

**FOOTBALL PERFORMANCE AS A FUNCTION OF QUALITY
TRAINING:** *WITH SPESIFIC REFERANCE TO ETHIOPIAN NATIONAL
FOOTBALL TEAM.*

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PERFORMANCE AS A FUNCTION OF QUALITY TRAINING

With specific reference to the national football team of Ethiopia.

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Acronyms

AAU: Addis Ababa University

A.D: anno domini; used in dates to mean after the birth of Jesus Christ.

ATP: [adenosine triphosphate](#)

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

CAF: Confederations of African football

EFF: Ethiopia Football Federation

FIFA: Federation International de Football Association

FIT: **F**requency, **I**ntensity, **T**ime

GK: Goalkeeper

PCr : Phosphocreatine

TD: Talent Identification

Abstract

The purpose of this research was to study variables that affect the quality of the training of the national football team of Ethiopia and to suggest variable alternatives that would improve the quality of training and the improvement of the performance of the team. The sample of the subject consists of 16 football coaches, 24 national team players, and 10 professionals from the Ethiopia Football Federation including members of the technique committee of Ethiopian Football Federation, and 25 expertises' from higher learning institution were included.

To conduct a research both quantitative (using simple percent), qualitative and descriptive survey method were employed. A variable data suggest the quality of training of players in their clubs has a significant impact on the quality of playing football in the national team. The result of the study indicates that some variables affect the performance of national football team of Ethiopia. major findings of the study are concerned, significant majority of the respondents stated that, the variables lack of good communication among concerned body, low attention given to the trainings by the coaches, players low motivation to new skill, knowledge of the coach how to demonstrate and organize training, there is no supervision during training to know their level of performance, low attention given to the team work and 74.5% indicates that the level of club and national team training is inadequate. (Key words- training, quality training, performance, technique, skill).

CHAPTER ONE

1.1. Introduction

1.2. Background of the study

Football is the world's most popular form of sport, being played in every nation without exception. Sport has become a popular past time among the people. Above all, interest in football has been growing in the country over the years. The rapidly increasing popularity of football has also need a demand of excellent performance. Soccer practitioners require many attributes to become successful Players. These include cardiovascular fitness, muscle strength, Endurance, flexibility, agility, coordination, skill and tactical knowledge. Few players possess 'natural ability' in all areas, indeed the vast majority of players undergo training programme, in some or all attributes, to improve their ability on the field. An understanding of basic anatomy and physiology and Knowledge of muscle actions during soccer skills such as running, kicking, jumping, heading and throwing will be useful to the player, coach, trainer and medical staff. This knowledge may be employed in the design of training programme to enhance the performance of soccer skills, in injury prevention and diagnosis and rehabilitation programme.

According to wondimu and Damene (2004) training of football requires developing the physical fitness of the players and the technical skills in the game and understanding the principles of play and training. Performance is an observable behavior of players in the playground; an observable behavior comprises the fundamental skills of the game and the physical qualities of performing the skills appropriately. The skills of football could be developed through systematic methods of preparation and applying the scientific method of training. The scientific method of training refers to the knowledge of the frequency, intensity, and duration of training and considering the developmental stages of players. In the absence of comprehensive research findings in the area of football performance in Ethiopia in general, and the national football team in particular, effort is made to explore some physical, physiological (aerobic fitness) and nutritional variables. In this endeavor, attempt is also made to briefly consider theoretical conceptions, to examine the current situation and statues of the national team. As training is a long and conscious educational process, its purpose is to contribute to the attainment of top performance. The research results of football

performance as a function of quality training prove that the necessary conditions for the development of football focuses on the specific training on general physical factors for the highest level. This is an important requirement in the game of football, where the players would be expected to master different techniques.

One of the key factors that help to improve the performance of football is the effectiveness of training. The coach is the most important resource in a training system of a modern society. It plays a major role in the delivery of quality training. The essential condition for the development of football performance depends on the specific improvement on general physical preparation for the highest level. This is particularly an important requirement in the game of football. Where the players have to master complex techniques before their performance is excellent.

It is the position of the present researchers that, the need to develop the standard of football in Ethiopia pauses to the question how to plan and achieve the training goal effectively. Furthermore, it requires more efforts to training players in their clubs, improve, and develop the physical fitness and the skills of football to the level of peak performance, before they join the national team.

The task of improving the performance of a footballer consists of the development of technical skills, physical qualities, physiological capabilities plus the assimilation and perfection of the knowledge and habits of play, which form the basis for top-level performance. It is possible to find in literature considerations, theoretical models, and practical training observation that led to a complex conception of the analysis of the

Performance of a national team. The performance of a national team of Ethiopia is considered because of these factors.

Means of improving the performance of footballers is by the quality training, introducing new techniques of instructions as well as innovative methods of coaching. However, the need to raise the standard of football pause the question of how to prepare youngsters at early ages, in their clubs, and before they join the national team.

This study would therefore, attempt to suggest some attainable alternatives of developing the performance of the national team as a function of quality training. The study aims to motivate the coaching community, players and expertise to appreciate their new role in modifying the existing traditional approach, and the system of training in the country. It is expected that, this study would

provide valuable support in improving the performance of the Ethiopian national football team as a function of quality training.

1.3. Statement of the problem

This research is entitled “Football performance as a function of quality training” with specific reference to the national team of Ethiopia. It envisaged assessing the level of the acquired scientific knowledge and to be able to analyze the performance of the national football team as a function of quality training and as a definite and highly specialized skill. The findings would demonstrate the level of the generalized training experience of the national football team. It is the rationale of this study to identify the physiological, Physical and nutritional factors, which might hamper the performance of the Ethiopian national football team, and examine the factors. Thus, it is the hypothesis of the study that there seem to be significant differences between the factors claimed on one hand and the practices and process undertaken on the other hand. Available data obtained from the responses of national coaches, national players and professionals in the field suggest that not much is known concerning the status of coaching, quality training and football performance in Ethiopia.

The present researchers believe that the opinions and facts gathered from the above major respondents would have a big contribution for the improvement of the performance of the national football team and impart new system of coaching which in the final analysis might have a permanent effect on the quality of training. The study will assess the underlying problems encountering the national team and suggest possible strategies of resolving them. This would be on. Planning and designing a training program, Implementation of the design. Follow – up of the implementation, Monitoring and an inbuilt evaluation.

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

1.4. Research questions

The research tries to answer the following research questions

1. What are the causes of poor performance in football in Ethiopia national team?
2. What is the impact of quality training on the performance of Ethiopia national football team?
3. Does Ethiopia national football team use scientific method to coach football players?
4. Does facilities, coaches and essential equipments fulfilled during training?
5. Why Ethiopia national football team doesn't qualify for continental and international football games?

1.5. Objectives of the study

1.5.1 General Objective of the study:

The general objective of the study is to evaluate the training problems which hinder the development of Ethiopian football.

1.5.2 Specific Objective of the study

- To critically evaluate the performance of the nation football team as a function of quality training of Ethiopia.
- To analyze some factors of the physical, physiological (aerobic fitness and nutritional variables,
- To evaluate the training session of the national team and the quality of training in the national team.

1.6. Significance of the study

The study would support and enrich the training status of the national team of Ethiopia. To this end, the significance of the study is:

- To assess the contribution of quality training and factors ,
- To investigate some of the major shortcomings of quality training in the national team and to suggest new approaches that would improve the training system of coaching in the country.
- To provide accurate facts for the development of Ethiopian football.
- To incorporate the new results of the research findings into the system of coaching football in the country and to provide favorable suggestions that would help for the development of football performance as a function of quality training.

1.7. Limitation of the study

An estimable number of studies have been conducted in various parts of the world on football performance. The instruments specially prepared for the study were based on certain rationale. In order to have first – hand information about the performance development continuous training. Observations and follows-up of the feeding habits of national players are very important means.

However, in this study the preparation of the national team is observed in training sessions in order to see the positive or negative transfer of training as coaching in the national team. This observation indicates that, no homogeneous training program is applied as the players of the national team are changing very time as well as no standard time plan is settled on the training of the national team. Adding some more observation sessions required more time to complete the research timely. In spite of these, the researcher has attempted to make the study as complete as possible. The scope of the study is limited more specifically to Addis Ababa Administrative Region, where top clubs of the country are found. Hence, conclusion to be reached would reflect what the situation of the preparation of the national team looks like in these settings.

1.8. Delimitation of the study

The main researcher, particularly, focused on football performance for the reason that my specialization in the graduate study was concentrated on football training. Interpretation and knowledge of the subject matter helped the researcher to conduct the present research. Thus, examining whether or not football training is being implemented effectively in the country further attracted the researcher. In addition to this, the researcher selected national players, national coaches, and coaches of top clubs in Addis Ababa and football coaching professionals and Ethiopia football federation professional

1.8. Operational definition of terms used in the text

Aerobic: the presence of oxygen aerobic metabolism utilizes oxygen.

Aerobic capacity: maximal oxygen intake in liters per minute.

Aerobic fitness: maximal ability to take in, and transport, and utilize oxygen.

Agility: the ability to change quickly while maintaining control of the body.

Anaerobic; in the absence of oxygen, no oxidation metabolism.

Calorie: unit of work or energy equal to the amount of heat required raising the temperature of one liter of water at 1 degree Celsius.

Out of bounds - Occurs when the whole of the ball crosses outside the touch line the end line.

Penalty box- This is the area where the keeper is allowed to use her hands. Also, any foul in this box that would result in a direct kick .

Touchline: The sideline, or side boundaries of the field.

Trapping: Bringing the ball under control and bringing it to a stop.

1.9. Organization of the study

The content of the study was organized in to five chapters. Chapter one deals with introduction, statements of the problem, research questions, objectives, limitation and delimitation, significance of the study, definition of terms used in the research document and organization of the study. Chapter two deals with the review of related literatures, historical background ,African football history, Football in Ethiopia ,background of the study ,characteristics of modern Football ,Factors influencing Football Performance, principle of training, *concept of training*, Principles of playing football, elements of training and fitness Planning a Football Training and Competition Season, talent identification and development and natural versus scientific Selection. Chapter three deals with methods, the research design, participants, instrumentation, procedures, and analysis. Chapter four deals with result of data collection, analysis of data presentation .chapter five discusses about conclusions, implication for professional practice ,recommendation for implementation ,bibliography and related readings and annexes .

CHAPTER TWO

2.1. Review of literature

2.2. Historical Background

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

inference of a ball played with feet, but to differentiate a game played on foot rather than on horseback. It did not matter which following ruler or which following proclamation forbade football, it still prospered amongst the people. Such early forms of the sport had one dominant characteristic—the complete lack of rules. Players advanced the ball by any means they could muster. Participants used tactics such as kicking, handling, running with the ball, brawling and fighting. However, the sport did progress enough to warrant some rules.

Football is widely played in almost every country in the world. In most countries, it is the predominating sport enlisting a large number of participants and commanding a great popularity. It furnishes, to the highest degree, team combination, discipline and excitement.

There is several information regarding to the origin of football. DiClemente (1955:3) reports that football originated in ancient Greece where the game was called Has-partum, here the ball was propelled by any possible means over lines, which were usually at opposite ends of a town and were defended by the opposing teams. According to the above author, the Romans soon began playing the game and used it for military training. As the Romans conquered other lands, the sport was introduced.

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

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

The Federation international de Football Association (FIFA) was formed on May 21, 1904, in Paris by the National Associations of seven countries (France, Belgium, Denmark, the Netherlands, Spain, Sweden and Uruguay). In Africa, the first of the National Associations was established in the Republic of South Africa. Egypt was first on the international scene. In 1924, only three years after forming a National football Association, they defeated Hungary in the Olympic Games in Paris. The first confederation of football association was CONMEBOL, the South American Confederation which was set up to organize a continental competition, the South American championships, in 1917. It was nearly half a century later when the demand arose elsewhere for continental tournaments, before another such confederation was established. Thus, the union of European football Associations formed in 1954. same year its Asian counterpart and two years before the African football confederation, the central and North American and Caribbean body, was launched in 1961. This body of world football, The Oceania Football Confederation was formed in 1966.

2.3 African football history

The Confederation of African Football was formed in 1957, and received birth into [FIFA World Cup](#) in 1970. Abdel Aziz Abdallah was the first president of the confederation. It represents 53 countries from all over Africa. The Confederation of African Football has a close relationship with the Union Arab de Football Association as 10 of its countries participate in the UAFA Cup, and with all the federations which are inside each African country. In 2007 the federation teamed up with UEFA in order to put on the Meridian Cup.

The Confederation of African Football was founded in 1957, in Egypt. They received a berth into the [World Cup](#) for the first time in 1970. Over the years they the federation has had a total of 27 meetings. The national teams are -Ghana. Cameroon, Ivory Coast [Egypt](#), [Nigeria](#) ,Guinea ,Mali, Senegal ,[Morocco](#) ,Tunisia ,Angola ,Zambia ,[South Africa](#) Equatorial Guinea. , Gambia, DR Congo, Libya, Uganda., Congo, Gabon Zimbabwe, Algeria, Benin, Sudan,. Cape Verde, Burkina Faso, Rwanda, Botswana ,Kenya ,Namibia, Eritrea, Mala ,Liberia ,Chad, Madagascar Swaziland ,Sierra Leone ,Lesotho, Mauritius ,

Past CAF Presidents are-

Abdel Aziz Abdallah Salem (Egypt) : 1957 - 1958.

Gen. Abdel Aziz Mostafa (Egypt) : 1958 - 1968.

Dr. Abdel Halim Mohamed (Sudan) 1968 - 1972.

Ydnekatchew Tessema (Ethiopia) : 1972 - 1987.

Dr. Abdel Halim Mohamed (Sudan) : 1987 - 1988.

Africa Cup of Nations—the [Africa Cup of Nations](#) tournament is the main football competition in Africa and is held every two year. In order for a team to be able to play in this tournament they have to win during the qualifying tournament. Egypt is the most successful team in the cup's history winning a record of six championships. CAF Champions League—[The CAF Champions League](#) is an annual competition run by the Confederation of Africa Football. The top club teams from all of Africa are invited to participate in this tournament. The winner of the competition gets millions of dollars in prize money. CECAFA Cup—The CECAFA Cup is the oldest football soccer tournament in Africa. It is a tournament that is overseen both by FIFA and the CAF. Uganda has the most wins of any country in Africa. CEMAC Cup—The CEMAC Cup is an amateur football tournament that, which features local league players from parts of Central Africa. Even tough it is not a professional tournament; a lot of European recruits attend the game in order to scout talent for their team.

2.4. Football in Ethiopia

The Journal of Ethio Football (1999:7), Wondimu and Demela(2004], states that, there are no proper documents that trace back the beginning of football in Ethiopia. On the other hand, the journal indicates that some foreigners were playing the game as early as 1980. According to this journal, the first football team in Ethiopia to have been documented is the Addis Ababa selected team which was established in 1935, by a group of Ethiopians and Armenians. The team played with the French sailors club during its first year of formation.

The first football club in Ethiopia, the St. George football club was formed in 1936 by some youth living in an area known as Arada in the capital city of the country. According to some witness from the time, this team used to play with several others school teams, which were active until the Italian invaded Ethiopia. According to the information obtained from Journal of Ethio-Football (1999:8), the Italians launched the first tournament of football in 1938, with complete rules and regulations that were then in effect.

According to this Journal (1999:9), the Italians encouraged the establishment of youth clubs. Some of the names of the clubs then were, Mefekere, Tehetena. Digest and Eminent. According to the Ethic Football journal (1999:9) issue Yekesar Mangiest Meliketgna. These teams were encouraged for the benefit of physical fitness and discipline of the the youth. The Italian sport office encouraged and supported the establishment of such clubs in the country. In 1943 the Ethiopian Football Federation (EFF) was formed, and become a member of FIFA in 1953. in 1961, Ethiopia won the African cup and was a finalist in 1957.

Based on the Journal of Ethio-Football (1999:9), the Italian occupation had contributed a lot in popularising football among Ethiopians; and in the establishment of several local teams as well as the introduction of some basic laws of the game. The journal farther states that, the time the Ethiopian football teams in schools immensely contributed for the strong base of the game in the decades that followed.

In the second half of the 1930's and early 1940's several school competitions were held. In 1944, the Ethiopian Cup was founded where teams from the different regions of the country were included for the first time, and rules and regulations were formulated. The organizational framework of the

Ethiopian football Federation was drafted in 1948 in a meeting held at the place called Janmeda in the capital Addis Ababa. Based on the information from the journal of Ethio football (1999:11) the participants were the representatives of St. George, the Defence force club (Mechal) and kuber Zebegan (the body guard) and Key-Baher clubs (red Sea.) the Ethiopian football federation executive committee was set up the same year in the presence of representative from all the football teams in the country.

The Journal of Ethio Football (1999:18) acknowledges the Derg government by stating that it had contributed to the development of sport in general and of football in particular. After 1976. The Sport commission was set-up under the Ministry of Youth sport and culture. A 4 million birr annual budget was allocated for the country's sports for the first time. In addition, the Ethiopian Championships, the Ethiopian Knock-out Cup. The Ethiopian Tikedem Cup (Ethiopia Tikedem is a slogan to mean Ethiopia first) and the Cup Winners Cup competitions were launched and continued until 1991. A total of 294 sports councils were set-up all over the country, and football competition attracted great number of fans in the major towns across the country.

An extensive campaign was also undertaken in the field of sports in general and football in particular, the number of players, coach's, referees and others involved in the sport increased unexpectedly. However, the qualitative changes were in the reverse. The success experienced in the previous era was slowly fading away as new ones could not replace retiring famous players. The journal of Ethio Football (1999:21) further states that; the Ethiopian Championships were played among clubs from all the provinces in the capital Addis Ababa that met here, after wringing their local leagues.

The time came when suddenly, all clubs were disbanded for the reason that was thought that some have apparently provoked anti revolutionary sentiments in journal of Ethio Football (1999:21). They were, made then, to recognize themselves as new ones grouped under the sector of the economy that each of them represented, thus, form one team, and all those in the textile manufacturing forming another and right away. Such a move affected the football negatively. However, the love the people had for the game did not change.

2.5. Characteristics of Modern Football

According to Journal of Sports Medicine 15:21-26, 1994. Football is one of the complex sports, with its main characteristics being the way in which it is continually changing. Situations always evolve through circumstances, and players find themselves that, they are obliged to adapt to new situations. The main researcher as specialist in football training recommends five primary elements, which influence performance and success in football. The following, however, accepted by almost all professionals practicing football as a matter since these are discussed as follows;

- **Theoretical knowledge of the Game:** Football, like all other games, is played according to principles, and winners are determined by how much knowledge of the principles the players have and the extent to which they put this knowledge to use. Knowledge of the principles does not stamp a player for ultimate success. He/she must present some natural ability, and love for the game so that he/she is willing work hard to become skilful in the use of this knowledge. For the coach to be able to do this, he should know his profession and the subject, he should know how to train it, and he must be vigorously enthusiastic about it.
- **Technical skill:** Technique is evidently of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control. He/she will never be able to control a game.
- **Tactical Sense:** Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the playground . The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself.
- **Physical Fitness:** The game of football develops many fine qualities in a player. It is a game, which demands high standards of physical and mental alertness. It demands and develops: stamina, co-ordination, agility, speed, courage, determination, initiative, resourcefulness, and many other basic qualities, every situation offers a player a change to develop originality and keep judgment.
- **Psychological Make-up:** A player's psychological make-up is an aspect of considerable importance in the game at a competitive level. A player cannot perform thoroughly unless he

is properly motivated. No matter how successful a coach has been, he should never feel that his method is the only way and that he knows all there is to know about football. A wise coach will be a tolerant and a very attentive listener, he must realize that the more ways he knows of doing things the more interesting and enthusiastic the response he will get from the players.

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

Again, the present researchers believe that, the coach should realize that players have varying degrees of natural ability, different temperaments and personalities, and his task is to introduce the most and the best of each. The coach would be able to get the most out of every member of his team by knowing, through experience and study, how each player responds to flattery (smooth talk), building, sympathy and understanding. He must raise confidence in his players by being sure that, what he is training them in a sound way. He must have the ability of knowing how to bring each one along at the right step. He has to be able to place a player in the position to which he is best suited, and then have him specialize so that he can develop the tricks that would make him brilliant individually and in combination with the team. This brilliance will come if the coach encourages, and properly leads the player to develop his own style.

A coach must be able to keep the players all fighting for the same end, and develop team spirit and a strong friendship among them. The coach is expected to teach them the value of clean play (fair play) and encourage them to set and keep their standards high. Though the players learn that, even in a loss, something can be gained by analyzing their play, finding out why they lost and then setting out to correct their weakness on their own initiative. In some cases, perhaps, the coach should wisely and cleverly work out a program to correct a player's weakness.

2.6. PRINCIPLES OF TRAINING

Bompa, T.O (1994) stated that, Training programmers are designed to improve performance by developing the appropriate energy sources, increasing muscular structures, and improving neuro-muscular skill patterns. Sports medicine professionals must be familiar with the basic principles and processes of training, so that they can evaluate training programmer and determine their adequacy in maintaining an athlete's health and preventing injury.

Training theory encompasses all aspects of fitness knowledge, including social, psychological, and scientific. The coach uses this information, along with knowledge about the athlete as an individual, to devise the most effective training programme. The scope of training theories are-

- Sports psychology
- Biomechanics
- History
- Nutrition
- Growth and development Injuries and first aid
- Anatomy
- Physiology
- Teaching skills

A. Principles

1. Progressive Loading (“Overload”)

Biological systems can adapt to loads that are higher than the demands of normal daily activity. Training loads must be increased gradually, however, to allow the body to adapt and to avoid injury (system failure due to overloading). Varying the type, volume, and intensity of the training load allows the body an opportunity to recover, and to over-compensate (Figure 3-2). Loading must continue to increase incrementally as adaptation occurs, otherwise the training effect will plateau and further improvement will not occur.

2. Adaptation

Adaptations to the demands of training occur gradually, over long periods of time. Efforts to accelerate the process may lead to injury, illness, or “overtraining”

Many adaptive changes reverse when training ceases. Conversely, an inadequate training load will not provide an adequate stimulus, and a compensatory response will not occur.

3. Specificity

Energy pathways, enzyme systems, muscle fiber types, and neuro-muscular responses adapt specifically to the type of training to which they are subjected. For example, strength training has little effect on endurance. Conversely, endurance training activates aerobic pathways, with little effect on speed or strength. Even so, a well-rounded training programme should contain a variety of elements (aerobic, anaerobic, speed, strength, flexibility), and involve all of the major muscle groups in order to prevent imbalances and avoid injuries.

4. Reversibility

A regular training stimulus is required in order for adaptation to occur and to be maintained. Without suitable, repeated bouts of training, fitness levels remain low or regress to their pre-training levels.

5. Variation and Recovery

Muscle groups adapt to a specific training stimulus in about three weeks and then plateau. Variations in training and periods of recovery are needed to continue progressive loading, without the risks of injury and/or overtraining. Training sessions should alternate between heavy, light, and moderate in order to permit recovery. The content of training programmer must also vary in order to prevent boredom and “staleness”.

The training programme must consist of a variety of elements, including cardio respiratory (aerobic) fitness, general strength, anaerobic fitness (power), speed, neuro-muscular skills development, flexibility, and mental preparation. The emphasis placed upon each of these elements must vary during the training year, but will also depend on the athlete’s event and level of experience and maturity. Generally, basic preparation for all events should focus on general strength and aerobic fitness.

Training cycles usually last about 3 weeks, with a week of lower-intensity recovery before starting the next cycle. Skills acquisition should not be emphasized during a high-intensity training cycle, but should be reserved for periods of lower volume and intensity.

2.7. Factors influencing Football Performance

At the most general level, football performance is a function of physical and mental characteristics of the individual. In addition, peak performance is the product of a careful preparation where the competitive peak is the result of a well-planned training program. At a less general level, it is possible to demonstrate that, football performance is influenced by specific physical characteristics, which can be measured and described. These include variables such as strength, mobility, speed, and endurance, which are frequently classified as components of physical fitness. This, as well, is useful way of analyzing football performance, because it highlights variables, which can generally be improved through training.

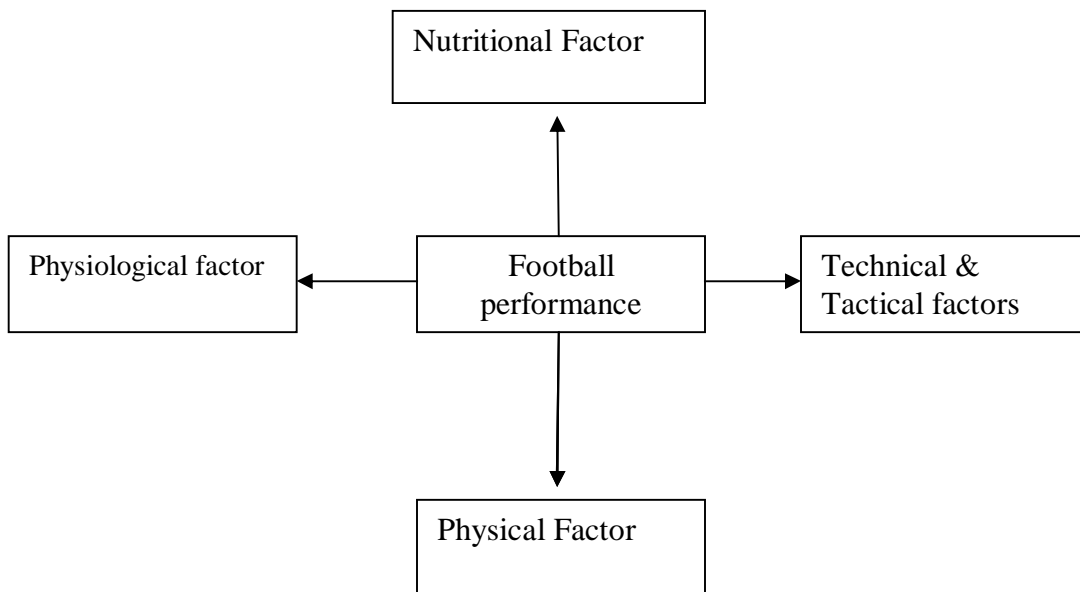
According to Kachany (1986:7) football performance is regarded as an actual manifestation of the efficiency of the player, it is a purposeful activity directed to the solution of a task determined by the principle of training and estimable achievement is a complex mixture of environmental influences and training. Attempting to reach any meaningful conclusions it is therefore useful to separate these two factors. Improvements in muscular and energy fitness take time. Setting training goals can be an effective way of sustaining players' interest toward fitness training.

In an ideal world, coaches and players should set these goals together agreeing on a reasonable rate of expected improvement. In addition, the key to goal setting should always remain realistic. If players constantly face goals that are unobtainable, instead of stimulating greater effort, they become discouraged and quickly lose interest. Such lose of interest negatively contribute towards the development of performance. Helping players set weekly, monthly, seasonal, and even long-term training goals; the coach can keep a written records of player's progress and see if the goals may still be attainable. If they are attainable, they definitely contribute positively towards

performance development. In this sense, football performance constitutes an integral system with a structure of its own.

A player's performance within the constraints of his ability is significantly related to his physiological functioning. It is true that players react to competitive situation differently, depending upon their own character, early life experiences, and level of training, competitive experiences. Table 2.1 shows the relationship among the factors.

Table 2.1. Structure of Football performance (Adopted from coaching manual C license)



Psychological: this is a lengthy, complex process and must be realized in conjunction with good physical education, and emphasizes the view varied and philosophical basis of the training process. The basis for influence on the player is philosophical, moral and willpower training. As regards to player's personality Kacany (1987:25) note the following:

“Ideological preparation must the player so that he achieves a broad overview, thereby enabling him to arrive at the right assessment of the aim of football activates, and ideological preparation forms the basis of judgment of his intellect together with other aspects of his personality. At the same time it forms important components in the regulation of the players' motivation, which in turn forms the basis for growth in football performance”

Kachany in coaching license continues to state that moral preparation is directed to the development of characteristics such as the relationship to collective values, to work with fellow players, the coach and football activities in general. The level of moral characteristics is expressed in honest behavior, responsibility with respect to training and matches, maintenance of a disciplined life style and conscientious performance of daily duties. This is expressed in all stages of training in club social life.

- **Physical Factors:** the physical training of the player is a procedure designed to get well and steady the physical strength so that he can attain top –level performance. And this preparation is a double task, that is, all –round improvement of the player’s condition plus the development of specialized characteristics of movement, which are in harmony with the demands of football.

As Kacany, in coaching manual indicated, we understand that in the course of one game defensive player cover 4000-5000 meters, midfielders 6500-7000 meters, and attackers 5000 – 5500 meters. In the course a game players pass a ball 29-46 times, the exact number depending on the function of the individual player. Another numerical in play with the ball: backs 43-47 times, midfielders 42-56 times, and wing forwards 34-40 times.

Another basis for the qualitative characteristics of exertion is the intensity, expressed in the irregular switch from components with, high average and low intensity. In planning strenuous training, it is important to know what distance will be covered with high intensity. For backs, this is 1020 m. centre back 710m midfielders 1450m wing forward 1100m, and centre forward 980m. A qualitative indication of exertion is also the level of complexity.

The present researchers hold the position that, information obtained by analysis of the workload of the player during the game forms an objective basis for the training process. Not only enabling the coach to determine the orientation of the training and its components, the correct balance and optimum composition, however in addition the correct apportioning of work –load today, we can definitely that the transfer of knowledge of this kind to football players in the course of training and their confrontation with this reality is necessary.

- **Technical and Tactical Factors:** the two essentials to succeed in football are a mastery of the basic skills and having the strength to perform these skills constantly and effectively. Thus,

players should therefore, become proficient in the technique (passing, dribbling and trapping). Other skills to be mastered include heading and tacking. When these fundamentals are learned, attention can be focused on field position, team play, and strategy.

Tactics denote the organization and execution of the sporting contest. In other words. Tactics signifies the art, by which the players own technical and physical skills are used as successfully as possible. The tactical aspect of play activities comprises the choice and adaptation of technique in the given play situation. For this reason it is impossible to treat tactical aspect separate from technique. Players learn to make a rapid and creative choice from the techniques they have been taught, selecting those that are most effective in the given situation, practice and perfection of play combinations, cooperation between players is in effect the same as practice and perfection of individual in play activities. The climax of tactical preparation is the practice and perfection of the play system. The pay system represents action at high level by the player as adapted to the needs and abilities of the entire team.

- Nutritional Factor: As food is a fuel for the biological machinery of the body a well-balanced diet in adequate amounts is necessary for the body to function optimally, and for providing a biological basis for top performance. Taylor (1992:85) notes that, the body needs energy to function at any level and the more stress it is put under, in the form of exercise, then the more energy it requires. Taylor father discusses that, the body needs fuel to provide energy for all of its activities as well as to assist in the building and replacing of body tissues and a nutrient is a substance essential for the well being of human body. It is practical that the requirements for protein and certain mineral possibly somewhat increased in footballers during the training of muscular strength.
- Thus, the total food intake in footballer's undergoing such training is also increased. When discussing the dietary requirements of footballers, Yeagly Jarry (1997: 75) so notes:

“it is necessary to distinguish between training of very short duration, which involve technique and muscular strength and which last only seconds or a minute or two at the most, on the one hand and a training program that lasts for a long period stay up to several hours, and which therefore, requires endurance in the case of the endurance straining also it is necessary to distinguish between training programs lasting less than an hour and training programs of significantly longer duration”.

Nancy Clark (1990:29) recommends that training glycogen depletion can be prevented by a carbohydrate – rich diet and periodic rest days to give the muscles time to rebuild their stores. Carbohydrate is essential for glycogen synthesis and should provide at least 60% of total calories. A diet containing 70% carbohydrate is recommended when the individual is exercising hard for several hours daily. If the individual is exercising for 1 hour or less. A diet of 60% carbohydrate is sufficient to replenish muscle glycogen stores, In addition to providing adequate carbohydrates for muscle glycogen stores. The player’s diet may help prevent chronic diseases such as cardiovascular disease and cancer. Both these objectives can be met by following the use dietary goals established by the senate select committee on nutrition and Human needs in 1990. In this diet, complex carbohydrates (starch) not more than 8% to 12% of calories, protein 12% of calories, and fat not more than 30% of calories.

The present researchers agree, to a certain extent, that a footballer is a product of what he eats, and the nutritional value of the food that he used to build and maintain different cells, tissues and organs on his body. Therefore, it is essential to consider the quality and contents of the nutrition that constitutes the footballer’s daily diet. An adequate diet provides the necessary raw material to allow a good training to build and run the human body.

Food requirements: the amount of food necessary each day depends upon a player’s energy needs. According to komadel (1989:235) as wondimu and Damene the energy needs are directly related to: (1) periods of rapid growth (2) age and (3) physical activity. During the rapid growing years(12-22 years for boys and 12-18 years for girls). There is a gradual increase in the minimal daily food requirements .for example, sportspersons requiring 5000 calorie per day could have their menu divided as follows

- The six nutrients :- Food is more than just a bulk that stops hunger : it is a fuel composed of important nutrients essential for maintaining optimal performance there are six types of nutrients ; discussed as follow :
- Carbohydrates: are the primary energy sources when footballers are exercising hard. One should get 60% of his calories form the starches and sugars found in carbohydrate- rich foods such as fruits, vegetables, breads , and grains .

Calories should come from protein – rich foods such as fish , chicken , and dried beans .

- **Vitamins** Metabolic catalysts that regulate the chemical reaction within the body include vitamins A, B complex C,D,E and K. most vitamins are chemical substances that the body does not manufacture , so one should obtain them through his diet. They are not sources of energy (calorie).
- **Minerals: Elements** obtained from foods hast combine in many ways to form structures of the body (for example; Calcium for bones) and regulate body process (for example , iron in red blood cells transports oxygen) . Other impotent minerals are magnesium, phosphorus. Sodium, Potassium, and Zinc, Minerals do not provide energy.
- **Water:** - An essential substance that makes up about 50 to 55 percent of our weight and it stabilizes body temperature. It carries nutrients to and waste a way form cells, and is needed for cells to function .Water does not provide energy.

2.8. Elements of Training and Fitness

According to *Human Kinetics, 2002*. A fitness training programme encompasses five basic bio motor abilities, Strength, endurance, speed, flexibility and coordination. Other elements that must be considered in a holistic programme include: specific skills acquisition, psychological training, and competition preparation.

A complete training programme must encompass all of the above elements. However, not all elements can receive equal emphasis throughout the training cycle. Many factors determine the type of training programme, and the stress placed upon each element. These include the age and sports maturity level of the athlete, his or her prior state of fitness, and the event(s) for which the athlete is preparing.

Although these biomotor elements are thought of as discrete entities, they are actually closely interrelated. The application of a training programme will impinge on a number of systems, and the coach must understand these relationships when devising a training programme.

.The Training Programme The training process is divided into several periods (periodisation). These Periods are usually termed as—

- General preparation
- Specific preparation
- Competition, and
- Transition (active rest)

The emphasis placed upon the various elements of training will vary both in volume and intensity. Volume refers to the total quantity of work, i.e., metres of running, or kilograms lifted during strength training. Intensity indicates the quality of training, usually in reference to the athlete's maximal capability in that activity (percent of best performance).

During the preparatory periods, the volume of training is gradually increased; while the intensity is kept lower (Figure 3-8). As the competition phase is reached, the volume is slowly reduced as the intensity is raised. If both volume and intensity remain high, overtraining may occur.

2.9. RESTORATION, RECOVERY AND OVERTRAINING

As stated in Journal of Sports Med. 5:317-318, 1989. Whenever a group of athletes is subjected to a training programme, some will respond optimally to the training stimulus, a few will not be adequately trained (undertrained), and others will experience an overly stressful response to the training load (overtraining).

A systematically applied, gradually progressive training load is required for an athlete to adapt and improve performance. However, for this adaptation to take place, adequate recovery strategies must be utilized. As the stressors associated with training gradually increase, so must the implementation of a broad range of recovery and restoration modalities be carefully included in the training process. While this concept may seem counter-intuitive to many highly-motivated athletes and coaches, It should be considered as integral to the training programme, i.e., “invisible training.” It is the cumulative effect of training and non-training stressors, along with “under-recovery” that leads to performance decrements and the “overtraining syndrome.”

Physiological factor: the anaerobic and aerobic systems are the major energy systems. The difference between the two is that the anaerobic systems do not use oxygen to break down carbohydrates, where as the aerobic system uses oxygen to produce energy form carbohydrate and fat .At the start of exercise, the body uses this anaerobic system that stored Energy. One effect of endurance training is that it increases the size and number of mitochondria, which increases the concentration and activity.

Aerobic training

Tomlin and Wenger, (2001).stated that, Aerobic training implies that the training programme is designed to improve the oxygen transport system. It is imperative during soccer match-play and training sessions that there is a good supply of oxygen to the active muscles and that these tissues have the capability to use the oxygen that is provided by the circulatory system. Aerobic training therefore has central and peripheral aspects, an effect on the cardiac output and the circulation of blood on one hand and an increased ability of the muscle to take up and utilize the oxygen that is offered. The dimensions of the training stimulus are its duration, intensity and frequency. The effect

can be highly specific to the mode of exercise. Improvements in aerobic fitness are reflected in the capability to sustain exercise at a given intensity for longer than was previously possible. Endurance suggests an ability to maintain exercise for a prolonged period and can be improved by focusing either on the duration or the intensity of training. Training at high intensity can entail intermittent exercise, with recovery periods intervening between the strenuous efforts. Aerobic training enhances the ability to recover quickly from strenuous activity as well as improve the capability to sustain exercise (Tomlin and Wenger, 2001).

In a soccer context the major need to raise the level of aerobic fitness applies in the pre-season period. The game itself may improve the oxygen transport system but not at a rate to achieve optimal physiological changes. For this reason the training prior to the competitive season is likely to have more formal fitness and conditioning work than at other times during the season. Gains accrued from aerobic training are likely to be less pronounced within the competitive season.

The duration of exercise that is sustainable is inversely related to the intensity at which it is performed. The longer that exercise is continued, the lower is the exercise intensity or work-rate that can be tolerated. All-out short-term exercise is fuelled mainly by anaerobic sources whereas sustained endurance exercise is almost entirely supported by aerobic metabolism. An understanding of the biochemical processes involved is provided by considering the means of energy production.

Anaerobic training

costill (1999:83-55,) stated that, The energy for rapid development of muscle force is provided through anaerobic pathways. Activities such as jumping, striking the ball or sprinting short distances are largely anaerobic. On average, an outfield player must undertake a high-intensity effort every 30 s and an all-out sprint every 90 s, and there is a change in the level of activity once every 4–5 s. Whilst anaerobic activities occur less frequently than do bouts of aerobic exercise at lower intensity, they often contribute to the winning or losing of a game. Their superior speed over short distances was found to distinguish professional soccer players from other games players more than aerobic measures. It is essential therefore those anaerobic energy systems are trained in conjunction with aerobic mechanisms. The ATP stored within muscle is the primary source of energy for muscle contractions during very short bouts of exercise performed at high intensity. The available supply of this chemical is limited to about 3 s and so if strenuous exercise is to continue the ATP must be

reformed. Phosphocreatine (PCr) also stored within the muscle is broken down by creatine kinase, allowing ATP to be regenerated and muscle activity to be continued:

$\text{PCr} + \text{ADP} + \text{H}^+ \rightarrow \text{ATP} + \text{Cr}$ (creatine) this reaction takes place in the absence of oxygen and so is termed anaerobic. As ATP is the substrate that muscle uses directly, its stores are not depleted whereas those of creatine phosphate can be reduced considerably. In certain activities, such as repeated bouts of high-intensity exercise, increasing PCr stores by means of 'creatine loading' can benefit performance, notably in the later efforts in the sequence. Its benefit in soccer match-play is less likely, but creatine loading may be of value in certain training contexts by permitting more work to be performed at high intensity.

When the recovery period between high-intensity activities is too short or if successive sprints are performed, the PCr stores may be reduced to very low levels.

The next available source of energy is from the anaerobic breakdown of glycogen stored within the muscle. Glycolysis is the major means of anaerobic energy of training?

In relation to this point Costill (1999:85,) notes that the body of footballers responds to training by adapting to the stress of the training stimulus. If the amount of stress remains constant, you will eventually adapt to that level of stimulation, and the body won't need further adaptation. The only way to continue to improve with training is to progressively increase the training stimulus, of stress when this concept is carried too far, the training may become excessive, pushing the body beyond its ability to adapt. Such excessive training, which is too high a volume or intensity, produces no additional improvement in performance and can be led to a chronic state of fatigue that is associated with muscle glycogen adaptation. Nevertheless, some coaches and players believe that maximal improvements with training can be achieved only with highly intense training.

As to the present researches, all well – designed training programs incorporate the principles of progressive overload. In general, the principle holds to maximize the benefits of training and the training stimulus must be progressively increased as the body adapts to the current stimulus.

The effects of training are influenced by many factors which may include: the intensity of training session; the frequency per week of training session and duration of the training program; and maintenance of a training program.

- **Physical factor:** Football has three major components – fitness, technique, and tactics, if a football player is not fit, his technique will suffer, especially late in the match. If a player's technique is not nearly perfect, working on tactics no matter how simple. May not be worth .the player's vision, awareness, instinctive reactions, adaptability, creativity, skill, confidence, and dedication all benefits. In addition, a fit player is much less likely to be injured, and when injured will recover more quickly, so all players particularly football players, must develop physical fitness before anything else. According to Yeagley, (1997: 86) some players and coaches view fitness as a static condition : that one can start a fitness program at the first practice and then peak at the first match a few weeks later .

The present researchers agree with the thought of Yeagley that fitness is an ongoing challenge in which the serious player constantly tries for improvement. It is not a static state and maintaining or improving, it is a dynamic year round process .A balanced fitness program should be a part of every football player's lifestyle. It is the portioned the present researchers that, a coach should encourage the players to condition together, of in as large a group as possible. This will introduce the elements of completion .In addition the coach should provide players which a workout program that is challenging but achievable, enjoyable however rewarding, intense but interesting, and with measurable results.

- **Cardiovascular endurance:** Exercise for cardiovascular endurance includes running, power walking, aerobic dance, steeping jumping rope, swimming and cycling .Most fitness experts like to refer to the “training pyramid” when designing cardiovascular endurance programs, this pyramid is normally a four – to six month cycle with each stage leading to the next .The first stage, called the base stage, consists of three to five workouts per week to build endurance. The workouts may very form running to stair climbing to cycling. The main theme should be duration. Not intensity .Players should exercise for 30 to 60 minutes per session.

The second stage or the build phase has three workouts per week at higher intensity .this may include 800 meters runs. The theme is to go faster but not to cut back on the time of the

session, which should be 30 minutes. Fartlek training, when a continuous tempo run is interrupted with short bouts of faster running, is another building workout of particular interest to football players. .

Third is the peak stage. Players are now approaching their competitive season .Run workout must be short but high intensity. it includes sprints of 10,20,40, 60,80 and 100 meters .The normal work – to rest ratio start at 1:3 thus if the first 100 meters run takes 15 seconds . There is a 45 second rest before the next is reduced to 1:2 and two weeks before the season is 1:1.A full set of sprints consists of 20-10 meters sprints, 18 of 20 meters, 16 of 40, 14 of 60, 12 of 80, and 10 of 100 meters.

Table 2.2. Yearly cardiovascular periodization schedule (Roy 997: 59)

	Jan	Feb.	mar	April	may	June	july	Aug	sep	Oct	Nov	Dec
Base aerobic	■											
Build intervals						■						
Peak sprint								■				
Maintenance										■		

Note

- Base phase – Build aerobic base , longer bouts to 60 minutes
- Change to shorter bouts , higher intensity , intervals
- Short duration. High- intensity sprints (10 to 100 meters)
- Maintenance – Maintain by practicing sports and high- interested sprints

Days per week for cardiovascular training

- Base phase – Three to five days per week
- Build phase – three days per week
- Peak phase two to three days per week

- Maintenance – three days per week , arranged around competitive schedule .

Table 2.3 Yearly strength training schedule (Roy , 1997 : 60)

Phase of training	Jan	Feb.	mar	April	may	June	july	aug	sep	Oct	Nov	Dec
Preseason						■	■	■				
In season									■	■	■	■
Active rest	■	■										
Of season			■	■	■							
Strength phase		■	■	■	■							
Power phase						■	■	■				
plyometrics						■	■	■				
Maintenance									■	■	■	■

Note :

- Strength phase –build strength , high volume / low intensity (three sets of 10 to 15 repetitions
- Power phase – change to volume / high intensity, explosive lifts (five sets of 5 repetitions).
- Plyometrics - reactive drills to promote explosiveness , box jumps , etc
- Maintenance - maintain strength during competitive seasons (two sets of 8 to 12 repetitions).

Days per week for strength training

- Strength phase – 3 days per week (mon / wed / fri)
- Power phase – 4 days per week (mon /thru and tue / fri)
- Ply metrics reactive drills to promote explosiveness
- Manteca 2 days per week

The power phase starts the change from high volume to lower volume and low intensity to high intensity. The types of exercise change as well, incorporating explosive lifts such as the power clean, hand clean, snatch, and push press. The intent of this phase is to improve the transferability of straight training to the

Athletic movement players will be doing on the field. Plyometric training during the power phase is of great value in the development of football player's explosiveness. It usually includes reactive drills two days per week (prior to lifting or non lifting days)

Players perform the maintenance phase during the season. The purpose is to maintain the increased strength levels obtained during the preceding two phases. Strength training is designed to improve basic athletic components strength, speed, and explosiveness. The time players need these the most is during their competitive season. Normally the in-season program calls for lifting twice a week, with one day being heavy and the second day lighter.

2.10. Concept of training

Leacamu(1987 : 33) defines training as a complex , long and conscious educational process , with the aim of , making use of specific means , to contribute to the achievement of maximum sports performance by a player on the basis's of balanced development of this personality and further explains training as a systematic process of repetitive , progressive exercise and acclimatization .

It is the position of the present researchers that football training is an act of faith, which is best regarded in terms similar to a bank deposit account. The more one puts in the more can be drawn out at a future date of the investment is wise the interest yields are greater and if players and systematically and scientifically trained the achievement of performance is superior to earlier performance. It is also the confidence of the person researchers that, the principles, which apply to football, are a collection of rules, which in sports training are geared towards football. They are reflected above all in the content Means, methods, planning and organization of the training process. Sport training is a process of education with respect for encouragement of the principles of training.

Peak performance is the final result of a well-balanced training program and the improvement in muscular and energy fitness plus setting-training goals can be an effective way of sustaining the interest of the national team players more toward physical fitness training. Ideally, coaches and national players should set these goals together, agreeing on a reasonable rate of expected improvement, and the key to goal setting is always to remain realistic. If players constantly face goals that more unachievable, instead of stimulating greater effort, players become discouraged and quickly lose interest, goals must be relevant to the interest of the national football team if, it is to be achievable every player is searching for peak experiences-excitements and worth.

One thing is certain for the researchers. That is, there is no special type of training that would be uniformly followed for success. However, training for performance development depends on the particular condition of a given country. Thus, special abilities of footballers, dedication and hard work, for which there is no substitute respond well to training. However, there must be certain conditions associated with this philosophy, the aim of training is to adapt to the stress of competition. It is the ability to manipulate in both extent and intensity adaptation that makes a

good coach. We frequently hear that, practice makes perfect and this is only partially true because if a footballer, due to lack of correct advice, continue practices the wrong movement, or the wrong training regime, then perfection will not result. This is yet another duty of a coach to make sure that all practice sessions is constructive. The present researchers strongly believe that, the development of the player's personality is a lengthy complex process and must be realized in conjunction with good training process and mental preparation must mould the player so that he achieves a broad overview, thereby enabling him to arrive at the right assessment of the aim of football activities. Psychological preparation forms the basis of judgment of his intellect together with other aspects of his personality at the same time; it forms important components in the regulation of the player's motivation structure, which in turn forms the basis for growth in football performance.

Accoding to Wondimu Tadesse and Damen H/Mariam(2004} Training is a systematic educational process and to train football properly a coach must observe certain guideline. A coach doesn't need to be an expert in physiology to conduct sound training programs, but must understand and practice the principle of training. Properly done training, leads to impressive changes that are associated with improved performance in football. Rushing training or over training does not accelerate progress, but inhibits it instead. The basic principles of training which are agreed by most practitioners' of football training are discussed as follow:

- a. Principle of specificity: the effects of training are very specific. This means that if coaches with to build the strength of the upper arm muscles of the players they need to perform physical exercise, which put stresses on the particular muscles concerned. Exercising the legs with not help for example heart-lung endurance can only be improved through activity, which puts prolonged stress on the heart. In the same way, the balance needed for surfacing will only be improved by training sessions, which are similar to the actual event. One must not assume that an exercise designed to improve flexibility will also improves strength or endurance.
- b. Principle of over load: regarding this principle, training must place demand or overload on the body's system for improvement to occur. As the body adapts to the increased load, more load needs to be added. Adjusting the frequency, intensity, and / or duration of exercise can control the training load.

- c. Principal of progression: the effect of training can be seen most easily in the early stages. Almost any increased amount of regular stress will produce improvement in the body parts being stressed. As the body adapts, the intensity of the training will have to be gradually increased if improvement is to be continued. It is not important that the over load is increased progressively.
- d. Principles of variation: training program must include variety to keep players interested. The concept of work/ hard and easy / are the basis of the variation principle. Training must always include periods of work followed by rest, and hard exercise followed by an easier work put. Coaches should vary their team's training routine and drills as well as the training location.
- e. Principles of long – term training: footballers experience long – term training effects by overloading regularly and progressively their body systems. Gradual improvements in physiological parameters contribute to enhanced performances. The principle of long – term training reminds coaches to be patient as they monitor the progress of the footballers and cares them against pushing youngsters too hard, too fast and too soon. The present researchers consider the principle of training in general operates in terms of gradually increasing stress in a form of loading.

Where increasing controlled demands are made on the body, which gradually increases its ability to adapt and respond to such stresses, whether they are in terms of conditioning, skill or the response to the competitive pressures of the player.

2.11. Principles of playing football

According to Dunning, Eric (1999). The principles of offence and defense are the foundations for the development of system of play and other tactical considerations. For example, a basic consideration in the game is the possession of the ball. In attack, the team must think and act positively: confident and accurate ball control is stressed, and the only justification for loss of position is taking a scoring opportunity that is, shooting. Conversely, when possession is lost, the team must think and act defensively, and repossession and safety are stressed.

From the basic principle of ball position come the principles of offence (attack) and defense: offence depends on depth, mobility, penetration, width, and improvisation; defense on depth, balance, delay, concentration, and control/restraint. The basic priorities of the game of football can be arranged according to the area of the field in which the play is taking place. Although, a football field is officially divided into two halves by the half way line, there are relay three areas of the field that make up the strategic areas of play for the team in position of the ball. For instructional purpose, the field can be divided into an attacking area, a midfield area, and defending area, each of which takes up approximately one-third of the playing field. The priorities of the attacking team in position of the ball according to the team's position on the field. Once the players have learned the three areas of play on the field, the coach should emphasize the two most basic and most simple principles of football:

- When our team has the ball, we will attack and,
- When the other team has the ball, we will defend.

The simple principle of ball position explains why the team should attack or defend but now, so the principles can be further defined as:

- When our team has the ball, we keep, we keep position, we penetrate (go past the other players), we score and
- When the other team has the ball, we block or delay their penetration, we prevent their scoring, and we regain position of the ball.

These simple principles of play can be explained in more formal instruction based on the principles of play.

- A. is the area of most risk and a player has to take chance and defended

- B. Is a build-up area where a player is expected to keep possession and set-up receivers?
- C. Is the areas of list risk don't I give-up possession, play ball wide and safe as well as look for penetrating passes and penetrate.

2.12. Planning a Football Training and Competition

Season

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

Keep your talking to a minimum. Short, concise instructions are better than long explanations. Be willing to create or adapt drills to meet unique needs of your team. Skilled players master drills fairly quickly, so add some new twists to challenge these players.

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

2.13. Talent Identification in Soccer

Williams & Reilly (2000) reviewed and integrated the main research findings concerned with TI and football. The review highlights anthropometric factors that may help to predict success in football. The authors, however, concur with the statement made by Fisher and Borms(1990): "Many of the physical qualities that distinguish elite and sub-elite players may not be apparent until late adolescence, confounding the early selection of performers" (Fisher and Borms, 1990)In regard to

the physiological factors that affect performance, Williams & Reilly (2000) found that a number of characteristics have been highlighted in the literature as being able to discriminate between successful and non-successful athletes. This may be in part because of a more systematic approach to training before their induction into a specialized under-age squad. The main physiological characteristic is that of VO₂, although they acknowledge that there is a concern in the literature regarding the extent to which this factor “tracks” from childhood to maturity. Williams additionally highlights the higher tempo of the modern game and postulates that this will continue to increase in the future, and higher levels of VO₂ will be required from players. Psychologically, Williams & Reilly (2000), identify commitment, self-confidence, less anxiety, the ability to use psychological coping strategies and better concentration as predictors of success. The study also reveals that anticipation, decision-making skills and social background as important characteristics of successful players. Typically, players from a white, middle-class and nuclear family have a greater chance of success. The talent identification review conducted by Williams & Reilly (2000) is comprehensive. It is not, however, a TI scheme; none of the characteristics identified has a corresponding test associated with them. Ethically, the question must be raised whether it is appropriate to select athletes based upon their social background. In addition, uncertainty remains as to how much weighting should be attributed to social background as criteria for the basis of analy

2.14. Natural versus Scientific Selection

Talent identification (TI) is big business. From sports, through art, to education, researchers in all domains are attempting to find a way to identify the best in their field. However, finding the most effective and most efficient TI method is a complex task, which despite its apparently recent ‘rise’ to prominence, has been a concern for quite a while. In the late 1960s and early 1970s many East European countries realized the weakness of the traditional TI programmers, and attempted to develop methods of identification which could be underpinned with scientific theory and evidence. The results were (apparently) astounding; for example, eighty percent of Bulgarian medalists in the 1976 Olympic Games were the result of a thorough TI process. Similar results were demonstrated by Romanian and East German athletes in the 1972, 1976 and 1980 Olympics; successes again believed to be due to their scientific selection processes adopted in the late 1960s. In other domains, such as dance, art and education, it also has become apparent that potential talent often is overlooked due to

poor methods of identification. Traditional TI procedures have been categorized by many authors as 'natural selection', and in this setting, identification usually was aimed at individuals already in a sport. Of course, this sport involvement may have resulted purely from peer or parental pressure, proximity of facilities, or of the sports popularity in that geographical area, and it would be coincidental for an individual who chooses a sport in this way to excel. For the majority therefore, who had not happened upon their perfect match, performance evolution in the activity would be slow, as training would have to enable them to overcome innate deficiencies.

Unfortunately, whilst East Europe has been moving away from this traditional approach such methods have persisted in the West until this day. Current initiatives, however, are aiming to adopt a more scientific selection process. By using scientific research to identify the criteria that elite athletes, musicians and artists possess, and the optimum environment for nurturing these criteria, we are likely to produce a larger number of outstanding performers. Individuals who fulfill the correct psychobiological criteria can be introduced to sports they might otherwise never have tried, and chances of success consequently are raised. Such procedures, which aim to identify potential elite performers who are not currently involved in the sport in question, are normally referred to as talent detection programmes. Procedures that only consider the potential of current participants to become elite at a sport are normally referred to as TI programmes. This distinction between talent detection and TI will be employed throughout this review.

CHAPTER THREE

3.1 Methodology of the study

The content of the data is based on the method of both qualitative and qualitative research methods are implemented. Participants were selected in simple random method. Document analysis, Training session observation with check list, questionnaire 60 questioners were closed ended and 20 were open ended, interview and The researcher tries to see the previous documents on this issue to analyze the previous findings, the training session observation is by using observation check list; semi-structured questioners are organized to obtain data from the respondents' Opportunity is given to clarify or change any of their responses.

3.2. The research design

This part of the study deals with the research design, participants, instrumentation, procedures and analysis of the study.

3.3. Participants

Participants in this study were top club and national football coaches', Ethiopia football federation workers, professional and national team players, who were responsible for coaching, twenty national football team players, twenty two professionals in football, eight Ethiopia football federation workers and fourteen male coaches are participated in the study. Coach with a certification for coaching football and had completed the coaching course in Football (certificate in coaching). All coaching participants had extensive experience in coaching. To better understand the coaching background of participants, an adapted version of a coach development interview guide was used in this study. Structured interview and questioner guide aims to elicit accurate information about the developmental experiences of coaches. Questions are asked regarding a variety of coaching and athletic experiences such as the structure of training, years of experience coaching at these levels,

and engagement in coaching development activities. Ethiopia football federation workers are currently working in the technique committee of the football federation, Professionals are lecturers in higher education and Ethiopian national football players are selected to participate in this research, it help the researcher to collect reliable data.

3.4. Instrumentation

This study followed both qualitative and quantitative research design to obtain complete data for the study. The following data collection instruments were used-

A .document analysis

B. Training session observation with cheek list.

C. questionnaire 60 questioners were closed ended and 20 were open ended.

D. interview

The researcher tries to see the previous documents on this issue to analyze the previous findings, the training session observation were by using observation check list; semi-structured questioners were organized to obtain data from the respondents'

3.5. Procedure

All participants were volunteered to participate in the study and were known to the primary researcher, who had worked with them and their teams. This already established relationship with the participants was perceived as beneficial and consistent with the researcher. A semi-structured interview, questioner and observation with cheek list were used in this study. This combined strategy offers the flexibility of probing and exploring certain subjects in greater depth. The standardized approach used in this study consisted of a series pre-planned open-ended questions organized into a number of interrelated sections. The interview guide approach is characterized by the interviewer being free to probe responses that will illuminate the subject being investigated. Predetermined questions were used in conjunction with appropriate probes, which increased the richness and depth of responses. According to Patton (2002) demographic or background questions can often make people comfortable and they have a tendency to require only short-answer responses; therefore, he suggests that demographic questions be left to the end or at the beginning of the interview. The collected data is analyzed by using tables and description.

3.6. Analysis

The aim of the data analysis was to build an organizing system of categories that emerged from the data and that represented how these coaches, Ethiopia football federation workers, professional and national team players conceptualized football performance as a function of quality training with reference to Ethiopian national football team. The content analysis of the data is based on the method of both qualitative and quantitative research methods are implemented to analyze the content of the data. Participants were given the opportunity to clarify or change any of their responses. They were also asked whether they had any comments, questions or concerns about the interviews. To ensure that participant responses and ideas have been fairly represented, are accurate and complete. Second, an intercoder consistency check was used to ensure the researchers' analysis of the data was appropriate and therefore minimizing researcher bias.

Table 3.1 ADMINISTERED QUESTIONNAIRES

1	Category of respondents	Questionnaires handed out	Questionnaires returned	Difference
2	Football_coaches	16(21.3%)	14(18.7%)	2(2.7%)
3	National_football players	24(32%)	20(26.7%)	4(5.3%)
4	Professionals in EFF	10(7.5%)	8(16.7%)	2(2.7%)
5	Higher_education expertise	25(33.3%)	22(29.3%)	3(4%)
6	total	75(100%)	64(85.3%)	11(14.6%)

Table 3.1, shows the number of questioners distributed to four categories of respondents. As indicated in the table out of 75 questioners distributed to football coaches, national team players, professionals in Ethiopia football federation (EFF) and higher education expertise, 64(85.3%) were collected, where as 11(14.6%) questionnaires were missing and this indicates that small number of missed questionnaires does not affect the meaningfulness of the collected data.

CHAPTER FOUR

4.1. RESULT OF Data Collected

This section presents the result of the analysis on the self administered questionnaires, interview and observation check list. The respondents to the study includes

- A. national team players
- B. national team & club coaches
- C. expertise in higher education
- D. Ethiopia football federation executive committee members

4.2 .Demographic and occupation characteristics of respondents

The self administered questioners included item aimed at electing the views, opinion and suggestions of the respondents on the performance of the national football team as quality training associated with Ethiopian national team. As a result, out of 75 questionnaires, distributed to respondents 64(83.3%) were filled and collected back with an overall response rate of 83.3% .furthermore the rate of response for the rate of response for the various items in the questioned varied, as it was only for the professional characteristics items that all the 64 questionnaires were filled.

Table 4.1, socio-demographic characteristics of respondents (data collected on Ethiopia, 2011-2012)

NO	Characteristics	Frequency	Present
1	Age years)		
	20-30 years	31	48.4%
	1-40 years		15 23.4%
	41-50 years		10 15.6%
	51 years and above		8 12.5%
2	Sex		
	Female	4	6.3%
	Male	60	93.7%
3	Current profession		
	National team player	20	31.2%
	National and club coaches	14	21.9%
	EFF workers	8	12.5%
	Higher education lecturers	22	34.4%
4	Area of training of the coaches		
	Coaching	10	71.4%
	Teaching	4	28.6%
	Other profession	-	-
5	Year of service of the coaches		

	1-5 years	-	
	6-10 years	5	35.7%
	11-20 years	7	50%
	More than 20 years	2	14.3%

Table 4.1 above shows the background characteristics of the respondents to the self administered questionnaires. As shown in the table, the age of respondents were at the age of 20-30 years, 48.8%, it includes the age of all national team players respondents' it shows that the players are at their pick age level to high performance .males were dominant this shows, males are dominantly engaged in football sport, the fact that very few females are engaged in the profession as a coach and related activities. In this questionnaire all of the respondents are directly concerned with Ethiopian national team, .71.4%of the coaches are trained in coaching and 28%of coaches were teachers, it shows that most coaches are well trained and professionals. In examining respondents year of service nearly 64.3 % had served more than 11 years it indicates that the majorities have reasonable years of service to assess the quality of training of the national team of Ethiopia. This indicates that, the information is adequate and relevant to the finding of this research.

4.2 .Analysis of data presentation

Table 4.2, Coaches response on the organization and process of training (data collected on Ethiopia, 2012)

N O	Questions	Yes	No
1	Do you have a coaching plan	14(100%)	0(0%)
2	Have you attended up grading course that can improve your coaching competence	12(85.5%)	2(14.5%)
3	Does upgrading course are highly related with development of professional football	6(42.9%)	8(57.1%)
4	Does the course you took incorporate the methodology of coaching?	8(57.1%)	6(42.9%)
5	As a coach, do you follow talent scouting procedure in selection of trainees	14(100%)	0(0%)
6	Do you have annual training plane which is allocated based on the period of training?	12(85.5%)	2(14.5%)
7	Do you use additional training aid like video, charts for your Coaching?	2(14.5%)	12(85.5%)
8	Do you incorporate the four components of football training during practice?	14(100%)	0(0%)
9	Do you have the profound knowledge of per iodization to run the training program?	6(42.9%)	8(57.1%)
10	Do you follow the manual while coaching at field?	14(100%)	0(0%)
11	Does the coaching manual consist of the methods of coaching?	5(35.7%)	9(64.3%)

12	Does the coaching manual contain performance related coaching system?	4(28.6%)	10(71.4%)
13	Does club level training adequate?	4(28.6%)	10(71.4%)
14	Are there problems in training	13(92.3%)	1(7.7%)
15	Does the players get motivation during training	5(35.7%)	9(64.3%)

Table 4.2, shows the respondents' perception on the process and organization of training. As shown in the table, all coaches have coaching plan. Most of the coaches 85.5% have attended up grading course that can improve their coaching competence and 42.9% stated the courses are highly related with development of professional football, 57.1 % of respondents incorporate the methodology of coaching during the training. All coaches, follow talent scouting procedure in selection of trainees.85.5%coaches have annual training plane which is allocated based on the period of training. Only 14.5% of coaches use additional training aid like video, charts for Coaching. All coaches incorporate the four components of football training during practice. 42.9% of respondents have the profound knowledge of per iodization to run the training program. All respondents' stated that they follow the manual while coaching at field but 35.5% of the respondents' coaching manual consist of the methods of coaching.28.6% of coaching manual doesn't contain performance related coaching system.71.4%of respondents stated that club level training inadequate.92.3%respondants faced different problems in training .most of the players,64.3%has no motivation during training.

Table 4.3, Coach Respondents’ opinions on the facilities and equipments (data collected on Ethiopia, 2012)

NO		Yes	No
1	Do you agree that the training field is convenient to conduct the training program?	1(7.7%)	13(92.3%)
2	Do you have appropriate material for the training?	2(14.5%)	12(85.5%)
3	Does EFF supply adequate training materials for the program?	3(21.4%)	11(78.6%)
4	training materials has quality	4(28.6%)	10(71.4%)
5	Do you have any recommended resources to share (books, seminars, and websites)?	4(28.6%)	10(71.4%)
6	Do the EFF provide you appropriate coaching uniform?	2(14.5%)	12(85.5%)
7	Do you think that EFF has high fee for coaches	3(21.4%)	11(78.6%)

The above table, table 4.3, shows national team and club coaches’ opinions on the facility and equipments. As shown in the table 92.3% of the respondents’ replies that the training field is not convenient to conduct the training program.85.5% of respondent coaches don’t have appropriate material for the training.78.6% of coaches believes that EFF supply is inadequate training materials for the program.71.4% of respondents’ reply that training materials has low quality.71.4 %of coaches Do not share any recommended resources (books, seminars, and websites)for the players .85.5%of respondents’ replay that EFF doesn’t provide appropriate coaching uniform78.6%of the respondents’ agree with EFF fee for coaches is not high.

Table 4.4, Ethiopian Football Federation Executive committee member’s response on facilities and equipments (data collected on Ethiopia, 2012)

NO	questions	Yes	No
1	Does EFF provide adequate support for Ethiopian National Football team?	3(37.5%)	5(62.5%)
2	EFF has high relationship with sport expertise, other coaches and FIFA authors to support national foot ball team jointly?	2(25%)	6(75%)
3	Do EFF facilitate up grading course for the coaches?	3(37.5%)	5(62.5%)
4	Do EFF have meeting with football fans, caches and other professionals to support the national team?	1(12.5%)	7(87.5%)
5	Do you agree that monthly payment for a coach is sufficient?	2(25%)	6(75%)
6	Does the technique committee work jointly with sponsors?	1(12.5%)	7(87.5%)
7	Does EFF facilitate all materials during training?	3(37.5%)	5(62.5%)
8	Do you agree that payment for the players is sufficient?	2(25%)	6(25%)

The above table, table 4.4, shows the members of Ethiopia football executive committee opinions on the facility and equipments. As shown in the table 37.5% of respondents’ from Ethiopia football executive committee members believes that EFF provide adequate support for Ethiopian National Football team, the rest62.5% doesn’t. Only 25% of respond stated that EFF has high relationship with sport expertise, other coaches and FIFA authors to support national foot ball team jointly. 37.5%of respondents’ replay that EFF facilitate up grading course for the coaches. 87.5% of respondents’ replays say EFF have no meeting with football fans, caches and other professionals to support the national team. Most of the committee members, 75% of respondents’ believe that monthly payment for a coach is insufficient.87.5 %of respondents’ replay that the technique committee doesn’t work jointly with sponsors.62.5 % replayed that EFF doesn’t facilitate materials during training. 75%of the respondents’ believe that the payment for the players is insufficient.

Table 4.5, Ethiopian Football Federation Executive committee member’s Response on the organization and process of training (data collected on Ethiopia, 2012)

N	Questions	yes	No
1	EFF expertise supervises the National Football team to know their level of performance?	3(37.5%)	5(62.5%)
2	Does the expertise know major problem that hinders the development of the national foot ball team	3(37.5%)	5(62.5%)
3	Adequate pre-games are available to the National Football team?	0(0%)	8(100%)
4	Do you agree that payment for the players is sufficient?	2(25%)	6(75%)
5	Does Ethiopia football federation facilitate upgrading course for the coach?	3(37.5%)	5(62.5%)
6	Do the EFF set scheduled meeting program with players to evaluate the present level of the there performance	2(25%)	6(75%)
7	Club training adequacy is major problems that obscure the development of performance of players of the national team?	2(25%)	6(75%)
8	Does the technique committee supervise and give comment about the training?	1(12.5%)	7(87.5%)
9	Do clubs offer homogeneous training?	0(0%)	8(100%)

Table 4.5 shows the members of Ethiopia football executive committee response on the process and organization of training. As shown in the above table, 62.5 % says there is no supervise of the National Football team training to know their level of performance by the EFF expertises.62.5 % of respondents’ know major problem that hinders the development of the national foot ball team.100% of respondents’ from Ethiopia football federation executive members stated that there is no Adequate pre-games that are available to the National Football team. Most of the respondents’, 75% replayed that the training is in adequate .62.5 % of respondents’ disagree with Ethiopia football

federation facilitate upgrading course for the coach. 75 % of respondents' disagree with the EFF set scheduled meeting program with players to evaluate the present level of the player's performance. 75% of respondents' believes that Club training difference is major problems that obscure the development of performance of players of the national team. 87.5% of response states that technique committee doesn't supervise and give comment about the training. And 100% of respondents' agree with the clubs doesn't offer homogenous training.

Table 4.6, National football team players response on the organization and process of training (data collected on Ethiopia, 2012)

NO	Quotations	yes	No
1	Do you get appropriate balanced diet after training to replace energy lost during practice?	5(25%)	15(75%)
2	Does your coach organize theoretical session to improve your mental capacity?	6(30%)	14(70%)
3	Do you have a piece of information about talent scouting process and selection criteria?	7(35%)	13(65%)
4	Have you been identified as a "Talented" footballer and Get training in the academy?	0(0%)	20(100%)
5	Are you interested by the coaching style of your coach?	7(35%)	13(65%)
6	Does your family support your involvement in the football?	12(60%)	8(40%)
7	Have you ever got the opportunities to play at international level?	13(65%)	7(35%)
8	Does your coach motivate you to keep on training and improve your performances?	6(30%)	14(70%)
9	Do you train 3-5 times per a weak during pre-training session?	9(45%)	11(55%)

10	Do you drink adequate water during training?	8(40%)	12(60%)
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Table 4.6, shows the Ethiopian national football team players perception on the process and organization of training. As shown in the table, 75% of the respondents doesn't get appropriate balanced diet after training to replace energy lost during practice. According to the response, only 30% of coach organizes theoretical session to improve player's mental capacity. Most of the players, 65% have no information about talent scouting process and selection criteria. There is no player, 0% are identified as talented footballer and get training in the academy. Most of the players 65% are not interested by the coaching style of your coach. Most of the players, 60% have family support for their involvement in the football. 65% of the players have got the opportunities to play at international level. 70 % of respondents' states that coach don't motivate them to keep on training and improve their performances. 45% of respondents' train 3-5 times per a weak during pre-training session. 60% of the players don't drink adequate water during training.

Table 4.7. Players Respondents' opinions on the facilities and equipments (data collected on Ethiopia, 2012)

NO	Questions	Yes	No
1	Do you agree that the training field is convenient to conduct the training program?	2(10%)	18(90%)
2	Do you have appropriate material for the training?	3 (15%)	17(85%)
3	Does EFF supply adequate training materials for the program?	1(5%)	19(95%)
4	Do you agree he training materials has quality	3(15%)	17(85%)
5	Does your coach give you any recommended resources like (books, seminars, and websites?	0(0%)	20(100%)
6	Do the EFF provide you appropriate coaching uniform?	7(35%)	13(65%)
7	Do you think that EFF has high fee for players?	0(0%)	20(100%)

Table 4.7, show the respondent's response on the facilities and equipments .90% of the national football team players respondents sated that the training field is not convenient to conduct the training program.85% of respondents stated that there is no appropriate materials are not fulfilled for the training and the training materials has poor quality.65%of respondents states that Ethiopia football federation doesn't provide appropriate materials and uniforms when the players compare with the clubs.100% of respondents response on the fee for the players is low .

Table 4.8, National football team players Respondents' opinions on the organization and process of training

Observation checklist for football training

Name of observer --- Teshome yigremew

Date of observation -26/03/2012

Club -----Ethiopia national team

Time of observation -9.20 starting ---9.20, ending -----11.35

Sign of observer-----

NO	Check points	excellent	v.good	Satisfactory	Unsatisfactory
1	The atmosphere of the practice sessions enhances player and team morale.				X
2	There is mutual respect between coach and player.			X	
3	The coach demonstrates a sound knowledge of his or her sport			X	
4	All material is presented in a clear and precise manner.				X
5	Before or after practice, there is opportunity for exchange of ideas between player and coach			X	
6	The coach attends every practice			X	

7	The coach is on-time for practice.		X		
8	Practice sessions are well organized and demanding--both physically and mentally.			x	
9	The coach provides adequate explanation of new material.			x	
10	The coach sets clear rules and conducts expectations and is consistent in enforcing them			x	
11	The team is well prepared for each contest			x	

Table 4.8, shows that the atmosphere of the practice sessions enhances player and team morale was un satisfactory before and after practice, there is opportunity for exchange of ideas between player and coach The coach demonstration a sound knowledge of his or her sport was satisfactory All material were not presented in a clear and precise manner. Before or after practice, there is opportunity for exchange of ideas between player and coach .The coach attends every practice sessions are well organized and demanding--both physically and mentally. The doesn't coach provides adequate explanation of new material. The coach sets clear rules on the plan but they didn't practice during conducts of the expectations and consistent in enforcing them the training time is very long from 2- 4 hours. There is no continuous feedback by the coaches' .it shows that the training was inadequate.

Type of support provides for Ethiopian National Football team by EFF is Facilities and equipment, Provide pocket money for player those supports are inadequate as mentioned by the respondents. Major problems analyzed from open ended and interview quaternaries that obscure the development of performance of players of the national team are

- Lack of good communication among concerned body
- Low attention given to the trainings by the coaches
- Players low motivation to new skill
- Knowledge of the coach how to demonstrate and organize training
- There is no supervision during training to know their level of performance
- Low attention given to the team work
- Lack of joints support
- Lack of good communication among concerned body
- Low attention given to the trainings by players
- Players low motivation to new skill
- No homogeneous training in their clubs
- Unfulfilled coaching staff
- Players low level of understanding about tactics and new techniques
- Lack of football academies in the country
- Level of the coaches
- Standard of the league

Are the major problems which hinder the development of football performance and it is difficult to assure the quality of training on the national team.

CHAPTER FIVE

5.1. Summary

The game of football is one of the most popular team sports worldwide. Now a day's football is a function of quality training. Quality training is a complex but important issue in competitive sport, especially in sports like football in which the ability to organize training has significant commercial implications for clubs and players as well as for the country. However, little is known about how Coaches conceptualize quality training for successful performance.

- On what key criteria do coaches make decisions about training? The football player's questioner was conducted with national team representatives and Coaches were asked to articulate how they conceptualize with the potential to become elite players. Inductive analysis produced four dimensions: physical skills, technical skills, cognitive perceptual skills and personal qualities. The participant coaches specifically identified talented players from those considered less talented. The implications of these results are discussed in terms of football performance as a function of quality training research and practical applications to coaching and modification of football where clubs need to retain their most talented players due to increased focus on performance results and quality of training. The development of talented football players is an expensive exercise and early identification of future elite performers.
- Research on football performance as a function of quality training has highlighted a number of important physical, physiological and psychological predictors the national football team of Ethiopia. However a number of difficulties with predicting performance and identifying football players based on these qualities have been reported, e.g., there is no consensus about the relative importance of these qualities in predicting football quality training, Methodological problems, facilities and players motivation. These interrelated factors reflect the difficulty and complexity that researchers face in predicting successful football performance. It is hardly surprising, therefore, training programs across the national team. Although a number of studies have investigated the opinions of coaches regarding what 'qualities' are important for successful performance in sport. The assessment of training is used to determine the effectiveness of a training program and the organizational from of

coaching. As kacani (1986:68) stated that evaluation of training process primarily focuses on program effect vented development of performance largely depends on the constant monitoring and continuous evaluation. Therefore, it should be kept in mind that with a view to ensure the improvement, constant feedback and evaluation is essential.

- It is the position of the present researcher that, the need to develop the standard of football in Ethiopia pauses to the question how to plan and achieve the training goal effectively. Furthermore, it requires more efforts to training players in their clubs, improve, and develop the physical fitness and the skills of football to the level of peak performance, before they join the national team.

5.2. Conclusions

Based on the findings of this study, the following conclusions can be drawn;

- From the context of the principles of football training, the program of training and the preparation of the national football team are quite inappropriate and incomplete. It cannot contribute for the development of football performance. It seems that the program has failed to succeed from the perspective of the modern way of football coaching, as the program of training the national team entirely failed to solve the existing problem of the national team. This in turn suggests that the training styles and the method of preparing the national team have not yet been following the scientific method of preparing a national football team.
- Among the factors most notable with varying degrees of consequences, the existence of unfavorable conditions in football clubs inadequate facility, financial problems, lack of supervision, nutritional factors are: inadequate and insufficient preparation time for matches, lack of sufficient amount of a friendly match as a part of the preparation of the national team, in addition to these, an acute shortage of acceptable training programs. lack of motivation, And updating coaches with innovations and modern styles of coaching as well as the link between football clubs and the technical method of preparing the national team and other problems appears to have contributed to the poor results of the national football team as a function of quality training .
- One of the aspects that help to assure quality training to develop the performance of football is the effectiveness of coaches. The coach is the most important resource in a training system of a modern society. He /she play a major role in the delivery of quality training which has a scientific base. The essential condition for the development of football performance thus depends on the specific improvement on general physical preparation for the highest level. This is particularly an important requirement in the game of football, where the players have to master complex techniques if their performance has to reach excellence.

5.4. Recommendations

In the light of the problems identified and data gathered from this study, the following objective recommendations are forwarded;

- The result of the present research clearly indicates that, the preparation of the national football team of Ethiopia is inadequate result obtained from different contests. For this reason, the cooperation of the Ethiopian football federation, football clubs, and qualified professionals in field may have a paramount importance in the improvement of the nation football team performance. As the review has shown, to date at least, research into coaching in Ethiopia national team and the direction of talent Detection and identification systems is traditional.
- Training programmers are should be designed to improve performance by developing the appropriate energy sources, increasing muscular structures, and improving neuro-muscular skill patterns. Sports medicine professionals must be familiar with the basic principles and processes of training, so that they can evaluate training programmers and determine their adequacy in maintaining an athlete's health and preventing injury. Training theory encompasses all aspects of fitness knowledge, including social, psychological, and scientific. The coach should uses this information, along with knowledge about the athlete as an individual, to devise the most effective training programmed.
- In the future, multi-factor longitudinal studies must become the norm, with an inter-disciplinary approach essential in order to cater for the known interactions that occur in a multiplicative manner. In similar fashion, need rather than rational thinking has driven the direction of quality training .Indeed; it is arguable whether the pressures of Professionals, the need for ego reinforcement, and the results-based mentality, mean that no training qualities observed in the national team. In the present regard, however, talent detection and quality training must be designed, evaluated and refined based on empirical research rather than intuition or immediate need. Quality training, with a much wider focus, needs to be completed. As intimated earlier, it is doubtful whether a 'true' talent detection and identification scheme currently exists in Ethiopia. The focus on current performance rather than potential, which indicates talent detection and identification, is paralleled by the need for successful youth squads that drives the development of quality training.. Therefore, based on empirical research, talent identification and Talent detection should be combined processes that emphasize direction and development instead of the traditional practice of selection and elimination .However, although many in performance sport may rankle at this high jacking, in fact the aims and methods for this twin track approach, can sit comfortably together.

- All the stakeholders should make concentrated efforts to improve the performances a function of quality of training of the national football team through technical support and provision and the training of national team does not comprise new methods of training and/or impart innovative approach to solve the existing problems. It is therefore, important to introduce the coaches to new methods of training and instructional updating with the current coaching system. The existing traditional approach must be changed. And the scientific method of training should be implemented.
- In order to obtain good results in football at the national level the training of footballers at their clubs should correspond with the needs of the national team. Regarding this aspect corrective or remedial measures ought to be taken to introduce similar training programs in all clubs in the national team and Planning and designing a training program, talent identification, implementation of the program, Follow-up of the design, monitoring and an inbuilt evaluation should be done.
- The Ethiopian football federation and clubs should establish football academy, which is mainly concerned with talent identification and producing talented players with scientific way of training or with quality training. Although a number of studies have investigated the opinions of coaches regarding what ‘qualities’ are important for successful performance in sport. The assessment of training is used to determine the effectiveness of a training program and the organizational form of coaching. As kacani (1986:68) stated that evaluation of training process primarily focuses on program effect vented development of performance largely depends on the constant monitoring and continuous evaluation. Therefore, it should be kept in mind that with a view to ensure the improvement, constant feedback and evaluation is essential.
- It is the position of the present researcher that, the need to develop the standard of football in Ethiopia pauses to the question how to plan and achieve the training goal effectively. Furthermore, it requires more efforts to training players in their clubs, improve, and develop the physical fitness and the skills of football to the level of peak performance, before they join the national team.
- A more through and in-depth research should be conducted into the problems of football in our country by institution, groups, individuals and other concerned stakeholders.

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Annex .A.

Administered observation check list

Observation for football training

Name of observer ---

Date of observation

Club -----.....

Time of observation --..... starting --..... ending ----.....

Sign of observer-----

NO	Check point	excellent	v.good	Satisfactory	Unsatisfactory
1	The atmosphere of the practice sessions enhances player and team morale.				
2	There is mutual respect between coach and player.				
3	The coach demonstrates a sound knowledge of his or her sport				
4	All material is presented in a clear and precise manner.				
5	Before or after practice, there is opportunity for exchange of ideas between player and coach				
6	The coach attends every practice				
7	The coach is on-time for practice.				
8	Practice sessions are well organized and demanding--both physically and mentally.				

9	The coach provides adequate explanation of new material.				
10	The coach sets clear rules and conducts expectations and is consistent in enforcing them				
11	The team is well prepared for each contest				

Annex .B. administered questionnaire

Dear respondents'!

This is a survey questionnaire of the **performance as a function of quality training with reference to the national football team.**

The main objective of this questionnaire is to gather data from the concerned bodies of Ethiopia Football Federation (EFF) to assess the training problems and perspective of the National team and to suggest possible solution for the problems and improvement of the National Football team. Therefore, information which is obtained from you with this questionnaire is essential for the success of the study under taking and for the remedy that will be taken for the improvement of the Ethiopian National Football team.

- Put the symbol of right “√” in the box given
- For open ended question, give short and precise response

The main objective of this questioner is to gather information about the training problems and prospective of Ethiopian national football team. Therefore, the pieces of information you kindly and honestly give, help the researcher to reach on the conclusion of the main problems which hinders the development of Ethiopian football.

I would like to express my thank for your cooperation in advance

- Put the symbol of right “√” in the box given
- For open ended question, give short and precise response

The main objective of this questioner is to gather information about the training problems and prospective of Ethiopian national football team. Therefore, the pieces of information you kindly and honestly give, help the researcher to reach on the conclusion of the main problems which hinders the development of Ethiopian football.

Yours truly,

Teshome yigremew

Annex .C. Sample questionnaire

<u>NO</u>	Questions	Yes	No
1	Do you have a coaching plan		
2	Have you attended up grading course that can improve your coaching competence		
3	Does upgrading course are highly related with development of professional football		
4	Does the course you took incorporate the methodology of coaching?		
5	As a coach, do you follow talent scouting procedure in selection of trainees		
6	Do you have annual training plane which is allocated based on the period of training		
7	Do you use additional training aid like video, charts for your Coaching?		
8	Do you incorporate the four components of football training during practice?		
9	Do you have the profound knowledge of per iodization to run the training program		
10	Do you follow the manual while coaching at field?		
11	Does the coaching manual consist of the methods of coaching?		
12	Does the coaching manual contain performance related coaching system?		

13	Does club level training adequate?		
14	Are there problems in training		
15	Does the players get motivation during training		

Table1.Questionnaires on the organization and process of training

Table 2.

N	Questions	Yes	no
1	EFF expertise supervises the National Football team to know their level of performance?		
2	Does the expertise know major problem that hinders the development of the national foot ball team		
3	Adequate pre-games are available to the National Football team?		
4	Do you agree that payment for the players is sufficient?		
5	Does Ethiopia football federation facilitate upgrading course for the coach?		
6	Do the EFF set scheduled meeting program with players to evaluate the present level of the there performance		
7	Club training adequacy is major problems that obscure the development of performance of players of the national team?		
8	Does the technique committee supervise and give comment about the training?		
9	Do clubs offer homogeneous training?		

Table 3.

NQ	Questions	Yes	no
1	Do you get appropriate balanced diet after training to replace energy lost during practice?		
2	Does your coach organize theoretical session to improve your mental capacity?		
3	Do you have a piece of information about talent scouting process and selection criteria?		
4	Have you been identified as a “Talented” footballer and Get training in the academy?		
5	Are you interested by the coaching style of your coach?		
6	Does your family support your involvement in the football?		
7	Have you ever got the opportunities to play at international level?		
8	Does your coach motivate you to keep on training and improve your performances?		
9	Do you train 3-5 times per a weak during pre-training session?		
10	Do you drink adequate water during training?		

Annex, D, Table 4 .questionnaire on the facilities and equipments

NO		yes	No
1	Do you agree that the training field is convenient to conduct the training program?		
2	Do you have appropriate material for the training?		
3	Does EFF supply adequate training materials for the program?		
4	training materials has quality		
5	Do you have any recommended resources to share (books, seminars, and websites?)		
6	Do the EFF provide you appropriate coaching uniform?		
7	Do you think that EFF has high fee for coaches		

NO		yes	no
1	Does EFF provide adequate support for Ethiopian National Football team?		
2	EFF has high relationship with sport expertise, other coaches and FIFA authors to support national foot ball team jointly?		
3	Do EFF facilitate up grading course for the coaches?		
4	Do EFF have meeting with football fans, caches and other professionals to support the national team?		
5	Do you agree that monthly payment for a coach is sufficient?		
6	Does the technique committee work jointly with sponsors?		
7	Does EFF facilitate all materials during training?		

Table 5.

NO	Equations	yes	No

1	Do you agree that the training field is convenient to conduct the training program?		
2	Do you have appropriate material for the training?		
3	Does EFF supply adequate training materials for the program?		
4	Do you agree he training materials has quality		
5	Does your coach give you any recommended resources like (books, seminars, and websites?		
6	Do the EFF provide you appropriate coaching uniform?		

Open ended and interview questionnaires

1. How do you see the performance of Ethiopian national football team as a function of quality training?-----

2. What are the possible solutions do you think to improve the performance of the Ethiopian football ?-----

3. Do you think the coaches provide quality training to improve the performance of players on the national team level ?-----

4. Does the Ethiopia Football Federation work jointly with expertise to improve the quality of training?.....
.....
5. From your opinion what are the major training problem of the Ethiopian national football team? -

6. What type of support does the national team need to improve the quality of training for the performance of national team players?
.....
.....
.....

Declaration

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

Name: Teshome Yigremew

Signature _____

Date _____

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

Name Wondimu Tadesse (ass.prof.)

Signature _____

Date _____