack

### **Central strikers**

- Executing individual skills
- Transition to pressing
- Making the game predictable
- Delaying the attack
- Have marking & zone responsibilities laterally
- Transition to attack.

### **Defensive Midfielders**

- Organizing the midfielders & forwards
- Providing cover & balance
- Have zone & man- to- man responsibilities
- Being able to transition to attack

### **Flank midfielders**

- Executing individual defensive skills
- Providing cover & balance
- To be ready to transition to a pressuring defense
- Have marking & zone responsibilities laterally & forward
- Tracking down players
- Making recovery runs
- Transiting to attack
- Providing width & support in advance of the ball.

### **Attacking & Game Making Midfielders**

- Executing individual defensive skills
- Transiting to pressing defense
- Providing cover & balance
- Tracking down players
- Making recovery runs
- Have man- to- man & zone responsibilities laterally & forward
- Transiting to attack

## **9.10. Principles of Attack**

The six pre requisites to score goals by moving the opposition out of its planned defense in to a weaker, less tenable position are

### **1. Possession & Ball Control**

To move the ball offensively, all team members must be able to pass, dribble, trap and maintain possession of the ball.



## **2. Penetration in to Defense**

The team's objective once in control of the ball, is to move through the opponent's defense around, over and even through defensive players in as controlled and accurate manner as possible.

Penetration refers to those moves, with the ball or without which attackers make in to defense to get closer to the opponent's goal, it begins anywhere on the field and starts the moment the team gains control of the ball.

"To penetrate, the wings can move down the sidelines with the ball, while the other forwards feint and maneuver in to positions to receive the cross pass. All the tactics employed in passing & receiving can be employed in penetration. Also a center forward who is heavily guarded at midfield can move toward one of the touchlines, leaving a vacant spot in to which teammates can loss." Garry Rosenthal; Soccer the game and how to play it. pp 73

## **3. Breadth of attack**

As concentration is to defense, breadth is to attack. To penetrate the defense, the attacking team advance on a broad front, from touchline to touchline. By getting the ball out to the wings, the attackers force the defense to come out after it.

If the opposing team is particularly defense-minded and uses many players to defend and consist the penalty area, the need for breadth in the attack becomes acute.

"Breadth is particularly useful while the opponent is retreating to set up his concentrated defense. In the initial stages of the defense formation, defenders are vulnerable to attacks from the sidelines, for if they fail to come out after the ball, they assist the attacker's penetration."Garry Rosenthal; Soccer the game and how to play it pp.75

Breadth also provides opportunities to switch the attack from one side of the field to the other. When the defense shifts to one side to meet the posed threat, they often give up good striking positions on the side opposite to the attack.

A pass across field over the defense can result in a successful attack on the goal. Both wings and other outside lanes along the touchline are used whenever possible.

#### **4. Depth in attack**

It depends on intelligent positioning and movement by players without the ball, in relationship to their team mate in possession of the ball.

Players without the ball move in to the defense in such a way to give options to the man with the ball. Every ways of creating depth are done to give options for the man with the ball.

A halfback coming up behind an inside gives the attack depth. Teammates on the right & left moving in to good receiving positions give depth.

The idea of the whole team attack provides for depth and the movement of the halfbacks and fullbacks up the field as their attackers advance gives depth.

Depth provides not only toward the rear but also to the front & sides. This results in triangle formation of attacking players. These passing triangles assure the man in possession of the ball of opportunities to move the ball in directions that force the defenders out of position.

The attackers never advance in a straight line across the field, but rather in front of or behind one another. This forces the defense to cover individually instead of using one defender to get between the passer & the possible receiver, thus covering two men with ease.

#### **5. Versatility**

This refers to the ability of players to interchange positions effectively. As inside forward act as outside forward the outside forward also act as inside forward.

When this interchange, the attack bogs down as each player becomes concerned only with his own role in his own position, such thinking not only hurt the team's play, but also robs a player of full participation in the game.

## **6. Creativity in Attack**

The tactics must be flexible although most teams strive to attack through their strength. They can expect opponents to plan appropriate defense thus, teams must move in to new ways of attack while a game is in progress.

## **7. The tactical strategies in attacking play**

Attacking play starts as soon as the ball is won by a rapid switch from defense to attack by the whole team.

1. Actions of the individual player aided by teammates to escape the attention of their markers by executing the right technical skill
  - Opt for dynamic tactics and technical skills
  - First pass, dribbling
  - Draw in the opponent
  - Feint, take the opponent out of the game
  - Give support
  - Vary the tempo
2. Action of the whole team - aided by the movement of the players & movement of the ball, but without the players being tracked.
  - Spread the play and open out across the field
  - Get in behind the opposing defense
  - Occupy the Zones
  - Vary the tempo
  - Movement of the ball
  - Avoid losing the ball, especially in the opponent's defensive zone and in the centre of the field by numerical supremacy, variation between long & short balls, combinations, and change in the style of play.

The main fundamental tactical strategies are long the marker all- out attack off the ball movement, triangular play, playing “keep ball,” changing tempo , switching play, drawing in the opponent support play, position switching, dummy or decoy run, overlapping run, pivot player.

### **Attackers (player's profiles by position)**

- Physical Q.R
  - Speed
  - Liveliness
  - Agility (depending on the type of player)
- T.Q.R
  - Finishing (shooting)
  - Control
  - Heading
  - Dribbling, Feinting
- Tac. Q.R
  - Constant movement
  - Changing of positions
  - Runs in to space and decoy run
  - Feinting
  - Timing
- Ps.Q.R
  - Selfishness
  - Opportunity
  - Tricky

## **9.11. Scoring Tactics of Strikers**

With all aspect in football it is scoring goal which is the ultimate goal of football so that strikers who score consistently are important players in a team.

Goal scores are natural even though good coaching can improve their scoring tactics.

We can have 2 type of goal scorers whom the *SOCCKER COACHING BIBLE* called *scorers by getting on the end of passes* while the second one *scorers who are initiating, improvisational players*. And the above mentioned literature clearly

showed their nature as the former have a knack for leaving spaces alive, then exploding in to that space to get there the instant the ball arrives to finish across or get on the end of a through pass. These players possess powerful shooting skill (abilities) and can strike from a distance. They are fast and powerful runners who possess size and great anaerobic capacity.

The second types are those who prefer to receive pass at the feet and then, through elusive dribbling & exacting use of combination play, makes space to score. They play the ball past the GK by slotting it around the keeper, using a toe poke even chipping the keeper on occasion.

The role of a coach at advancing the tactics of these strikers is to identify their individual talent so that designing training sessions to match the specific characteristic of the striker and add to the ways in which the striker aids team tactics & functions.

“A striker, who is fast runner, wants balls in space to launch counter or vertically startle the opponent’s collective defending action must be thought where to run, how to time runs, and how to receive balls in space while a striker who is a technical player and prefers balls at his feet needs to be trained to show toward the midfield to become part of the tactical build up or how to combine with other attackers to achieve breakthrough.” FIFA Coaching Manual

### **Counter Attacking**

Countering is a mentality. It is an extension of collective defending in which the players of a team become compressed vertically during the opponent’s possession. Imagine the earlier team becoming a spring being compressed backward, becoming more and more loaded the closer the opponent approaches the goal. At the instant the defending team wins possession, the spring explodes forward as the counter attack is launched.

The striker’s role in the counter attack is being with a starting position that maximizes his or her tactical options. At least one striker’s starting position during the opponent’s attack is as central and advanced as possible. The

striker should always adopt this central, advanced position. If a team can't defend with 10 players; it can't defend with 11 players. By leaving one striker central, he can occupy two opponents. This position puts the striker in the optional starting position to counter.

The two optional time to counter are when the defending team cuts out a pass or when the defending team wins a ball in a tackle or 50-50 ball, in both cases, the defending team gets the ball unpressured and can play the ball forward through any angle in both instances, the defenders catch the opponent in an attacking shape & mentality which is the ideal moment to launch the counter attack.

### **Direct Attacking**

Possession is won & countering is not on. A team that features a direct style will play vertical balls to put as many defenders out of the game as possible often with the secondary task of forcing the opponents' defending block to turn & run toward its own goal.

Strikers playing in a direct style of attack usually perform two functions, they make diagonal runs to receive long vertical ball played through an over the top of the defense, and they play a relatively stationary role to receive & hold long passes or head balls to teammates.

### **Indirect Attacking**

In addition to operating as a striker in a direct style of attack, the striker might be asked to become part of the tactical built up. This usually means showing back toward defenders and midfield players acting as a wall as they play the ball in to the striker's feet & run off it. The striker who shows back for a pass will be marked by a defender who is then pushed out of his connection with teammate defenders. Other attacking players can exploit the gap that is created. The striker who shows correctly also creates a numerical advantage in the midfield.

A striker who checks at an angle has vision of his marker, interposes his body between the marker & the ball, and creates space where the ball can be played or other attackers can run.

### **Combination Play**

Achieving penetration to a scoring chance through combination play requires good technical players & repetition of training.

### **Finishing**

Finishing includes shooting from distance, slotting, dribbling, heading and toe poking.

Goal scoring and the payoff exceptional strikers might be instructive, but you can positively affect the quest for goals by including finishing exercises in your training sessions. As much as possible, design all exercises to conclude with a striker at goal.

Once strikers are consistently making correct tactical decisions, coaches need to examine the strikers' technical abilities. Whether the skill is correct striking of the ball on the ground, striking the ball out of the air with the feet, or heading the ball to the goal, functional training should be instituted to refine striking techniques. This repetitive training will develop your players in to more refined scores.

## **9.12. Recruitment**

Strength of coaches at recruiting goes beyond & they are also able to understand the weak areas of their teams & to replace players with good quality at the observed weak side of the team, & also to give more depth on areas where strength is real. Effective recruitment means many for a coach because he knows what a good player looks like. Everyone perceives the game of football & the players differently but the way the coach does is different as it's imperative to know what kind of physical, technical, tactical & psychological aspects are important.

As a coach, while recruiting even the playing standard of own team should be known because it is the standard the players being recruited have to compete at. Players who have the right blend of technical ability & athletic skills are the right players to be recruited which is say “to find the right balance” in the types of players to be recruited, otherwise the lack of one aspect diminishes the remaining. A team with big players but with no tactical understanding is easy to be beaten by a team with balanced aspects.

*FIFA’s Coaching Manual* clearly described that with the amount of tactics in today’s game, you tend to find coaches looking for players who have versatility as it is very important as the game gets more transitional. The more multifaceted players are, the greater flexibility you have intermesh of team tactics. As the technical standard of the game continues to improve, the premium of recruitment of two – footed players has reached an all- time high for most coaches.

It is advisable for a coach to recruit a player with versatile playing skills with at least average execution of basic techniques at more than two positions than to recruits a player with only one who is good at one position at a pitch.

As far as conditions like injury, punishments are the common natures of the football game, for a coach with 25 players who are good only at executing limited skills required on their position it is worse to expect result from the team squad he has.

But a team with players of versatility is a team with no doubt of those mentioned natures even though difficulties of early adapting their zones may happen at players but after few minutes they can adapt it not as difficult as the former case.



Players can be attracted by the coaches' program success & coaches should have sincere feelings about their players well being. All players want to feel wanted & to confirm that they are going to be part of something special.

To go through successful recruitment, it is must to know what to look for & where to find it & need to have something to offer to players.

As there is positive recruitment, it is obvious to get a negative recruitment which is down grading a competing (rival) team, & also develops bad reputation (opinion) on the program.

The other issue the athletes need to know, as the FIFA'S coaching manual indicates, is the aspects of the team that most appeal to them like proximity to their hometowns, & families, the size of the team and the coach should make sure that they have all this information. As every athlete wants to be part of the program that he wants to know the feature of the team.

### **Finding Players**

The FIFA coaching manual has clearly mentioned (listed) steps at the work of recruitment.

- ❖ Identifying area at the country from where to recruit.
- ❖ Learning where to find professional players by which you can easily recruit.
- ❖ Research which teams have been perennially competitive in areas.
- ❖ State champion ships, which players have participated in the program. Those names that appear repeatedly on these lists reveal players who have been exposed to a competitive playing standard to assess players in competition, keep a list of teams participating in major tournaments
- ❖ Develop a relationship with national admission office to determine international guidance & requirements.
- ❖ Identify the player's interest to either play at home or far.
- ❖ Find out if a recruit grew up in a major city or in a rural area

## **Finding players**

After being certain about where the players are found coaches should contact either the coaches of those programs or the rival coaches.

Also it is apparent to develop relationship with coaches who are competent at the community as their opinions, guidance, & assistance are mandatory.

The coaches at the community can help by contacting with players at their teams who have competed against players from other teams who are to be recruited.

- Exceptional children can be found at their development.
- Former players could have a good idea of the kind of players who could be successful, so it is good to ask them.
- Friends, of any type, are vulnerable resources
- There are coaches who can provide reliable assessments of their teams so a coach to recruit should know & trust the evolutions of other teams.
- Director of coaching have full information about event calendars, the players progress & teams' tournament so to stay in touch with him can enhance the work of recruitment.
- "Recruiting is a hard work. For the best recruiters, it's a process that continues all years. The hour spent during recruitment seems thankless at times but you reap the benefit when the season kicks off& the emphasis is back where it belongs that is on the players. After all no matter how good a coach you are , the players will win the game" Soccer coaching BIBLE

### **9.13. Building Recruitment Network**

"Recruiting is a never ending process that involves a lot of hard work. It begin with your own personal philosophy on how your own team to play the game. Then you go out & try hard to find the players you need to make that vision reality. After finding the players, you try to blend your ideals realistically with their playing abilities. That's when you find out how good a coach you really are" Soccer Coaching Bible.

Coaches might be seen shooting, making substitutions but the vast bulk of coach's work is before & at the end of the game. Training sessions belong to coaches, but game belongs exclusively to the players. If you want to be successful you better have good players that means, recruiting, recruiting, Young players may need to be recruited for the program; the coach should watch inter- schools matches, centers of excellence matches & sessions, tournament being played so that he can see the players ability, attitude & some behaviors like laziness to come to training field & others .

Asian Football Confederation Manual listed aspects to be considered (observed) while recruiting young players as;

1. Physical- which is governed by their parents that the coach should see the players' family. Movement & co-ordination should be thought as a good player is always comfortable on the ball & this is good rhythm between his movement with the ball & his body. Every player possesses sound physical profile.
2. The technical – where the 2 basic techniques called passing & controlling are to be seen. The player's flairness, the artistry to conjure something out of nothing is to be considered most.
3. Insight- which separates one player from another y their vision, decision making reading the game & reacting quickly to them.
4. Personality – to identify either the players enjoy training, they are eager & punctual for training, listen & learn from their coaches & make their presence felt in the game by his involvement lay basis for their personality.
5. Speed – for a footballer there is nothing important as speed which is in relent that quick players are born quick, also speed of thought makes difference between players.

## **9.14. Game Analysis**

There are about 3 types of game analysis as pointed out in Asian Football Confederation.

### **1. Analysis by using computer**

It helps to count mistakes of players & tactics, to analysis good actions like how many crosses from the right to the left & more. After the tournament the computer can give a complete feedback which include, area where goals were scored from. Results of the observation will assist the coach to device training methods to improve team play.

### **2. Direct observation of two teams by neutral observers**

The task of this observer will be to tell the coach about the system

- The defensive organization whether in line or with a libero.
- The special activities concerning corner kicks & free kicks
- The teams' special qualities & strength/weakness.

### **3. Match Observation by Coach on the bench**

Here coach has to make decision which will affect the outcome of the results of the game. The tasks of the coach on the bench are

- To watch his team & the opponent's team
- To know the time to motivate the players & also to substitute
- To know the strength & weakness of the opposing team & own team
- To know where & which player causes danger to own team
- To know who are the key players of the opposing team & how they work.

## 9.15. Possibilities to change players

1. The tactical aspect- if the team is a goal down in a cup match should the coach send in extra attacker or midfield player to attacker
  - o If the team is goal up in a cup mach do the players play aggressively & give fouls away
2. Injury- when a player gets injury at a game coaches should substitute the player to protect further injury at the player.
3. If a good player is injured the coach can only play him if he is fully fit or else substitute him if necessary
4. A player performing tactical task and has to go up and down may have to be replaced.
5. If the player is not in a psychological situation.
6. If a defender does a sliding tackle & fouls the opponents & receives a card & might be given a red card then it's wise for the coach to replace him.
7. If the team is leading by 4 goals then may give a young player opportunity to play for experience

### **How to create favorable working milieu with players?**

Players need positive environment which is the coaches' quality even Back & Weiss (1992) claim effective coaches find to cultivate a more positive environment for their players than their less effective counterparts.

Positive environment including praise assist the players' performance as verified by Potrtac (2007) that praise was largely applied by top-level professional coaches as an instructional strategy to enhance the self- efficacy & confidence levels of players, and is valuable in reinforcing the player behavior desired by coaches.

Even though there are controversies with concurrent instructions they can be used during game as Markland & Mertinek, 1988 suggested highest level soccer coaches provided more concurrent (during the game) instruction, which supports the contention that successful coaches give instruction when the performer is free from the immediate attention demands of performance.

Cushion & Jones (2001)- the professional coaches' success is determined by team performance, thus, high levels of instruction become a function of , and reflects, the power structure resulting in high level of coach control.

Coaches may be seen giving instructions to their players' in the ways they believe in but it should not be rigid as a result the players might not understand it. Cushion & Jones further suggested the idea as for the instruction to be effective, a judicious use of instructional behavior is proclaimed rather than a rigid application of generic teaching skills.

Williams & Hodge 2005 statement about feedback load described that if feedback is provided on every attempt, information overload which is the athlete's lack of ability to retain the main information can occur.

Coaches can use verbal instruction or demonstration but Williams & Hodge (2005) pointed out that when the goal is to help the learner to achieve a particular outcome that is not directly dependent on the replication of a specific technique, a demonstration may not be more effective than verbal instruction.

As essential the praise is it may also hurt unless it is appropriate. Carreiro da Costa & Pieron (1992) recommended that coaches should be careful and reveal fundamental good sense when using praise, because the effectiveness of praise is a function of its appropriateness.

## **CHAPTER III**

### **Research Methodology & Procedures of the Study**

#### **3.1. Method**

The descriptive survey method is the method most preferred, as the objectives of the study are assessing coaches of selected Ethiopian premier league clubs' methodology & recruitment mechanism.

#### **3.2. Sources of Data**

The accessible populations for the research are players and coaches of the 5 clubs where the players are those recruited currently before 2 years and head coaches of them. 2 will be from regional clubs namely Hawassa Kenema F.C and Adama F.C, Kenema F.C and 3 from Addis Ababa city at premier league level, St. George F.C, Ethiopia Bunna F.C and Dedebe F.C.

#### **3.3. Sampling Procedure and Technique**

Coaches of three clubs at Addis Ababa who are at the top of the league fixture compared to the clubs at Addis Ababa and 2 clubs from the regions of the country who are at premier league level positioned at the highest ranks from the regional clubs during data collection are the target of the study while the players who are recruited for the last two years of the 5 clubs were chosen randomly to provide them equal opportunity to be sample of the study.

The technique used to find the sample is of the 2 types i.e. the probability sampling and non-probability sampling. The 5 clubs from the 18 clubs of the country were chosen to be samples by random disproportionate stratified sampling that 3 clubs were chosen from Addis Ababa and 2 from regions.

Quota non-probability sampling is used in selecting players since it does not require sampling frame and it is relatively effective.

Total number of players for the data was decided to be 15 that each club got 20% which is 3.

Coaches were selected purposefully since they are thought to be relevant to the research and are easily available.

### **3.4. Instruments and Procedure of Data Collection**

All the relevant information for this study was collected through questionnaire.

The questionnaire was of the types open ended and close ended.

The questionnaire was given for the players and coaches in Amharic and English, respectively.

### **3.5. Data Analysis**

All the data collected are organized and tabulated as well as presented in tables under which discussions are comprised to enable readers to easily understand what the table is about.



## CHAPTER IV

### 4. Data Analysis and Discussion

This chapter includes the interpretation & discussion of the data collected through the questionnaire from the subjects after reminding the profile of the subjects, the 5 coaches of premier league clubs and the 15 players of the 5 clubs.

**Table 1 Coaches' Profile**

		#	%
Sex	Male	5	100
	Female	-	-
Age	25-30 years	-	-
	31-35 years	1	20
	36-40 years	2	40
	41-45 years	1	20
	46-50 years	1	20
	Above 50 years	-	-
Total years of experience in coaching	5-10 years	-	-
	11-15 years	3	60
	16-20 years	2	40
	Above 20 years	-	-
Years spent on coaching current team	Below 1 year	2	40
	1-2 years	2	40
	3-6 years	1	40
	Above 6 years	-	-

**Table 2 Coaches' conditions**

Item	#	%
Coaches who have full involvement in recruitment	5	100
Coaches whose clubs have youth development programs	2	40
Coaches whose every players contribute to the defensive process	3	60
Coaches whose players have not their own responsibilities at defense	2	40
Coaches getting all facilities satisfactorily	1	20
Coaches who are satisfied with all working environments of the club	5	100
Coaches whose club have no full coaching staff	5	100
Coaches who recruit players sometimes from the youth development	2	40
Coaches whose newly recruited players suit their coaching methodology always	2	40
Coaches always having specific warming-up programs to GKs	2	40
Coaches sometimes having specific warming up to GKs	3	60
Coaches talking with their GKs sometimes	1	20
Coaches talking with their GKs always	4	80
Coaches who ask their players about the coaching relevance sometimes	2	40
Coaches who never ask the players about the relevance of their coaching	3	60

All of the coaches used as subjects are Males, where 20% have an age ranging from 31 to 35 years, 40% 36 to 40 years, the other 20% 41 to 45 years and the remaining 20% ranging 46 to 50 years.

Concerning their work experience as a coach, 60% have 11 to 15 years experience while 40% have an experience working for 16 to 20 years, where 40% spent 3 to 6 years at their current club while 40% spent 1 year to 2 years at their current club and the other 40% are at their current club for months. All of the coaches have full involvement in recruitment but only 40% of them have youth development programs at their club. 60% of the coaches have players who have each their own responsibilities at defense while players of the 40% do not have each roles at defense.

Only 1 of them get facilities satisfactorily which is about 20%. All of them are satisfied with the working environments of their club. 40% of the coaches recruit players from youth development programs at the country. None of them have full coaching staff.

When new players are recruited at their club players of 40% suit their coaching methodology always.

40% of the coaches have always specific warming up program to their goalkeepers, and the other 60% have it sometimes.

Only 1 of them talks to his GK always about his performance while 80% of them do so always.

40% of them ask their players about the relevance of their coaching sometimes, 60% never ask the players.

**Table 3 Coaches emphasis at recruitment**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Versatility	3	60	2	40	-	-
Age	2	40	-	-	3	60
Football experience	2	40	-	-	3	60
The salary the player demands	2	40	1	20	2	40
Knowledge of the game	1	20	3	60	1	20

The analysis for table 3 is as follows:

60% of coaches give emphases for versatility always while the other 40% give attention for versatility sometimes.

Age is also another aspect where 40% of them always emphasize it, while the remaining 60% never give attention to it as a requirement for the recruitment procedure.

Football experience is always considered at 40% of the subjects as a factor at recruitment while 60% never consider it.

40% always consider the salary the player demands to recruit while the other 40% never consider it and sometimes the 20% give emphasis for the so aspect.

Players' knowledge about the game is always considered at about 20% of the respondents while the 60% sometimes consider it but the remaining 20% never consider it.

When looking at this table thoroughly we see some coaches do not consider versatility, but it is where recruitment is best done the higher the versatility, the more the players' recruitment at any clubs as coaches can use them when they want at any position of the field considering injury and punishment of players.

Age and football experience have big deal with recruitment since a player with good experience at playing enhances the achievement of the coaches plan.

Salary also matters unless a player fulfils a task he is required, he should not demand high.

**Table 4 A responsible body for recruitment at the club**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
The team chair person	-	-	-	-	5	100
The supporters	-	-	-	-	5	100
The assistant coach	-	-	-	-	5	100
The senior players of the team	-	-	-	-	5	100

As we can see at the above table none of the lists are responsible for recruitment. But coaches can use their assistants. As their names suggest they will help them recruiting players who suit the coach's methodology and strengthen the feeble side of the team. Even though the coach should not give full responsibility for other organ he should work cooperatively.

**Table 5 Means of Information about recruitment of new players**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Manager	-	-	3	60	2	40
Assistant coach	2	40	-	-	3	60
Senior players	-	-	-	-	5	100
Media	-	-	3	60	2	40

Different means to know about recruitment are listed; out of them 60% of coaches use sometimes managers as means of information, while the remaining 40% never use them.

Assistant coaches are always means of information for 40% while they never serve as so for 60%.

The coaches never use the senior players as means of information. Medias were found to be sometimes the source for 60%, never for 40%.

There are many means through which coaches can be informed but organs responsible for the club should be used rather than medias but as we can see only few numbers of the coaches are using their assistant coaches and their manager and no one use their senior players.

**Table 6 Ways of recruiting players from youth program for coaches who have youth development.**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Observation of training	-	-	2	100	-	-
Observation of games	2	100	-	-	-	-
Contacting the coach	2	100	-	-	-	-
Through assistant coach	-	-	2	100	-	-

Those coaches who have youth development programs at their clubs use different means to recruit for their club. All of them sometimes observe their trainings, always observe their games and contact the coach of the youths and sometimes through their assistants.

These are ways by which any coach should recruit players for his program from the youths' development. But mostly it is advisable to observe them in person while they are in training and in games as the coach needs are to bring the player to this situation, to play.

**Table 7. Where talented players for the coaches program are available**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Street	-	-	5	100	-	-
Youth development projects	-	-	4	80	1	20
National league competition	-	-	5	100	-	-
Premier league competition	2	40	3	60	-	-
Regional championships	-	-	5	100	-	-
All Ethiopian games	-	-	5	100	-	-

Talented players are found every where but there are easy ways through which a coach can contact them. All of the coaches are found to get talented players at street sometimes while 20% never find players to their program at youth developments, and 80% sometimes find at the program of youth development.

All of the coaches responded that national league is where they sometimes find talented players for their program. Premier league competition is the most available area where they always find talented players for 40% and sometimes for 60% and regional championships and All Ethiopian games is where they find players who suit their programs sometimes for all of them. Even though we can get players everywhere but it is the good eye of the coach that matters most. Whether he is found at street, projects, or league competition, the coach should understand what to do next with this player. If a player is guided under a good coaching, he can exploit his potential further on his life.

**Table 8 Measures taken when new players do not suit the coaches' methodology**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Designing especial training	-	-	5	100	-	-
Rejecting them from the training	-	-	-	-	5	100
Tolerating their adaptation	5	100	-	-	-	-
Just inform for the team manager and carry out the usual task	-	-	-	-	5	100

This table is about the measures coaches take when the new players of their club do not suit their methodology, accordingly all of them sometimes design especial training, but never reject them, always tolerate their adaptation and they never carry out their task by just announcing for their manager.

Why coaches should get full involvement is for this reason, because unless a player recruited suit their coaching methodology they will face challenges. But even though they recruit and the players could not suit their coaching they should design especial training for them so that the players can adapt their new coach's methodology.

**Table 9 Whom coaches ask opinion about recruitment**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Coaches at their community	-	-	5	100	-	-
Their players	-	-	3	60	2	40
Director of the team	-	-	3	60	2	40
Supporters of the team	-	-	5	100	-	-

Table 9 clearly shows us all coaches of the 5 clubs sometimes ask coaches at their community about their recruitment. The 60% of them ask their players sometimes, but only 40% never ask them about their plan at the recruitment.

Directors of their clubs are asked opinion about their plan on recruitment sometimes by 60% but never by the remaining 40%. All of them ask the supporters opinion at sometimes.

Coaches need to give time to discuss with coaches at their community since different experiences can be shared and also players and supporters may have knowledge at it that coaches should ask opinion.

**Table 10 Method of goalkeeper practice**

<b>Item</b>	<b>#</b>	<b>%</b>
Isolated for functional training & take part in all specific programs	1	20
Isolated for all training programs	3	60
Take part in all programs with field players	1	20
Total	5	100

According to the above table 20% of the coaches let their GKs practice isolated for functional training and take part in all specific program, while 60% let them isolated for all training programs and the remaining 20 let them take part in all programs with field players.

GKs should be included in the training programs of every days as they are part of the team at games but as we saw at the analysis of the data most of the coaches do not do so which curtain the future work at their carrier even though GKs need special attention or training called functional training which might be done before the whole team practice and to let them take part after the functional training, the way only few of them do.



**Table 11 Goalkeepers' arrival at trainings**

<b>Item</b>	<b>#</b>	<b>%</b>
Earlier than the rest of his teammates	2	40
With the whole teammates	3	60
Lately after teammates	-	-
Total	5	100

40% of the coaches responded that their GKs arrive earlier than the rest of his teammates, while 60% replied the GKs arrive at a time the whole teammates arrive but none of them replied lately after the team mates.

This is a reason for why the GKs do not practice isolated. But they must arrive early then isolated for functional training, as tried to discuss above, and come back to the team work.

**Table 12 Ways of changing goalkeepers**

<b>Item</b>	<b>Always</b>		<b>Sometimes</b>		<b>Never</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
After each game	-	-	2	40	3	60
After 2-3 games	-	-	-	-	5	100
As soon as he commits mistakes	1	20	4	80	-	-
One goalkeeper throughout the season	-	-	-	-	5	100

Coaches have different mechanisms of changing their GKs, below is analysis of this concern.20% sometimes change their GK after each game, 60% never do so after each game. All of them never change their GK after 2-3 games. 20% change as soon as the GK commits mistakes always and the remaining 80% sometimes but none of them use one goalkeeper throughout the season.

This is to be emphasized most since GK is there to save balls that come to be a goal and that change a result of the team. GKs should not be changed at every games, coach should observe their week sides, analyses it and work at it rather than changing them. The more frequently he changes his GKs, the higher the defense gets confusion of understanding their GKs behavior. Coaches are not advised to change their GKs as soon as mistake is observed as everyone does, even though some blunders should not be tolerated.

**Table 13 Methods of goalkeeper’s performance analysis**

<b>Item</b>	<b>#</b>	<b>%</b>
In the team’s general match analysis	2	40
Separately	3	60
When necessary	-	-
Total	5	100

According to table 13, 40% of coaches analyze the GKs’ performance in the team’s general match analysis and the most number i.e., 60% analyze separately.

GKs performance should not be analyzed alone as literatures suggest some players may blame the coach for favoring the GK but coach should analyze with general match analysis except some technical analysis which is only of the GK’s.

**Table 14 Rationale for role distribution to each player at defense**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Position on the pitch	5	100	-	-	-	-
Physique	3	60	2	40		
Age	-	-	-	-	5	100
Football experience	-	-	5	100	-	-

Players have different roles at defense that all of the coaches give them these roles always according to their position on the pitch, 60% always give them according to their physique and the 40% sometimes.

Age is not considered to be criteria to give role while football experience is sometimes used as base to give role at defense.

Everyone is responsible at defense, so that there must be fixed way by which players can be provided this responsibility like physical aspect, age, position on the pitch as listed above. As coaches should know the profile of their players they should consider these aspects before giving them the defensive roles to their players.

**Table 15 Time to start attacking**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
As soon as the ball is won	5	100	-	-	-	-
After few seconds of winning a ball	-	-	3	60	2	40
Re-starts	-	-	3	60	2	40
After goal is scored	-	-	3	60	2	40

According to the above table we can see that all of the coaches let their players start attacking as soon as the ball is won. But 60% sometimes let the players start attacking after few seconds of winning a ball and 40% do so never.

Restarts are times to start attacking sometimes for 60% & never for the remaining 40%.

60% sometimes but 40% never start attacking after goal is scored.

As winning by scoring is ultimate aim of football game, there must be no time to delay. After the ball is on, every player's mind should be to score goal which is the result of training so coaches' every trainings should conclude scoring tactics with good execution of football games, no time should elapse.

**Table 16 Nature of strikers**

<b>Item</b>	<b>#</b>	<b>%</b>
Born to be strikers	1	20
Strikers after hard effort	4	80
Total	5	100

The 5 coaches' response for the nature of their strikers; 20% responded that their strikers are born while 60% replied their strikers are strikers after hard effort.

It is worth to get natural strikers even though they also need training to improve themselves. But coaches mayn't have these type strikers as we see at the table so there must be hard effort to change them. Every training should be designed at a way strikers score goals from different angles, from different stands and situations like at duels, at throwing and corner kicks.

**Table 17 Type of strikers**

<b>Item</b>	<b>#</b>	<b>%</b>
Scorers by receiving on the end of passes	-	-
Initiating, improvisational players	-	-
Both types	5	100
Total	5	100

The above table shows us the coaches have of both type strikers called scorers by receiving on the end of passes and scorers who are initiating.

A team of both type strikers is fortunate as one type executes the skill the other type can't execute and the vice versa, too.

**Table 18 Ways of introducing new skills**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Demonstrations	3	60	2	40	-	-
Verbal instructions	-	-	5	100	-	-
Demonstration followed by verbal instruction	3	60	2	60	-	-
Verbal instruction followed by demonstration	2	40	3	60	-	-

Different ways can be used to introduce new skills the players are not familiar with and according to the above table we can see 60% always use demonstrations and 40% sometimes use it. All of them always use verbal instructions.

60% always use demonstration followed by verbal instruction and 40% use this way sometimes, the other 40% always use verbal instruction followed by demonstration and the remaining 60% use it sometimes.

Even though studies showed that a demonstration may not be more effective than verbal instruction to achieve a particular outcome that is not directly dependent on the replication of a specific technique, it may require the aid of verbal strategies; we can see coaches using demonstration and verbal instructions interchangeably. So the most recommended way is to use verbal instructions followed by demonstrations when introducing new skills.

**Table 19. Method of game and analysis**

Items	Always		Sometimes		Never	
	#	%	#	%	#	%
Using computer	1	20	4	80	-	-
Through neutral observers	-	-	-	-	5	100
Analysis by the coach himself	5	100	-	-	-	-

According to table 19 we can understand coaches use different methods to analyze a game, out of them 20% always use computers while 80% of them use it sometimes, but none of them analyze using neutral observers and all of them always analyze by themselves.

Games can be used by using one of the three methods. What matters most is not the method but the result of the analysis should show where the weak area of the team is and then to design training that improves the observed weakness. It would be good, also, to analyze games using neutral observers who do have knowledge of the game.

**Table 20. Reason for substitution**

Items	Always		Sometimes		Never	
	#	%	#	%	#	%
Inability of execution of tactics	5	100	-	-	-	-
Injury	5	100	-	-	-	-
Poor psychological situation	5	100	-	-	-	-
Card	3	60	2	40	-	-
When a team is leading with big difference	-	-	5	100	-	-

Inability of execution of tactics, injury and poor psychological situation of players are always reasons for substitution for the 5 coaches of the selected premier league clubs. While 60% make substitution always because of card i.e.

when a player received yellow card and might receive red card while 40% sometimes make substitution for this case. All of them sometimes make substitution when a team is leading with big difference.

Coaches should make substitution to enhance their players' performance and also on a way the team does not loose a point in a situation. When the team is leading with big difference it is good to give opportunity for substitutes to come to matches unless they will be players at trainings only which kill their football life.

**Table 21 Factors hindering coaching**

Item	Highest		Moderate		Least	
	#	%	#	%	#	%
Training field	3	60	2	40	-	-
Training equipments	3	60	2	40	-	-
Transportation facility	3	60	-	-	2	40
Players' less football feeling	-	-	4	80	1	20
Team's management	-	-	5	100	-	-
Lack of trainings at the carrier	-	-	5	100	-	-

There are many factors hindering coaches' work as listed on the table. Training field, training equipments and transportation facility became the highest factors for 60% of the respondents while two of them namely training field and training equipments are moderately affecting the other 40%, transportation facility is moderate problem for 40%, players' less football feeling is moderate factor at their carrier for 80% and the least for 20%.

Club's management and lack of trainings at the carrier are moderate factor for fall of them.

We see most of the coaches are being curtailed due to scarcity in facilities like training field where they practice before or after match, training equipments like cones by which they do different drills and transportation facilities by which they move town to town for games and residence to camp & to training field and games. These can't be fulfilled by coaches but by management of the club who are responsible for the issue. Players' less football feeling brings big problem because they are out of whom a coach does nothing but he can raise their feeling being closer to them and understanding their problem, if they do have, so as to alleviate it.

Trainings should be given to the coaches. As far as even playing rules are changing day to day they need to have trainings where they can acquire how to keep up their work i.e. coaching

**Table 22 Working environment to be improved**

Item	High		Medium		Low	
	#	%	#	%	#	%
Relation between the players	3	60	-	-	2	40
Relation between coach and players	3	60	-	-	2	40
Relation between team mgt and players	5	100	-	-	-	-
Relation between team mgt and coach	5	100	-	-	-	-
Relation between supporters and players	5	100	-	-	-	-
Relation between supporters and team mgt	5	100	-	-	-	-
Relation between coach and supporter	3	60	2	40	-	-

Coaches suggestion about working environments to be improved according to the above table; the relation between the players is the highest problem to be improved as suggested by 60% of the respondents while the least for 40% of them. Relation between a coach and the players is highest for 60% and the least for 40%. Relation between team managements and players, relation



between team management and a coach, relation between the supporters & players and a relation between supporters and team management are highly change requiring environments as recommended by all of the selected coaches at the Ethiopian premier league clubs. Relation between coach and supporters needs highly change as 60% of the coaches responded while a moderately change seeking as replied by 40%.

We should say nothing can be done without good communication between concerned organs at the carrier who are listed at the table. When a coach has good relation with his players, he can achieve his goals since they will help him to accomplish it with their full potential. The relation between every players influence the coach's work since they have to enter to the court for one aim.

Club managements are facilitators and overall controller of the coach and the players that they should not be against the objective of the coach rather they should empower the clubs overall work.

As far as supporters are the 12<sup>th</sup> players there must be good relation between them and the players because they strengthen them giving courage being at the chair of spectators. These all help one club to be a football club with good working environment.

**Table 23 Coaching staff task division**

<b>Item</b>	<b>#</b>	<b>%</b>
Each with own task	-	-
All under the head coach	1	20
Everything under the head and assistant coach	1	20
No task division	3	60
Total	5	100

According to the above table we can see that 20% of the respondents replied that there is no task division but everything under the head coach while the other 20% responded everything under the head coach and assistant coach. But more than half of them which is 60% said no task division.

The above analysis of the table shows most of the coaches' work being done with out task division which means every one does what he thinks correct which hurts the work while little number of the coaches' response shows us everything is under the head coach and assistant coach. Even though most of the work is to be under the head coach, that does not mean he is the only responsible organ. So that there must be defined roles to every coaching staffs like assistant coach, physiotherapist and any one as a member of the coaching staff.

**Table 24. Whom coaches decide (discuss) with about first line**

Item	Always		Sometimes		Never	
	#	%	#	%	#	%
Assistant coach	5	100	-	-	-	-
Manager of the team	-	-	5	100	-	-
Captain	3	60	2	40	-	-

There are people whom coaches decide about first line and 100% of the respondents always decide with assistant coaches while all of them decide with manager of the team sometimes. 60% of them decide with captain of the team always and 40% of them sometimes with the captain.

It is imperative to discuss about the first line (11 players) with someone closer to the profession like assistant coach and a responsible organ like captains than a manger with no professional knowledge but only money.

**Table 25 Players' Profile**

Item			
Age	21-25	14	93.3
	26-30	1	6.7
	31-35	-	-
	Above 36	-	-
Players who have been champion before	12	80	
Players who have not been champion before	3	20	
Players satisfied with their current club status	11	73.4	
Players who are not sure about their current club	2	13.3	
Players who are not satisfied at their current club	2	13.3	

93.3 of the players have an age ranging from 21to 25 while the remaining 6.7 are at age in between 26 to 30. 80% of them have been champions before while only 20% do not have an experience of championship.73.3 are satisfied with

their current club status, while 13.3 are not sure whether they are satisfied with their current club or not but the other 13.3 are not satisfied with what they observed at their current club.

**Table 26 Whom players contacted to deal on recruitment**

<b>Item</b>	<b>Respondents</b>	
	<b>#</b>	<b>%</b>
Former club coach	5	33.3
Current club coach	3	20
Current club director	3	20
Former club director	-	-
Journalist (media man)	-	-
Supporter of current club	4	26.7
Total	15	100

From the above table we can see big number of the respondents i.e. 33.3% contacted their current club coach to deal on their recruitment to the new club while the next big number of the respondents which is around 26.7% contacted their current club supporters. But the 20% of them replied their current club coach was there to deal on the issues and the remaining 20% also responded their former club director contacted and deal on the issue. Former club director and journalist got no respondents.

It is surprising when looking at this data where the coach of former club deals about their leaving of the team though that is not his duty.

The next big number, 26.7% response indicates us supporters do take the responsibility of the recruitment on the 5 clubs of the county. What do supporters do with recruitment? Nothing, they are supporters of the club who do financially and on other aspects support the club but never to interfere the coaches work. They might get praise for what they do for the club, but no one blame for the poor result of the club which is all about the coach.

A coach is responsible for the recruitment but as we see here only small percent responded as coaches of their current club contact them to deal on recruitment.

In fact directors of the clubs are responsible for the so on procedure but they should have knowledge of the profession. But I doubt our clubs have professional directors. If it were so, they could handle the procedure well. For this case we see number of players' recruitment agreement was taken first by the director.

**Table 27 Means of contact to deal on recruitment**

Item	Respondents	
	#	%
Telephone	3	20
E-mail	-	-
In-person	12	80
Total	15	100

The table is about how the person contacted the players and 80% of the players contacted them personally while only 20% of them through telephone. But none of them used e-mail as means of contact.

As far as recruitment is to scout, coaches should contact players in-person to deal on recruitment after discussing on some objectives to be attained at the year and what the player is expected to fulfill to help achieve the objectives. Telephone can be used but players can't understand what your program is about and what you need from him through it.

In spite of the language barrier coaches can use e-mail where the plan of the year and the players necessity for the team is attached on.

**Table 28. Place of contact for players contacted the person physically**

<b>Item</b>	<b>Respondents</b>	
	<b>#</b>	<b>%</b>
Entertainment areas	3	25
Residence	1	8.4
Training field	5	41.6
At office	2	16.7
Village	1	8.3
Total	12	100

According to the above table those players who contacted the person they dealt about recruitment physically pointed out different places where they met. The 25% of them contacted the person at entertainment places while 8.4% at residence, 41.6% at training field, 2% at the office of the person and the other 8.4% at village where they live.

Coaches or recruiters can deal anywhere but it is good to deal at residences and offices, where they can easily communicate with no interruption.

They should deal on every facility the player gets, the demands and the costs he requires from the club and the programs and the success of the coach. Since training fields are where players may get exhausted they can't get time to talk, while at entertainment areas communication barrier happens.

**Table 29 Players whose families their current coaches contact**

<b>Item</b>	<b>Respondents</b>	
	<b>#</b>	<b>%</b>
Yes	4	26.6
Not sure	1	6.67
No	10	66.7
Total	15	100

The above table is about the players' response for whether their coaches contacted their families. The 66.7% responded that the coaches did not contact their families whereas the 26.6% responded there was contact between their coach and their families before their recruitment and only 6.67% were not sure about the issue.

The numbers described teach us in the clubs there is no contact between the coaches and the players' families to deal about the recruitment mostly which contradicts the right way.

As the literature indicates there must be time when the coach should contact the families of the player he needs to recruit to easily determine the physical development of the players since there are hereditary materials to be transmitted from parent to offspring at birth that determine the child's height, weight and muscle length in most cases. So when recruiting players the above mentioned factors have big influence in football playing performance of the players.

**Table 30 Time length spent to complete the recruitment procedure**

Item	Respondents	
	#	%
Within days	1	6.7
1-3 months	6	40
4-6 months	1	6.7
1 year	2	13.3
2 years	2	13.3
Too long that difficult to memory	3	20
Total	15	100

The table can inform us about 40% of the respondents answered 1-3 months their recruitment procedure took, while 20% of them replied it was too long that they couldn't remember the time length while 13.3% of the players responded that 1 year was a time for this recruitment procedure, and the other equal number i.e. 13.3% replied from 2 years their procedure delayed and only 6.7% of them replied that within days their recruitment was over.

After analysis of the above table we can see there is no fixed time schedule by when the procedure of the recruitment gets an end which clashes the work of the coach since coaches' plan is influenced by number of players, the type of players' physical, technical, tactical and psychological aspects. Unless a coach does know his players, he can't schedule properly and at a day he is introduced a newly recruited player he is enforced to have new plan. So at the coaches' work, recruitment has influence that there should be fixed time which means not too late and not too fast that nothing of the players is properly analyzed.

This problem, recruiting too quick, happens when there are some people who force the procedure to get an end soon that they get incentives they were promised if it is over.



**Table 31 Where the recruitment delayed more**

<b>Item</b>	<b>Respondents</b>	
	<b>#</b>	<b>%</b>
Federation (football)	2	13.3
Former club	11	73.4
Current club	2	13.3
Total	15	100

For the above table we can put three figures 13.3%, 13.4% and 13.3% where the first one is players' responding that the recruitment delayed more on football federation while the next number is about players who replied former club delayed their procedure while the third one is for the players who blamed their current club to be reason for their club to delay their procedure.

According to the above analysis three bodies are responsible to complete the procedure of the so issue, the club the player was playing at, the club the player to play,& the highest organ responsible for football at the country. More number of the respondents' response shows us the club where they were playing for delayed the procedure which should not be so since players should play for the club they want to play respecting the rule of the responsible organ EFF for our case.

Equal number of the remaining 26.6% responded their current club and football federation delayed the procedure. Even though it requires time it should not be too much since players may be bored of the procedure and when looking for new club, new friends and new coach they will not be satisfied with everything at their former club so every organs should properly manage the procedure and help players and the new club to achieve their ambition.

**Table 32 Reason for leaving former club**

Item	Highest		Moderate		Least	
	#	%	#	%	#	%
Coach	4	26.7	2	13.3	9	60
Shortage of salary or incentives	9	60	5	33.3	1	26.7
Supporters	3	20	8	53.3	4	26.7
Team's result	10	66.7	3	20	2	13.3
Players of the team	1	6.7	2	13.3	12	80

The above table is about players' reasons for leaving their former club, coaches can be reasons for leaving a team and the respondents response show us about 26.7% of the respondents left the team because coaches were the highest reason, while 13.3% respond coaches were moderate reason while reason for 60% leaving their former club is coaches of their former team.

Shortage of incentives at their former club is the highest reason for 60% of the players, while it is moderate reason for 33.3% and it is the least reason for 26.7%.

Supporters are highest reason for leaving their former club for 20% of the respondents, it is moderate reason for 53.3% and it is the least reason for only 26.7%.

Club's result was found to be a highest reason for 66.7% to leave their former club while 20% responded that team's result was a moderate (an average) reason, only 13.3% replied team's result was a least reason for leaving their former club.

The players also responded that their team friends at the former club was a reason for their leaving their club, 6.7% of them was highly influenced by their

friends while it was moderate reason for 13.3% and friends were the least reason for 80% of the respondents.

Players leave their club because of different reasons as mentioned above but the highest reasons were shortage of salary or incentives and their clubs result.

Motives like incentives and salary impress players as they want to live a life with full facilities so clubs should either fulfill or leave them where they want to go.

Clubs' result has a power at players' decision since every players want to play at a club where they compete at high level so as to get exposure to be best rival.

**Table 33 Reason for choosing current club**

Item	Highest		Moderate		Least	
	#	%	#	%	#	%
Incentives	-	-	15	100	-	-
Supporters	1	6.6	10	66.7	4	26.7
It was dream	11	73.4	3	20	1	6.6
Closeness of the club for family and home town	2	13.3	2	13.3	11	73.4
Apartness of the club for family and home town	-	-	1	6.7	14	93.3
Presence of friend on the club	1	6.7	2	13.3	12	80
Coach's result	2	13.3	9	60	4	26.7
Director of the club	-	-	3	20	12	80

According to the above table players can choose clubs due to different reasons. All of them responded that incentives at the current club are reasons for choosing the current club. Supporters are the highest reason for choosing the current club for 6.6%, moderate reason for 66.7% while least reason for 26.7%.

The club being their dream was a highest reason for 73.4%, moderate reason for 20%, least reason for 6.6%. The club being close to their home town and family was a highest reason for 13.3%, moderate reason for 13.3%, the least reason for 73.4%. The club being distant from the home town and family was highest reason for no one, moderate reason for 6.7%, least reason for 93.3% presence of friends on their current club could be a highest reason for 6.7%, a moderate reason for 13.3%, a least reason for 80%. Coach's result of the current club is a highest a reason for 13.3%, a moderate reason for 60% and a least reason for 26.7%.

Director of the club could not be a highest reason for any of the respondents, a moderate reason for 20% and a least reason for 80% to choose their current club.

Players have a dream club which they want to play for that they will be easily impressed to be part of the squad. It is advisable to contact players who have good looking for the club so that they play intensively for their dream club than for a club they are not attracted most.

Incentives have power to attract players so clubs should present them as much as possible so as to help players to have proper facilities to their life.

The result of the club can be a reason since players prefer clubs of good status for their future football experience.

The closer the club for their hometown, the higher the players' impression to the club for the players, because they want to be closer to their families.

**Table 34 Players whether playing at their former position**

Item	Respondents	
	#	%
Yes	11	73.4
No	4	26.7
Total	15	100

As the above table clearly shows us 73.4% of the respondents are still playing at their former position, while 26.7% responded that they are not playing at their former team. We can see that players can't play at their former position while changing club.

**Table 35 Reason for not playing at their former position**

Item	Highest		Moderate		Least	
	#	%	#	%	#	%
Versatility	2	50	1	25	1	25
Presence of players better at the position	2	50	1	25	1	25
Disappointment at the former position	-	-	-	-	4	100

Versatility was a highest a reason to change their position for 50% a moderate reason for 25%, and a least reason for 25%.

Presence of players better at the position was a highest reason fro 50%, a moderate reason for 25% and the least reason for the remaining 25%.

Players' disappointment was the least reason for all of the respondents.

Players' versatility to change their position should be encouraged because a coach can use a player as he wants and have less probability to be a substitute.

But if presence of better players at the position is a reason it shows us the recruitment was in doubt because a player who is recruited should perform better.

**Table 36 Where the players start playing football**

<b>Items</b>	<b>Respondents</b>	
	<b>#</b>	<b>%</b>
School	2	13.3
Village	11	73.4
Projects	2	13.3
Total	15	100

From the above table it is easy to see around 3/4<sup>th</sup> of the respondents i.e. 73.4% started playing football at villages, the other 13.3% started at school, and the remaining 13.3% started at projects.

Football is big business that everyone should facilitate its development. We can see most of the players as subjects started playing at village but nowadays there are no enough fields where children play before or after school, so that it is difficult to get players because there is no field no project, no school which has well equipped football courts.

# CHAPTER V

## 5. Summary, Conclusion and Recommendation

### 5.1. Summary

The methodology of coaching and recruitment mechanisms of the players were the concerns of the research it is too difficult to have a coach with no knowledge of coaching methodology while recruitment also puts its influence on the coaching methodology in addition.

The research was conducted having questions like

- Do the coaches have full involvement at the recruitment?
- Do they get facilities the carrier requires sufficiently?
- Do they face any challenges?
- Is their clear time schedule for the recruitment procedure get its end?

Having passed some steps the research work requires, some findings were found as described at the conclusion part. The coaches' cooperation for the responses informed their ambition for the research works.

Players have many challenges after their recruitment started since the procedure cannot be accomplished at defined time schedule they can't properly practice as their mind is to the new club they are willing to play for.

The coaches have too different backgrounds where some have an experience of long years while the others do have coaching experience of few years.

The coach's methodology was studied considering the different positions of players at the pitch i.e., goalkeepers, defenders and attackers in addition to game analysis, way of substitution, areas to be improved and factors which influence their work.

The recruitment procedure was studied from the coaches and players responses which showed us they did not contact the players' families & they may also be introduced the recruitment of new players from other organs like Medias which are not concerned.

Finally, the research tried to emphasize those big aspects that can hinder the work of caching and some points are suggested as solutions for the observed short comings.

## **5.2. Conclusion**

1. All of the subjects have full involvement in recruitment. Only 2 of them have youth development program. 5 of them do not contact players' families before recruiting them.
2. It is understood that many persons like supporters deal about recruitment through telephone or in person at entertainment and players residence.
3. There is no fixed time schedule to complete the recruitment procedure and it may delay for more than 2 years and fortunately it might be also completed within a week and former clubs of the players delay the procedure more.
4. Players have many reasons to leave a club; shortage of salary or incentives and the club's result are the biggest reasons while players of the club and coach take the least percentage and players may have one club which is their dream throughout their life that even they tend to play for this club with less facilities.
5. Players who are recruited do not always play at their former position due to their versatility and presence of players performing better at the position.
6. Only 20% of the coaches get facilities satisfactorily but all of them are satisfied with the working environments even though there are areas to be improved like full coaching staff which all of them lack.
7. Coaches who have youth development programs recruit players from the program and others whose clubs haven't the program recruit players from national league competitions, premier league competitions, regional championships and All Ethiopian games and those with the programs, too. Street was also where talented players can be found.
8. Only 40% of the coaches' newly recruited players suit their coaching methodology.
9. All of the coaches have specific warming-ups for their GK and they also have talks with their GKs but there are times they do not do so.
10. Many of the coaches have no time to ask the players about the relevance of their players though only 40% ask their players about the relevance of heir coaching.



### **5.3. Recommendation**

1. The work of recruitment should be done under the coaches' recognition and the coaches should seriously study the players background by contacting their families and his previous (former) coaches. Clubs at the country need to have youth development program where the children start playing football early.
2. Recruitment of players from one club to the other should be completed at a fixed time length as the delay hinders the work of the coach and the players. There should also be people who are responsible for this procedure with full involvement of the head coach since it is timely to use the market.
3. The 4 clubs need to have full coaching staff which helps everyone have his own role and responsibilities at a club while the head coach have the role of overall management. Facilities should be fulfilled for the 4 clubs as football requires conducive environment for the accomplishment of the objectives including the relation between players, players to coaches and coaches to club management.
4. Coaches should always prepare especial training programs for players who can't cope up his coaching methodology so as to help them exploit their talent.
5. Every coach should give time to ask the players about the relevance of his coaching unless it is done without the players' interest it has nothing to do except the weariness the players feel.
6. Goalkeepers of the clubs should have specific warming up practice isolated for functional training and to come back for the whole teams training.

Coaches should not also change them after every game but mistakes should be known to be improved and help them at the week side. Analysis of the GKs' performance should be done together to the whole team.

7. Coaches should give roles to their players at a defending situation, position at the field, physical qualities; age and football experience should be considered at giving them the roles.
8. Every club at the country need to have strikers at the end of passes and also initiating and game changing strikers. Even though there are players who are born to be strikers the coach have big role of maintaining this quality in addition to creating strikers by hard effort
9. Coaches should analyze games using neutral observers as they give fair judgment that shows them where the weakness is and how to get rid of it. The weak sides observed helps him device trainings to improve team play about the next day's training, the strong sides proves the coach to maintain it.
10. The university at the country which is the only institution where football coaching is being offered at master's degree level should work with the country's football federation by organizing trainings to the coaches, to the directors of the clubs. Unless the university has good contact with the federation the students graduated as coaches can't have any exposures to practice what they learn theoretically.
11. Recruitment mechanisms can be achieved easily and safely having agents who have responsibility of contacting players and coaches or clubs. These organs should have full recognition of the football federation.

## **References**

- Wade, (1967). **The F.A. Guide to Training and Coaching**. London.
- Allyu and Bacon, (1996). **Teaching Strategies of Soccer**. Boston, London, Toronto.
- Asian Football Federation (AFF), (2000). **Asian Football Coaching Manual A-License**.
- Bucher. C.A. (1972). **Foundation of Physical Education**. The C.V. Mosby Co. New York.
- E. Schmidt, (1966). **Advanced Soccer Drills**. Human Kinetics. United States of America.
- Federation De International Football Association (FIFA), (2001-2002). **Football Coaching Manual**.
- W. Dick, (1997). **Sport Training Principles**. Third Edition.
- Russathel ( 2001) **Soccer; the game & how to play it**.
- Manual of international DFB-Coaching Course 2008 (B-License).
- National Soccer Coaches Association of America, (2004). **The Soccer Coaching Bible**. Human Kinetics. United States of America.
- Thompson, (1991). **Introduction of Coaching Theory (IAAF)**.
- Rees and van der meer, (1997). **Coaching Soccer Successfully**. Human Kinetics.
- Sigi Schmid, Bob Alejo, (2002). **Complete Conditioning for Soccer**. Human Kinetics. United States.
- Wondimu Tadesse and Damen Hailemariam, (2004). **Football Performance**. Addis Ababa, Addis Ababa University. (Unpublished.)
- Wondimu Tadesse, (1990). **The Modern way of Football Training**. (Unpublished.)

**Appendix – A**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS**  
**Questionnaire for Coaches**

**Dear coach:-**

This questionnaire is designed to collect information for research purpose only. Its objective is to assess the methodology of coaching and recruitment mechanisms of players in Ethiopian premier league clubs. So your responses are vital for the study that you are kindly requested to respond for the questions.

All information and data you provide will be used only for the purpose of this research study.

**It is not necessary to write your name in this paper**

**Thank you.**

**Name of the club** \_\_\_\_\_

**Age**

21-25

26-30

31-40

41-46

46-50

Above 50

Sex **M**

**F**

Total years of experience \_\_\_\_\_

Years spent on the current club \_\_\_\_\_

1. What do you give more emphasis for while recruiting?

	Always	Sometimes	Never
A. Versatility of the players.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Football Experience.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The salary he demands.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if other, _____			

2. Do you have full involvement in recruitment?

- A. Yes
- B. No

3. If “No”, who takes the responsibility of recruitment?

	Always	Sometimes	Never
A. The team chairperson.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The supporters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The assistant coach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The senior players of team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if different, _____			

4. How do you know the recruitment of the new players at your team?

	Always	Sometimes	Never
A. The manager announces me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The assistant coach announces me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Senior players announce me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Through media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if different, _____			

5. Is there youth development program for the team?

- A. Yes
- B. No

6. If your response is “Yes,” do you recruit players from the program?

- A. Always
- B. Sometimes
- C. Never

7. If your response is “Always” or “Sometimes” how do you recruit the players?

	Always	Sometimes	Never
A. By observing their training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. By observing their games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. By contacting their coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. By sending an assistant coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if different, _____			

8. Where do you get talented players for your program?

	Always	Sometimes	Never
A. Street.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Youth development projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. National league competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Premier league teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Regional championships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. All Ethiopian Games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Mention if different, _____			

9. Do recruited players suit your coaching methodology?

- A. Always
- B. Sometimes
- C. Never

10. If your response is “Sometimes” or “Never” what measure do you take?

	Always	Sometimes	Never
A. Design especial training for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Reject them from the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Tolerate their adaptation to my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Announce for the team manager & go ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. State if different, _____			

11. Who do you ask opinion for about your recruitment?

	Always	Sometimes	Never
A. Coaches at my community.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. My players.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The director of the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Supporters of my team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. No one.			
F. State if different, _____			

12. How do your goalkeepers practice?

- A. Isolated for functional training and take part in all specific program
- B. Isolated for all training programs.
- C. Take part in all programs with field payers
- D. Point out if other, \_\_\_\_\_

13. When do your goalkeepers report at trainings?

- A. Earlier than the rest of his teammates.
- D. With the whole teammates.
- C. Lately after the teammates.

14. Is the warming-up program specific to goalkeepers?

- A. Always
- B. Sometimes
- C. Never

15. How often do you talk with the goalkeepers?

- A. Always
- B. Sometimes
- C. Never

16. How do you change your goalkeepers?

	Always	Sometimes	Never
A. After each game.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. After 2-3 games.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. As soon as he commits mistakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. One goalkeeper throughout the season.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if different, _____			

17. How do you analyze the performance of your goalkeepers?

- A. In the team's general match analysis.
- B. Separately.
- C. When necessary.
- D. Mention if different, \_\_\_\_\_

18. Do every players of your team contribute to the defensive process?

- A. Yes
- B. No

19. If "Yes", do they have each their own responsibilities?

- A. Yes
- B. No

20. If "Yes", how do you give them different roles?

	Always	Sometimes	Never
A. According to their position on the pitch.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. According to their physique.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. According to age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. According to their football experience.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if other, _____			

21. When do your players start attacking?

	Always	Sometimes	Never
A. As soon as the ball is won .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. After few seconds of winning a ball.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. In re-starts .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. After goal is scored.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if other, _____			

22. What is the nature of your strikers?

- A. Born to be strikers.
- B. Strikers after hard effort.
- C. If different, \_\_\_\_\_

23. What is the type of your strikers?

- A. Scorers by receiving on the end of passes.
- B. Scorers who are initiating, improvisational players.



C. The team has both type strikers.

D. Mention if different, \_\_\_\_\_

24. Do you ask your players about your coaching relevance?

A. Always

B. Sometimes

C. Never

25. Do you implement the tactic you believe in freely?

A. Always.

B. Sometimes.

C. Never.

26. If your answer is "Sometimes" or "Never" please mention the factors.

\_\_\_\_\_  
\_\_\_\_\_.

27. How do you introduce new skills?

	Always	Sometimes	Never
A. By Demonstrations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Through Verbal instructions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstration then verbal instruction...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Verbal instruction then demonstration....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Mention if different _____			

28. How often do you praise your players?

A. At trainings      A. Always

B. Sometimes

C. Never

B. At games      A. Always

B. Sometimes

C. Never

29. Do you analyze games?

A. Always

B. Sometimes

C. Never

30. If “Always” or “Sometimes”, how do you analyze?

	Always	Sometimes	Never
A. Using computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Direct observation by neutral observers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Analysis by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. State if different, _____			

31. Do you prepare training programs according to the result of game analysis?

- A. Always
- B. Sometimes
- C. Never

32. When do you make substitution?

	Always	Sometimes	Never
A. When a player can't execute tactical aspect well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. When a player is injured.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. When a player is not in a psychological situation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. When a player receives a yellow card and might receive a red card.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. When the team is leading with big difference.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. If different, _____			

33. Are you getting all facilities satisfactorily?

- A. Yes
- B. No

34. If “No,” are they affecting your work?

- A. Yes
- B. No

35. What hinders your coaching?

	Highest	Moderate	Least
A. Training field.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Equipments like cones & others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Transportation facility.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Player's less football feeling.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Team's management problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Lack of trainings at the career.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Mention if different, _____			

36. Do you collect feedback from your players about the daily training?

- A. Always
- B. Sometimes
- C. Never

37. Are you satisfied with all working environments of the team?

- A. Yes
- B. No

38. If "No," what should be improved most?

	High	Medium	Low
A. Relation between the players.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Relation between a coach and players.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Relation between team management & players.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Relation between team management & coach...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Relation between supporters & players.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Relation between supporters & team management.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Relation between coach & supporters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Mention if any more, _____			

39. Does the team have full coaching staff?

- A. Yes
- B. No

40. If “Yes”, do they have their own task?

A. Yes

B. No

41. If “Yes”, how do they work?

A. Each with own task.

B. All under the head coach.

C. Everything under the head coach and the assistant coach.

D. No task division, every coach undertakes every task.

E. If different \_\_\_\_\_

42. Who do you discuss (decide) with                      Always              Sometimes              Never  
about the first line?

A. The assistant coach.....                                                                 

B. Manager of the team.....                                                                 

C. The captain.....                                                                 

D. No one.

E. Mention if different, \_\_\_\_\_

***Appendix – B***  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS**  
***Questionnaires for Players***

**Dear player:-**

This questionnaire is designed to collect information for research purpose only. Its objective is to assess recruitment mechanisms of players in Ethiopian premier league clubs. So your responses are vital for the study that you are kindly requested to respond for the questions.

All information and data you provide will be used only for the purpose of this research study.

**It is not necessary to write your name in this paper**

***Thank you.***

<b><i>Age</i></b>	16-20 <input type="checkbox"/>	21-25 <input type="checkbox"/>	25-36 <input type="checkbox"/>
	31-35 <input type="checkbox"/>	Above 35 <input type="checkbox"/>	

1. Who did contact you first to pact on recruitment?

- A. The former coach.
- B. The current coach.
- C. The director of the former team.
- D. The director of current team.
- E. Journalist.
- F. My comrade.
- G. Supporters of current team.
- H. Mention if other, \_\_\_\_\_

2. How did the person contact you?

- A. Through telephone.
- B. Through e-mail.
- C. In person.
- D. Mention if different, \_\_\_\_\_

3. If in "Person," where did he contact you?

- A. At entertainment areas.
- B. At my residence.
- C. While I was training.
- D. Mention if different, \_\_\_\_\_

4. What did attract you to be a player of your current team?

	Highly	Moderately	Least
A. The bait.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The team's propinquity for my hometown and families.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The supporters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. It was my reverie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The team's being remote from home town and families.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. The coach's triumph in the program...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- G. The current team's director.....
- H. I have friend whom I wish to play with...
- I. Mention if different, \_\_\_\_\_

5. Did the coach of your current team contact your parents?

- A. Yes
- B. Not sure
- C. No

6. What was your rationale to leave your former team?

- |                                  | Most                     | Moderate                 | Least                    |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| A. The coach.....                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. The dearth of incentives..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The supporters.....           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. The result of the team.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Players of the team.....      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Mention if different, _____   |                          |                          |                          |

7. How long did it take to complete your recruitment procedure?

- A. 1-3 Months.
- B. 4-6 Months.
- C. 1 year.
- D. Too long that difficult for memory.
- E. Mention if different, \_\_\_\_\_

8. Where did the process delay more?

- A. At federation of football.
- B. At former team.
- B. At current team.
- C. Mention if different, \_\_\_\_\_

9. Do you think the coaching and living is to the standard at your current team?

- A. Yes
- B. Not sure
- C. No

10. When did you start playing football?
- A. When I was at school.
  - B. At my parish.
  - C. At football development project.
  - D. Mention if different, \_\_\_\_\_
11. Have you been a champion before?
- A. Yes
  - B. No
12. If “Yes”, can you reveal them?
- \_\_\_\_\_
- \_\_\_\_\_
13. Did you get all championship being first player?
- A. Yes
  - B. No
14. Are you playing on your former position?
- A. Yes
  - B. No
15. If “No,” what is the reason?
- A. Because I am versatile.
  - B. Because there are players better than me at the position.
  - C. Because I was not interested at former position.
  - D. Mention if different, \_\_\_\_\_

Thank you!



## Appendix – C

### አዲስ አበባ ዩኒቨርሲቲ

### ሰውነት ማስጠናቅና ስፖርት ትምህርት ክፍል

### የድህረ- ምረቃ ፕሮግራም

#### በተጫዎች የሚገኝ

ወድ ጎሃ፣ ይህ በአዲስ አበባ ዩኒቨርሲቲ በእግር ኳስ አሰልጣኝነት ለሁለተኛ ደረጃ መሥሪያ ጽሁፍ የሚጻፉ ጥያቄ ሲሆን የጥያቄው ዓላማ በኢትዮጵያ እግር ኳስ ተጫዎች ዝውውር ያለውን ነባራዊ ሁኔታ ለማወቅ ይሆናል፡፡

ስለዚህም የእርስዎ ምላሽ የጥናቱ መሠረት ስለሆነ ያሉትን ጥያቄዎች ባለመሰልጠን እንዲመልሱልኝ በትህትና እጠይቃለሁ፡፡ ስለሚያደርጉልኝ ትብብር ከወዲሁ እያመሰገንኩ መረጃዎቼ ማስጠራዊነታቸው እንደተጠበቀ እንደሚቻል ለመገለጽ እወዳለሁ፡፡

Everyone speaks football!

መመሪያ

1. ስም መጻፍ አያስፈልግም
2. ተገቢውን ምላሽ የያዘውን ፊደል ያክብቡበት
3. ሳጥኖቹ ወስጥ የ "X" ምልክት ያድርጉ

የክለሱ ስም -----

እድሜ	16-20	21-25	25-36
.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31-35	ከ 35 በላይ	
	<input type="checkbox"/>	<input type="checkbox"/>	

1. መቼ ነው እግር ኳስ መጫወት የጀመርከው?  
 ሀ. ትምህርት ቤት እያለሁ  
 ለ. በሰፈር  
 ሐ. በእግር ኳስ ማለልጠኛ ፐርጀክት  
 መ. ሌላ -----

2. ወደዚህ ክለብ እንድትገባ መጀመሪያ ያነጋገረህ ማን ነው?  
 ሀ. የቀድሞ ክለብ አሰልጣኝ  
 ለ. የአሁኑ ክለብ አሰልጣኝ  
 ሐ. የቀድሞ ክለብ ሊቀ መንበር  
 መ. የአሁኑ ክለብ ሊቀ መንበር  
 ሠ. ጋዜጠኛ  
 ረ. ሌላ -----

3. ሰወደው እንዴት ሊያገኝህ ቻለ?  
 ሀ. በስልክ  
 ለ. በኢሜል  
 ሐ. በአካል  
 መ. ሌላ -----  
 --

4. በ "2"ተኛ ጥያቄ ምላሽህ "በአካል" ከሆነ የት አገኘህ?  
 ሀ. መዘናኛ ስፍራ ላይ  
 ለ. መኖሪያ ቤቱ  
 ሐ. ልምምድ ስሰራ  
 መ. ሌላ -----

5. ይህን ቡድን የመረጥክበት ምክንያት ምንድን ነው?

	ከፍተኛ	መካከልኛ	ዝቅተኛ
ሀ. ገንዘብ ወይም ማበረታታቻ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. በቡድኑ ለቤተሰቤና ለአገሬ ቅርብ ስለሆኑ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ደጋፊዎቹ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ህልጫ ነበር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ቡድኑ ከቤተሰቤና ከአገሬ ስለሚጠቅ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. የአለልጣኙ ወጠታማነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ሸ. የቡድን ሊቀ- መንበር     
 ቀ. ኋደኛዬ ስላለ     
 በ. ሌላ -----

6. የአሁኑ ክለብህ አሰልጣኝ ከመቀጠርህ በፊት ቤተሰቦቻህን አግኝቷቸው ነበር?

- ሀ. አዎን
- ለ. እርግጠኛ አይደለሁም
- ሐ. አላገኛቸውም

7. የቀድሞ ክለብህን ለመጻፍ የወሰንክበት ምክንያት ምንድን ነው?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. አሰልጣኙ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የደመወዝና የማበረታቻው ዕጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ደጋፊዎች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. የቡድኑ ወጠኛ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. የቡድኑ ተጫዋቾች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. ሌላ -----			

8. ቅጥርህ ተጀምሮ እስኪያልቅ ምን ያህል ጊዜ ፈጀ?

- ሀ. ከ 1-3 ወራት
- ለ. ከ 4-6 ወራት
- ሐ. አንድ ዓመት
- መ. ረጅም ጊዜ ስለፈጀ ለማስታወስ ይከብደኛል
- ሠ. ሌላ -----

9. የቅጥር ጊዜው የዘገየው የት ነው?

- ሀ. ፊደራሽን
- ለ. በቀድሞ ክለብ
- ሐ. በአሁኑ ክለብ
- መ. ሌላ -----

10. አሁን ባለህበት ክለብ የአሰልጣኝ ሁኔታና ኑሮው ደረጃውን የጠበቀ ሆኖ አገኘህ?

- ሀ. አዎ
- ለ. እርግጠኛ አይደለሁም
- ሐ. አይደለም

11. ሻምፒዮን ሆነህ ታወቃለህ?

ሀ. አዎን

ለ. አይደለም

12. አዎን ከሆነ ጊዜውንና ስመን ግለጽልኝ፡፡

-----  
-----  
-----  
-----

13. ሻምፒዮን በሆንክባቸው ወድድሮች የመጀመሪያ ተሰላፊ ነበርክ?

ሀ. አዎን

ለ. አልነበርኩም

14. ፊት በምትጫወትበት ቦታ አሁንም እየተጫወትክ ነው?

ሀ. አዎን

ለ. አልተጫወትኩም

15. ምላሽህ አይደለም ከሆነ ምክንያቱ ምንድን ነው?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. ሁለገብ ተጫዋች ስለሆንኩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ከእኔ የሚችሉ ተጫዋቾች ስላሉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በቀድሞ ቦታዬ ደስተኛ ስላልነበርኩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ሌላ -----			

አመሰግናለሁ!

**አዲስ አበባ ዩኒቨርሲቲ**  
**ሰውነት ማስጠና ስፖርት ትምህርት ክፍል**  
**የድህረ- ምረቃ ፕሮግራም**

**በአሰልጣኞች የማጣቀሻ**

የተከበሩ አሰልጣኝ ፣ ይህ በአዲስ አበባ ዩኒቨርሲቲ በእግር ኳስ አሰልጣኝነት ለሁለተኛ ዲግሪ መመሪያ ጽሑፍ ማግኘት የሆነ ወን ጥናታዊ ጽሑፍ ለማቅረብ የሚፈልጉ ጥያቄዎች ሲሆኑ የጥያቄው ዓላማ ጥናታዊ ጽሑፉን ለማዘዝ ብቻ የማይሆን ሲሆን ጥናታዊ ጽሑፉ የሚያጠነጠነው ጥንቃቄ በአሰልጣኝነት ሁኔታ እና በተጨማሪ ቅጥር (ዝውውር) ላይ ብቻ ነው፡፡ ስለዚህም የእርስዎ ምላሾች ትልቅ አስተዋጽኦ ስላላቸው ጥያቄዎቹን ባለመስጠት በማንበብ ምላሽ እንዲሰጡን እጠይቃለሁ፡፡

ስለሚያደርጉልኝ ትብብር ልባዊ ምስጋናዬን እያቀረብኩ ምላሾቼ ማስጠና ሆነው እንደሚጻፉ ላረጋግጥሎት እወዳለሁ፡፡

መመሪያ

- ስም መጻፍ አያስፈልግም
- ተገቢውን ምላሽ የያዘውን ፊደል ያክብቡበት
- ሳጥኖቹ ወስጥ የ "X" ምልክት ያድርጉ

የክለቡ ስም -----

እድሜ

21-25	26-30	31-40	41-46
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ከ 46-50	ከ 50 በላይ		
<input type="checkbox"/>	<input type="checkbox"/>		

1. በተጫዋቾች ግዥ ወቅት እርሶ ያለዎት ተሳትፎ ምን ያህል ነው?

- ሀ. ከፍተኛ
- ለ. መካከለኛ
- ሐ. ዝቅተኛ

2. በተራ ቁጥር "1" ምላሽዎ "ዝቅተኛ" ከሆነ ሃላፊነቱን ማን ይወስደዋል?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. የክለቡ ሊቀመንበር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የክለቡ ምክትል አሰልጣኝ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የክለቡ ነባር ተጫዋቾች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. የክለቡ ደጋፊዎች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

3. በተራ ቁጥር "1" ምላሽ "አይደለም" ከሆነ አዲስ ተጫዋቾች መገዛቱን እንዴት ነው የሚያወቁት?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. የክለቡ ሊቀ መንበር ያሳወቁኛል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ምክትል አሰልጣኙ ያሳወቁኛል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ነባር ተጫዋቾች ያሳወቁኛል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በሚዲያ (ሬዲዮ፣ ቴሌቪዥን፣ ጋዜጣ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

4. የእርሶ ክለብ የታዳጊ ማሰልጠኛ ማዕከል አለው?

- ሀ. አዎን
- ለ. የለውም

5. ምላሽዎ "አዎን" ከሆነ ለቡድኖች ተጫዋቾች ከማእከሉ ይመለሳሉ?

- ሀ. ሁል ጊዜ
- ለ. አልፎ አልፎ
- ሐ. በፍጹም

6. ምላሽዎ "ሁል ጊዜ" ወይም "አልፎ አልፎ" ከሆነ እንዴት ነው የሚመለሱላቸው?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. ልምምድ ሲሰሩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ጨዋታቸውን ሲያደርጉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ረዳት አሰልጣኝ በመላክ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ሌላ -----			

7. አብዛኛውን ጊዜ ተሰጥኦ ያላቸውን ተጫዋቾች የት ያገኙአቸዋል?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. መንደር ላይ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ማህንደስና ማዕከል ላይ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በብሔራዊ ሊግ ወድድሮች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በፕሪሚየር ሊግ ወድድሮች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. በክልላዊ ወድድሮች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. በመላው ኢትዮጵያ ወድድሮች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሸ. ሌላ -----			

8. አዲስ የሚዘዙ ተጫዋቾች ከእርሶ አሰለጣጠን ጋር ይላመዳሉ?

- ሀ. ሁል ጊዜ
- ለ. አልፎ አልፎ
- ሐ. በፍጹም

9. ምላሽዎ "በፍጹም" ወይም "አልፎ አልፎ" ከሆነ ምን ያደርጋሉ?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. ልዩ ስልጠና አዘጋጃለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ከልምምድ ወጭ አደርጋቸዋለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. እስኪለምዱት አታገሳለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ለክለቡ ሊቀ መንበር አሳወቄ ስራዬን እቀጥላለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

10. የግብ ጠባቂ የልምምድ ሁኔታ ምን ይመስላል?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. የግል ስልጠና አለው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ለግል ስልጠና ተለይቶ የጋራ ስልጠናዎችን ከቡድን አጋሮቹ ጋር ይሰራል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ሁሉንም ስልጠና ብቻውን ተለይቶ ይሰራል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ሌላ -----			

11. ግብ ጠባቂዎቹ ወደ ስልጠና ሜዳ የሚደርሱት

- ሀ. ከሌሎች ተጫዋቾች ቀደም ብለው
- ለ. ከሌሎች ተጫዋቾች ጋር አንድ ላይ
- ሐ. ከሌሎቹ ዘግይተው

12.. ግብ ጠባቂዎቹ የተለየ የሰውነት ማጥፋት አላቸው?

- ሀ. ሁል ጊዜ
- ለ. አልፎ አልፎ
- ሐ. በፍጹም

13. የበረኛ ለውጥ እንዴት ያደርጋሉ?

ሁል ጊዜ አልፎ አልፎ በጭራሽ

- |                      |                          |                          |                          |
|----------------------|--------------------------|--------------------------|--------------------------|
| ሀ. በእያንዳንዱ ጨቃ        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ለ. ከ 2-3 ጨቃዎች በኋላ    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሐ. ስህተት ከፈጸመ         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| መ. አንድ ግብ ጠባቂ ሙሉ ዓመት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሠ. ሌላ -----          |                          |                          |                          |

14. የግብ ጠባቂዎቹን ብቃት (performance) እንዴት ነው የሚመገመው?

ሁል ጊዜ አልፎ አልፎ በጭራሽ

- |                        |                          |                          |                          |
|------------------------|--------------------------|--------------------------|--------------------------|
| ሀ. ከቡድኑ ግምገማ ጋር አንድ ላይ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ለ. በተለይ                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሐ. አስፈላጊ በሆነ ጊዜ ብቻ     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| መ. ሌላ -----            |                          |                          |                          |

15. ቡድኑ ሲከላከል ሁሉም ተጫዋቾች አስተዋጽኦ ያበረክታሉ?

- ሀ. አዎን
- ለ. አይደለም

16. ለጥያቄ ቁ. 15 ምላሽዎ "አዎን" ከሆነ ሁሉም የራሳቸው ሃላፊነት አለባቸው?

- ሀ. አዎን
- ለ. አይደለም

17. ለጥያቄ ቁ 16 ምላሽዎ "አዎን" ከሆነ እንዴት ነው ሃላፊነት የሚሰጣቸው?

ሁል ጊዜ አልፎ አልፎ በጭራሽ

- |                   |                          |                          |                          |
|-------------------|--------------------------|--------------------------|--------------------------|
| ሀ. በሜዳ ላይ ባላቸው ቦታ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ለ. በአካል ብቃታቸው     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሐ. በዕድሜ           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| መ. በእግር ኳስ ጨቃ ልምድ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሠ. ሌላ -----       |                          |                          |                          |



18. የአጥቂዎቹ ተፈጥሮ (nature) ምን አይነት ነው?

ሀ. አጥቂ ሆነው የተፈጠሩ

ለ. ከጥረት (ከስራ) በኋላ አጥቂ የሆኑ

ሐ. ሌላ -----

19. ያመኑበትን የጨዋታ ታክቲክ (tactic) በነጻነት ይተገብራሉ?

ሀ. ሁል ጊዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

20. ምላሽዎ "አልፎ አልፎ" ወይም "በፍጹም" ከሆነ እባክዎትን ተጽእኖዎቹን ይግለጹ፡፡

21. ምላሽዎ "በፍጹም" ወይም "አልፎ አልፎ" ከሆነ ምን ያደርጋሉ?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. ልዩ ስልጠና አዘጋጃለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ከልምምድ ወጭ አደርጋቸዋለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. እስኪለምዱት አታገሳለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ለክለቡ ሊቀ መንበር አሳወቄ ስራዬን እቀጥላለሁ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

22 የግብ ጠባቂ የልምምድ ሁኔታ ምን ይመስላል?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ. የግል ስልጠና አለው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ለግል ስልጠና ተለይቶ የጋራ ስልጠናዎችን ከቡድን አጋሮቹ ጋር ይሰራል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ሁሉንም ስልጠና ብቻውን ተለይቶ ይሰራል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ሌላ -----			

23. ግብ ጠባቂዎቹ ወደ ስልጠና ሜዳ የሚደርሱት

ሀ. ከሌሎች ተጫዋቾች ቀደም ብለው

ለ. ከሌሎች ተጫዋቾች ጋር አንድ ላይ

ሐ. ከሌሎቹ ዘግይተው

24 ግብ ጠባቂዎቹ የተለየ የሰውነት ማደጋገፊያ አላቸው?

- ሀ. ሁል ጊዜ
- ለ. አልፎ አልፎ
- ሐ. በፍጹም

25 የበረኛ ለውጥ እንዴት ያደርጋሉ?

ሁል ጊዜ አልፎ አልፎ በጭራሽ

ሀ. በእያንዳንዱ ጨቃ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ከ 2-3 ጨቃዎች በኋላ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ስህተት ከፈጸመ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. አንድ ግብ ጠባቂ ማሉ ዓመት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

26. የግብ ጠባቂዎቹን ብቃት (performance) እንዴት ነው የሚመገመው?

ሁል ጊዜ አልፎ አልፎ በጭራሽ

ሀ. ከቡድኑ ግምገማ ጋር አንድ ላይ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. በተለይ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. አስፈላጊ በሆነ ጊዜ ብቻ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ሌላ -----			

27. ቡድኑ ሲከላከል ሁሉም ተጫዋቾች አስተዋጾኦ ያበረክታሉ?

- ሀ. አዎን
- ለ. አይደለም

28. ለጥያቄ ቁ. 15 ምላሽዎ "አዎን" ከሆነ ሁሉም የራሳቸው ሃላፊነት አለባቸው?

- ሀ. አዎን
- ለ. አይደለም

29. ለጥያቄ ቁ 16 ምላሽዎ "አዎን" ከሆነ እንዴት ነው ሃላፊነት የሚሰጣቸው?

ሁል ጊዜ አልፎ አልፎ በጭራሽ

ሀ. በማዳ ላይ ባላቸው ቦታ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. በአካል ብቃታቸው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በዕድሜ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በእግር ኳስ ጨቃ ልምድ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

30. የአጥቂዎቹ ተፈጥሮ (nature) ምን አይነት ነው?

ሀ. አጥቂ ሆነው የተፈጠሩ

ለ. ከጥረት (ከስራ) በኋላ አጥቂ የሆኑ

ሐ. ሌላ -----

31. ያመኑበትን የጨቃ ታክቲክ (tactic) በነጻነት ይተገብራሉ?

ሀ. ሁል ጊዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

32. ምላሽዎ "አልፎ አልፎ" ወይም "በፍጹም" ከሆነ እባክዎትን ተጽእኖዎቹን ይግለጹ::

32. አዲስ ክህሎቶችን (skill) እንዴት ነው የማይሳወቁት (የሚልጹት)?

	ሁል ጊዜ	አልፎ አልፎ	በፍጹም
ሀ. በተግባር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. በቃል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በተግባር ከዚያም በቃል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በቃል ከዚያም በተግባር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----			

33. ጨቃዎችን ይገመገማሉ?

ሀ. ሁል ጊዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

34. "አልፎ አልፎ" ወይም "ሁል ጊዜ" ከሆነ እንዴት ነው የሚገመገሙት?

	ሁል ጊዜ	አልፎ አልፎ	በፍጹም
ሀ. በኮምፒውተር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. በሌላ ተመልካች	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በእራሴ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ሌላ -----			

35. የግምገማ ወጠትን በመጥራት የሰልጠና እቅድ ያወጣሉ?

ሀ. ሁል ጊዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

36. "ሁል ጊዜ" ወይም "አልፎ አልፎ" ከሆነ እንዴት ነው ስልጠናውን የሚዘጋጁት?

	ሁል ጊዜ	አልፎ አልፎ	አልፎ አልፎ	በፍጹም
ሀ. ተጫዋቾች ጠንካራ ጎናቸውን በማይሳደጉበት ሁኔታ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ተጫዋቾቹ ደካማ ጎናቸውን በማይስወግዱበት ሁኔታ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በመረጥኩበት ሁኔታ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ተጫዋቾቹ በሚወዱት መልኩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ሌላ -----				

37. የተጫዋቾች ቅያሪ እንዴት ነው የሚፈጽሙት?

	ሁል ጊዜ	አልፎ አልፎ	አልፎ አልፎ	በፍጹም
ሀ. ተጫዋቾቹ በደንብ መጫወት ሲያቅተው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ተጫዋቾቹ ሲጎዳ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ተጫዋቾቹ ጥሩ የአእምሮ ዝግጅት ካላሳዩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በጫ ካየና ቀይ ልያይ በማቋቋም				
ሁኔታ ሲሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. በድኑ በሰፊ ወጠቆ ሲመራ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. ሌላ -----				

38. የስልጠና ሂደት ላይ ተጽእኖ የሚፈጥር ችግር ምንድን ነው?

	ከፍተኛ	መካከለኛ
ዝቅተኛ	<input type="checkbox"/>	<input type="checkbox"/>
ሀ. የስልጠና ማዳከም	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የቁሳቁስ እጥረት	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የመጓጓዣ ችግር	<input type="checkbox"/>	<input type="checkbox"/>
መ. የተጫዋቾች ዝቅተኛ የኳስ ፍላጎት	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. የቡድኑ አመራር ችግር	<input type="checkbox"/>	<input type="checkbox"/>
ረ. በመጽው የስልጠናዎች እጥረት	<input type="checkbox"/>	<input type="checkbox"/>
ሸ. ሌላ -----		

39. ባለው የስራ ሁኔታ ደስተኛ ናት?

- ሀ. አዎን
- ለ. አይደለሁም

40. ምላሽዎ "አይደለም" ከሆነ መሻሻል ያለበት

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. በተጫዎቻቹ መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. በአሰልጣኝ እና በተጫዎቻቹ መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. በተጫዎቻቹ እና በቡድኑ አመራር መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በቡድኑ አመራር እና በአሰልጣኝ መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. በደጋፊዎችና በተጫዎቻቹ መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. በአሰልጣኙና በቡድኑ አመራር መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሸ. በአሰልጣኙና በደጋፊዎቹ መሃል ያለው ግንኙነት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ቀ.ሌላ -----			

41. ተጫዎች ሲቀይሩ ከማን ጋር ይወያያሉ?

	ሁል ጊዜ	አልፎ አልፎ	በፍጹም
ሀ. ከረዳት አሰልጣኝ ጋር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ከቡድኑ ሊቀ-መንበር ጋር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. ከአምበል ጋር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ከማንም ጋር አልወያይም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ.ሌላ -----			