

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
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**DEPARTMENT OF SPORT SCIENCE**



**AN INVESTIGATION OF SELECTED FOOTBALL SKILLS  
PERFORMANCE WITH PLAYING POSITION OF YOUTH  
PROJECT PLAYERS OF HADIYA ZONE**

**By:**  
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**June, 2015**  
**Jimma, Ethiopia**

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**A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF  
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## **ABSTRACT**

*This study aimed to investigate the selected football skill performance with playing position of youth football project players of Hadiya zone.*

*To conduct this study, Cross sectional design method was used in order to collect the data from players at once.*

*For this purpose the following variables were selected as the experimental variables namely, dribbling, passing, kicking, shooting and heading. To achieve the purpose of the study, as samples for players for each position namely defenders (n=30), midfielders (n=30), and offensive (n=30) players were selected randomly. Thus the total samples for this study were ninety (90) subjects from project players. The selected samples were addressed from various football project players.*

*The collected data were analyzed using the SPSS software version 21.0. Mean and standard deviations were calculated, the mean score of dribbling ( $=7.43 \pm 1.006$ ,  $8.93 \pm 0.94$ , and  $7.96 \pm 1.06$ ) as defender, mid-fielder and attacker respectively. The mean score of passing ( $=26.43 \pm 1.006$ ,  $30.2 \pm 1.60$  and  $30.06 \pm 1.52$ ) respectively. The mean score of kicking ( $=63 \pm 4.38$ ,  $=61 \pm 3.82$ , and  $61 \pm 3.34$ ) respectively. The mean score of shooting ( $=27.94 \pm 1.24$ ,  $32.2 \pm 1.84$ , and  $33 \pm 1.94$ ) respectively. The mean score of heading ( $=18.43 \pm 1.04$ ,  $18.06 \pm 1.01$ , and  $19.16 \pm 1.39$ ) as defenders, mid-fielders, and attackers respectively. The one way analysis of ANOVA was used to find out the significance of mean difference on the variables among the defensive, mid filed and offensive players. The alpha level was 0.05 except dribbling and kicking for distance test.*

**Conclusions:** *so, on the basis of findings it was concluded that all the test items included in this study were highly correlated with playing ability of skill performance. Mid-fielders were better in dribbling and passing skills and the defenders were the worst in dribbling and passing (20m). Attackers were the fastest shooting in the goal (20m) and heading accuracy (10m) skill performance.*

**Key words:** *Football skills, positions of play, performance.*





# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Football is the most popular sports in the world. An estimated 100 million registered players exist worldwide in men's, women's youth and expert competitions, with many millions more playing non-organized football (Reilly, 1997). Football is the most popular sport in the world, both in terms of the number of consultants and the public's interest. The game is the national sport number one in most of the 209 nations who are members of the International Football Federation (Pedersen, 2013). The rapidly increasing popularity of football has also need a demand of excellent performance.

Football practitioners require many qualities to become successful players. These include cardiovascular fitness, muscular strength, endurance, flexibility, agility, coordination, skill and tactical knowledge. Few players possess 'natural ability' in all areas, indeed the vast majority of players undergo training program, in some or all attributes, to improve their ability on the field. An understanding of basic anatomy, physiology and knowledge of muscle actions during football skills such as running, kicking, shooting, dribbling, jumping, heading and throwing was useful to the players, coaches, trainers and medical staffs (Bate, 1996) (As cited in Ali, A. (2011) suggested that all sports, to varying extents, involve the application of cognitive, perceptual or motor skill. As it is performed under a rapidly changing environment (Bate, 1996) claimed that football involves all three types of skill. The classical definition of skill is "the learned ability to bring about pre-determined results with maximum certainty often with the minimum expenditure of time or energy or both" (Knapp, 1977) (as cited in Ali, A. (2011).

Football is categorized as a free-flowing game requiring the accomplishment of many aspects of skill in a dynamic context. Therefore, although there are some "closed skills" (e.g. taking a free kick), football is predominantly an "open skill" game (Knapp, 1977). In other words, a player might have good patterns of movement (technique) but if he does not perform the right action at the right time (skill) then he becomes an almost "useless player" (Knapp, 1977). Furthermore, another impact on skill is the player's ability to maintain their technique as fatigue sets in during various phases of the game (Mohr et al., 2003). Therefore, isolating one aspect of the game, for

example passing or shooting from a static situation (and typically in a rested state), may make it an execution of “technique” rather than “skill” each. The skill aspect is where the player has a learnt ability to select and perform the correct technique as determined by demands of the situation. The spirit of this view is that the cognitive component, in the form of decision making, is a fundamental element of the skill. In addition, having players perform sequences of movements better resembles a game situation and thus increases the ecological validity of the test. Furthermore, it is important that the skill test allows the researcher to gain consistent or reliable measurements from the test. (Mohr et al., 2003).

Football needs a combination of technique, tactics, physical fitness, mental strength, and teamwork (Tawa et al., 1974). The principal technical skills are shooting, passing, heading, kicking, and dribbling (Reilly & Holmes, 1983). In addition (Reilly & Holmes, 1983:64-71) said testing football skill seems to be a very broad term that describes the application of cognitive, perceptual or motor skill (or everything at the same time) .Those three components are more or less obvious throughout football performance and therefore skills were described as “open” or “closed” skills. Both type of skills seemed to be present in football, however while closed skill (such as a free kick) are obvious in football, it seems that the execution of skills in a dynamic context are more important and therefore mainly open skills are performed in football “Skill can be seen as selecting and performing a learned technique as determined by the demands of the situation” and therefore involves decision making and/ (a possible) fatigue state of the player. With that information in mind, it seems reasonable why testing for football skills and the application of those results seems to be highly debatable (as the “true” skill depends on cognitive, perceptual and/or motor skills and fatigue). However, as there has been multiple publications regarding testing football skills we want to elaborate on why, what and when should be tested? Typical motor tests included heading, juggling, dribbling, shooting, passing, or multi-faceted tests, which combined multiple tests. The present study investigates football skills such as dribbling, passing, kicking, shooting and heading skill test across playing position.

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

This study focuses only on the selected skills and players across playing positions not on any specific football players. For each position skill performance test to define responsibilities and response of each position and the corresponding parameters for each position players. The study decides on opportunities for each position players and it was have some general parameters to evaluate their performances during each games. At the same time, football presents many opportunities for the players to display extraordinary individual skills. Typical football skill tests included heading, kicking, dribbling, shooting, passing, or multi-faceted tests, which combined multiple tests. The skills of football could be developed through systematic methods of preparation and applying the scientific method of training. (Teshome, 2012:1).

Ball skill is divided into dribbling, trapping, and kicking (Oishi &Yamanaka, 1983) (as cited in Taga, & Asai, 2011), and training is performed to improve these skills. The majority of studies on ball skill in football games focus on skill tests (Asami, 1970; Tajima, et al., 2000), (as cited in Taga, & Asai, 2011). And some studies focus on trapping and kicking skills (Togari, et al., Ami, 1973; Anderson and Sidaway, 1994; Weigelt et al., 2000) (as cited in Taga, & Asai, 2011). Few studies, however, focus on dribbling skill and the effect of dribbling training. While the present study, focuses on an investigation of football skills performance, such as dribbling, passing, kicking, shooting, and heading skills tests, for youth football project players.

The study tried to find out answers for the following basic research questions.

- ✓ What was the players' current status of selected football skill performance?
- ✓ Was there a significant difference in the selected skills performance tests of the project players across playing positions?
- ✓ Was there a relationship between the selected skill performance tests across playing position?

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

### **1.3.1. General Objective of the study:**

The general objective of this study is to investigate of selected football skill performance with playing position of youth football project players of Hadiya zone.

### **1.3.2. Specific Objective of the study**

- ❖ To examine players selected football skill performance.
- ❖ To identify a significant relationship between selected football skills performance with playing position.
- ❖ To examine the status of football skill performance across their different position.

### **1.4. Significance of the study**

An investigation of selected football skill performance tests has yielded valuable information for the players across playing position. The study was design to indicate:

1. Evaluating skill performance tests have produced valuable information for youth project players and coaches.
2. To incorporate the new results of the research findings into the system of coaching youth football project.
3. To inform the level of football skill performance in each playing position.
4. This study was an answer for the coaches / physical education teachers, for prepare the better training program for the players.
5. Invite other scholars to undertake a large scale research in the area of selected football skill performance in youth project players.
6. Assesses and evaluate the players selected football skill performance across playing position.
7. The findings of this study were providing a base to players who participate in dribbling, passing, kicking, shooting, and heading skill.

### **1.5. Delimitation of the study**

- The focuses of this study was only an investigation of selected football skill performance tests, such as (dribbling, passing kicking, shooting and heading).
- The study was delimited in some selected men youth football project players of Hadiya zone.
- Delimitation has been made only on the 90 players (30defenders, 30mid-fielders, and 30 attackers) were taken as the subjects.
- Only those players were taken in this study that was aged under-17 year.

### **1.6. Limitation of the study**

In conducting this study, the researcher has faced the following problems, which contributed to the limitation of the study.

- ❖ The study aid only focuses on the Hadiya zone some selected youth football project players, the findings which would have been the basis for fair generalization were not free from limitations.
- ❖ Certain factors like daily routine, life style and food habits would have an effect on the skill performance of the football players, could not be controlled.
- ❖ The change of psychological, social as well as physiological condition of the players during the period of data collection could not be controlled and their possibly influence on the result of this study, were recognized as a limitation.

### **1.7. Operational definition of terms**

**Dribbling:** Dribbling is the skill to travel with the ball while using different parts of the foot at different speeds. (Carr, 2005; 32).

**Heading:** Heading is the skill to use the head to either place the ball to a desired destination or control it. (Ward & Lewin, 2002; 54).

**Passing:** Passing is a measure of a player's ability to accurately pass a ball through a set of flags.

**Performance:** is the cumulative effect of genetics, practice, psychological and situational factors that can be observed in training and competition. (Brhanu, 2012).

**Project:** the program which has been opened the purpose of giving Football training for youth. (Abdrahman, 2011).

**Shooting:** Shooting is the ability to accurately place the ball on the opponent's goal. (Carr, 2005)

**Skills:** the techniques of football which should be mastered by trainees.

## **CHAPTER TWO**

### **2. REVIEW OF LITRATURE**

#### **2.1. Concepts of football skill performance**

The game of football is both an art and science. It involves techniques of running, passing, kicking, tackling, blocking, heading, juggling and dribbling. Often all these activities have to be performed at great speed. Though these individual skills are very important but it should not be forgotten that it is a team game and the players have to work together in offence or defense. Therefore, a player must develop his skills and understanding for his contribution as per the demands of the game. The game of football contains physical challenges. Though two players may be equal in their skills but because of different physical and mental response, there can be much difference in their performance. A player must be quick in assessing a situation and in his response. A forward has to decide between pass and shot, defender between marking and covering and a goalkeeper whether to defend, keep standing at the goal or to run forward or sideways. A player may specialize to play in a particular position. It is better if he develops skills necessary for other positions (Ali.A. 2011).

All players should be aware of both the attacking and defensive principles of game and a player must learn from his own observations and mistakes. Football is a game of constant action and requires continuous adaptation to the changing situations, by the team as a whole as well as by each individual player. Though it is a team game, but there is still plenty room for players to display their talent through individual skills during the game. At international level, football matches tend to attract millions of people to watch them. The game is fast, beautiful, unpredictable and exciting. To win a football match, a team must score more than the opponent team. This is accomplished by co-ordination of 11 players in to one collective effort through the development of tactical attacks and defense based on accepted principles of the game.

According Dogan, C. (1998) we divide the soccer field into four positions: goalkeeper, defenders, midfielders, and attackers position. The boundary of each position will be slightly different for each technical manager since they use own tactics. We can give a simple example to explain their difference as follows: if the team plays offensive then the defenders position will be

more close to the midfield position and midfielder position will be close to the attacking region. In this section, we define parameters for each position of football players. We determine the expectations for each position and we have some general evaluation criteria for their performances during the games. First of all, we define our expectations for each position football players then we define the expectations in general and for each position football players. Each 11 players have different duties according to position i.e. goal keeper, full backs, wing, half backs, center half backs, center forwards [strikers, right, and left] wing forwards. Then each position players have own responsibility during each game. In modern football it is crucial to understand the importance of the following basic football skills in order to be a successful coach. In mathematics it is impossible to solve complicated equations without knowing the basic ones. It is the exact same in football. Teaching complicated tactical skills without mastering the basic skills is no beneficial for any player (Dogan, C. 1998).

## **2.2. Technical Skills**

The basic technical skills are: Passing, kicking, ball control, dribbling, shooting and heading. There will be basic definitions of each technical skill and provide further insight to why the following skills are so vastly important and in what situations. The study was providing further insight on what points to consider when coaching these basic skills. So the study focuses on the following variables. (Passing, dribbling, kicking, shooting and, heading).

### **2.2.1. Passing**

Passing includes the most vital part of the football player's equipment – the feet. Passing is the ability to place the ball to a wanted endpoint, both on the ground and in the air and to short as well as long distances. The accuracy of the pass can be best measured by how easy it is for the receiving player to control the ball (Carr, 2005; 18) (as cited in Mustonen, 2011).

There is a total of four parts of the foot with which the ball can be passed to a team-mate: Inside, outside, instep, and top of the foot. First and most basic part is the inside of the foot. As it is the widest area, it leaves space for error and offers improved control of the ball and therefore better accuracy. Usually, inside of the foot pass is performed to shorter distances and used to keep the ball on the ground, which makes it easier for the teammate to control the ball. (Ward & Lewin, 2002; 42)



Passing can also be performed with the outside of the foot. However, this part of foot does not allow as much space for error as the inside of the foot does and is more difficult to execute.

The advantage of the outside foot pass is that it is not as easily predicted as the inside foot pass.

When mastered, outside foot pass can be performed quicker and with as much accuracy as the inside foot passes while passing the ball on the ground. (Ward & Lewin, 2002,) (As cited in Mustonen, 2011).

The instep of the foot allows the players more power in passing. Many times the instep is used for crossing and chipping, two more advanced methods of passing that require more balance and accuracy in order to be successful. The instep is also used for power-full ground passes that are very difficult to perform and rarely seen perform by some players. The most difficult pass to execute is by the top of the foot. Most power is achieved by top of the foot but the common problem is to provide good accuracy by this type of pass. Generally top of the foot is used when trying to perform long distance passing, or clearing the ball from own half. (Ward & Lewin, 2002; 42).Then researcher discussed aerial stationary passes (20m) with instep of the feet.

### **2.2.2. Dribbling**

Even though in modern football there is less time and space available for dribbling, it is an essential area to develop at youth level. Dribbling is the skill to travel with the ball while using different parts of the foot at different speeds. It also includes performing different body movements and weight transfers while controlling the ball.

At junior level the most common mistake is to kick the ball far down and run after it. Coaches should encourage the players to keep the ball close enough so it is difficult for the opponent to get the ball away. It is also important that players have the skills to change directions and use their bodies to make their moves more unpredictable. A team always needs a few players that have the confidence and game sense to keep possession of the ball and attract more opponents to create more space for open passes. Usually these players play either in midfielders' attackers. (Carr, 2005; 32).The most common way to dribble is to use different parts of the feet. However, some more advanced players be indebted the skills to dribble with their thigh or head. This is not common and very rarely seen among in a few players.

In this study dribbling against the opponent skill was interpreted across playing position. To know ball controlling ability of each players.

### **2.2.3. Shooting**

Shooting is the ability to accurately place the ball on the opponent's goal. This can be done by different shooting techniques. Best accuracy is achieved by using the inside of the foot whereas a power shot is performed using the top of the foot. Effective shooting also involves having the ability to know when a shot should be taken. (Carr, 2005), (as cited in Mustonen, 2011).

At junior level a lot of emphasis must be put into teaching the correct technique of shooting, power should come later. Accuracy is the crucial factor in scoring goals. This is why more emphasis must be placed on practicing accuracy over power. Body positioning will determine the height, speed and strength of the shot. In all shooting techniques the player's body will always be in balance, with the help of the supporting leg and balancing of the hands. Inclined more forward and having the head over the ball will allow the player for more power whereas leaning backwards and having the head behind the ball will make the ball go higher and travel slower.

### **2.2.4. Heading**

Heading is the skill to use the head to either place the ball to a desired destination or control it. There are three different types of heading: Defensive header, attacking header, and moderated header. The correct part of the head to perform a header is to use the forehead as that allows the player to see the ball at all time. Most common mistake is to not look at the ball. (Ward & Lewin, 2002,) Many junior players are often worried of heading as they do not know the proper technique to execute the header. If done with wrong technique heading can be painful for younger players. With proper progression heading can be a rewarding skill to master. (Hargreaves & Bate,). Defensive headers are used when clearing the ball from own defensive half.

The idea is to get below the flight of the ball early enough to be able to aim the head through the bottom half of the ball, which will allow the player to head the ball nice and high.

This will also allow greater power. (Ward & Lewin, 2002,) Attacking headers are aimed low to make it more difficult for the goalie to catch the ball. The proper technique includes heading the ball through the top half of the ball. Players should try and jump to gain extra height necessary to beat the defenders. With practice the players can achieve skill to control where to aim the ball. (Hargreaves & Bate,) Third type of heading is moderated header where the player controls the ball. It is crucial for the player to get beneath the ball so that he can pull his head back at the moment of impact while slightly bending his knees. The researcher compute heading accuracy

(10m).It is crucial to players score the point or to pass the ball for team mate accurately. When talking about the team tactics there is a lot to cover. This thesis was focused on the basic tactical aspects as the target group youth football project players of Hadiya zone.

The amount of training sessions per week and the length of the season make a huge difference as to how much tactical ground should be covered.

### **2.3. Player Roles**

One of the most common problems among the preadolescent is to find players willing to play as defenders as the majority of the team will want to be involved in scoring. One very effective strategy to overcome this problem is to have the players changing roles, especially during the early season, so they get an idea of the different roles. By the age of fourteen the players should be able know all the different playing roles and know what is predictable by each position on the field. It is important to define the different areas on the field, what we call the thirds. First one is the defensive third which is the area from your own goal to the area between the penalty box and the center circle. The second third is the middle third which includes the half way line and the center circle. The attacking third consists of the opponents' goal and penalty box. (Huddleston, 1999), (as cited in Mustonen, 2011).

The playing position has an effect on the technical execution and visual observation required for decision making. Depending on the playing position (forward, defense, and goalie) players will continuously face different kinds of situations, and so will need different tools to solve the problems, (Martikainen, 2011).

#### **2.3.1. Defenders**

The defenders (usually 3 to 5 per team) play near their own teams' goal and are primarily assigned to prevent shots being taken on their goal by the opponent. They also take returns from the goalie and are directed to get the ball to the midfielders. The basic expectations for a defender are stealing the ball, positive passing, and marking, tackling, struggling and taking the right positions due to situation (Suat Kasap and Nihat Kasap.2005). We determined the following parameters to evaluate the defender's performance such as balls stolen, during struggle, key, heading, key, between opponent passes, key, ball lost, clear away, key, out of control, key, balls cut, head, key, foot, key, unsuccessful challenge, head, key, foot, key, disturbing, air-ball, key, ground, key, fouls, committed, being done, penalties, committed, being

done, yellow cards, red cards, throw-in, successful, unsuccessful, cross ball, right, negative, positive, key, negative, positive, key, shots, shots on target, in penalty area, head, kick, bar, out of penalty area, head, kick, bar, shots not on target, in penalty area, head, kick, out of penalty area, head, kick, passes, positive, negative, short, long, head, air ball, ground, to goalkeeper, same zone, key, backward, key, forward, key, dribbles, successful, key, unsuccessful, key, dribbles cut, key, dribbles not cut, key, corners, right, left, negative, positive, key, goals, in penalty area, head, kick, out of penalty area, head, kick, free-kick goals, penalty goals, own goals, assists, off-sides, free-kicks, successful, unsuccessful. In generally, defenders should have the skills of covering goal area successful and helping the mid-fielder to push the ball forward.

### **2.3.2. Midfielders**

The midfielders (usually 3 to 6 per team) primary task is to steal the ball and readdress it to the forwards, and to take shots at the goal. Accurate passing is required. The basic expectations for a midfield football players are stealing the ball in the midfield position, tackling, marking, pressing, taking the right position, positive passing, assists, piece-taking (setting up the game). We determined the following parameters to evaluate the midfielder's performance such as passes, positive, negative, short, long, head, air ball, ground, to goalkeeper, same zone, key, backward, key, forward, key, cross-ball, right, negative, positive, key, negative, dribbles, successful, unsuccessful, key, dribbles cut, key, dribbles not cut, key, corners, right, left, negative, positive, key, free-kicks, successful, unsuccessful, shots on target, in penalty area, head, kick, bar, out of penalty area, head, kick, bar, shots not on target, in penalty area, head, kick, out of penalty area, head, kick, disturbing, air-ball, key, ground, key, goals, in penalty area, head, kick, out of penalty area, head, kick, free kick goals, penalty goals, own goals, assists, off-sides, balls stolen, during struggle, key, heading, vital, between opponent passes, basic, ball lost, clear away, key, out of control, key, balls cut, head, key, foot, key, unsuccessful challenge, head, key, foot, key, fouls, committed, being done, penalties, committed, being done, yellow cards, red cards, throw-in, successful, unsuccessful, positive, key. Mid-fielders the players should have the responsibility of distributing the ball forward and back ward based on the situation of opponent team approach and also the responsibility of attacking and defending in order to help defense and offensive players. To likening the two positions players.

### **2.3.3. Attackers**

Attackers (usually 1 to 3 per team) play near the other team's goal and are charged primarily with scoring goals. Forwards playing near the touchlines are called 'wings' while those in the middle of the field are called 'strikers'. Since their main focus is scoring goals, power is more important than skill. They don't generally have to be concerned about another football player 'trapping' the ball. Accuracy in shooting is a premium for these football players. The basic expectations for an attacker are scoring goals, stealing the ball in the attack position, tackling, marking, dribbling into penalty area, pressing, taking the right position, positive passing, assists, gaining the ball from midfielder and transfer with a positive way to wings or the other teammates, clearing the position for the other teammates. We determined the following parameters to evaluate the attacker's performance such as goals, in penalty area, head, kick, out of penalty area, head, kick, free-kick goals, penalty goals, shots, shots on target, in penalty area, head, kick, bar, out of penalty area, head, kick, bar, shots not on target, in penalty area, head, kick, out of penalty area, head, kick, dribbles, successful, key, unsuccessful, key, dribbles cut, key, dribbles not cut, key, assists, off-sides, fouls, committed, being done, penalties, committed, being done, yellow cards, red cards, free-kicks, successful, unsuccessful, cross-ball, right, negative, positive, key, negative, out of control, key, corners, right, left, negative, positive, key, disturbing, air-ball, key, ground, key, own goals, throw-in, successful, unsuccessful, balls stolen, during struggle, key, heading, vital, between opponent passes, crucial, ball lost, clear away, balls cut, head, key, foot, basic, unsuccessful challenge, head, key, foot, key, positive, key, passes, positive, negative, short, long, head, air ball, ground, to goalkeeper, same zone, key, backward, forward, key. In generally, attackers should have the responsibility of scoring the goal on the opponent team Net, and help the mid-fielders based on the situation of the game.

### **2.4. Basic Principles of Football Training**

Bompa, T.O (1994) (as cited in Teshome, 2012), Training programmes are designed to improve performance by developing the appropriate energy sources, increasing muscular structures, and improving neuro-muscular skill patterns. Sports medicine professionals must be familiar with the basic principles and processes of training, so that they can evaluate training programmes and determine their adequacy in maintaining an athlete's health and preventing injury.

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

Then, the principles of specificity, overload, progression, variance, and principles of long term training are the basic principles of training specific to football. The details of each principle are discussed as follows:

**Principles of Specificity:** every activity requires a specific mix of fitness components and the training should reflect the contribution made by each component. However, before attempt any specific training it is mandatory to develop a general level of fitness. In addition to this concept (Davies, 2005; 9), the mode of training you perform should be specific to the sport. So, as an obvious example, soccer players run. Cycling or swimming will develop aerobic endurance but not in the same precise manner that jogging will. Here, three main factors must be considered:

- ✓ **The individual:** training should be specific to the individual. It is important to assess the initial stage of fitness so that the workload can be accurately estimated.
- ✓ **The activity:** first identify the mix of fitness components required and then identify the major joints and muscles that are used or more active.
- ✓ **The energy systems:** identify the energy systems used during the activity and their overall contribution to total energy expenditure.

**Principles of Overload:** According (Davies 2005; 9) a soccer fitness session must be strenuous enough to tax the aerobic system. Overload simply means enough intensity to take your body out of its comfort zone, asking it to do more than it's used to. In addition this principle indicates that whole point of training is to improve level of fitness, but the level of fitness will improved only if the body is overloaded. In other words, the body should work harder than normal by increasing the amount of work to be performed. This can be applied through:

- Increasing the number of times (frequency: F) of the training.
- Increasing the intensity (intensity: I) of the activity.
- Increasing the duration (time: T) of each individual session.

**Principles of Progression:** regarding this principle, the body will improve only if it put under stress, but the principle of progression underlines the fact that the amount of overload attempted should be progressively made more difficult. The workload should be increased only once some

adaptations have occurred, so it is important to monitor the players or trainees performance closely so that the coach does not put too much stress on the players too soon.

**Principles of Variation and Recovery:** Muscle groups adapt to a specific training stimulus in about three weeks and then plateau. Variations in training and periods of recovery are needed to continue progressive loading, without the risks of injury and/or overtraining. Training sessions should alternate between heavy, light, and moderate in order to permit recovery. The content of training programmes must also vary in order to prevent boredom and “staleness”. And the principle of variance suggests that a training program should include a variety of training methods. This will help to maintain interest and motivation, and makes sure that the loads of training are varied.

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

**Principle of individual Response:** Each athlete will respond differently to the same training stimulus. There are many factors that alter the training response: genetics, maturity, nutrition, prior training, environment, sleep, rest, stress, illness or injury, and motivation, to name a few.

**Principle of long-term exercise:** Footballers experience long-term training effects by overloading regularly and progressively their body systems. Gradual improvements in physiological parameters contribute to enhanced performances. The principle of long-term training reminds coaches to be patient as they monitor the progress of the footballers and cautions them against pushing youngsters too hard, too fast and too soon. The present researchers believe the principle of training in general operates in terms of gradually increasing stress in a form of loading. Where increasing controlled demands are made on the body, which gradually increases its ability to adapt and respond to such stresses, whether they are in terms of conditioning, and skill.

## **2.5. Criterion measures**

According to AAHPER youth football skill test manual, the following criterion measures are chosen for the administration of skill tests for constructing football playing ability test on football players:

**Dribbling**-All the dribbling tests were recorded 1/100<sup>th</sup> of a second and performance was mastered by using formula  $d/t$  (distance up on time) except dribbling against the opponent, which was recorded in number of points.

**Passing and kicking**-All the passing skill tests were recorded in number of points and kicking for distance was recorded in yards.

**Shooting**-All the shooting skill tests were recorded in number of points.

**Heading**-The tests of heading for accuracy were recorded in number of points and heading for distance was measured in meters.

## **2.6. Characteristics of Youth football for various age groups**

Characteristics of youth training is depends upon the age level of players, since the capacity of Players to learn different techniques and tactics are directly related to their age. As a result the International DFB-Coaching Course Manual (B-license) (2008; 87) indicates that the organization of youth football training in relation to their age group. There are different characteristic features of each age group, similarly the content and characteristics of technical and tactical training also different. Furthermore, the detail of the organization of youth training depending on their age and characteristics of technical and tactical training is discussed as follows:

### **Infancy or Childhood stage (6-10 years)**

In this stage children play football everywhere: in the streets, on lawns and any open space: this is because football attracts children and it offers many challenges. Young players have the will to win and enjoy the games unpredictably. This is the age of exploration where they like to experience their surroundings. In this respect the coach have to give the children completion to keep their attention and enthusiasm. He/she should several means to keep them interested. There is room for sportive activity which is based on two objectives: on one side enjoyment in handling the ball with the feet and in playing; on the other side they want to move and enjoy themselves. In this stage contents of fundamentals which govern performance in techniques and tactics are:



- **Technique:** in this stage players learn body techniques like how to run, jump, stop, start and turn. And they try to identify the flight of the ball as well as how it bounces. In addition to these players try to learn the technical fundamentals in simple playing forms individually and with partners.

- **Tactics:** for this stage also include to score and to prevent goals as the objective, to get used to keep positions, a feeling of covering and to learn the rules in a simple way.

Characteristic features of players in this stage are:

- Players are attentive and interested
- Players like to move and play
- They have a certain amount of creativity which they want to develop. Therefore, the coach should find out what they want and should not put them into certain patterns.

#### **Ante-puberty stage (10-12 years)**

Players who are located in this stage are categorized under D-junior players. It is in this stage players show physical harmony, become well balanced and co-ordinate, and able to learn difficult things or creativity. Moreover, players should be thought agility, dribbling and all the difficulties in the game with the ball.

- **Techniques:** all technical elements are clearly demonstrated and practiced alone, with partner or in a group. Exercises can be introduced first in stationary position and then with mobility.

- **Tactics:** learning by practice of general tactical means such as to run free, support, and not to let the ball bounce. And dribbling and tackling as technical means in combat.

#### **Age of puberty: 1st phase (13-14 years)**

This stage is discussed as a growing stage, where the player's co-ordination is very much affected. In this stage players would not be react as quickly as before and their balance is no longer steady.

- **Techniques:** all technical to be tried as tactical means in competition, like practicing and playing forms. In intellectual unstable phases to practice techniques in simple forms in order to stabilize the movement.

- **Tactics:** tactics also include introduction, tactical means of attack and defense, and teach teamwork.

### **Age of puberty: 2nd phase (15-16 years)**

According to International DFB-Coaching Course Manual (B-license) (2008:91) this stage is another stage of harmony. In this stage players become taller and broader and differ from adults only by strength and dynamism accounted for by the gap in development. In general they can withstand training that is meant for adults. It is proved that in adequate conditioning may give the problems to cope with training bad later, even at the beginning of the senior age.

- **Techniques:** all technical elements under pressure of higher tempo and opponent, and the right selection and application of technique in complex competition forms.
- **Tactics:** more concentrated on teamwork, and tactical means of attack and defense.

### **Youth: (17-18 years)**

As the International DFB-Coaching Course Manual (B-license) (2008:92) notes that; it is in this age group that the consolidation of previously established performance ground is takes place.

Training bad devised to support and to foster the natural biological development must create the prior conditions for ensuring that the youth can smoothly join the ranks of senior football. This training bad is even aimed to physically adjust players to the diversity of the challenges posed by competition, but equally applies to the intellectual-mental sphere. According to FYSA Coaches Manual (2010:11) at the junior level, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and results are key. At this point, any success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development than on team building. As players graduate to the junior level, they should become comfortable with the ball and have an insight into the game that will allow them to deal with the increasing pace of the game (both in athletic and speed of decisions). Thus, the goal at this point in a player's development is to begin expanding his/her understanding of the game as much as his/her technical and game maturity will allow. With all these capabilities which have been developed through the different stages, players are ready to play top level football, provided that these talents are guided and developed with the right type of training.

- **Technique:** automatisations and variation of all skills in complex forms, and improvement of attacking and defending behavior.

- **Tactics:** in this stage players are trained to improve the ability to take risks and to decide spontaneously, and match analysis in team meetings with discussions.

In general it is vitally important that younger players learn and practice more and new technical skills while older players need to practice and rehearse the basic technical skills to ensure continued success. This studies examine the age of 16- 17 years old youth football project players.

## **2.7. Skill, Role and responsibility of a Football Coach**

According to Wondimu (2013), the coach should be a good planner, as training plans (short-, medium- or long-term) must be delivered, and this is a fundamental skill that should be developed through experience over a period of time, and also by consulting with other coaches on how they plan. The main message is for the coach to develop these skills and qualities over time. Some of these will not come easy, and will require some practice, but if the coach can get into good habits in the early stages of their career, it will facilitate their development.

The roles and responsibilities of a coach are as equally wide-ranging as the skills and qualities of a coach. The coach may find that they slip into one or more of these roles, depending on the coaching environment that they find themselves in, and with that comes the responsibility of the role. The key responsibilities and skills of a coach are:

- be a good planner
- be analytical
- communicate effectively, which is inclusive of listening
- create and maintain a safe coaching environment
- Creating a motivational environment that facilitates maintenance of involvement and maximizing potential in football.
- creating a positive motivational environment both in training and competition;
- Identifying and fulfilling the aspirations of the performer;
- Improving performance through a sequential, progressive, challenging and structured training and competition program;
- monitoring, reflecting upon and evaluating the efficiency of the program in relation to the performer's aspirations;
- Provide impartial, timely and constructive feedback.

## **2.8. Planning a Football Training and Competition Season**

As described in the FIFA Coaching Manual (2004:1), the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. In addition to Wondimu (2004), describes Planning is the process of setting goals, developing strategies and outlining tasks and schedules to accomplish the goal. It is the matter of drawing up the future activities of a coach and players. Here is laid down which measures must be taken, the order and duration of training. in his/her plan , the coach must not only make allowance for the circumstances of training process, but also of the players' collective , in order , in attainment with all these factors , to determine the main tasks of the individual cycles of preparation. Planning of training depends to a large extent on the age of the players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved. However, unlike in individual sports, such planning is not easy to schedule in a team sport like football, where players can be involved in several competitions (national league and cup competitions for their club, international club competitions and international competitions with the national team).High-quality, methodical planning, such as that required by a national team, calls for close co-operation between the coach, the doctor, the dietician and the psychologist.

### **2.8.1. Annual-Plan**

According to FIFA Coaching Manual (2004:2) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. This plan varies from country to country, either because of the structure of the fixture list of the competitions in a given country, or because of cultural, weather and even financial considerations. The plan does, of course, also vary, according to whether the coach is working with top-level professional players or with young players who are still being developed. It does, however, rely on the same methodological principles.

As suggested in FIFA Coaching Manual (2004:3) the following criteria's should be taken into account when drawing up an annual training plan:

- Playing level, performance age and training age.
- The number of players (squad size) available.
- The fixture list.

- The objectives for performance on the pitch for the season.
- The infrastructure, equipment and conditions available for training.
- The coaching staff available (coaches, medical support, administration manager, sports psychologist).
- Analysis and assessment of past performances.
- The social environment of players (family, school, place of residence, lifestyle habits).

The annual training plan is often subdivided into three large periods. These are:

- ✓ Preparation period
- ✓ Competition period
- ✓ Transition period

#### A) **The preparation period**

- This is the key period for getting the players and the team as a whole in the right physical condition.
- It should last between 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors. Experience has shown that the first positive effects of training become apparent after 6 to 10 weeks.
- A preparation period lasting 6 to 8 weeks seems to be the norm nowadays in football.
- The period is divided into two phases :( FIFA Coaching Manual (2004:3).

**1st phase:** – General preparation based around physical work. The quantity of training is decisive for this preparation, i.e. the frequency of training sessions and the duration and volume of training. The training done in this phase is basic.

**2nd phase:** – This is the pre-competition phase, the phase of specific physical development with the inclusion of technical/tactical and mental aspects. The quantity of training is reduced; the quality therefore comes from the intensity of the work. There are nevertheless many who feel that that quality is often synonymous with quantity and intensity.

#### B) **The competition period**

- The duration of this period depends on the competition schedule.
- It usually lasts between 8 and 10 months (depending on the country and the level of competition).
- The period is subdivided into weekly cycles called micro cycles.

- This is the period when general and specific fitness are transformed into match fitness: when players reach optimum performance capacity and seek to maintain this for as long as possible.
- During this phase, the players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing.
- As the level of performance during this period depends on the commitment of the players in the various competitions and on their own personal potential, the coach has to bear in mind the need to take individual requirements into account in training.
- To ensure the right emphasis in training and to allow the training to be monitored more easily, several of the micro cycles in this period become 3 to 4-week competition meso cycles.

In today's game, given the heavy burden placed on players in terms of the number of matches played (many players are involved in at least two matches per week), it is necessary to programme recovery and regeneration cycles into the meso cycle, especially when working with young players. When players are being developed, learning mesocycles are always programmed into the schedule.

Example: Three-week cycle with the main emphasis on technical aspects: receiving the ball, controlling on the turn and delivering the first pass. Together with the physical and competition-related objectives fixed this emphasis on technical elements remains a priority in the cycle.

### **C) Transition period**

- This is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertions of playing competitive football.
- The period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing). This phase is scheduled after a period of competitive activity. However, bearing in mind that 2 to 3 weeks' absolute rest can be sufficient to cause general endurance performance to drop by 20 to 25%, VO<sub>2</sub>max by 4 to 6%, as well as causing a decline in overall strength and co-ordination qualities, it is also possible to arrange a programme that allows the players to maintain their fitness level with progressive physical activity.

### **2.8.2. The Training Session**

FIFA Coaching Manual (2004:14) explains that the training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his session around his objectives for that day, his medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team. The training

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

### **The training session comprises three phases**

#### **a) The warm-up or limbering-up phase**

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

#### **b) The performance phase**

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards volume, but also the duration and intensity of the activities. Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players. At training/development level, but mainly at pre-training/pre-development level, the football played must be at the heart of the whole training process. It should take up between 50% and 60% of the total duration of the session, although the coach must also ensure that the players' equip themselves with the necessary technical, tactical and mental skills using progressive, analytical exercises. In training, play improves when there is a better distribution between practice games on large and reduced-size pitches and training exercises.

Example: Once the players have completed repeated drills and gone through simulated match situations in a training exercise that focuses on shooting at goal, a small-sided game will help them to put the finishing skills that they have worked on into practice. Shooting on goal should therefore be included as a topic of emphasis in the practice game, thereby allowing the players

to reproduce real match situations. It is up to the coach to work out an optimum combination alternating between practice games, analytical exercises and other forms of playing, or between separate forms of training without the ball and integrated forms of training with the ball.

### **c) The cooling-down phase**

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The players then have hydration or energy drinks as the first step to aid recovery.

This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his assessment of the session, to fix new objectives or simply to communicate with his players. The duration varies between 10 and 15 minutes.

## **2.9. The Benefits of Youth Sport Participation**

With so many youth participating in sports, either in school or agency-sponsored programs, it is important to examine the possible benefits of this involvement. The benefits and detriments of youth sport participation have been a topic of debate within the research and policy literature; however, numerous benefits have been identified. For instance, Seefeldt, Ewing, and Walk (1992) have identified the following possible benefits associated with competition:

- **Learning physical skills.** Young athletes learn both fundamental motor skills (e.g., running, jumping and hopping) and sport-specific skills (e.g., how to dribble, pass, shoot kick in football) that allow them to stay active.
- **Appreciation of fitness.** Two of the motives for participation identified by children are “to get exercise” and “stay in shape” (Ewing & Seefeldt; 1989); participating in sports offers this benefit.
- **Sense of belonging.** Another strong motive of participation is social interaction. Sports can provide peer interaction through both teammates and healthy competition (see Weiss & Stuntz, 2004 for a review of the literature).
- **Acquiring sport skills for leisure.** Learning the fundamental motor skills through sport (e.g., proprioception, coordination) can aid in skill development, but can also be transferred to other sports and leisure activities, promoting increased participation and involvement.



In a review of current trends and literature in youth sport, Malina and Cumming (2003) outlined other possible benefits of participation:

- Growth and maturation effects
- Regular physical activity leading to increased fitness
- Self-concept or self-worth effects
- Social competence
- Moral development

The coaches, specifically youth football coaches, are expected to provide coaching environments which assurance for trainees in learning of physical skills, appreciation of fitness, sense of belongingness and acquiring of fundamental skills. The involvement of trainees in practical football training can be constant and active, if the tasks are related with the interest and needs of youth trainees.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1. The Research Design**

In order to identify selected football skill performance with playing position of youth football project players, the researcher was used cross sectional design in order to collect the data from players at once.

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

The information was obtained from the some selected youth football project players from Hadiya zone Division (under-17).

#### **3.3. The Study Area**

Geographically, Hadiya Zone is one of the 14 Zones and 4 Special Woredas of the southern nation nationality and people republics (SNNPR) of Ethiopia. Its capital city, Hossana, is 230 km away from Addis Ababa, the capital city of Ethiopia. It is also 168 km and 200 km away from the capital city of the SNNPR Hawassa through Angacha and Durame, respectively. Hadiya Zone is bordered in the South by Kembata Tembaro Zone and Alaba Special Woreda, on the West by the Omo River which separates it from Oromiya Region States and the Yem Special Woreda, in the North by Gurage and Silite Zones, and in the East by the Oromiya Region States with an estimated area of 346958.14 hectares. Hadiya Zone has an estimated population density of 378.73 people per square kilometer. Hadiya Zone has 11 woredas, namely, Soro, Lemo, Analemo, Shashogo, East Badawacho, West Badawacho, Duna, Gombora, Misha, Gibe, and Hossana Town Administration. Based on the statistical report of the 2007 population and housing census results. Hadiya Zone has a total population of 1243776, of whom 625531 were men and 618245 were women (CSA, 2007). This impels that male to female ratio is almost equal. The researcher was selected four woredas from the rest of them, namely East Badawacho, Misha, Lemo woreda and Hossana Town Administration.

## Map of Hadiya zone

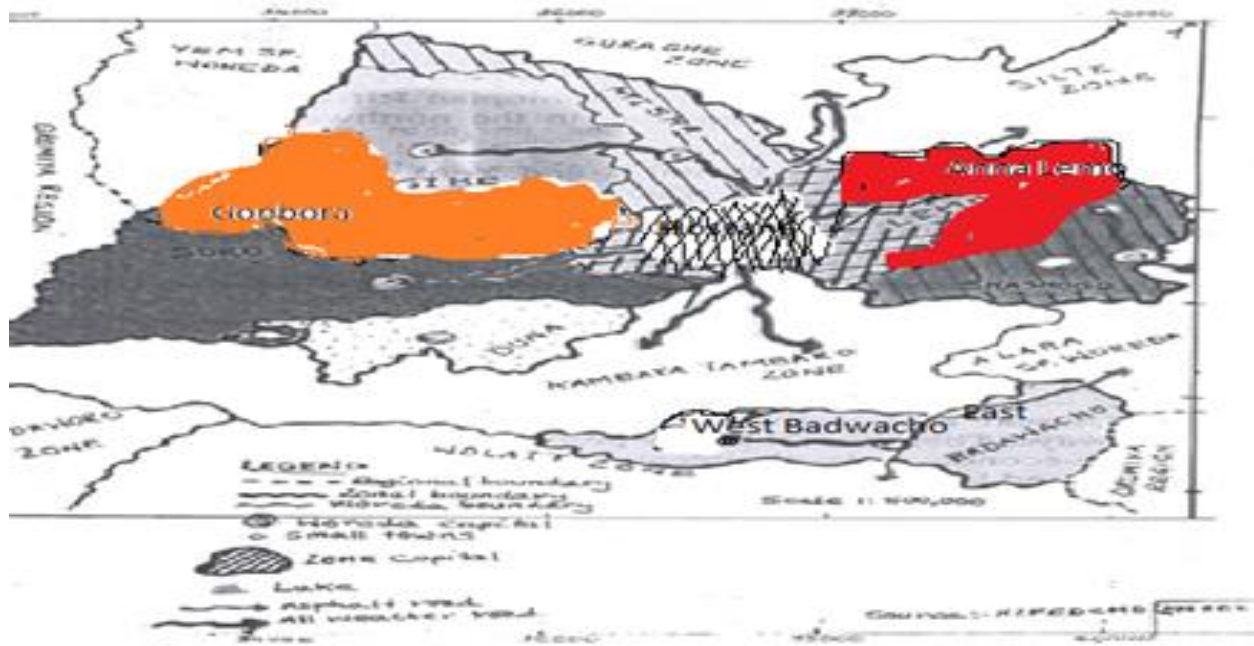


Figure ----

Source HZFEDCMD

### 3.4. Sample size and Sampling Techniques

In this study multistage sampling method was used. In the first stage of sampling, Hadiya zone was purposively selected for the study from the rest of the administrative Zones found in the SNNPR. This Zone was selected because of its proximity and accessibility for data collection and the study in general. In the second stage of sampling, four projects were selected using stratified sampling technique from four woredas found in Hadiya administrative zone. Finally, 90% of the total population, defenders ( $n=30$ ), mid-fielders ( $n=30$ ), and attackers ( $n=30$ ) from the four projects were selected using simple random sampling (lottery) method. In its totality subjects participated to collect the necessary data. The researcher assumes that these subjects were fit to give enough information on the topic under the study.

### **3.5. Data Collection Instruments**

1. The instruments were used in performing the dribbling skill test was:
  - Dribbling against the opponent
2. The instruments were used in performing the passing and kicking skills were:
  - Aerial pass stationary ball with instep of the feet (20m).
  - Dribbling and kicking for distance
3. The instruments were used in performing the shooting skill was:
  - Shooting a stationary ball in the goal (20m).
4. The instruments were used in performing the heading skill was:
  - Heading for accuracy (10 m)

### **3.6. Procedures of Data Collection**

After designing the research instruments, then observation of the training session taken the first step in data collection. This was because to gained first-hand information the usual principles, method and character of the team and the coach during the training session. Secondly, date and times of contact was determined and thirdly the selected skill performance tests were given to selected youth football project players. After completed the data collection processing the raw data or methods of analysis follow get-up.

### **3.7. Methods of data analysis**

In order to assess the selected football skill performance test of players, quantitative data was analyzed using simple statistical methods such as tables and chart. Statistical Package for Social Science (SPSS) software version 21.0 was used to enter the data into computer system it was made quantitatively. Person correlation coefficient was used to investigate the relationship between selected football skill performances test items of players across the playing position. To investigate the difference between the players across playing position, an analysis (ANOVA) procedure was used to assess the mean difference between each position players.

### **3.9. Ethical consideration**

Ethical clearance of the study would be obtained from the research Ethics Review Board of Jimma University, Department of sport science. Permission from the community (youth project) was sought before initiating the study by communicating the responsible zonal and woreda administrative offices through official letters from Jimma University. Similarly, the agreement would be taken from the youth football project manager and players.

## CHAPTER FOUR

### 4. FINDINGS, INTERPRETATION AND DISCUSSION

The collected data for each variable was analyzed for each playing position on the field, namely, defenders", mid-fielders" and attackers" and presented as descriptive statistics for each variable and also for research subjects as each across playing positions. The data was further analyzed to find out the mean differences among the subjects of varying field positions by computing ANOVA and the significance of difference was analyzed by computing' F' score .

Dribbling against the opponent, Aerial pass stationary ball (20m), Shooting stationary ball in the goal (20m) and Heading for accuracy (10 m) was recorded in number of points, while dribbling and kicking for distance were recorded in meters.

#### 4.1. Findings and interpretation of data

Mean stander deviation and ANOVA results for each selected skills are listed in tables1-11 below.

**Table 1 Means and standard deviation for Dribbling against the opponent.**

<b>Position</b>	<b>No</b>	<b>Mean</b>	<b>Std. Deviation</b>
Defender	30	7.43	1.006
Mid-fielder	30	8.93	0.94
Attacker	30	7.96	1.06
Total	90	8.11	1.17

Source: field data

Table 1 illustrated the test values obtained by defenders, mid-fielders and attackers. The mean dribbling against the opponent score of players who were playing in the mid-fielders position score higher (M=8.93, S= 0.94) than the mean dribbling against the opponent score of defending position (M=7.43, S= 1.006) which in turn higher than the mean score of Attackers (M=7.96, S= 1.06).

**Table 2 ANOVA result for dribbling against the opponent**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34.200	2	17.108	16.867	.000
Within Groups	88.200	87	1.014		
Total	122.400	89			

The analysis of variance ( ANOVA) test, however, revealed that there was a significant differences between on mean score of dribbling against the opponent test in relation to players position at ( F ( 2,87)=16.86,  $p < .05$ .  $p = .00$ ).The finding showed that the mid-fielders performed better in the ability of keeping the ball under control during dribbling against the opponent, while the defenders and attacking position players slightly need some modification on dribbling against the opponents' skill.

**Table 3 Means and standard deviation for Aerial pass stationary ball with instep of the feet (20m).**

Position	No	Mean	Std. Deviation
Defender	30	26.43	1.006
Mid-fielder	30	30.20	1.60
Attacker	30	30.06	1.52
Total	90	28.90	2.23

$P < 0.05$ =significant: source: field data

Table 3 summarized the test values obtained by defenders, mid-fielders and attackers aerial pass stationary ball (20m) test to measure the ability of passing the ball accurately. The Mid-fielders obtained the mean score higher (M =30.20, Std. =1.60) than the mean obtained defending position (M=26.43, Std. =1.006) and slightly higher than mean obtained attacking position (M=30.06, Std. =1.52).

**Table 4 ANOVA result for Aerial pass stationary ball with instep of feet (20m)**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	274.067	2	137.033	69.300	.000
Within Groups	172.033	87	1.977		
Total	446.100	89			

The ANOVA test analysis showed that there was a significant difference between the defenders, mid-fielders and attackers with at  $(f(2, 87) = 69.30, p < .05)$ .  $p = 0.00$ .

The finding also revealed with the mid-fielders ( $M=30.20$ ) indicated that the mid-fielders have more the ability of passing the ball accurately than the defenders and attackers. The defenders passive the ability of passing the ball accurately, but it is significant.

**Table 5 Means and standard deviation for dribble and kicking for distance.**

Position	No	Mean	Std. Deviation
Defender	30	63	4.38
Mid-fielder	30	61	3.82
Attacker	30	61	3.34
Total	90	62	3.91

$P > .05 = NS$ , not significant: source: field data

Table 5 shows the test values obtained by defenders, mid-fielders and attackers.

The mean score of defenders position was higher ( $M=63, S= 4.38$ ) than the mean score of mid-fielders and attackers position ( $M=61, Std. = 3.82$ ) and ( $M=61, Std. =3.34$ ) respectively.



**Table 6 ANOVA result for dribble and kicking for distance**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73.889	2	36.944	2.496	.088
Within Groups	1287.500	87	14.799		
Total	1361.389	89			

The analysis of variance (ANOVA) test also revealed that there was no significant differences between on mean score of defenders, mid-fielders and attackers at ( $F(2, 87) = 2.49, p > .05, p = .08$ ). The finding revealed with the defenders ( $M=63$ ) indicated that the defenders have more the ability of in kicking long distance skill than that of mid-fielders and attackers, It is not significant.

**Table 7 Means and standard deviation for shooting a stationary ball in the goal (20m).**

Position	No	Mean	Std. Deviation
Defender	30	27.94	1.24
Mid-fielder	30	32.2	1.84
Attacker	30	33	1.94
Total	90	31.05	2.78

$P < .05$  = significant: source: field data

According to table 7, on shooting stationary ball in the goal (20m) which measured the accuracy of shooting the ball in the goal test of defenders, mid-fielders and attackers obtained mean value of ( $M= 27.94, Std=1.24$ ), ( $M=32.2, Std.=1.84$ ) and ( $M=33, Std=1.94$ ) respectively. The mean shooting a stationary ball in the goal score of players who were playing in the attacking position score higher ( $M=33$ ) the mean score of players those playing in defending position ( $M=27.94$ ), which in turn the mean score of mid-fielders position ( $M=32.2$ ). And the mean score of players who playing in mid-fielders position higher than the mean score of defending position.

**Table 8 ANOVA result for shooting a stationary ball in the goal (20m).**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	434.467	2	217.233	73.130	.000
Within Groups	258.433	87	2.970		
Total	692.900	89			

The analysis variance (ANOVA) test indicated that there was a significant difference between defenders, mid-fielders, and attackers at ( $F(2, 87) = 73.13, p < 0.05, p = 0.00$ ). Consequently, the obtained values which stated that there was a significant difference in shooting stationary ball in the goal (20m) test scores between defenders, mid-fielders and attackers was accepted. This finding for the mean was surprising because the attackers were more accuracy of shooting the ball in the goal than that of that of players who playing in, mid-fielders and defenders in general.

**Table 9 Means and standard deviation for heading accuracy (10m).**

Position	No	Mean	Std.Deviation
Defender	30	18.43	1.04
Mid-fielder	30	18.06	1.01
Attacker	30	19.16	1.39
Total	90	18.55	1.23

P<.05=significant: source: field data

Table 9 outlines the values obtained from defenders, mid-fielders and attackers in the heading accuracy (10m) test, it measure the accuracy in heading. Whereas the mean and Std.deviation value of defenders (M=18.43, Std=1.04), mid-fielders (M=18.06, Std=1.01) and attackers (M=19.16, Std=1.39).This showed that the attackers more accuracy in heading (10m) than that of players who playing in, defenders and mid-fielders.

**Table 10 ANOVA result for heading accuracy (10m)**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.822	2	9.411	6.97	.002
Within Groups	117.4	87	1.349		
Total	136.22	89			

The analysis of variance (ANOVA) test of (F (2,87) = 6.97, p< .05, p=.002) showed that the hypothesis which stated that there was a significant mean difference in heading accuracy (10m) of defenders, mid-fielders and attackers, an investigation of selected football skills performance with playing position youth football project players was true so the alternative hypothesis was accepted. The finding on heading accuracy (10m) test, it revealed that, the performance of attackers was better than that of defenders and mid-fielders. The defenders and mid-fielders position players need modification on the ability of accuracy in heading skill performance.

**Table 11 the relationships between skill performances on the dribbling, passing, kicking, shooting, and heading skills.**

<b>Relationship assessed</b>	<b>Pearson correlation (r)</b>	<b>p value</b>
Dribbling against the opponent	1	< 0.001
Aerial Passing stationary ball (20 m)	0.305	< 0.001
Dribbling and kicking for distance	0.119	< 0.001
Shooting stationary ball on the goal (20 m)	0.380	< 0.001
Heading accuracy (10 m)	0.75	< 0.001

Correlations of the football skill performance variables for the players were listed in the above Table. 11. The results showed that, dribbling against the opponents was highly significant correlated with heading accuracy 10 m ( $r = 0.75$ ,  $p < 0.05$ ), although observed weakly significant with passing stationary ball 20 m ( $r = 0.305$ ,  $p < 0.01$ ). In addition, shooting stationary ball in the goal 20m ( $r = 0.38$ ) was weakly significant correlated with passing stationary ball 20m ( $r = 0.305$ ,  $p < 0.01$ ). This finding indicates that players who are better in the ability of keeping the ball under control during dribbling are also have the ability of heading accuracy 10 m, and the ability of passing the ball accurately 20 m also better in shooting accurately the ball in the goal 20 m. favorable ball controlling and accurate passing or accurate shooting were vital for better skill performance. These indicated that all the skills were correlated each other during game situation.

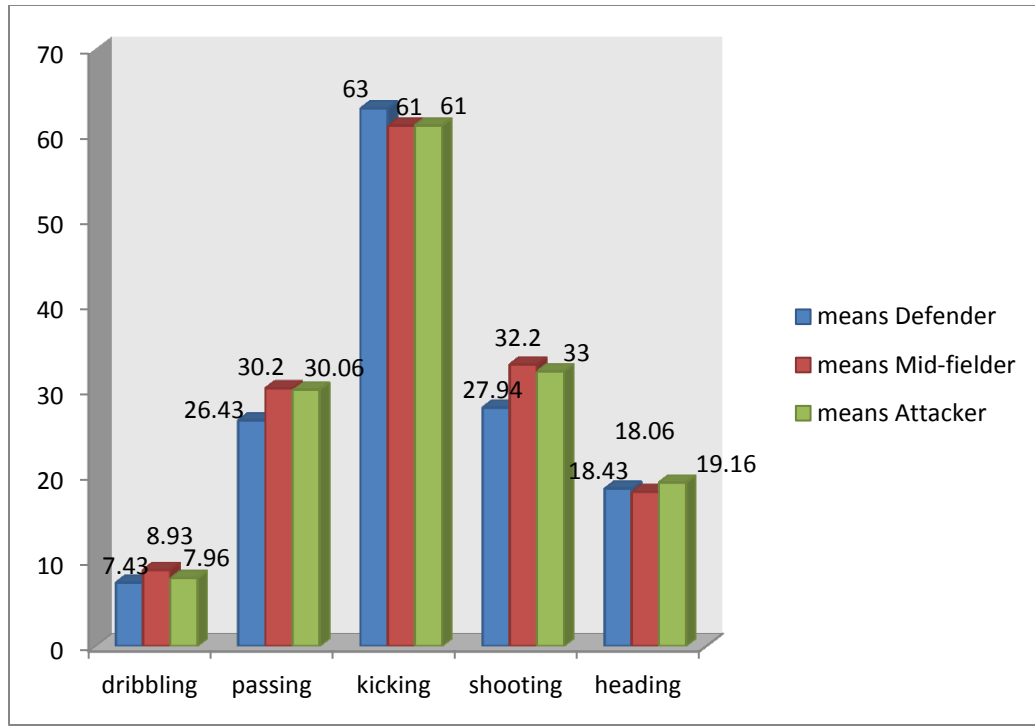


Figure 1 shows the mean scores of dribbling, passing, kicking, shooting and heading skills of youth football project players of Hadiya zone south Ethiopia, 2015.

#### 4.2. Discussion of the Findings

As shown in table 2, The analysis of variance (ANOVA) test, however, revealed that there was a significant differences between on mean score of dribbling against the opponent test in relation to players position at (  $F ( 2,87)=17.108, p<0.05, p=.00$ ). The finding showed that the mid-fielders performed better in the ability of keeping the ball under control during dribbling against the opponent, while the defenders and attacking position players slightly need some modification on dribbling against the opponents' skill. Similar, study in U S A. (Plainos, C 2011), there was statistically significant differences were observed between the training methods groups in dribbling performance at [ $F (2.87) =5.159, (p< 0.05) p= .004$ ]. That is, the effect of training methods was different concerning the development of dribbling skill in total measurements. The researcher believed that planed training methods improve dribbling skill across playing position. Training has a great impact on players' skill performance then; coaches have the responsibility of giving appropriated training for trainees.

As seen from table 4, the ANOVA test analysis showed that there was a significant difference between the defenders, mid-fielders and attackers with at ( $f (2, 87) = 69.30, p< .05, p= 0.00$ ).

The finding also revealed with the mid-fielders ( $M=30.20$ ) indicated that they have more the ability of passing the ball accurately than the defenders and attackers. The defenders passive the ability of passing the ball accurately, it was significant. According to Karaveloğlu & Kaya, 2013), for the passing skill test, observed a significant difference was found between the adjusted final test scores at ( $F_{1, 74}=36.126$ ;  $P<0.05$ ,) and retention test scores ( $F_{1, 74}=36.018$ ;  $P<0.05$ ). This difference was in favor of the collaborative training method group. Then, a method of training it contributes individual's or group skill difference in passing accuracy (20m) test. Experts, coaches and coaching staff give special attention for how to provide training for young generations or youth football trainees.

As can be observed from table 6, the analysis of variance (ANOVA) test also revealed that there was no significance differences between on mean score of defenders, mid-fielders and attackers at ( $F(2, 87) = 2.49$ ,  $p>0.05$ .  $p=.088$ ). The finding revealed with the defenders ( $M=63$ ) indicated that they have better the ability of kicking long distance skill than that of mid-fielders and attackers, It is not significant. Similarly According (Rajeswaran, 2013), findings football player on selected skill variable (kicking) was statistically not significant at ( $F=.16$ , ( $p> 0.05$ ),  $p=0.85$ ). From this, it was concluded that players of varied positions such as defensive, midfield and offensive are all appeared to similar in the performance of kicking long distance skill.

According to table 8, the analysis variance (ANOVA) test indicated that there was a significant difference obtained between defenders, mid-fielders, and attackers at ( $F(2, 87) = 73.13$ ,  $p<0.05$ ,  $p=0.00$ ). Consequently, the obtained values which stated that there was a significant difference in shooting stationary ball in the goal (20m) test scores between defenders, mid-fielders and attackers was accepted. This finding for the mean was surprising because the attackers were more accuracy of shooting the ball in the goal than that of defenders and mid-fielders in general. According to (Karaveloğlu & Kaya, 2013), findings shows that for the shooting skill test, a significant difference was found between the adjusted final test scores ( $F(1, 79)=51.648$ ;  $P<0.05$ ,) and retention test scores ( $F(1, 79)=73.535$ ;  $P<0.05$ ). This difference was in favor of the collaborative training method group. From this, we concluded that players of varied positions such as defensive, midfield and offensive are all seemed to not similar in the skill performance of shooting in the goal (20m).

Table 10, The analysis of variance (ANOVA) test of ( $F(2, 87) = 6.97, p < .05, p = .002$ ) showed that the hypothesis which stated that there was a significant mean difference in heading accuracy (10m) test of defenders, mid-fielders and attackers, an investigation of selected football skills performance with playing position youth football project players was true so the alternative hypothesis was accepted. Previous studies (Larson, E. A., 2011), specifically, accelerations (g) experienced by the head during driven type headers were significantly ( $F[1, 12] = 5.15, p = .04$ ) for males football players ( $M = 14.07, Std = 1.45$ ). Also in table 10 revealed that, the skill performance of attackers was better than that of defenders and mid-fielders. In general strikers were the fastest players in heading accuracy skill comparing with other position players.

The major finding of this study was that there were significant differences on heading accuracy (10m) test. From this, it was concluded that players of varied positions such as defensive, midfield and offensive are all looked not similar in the skill performance of heading accuracy (10m).

Correlations of selected football skill performance variables for the players are listed in the table. 11. The results showed that, dribbling against the opponents was highly significant correlated with heading accuracy 10 m ( $r = 0.75, p < 0.05$ ), although observed weakly significant with passing stationary ball 20 m ( $r = 0.305, p < 0.05$ ). In addition, shooting stationary ball in the goal 20 m ( $r = 0.38$ ) was weakly significant correlated with passing stationary ball 20 m ( $r = 0.305, p < 0.05$ ). This finding indicates that players who were better in the ability of keeping the ball under control during dribbling, are also better in the ability of heading accuracy 10 m, and the players those who were better in the ability of passing the ball accurately 20 m, also better in ability of shooting accurately the ball in the goal 20 m. favorable ball controlling and accurate passing or accurate shooting were vital for better skill performance.

## CHAPTER FIVE

### 5. CONCLUSIONS AND RECOMMENDATIONS

The major research problem of the study focused on the selected football skills performance with playing position of youth football project, using dribbling against the opponents test, Aerial pass stationary ball (20m) test, dribbling and kicking for distance, shooting stationary ball in the goal (20m) and heading accuracy (10m) test. The study involved a randomized population of 90 subjects aged between 16- 17 years, (under-17) from youth football project players.

#### 5.1. Conclusions:

Within the delimitations and limitations of this study, based on the result obtained, it carefully concluded that:

A significant mean difference was found on football skill variables (dribbling, passing, shooting and heading) among the defensive, midfielders and offensive players  $p < .05$ .

In the game of football, the skills used in the study are although varied in the amount of requirements among the players of varied, positions; basically everyone must have some ability in the skills of dribbling, passing, shooting, kicking and heading, so as to execute the fundamental and advanced skills.

All the test items included in this study were highly and weakly correlated positively with playing ability of skill performance. Mid-fielders were better in dribbling and passing skills and the defenders were the worst in dribbling and passing accuracy (20m). Strikers were the fastest in shooting in the goal (20m) and heading accuracy (10m) skill performance test. The non-significance relationship observed in dribble and kicking for distance ( $p > .05$ ). Further examination of this measure may provide a clear indication of the relevance of the dribble and kicking for distance skill.



## **5.2. Recommendations for Further Research:**

Based on the results of the study, the following recommendations are offered as suggestions for further study:

- ❖ The selected skill performance test may be used by the football coaches, trainees and experts for evaluating the skill performance of players.
- ❖ The subjects being examined in this study were the 16 – 17 years old trainees; therefore, the findings may not be applicable to other age groups.
- ❖ Similar study may be carried out on different age groups of football players.
- ❖ Additional professional football coaches should be posted to basic project trainees to help them in the acquisition of skill performance.
- ❖ To promote trainees to master a given skill the coaches should give sufficient time and days for each skill before go to the next skill.
- ❖ To solve the problems which were faced by trainees related with skills performance, the coaches must provide training in classifications and also follow the improvement and weakness of trainees' through planned assessment.
- ❖ Also the coaches should demonstrate the new skills before go to the training of trainees' to assure the acquisition of techniques by players.
- ❖ Similarly improved the level of skill performance in each player across playing position.
- ❖ The study reveals that as there was difference in performing the given skill in each playing position, therefore experts and concerned body helped them to master each skill performance as soon possible.
- ❖ Improving performance through a sequential, progressive, challenging and structured training and competition program.
- ❖ Also coach creating a motivational environment that facilitates maintenance of involvement and maximizing potential in football.
- ❖ Finally the researcher recommends those interested individuals to conduct a detail and further investigation on the issue under the study.

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**Appendix A**  
**List of skill Test items**

<b>Category</b>	<b>Item No.</b>	<b>Name of test item</b>
<b>Dribbling</b>	1	Dribbling against the opponent
<b>Passing and Kicking</b>	2	Aerial pass stationary ball (20m)
	3	Dribbling and kicking for distance
<b>Shooting</b>	4	Shooting a stationary ball in the goal (20m)
<b>Heading</b>	5	Heading for accuracy (10m)

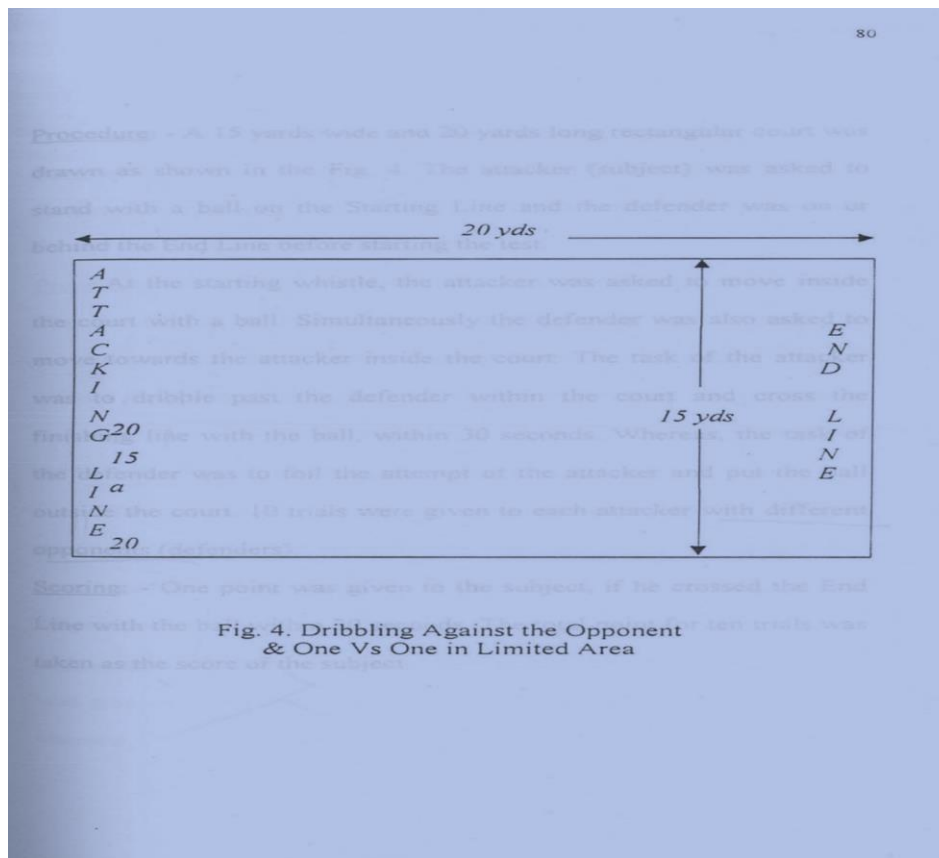
## Appendix B

### Procedures of selected test

#### 1. Dribbling against the opponent

**Purpose:** - To measure ability of keeping the ball under control during dribbling against the opponent.

**Procedure:**-A 15 yards wide and 20 yards long rectangular court was drawn. The subject will ask to stand with the ball on the starting line. At the starting whistle, the attacker will asked to move inside the court with a ball. Simultaneously the defender will also ask to move towards the attacker inside court.



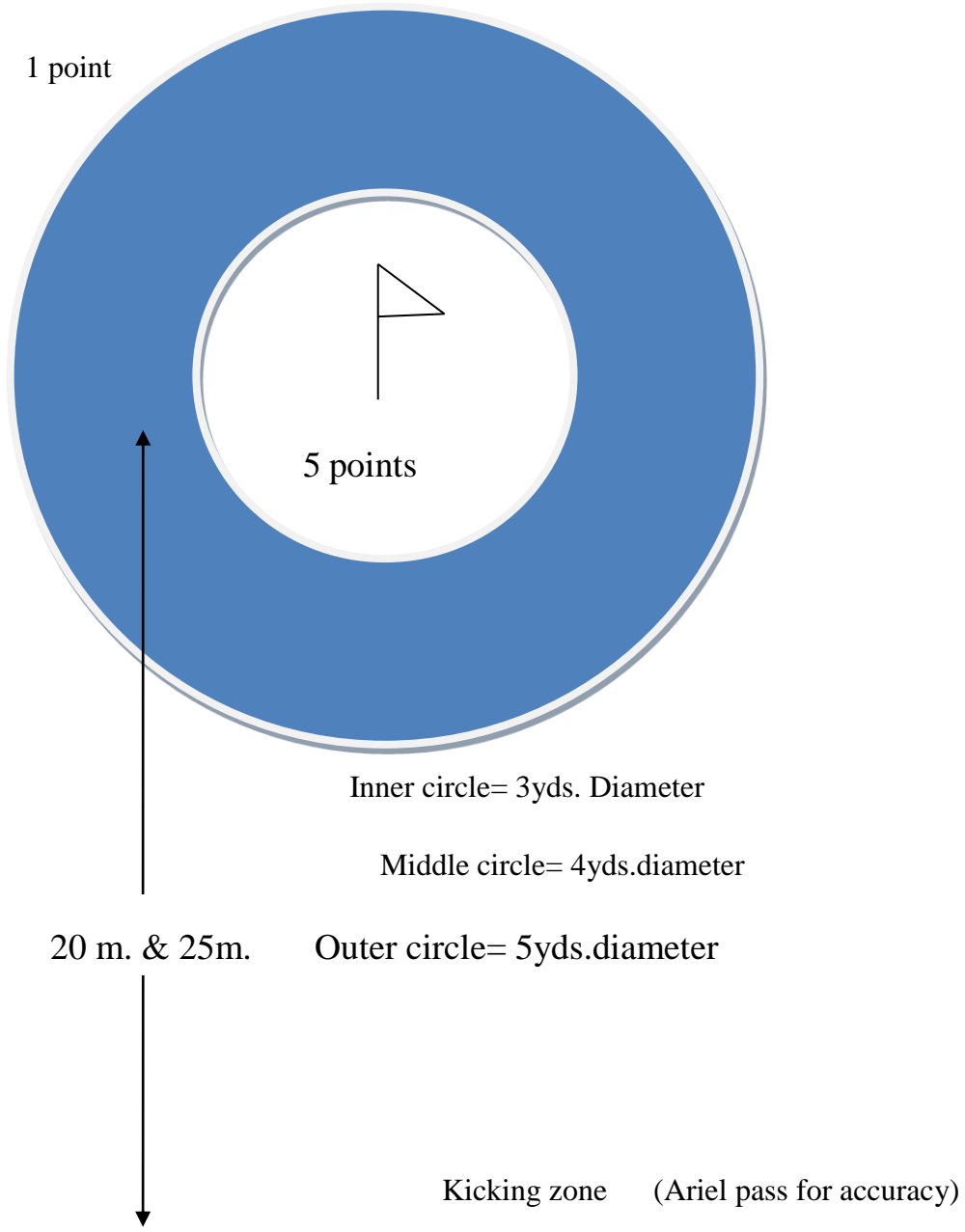
**For scoring the following norms was followed:**

One point will give to the subject, if he crossed the end line with the ball with the ball within 30 seconds. The total point for ten trials will take as the score of the subject.

# 1. Aerial pass stationary ball (20 m)

**Purpose:** - To measure the ability of passing the ball accurately.

**Procedure:** - Three different size circles of 5 yards, 4 yards, and 3 yards diameter with common center will draw on the ground. The area covered by the outer circle made the target of this test 20 meter away from the center of this circle.



**For scoring the following norms was followed:**

The ball landed inner circle	5 points given
The ball landed on the middle circle	3 points given
The ball landed on the outer circle	1 points given

## **2. Dribbling and kicking for distance**

**Purpose:** - To measure power in kicking or long distance ability.

**Procedures:**-A restraining line will draw on one end of the ground. To start the test, the subject will asked to put or rolled or bounce a ball behind or on the restraining line. The subject will permit to use any part of his foot. 3 trials will be given, but before kicking the ball will dribbled for 3to 4 yards.

**For scoring the following norms was followed:**

80 yds. 75 yds. 70 yds. 65 yds. 60 yds. 55 yds. 50 yds. 45 yds. 40 yds. 35 yds. 30 yds. 25 yds.20 yds. 15 yds. 10 yds. 5 yds.
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## **8. Shooting a stationary ball in the goal (20 m)**

**Purpose:** - To measure the accuracy of shooting the ball in the goal.

**Procedure:** - The whole goal will divide by rope 7 parts as shown fig.8.Outside the penalty area a shooting arc will draw. This arc will be a distance of 20 meters in the extension of approximately  $45^{\circ}$  angles from each post. To start the test, the subject will be asked to shot the ball, which will kept behind the shooting arc (20 meter).The subject will permitted to use any part of his foot.



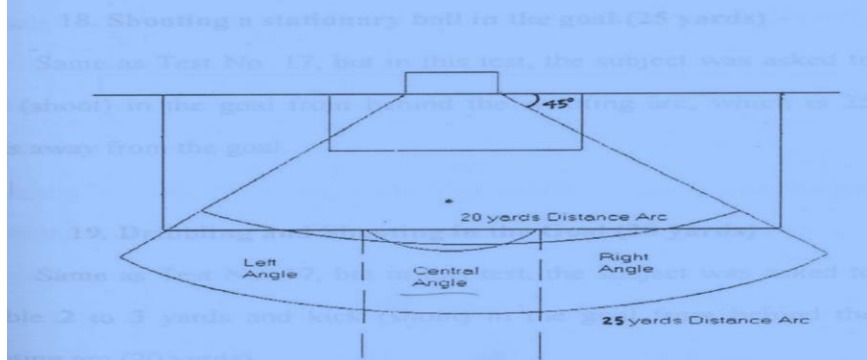
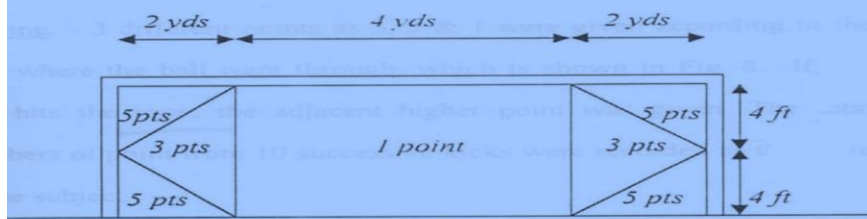


Fig. 8. Shooting in the Goal

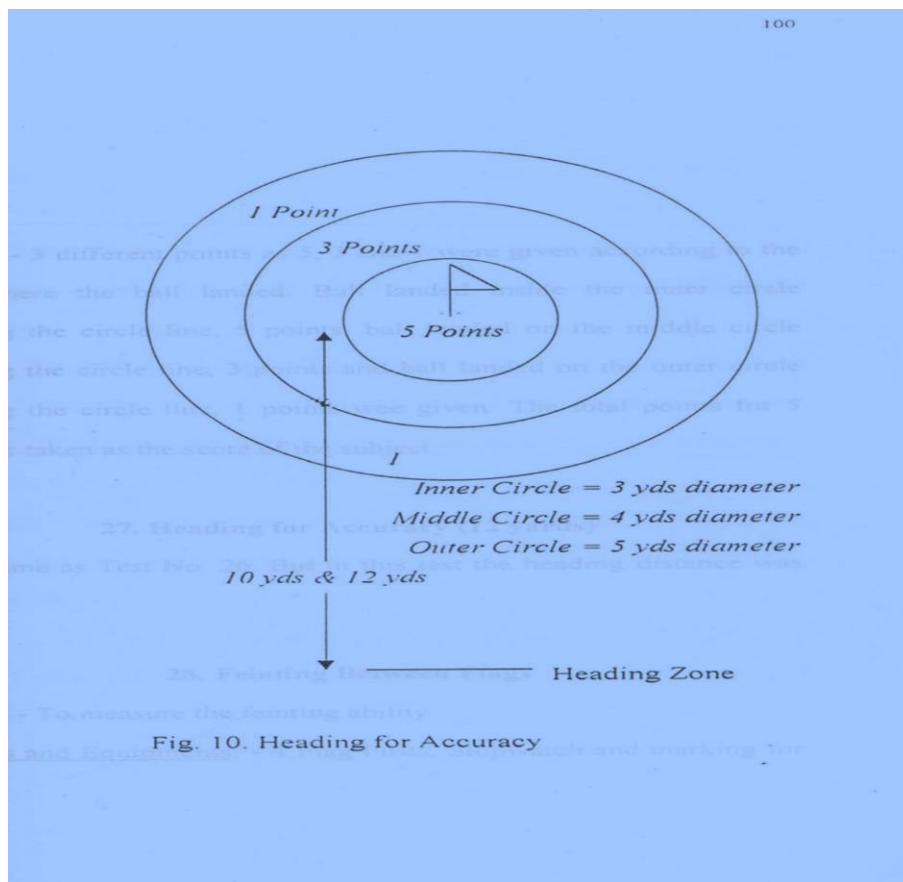
For scoring the following norms was being followed:

According to the area where the ball went through 3 different points as 5, 3, & 1 were given. The total numbers of point from 10 successive shoots recorded as the score of the players. See fig.8.

## 5. Heading for accuracy (10 m)

**Purpose:** - To measure accuracy in heading.

**Procedure:** - Three different size circles of 4 yards, 3 yards and 2 yards diameter with common center will draw on the ground. The area covered by the outer circle will be the target of the test. 10 meters distance from the center of this target, a line or mark will be made as heading zone.



**For scoring the following norms was being followed:**

The ball landed inside the inner circle including circle line	5 points was given
The ball landed on the middle circle including circle line	3 points was given
The ball landed on the outer circle including circle line	1 points was given

**Appendix C**

**Field test score recording format**

<b>Players code</b>	<b>Age</b>	<b>Position of players</b>	<b>Measuring skills</b>	<b>Scores</b>