METHODOLOGY OF COACHING AND RECRUITMENT MECHANISMS: IN SOME SELECTED NATIONAL LEAGUE FOOTBALL CLUBS IN ETHIOPIA

BY:

YONAS ALEMAYOH

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF SCIENCE IN SPORT SCIENCE

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ACRONYMS AND ABRIVATIONS

CAF   Confederation African confederation

EFF   Ethiopian Football Federation

FIFA   Federation International Football Federation

USSF   United States Soccer Federation

DFB   Deutcher Fuss ball-bund

FA CSCPPRP   The FA Charter Standard Club Program Player Recruitment Policy

GK   Goalkeeper

P.Q.R   Physical Qualities Required

Ps. Q.R   Psychological Qualities Required

Tac. Q.R   Tactical Qualities Required

Tec. Q.R   Technical Qualities Required

WEF   World Economy Forum

Abstract

The methodology of coaching and recruitment mechanism of some selected national league clubs in Ethiopia is the issue of this study. Since one has impact on the other it is imperative to study both together i.e., methodology of coaching is to be implemented on players at the program who are either recruited from other clubs who were already at the program before. This study was conducted to assess the method coaches at the country achieve their task and the recruitment procedures of the players at some selected clubs from five clubs of the country three from Tigray and two from Amhara regions. Players who are currently enrolled at the club for the last two years and coaches of the five clubs are subjects of the study. The sample clubs were taken from the 12 clubs by disproportionate stratified random sampling. The target populations were 250 players and coaches were selected and Quota non-probability Sampling is used to select 15 players and five coaches were selected purposefully. Questionnaire was used as a means of obtaining information from the subjects who are coaches and players of the clubs.

 The research indicated that most of the coaches have no suitable facilities even though they all have full involvement in recruitment. Many of them have no youth development programs. There were many shortcomings at the coaches methodology of coaching like the goalkeepers practicing separately, reporting with his team mates at trainings, not considering football experience and the salary the player demands always. The coaches' way of game analysis was only of the two types i.e. using computer & by themselves but not using neutral observers. Players had many reasons to leave a club like less result of the club & the death of incentives, while the coaches' success; the incentives sufficiency had power to attract players.

Key words: coaching / Methodology / national league /Recruitment / scouting

CHAPTER I

Introduction

1.1. Background of the study

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

Coaching Bible (2004) investigated that the term coaching covers everything involved in the work of the coach; training, developing, directing, advising and correcting players and helping them to process. Good coaching relies on in depth knowledge of psychology, pedagogy; its aim is to optimize the performance of the team and to develop the full potential of each player.

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

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

Wondumu (1990) suggested that in components of football training the modern way of football training is how to work with the coaching methodology. Coaches should implement a method to coach through the application of economical training, which means to find a way of causing a player in the widest possible sense.

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

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

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

When we see the definition of Recruitment from Wikipedia refers to the process of attracting, screening, selecting, and on boarding a qualified person for a job. At the strategic level it may involve the development of an employer brand which includes an 'employee offering'.

For recruiting young players a coach should watch interschool competition & tournaments being played to observe the players ability, attitude & behavior. There is also need for the club to have its own youth development program selecting & training young players systematically. Also there should be trained coaches who could devise simplified game situations and minor games where the children can have maximum ball contact & learn skills related to the game. (AFF, 2000)

Modern football requires players to have a wide range of technical abilities & being able to function in both attack & defense called versatility. So the coach should see on the player's flairness which is the ability to produce something in a game, & the artistry to conjure something out of nothing in scouting. Insight is the player's ability of good vision & good decision in the team's play quickly which often separates players so that the coach is there to identify players according to their insight. The players' punctuality for training & game, his attention while the coach is speaking, his encouragement & responsibility are all to be considered under the personality aspects of the players while scouting or recruiting players. The present study is to find about the existence of these facts about a healthy football.

1.2. Statement of the problem

Ethiopia national football team (Wikipedia, 2013) explained with the intention of Ethiopia has a long football tradition and was among the pioneers of international competition in Africa, taking part in the inaugural African Nations Cup in 1957. Ethiopia also took part in the 1962

World Cup qualifiers, against Israel. Ethiopia's peak came in 1962 when we won the tournament on home soil with a team containing stars such as forward Mengistou Worku.

Henceforth Ethiopia showed less performance from the time our clubs were involved and proceeded until this time. The Ethiopian love football game very much and they are eager to support the Ethiopian football teams financial, morally and materially and this was practically seen during the African cup of nations when the Ethiopian national football team participated in the 2013 at South Africa. Most of the time football of many countries grows parallel to the growth of their economy. According to WEF 2012-2013 report Ethiopia's economy is found to be much better than Burkina Faso and Cape Verde, their performance in footballs seen to be better than Ethiopia. Therefore, this implies that it is not only economic growth that makes football players good performers. Therefore, the researcher is curious to find out the root causes for the poor performance of our football players. Considering the coaching methodology and the recruitment mechanism of players at the middle stage.

Therefore; in this study, the researcher intends to assess the coaching methodology used by the coaches and the recruitment system of players in the middle stage in order that the result of this study can help us to improve the performance of our players who are at the national league clubs.

This study is intended to help the coaches have clear role at their carries. Methodology & requirements are dependent since a requirement is done to enhance the methodology; the methodology will also be implemented on the recruited players. They are the coaches' mandatory aspects which will result on good environment at the work of coaching if managed properly. It is important for coaches to understand the components of coaching foot ball and how to apply them through a consistent methodology that allows teaching of techniques and tactics, incorporating physical and psychological aspects. A single error on implementing the knowledge of the methodology will result spoil on the whole work of coaching which is not the goal of the coach and the players.

1.3. Research Questions

> ➤ The following are the research questions;

- Do the coaches have full involvement at the recruitment?
- Do they get work improvement facilities sufficiently?
- Do they face any challenges?
- Is their clear time schedule for the recruitment procedure getting its end?
- What are the methods the coaches use to coach players at trainings & games?

1.4. Objectives of the study

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

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

1. To get information about scouting mechanisms of the selected clubs.
2. To suggest the proper methodology of coaching & requirements mechanism.
3. To identify the major factors hindering while implementing the proper methodology and requirement.
4. To serve as a model for all coaches of national league teams.

1.5. Significance of the study

In a country with national league clubs there are coaches whose number at least equals the number of the clubs. Seeing as Tigray and Amhara regions are a country where more than 12 clubs compete at this level it is fair to see the coaches' methodology and requirements mechanism.

Everyone has a question for why the country's football has not shown a even a slight development despite the country is one of the founders of CAF and a winner of the African championship where as those who joiner lately are at the top and most people around the

profession point their fingers to the coaches. These are some of the reasons that the study try to assess the selected coaches methodology which is ''what of coaching'' and the requirement mechanism which has also direct relation with the right implementation of coaching methodology. As far as the study indicates the right methodology and requirement mechanism, coaches at the national league clubs and even at lower level can get the right way of managing the work.

1.6. Delimitation of the study

Even though players at the national league clubs have goods skill of the four aspects of training this study delimited to the tactical aspect only. The research was conducted at only 15 players and five coaches in spite of the presence of more than 250 players and 12 clubs at the national league

1.7. Limitation of the study

The target subjects are moveable due to the match schedule that there were challenges at data collection. The research is limited to few variables and small sample sizes level due to the time and money constraints.

1.8. Operational definition

A license…. A certificate with all recognition from the highest   body for foot ball

Coach….. A person who is a foot ball specialist accredited by Ethiopian foot ball federation who have a role of developing players' performance.

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

National league ……. The middle   level of Ethiopian foot ball federation tournament.

Requirements' (scouting) ……… The way Ethiopian national league coaches identify talents of players and hire them as their team member.

Tactic………is a conceptual action implemented as one or more specific tasks

Technique…..ability to apply procedures or methods so as to complete a task.

1.9. Organization of the Study

This thesis has five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, and definition of some key terms and concepts. Chapter two deals with review of related literature, which consists of concepts, characteristic, principles and components of football training, characteristics of youth training, and coaching styles. Chapter three comprises methods and procedures of the study. While chapter four deals with presentation, analysis and conclusion of findings. Eventually, chapter five provides summery of the findings, conclusions reached on and recommendation made on the bases of the conclusions from the data analyzed.

Chapter II

REVIEW OF RELATED LITERATURE

2.1. WHAT IS COACHING

Kennedy (2009) suggested that "Coaching" literally comes from an old Anglo-Saxon word for a carriage, which is something that takes you from where you are now to where you want to be. In a nutshell: Coaching is a vehicle to transport a client from where he is now in his life to where he wants to be. And Curly Martin (2012) defined Coaching as:

- The art of facilitating the performance, learning and development of another.
- Helping you do your best.
- Coaching closes the gap between thinking about doing and doing
- Coaching is about performing at your best through the individual and private assistance of someone who will challenge, stimulate and guide you to keep growing.

Jones (2000) investigated that Coaching can be considered as a unique occupation that combines a multiplicity of roles. These primarily involve a central principle of improving athlete or team performance, where this performance is tested in competition. However, coaching remains a social activity where practitioners are responsible balancing individual and collective needs while managing the many and varied dilemma that inevitably arise from this complex process (Potrac et al., 2000). Cushion & Jones (2000-2003) studied that coaching has a central purpose (typical intervention to achieve a set of goals) that frames coaching's practice, coaching is not an activity that can be easily reduced to the application of a generic set of rules or be easily presented as asset predictable processes. Instead, coaching is a dynamic and fluid endeavor, inextricably linked to the constraints and opportunities of human interaction (.coaching is a cognitive activity that requires practitioners to make decision based up on a multitude of dynamic situation factors (Jones et al., 2003), which are further confounded by a variety of domains within coaches operate. This is not to suggest that coaching is entirely chaotic in nature and has no visible patterns or regularities (Cushion, 2007; Lyle2007b).Instead, expert coaches have been shown to employ standardized routines and cognitive plans to help guide their practices and decision making processes (Saury and Durand, 1998).

2.2. Coaching Methods and Styles

2.2.1. Direct Method of Coaching

USSF (2007-2008) examined that method of coaching attempts to teach by providing the players with much of the solutions to the soccer problems. In this respect, the coach takes the information from the game and interprets it for the players. This can be described as a "coach-centered" approach.

Young Players Need Some Direction…

1. Players need something to emulate (TV, older players, highlights, MLS, etc.). If the player does not have this, the direct approach for some of the technical side and creative side must come into play.

2. At the younger ages, it is probably a combination of direct coaching for technique and repetition (in the absence of emulation) with a lot of guided discovery.

2.2.2. Guided Method of Teaching:

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

Young Players Need Some Freedom…

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

Players Need Some of Both:

• The direct method addresses the immediate needs of the player, coach and team. This approach often helps to organize the team and give the player and team a focus and a purpose. The directive method can also be effective when setting up environments where players receive repeated opportunities to practice a specific technique.

• The guided method is part of a long term process of learning that prepares the player to eventually think for himself based on the lessons he has learned from the game and from the coach. It is a principle-based approach to learning rather than a "situational" based approach. Recruitment is one of the tasks the carrier requires as every coach's aim is to get success. Even though the coach is good at the methodology the quality of his players determines his teams' success that it is due to recruit players who suit the coach's methodology after serious steps because'' the carpenter is only as good as his tools.''

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

As Wondemu (2004) suggested, one thing is certain for him, as a specialist in football that is there is no 'a 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 footballer, dedication and hard work, for which there is no substitute, respond well to training. Football training include systematic practice and improvement of play activities, learning special skills, the development of mobility and creativity of the players, the molding of moral and mental qualities, which respond the requirements of the game.

Tactical aspects at training goalkeeper

FIFA (2001)studied that tactical skills acquired by a top GK is the result of many years of study, experience , as well as several seasons spent on the pitch.

2.3. Position on the pitch

FIFA (2001) recommended that the GK should consider where the ball is, the presence of team mate in between the goal & the ball- carrier, either the defense is defending high up the pitch to position. GKs positioned too high up the pitch are unlikely to easily be lobbed. When the GK'S own team   is taking a corner it is wise for the GK to stand fairly up the pitch to cut a long clearances played by his opposite. For balls played from the centre of the pitch out to one side, the GK should remain in position, since this allows the defender to go & challenge

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for the ball & will force   the attacker to change his run on the GK & take him outside which is a more difficult angle for the attacker to work from.

2.4. Duels

FIFA (2001) explored that duel is a 1 v 1 condition where the attacker is in possession of the ball & it needs correctly to go to ground since it is always a source   of mistakes. The attacker himself reduce his own shooting angle, because he is to keep going forward if he does not want to be caught by the opposing defender .

2.5. High balls

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

2.5.1. in swinging corner

These are the most difficult trajectories; it is wise for the GK to be moving along his line, so that he can attempt to save the ball after it has been deflected. If possible, the GK can catch the ball. The GK must be 1 meter off his line & standing exactly b/n both posts, two players at each posts where one at the near post is glued to that post, while the other come in about 1 meter to try to block the flight of the ball, the GK's position should help him to claim the ball.

2.5.2. out swinging corner

Since the ball comes from 7-9 meters away from the goal line the GK should not stay in his line at this makes it difficult to claim the ball. So it is good to stay 3-9 feet out from the goal line. Also the position of the GK influences the behavior of the corner taker, if the GK is 3 meters off the goal line the corner taker will put the ball further away from the line that makes the GK to react more easily.

2.6. Free kicks from a central position

FIFA (2001) explored that Standing in line with the last player in the wall helps the GK to see the ball being struck at all possible situations. Nevertheless, if the last player is standing too close to the post (less than 1 meter away) the GK should move towards the centre of his goal

where he will not see the ball being struck so he must add an extra player to the wall to ensure that this goal is covered.

The GK should place a player ideally because their player is positioned slightly away from the wall, to run out to challenge for the ball if it is laid off to another player. Defending teams will often position a player slightly away From the wall, to run out to challenge for the ball if it is laid off to another player from the free kick. It is important for the GK that this player is placed ideally. No player should be poisoned in Front of the wall as he blocks the Gk's view of the kick being taken because opponent will also comes closer.

The training of the goal keepers

W.dick (1997) suggested as the GK is partly isolated from the rest of the field players by the functional training, he should take part in all the specific programs with his team- mates that are related to the competitions. For training the GK it is better when the GK reports for training earlier than the rest of his team –mates because the coach can concentrate more on the GK individual needs of training & the approach is more better & more effective. When the individual or group functional training is over, the GK should be allowed to take part in the day's normal training with the whole team. Coach should always have regular talks with the GKs which enable him to analyze himself & his performance in order to get independent of the team – mates criticism. In the team's general Match analysis, the GK'S performance has to be mentioned otherwise some field players may blame the coach of favoring the GK. A regular change of the GK after every or two to three matches is not favorable to the team , as a defense must get used to one type of GK otherwise it may cause confusion in the defense.

 Rees and van der Meer, (1997) experimented that all top class GKs have the following attributes as listed at coach soccer successfully

1. They are fearless
2. They relish body contact.
3. They have quick reflexes or reactions.
4. They are agile.
5. They are above average height.
6. They have a dominate personality.

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7. They have good hand – eye coordination.

8. If any of these attributes is missing, then it is unlikely that the GK will excel.

Team defense

Hoffmann (2004) suggested that every member of the team must contribute to the defensive process as when the level of the game increases. Teams with good knowledge & experience in professional fouls, time tactics, and offside tactics can benefit in recapturing the ball & also laws of the game influences defense. A team can remain compact at all times if they correctly use space behind the defense which enhances opportunities to win the ball in more advantage positions.

Defensive players profiles by position
Left and right side defenders

- Physical qualities required
  - Speed- endurance (aerobic – anaerobic)
  - Explosive
- Tactical qualities required
  - Defensive techniques
  - Tackling (sliding tackles)
  - Good quality of receiving   & passing
- Tactical qualities
  - Positioning & repositioning
  - Timing
  - Involvement in attacking play
  - Versatility in attack
- Mental qualities required
  - Aggressiveness
  - Will power
  - Confide4nce

Central defenders-

- P.Q.R
  - Height
  - Muscular power& jumping skills
  - Speed
  - Mobility
- TEC. Q.R
  - Leader ship temperaments
  - Direction
  - Calmness , ability to remain unruffled
  - Courage

(Manual of international DFB, 2008)

Tactical roles of defense

Hoffmann (2004) recommended in coaching bible heading clearing the ball, to gain possession, passing off the interception, clearing the ball, tacking, dispossessing the attacker with the ball & transitioning to attack are responsibilities of the whole team during defense. It is described down to easy show how the players of one team encounter their responsibilities.

2.7. Principles of attack

Rosenthal (2001) experimented that the six pre requisites to score goals by moving the opposition out of its planned defense in to a weaker, less tenable position are

- Possession & ball control **-**To move the ball offensively, all team members must be able to pass, dribble, trap and maintain possession of the ball.
- Penetration in to defense **-**Penetration refers to those moves, with the ball or without which attackers make in to defense to get closer to the opponent's goal, it begins anywhere on the field and starts the moment the team gains control of the ball.
- Breadth of attack **-**As concentration is to defense, breadth is to attack. To penetrate the defense, the attacking team advance on a broad front, from touch line to touchline. By getting the ball out to the wings, the attackers force the defense to come out after it

- Depth in attack **-**It depends on intelligent positioning and movement by players without the ball, in relationship to their team mate in possession of the ball. Every ways of creating depth are done to give options for the man with the ball. A half back coming up behind an inside gives the attack depth.

- Versatility **-**The ability of player's to interchange position effectively. As inside forward act as outside forward the outside forward also act as inside forward.

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

2.8. Scoring Tactics of Strikers

We can have two type of goal scores whom the soccer coaching bible called scorers by getting on the end of passes while the second one scorers who are initiating, improvisational players. And the above mentioned literature clearly showed their nature as the former have a knack for leaving spaces alive, then exploding in to that space to get there the instant the ball arrives to finish across or get on the end of a though pass, these players possess powerful shooting skill (abilities) and can strike from a distance. They are fast and powerful runners who possess size and great anaerobic capacity. The second types are those who prefer to receive pass at the feet and then, though elusive dribbling & exacting use of combination play, makes space to score. They play the ball past the GK by slotting it around the keeper, using a toe poke even chipping the keeper on occasion. A striker, who is fast runner, wants balls in space to launch counter or vertically startle the opponent's collective defending action must be thought where to run, how to time runs, and how to receive balls in space while a striker who is a technical player and prefers balls at his feet needs to be trained to show toward the midfield to become part of the tactical build up or how to combine with other attackers to achieve breakthrough. (FIFA, 2001)

2.8.1. Counter Attacking

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

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

2.8.2. Direct Attacking

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

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

2.8.3. Indirect Attacking

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

2.8.4. Combination play

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

2.8.5. FINISHING

New Zealand soccer (2010) suggested that finishing includes shooting from distance, slotting, dribbling, heading and toe poking. Goal scoring and the playoff exceptional strikers might be instructive, but you can positively affect the quest for goals by including finishing exercise in your training sessions. As much as possible, design all exercises to conclude with a striker at goal. Shooting is an extension of passing, projecting the ball towards the goal with a variety of

techniques. The "golden rules of shooting are to make the goalkeeper save" and you will not score goals "unless you shoot".

2.9. Recruitment

Recruitment refers to the process of attracting, screening, selecting, and on boarding a qualified person for a job.

2.9.1. Methods of Recruitment

FA CSCPPRP (2012) recommended that there are numerous methods of attracting players to clubs. Activities to recruit new players can be organized in partnership with Local Authority, Sports Development Officers, and Football in the Community Officers, County Schools' Associations, County Football Association, and Football Development Officers. Recruiting in partnership with existing football providers will ensure your club gains maximum promotion opportunities and that every potential player is aware that you are developing a new team.

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

2.10. Building Recruitment Network

Rennie and Jacobs (2004) suggested that recruiting is a never ending process that involves a lot of hard work. It begins with your own personal philosophy on your own team to play the game. That you go out & try hard to find the players you need to make that vision reality. After finding the players, you try to blend your ideals realistically with their playing abilities. That's when you find out how good a coach you really are.

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

1. Physical- which is governed by their parents that the coach should see the players' family. Movement & co-ordination should be thought as a good player is always comfortable on the ball & this is good rhythm between his movement with the ball & his body. Every player possesses sound physical profile.

2. The technical- where the two basic techniques called passing & controlling are to be seen. The player's flairness, the artistry to conjure something out of nothing is to be considered most.

3. Insight- which separates one player from another y their vision, decision making reading the game & reacting quickly to them.

4. Personality- to identify either the players enjoy training, they are eager & Punctual for training, listen & lean from their coaches & make their presence felt in the game by his involvement lay basis for their personality.

5. Speed- for a footballer there is nothing important as speed which is in relent that quick players are born quick, also speed of thought makes difference between players.

2.11. Game Analysis

There are about three types of game analysis as pointed out in Asian Football confederation.

Analysis by using computer

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

Direct observation of two teams by neutral observers

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

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

Match observation by coach on the bench

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

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

2.12. Possibilities to change players

1. The tactical aspect- if the team is a goal down in a cup match should the coach send in extra attacker or midfield player to attacker

   - If the team is goal up in a cup mach do the players play aggressively & give fouls away

2. Injury- when a player gets injury at a game coach should substitute the player to protect further injury at player.
3. If a good player is injured the coach can only play if he fully fit or else substation him if necessary
4. A player performing tactical task and has to go up and down may have to be replaced.
5. If the player is not a psychological situation.
6. If a defender does a sliding tackle & fouls the opponents & receives a card & might be given a red card then it's wise for the coach to replace him.
7. If the team is leading by 4 goals then may give a young player opportunity to play for experience.(Manual of international DFB ,2008)

2.13. How to create favorable working environment with players

Schemed and Alejo (2002) studied that grueling that's one way anyone who has ever played soccer describes the sport. Soccer requires spurts of speed and game-long endurance, so even the most skilled halfbacks, fullbacks, and forwards know they can't survive on talent alone.

Back & Weiss (1992) suggested that player's need positive environment which is the coaches' quality even claim that effective coach's find to cultivate a more positive environment for their players than their less effective counterparts. Positive environment including praise the players' performance as verified by that praise was largely applied by top-level confidence levels of players, and is valuable in reinforcing the player behavior desired by coaches.

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(Potrtac, 2007) Even though there are controversies with concurrent instructions they can be used during game as Markland & Mertinek (1988) suggested highest level soccer coaches provided more concurrent (during the game) instruction, which supports the contention that successful coaches given instruction, when the performer is free from the immediate attention demands of performance.

(Cushion & Jones, 2001; Mesquita et al., 2008) suggested Coaches, at any level, are a central figure in the athletic environment, assuming responsibility for the quality and direction of each individual's sporting experience, also, through their words and actions, coaches influence both the athletes' performances and their social and emotional well being, so as they are expected to have similar declarative knowledge about the specifics of their sport: tactics, training techniques as well as similar procedural knowledge regarding the pedagogical process. They inspire their athletes' desire, courage and push them to fulfill their sport dreams. (Duda & Ballaguer, 2007) suggested that regardless of the athletes' age or sport-level, coaches should possess the necessary technical and tactical background of the sport, demonstrate educational adequacy in how to structure the training session and provide feedback, while in the same time they should create the suitable climate that would not only aim to maximize performance, but also to develop the psychological characteristics to athletes that will be useful both in the narrow frame of team and in the general social frame. Williams & Hodge 2005 statement about feedback load described that if feedback is provided on every attempt, information overload which is the athlete's lack of ability to retain the main information can occur. Coaches can use verbal instruction or demonstration but Williams & Hodge (2005) pointed out that when the goal is to help the learner to achieve a particular out came that is not directly dependent on the replication of a specific technique, a demonstration may not be more effective than verbal instruction. As essential the praise it may also hurt unless it is appropriate. Carreiro da Costa & pieron (1992) recommended that coaches should be careful and reveal fundamental good sense when using praise, because the effectiveness of praise is a function of its appropriateness.

CHAPTER III

Research Methodology & Procedures of the Study

3.1. Research Method

The descriptive survey method is the method most preferred, as the objectives of the study are assessing coaches of selected national league clubs' methodology & recruitment mechanism. The researcher has used triangulation in order to increase the validation of data through cross verification from two or more sources like data and geographical triangulation.

3.2. Sources of Data

3.2.1. Primary data source

The accessible populations for the research are players and coaches of the 5 clubs where the players are those recruited currently before two years and head coaches has been used as source of data. To obtain the necessarily information some data gathering methods like questionnaire were used.

3.2.2. Secondary data source

Secondary data has obtained from books and web information. And in order to get additional information data analysis has been made.

3.3. Sampling Procedure and Technique

Due to some constraints like shortage of time and financial, the study conducted on Coaches of three clubs at Tigray and two clubs from the Amhara regions of the country who are at National league level positioned at the highest ranks from the clubs during data collection are the target of study while the players who are recruited for the last two years of the five clubs were chosen randomly to provide them equal opportunity to be sample of the study.

The technique used to find the sample is of the two types i.e. the probability sampling that three clubs were chosen from Tigray and two from Amhara regions.

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

Total number of players for the data was decided to be 15 that each club got 20% which is three. Coaches were selected purposefully since are thought to be relevant to the research and are easily available.

3.4.   Instrument and procedure of Data Collection

All the relevant information for this study was collected through questionnaire. The questionnaire was of the types open ended and close ended. The questionnaire was given for the players and coaches in Amharic and English, respectively.

3.5.   Data Analysis

The data's will collect from the investigation will organize and tabulate in this work and addition the researcher will present the effects under control conditions. Hence it is helpful to make conclusions and discussions after the data process. The researcher will use analysis system in the form of tables that is to enable and discuss. All the data collected are organized and tabulated as well as presented in tables under which discussion are comprised to enable readers to easily understand what the table is about.

CHAPTER IV

Presentation, Analysis & Interpretation of the Data

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

Table 1 coaches' profile

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

Table 2 coaches' conditions

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

All of the coaches used as subjects are males, where 20% have an age ranging from 31 to 35 years, 40% 36 to 40 years, the other 20% 41 to 45 years and the remaining 20% ranging 46 to 50 years. Concerning their work experience as coach, 60% have 11 to 15 years experience. While 40% have an experience working for 16 to 20 years, where 40% spent 3 to 6 years at their current club while 40% spent 1 year to 2 years at their current club and the other 40% are at their current club for months. All of the coaches have full involvement in recruitment but only 40% of them have youth development programs at their club. 60 of coaches have players who have each their own responsibilities at defense while players of the 40% do not have each role at defense.

Only 1 of them get facilities satisfactorily which is about 20%. All of them are satisfied with the working environments of their club. 40% of the coaches recruit players from youth development programs at the country. None of them have full coaching staff. When new players are recruited at their club players of 40% suit their coaching methodology always. 40% of them coaches have always specific warming up program to their goalkeepers, and the other 60% have it sometimes. Only 1 of them talks to his GK always about his performance while 80% of them do so always. 40% of them ask their players about the relevance of their coaching sometimes, 60% of them ask their players about the relevance of their coaching sometimes, 60% never ask the players.

Table 3 coaches' emphasis at recruitment

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

The analysis for table 3 is as follow**:** 60% of coaches given emphases for versatility always while the other 40% give attention for versatility sometimes. Age is also another aspect where 40% of them always emphasize it, while the remaining 60% never given attention to it as a requirement for the recruitment procedure. Football experience is always considered at 40% of the subject as a factor at recruitment while 60% never consider it. 40% always consider the salary the player demands to recruit while the other 40% never consider it and sometimes the 20% give emphasis for the so aspect. Players' knowledge about the game is always considered at about 20% of the respondents while the 60% sometimes consider it the remaining 20% r-ever consider it .When looking at this table thoroughly we see some coaches do not consider versatility, but it is where recruitment is best done the higher the versatility, the more the players' recruitment at any clubs as coaches can use them when they want at any position of the field considering injury and punishment of players. Age and football

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experience have big deal with recruitment since a player with good experience at playing enhances the achievement of the coaches plan. Salary also matters unless a player fulfils a task he is required, he should not demand high.

Table 4 A responsible bodies for recruitment at the club

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

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

Table 5 means of Information about recruitment of new players

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

Different means to know about recruitment are listed, out of them 60% of coaches use sometimes managers as means of information, while the remaining 40% never use them. Assistant coaches are always means of information for 40% while they never serve as so for 60%.The coaches never use the senior player as means of information. Medias were found to be sometimes the source for 60%, for 40%. There are many means through which coaches can be informed but organs responsible for the club should be used rather than Medias but as we

can see only few numbers of the coaches are using their assistant coaches and their manager and no use their senior players.

Table 6 ways of recruiting players from youth program

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

Those coaches who have youth development programs at their club use different means to recruit for their club. All of them sometimes observe their trainings, always observe their games and contact the coach of the youths and sometimes through their assistants. These are ways by which any coach should recruit players for his program from the youths' development. But mostly it is advisable to observe them in person while they are in training and in games as the coach needs are to bring the player to this situation, to play.

Table 7 where talented players for the coaches program are available

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

Talented players are found ever where but there are easy ways through which a coach can contact them. All of the coaches are found to get talented players at street sometimes while

20% never find players to their program at youth development area where they always find talent players for 40% and sometimes for 60% and regional championship and All Ethiopian games is where they find players who suit their program sometimes for all of them. Even though we can get players everywhere but it is the good eye of the coach that matters most. Whether he is found at street, projects, or league competition, the coach should understand what to do next with this player. If a player is guided under a good coaching, he can exploit his potential further on his life.

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

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

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

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

Table 9 whom coaches ask opinion about recruitment

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

Clearly show us all coaches of the five clubs sometimes ask coaches at their community about their recruitment. The 60% of them ask their players sometimes, but only 40% never ask them about their plan at the recruitment. Directors of their clubs are asked opinion about their plan on recruitment sometimes by 60% but never by the remaining 40% have all of them asked the supporters opinion at sometimes

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

Table 10 Method of goalkeeper practice

Item	Number of Respondents	%
Isolated for functional training & take part in all specific programs	1	20
Isolated for all training programs	3	60
Take part in all programs with field players	1	20
Total	5	100

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

GKs should be included in the training programs of every days as are part of the team at games but as we saw at the analysis of the data most of the coaches do not do so which curtain

the future work at their carrier even though GKs need special attention or training called functional training which might be done before the whole team practice and to let them take part after the functional training, the way only few them do.

Table 11 Goalkeepers' arrival at trainings

Item	Number of Respondents	%
Earlier than the rest of his teammates	2	40
With the whole teammates	3	60
Lately after teammates	-	-
Total	5	100

This shows 40% of the coaches responded that their GKs arrive earlier than the rest of his teammates, while 60% replied the GKs arrive at a time the whole teammates arrive but none of them replied lately after the team mates. This is a reason for why the GKs do not practice isolated. But they must arrive early then isolated for function training, as tried to discuss above, and come back to the team work.

Table 12 ways of changing goalkeepers

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

Coaches have different mechanisms of changing their GK after each game, 60% never do so after each game. All of them never change their GK after 2-3 games. 20% change as soon as the GK commits mistakes always and the remaining 80% sometimes but none goalkeeper throughout the season. This is to be emphasized most since GK is there to save balls that come to be a goal and that change a result of the team. GKs should not be change at every games, coach should observe their week sides, analyses it and work at it rather than changing

them. The more frequently he changes his GKs, the higher the defense gets confusion of understanding their GKs behavior. Coaches are not advised to change their GKs as soon as mistake is observed as everyone does, even though some blunders not are tolerated

Table 13 Methods of goalkeeper's performance analysis

Item	Number of Respondents	%
In the team's general match analysis	2	40
Separately	3	60
When necessary	-	-
Total	5	100

According to table 13, 40% of coaches analyze the GKs' performance in the teams general match analysis and the number i.e., 60% analyze separately. GKs performance should not be analyzed alone as literatures suggest some players may blame the coach for favoring the GK but coach should analyze with general match analysis except some technical analysis which is only of the GK's.

Table 14 Rational for role distribution to each player at defense

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

Players have different roles at defense that all of the coaches give them these roles always according to their position on the pitch, 60% always give them according to their physique and the 40% sometimes. Age is not considered to be criteria to give role while football experience is sometimes used as base to give role at defense. Everyone is responsible at defense, so that there must be fixed way by which players can be provided this responsibility

like physical aspect, position on the should consider these aspects before giving them the defensive roles to their players.

Table 15 Time to start attacking

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

According to the above table we can see that all of the coaches let their players start attacking as soon as the ball is won. But 60% sometimes let the players start attacking after few seconds of winning a ball and 40% do so never. Restarts are times to start attacking sometimes for 60% & never for the remaining 40%. 60% sometimes but 40% never start attacking after goal is scored. As winning by scoring is ultimate aim of football game, there must be no time to delay. After the ball is on, every player's mind should conclude scoring tactics with good execution of football games, no time should elapse.

Table 16 Nature of strikers

Item	Number of Respondents	%
Born to be strikers	1	20
Strikers after hard effort	4	80
Total	5	100

The 5 coaches' response for the nature of their stickers, 20% responded that their strikers are born while 60% replied their strikers after hard effort. It is worth to get natural strikers even though they also need training to improve themselves. But coaches mayn't have these types' strikers as we see at the table so there must be hard effort to change them. Every training should be designed at the way strikers score goals from different angles, from different stand and situation like at duels, at throwing and corner kicks.

Table 17 Type of strikers

Item	Number of Respondents	%
Scores by receiving on the end of passes	-	-
Initiating improvisational players	-	-
Both type's	5	100
Total	5	100

The above table shows us the coaches have of both type strikers called scorers by receiving on the end of passes and scores who are initiating A team of both type strikers is fortunate as one type executes the skill the other type can't execute and the vice versa, too.

Table 18 Ways of introducing new skills

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

Different ways can be used to introduce new skills the players are not familiar with and according to the above table we can see 60% always use demonstration followed by verbal instruction and 40% use this way sometimes, the other 40% always use verbal instruction followed by demonstration and the remaining 60% use it sometimes. Even though studies showed that a demonstration may not be more effective than verbal instruction to achieve a particular outcome that is not directly dependent on the replication of a specific technique, it may require the aid of verbal strategies; we can see coaches using demonstration and verbal instructions interchangeably. So the most recommended way is to use verbal instruction followed by demonstration when introducing new skills.

Table 19 Method of game and analysis

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

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

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

Table 20 Reason for substitution

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

Inability of execution of tactics, injury and poor psychological situation of players are always reasons for substitution for the five coaches of the selected premier league club. While 60% make substitution always because of card i.e. when a player received yellow card and might receive red card while 40% sometimes make substitution for this case. All of them sometimes make substitutions when a team is leading with a big difference. Coaches should make substation to enhance their players' performance and also on a way the team does not lose a

point in a situation. When the team is leading with big different it is good to give opportunity for substitution to come to matches unless they will be players at training only which kill their football life.

Table 21 Factors hindering coaching

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

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

Club's management and lake of training at the carrier are moderate factor for fall of them. We see most of the coaches are being curtained due to scarcity in facilities like training field where they practice before or after match, training equipments like cones by which they do different drills and transportation facilities by which they move town to town for games and residence to camp & to training of the club who are responsible for the issue. Players' less football feelings big problem because closer to them and understanding their problem, if they do have, so as to alleviate it. Trainings should be given to the coaches. As far as even playing rules are changing day to they need to have training where they can acquire how to keep up their work i.e. coaching

Table 22 Working environment to be improved

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

Coaches' suggestion about working environments to be improved according to the above table, the relation between the players is the highest problem to be improved as suggested by 60% of the respondent while the least for 40% of them. Relation between a coach and the players is highest for 60% and the least for 40%. Relation between team management and players, relation between team management and a coach, relation between the supporters & players and relation between supporters and tam management are highly change requiring environments as recommended by all of the selected coaches at the Ethiopian national league clubs. Relation between coach and supporters needs highly change as 60% of the coaches responded while a moderately change seeking as replied by 40%.

We should say nothing can be done without good communication between concerned organs at the carrier who are listed at the table. When a coach and the players that they should not be against the objective of the coach rather they should empower the clubs overall work.

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

Table 23 coaching staff task division

Item	Number of Respondents	%
Each with own task	-	-
All under the head coach	1	20
Everything under the head and assistant coach	1	20
No task division	3	60
Total	5	100

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

The above analysis of the table shows most of the coaches' work being done without task division which means everyone does what he thinks correct which hurts the work while little number of the coaches' response shows us everything is under the head coach and assistant coach. Even though most of the work is to be under the head coach, that does not mean he is the only responsible organ. So that there must be defined roles to every coaching staffs like assistant coach, physiotherapist and any one as a member of the coaching staff.

Table 24 whom coaches decide (discuss) with about first line

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

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

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

Table 25 players' profile

Item		Number of Respondents	%
Age	21-25	14	93.3
	26-30	1	6.7
	31-35	-	-
	Above 36	-	-
Players who have been champion before		12	80
Players who have not been champion before		3	20
Players satisfied with their current club status		11	73.4
Players who are not sure about their current club		2	13,3
Players who are not satisfied at their current club		2	13.3

Suggesting from the above 93.3 of the players have an age ranging from 21 to 25 while the remaining 6.7 are at age in between 26 to 30, 80% of them have been champions before while only 20% do not have an experience of championship. 73.3 are satisfied with their current club status, while 13.3 are not sure whether they are satisfied with their current club or not but the other 13.3 are not satisfied with what they observed at their current club.

Table 26 whom players contacted to deal on recruitment

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

From the above table we can see big number of the respondents i.e. 33.3% contacted their current club coach to deal on their recruitment to the new club while the next big number of the respondents which is around 26.7% contacted their current club supporters. But the 20% of them replied their current club coach was there to deal on the issues and the remaining 20% also responded their former club director contacted and deal on the issue. Former club director and journalist got to respondents.

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

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

A coach is responsible for the recruitment but as we see here only small percent responded as coaches of their current club contact them to deal on recruitment. In fact directors of the clubs are responsible for the so on procedure but they should have knowledge of the profession. But I doubt our clubs have professional directors. If it were so, they could handle the procedure well. For this case we see number of players' recruitment agreement was taken first by the director.

Table 27 means of contact to deal on recruitment

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

The table is about how the person contacted the players and 80% of the players contacted them personally while only 20% of them though telephone. But none of them used e-mail as means of contact. As far as recruitment is to scout, coaches should contact player's In-person to deal on recruitment after discussing on some objectives to be attained at the year and what the player is expected to fulfill to help achieve the objectives. Telephone can be used but players can't understand what your program is about and what you need from him through it.

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

Table 28 Place of contact for players contacted the person physically

Item	Number of Respondents	%
Entertainment areas	3	25
Residence	1	8.4
Training field	5	41.6
At office	2	16.7
Village	1	8.3
Total	12	100

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

Coaches or recruiters can deal anywhere but it is good to deal at residences and offices, where they can easily communicate with no interruption. They should deal on every facility the player gets, the demands and the costs he requires from the club and the programs and the success of the coach. Since training fields are where players may get exhausted they can't get time to talk, while at entertainment areas communication barrier happens.

Table 29 players whose families their current coaches contact

Item	Number of Respondents	%
Yes	4	26.6
Not sure	1	6.67
No	10	66.7
Total	15	100

The above table is about the player's response for whether their coaches contacted their family's .The 66.7% responded that the coaches did not contact their families. Whereas the 26.6% responded there was contact between their coach and their families before their recruitment and only 6.67% were not sure about the issue. The numbers described teach us in the clubs there is no contact between the coaches and the player's families to deal about the recruitments mostly which contradicts the right way.

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

Table 30 reason for leaving former club

Item	highest		moderate		least	
	#	%	#	%	#	%
coach	4	26.7	2	13.3	9	60
Shortage of incentives salary	9	60	5	33.3	1	26.7
supporters	3	20	8	53.3	4	26.7
Team's result	10	66.7	3	20	2	13.3
Players of the team	1	6.7	2	13.3	12	80

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

Shortage of incentives at their former club is the highest reason for 60 % of the players, while it is moderate reason for 33.3 % and it is the least reason for 26 .7%. Supporters are highest reason for leaving their former club for 20 % of the respondent, it is moderate reason for 53 .3 % and it is the least reasons for only 26 .7 %. Club's result was found to be a highest reason for 66. 7 % to leave their former club while 20 % responded that team's result was a moderate (an average) reason, only 13 .3 % replied teams result was a least reason for leaving their former club.

The players also responded that their team friend at the former club was a reason for their leaving their club, 6. 7 %   of them were highly influenced by their friends while it was moderate reason for 13.3 % and friends were the least reasons for 80 % of the respondents.

Players leave their club because of different reasons as mentioned above but the highest reasons were shortage of salary or incentives and their clubs result. Motives like incentives and salary impress players as they want to live a life with full facilities so clubs either fulfill or leave them where they want to go. Clubs' result has a power at players' decision since every players want to play at a club where they compete at high level so to get exposure to be best rival.

Table 31 reason for choosing current club

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

According to the above table players can choose clubs due to different reasons. All of them responded that incentives at the current club are reasons for choosing the current club. Supporters are the highest reason for choosing the current club for 6.6 %, moderate reason for 66 .7 % while least for 26 .7 %. The club being their dream was a highest reason for 73. 4 % moderate reason for 20 %, least reason for 6. 6 %. the club being close to their home town and family was a highest reason for 13 .3 %, moderate reason for 13.3 % the least reason for 73.4 % the club being distant from the home town and family was highest reason for no one, moderate reason for 6.7 %, least reason for 93.3 % presence of friends on their current club could be a highest reason for 6 .7 %, a moderate reason for 13 .3 % at least reasons for 80 %. Coach's result of the current club is a highest a reason for 13. 3 %, a moderate reason for 60 %, the last and least reason for 26. 7 %. Director of the club could not be a highest reason for any of the respondent, a moderate reason for 20 % and a least reason for 80 % to choose their current club.

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

Incentives have power to attract players so clubs should present them as much as possible so as to help players to have proper facilities to their life. The result of the club can be a reason since players prefer clubs of good status for their future football experience. The closer the club for their hometown, the higher the players' impression to the club for the players, because they want to be closer to their families.

Table 32 players whether playing at their former position

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

The above table clearly shows that 73. 4 % of the respondents are still playing at their former position, while 26. 7% responded that they are not playing at their former team. We can see that players can't play at their former position while changing club.

Table 33 reason for not playing at their former position

Item	highest		moderate		least	
	#	%	#	%	#	%
Versatility	2	50	1	25	1	25
Presence of players butter at the position	2	50	1	25	1	25
Disappointment at the former position	-	-	-	-	4	100

Versatility was a highest a reason to change their position for 50% a moderate reason for 25 %, and a least reason for 25 %. Presence of players better at the position was a height reason for 50 %, a moderate reason for 25 % and the least reason for the remaining 25 %. Players 'disappointment was the least reason for all off the respondent.

Players' versatility to change their position should be encouraged because a coach can use a player as he wants and have less probability to be a substitute . But if presence of better players at the position is a reason it shows us the recruitment was in doubt because a player who is recruited should perform better.

Table 34 where the players start playing foot ball

Item	Number of Respondents	%
School	2	13.3
Village	11	73.4
Project	2	13.3
Total	15	100

From the above table it is easy to see around $3/4^{th}$ of the respondent I. e. 73.4 % started playing football at villages, the other 13 .3 % started at school, and the remaining 13.3% started at projects.

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

Chapter V

Summery, conclusions and Recommendation

5.1 Summery

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

The research was conducted having questions like

- Do the coaches have full involvement at the recruitment?
- Do they get facilities the carrier requires sufficiently?
- Do they face any challenges?
- Is their clear time schedule for the requirement procedure getting its end?
- What are the methods the coaches use to coach players at trainings & games?

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

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

The coaches have too different background where some have an experience of long years while the other do have coaching experience of few years . The coaches' methodology was studied considering the different position of players at the pitch i.e. goal keepers, defenders and attackers in addition to game analysis, way of substitution, areas to be Improved and factors which influence their work.

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

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

5.2 . Conclusion

1. All of the subjects   have full involvement in recruitment. Only two of them have youth development program. Five of them do not contact players' families before recruiting them.

2. It is understood that many persons like supporters deal about recruitment through telephone or in person at entertainment and players residence.

3. Players have many reasons to leave a club; shortage of salary or incentives and the club's result are the biggest reasons while players of the club and coach take the least percentage and players may have one club which is their dream tough out their life that even they tend to play for this club with less facilities.

4. Players who are recruited do not always play at their former position due to their versatility and presence of players performing better at the position.

5. Only 20% of the coaches get facilities satisfactorily but all of them are satisfied with the working environments even though there are areas to be improved like full coaching staff which all of them lack.

6. Coaching who have youth development programs recruit players from the program and other whose clubs haven't the program recruit players from national league compactions , primer league   competitions , regional championships and all Ethiopian games and those with the programs' , too . Street was also where talented players can be found.

7. Only 40% of the coaches' newly recruited players suit their coaching methodology.

8. All of the coaches have specific warming –ups for their GK and they also have talks with their GKs but there are times they do not do so.

9. Many of the coaches have no time to ask the players about the relevance of their players tough only 40% ask their players about the relevance of hair coaching.

5.3. Recommendation

1. The work of recruitment should be done by the coaches', technical directors and another third party from the clubs management. The coaches should seriously study the player's background by contacting their families and his previous (former) coaches. Clubs at the country need to have youth development program where the children start playing football early.

2. The four clubs need to have full coaching staff which helps everyone have his own role and responsibilities at a club while the head coach have the role of overall management. Facilities should be fulfilled for the four clubs as foot ball requires conductive environment for the accomplishment of the objectives including the relation between players. Players to coaches and coaches to club management.

3. Coaches should always prepare especial training programs for players who can't cope up his coaching methodology so as to help them exploit their talent.

4. Every coach should give time to ask the players about the relevance of his coaching unless it is done without the player's interest it has nothing to do except the weariness the players feel.

5. Goal keepers of the clubs should have specific warming up practice isolated for functional training and to come back for the whole teams training.
   Coaches should not also change them after every game but mistakes should be known to be improved and help them at the weak side. Analysis of the GK's performance should be done together to the whole team.

6. Coaching should give roles to their players at a defending situation, position at the field, physical qualities; age and foot ball experience should be considered at giving them the roles.

7. Every club at the country need to have strikers' at the end of passes and also initiating and game changing strikers, even though there are players who are born to be strikers the coach have big role of maintaining these quality in addition to creating strikers by hard effort.

8. Coaching should analyze games using neutral observers as they give fair judgment that shows them where the weakness is and how to get rid of it.

The weak side observed helps him advice training to improve team play about the next day's training, the strong sides proves the coach to maintain it.

9. Recruitment mechanism can be achieved easily and safely having agents who have responsibility of contacting players and coaches or clubs. These organs should have full recognition of the football federation or FIFA.

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APPENDIX-A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

SCHOOL OF GRADUATES STUDIES DEPARTMENT OF SPORT SCIENCE

Questionnaire for coaches

Dear coach: -

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

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

It is not necessary to write your name in this paper

Thank you.

Name of the club _____

Age	21-25	26-30	31-40	41-46
	☐	☐	☐	☐

	46-50	Above 50
	☐	☐

Sex   M ☐   F ☐

     Total years of experience _____

     Years spent on the current club _____

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

	Always	Sometimes	Never
A. Versatility of the players …………………	☐	☐	☐
B. Age ………………………………………	☐	☐	☐
C. Football experience ………………………	☐	☐	☐
D. The salary he demands……………………	☐	☐	☐
E. Mention if other_____			

2. Do you have full involvement in recruitment?

    A. Yes
    B. No

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

	Always	Sometimes	Never
A. The team chairperson … …………………	☐	☐	☐
B. The supporters ……………………………	☐	☐	☐
C. The assistant coach ……………………	☐	☐	☐
D. The senior players of team..……………	☐	☐	☐
E. Mention if different _____			

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

	Always	Sometimes	Never
A. The manager announces me……………	☐	☐	☐
B. The assistant coach announces me...……	☐	☐	☐
C. Senor players announce me ………………	☐	☐	☐
D. Though media ……………………………	☐	☐	☐
E. Mention if different _____			

5. Is there youth development program for the team?

    A. Yes

    B. No

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

    A. Always
    B. Sometimes
    C. Never

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

	Always	Sometimes	Never
A. By observing their training ………………	☐	☐	☐
B. By observing their games………..………	☐	☐	☐
C. By contacting their coach ………………	☐	☐	☐
D. By sending an assistant coach………….	☐	☐	☐
E. Mention if different _____			

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

	Always	Sometimes	Never
A. Street…………………………....…………	☐	☐	☐
B. Youth development projects……....……	☐	☐	☐
C. National league competition..……………	☐	☐	☐
D. Premier league teams.……………………	☐	☐	☐
E. Regional championships…….....…..……	☐	☐	☐
F. All Ethiopian games………..……………	☐	☐	☐
G. Mention if different _____			

9. Do recruited players suit your coaching methodology?

    A. Always

    B. Sometime

    C. Never

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

	Always	Sometimes	Never
A. Design especial training for them………	☐	☐	☐
B. Reject them from the training……..……	☐	☐	☐
C. Tolerate their adaptation to my program…	☐	☐	☐

D. Announce for the team manager &

go a head …………………………….. ☐   ☐   ☐

E. State if different _____

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

	Always	Sometimes	Never
A. Coaches at my community...……………	☐	☐	☐
B. My players……………………...……	☐	☐	☐
C. The dirctor of the team… ………………	☐	☐	☐
D. Supporters of my team..…………………	☐	☐	☐
E. No one ……………….…………………	☐	☐	☐

F. State if different _____

12. How do your goalkeepers practice?

A. Isolated for functional training and take part in all specific program

B. Isolated for all training programs

C. Take part in all programs with field players

D. Point out if other, _____

13. When do your goalkeepers report at trainings?

A. Earlier than the rest of his teammates

B. With the whole teammates.

C. Lately after the teammates

14. Is the warming-up talk with the goalkeepers?

A. Always

B. Sometime

C. Never

15. How often do you talk with the goalkeepers?

A. Always

B. Sometime

C. Never

16. How do you change your goalkeepers?

	Always	Sometimes	Never
A. After each game…………..……………	☐	☐	☐
B. After 2-3 games …………………..……	☐	☐	☐
C. As soon as he commits mistakes…………	☐	☐	☐
D. One goalkeeper thoughout the season……	☐	☐	☐

E. Mention if different _____

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

A. In the team's general match analysis.

B. Separately

C. When necessary

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

A. Yes

B. No

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

A. Yes

B. No

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

	Always	Sometimes	Never
A. According to their position on the pitch…	☐	☐	☐
B. According to their physique………...……	☐	☐	☐
C. According to age…………………………	☐	☐	☐
D. According to their football experience.…	☐	☐	☐

E. Mention if other, _____

21. When do your players start attacking?

	Always	Sometimes	Never
A. As soon as the ball is won....……………	☐	☐	☐
B. After few seconds of winning a ball…….	☐	☐	☐
C. In re-starts……………..………………	☐	☐	☐
D. After goal is scord..………………………	☐	☐	☐

E. Mention if other, _____

22. What is the nature of your strikers?

A. Born to be strikers.

B. Strikers after hard effort

C. If different, _____

23. What is the type of your strikers?

A. Scorers by receiving on the end of passes

B. Scorers who are initiating, improvisational players.

C. The team has both type strikers

D. Mention if different, _____

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

A. Always

B. Sometime

C. Never

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

A. Always

B. Sometime

C. Never

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

_____.

27. How do you introduce new skills?

	Always	Sometimes	Never
A. By Demonstrations………...……………	☐	☐	☐
B. Though verbal instructions……….……	☐	☐	☐
C. Demonstration then verbal instructiion…	☐	☐	☐
D. Verbal instruction then demonstration……	☐	☐	☐

E. Mention if other, _____

28. How often do you praise your players?

A. At training   a. Always

                        b. Sometime

                        c. Never

B. At games   a. Always

                        b. Sometime

                        c. Never

29. Do you analyze games?

A. Always

B. Sometime

C. Never

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

	Always	Sometimes	Never
A. Using computer…..………...……………	☐	☐	☐
B. Direct observation by neutral observers..…	☐	☐	☐
C. Analysis by myself……………………...	☐	☐	☐

D. State if other, _____

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

    A. Always

    B. Sometime

    C. Never

32. When do you make substitution?

	Always	Sometimes	Never
A. When a player can't execute tactical Aspect well ………………….……	☐	☐	☐
B. When a player is injured… ………….……	☐	☐	☐
C. When a player is not in a psychological. Situation …………………….….…	☐	☐	☐
D. When a player receives a yellow card and Might receive a red card…………..	☐	☐	☐
E. When the team is leading with Big difference……….….………..	☐	☐	☐

    F. If different, _____

33. Are you getting all facilities satisfactorily?

    A. Yes

    B. No

34. If "No", are they affecting your work?

    A. Yes

    B. No

35. What hinders your coaching?

	Always	Sometimes	Never
A. Training field …..………...……………	☐	☐	☐
B. Equipments like cones & others……..…	☐	☐	☐

C. Transporatation facility..………………... ☐ ☐ ☐

D. Player's less football feeling..…………... ☐ ☐ ☐

E. Team's management problems….………... ☐ ☐ ☐

F. Lack of training at the career…………... ☐ ☐ ☐

G. Mention if other, _____

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

   A. Always

   B. Sometime

   C. Never

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

   A. Yes

   B. No

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

	Always	Sometimes	Never
A. Relation between the players....……………	☐	☐	☐
B. Relation between a coach and players…..…	☐	☐	☐
C. Relation between team management & players……………………...................	☐	☐	☐
D. Relation between team management & players…………………………………	☐	☐	☐
E. Relation between supporters and players…	☐	☐	☐
F. Relation between supporters & team Management …..…….................	☐	☐	☐
G. Relation between coach & supporters….....	☐	☐	☐

H. Mention if any more,_____

39. Does the team have full coaching staff?

   A. Yes

   B. No

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

   A. Yes

   B. No

41. If "yes", how do they work?

   A. Each with own task

   B. All under the need coach

   C. Everything under the head coach and the assistant coach

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

   E. If different _____

42. Who do you discuss (decide) with about the first line?

	Always	Sometimes	Never
A. The assistant coach …………...……………	☐	☐	☐
B. Manager of the team……..…………..……	☐	☐	☐
C. The captain………………………....…	☐	☐	☐
D. No one.			

   E. Mention if other, _____

APPENDIX-B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

SCHOOL OF GRADUATES STUDIES DEPARTMENT OF SPORT SCIENCE

Questionnaire for players

Dear player: -

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

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

It is not necessary to write your name in this paper

Thank you.

Name of the club _____

Age	16-20	21-25	25-30	31-35	Above 35
	☐	☐	☐	☐	☐

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

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

2. How did the person contact you?

    A. Through telephone.

    B. Through e- mail

    C. In person.

    D. Mention if different, _____

3. If in ''person 'where did he contact you?

    A. At entertainment areas

    B. At my residence.

    C. While I was training.

    D. Mention if different , _____

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

	Highly	Moderately	Least
A. The bait…………….....……………	☐	☐	☐
B. The team's propinquity for my……….	☐	☐	☐
C. Hometown and families …..……	☐	☐	☐
D. The supporters ……………...............	☐	☐	☐
E. It was my reverie………………………	☐	☐	☐
F. The team's being remote from home Town and families ……………………	☐	☐	☐
G. The coach's triumph in the program…	☐	☐	☐
H. The current team's director…………..	☐	☐	☐
I. I have friends whom I wish to play with….	☐	☐	☐
J. Mention if different, _____			

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

    A. Yes

    B. Not sure

    C. No

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

	Most	Moderately	Least
A. The coach…………………………..	☐	☐	☐
B. The dearth of incentives……………	☐	☐	☐
C. The supporters …………………….	☐	☐	☐
D. The result of the team ………………	☐	☐	☐
E. Players of the team …………………	☐	☐	☐

    F. Mention if different, _____

7. Do you think the coaching and living is to the standard at your current team?
   A. Yes
   B. Not sure
   C. No
8. When did you start playing foot ball?
   A. When I was at school.
   B. At my parish.
   C. At foot ball development project.
   D. Mention if different,_____
9. Have you been a champion before?
   A. Yes
   B. No
10. If ''Yes'', can you reveal them?

   _____

11. Did you get all championship being first player?
    A. Yes
    B. No
12. Are you playing on your former position?
    A. Yes
    B. No
13. If ''no '', what is the reason?
    A. Because I am versatile
    B. Because there are players better than me at the position.
    C. Because I was not interested at former position.
    D. Mention if different,_____

Thank you!

APPENDIX-C

አዲስ አበባ ዩንቨርስቲ

የተፈጥሮ ሳይንስ ኮሌጅ የድህረ ምረቃ ትምህርት ፕሮግራም የስፖርት ሳይንስ ትምህርት ክፍል

በአሰልጣኞች የሚሞላ

የተከበሩ አሰልጣኝ፤ ይህ በአዲስ አበባ ዩኒቨርስቲ በእግር ካስ አሰልጣኝነት ለሁለተኛ ዲግሪ መመረቂያ ጽሁፍ ማሟያ የሆነውን ጥናታዊ ጽሁፍ ለማቅረብ የሚረዱ ጥያቄዎች ሲሆኑ የጥያቄው ዓላማ ጥናታዊ ጽሁፉን ለማገዝ ብቻ የሚውል ሲሆን ጥናታዊ ጽሁፍ የሚያጠነጥነው በአሰለጣጠን ሁኔታ እና በተጫዋቾች ቅጥር(ዝውውር) ላይ ብቻ ነው። ስለዚህም የእርሶ ምላሾች ትልቅ አስተዋጽአ ስላላቸው ጥያቄዎቹን ባለመሳላቾት በማንበብ ምላሽ እንዲሰጡኝ እጠይቃለሁ።

ስለሚያደርጉልኝ ትብብር ልባዊ ምስጋናዮን እያቀረብኩ ምላሾቹ ሚስጥር ሆነው እንደሚቆይ ላረጋግጥሎት እወዳለሁ።

መመሪያ

- ስም መጻፍ አያስፈልግም
- ተገቢውን ምላሽ የያዘውን ፊደል ያክብቡት
- ሳጥኖቹ ውስጥ የ"x"ምልክት ያደርጉ

የክለቡ ስም _____

እድሜ	21-25	26-30	31-40	41-46
	☐	☐	☐	☐

46-50	Above 50
☐	☐

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1. አንድ ተጫዋች ሲቀጥሩ ምንድነው ከግምት ውስጥ የሚያስገቡት

ሀ የመላመድ ሁኔታ

ለ እድሜ

ሐ የጨዋታ ልምድ

መ የተጫዋቾች የክፍያ ፍላጎት

2. በተጫዋቾች ግዥ ወቅት እርሶ ያለዎት ተሳትፎ ምን ነው?

ሀ. ከፍተኛ

ለ. መካከለኛ

ሐ. ዝቅተኛ

3. በተራ ቁጥር "1"ምላሽዎ "ዝቅተኛ" ከሆነ ሃላፊነቱ ማን ይወስደዋል?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . የክለቡ ሊቀመንበር	☐	☐	☐
ለ. የክለቡ ምክትል አሰልጣኝ	☐	☐	☐
ሐ. የክለቡ ነባር ተጫዋቾች	☐	☐	☐
መ. የክለቡ ደጋፊዎች	☐	☐	☐
ሠ. ሌላ --------------------------			

4. በተራ ቁጥር "1" ምላሽዎ "አይደለም" ከሆነ አዲስ ተጫዋች መገዛቱን እንዴት ነው የሚያውቁት?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . የክለቡ ሊቀ መንበር ያሳውቁኛል	☐	☐	☐
ለ. ምክትል አሰልጣኙ ያሳውቁኛል	☐	☐	☐
ሐ. ነባር ተጫዋቾች ያሳውቁኛል	☐	☐	☐
መ. በሚድያ (ሬድዮ፣ቴሌቪዝን፣ጋዜጣ)	☐	☐	☐
ሠ. ሌላ --------------------------			

5. የእርሶ ክለብ የታዳጊ ማሰልጠኛ ማዕከል አለው?

ሀ. አዎን

ለ. የለውም

6. ምላሽ"እምን" ከሆነ ለቡድኖ ተጫዋቾች ከማእከሉ ይመለምላሉ?

    ሀ. ሁል ግዜ

    ለ. አልፎ አልፎ

    ሐ. በፍጹም

7. ምላሽዋ "ሁልግዜ" ወይም "አልፎ አልፎ" ከሆነ እንዴት ነው የሚመለምሉአቸው?

	ሁል ጊዜ	አልፎ አልፎ	በዕ�'ሽ
ሀ . ልምምድ ሲሰሩ	☐	☐	☐
ለ. ጨዋታቸውን ሲያደርጉ	☐	☐	☐
ሐ. ረዳት አሰልጣኝ በመላክ	☐	☐	☐

    መ. ሌላ --------------------------

8. አብዛኛውን ጊዜ ተሰጥአ ያላቸውን ተጫዋቾች የት ያገኛቸዋል?

	ሁል ጊዜ	አልፎ አልፎ	በዕኙሪ 'ሽ
ሀ . መንደር ላይ	☐	☐	☐
ለ. ማሳደግያ ማእከል ላይ	☐	☐	☐
ሐ. በብሄራዊ ሊግ ውድድሮች	☐	☐	☐
መ . በክልል ውድድሮች	☐	☐	☐
ሰ. በመላው ኢትዮጵያ ውድድሮች	☐	☐	☐

    ረ. ሌላ --------------------------

9. አዲስ የሚገዙ ተጫዋቾች ከእርስዎ አሰለጣጠን ጋር ይላመዳሉ?

    ሀ. ሁል ግዜ

    ለ. አልፎ አልፎ

    ሐ. በፍጹም

10. ምላሽዋ "በፍጹም" ወይም "አልፎ አልፎ" ከሆነ ምን ያደርጋሉ?

	ሁል ጊዜ	አልፎ አልፎ	በዕኙሪ 'ሽ
ሀ . ልዩ ስልጠና አዘጋጃለሁ	☐	☐	☐
ለ. ከልምምድ ውጭ አደርጋቸዋለሁ	☐	☐	☐
ሐ. እስኪለምዱት አታገሳለሁ	☐	☐	☐
መ. ለክለቡ ሊቀ መንበር አሳውቄ ስራዬን	☐	☐	☐

       እቀጥላለሁ

    ሠ. ሌላ --------------------------

11. የግብ ጠባቂ የልምምድ ሁኔታ ምን ይመስላል?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . የግል ስልጠና አለው	☐	☐	☐
ለ. ለግል ስልጠና ተለይቶ የጋራ ስልጠናዎችን ከቡዱኑ እግሮች ጋር ይሰራል	☐	☐	☐
ሐ. ሁልንም ስልጠና ብቻውንተለይቶ ይሰራል	☐	☐	☐

መ. ሌላ --------------------------

12. ግብ ጠባቂዎቼ ወደ ስልጠና ሜዳ የምያደርሱት

ሀ. ከሌሎች ተጫዋቾች ቀደም ብለው

ለ. ከሌሎች ተጫዋቾች ጋር አንድ ላይ

ሐ. ከሌሎቹ ዘግይቶው

13. ግብ ጠባቂዎች የተለየ የሰውነት ማማማቂያ አላቸው?

ሀ. ሁል ግዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

14. የበረኛ ለውጥ እንዴት ያደርጋሉ?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . በእያንዳዱ ጨዋታ	☐	☐	☐
ለ. ከ2-3 ጨዋታዎች በሀላ	☐	☐	☐
ሐ. ስህተት ከፈፀመ	☐	☐	☐
መ. አንድ ግብ ጠባቂ ሙሉ ዓመት	☐	☐	☐

ሠ. ሌላ --------------------------

15. የግብ ጠባቂዎች ብቃት (Performance) እንዴት ነው የሚገመግሙት?

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . ከቡዱኑ ግምገማ ጋር አንድ ላይ	☐	☐	☐
ለ. በተለየ	☐	☐	☐
ሐ. አስፈላጊ በሆነ ግዜ ብቻ	☐	☐	☐

መ. ሌላ --------------------------

16. ቡዱኑ ሲከላከል ሁሉም ተጫዋቾች አስተዋጽኦ ያበረክታሉ?

   ሀ. አዎን

   ለ. አይደለም

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

      ሀ. አዎን

      ለ. አይደለም

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

	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . በሜዳ ላይ ባላቸው ቦታ	☐	☐	☐
ለ. በአካል ብቃታቸው	☐	☐	☐
ሐ. በዕድሜ	☐	☐	☐
መ. በእግር ኳስ ጨዋታ ልምድ	☐	☐	☐

   ሠ. ሌላ--------------------------

19. የአጥቂዎቹ ተፈጥሮ (nature) ምን አይነት ነው?

   ሀ. አጥቂ ሆነው የተፈጠሩ

   ለ. ከጥረት (ከስራ) አጥቂ የሆነ

   ሐ. ሌላ -----------------

20. ያመንበትን የጨዋታ ታክቲክ (tactic) በነጻነት ይተገብራሉ?

   ሀ. ሁል ግዜ

   ለ. አልፎ አልፎ

   ሐ. በፍጹም

21. ምላሽዎ "አልፎ አልፎ" ወይም "በፍጹም" ከሆነ እባክዎትን ተጽእኖዎቹን ይግለጹ።

   _____

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

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	ሁል ጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . ልዩ ስልጠና አዘጋጃለሁ	☐	☐	☐
ለ. ከልምምድ ውጭ አደርጋችዋለሁ	☐	☐	☐
ሐ. እስኪለምዱት አታገሳለሁ	☐	☐	☐
መ. ለክለቡ ሊቀ መንበረ አሳውቄ ስራየን እቀጥላለሁ	☐	☐	☐

ሠ. ሌላ --------------------------

23. የግብ ጠባቂ የልምምድ ሁኔታ ምን ይመስላል?

	ሁልጊዜ	አልፎ አልፎ	በጭራሽ
ሀ . የግል ስልጠና አለው	☐	☐	☐
ለ. ለግል ስልጠና ተለይቶ የጋራ ስልጠናዎችን ከቡዱኑ አጋሮች ጋር ይሰራል	☐	☐	☐
ሐ. ሁሉንም ስልጠና ብቻውን ተለይቶ ይሰራል	☐	☐	☐

መ. ሌላ --------------------------

24. አዲስ ክህሎቶችን (SKILL)እንዴት ነው የሚያሳውቁት (የሚገልጹት)?

	በጭራሽ	ሁል ጊዜ	አልፎ አልፎ
ሀ . በተግባር	☐	☐	☐
ለ. በቃል	☐	☐	☐
ሐ. በተግባር ከዚያም በቃል	☐	☐	☐
መ. በቃል ከዚያመ በተግባር	☐	☐	☐

ሠ. ሌላ ----------------------------

25. ጨዋታዎችን ይገመግማሉ?

ሀ. ሁሉ ግዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

26. " አልፎ አልፎ" ወይም ' ሁሉ ግዜ" ከሆነ እንዴት ነው የሚገመግሙት?

	በጭራሽ	ሁል ጊዜ	አልፎ አልፎ
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

ሀ . በኮምፒተር

ለ. በሌላ ተመልካች

ሐ. በእራሴ

መ. ሌላ --------------------------------

27.የግምገማ ውጤትን በመመርኮዝ ይስልጠና እቅድ ያወጣሉ?

ሀ. ሁሉ ግዜ

ለ. አልፎ አልፎ

ሐ. በፍጹም

28. "ሁሉ ግዜ" ወይም "አልፎ አልፎ" ከሆነ እንዴት ነው ስልጠናውን የሚያዘጋጁት?

	በፁራሽ	ሁል ጊዜ	አልፎ አልፎ
ሀ .ተጫዋቾች ጠንካራ ጎናቸውን በምያሳድጉበት ሁኔታ	☐	☐	☐
ለ. ተጫዋቾቹ ደካማ ጎናቸውን በሚያሳድጉበት ሁኔታ	☐	☐	☐
ሐ. በመረጥኩበት ሁኔታ	☐	☐	☐
መ.ተጫዋቾቹ በሚወስዱት መልኩ	☐	☐	☐

ሠ. ሌላ ------------------------------

29.የተጫዋቾች ቅያሪ እንዴት ነው የሚፈጽሙት?

	በፁራሽ	ሁልጊዜ	አልፎአልፎ
ሀ . ተጫዋቾቹ በደንብ መጫወት ሲያቅተው	☐	☐	☐
ለ. ተጫዋቹ ሲጎዳ	☐	☐	☐
ሐ. ተጫዋቹ ጥሩ የአእምሮ ዝግጅት ካላሳየ	☐	☐	☐
መ. ቢጫ ካየና ቀይ ልያይ በሚችለብት ሁኔታ ሲሆን	☐	☐	☐
ሰ. ቡዱኑ በሰፊ ውጤት ሲመራ	☐	☐	☐

ረ. ሌላ ------------------------------

30.የስልጠና ሂደት ላይ ተጽእኖ የሚፈጥር ችግር ምንድ ነው?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ . የስልጠና ሜዳ	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

70

ለ. የቅሳቁስ እጥረት

ሐ. የመጋጋዣ ችግር

መ. ተጫዋቾች ዝቅተኛ የካስ ፍላጎት

ሰ. የቡዱኑ አመራር ችግር

ረ. በሙያው ይስልጠናዎች እጥረት

ሸ. ሌላ -------------------------------

31. ባለው የስራ ሁኔታ ደስተኛ ኖት?

ሀ. አዎን

ለ. አይደለም

32.ምላሽዋ "አይደለም" ከሆነ መሻሻል ያለበት

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. በተጫዋቾቹ መሃል ያለው ግንኙነት	☐	☐	☐
ለ. በአሰልጣኝ እና በተጫዋቾቹ መሃል ያለው ግንኙነት…………………	☐	☐	☐
ሐ. በተጫዋቾች እና በብዱኑ አመራር መሃል ያለው ግንኙነት………………	☐	☐	☐
መ. በብዱኑ አመራር እና በአሰልጣኝ መሃል ያለው ግንኙነት……………	☐	☐	☐
ሰ. በደጋፊዎች እና በተጫዋቾች መሃል ያለው ግንኙነት……………	☐	☐	☐
ረ. በአሰልጣኙና በቡዱኑ አመራር መሃል ያለው ግንኙነት………………	☐	☐	☐
ሸ. በአሰልጣኙና በደጋፊዎቹ መሃል ያለው ግንኙነት…………………	☐	☐	☐

ቀ. ሌላ   ------------------------------
33.ተጫዋች ሲቀይሩ ከማን ጋር ይወያያሉ?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ . ከረዳት አሰልጣኝ	☐	☐	☐
ለ. ከብዱኑ ሊቀ መንበር ጋር	☐	☐	☐
ሐ. ከአምበል ጋር	☐	☐	☐
መ. ከማንም ጋር አልወያይም	☐	☐	☐

ሸ. ሌላ-------------------------------

አመሰግናለሁ!

APPENDIX-D

አዲስ አበባ ዩንቨርስቲ

የተፈጥሮ ሳይንስ ኮሌጅ የድህረ ምረቃ ትምህርት ፕሮግራም የስፖርት ሳይንስ ትምህርት ክፍል

የድህረ - ምረቃ ፕሮግራም

<u>በተጫዋሪጮች የሚሞላ</u>

ዉድ ተጫዋቾች ፤ ይህ በአዲስ አበባ ዩንቨርስቲ በእግር ኳስ አሰልጣኝነት ለሁለተኛ ድግሪ መመረቂያ ጽሁፍ የሚዉል ጥያቄ ሲሆን የጥያቄዉ ዓላማ በኢትዮጵያ እግር ኳስ ተጫዋቾች ዝዉዉር ያለዉን ነባራዊ ሂኔታ ለማወቅ ይሆናል::

ስለዚህም የእርስዎ ምላሽ የጥናቱ መሰረት ስለሆነ ያሉትን ጥያቄዎች ባለመሰልቸት እንዲመልሱልኝ በትህትና እጠይቃለሁ:: ስለሚያደርጉልኝ ትብብር ከወዲሁ እያመሰገንኩ መረጃዎቹ ሚስጢራናታቸዉ እንደተጠበቀ እንደሚቆይ ለመግለጽ እወዳለሁ::

Everyone speaks football

<center><i>መመሪያ</i></center>

1. ስም መጻፍ አያስፈልግም
2. ተገቢዉን ምላሽ የያዘዉን ፊደል ያክብቡት
3. ሳጥኖቹ ዉስጥ የ "x" ምልክት ያድርጉ

የክለቡ ስም ---------------------------

እድሜ	16-20	21-25	25-36	31-35	ከ35 በላይ
	☐	☐	☐	☐	☐

1. መቼነዉ እግር ኳስ መጫወት የጀመርከዉ ?
   ሀ . ትምህርት ቤት እያለሁ

   ለ . በሰፈር

   ሐ . በእግር ኳስ ማሰልጠኛ ፕሮጀክት

   መ. ሌላ -------------------------------

2. ወደዚህ ክለብ እንድትገባ መጀመርያ ያነጋገረህ ማን ነዉ?

   ሀ. የቀድሞዉ ክለብ አሰልጣኝ

   ለ .የአሁኑ ክለብ አሰልጣኝ

   ሐ. የቀድሞዉ ክለብ ሊቀ መንበር

   መ. የአሁኑ ክለብ ሊቀ መንበር

   ሠ. ጋዜጠኛ

   ረ. ሌላ ------------------------

3. ሰውየዉ እንዴት ሊያገኝህ ቻለ?

   ሀ. በስልክ

   ለ. በኢሜል

   ሐ. በአካል

   መ. ሌላ ------------------------

4. በ"2" ተኛ ጥያቄ ምላሽህ   በአካል ከሆነ የት አገኘህ ?
   ሀ . መዝናኛ ስፍራ

   ለ . መኖሪያ ቤቱ

   ሐ . ልምምድ ስሰራ

    መ . ሌላ ------------------------

5. ይህን ቡድን የመረጥክበት ምክንያት ምንድን ነዉ?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ . ገንዘብ ወይም ማበረታቻ	☐	☐	☐
ለ. በቡድኑ ለቤተሰብና ለአገሬ ቅርብ ስለሆኑ	☐	☐	☐
ሐ. ደጋፊዎቹ	☐	☐	☐
መ. ህልሜ ነበረ	☐	☐	☐
ሠ. ቡድኑ ከቤተሰብና ከአገሬ ስለሚርቅ	☐	☐	☐
ረ. የአሰልጣኙ ዉጤታማነት	☐	☐	☐
ሸ. የቡድኑ ሊቀ- መንበረ	☐	☐	☐
ቀ. ጓደኛዬ ስላለ	☐	☐	☐
በ. ሌላ -----------------------			

6. የአሁኑ ክለብህ አሰልጣኝ ከመቀጠርህ በፊት ቤተሰቦችህን አግኝ ታቸዉ ነበር ?

ሀ . አዎን

ለ. እርግጠኛ አይደለሁም

ሐ. አላገኘቸዉም

7. የቀድሞ ክለብህን ለመልቀቅ የወሰንክበት ምክንያት ምንድን ነዉ?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ . አሰልጣኙ	☐	☐	☐
ለ. የደሞዝና የማበረታቻ እጥረት	☐	☐	☐
ሐ. ደጋፊዎቹ	☐	☐	☐
መ. የቡድኑ ዉጤት	☐	☐	☐
ሠ. የቡድኑ ተጫዋቾች	☐	☐	☐
ረ. ሌላ ------------------------			

8. አሁን ባለህበት ክለብ የአሰለጣጠን ሁኔታና ኑሮዉ ደረጃዉን የጠበቀ ሁኖ አገኘህ?

ሀ . አዎ

ለ. እርግጠኛ አይደለሁም

ሐ .አይደለም

9. ሻምፒዮን ሆነህ ታዉቃለህ ?

ሀ . አዎን

ለ.. አይደለም

10. አዎን ከሆነ ጊዜዉንና ስሙን ግለጽልኝ

_____

11. ሻምፒዮን በሆንክባቸዉ ዉድደሮች የመጀመሪያ ተሰላፊ ነበርክ ?

ሀ. አዎን

ለ. አልነበርኩም

12. ፊት በምትጫወትበት ቦታ አሁንም አየተጫወትክ ነዉ ?

ሀ. አዎን

ለ. አልተጫወትኩም

13. ምላሽህ አይደለም ከሆነ ምክንያቱ ምንድን ነዉ?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ . ሁለገብ ተጫዋች ስለሆንኩ	☐	☐	☐
ለ. ከእኔ የሚገሹለ ተጫዋቾች ስላሉ	☐	☐	☐
ሐ. በቀድሞ ቦታየ ደስተኛ ስላልነበርኩ	☐	☐	☐
መ. የቡድኑ ዉጤት	☐	☐	☐
ሠ. ሌላ -----------------------------			

አመሰግናለሁ!

Declaration

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

Name _____

Signature_____

Date _____

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

Name _____

Signature_____

Date _____