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EFFECTS OF WOLAITA DICHA JUNIOR FOOTBALL CLUB PLAYER'S INTERVENTION PROGRAM ON MOTOR PERFORMANCE SKILLS IN SOUTH NATIONS AND NATIONALITY OF ETHIOPIA

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ABSTRACT

The purpose of this study was to distinguish the sound effects of one-month program on motor skill performance in Wolaita Dicha junior football players. The total number of 43 players was participated in the study by using purposive sampling. Twenty-one players with age of 13-15 years were participated as training group and 22 players were participated as experimental group. The experimental group followed a specific movement program in three basic tasks: dribbling, passing, and jumping. The training group carried out an ordinary normal training depending upon the training schedules. Results indicated that the experimental group significantly improved their performance compared to the training group. It seems that the performance of motor skills can be improved through task-specific organized practice in training program.

KEYWORDS

training program, motor learning, task-specific program.

INTRODUCTION

Improvement of motor skills is associated with positive health-related outcomes and with increased physical activity engagement (Okely et al., 2001; Lubans et al., 2010; Livonen et al., 2013; Catuzzo et al., 2016). Research shows a positive relationship between physical activity and motor development (Fisher et al., 2005) and fitness (Stodden et al., 2007; Barnett et al., 2009; Lubans et al., 2010). Fundamental motor skills are the building blocks of more complex movements, which enable children to participate in sport and games that require more advanced movements (Logan et al., 2011). Therefore, it is important to promote physical activity and programs for the development of motor skills performance (Rietmuller et al., 2009). Motor skills can be described as object control, e.g. skills like over arm throw, or locomotor skills, e.g. skills like jumping or dribbling (Gallahue et al., 2012).

The task indicates how the subjects must behave to complete the movement successfully. Competence in the different motor skills is positively associated with increased physical activity engagement (Lubans et al., 2010; Livonen et al., 2013), and it appears that improved performance in motor skills among players is positively correlated with participation in organized sport (van Beurden et al., 2002). However, there is not much empirical evidence on the practical coaching effects situations in club players. Therefore, the aim of the current study was to assess the effectiveness of interventions designed to improve some fundamental movement skills in football players by using a specific task coaching approach based on a theoretical framework of the dynamic system approach. The purpose of the present study was to evaluate the effects of short-term training programs with dichu football junior players in Ethiopia. The effect of the intervention was hypothesized to be effective for the experimental group.

OBJECTIVES OF THE STUDY

Research objective is the evidence of the researcher's clear sense of purpose and direction. The purpose of this study was to evaluate the effects of short-term training intervention programs on motor skill performance in dichu football club junior players (B&C) in South Nation and Nationality of Ethiopia.

MATERIALS AND METHODS

Selection of the Participants

The participants of the study were selected from Wolaita Dicha junior football Club players from South Nations and Nationality of Ethiopia. The experimental group consisted of 21 male participants, from club members. The control group consisted of 22 players. Permission for the study was agreed from club coaches and managers.

Instrument and Test procedure

The intervention program consisted of two junior club players (B&C) during one month period, with one hour practice per day. The training session started with warm-up activities. A station-organization approach was carried out, by assigning each skill or activity to a separate location in football field. Each session lasted 60 minutes and consisted of a 15-minutes period of passing activities, 15 minutes of dribbling, and 15 minutes of jumping. Warm-up activities lasted about 10 minutes, and about two minutes were allowed for transition between each activity station. A task-specific approach was used, in which the coach provided the task presentation.

Statistical analysis

A two-way analysis of variance with repeated measures was used to determine the pair wise differences between the intervention group and the control group. When a significant 'F' value was achieved, appropriate post hoc tests procedures were used to locate the difference between the means. Data are presented as mean \pm SD, and statistical significance was set at $p < 0.05$. Test-retest reliabilities for the experimental test have shown high interclass correlation (Fjørtoft et al., 2011).

Result

The training group followed a normal training program with the same number of lessons with, one hour practice per day. All session took place in football field. After a month of training, the group average dribbling skill improved significantly by 16.1 % from 4.55 (± 0.41) seconds to 3.56 (± 0.41) seconds, passing skills improved significantly by 17.2 % from 17.6 (± 2.56) seconds to 14.07 (± 2.64), and jumping skills increased significantly by 28 % from 8.07 (± 2.73) meter to 10.33 (± 3.05) meters.

TABLE I: PRE- AND POST-TEST RESULTS FOR MOTOR SKILL PERFORMANCE (MEAN \pm SD) FOR TRAINING GROUP (TG) AND CONTROL GROUP (CG)

Test	Training Group (n=21)		Control Group (n=22)	
	Pre	Post	Pre	post
Dribbling task (sec)	4.55 (0.89)	3.56 (0.41) #	4.55 (0.76)	4.33 (0.74)
Passing task (sec)	17.6 (2.56)	14.07 (2.64) #	16.64 (3.13)	16.65 (2.87)
Jumping task (sec)	8.07 (2.73)	10.33 (3.05) #	9.45 (3.26)	9.22 (3.30)

Pre- and post-tests between-groups, significant # $p < 0.05$

Discussion

The results of the current study showed an improvement of players' performance in dribbling, passing and jumping for the Experimental Group, while the Control/Training Group did not improve in the motor skill tasks (Table I). This is in line with previous reports, which have shown improvements in motor skills in the

first four to six weeks of training (Beck et al., 2007). Thus, the hypothesis, that players who followed the task-specific program would improve their performance more than those who were engaged in Normal training session's activities was verified for the above skills.

It is claimed that the key variable in determining skill improvement is the number of correct practice trials players accumulates (Silverman et al., 1991; Siedentop et al., 2002). In the current study, the Control Group were probably not so focused on each of the specific motor skills, and they did not spend enough time practicing each skill to significantly improve their performance in this short-term program. Although the Experimental Group's results were very positive in this study, individual differences were apparent. The task-specific approach has the advantage of dealing directly with the issues of motor skill performance, and general motor skill interventions have not clearly demonstrated gains in performance in gross motor skills (Revie & Larkin, 1993; Beck et al., 2007).

It has been suggested that learning basic motor skills does need not much instruction and other feedback from coaches; the individual will find the optimal solution based on inner feedback, and that having enough time to practice many repetitions is essential (Siedentop, 2002). It is important to understand the factors influencing motor skill development and how to accommodate motor skill performance by manipulating the instructional environment and equipment, and modifying the task, so that effective instruction can be provided (Newell, 1984; Davis & Burton, 1991).

Several factors can influence motor skill performance, such as the time spent in practice, intensity of exercise, quality of instructions and coaching method, and it is difficult to identify specific intervention components that may contribute to success (Rietmuller et al., 2009). Due to the small sample size and because only three motor skills were assessed, the results from the study should be interpreted with caution. There is a need for future research to investigate the effectiveness of motor skill interventions in football players. It is important to study the components of the interventions such as approach, amount of instruction time, and the content of the curriculum.

SUMMARY AND CONCLUSION

In summary, the result from this study suggests that a four-week specific training program can contribute to improved performance in gross motor skills like passing, dribbling and throwing. The coaching approach used here, with specific training in the motor skills, would probably have contributed to the gain made by the groups given intensive coaching of jumping, dribbling and throwing. This is in accordance with previous research showing task-specific motor training programs to have a positive effect on motor skill performances.

RECOMMENDATIONS

This study was assessing the effects of short-term training intervention programs to cop up the problems and to fill the gaps of training effect. So that coaches should:

- Understand the factors influencing motor skill development and how to accommodate motor skill performance by manipulating the instructional environment and equipment, and modifying the task, so that effective instruction can be provided.
- Several factors can influence motor skill performance, such as the time spent in practice, intensity of exercise, quality of instructions and learning method, and it is difficult to identify specific intervention components that may contribute to success, so that coaches should evaluate the factors and build immediate solution.

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