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DEPARTMENT OF SPORTS SCIENCE

Developing A Methodological Plan To Enhance The Technical Performance Of Under-13 Football Players In Zimbabwe.

BY

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DEDICATION

I dedicated this dissertation to my wife Joyce Dumukwa, Steward Chiduwa and George Matiza who worked tirelessly and imparted in me the importance of hard working.

ABSTRACT

The purpose of the study was to develop a methodological plan to enhance the technical performance of under-13 football players in Zimbabwe. The study adopted a pragmatism philosophy and employed convergent parallel mixed-methods research designs to guide the data collection and analysis process. Data was collected from experienced youth football coaches, technical football experts, and administrators of football clubs. Questionnaires were used to collect quantitative data from fifty (50) randomly sampled experienced youth football coaches, technical football experts, and football administrators. Interviews were used to collect data from twenty-five (25) football administrators, technical football experts, and experienced youth coaches using snowball sampling. Descriptive and inferential statistics were analyzed using quantitative data by means of Statistical Package for Social Science (SPSS) version 21, and NVivo version 12 for Windows software was used to organize qualitative data into themes. The data was visually presented using tables and charts. The research showed that Zimbabwean youth football coaches are not effectively using a methodological plan to enhance the technical performance of under-13 football players. The study showed that youth coaches are marginally using training methods such as skills tests, performance analysis, theoretical lessons, effective communication, and random play on the technical preparation of the under-13 football players. The findings revealed that most Zimbabwean youth football coaches are still relying on traditional methods like demonstrations and small-sided games. The study also noted the lack of resources, appropriate equipment, and facilities to enhance the technical performance of under-13 football players as major gaps. The study recommended that responsible authorities should craft sport policies that promote youth participation and sponsor tournaments and festivals, especially in wards, districts, and remote areas. The findings were used to develop an effective methodological plan to enhance the technical performance of under-13 football players in Zimbabwe.

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LIST OF ABBREVIATIONS

GPAI Game Performance Assessment Instrument

LTPD Long-Term Player Development

SRC Sports and Recreation Commission

TSAP Team Sport Assessment Procedure

ZIFA Zimbabwe Football Association

Topic: Developing a methodological plan to enhance the technical performance of under-13 football players in Zimbabwe.

CHAPTER ONE

1.0 THE PROBLEM AND ITS SETTING

1.1 Introduction

This chapter highlights the Background of the Study, Statement of the Problem, Research Questions, and Objectives of the Study, the Significance of the Study, Assumptions, Delimitations, and Limitations of the Study.

1.2 Background of the study

Soccer, also known as football, is a multidimensional sport that involves various interacting components in order to be successful. There are many demands throughout a soccer match or training, such as physical, technical, psychological, physiological, and tactical components. Dellal et al. (2011) propounded that during a match, players perform a number of discrete technical skills, including heading, shooting, tackling, and crossing, with passing being the most commonly executed skill, which they may execute between 40 and 60 times a match. These technical skills play a vital role in supporting the game style of the team and necessitate football players to have great game sense and decision-making prowess. Additionally, it is important to understand that technical development is the foundation of an athlete's ability to play soccer and is critical in the early stages of player development between the ages of seven and thirteen years old. Williams et al. (2000) also highlighted that there are a number of technical skills that are required to be successful in soccer, including passing, shooting, and dribbling. Therefore, the development of technical performance should be a critical element within the youth development training structure. Furthermore, a high level of technical skills is a key factor in optimal performance in soccer games. Liu et al. (2016) also state that among the many technical variables used in soccer match analysis, the most important are considered to be shots, passes, and one-on-one plays. Lago-Peñas et al. (2011) propounded that in elite senior competitions (European Champions League), it has been shown that winning teams pass the ball 470 times a match at 74% success, which led to them shooting 14 times (6.3 on target), compared to teams that draw (453 passes at 71.8% success) and lose (441 passes at 71.4% success), who had 13 (5 on target) and 11 (4 on target) shots on goal, respectively. Hence, technical performance is associated with overall

team success. The players must have a certain level of technical proficiency for the team to perform well. However, football teams in Zimbabwe were facing difficulties in technical proficiency; therefore, the use of an effective methodological plan can bridge the gap. Wallace and Norton (2014) state that the requirement for greater technical skill in elite soccer players has also been demonstrated by the evolution of play in the last 12 World Cup finals, with increases in player density, ball speed, and particularly passing rate all requiring excellent technical skills for teams to be successful. Given the above, the players in a higher standard of competition must have better technical proficiency so that they can maintain possession of the ball while trying to break the lines with forward passes. Rampinini et al. (2009) showed the importance of technical skill, with successful teams having more ball involvement, short passes, successful short passes, tackles, dribbles, shots, and shots on target. Thus, it is clear that the technical components of soccer are critical for the success of both individual players and teams. According to Bradley et al. (2013), the higher-level teams (Premier League) would predominantly maintain possession of the ball, with increased forward passes, total passes, balls received, and a higher number of average touches per ball possession.The elite football teams in Europe resorted to the use of technical proficiency for the success of the team. More so, these football clubs know the immense value that technical skills will bring to the style of play of the team. However, there is a lack of evidence of football teams in Zimbabwe showing the value of technical proficiency in building their style of play. Lago-Ballesteros and Lago-Peñas (2010) also highlighted that the key technical actions for success in the Spanish soccer league (comparing the top 4 clubs to the bottom 4 clubs) were shown to be goals, shots on target, total shots, shots per goal, assists, and ball possession. Therefore, the greatest determinant of successful teams is scoring goals, and it is important for football players to have the ability to execute a shot on target. Nevertheless, the technical skill level of primary school football players, soccer academies, and clubs in Zimbabwe does not allow them to play this way, which results in a more direct style of play. The development of technical skills in young football players is at a low level. Hence, football youth training in technical proficiency is the key to promoting the development of Zimbabwe's football in the future. In order to create sustained success for under-13 players' levels of technical proficiency, it is important to establish an evidence-based developmental pathway to facilitate the improvement of the style of play and the success of the team. As such, it is critical that the researchers develop a practical manual that will enhance the technical proficiency level of the players and help them reach their potential. There have been no studies carried out on the technical performance of under-13 football players in

Zimbabwe; hence, there is a gap in research focusing on the development of the technical preparation of under-13 football players in Zimbabwe. The study aims to contribute to current literature and also encourage the effective use of a methodological plan to enhance the technical performance of under-13 football players. The researcher is going to analyze successful international football technical methodological plans in order to create a successful technical development program and to increase long-term sustainable success among under-13 football players in Zimbabwe.

1.3 Statement of the problem

There is a gap in the technical preparation of under-13 football players in Zimbabwe for the player's development and the success of the team. The coaches are not putting more into their craft of coaching for the player's benefit, and there is a lack of a practical manual on how to train the technical ability of players in order to improve their technical performance. More so, there has not been any published Zimbabwean study focusing on the methodological plan to enhance the technical performance of under-13 football players. Thus, this study sought to bridge that gap by evaluating the methodological plans that the coaches are using to enhance the technical performance of under-13 football players in primary schools and the football academies and finding measures for improvement.

1.4 Significance of the study

In this research, the researcher's desire is to evaluate the effectiveness of the plans and methods coaches use to enhance the technical performance of under-13 football players in Zimbabwe and then propose a methodological plan to enhance the technical performance of under-13 football players in Zimbabwe. The study will enhance the ways that the participants, such as the school soccer teams, football academies, and football clubs, use. The findings of this research are also going to help the youth soccer coaches acquire the effective methodological plan necessary to improve their technical performance. The study intends to provide answers on why under-13 players in Zimbabwe have little help in order to improve their technical expertise, revealing the challenges facing coaches and football teams in technical performance enhancement and suggesting solutions. As a result, the study will act as a basis for further research.

1.5 Research questions

1.5.1 Primary research question

- What methodological plan can be developed to improve the technical performance of under-13 soccer players in Zimbabwe?

1.5.2 Subsidiary Research Questions

- How effective are the methods that coaches use to enhance the technical performance of under-13 football players in Zimbabwe?
- What methodologies are Zimbabwean football coaches currently using to enhance the technical performance of under-13 football players in Zimbabwe?
- What are the challenges faced by the coaches to enhance the technical performance of under-13 football players in Zimbabwe?
- What are the most important considerations in the technical preparation of under-13 football players?
- What measures can be adopted to improve the technical performance of Zimbabwean under-13 football players?
- What will the relevance of the proposed methodological plan be?

1.6 Research Objectives

1.6.1 Specific Research objectives

- To analyze the effectiveness of the methods that coaches use to enhance the technical performance of under-13 football players in Zimbabwe.
- To identify the methodological plans coaches use to enhance the technical performance of under-13 football players in Zimbabwe.
- To establish the reasons why methodological plans coaches use to enhance the technical performance of the under-13 football players in Zimbabwe are struggling to upsurge the technical skill level.
- To identify the most important considerations in the technical preparation of under-13 football players.
- To identify the measures that can be adopted to improve the effectiveness of the methodological plan coaches use to enhance the technical performance of under-13 football players in Zimbabwe.
- Validate the relevance of the proposed methodological plan.

1.6.2 Aim of the study

- To propose a methodological plan to enhance the technical performance of under-13 soccer players in Zimbabwe.

1.7 Delimitations of the study

The study was carried out in Zimbabwe, mainly focusing on the methodological plan coaches use to enhance the technical performance of under-13 football players in Zimbabwe. The study focused on the effectiveness of the methodological plan being used by the youth coaches to enhance the technical performance of under-13 football players.

1.8 Assumptions

Assumptions are conditions on the ground that enables the researcher to carry out the study. The researcher is assuming that:

• There are under-13 football players in primary school teams and soccer academies in Zimbabwe.

• There are rules and regulations that guide the school sporting activities and soccer academies.

1.9 Study outline

The first chapter consisted of the problem and its settings. The background of the study was presented, along with a along with a statement of the problem, research questions, the significance of the study, the delimitation and limitations of the study, and the summary.

Chapter 2 reviews the related literature in context with the research area of the study. Under this chapter, the researcher explored the theories related to the study, thus linking the study to an existing theory, explaining the tendency of the theory, and showing how it relates to the topic.

Chapter 3: Methodology. It has a research design, a population sample, instrumentation, data collection procedures, a data analysis plan, and a summary.

Chapter 4 covers data presentation, analysis of research findings, and discussion of research findings.

Chapter 5 covers discussion, new insights, the conceptual framework, and the limitations of the study.

Chapter 6 covers conclusions, implications or recommendations, implications for practice, implications for theory, and implications for further studies.

1.10 Summary

Youth soccer coaches should understand the use of the methodological plan in football training in order to improve the technical ability of the players. Players need to be technically proficient in order to improve the style of play and the success of the team.

CHAPTER 2

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter is going to focus on the conceptual framework and the related literature review of the topic of the study. More so, the researcher is going to focus on momentous models, the current trends of the methodological plans that are being used by professional football clubs, and further exploration on how they affect the technical development of under-13 football players. The chapter is going to end with a summary.

2.2 Conceptualization

Football is the game of skill, creativity, and decision-making. Höner et al. (2017) highlighted that technical skills (dribbling, ball control, and shooting) in early adolescence have a greater impact on future performance. It is important to note that the development of technical skills for youth football players is an essential phase in the development of football players' overall performance. Larkin and O'Connor (2017) highlighted that the aim of technical development programs in youth football is to provide players with a quality training process that contributes to the best performance in their football careers. It is paramount to note that the best practice in the acquisition of football skills should be a holistic approach to the development of technical skills that will concurrently concentrate on all other skills together. De Villarreal et al. (2015) state that basic technical training sessions are appropriate for young athletes, as they are important and useful for the development of basic motor skills at these ages. Consequently, these young players can be very adaptive in developing motor skills since this is one of the brain's key developmental stages. The young players must have developed fundamental movement skills that include agility, balance, coordination, and speed at an earlier age, between six and nine years. More so, basic skills are involved in the first line of training for young players. Hence, technical exercises should be conducted at this stage because it is the Golden Age of motor learning where the optimum responses to basic skill exercises can be obtained from these young players. Additionally, this stage lays a sustainable technical foundation to develop technically proficient players. Yasumitsu and Nogaw (2013) also supportedthe idea that various activities in soccer are complicated and require a high level of motor control. It was suggested that players at young ages (9–14 years.) should focus on basic technical skill training rather than on the common adult training

methods. It is important to note that if the young players fail to develop this skill base during this phase, they will face difficulties for future achievement. However, the young players at this stage will be subjected to physical and emotional changes. Gunnar and Svein (2015) propounded that basic technical ability allows players to remain active when facing high-intensity confrontation in the game and improves young footballers' spirit and agility performance. It is important to note that strong technical ability opens up a wider range of possibilities for the players when trying to outsmart the opponent. Bush et al. (2015) state that although the elements of athleticism and endurance are obvious requirements for the expert performer, specific technical and decision-making skills are thought to be the most critical aspects of soccer. Thus, there is a need for the provision of a constant learning environment that develops soccer players from their young ages to perform to their fullest athletic potential. Mackenzie and Cushion (2013) state that the achievement of players' high tactical and technical levels is not possible without players' appropriate levels of physical activity. It is important to note that effective training sessions should involve the components of fitness, as they have a direct effect on the performance of the player. Wallace and Norton (2014) also highlighted that during a soccer match, players are engaged in a number of multidirectional physical and technical activities. Henceforth, the player development systems need to be pragmatic and long-term in order to provide comprehensive training. Mohr et al. (2003) propounded that soccer is intermittent in nature, requiring high-intensity running and sprinting. The training programs need to include various exercises to develop the components of fitness, such as strength, coordination, agility, and flexibility, as a priority. Vaeyens et al. (2008) also state that training programs should include endurance and other mental, physical, technical, and decision-making skills, as well as take into account the ability level and potential for progression; programs should have long-term aims and include methods that are important for a higher level of achievement and improve youth's ability to learn, develop, and progress, as well as continue to practice successfully. Di Salvo et al. (2007) highlighted that athletes are also required to have a large aerobic base. Hence, youth athletes require a coordinated approach that manages the player's load and recovery time to optimize performance. Baker et al. (2003) also highlighted that although hereditary components have a huge influence on an individual's attainment of expertise, their environment also plays a significant part. It is important to note that when training youth soccer players, one factor that warrants consideration is age. The youth soccer player development frameworks should make specific recommendations for that. Harvey et al. (2010) state that traditional football practice is dominated by a linear approach to the training process, where technical and other skills

must be practiced and mastered before players are considered ready to play the game itself. Hence, the researcher hopes to establish an effective methodological plan that coaches can use to enhance the technical performance of under-13 soccer players in Zimbabwe.

2.3 Theoretical Framework:

The chapter reviews theories and concepts that have been developed in relation to technical preparation for under-13 football players.

2.3.1 The Model of Long Term Player Development (LTPD)

It is paramount to note that many sports around the world are putting into practice the Long-Term Player Development (LTPD) model to promote the development of talented athletes. Given the above, LTPD is a framework to maximize a player's potential. This model was developed by Istvan Balyi. LTPD was first used by the Canadian Sport Association as the pathway to the success of their talented athletes. LTPD is a player-centered approach that provides guidelines for correct training, competition, and recovery based on scientific principles of human development and athlete training. The LTPD model has important phases during a child's physical and psychological development that would provide coaches with optimal opportunities to promote the development of certain abilities in athletes. Hence, there is a need to understand the seven stages of LTPD, and if this model is not seriously taken into account, it will result in the failure to develop a lot of potential players to be podium athletes. According to Balyi (2003), crucial to the development of children into competent players is the incarnation of the Long-term Player Development Model, a specific and well-planned practice, training, competition, and recovery regime that will ensure optimum development throughout a player's career. It is paramount to note that there is no short cut to success in sports, particularly football, especially in the technical preparation of the young players. Additionally, technical proficiency is the first line of training that should be taken seriously to minimize shortcomings in a player's future capabilities. Balyi (2003) outlined the stages of development as follows: the fundamental stage, learning to train, training to train, training to compete, training to win, and retirement or retention. Consequently, in this research, in order to establish an effective methodological plan that coaches can use to enhance the technical performance of under-13 soccer players in Zimbabwe, the researcher focused on the first two phases of training under the LTPD model that highlighted the development of general motor and technical skills. The study focused on the Fundamentals and Learning to Train development stages, which were specifically relevant to this research and in particular the

under-13 age group. However, it should be noted that the other stages of the LTPD model are extremely important. The objective of the Fundamental Stage is to learn all fundamental movement skills. The fundamental movement skills involve locomotion, manipulation, and stability. The fundamental movement skills should be practiced and mastered before sport-specific skills are introduced. More so, the development of these skills must include the use of fun games and a positive approach that will, most importantly, contribute to future sporting achievements. Henceforth, the motor development of players will enhance better football-specific development. The other stage on which the researcher focused was the Learning to Train stage, which was relevant within this study in order to improve the technical performance of the under-13 football players. The stage focuses on the development of children between 9 and 12 years of age. The main objective of this stage is to learn all fundamental football skills such as dribbling, passing, controlling, throwing, and heading. It is paramount to note that the most important period of motor development for athletes is between the ages of nine and twelve. The athletes will be developmentally ready to gain a wide range of sports skills that are the cornerstones of all sporting development, and in the case of the game of football, these are the technical skills. However, these fundamental movement skills should be further developed in the later stages. On the other hand, if the fundamental motor skill training is not fully established between the ages of eight and twelve, a significant window of opportunity has been lost for the young players to reach their full potential.

2.3.2 Model of skill acquisition

Skill acquisition is an essential component for young football players to develop their technical skills. Thus, an understanding of the basic principles of motor skill acquisition can improve the learning process of these young football players. Williams et al. (2020) propounded that in soccer, these skills specifically encompass perceptual-motor skills, for example, technical skills. Skill acquisition provides detailed information for coaches and performers relating to specific cue indicators and to aid performance during training sessions and competition. It is important to note that the key to deliberate practice is focused repetition of challenging tasks, followed by specific expert feedback from the coach. Consequently, the young players that are exposed to high levels of deliberate practice will enhance their chances of developing their technical proficiency. Hence, there is a need for the theory and the framework to inform the pedagogy of honing technical skills. Dreyfus and Dreyfus (1986) described a model of skill acquisition. The learning of physical skills requires the relevant

movements to be assembled, component by component, using feedback to shape and polish them into a smooth action. Rehearsal of the skill must be done regularly and correctly. The model also focuses on learning by experience. Further to the Dreyfus and Dreyfus (1986) model, Schmidt (1999) identified a further correlation between experience and skill acquisition. Schmidt et al. (2019) highlighted that based on the schema theory of motor learning (Schmidt, 1975), a skill consists of invariants that are stored through mental representations in so-called generalized motor programs (GMPs).Schmidt's schema is based on the theory that every time a movement is conducted, four pieces of information are gathered: the initial conditions (starting point), certain aspects of the motor action (how fast, how high), the results of the action (success or failure), and the sensory consequences of the action (how it felt). In football, the environment and practice conditions will have a major impact, positive or negative, on the player's learning. Fenoglio (2003) and Davids et al. (2013) demonstrated with their studies an important strategy to promote skill acquisition and learning in team games through the use of small-sided and conditioned games. It is important to note that small-sided and conditioned games contain functional levels of contextual variability, and they amplify information for action by promoting an increased frequency of opportunities for interpersonal interactions to occur. Correia et al. (2012) also highlighted that rather than encouraging learners to dribble a ball around cones, pass in straight lines to each other, or shoot a stationary ball in drills, the coaches shall manipulate the task constraints of small-sided and conditioned games to encourage adaptive movement behaviors through facilitating continuous interpersonal interactions of learners with teammates. However, it is important to note that young football players are in the cognitive stage of learning, and paying attention to coaches' instructions is limited relative to more intermediate and advanced performers. As such, it is important to develop new strategies or interventions that involve fun game activities in order to improve their attention at this stage.

2.4 Methodological review:

Table 2.1

Methodological analysis of recently published studies on the technical preparation of the under-13 football players.

Author	**Country**	**Focus**	**Sample Size and Type**	**Research Approach**	**Methodological Gaps and their Impact on the Extent to which it can be used to inform the current study**
Sulistiyono et al. (2021).	Indonesia	Improving Skills and Character Youth Football Player through Games Experience Coaching Model	46 youth football players from some football schools in Sleman District, Yogyakarta Region.	Experimental Methods. The data was collected using the skill tests for technical skills	The study was grounded on the games experience learning coaching model developed from the research reports of small side games (SSG) and has a different setting from Zimbabwe. It might be inappropriate to generalize findings to Zimbabwean youth football players given the contextual differences.
Joazak and Kepcija (2017)	Croatia	Elementary technique and dynamic technique	in the age group of 10 – 13	Observational Analysis	The study was not based on observational analysis; as a result, some of the key aspects were probably lost in the interpretation of the basic biomechanical movements. As a result, it might be inappropriate to generalize the findings to inform other settings including this study

Díaz-Cidoncha et al. (2014)	Spain	Effects of small-sided games (SSGs) on technical-tactical aspects in football.	(U9 and (U14) 5 vs. 5 7 vs. 7 9 vs. 9	Experimental and quantitative	The study was based on a sample from Spain and has a different setting from Zimbabwe hence the results cannot be generalized. Experimental research findings may also fail to replicate real subjective and skill.
Jia et al. (2021)	China in Shanxi province	Influence of Football basic technical training on youth soccer players	This study has included 24 children (U8 and U10)	Experimental	The study was based on a sample of China. As a result, it may not accurately reflect the status of basic skills of football of U8 and U10 players form other countries like Zimbabwe.Therefore it might not be suitable to design an effective coaching methods and training sessions aimed at the development of the fundamental skills in youth soccer players.

HosseiniKhezri and Zaxarova (2018)	Russia	The Underpinning of Technical Training in Soccer Players 10-12 Years Old	Forty nine Russian soccer players 10-13 years old have participated	quasi-experimental study	The study was based on a small sample from Russia hence the results makes it difficult to generalize the findings to other settings. Quasi-experimental study results lack random sampling and identify a comparison group that is as similar as possible to the treatment group in terms of baseline. As a result, it may be inappropriate to generalize the findings to other settings including inferring it to the current study.

2.5 Thematic Literature Review:

Review of related literature

According to Sarmento et al. (2014), soccer performance is determined by a complex interaction of numerous factors, including tactical, physical, and technical aspects. It is important to note that technique in football involves a sequence of movements in their most basic and simple form, either with or without the ball. Football consists of various technical components that can be performed with a ball or without one. Thus, training that focuses on technique is very important in the early stages of an athlete's football career. Pompilio (2019) highlighted that during the initial training stage, the prime objective is to acquire basic techniques to form the basic structure of sporting movements. Therefore, the earlier the fundamental technical components of the game are entrenched in one's football repertoire, the more potential there is available for further development and skill mastery. The fundamental technical aspects of football include passing, ball control, dribbling, shooting, heading, and tackling. More so, basic technical ability allows players to remain active when facing high-intensity confrontation in the game and improves the young footballers' sprint and agility performance (Gunnar and Svein, 2015). Hence, it is important to note that in the environment of the youth training system, the basic skills of young players are always in the first line of training. Thus, basic technique training can improve young footballers' intellectual development; encourage teamwork, enduring ethical rules, perseverance, and surpassing themselves in sportsmanship (Paul et al., 2019).

2.5.1 Current Literature on the technical preparation in under 13s football players.

Oslin et al. (1998) highlighted that research investigating the assessment of technical skill proficiency in sports performance has been evident in the literature for decades. Researchers used various methods for the assessment of technical performance. Bernal-Reyes et al. (2018) state that in practice, the technical training of young football players mainly involves two approaches to the acquisition of technical skills: the analytical or traditional, which is dominated by the repetition of successive technical exercises, which contributes to achieving the goal set in the technical acquisition, and the global approach or alternative approach to teaching sports games, which emphasizes the integration of technical exercises into tactical situations. Matyas (2013) states that the analytical approach is mostly used when starting technique acquisition in football. Vegas (2010) also highlighted that the analytical model seeks the domain of sports ability through a series of sequences that lead the student

progressively to reach the proposed goal. The analytical method starts from simple to complex by breaking down the technical skills into simpler sequences for their execution. It is important to note that when using the analytical model in soccer initiation, the young players will be able to improve their movement's coordination with the ball, and they can learn to do things without understanding them. However, these young players will not be able to make decisions for themselves as they will be depending on the coach's indications when they are in the game. Sanchez et al. (2012) state that although the analytical model is the most frequently used during soccer training in kids under the marked influence of the training methodology of individual sports, this approach has some disadvantages, such as being characterized by monotony and standardization. More so, it is necessary to create practical activities in which coaches involve their players as much as possible in situations where players have to make decisions and make appropriate technical choices, and which simultaneously develop their perceptual-cognitive and technical skills (Fuhre and Sæther, 2020). Matyas (2013) also states that the effective technical training of players aged 10–11 is characterized by a combination of several techniques: children improve their coordination of movements with the ball, they learn unknowingly, and they depend on the coach's instructions when they play. More so, while the essence of soccer implies diversity and complexity, this method is isolated from the real situation of the game and the competition. The analytical model includes individual and mechanical activities based on personal skills, where generally an adversary is not involved in the task; for example, passing the ball between players several times without the interruption of a member of the other team. On the other hand, the mechanized exercises can demotivate participants, causing boredom and a lack of fun and interest, which can result in the abandonment of the practice at an early age (Vera et al., 2012). The global approach promotes sports practice based on educational experience, allowing the player to form a creative practice on the playing field while playing autonomously and taking initiative and responsibility. This type of methodology stimulates real-game situations that arise in competitions. The use of the global approach leads to greater understanding, as the exercises offered are tasks involving an opponent, a ball, and one or more players. This model is based on simplified and modified games or training situations that reflect small game episodes. These tasks require such cognitive processes as thinking, perception, analysis, and decision-making, and the player learns by actively exploring the confrontation in a real-game environment. Thus, there is a need to develop training programs using a holistic approach to training. It is important to note that in the introductory stage of technical training, it is recommended to create and deepen the youth

player's love for football through the game and allow the player to discover the need to learn a certain football technique, find their position on the field, and understand the need to cooperate with teammates in order to defeat the opponent. Hence, the multiple requests of the modern game have prompted coaches and sports scientists to look for new methods and exercises that are able to simultaneously improve the technical skills of the players. Hence, the most used and innovative training methods are small-sided games as an effective methodology to train many skills simultaneously by replicating several conditions of a real match. These small-sided games are also called skill-based conditioning games as they are played on smaller fields with modified rules and with a number of players often lower than the ones required by regular sport references. It is important to note that in the development of a global method of training, the use of small-sided games as a means of training technical parameters is of greater importance. Thus, using small-sided games, coaches will increase the efficiency of training, maximizing the opportunity for the players to be involved in many aspects of the real-game situation. Clemente and Sarmento (2020) defined small-sided games as playful situations involving movement that are used for sport teaching or training, involve a smaller number of players per team, and are played in reduced spaces with rules modified on purpose depending on the goals to be achieved while respecting the main game principles. It is important to note that all ages can play small-sided games, but it has a definite development impact on our young soccer players. Small-sided games appear to be an effective strategy for training technical skills in young players of team sports, and the manipulation of task constraints seems to be an effective strategy for creating practice environments that facilitate the acquisition of tactical principles. The importance of using small-sided and conditioned games as a training method in football has been highlighted by many different studies. For example, in a report related to the use of small-sided and conditioned games at the Manchester United academy, Fenoglio (2003) showed that by playing 4 vs. 4 rather than 8 vs. 8 games, players made 135% more passes, had 260% more scoring attempts, and scored 500% more goals. In addition, the number of 1 vs. 1 encounters between attackers and defenders increased by 225%, while the number of dribbling tricks demonstrated by learners increased by 280%. The increased frequency of these important sub-phases of football during practice tasks clearly allows learners greater opportunities to practice basic skills and to gain more experience of tactical requirements in game contexts. Harvey et al. (2010) highlighted that in order to implement athlete-centered coaching, one of the approaches to technique acquisition is teaching games for understanding, where it is very important to practice technique acquisition in an open environment in different contexts.

Thus, it is necessary to create practical activities in which coaches involve their players as much as possible in situations where players have to make decisions and make appropriate technical choices, and which simultaneously develop their perceptual-cognitive and technical skills (Fuhre and Sæther, 2020). The presence of the ball during small-sided games allows the simultaneous improvement of technical skills. The global model is considered within the alternative models for teaching sports games. It is fundamentally based on allowing the player to build their soccer skills by placing the practice on the playing field on a creative basis, allowing them to fully play autonomously, taking initiative, and accepting responsibilities. Carlos et al. (2018) state that in the global approach, the various factors influencing the game are gradually strengthened, taking into account the players' age and the game itself, providing players with a diverse and changing experience. This type of methodology stimulates real-game situations as they occur in the competition. This model is based on simplified and modified games or training situations that represent small game scenes. In this way, cognitive processes such as thought, perception, analysis, and mental solution are needed, and the player learns through active and exploratory confrontation with the real game environment. Morgans et al. (2014) highlighted that technical and tactical training is often the priority of the training plan; thus, it is largely a prerequisite for other training activities. Such constraints contribute to the need for a more global approach to the player training process, planning the training process so that it promotes the simultaneous development of physical, technical, tactical, and mental skills. In the global model, the coach not only works with the movements and technical skills but also the mental processes that allow the player to solve difficulties engendered by the opponents and the rules of the game, as well as collaborate with teammates in this solution. However, there are some disadvantages to global training, such as the difficulty in controlling and quantifying individually the training load, volume, and intensity. Those responsible for the design of the training must know the internal logic of soccer so as not to set contradictory objectives. In addition, global activities may provide fun and attractive practices for the players (Sanchez et al., 2012). The global approach is the most optimal approach to the technical training of youth football players (aged 10–13), which promotes holistic talent development for youth players. It is important to note that the use of an analytical approach in the acquisition of technical skills by youth football players is equivalent to the use of a global approach. However, the global approach has its advantages as it promotes the complex development of not only technical but also physical, tactical, and mental abilities. The analytical approach to the acquisition and development of technical skills is monotonous and standardized, which

can lead to a loss of interest in the training process for youth players. Therefore, a global approach to the acquisition of player technical skills is predominantly recommended. The traditional approach is no longer appropriate for the technical training of youth football players because there is a need to strike a strike a balance between specific technical exercises and creativity in free play and then allow creativity to come to the forefront. Lehyr et al. (2018) state that one frequently used method of assessing technical performance is through the use of 'closed skill' assessment protocols. 'Closed Skill' protocols involve the execution of a specific football action, such as passing, dribbling, or shooting, under test conditions that measure skill accuracy or speed of execution. The European Club Association (2018) highlighted that two of the most common protocols used within original research articles are the General Soccer Ability Skills Test (Mor and Christian, 1979) and the Loughborough Passing and Shooting Tests (Ali et al., 2007). Both tests primarily assess aspects of football-specific technical performance by isolating a specific part of it that is passing or dribbling and designing specific test parameters to measure the accuracy and speed of systems. These tests are typically isolated from the competition context and performed as individuals. Praca et al. (2015) propounded that technical performance in football is described as a process that requires communication with the surroundings (information gathering), decision-making (what to do), and the execution of a skill. Therefore, by isolating a specific skill during such a test, the external focus of attention is removed, thereby eliminating one of the vital components required during competitive match play. Praca et al. (2015) reported that Brazilian youth football players performance in 'closed skill' tests correlated poorly with performance in small-sided games (ICC = -0.252–0.367). Rubajczyk and Rokita (2015) also performed the'soccer-sspecific' skill assessment, which included a dribbling test with a turn and had to be completed as fast as possible with minimal errors. However, it was established that there was inconsistency between performance in a 'closed skill' technical test and performance in actual match play and that the perceptual and cognitive demands of competition require both internal and external focus for successful skill execution. As research investigating the measurement of technical performance in football evolved over time, the use of 'game-related' assessment protocols gained more interest. This method of assessment involves the assessment of technical performance within a game-like scenario or within the competition itself. The concept of assessing technical performance within a game context has been previously investigated. Two of the earliest models were developed by Oslin et al. (1998) and Grehaigne (1997), namely the Game Performance Assessment Instrument (GPAI) and the Team Sport Assessment Procedure (TSAP). The GPAI and TSAP both

adopted an observation and hand notation system through performance analysis to assess game performance in real time. Oslin et al. (1998) reported that the GPAI can discriminate between high- and low-level performers, and both studies demonstrated acceptable levels of intra- and inter-observer reliability. Hence, both studies report the success rate of technical actions such as passing. However, there is no context to provide a more detailed analysis, such as direction of pass, where on the field, and length of pass, which are of great significance when analyzing technical performance, especially in the case of talent development. Memmert and Harvey (2008) propounded that another limitation to both of these studies (Grehaigne, 1997; Oslin et al., 1998) is the observation system employed within the research methods. Both studies rely on the successful and accurate recording of key performance indicators by observers using the naked eye in real time. It is possible that, due to this observation method, actions may be missed or incorrectly interpreted due to the subjective nature of the coding process.

2.5.2 Interpreting technical performance in youth soccer play

It is important to note that the elementary football technique is divided into two parts: the movement technique without the ball andthe movement technique with the ball. Slaidiņš and Fernāte (2021) propounded that football technique is mainly classified according to the player's actions with or without the ball, the level of difficulty of the technique element, the role of the players, and the player's actions on the spot or in motion. Movement technique without the ball: walking, running, acceleration, sprint, starting speed, running while changing directions and pace, jumping, jumping down, jumping up, falling, and sliding. In turn, movement technique with the ball is divided into nine basic categories: kicking, heading, controlling, and changes of direction; fake moves and feints; passing; and juggling. Sarmento et al. (2018) state that technical skills with the ball include ball control, passes, crosses, dribbles, tackles, headers, shots, corners, free-kicks, and throw-ins. Venturelli et al. (2008) highlighted that general technical training in 11-year-old soccer players was found to increase specific soccer skills, such as sprinting with the ball, more than sprint training alone. The delivery of these practices needs to adhere to the basic principles of training, as previously mentioned: frequency, intensity, time, type, specificity, progressive overload, reversibility, and the player's ability to tolerate training load to ensure fitness development. All conditioning drills, whether soccer-specific or running-specific, can achieve the required physical outcome, although the specific choice of drill may be dependent on the philosophy of the manager as much as the conditioning staff.

2.6 Conclusion

In conclusion, the analytical and global approaches are equally effective in the acquisition of technical skills for youth football players. However, looking at it in the context of the integral training of youth football players, the global approach is more effective. On the other hand, comparatively evaluating the content of available technical training programs and recommendations for youth football players aged 10–12 in the European countries leading in football, it can be concluded that the global approach is dominant, which includes a gradual increase in the complexity of technical exercises in changing conditions.

2.7 Chapter Summary

This chapter primarily focused on the theoretical and conceptual framework for the technical preparation of under-13 football players. Furthermore, the literature reviewed was analyzed on challenges and measures for improving the methodological plans coaches use to enhance the technical performance of under-13 football players.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter will focus on the study's research purpose, research philosophy, research approach, research design, time horizons, population and sampling procedures, data collection and analysis procedures, and ethical considerations. Creswell (2003) describes research as an inquiry undertaken with the aid of standardized procedures to obtain information. The data was collected from experienced youth coaches, technical experts, and football administrators.

3.2 Research Purpose

This research aims to explore the views of respondents from experienced youth coaches concerning the methodological plans coaches use to enhance the technical performance of under-13 football players in Zimbabwe. The study further evaluated the effectiveness of the current international methodological plans related to technical preparation for under-13 football players. This research study followed an exploratory approach since little was known about the methodological plans coaches use to improve the technical performance of under-13 football players in Zimbabwe. Gray (2017) propounded that exploratory studies are particularly useful when not enough is known about a phenomenon to inform the selection of the exploratory approach. More so, the study adopted an interventional purpose in order to identify gaps in the methodological plans the coaches use to improve the technical performance of the under-13 football players in Zimbabwe and develop an intervening framework that can effectively improve the technical performance of the under-13 football players in Zimbabwean sport. The study aimed to improve the technical performance of the under-13 football players in Zimbabwe and also improve the team's style of play. Furthermore, the research study also adopted a descriptive approach. Loeb (2017) indicates that descriptive studies are preferred when determining the prevalence of a phenomenon because they allow the observation of a phenomenon to be done in a natural environment. Hence, it provides an opportunity to incorporate qualitative and quantitative methods of data collection.

3.3 Research Paradigm

This research study adopted pragmatism. Pragmatists are of the view that, regardless of circumstances, qualitative and quantitative methods might be used in a single study (Hanson

et al., 2015). The application of qualitative and quantitative methods in a single study is very important as it counteracts the limitations of each method. Pragmatism acknowledges that any knowledge produced through research is relevant and not absolute (Teddie and Tashakkori, 2013). In addition, the study followed the transformational philosophy as it sought to improve the methodological plans the coaches' use for the technical performance of the under-13 football players in Zimbabwe. Creswell (2013) highlighted that transformative research paradigms contain an action agenda for the reformation of people's lives and the institutions they work on. Mertis (2014) also concurs that transformative research is designed to support change at a personal and societal level.

3.4 APPROACHES TO THEORY DEVELOPMENT

The study adopted an inductive approach. There is no documented literature, theories, or frameworks on the technical preparation of under-13 football players in Zimbabwe. Denscombe (2015) indicates that an inductive study approach starts with a blank mind and goes on a voyage of discovery. The researcher of this study started from an unknown position, embarked on a voyage of discovery, and then used the findings to develop a new framework in order to enhance the technical performance of under-13 football players in Zimbabwe. Saunders et al. (2019) state that researchers on topics that are new with little existing literature work inductively by generating data, analyzing it, and reflecting on the theoretical themes the data is suggesting.

3.5 TIME HORIZON

The research was a cross-sectional descriptive study. Collis and Hussey (2014) highlighted that cross-sectional studies are done for academic courses under time and resource constraints as they can allow for conclusions to be reached with a relatively minimal investment of time, money, and other research resources. The research was carried out overa period of six months. Denscombe (2019) also states that cross-sectional studies are mainly useful when the purpose of the study is exploratory and descriptive. This study conforms to that thinking since it was exploratory.

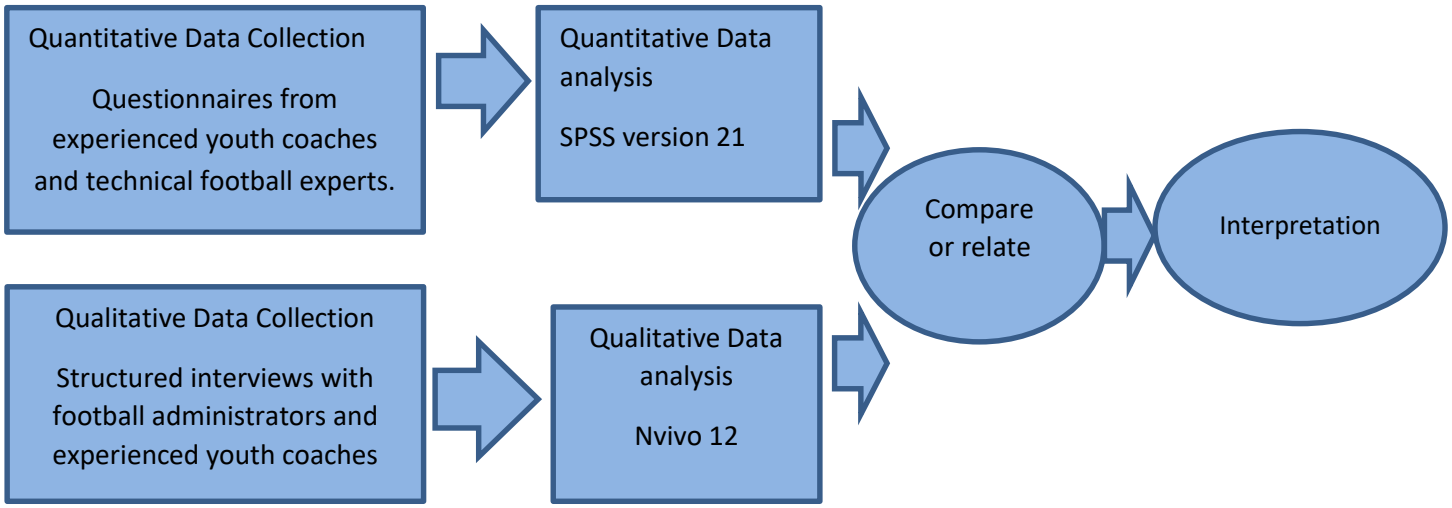
3.6 PRIMARY RESEARCH STRATEGY

To carry out this research, the Convergent Parallel Mixed Methods research design was used. According to Creswell and Plano Clark (2011), the convergent parallel mixed methods research design occurs when the researcher uses concurrent timing to implement the

quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally, keeps the strands independent during analysis, and then mixes the results during the overall interpretation. The researcher used this approach to collect the data, analyze it, and present it in order to obtain reliable results. The research method allowed the researcher to explore and robustly investigate the methodological plans the coaches use to improve the technical performance of under-13 football players in Zimbabwe. In this study, quantitative data was collected from experienced youth coaches and technical experts using questionnaires, and qualitative data was collected through structured interviews with football administrators of the clubs, as shown in Figure 3.1.

Figure 3.1

The Convergent Parallel Mixed Method Design



3.7 POPULATION AND SAMPLING

3.7.1 POPULATION

The target population in this research included twenty-five experienced young coaches who are involved in youth football coaching in different football academies and schools, fifteen technical football experts from different football clubs around the country, and ten football administrators. The researcher used them to gather important information in order to find answers to the research problems, as they are the ones who are actively involved in the running and development of the football players.

3.7.2 SAMPLING PROCEDURES

A sample is a group of people, objects, or items that are taken from a large population for a measurement (Mujere 2016). It is important to note that it is unachievable to study the whole population. The individuals selected are representative of the whole population. Thus, in selecting a sample, the first stage is to define the population, which will then determine the sampling method to use. Since the researcher used the Convergent Parallel Mixed Methods research design approach to investigate the methodological plans coaches use to improve the technical performance of under-13 football players in Zimbabwe, the researcher used random sampling techniques for quantitative data collection to select football administrators. The research findings resulting from the application of simple random sampling can be generalized due to unbiased random selection and the representativeness of the population. More so, the researcher used snowball sampling to select experienced youth football players and technical experts in football. The researcher used this sampling so that participants could identify other participants from the same target population and gain access. The target population in this research included 25 experienced young coaches, 15 technical football experts, and 10 football administrators. In total, the target population is 50 participants.

3.8 DATA COLLECTION PROCEDURE

Quantitative and qualitative data were collected concurrently using self-administered questionnaires and interviews.

3.8.1 Pilot study

The researcher carried out a pilot study with youth football coaches who did not participate in the final study. This brought about the fine-tuning of the questions enclosed in the questionnaire and interview guide.

3.8.2 Questionnaires

Kothari (2008) states that questionnaires are questions in a logical sequence that are used to draw up conclusions and collect relevant data for research. The research used the document with a set of questions designed to solicit accurate and factual information. The researcher distributed the questionnaires to the experienced youth coaches, football administrators, and football technical experts using the drop-and-pick technique for them to have enough time to read and understand the questions, which will reduce the chances of a low response rate. Questionnaires have the major advantage of confidentiality, as they are answered without

disclosing the names of the respondents. However, the major drawback was that some of the respondents waited to answer the questions until the researcher was back for collection, which caused them to answer the questions hurriedly without giving much thought to them. The questionnaires used for this purpose appear in Appendix i.

3.8.3 Interviews

Chinorumba (2013) defines an interview as an oral questioner or two-way conversation initiated by the interview for the specific aim or objective of obtaining problem-related data and to gain knowledge about ideas, attitudes, opinions, and perceptions of the interview. The researcher drew up a list of structured questions that guided the experienced youth coaches, football administrators, and football technical experts to respond with different perspectives. The researcher had face-to-face interaction with the respondents, contacted the interview with much control in line with the questioning, and was able to probe the interviewees with the previously jotted-down questions. The interviews used for this purpose appear in Appendix II.

3.9 DATA ANALYSIS AND PRESENTATION

The NVivo 12 qualitative software package was used to organize non-statistical data collected through interviews into themes. Statistical Package for Social Sciences (SPSS) data analysis software was used to perform descriptive and inferential statistical analysis of data from questionnaires. Tables and charts were used to present the data using the mean, mode, and standard deviation.

3.10. VALIDITY AND RELIABILITY (QUANTITATIVE RESEARCH) / TRUSTWORTHINESS (QUALITATIVE RESEARCH).

Ghauri (2005) defines reliability as the consistency, stability, dependability, and accuracy of an instrument, and validity as the extent to which an instrument measures what it is supposed to measure. The researcher used the triangulation method for data collection, which included questionnaires and interviews. Thus, the researcher used quantitative and qualitative methods for reliability. On the validity of the data collection, the questions were derived from the research objectives.

3.11. ETHICAL CONSIDERATIONS

According to Saunders et al. (2017), many ethical issues arise from different situations when conducting academic research and it is important to consider them when acting ethically. The study ensured the respondents were informed accordingly to ensure data collection was done effectively. Ethics are based on the code of conduct standards, including moral values, principles, and procedures (Collins and Hussay, 2014). It is paramount for the researcher to be guided by the factby the fact that research ethics are an important component of research studies. The information collected should be confidential and must not reveal the identity of the participants. There is a need for the researcher to carry out the research without offending the participants. Thus, the researcher needs to seek consent from concerned participants, which are the youth football coaches, technical experts, and football administration.

3.12 VALIDATION OF THE PROPOSAL THROUGH EXPERT CRITERIA

Expert criteria: It was used for the selection of experts based on the level of competence that they have in relation to the area of knowledge in which the research is framed. As well as for the validation of the proposal. The experts were selected using the methodology proposed by the State Committee for Science and Technology of the Former Soviet Union, which bases its analysis on a self-assessment of the respondents' level of competence regarding the area of study in which the research is carried out and the sources of argument with which they support their criteria. The survey used for this purpose appears in Appendix iii. To validate the proposal, the method selected was paired comparison (Pérez, 2008)

3.13 CHAPTER SUMMARY

The chapter deliberated on the research methodology that is going to be used in this study. Quantitative methodology will be used in this study as it enables the researcher to analyze data numerically. The methodology is suitable for the researcher to get reliable information from experienced youth football coaches, technical experts, and football administrators. More so, the researcher discussed and justified the research designs, population, sampling procedures, research instruments, data collection procedures, and data analysis methods that would be used in the study.

CHAPTER 4

4.1 Introduction

This chapter presents data on the response rates obtained through the use of the questionnaire and interview discussions. The presentation outlines descriptive and inferential statistics.

4.2 Response Rate

Table 4.1:

Response Rate Analysis

Instrument	**Distributed/Planned**	**Successful Responses**	**Percentage Response**
Questionnaires	50	40	80%
Interviews	25 planned interviews	19 conducted	76%

As presented in Table 4.1, 80% of the respondents successfully responded to the questionnaires. The responses show that respondents were surveyed from different experienced youth coaches, football technical experts, and administrators of football around the country, supported by the systems theory (Chasokela et al., 2015). Then 25 interviews were scheduled and 19 were successfully conducted, which is a 76% response rate. The interviews were based on theoretical sampling principles, and theoretical saturation was achieved after only ten interviews.

4.3 Demographic Data.

This section provides an analysis of demographic data on participants to establish the gender, age, academic level, and work experience of the respondents.

Table 4.2

4.3.1 Gender Composition of the Questionnaire Respondents

Respondents' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	85.0	85.0	85.0
	Female	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Table 4.2 shows that out of the 40 respondents, 85% of the respondents were male and 15% of the respondents were female. This can be attributed to the fact that males are more interested in sports, and they are not hesitant to take up leadership positions. However, women do not generally take up positions in sports due to various reasons, and to date, there is gender inequity.

Table 4.3

4.3.2 Ages of Respondents

Respondents' Ages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	4	10.0	10.0	10.0
	31-40 years	10	25.0	25.0	35.0
	Above 40 years	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

Table 4.3 show that the above 40 years age group had a majority of respondents 65%. This could be attributed to the fact that they have seen it all in football coaching, and for that reason, they can provide valuable information. The second-largest group of respondents was in the range of 31–40 years old, with 25%. Only 4 (10%) were in the 18–30 age category. This sample was representative of youth football coaches, football administrators, and

football technical experts in Zimbabwe. The results imply that all the age ranges listed above were represented, hence the diversity of opinions necessary to answer research questions. According to the systems theory, the individual systems have much in common with each other, even though they differ in the specifics and age limits of the personnel involved (Gillies, 2015).

Table 4.4

4.3.3 Educational level of Respondents

Respondents' Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	24	60.0	60.0	60.0
	Diploma	13	32.5	32.5	92.5
	First Degree	2	5.0	5.0	97.5
	Post Graduate	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 4.4 shows the level of education of the respondents. Most of the respondents attained secondary education with 60%, followed by diploma level with 32.5%, undergraduate with 5%, and postgraduate with 2.5%. All the respondents had a basic level of education. Therefore, the chances of obtaining correct answers from them were very high because of their literacy.

Table 4.5

4.3.4 Number of years in the organization

The duration of service in the running and development of football for each of the respondents was also investigated. The findings on these important variables were presented.

Respondents' Duration of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	2	5.0	5.0	5.0
	3-4 years	5	12.5	12.5	17.5
	5 years and above	33	82.5	82.5	100.0
	Total	40	100.0	100.0	

As shown in Table 4.5 above, 5 years and above had a majority of respondents of 82.5%. The second most abundant group was those aged 3–4 years, with 12.5% of the respondents. Those with 1-2 years were the least, with 5%. As such, most of the respondents in the study had significant experience and knowledge in football coaching, and some had served in administrative roles for significant amounts of time. This was important in this study; as such personnel could provide valid and reliable responses to the questions asked by the researcher.

4.3.5 The technical skills that are being trained by youth football coaches for under-13 football players in Zimbabwe are they effective?

Questionnaires were used to collect data on the effectiveness of the technical skills that are being trained by youth football coaches for under-13 football players in Zimbabwe. The researcher used SPSS software to analyze the data as presented in Table 4.6.

Table 4.6

The effectiveness of the technical skills that are being trained by youth football coaches for under-13 football players in Zimbabwe.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	10.0	10.0	10.0
	No	36	90.0	90.0	100.0
	Total	40	100.0	100.0	

Table 4.6 shows that out of the 40 respondents, 90% of the respondents indicated that youth coaches in Zimbabwe are not effectively training the technical skills that are being used by under-13 football players for their football development, and 10% of the respondents recorded that youth coaches are effectively training the technical skills that are being used by under-13 football players. This can be attributed to the fact that most of the untrained coaches are at the helm of the technical development of the under-13 football players.

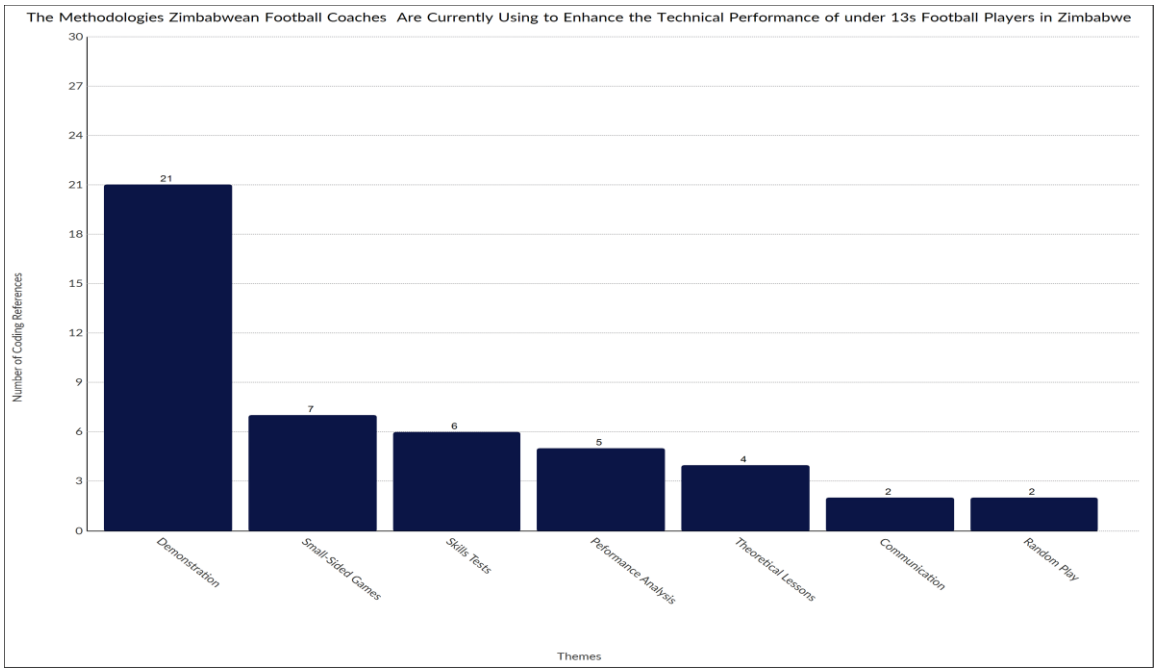
4.4 Presentation and analysis of data linked to the research objectives.

This section discusses the findings made on each of the research objectives, which were the main reason for the study. These objectives included identifying the methodological plans coaches use to enhance the technical performance of under-13 football players in Zimbabwe, establishing the reasons why the methodological plans coaches use to enhance the technical performance of under-13 football players in Zimbabwe are struggling to upsurge the technical skill level, identifying the most important considerations in the technical preparation of under-13 football players, and identifying the measures that can be put in place to improve the effectiveness of the methodological plans coaches use to enhance the technical performance of under-13 football players in Zimbabwe.

4.4.1 What methodologies are Zimbabwean football coaches currently using to enhance technical performance of under-13 football players in Zimbabwe?

Interviews were used to collect data on the methodologies Zimbabwean football coaches are currently using to enhance the technical performance of under-13 football players in Zimbabwe. The Nvivo 12 software was used to organize the findings into themes as presented in Figure 4.1:

Figure 4.1 The Methodologies Zimbabwean Football Coaches Are Currently Using to Enhance the Technical Performance of the under-13 Football Players in Zimbabwe.



The results show that the methodologies being currently used by the Zimbabwean football coaches to enhance technical performance of under 13s football players include the use of demonstrations (21 coding references), small sided games (7 coding references), skills tests (6 coding references), performance analysis (5 coding references), theoretical lessons (4 coding references), communication (2 coding references) and random play (2 coding references).

A One-Sample T-test ($\alpha = 0.05$) with a Test Value of 3.0, indicating the midpoint of a 5-point Likert-type scale, was used to determine the Zimbabwean youth coaches' rating on the technical performance of the under-13 football players.

Three hypotheses were generated as follows:

H_o: The technical performance of the under-13 football players in Zimbabwe is good.

H_1: The technical performance of the under-13 football players in Zimbabwe is average.

H_2: The technical performance of the under-13 football players in Zimbabwe is bad.

Table 4.7

How do you rate the technical performance of the under-13 football players in Zimbabwe?

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The Zimbabwean Youth Coaches rate the technical performance of the under 13s football players.	-2.912	39	.006	-.250	-.42	-.08

The T value is -2.912 and is smaller than the significance level of 0.05; hence, the researcher rejected the null hypothesis that the technical performance of the under-13 football players in Zimbabwe is good and accepted the different hypothesis that the technical performance of the under-13 football players in Zimbabwe is bad. The results, therefore, show that the most commonly used methodologies by Zimbabwean football coaches to enhance the technical performance of under-13 football players are the traditional methods that include the use of demonstrations and small-sided games. This shows that the quantitative data analysis results are similar to the findings from the qualitative study, which indicated that the majority of respondents recorded the use of demonstrations and small-sided games. Thus, youth coaches are lacking modern training techniques that can improve the technical performance of under-13 football players.

4.4.2 What are the challenges faced by the coaches to enhance technical performance of under-13 football players in Zimbabwe?

In the qualitative strand of the study, interviews were used to collect data on the challenges that are being faced by the coaches in implementing methodological plan to enhance technical performance of under-13 football players in Zimbabwe.

Figure 4.2 The Challenges Faced by Zimbabwean Youth coaches When Trying to Improve the Technical Performance of under-13 Football Players.

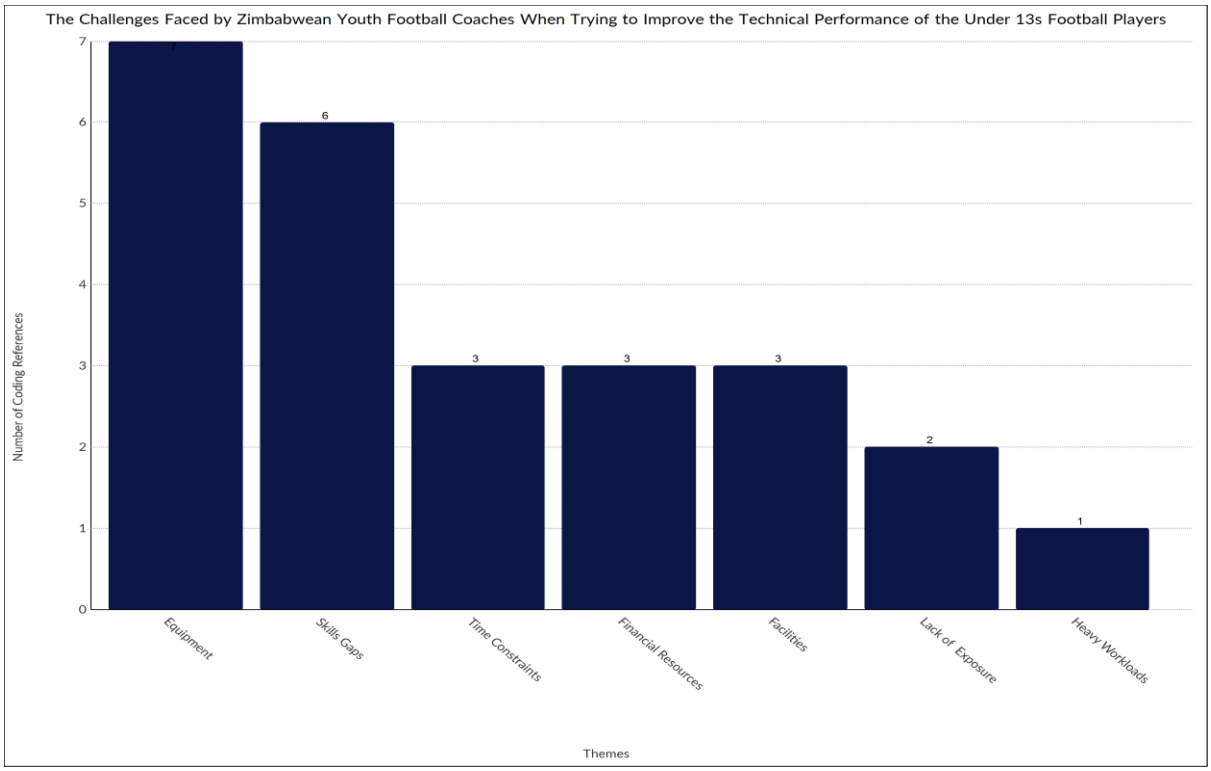


Fig. 4.2 represents a thematic analysis of the data collected. The figure indicated the lack of proper equipment (7 coding references) for the under-13 age group in order to improve their technical proficiency. Six coding references recorded that Zimbabwean youth coaches who are at the helm are untrained; three coding references show that there is no frequency of deliberate practice (time constraints) for the technical development of the youth players; and three coding references indicate a lack of financial resources. The other respondents (3 coding references) indicated the lack of facilities; two coding references were recorded that there is a lack of exposure to the competition of the under-13 football players, and one coding reference was a lack of knowledge on training principles by the youth coaches, causing heavy loads.

Figure 4.3

Example of inappropriate kit equipment and substandard balls being used by the under-13 football players at …….

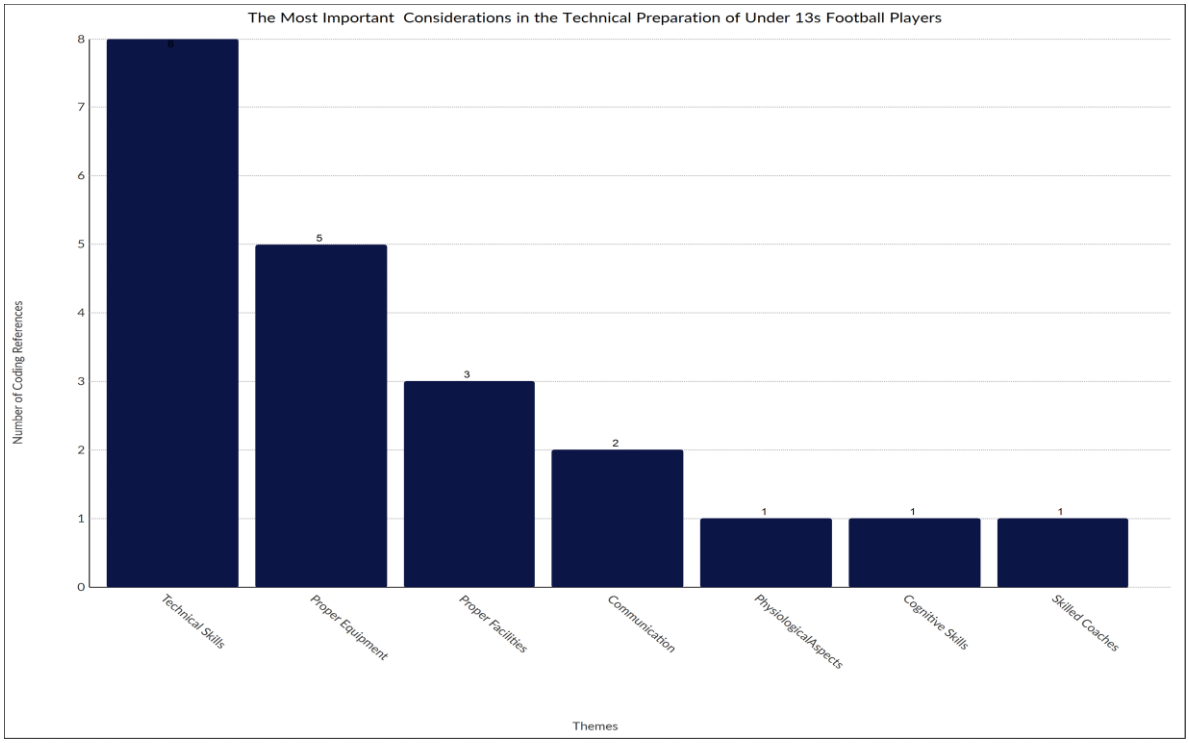
Figure 4.4

Example of substandard facilities with poor turf being used by under-13 football players during a training session at ……

4.4.3 What are the most important considerations in the technical preparation preparation of under-13 football players?

In the qualitative strand of the study, interviews were used to collect data on the most important considerations in the technical preparation of under-13 football players. The NVivo 12 software was used to organize the resultant data into themes as presented in Figure 4.5.

Figure 4.5 The Most Important Considerations in the Technical Preparation of Under-13 Football Players



The results show that the most important considerations in the technical preparation of under-13 football players include technical skills (8 coding references), proper equipment (5 coding references), proper facilities (3 coding references), communication (2 coding references), physiological aspects (1 coding reference), cognitive skills (1 coding reference), and skilled coaches (1 coding reference).

In the quantitative strand, descriptive statistics were used to determine the impact of technical skills that youth coaches train under-13 football players as presented in Table 4.7.

- Mean scores greater than 3 indicate that the technical skill under consideration have a positive effect on the football player's technical proficiency.
- Mean scores equal to 3 indicate that the technical skill under consideration have a no effect on the football player's technical proficiency.
- Mean scores less than 3 indicate that the technical skill under consideration have a negative effect on the football player's technical proficiency.

Table 4.8

Technical skills that youth coaches train under-13 football players

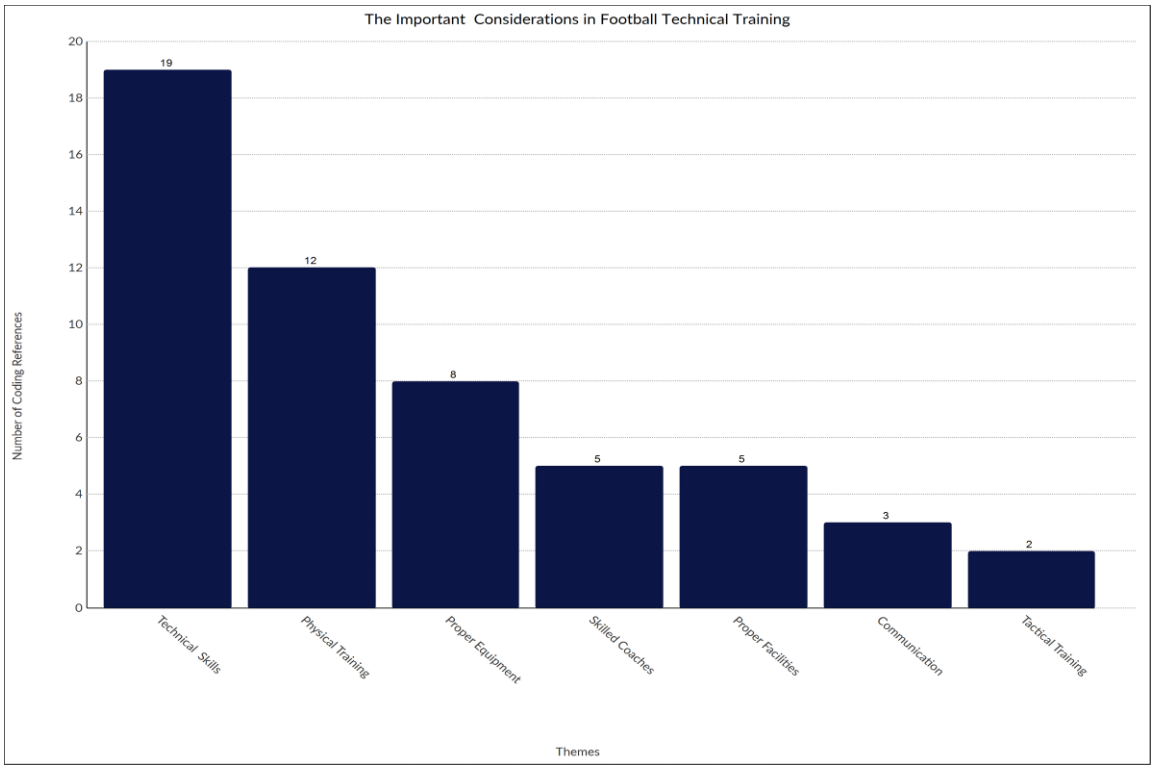
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Shooting	40	2	5	4.50	.716
Passing	40	2	5	4.90	.496
Heading	40	2	3	2.07	.267
Throwing	40	3	5	4.70	.608
Ball control	40	3	5	4.63	.628
Dribbling	40	3	5	4.33	.888
Tackling	40	2	5	2.55	.639
Valid N (listwise)	40				

It can be noted that the mean scores for the technical skills such as shooting,passing,throwing,ball control, and dribbling presented in Table 4.8 were more than 3, indicating that they had a positive effect on the football player's technical proficiency. These findings corroborate the qualitative results, which also showed that the most important considerations in the technical preparation of under-13 football players include technical skills in order to improve their technical performance.

Interviews were used to collect data on the most important considerations in football technical training. The NVivo 12 software was used to organize the resultant data into themes as presented in Figure 4.6

Figure 4.6 Important Considerations in Football Technical Training



The findings from the research indicated that the most important considerations in football technical training include the technical skills (19 coding references), physical training (12 coding references), proper equipment (8 coding references), skilled coaches (5 coding references), proper facilities (5 coding references), communication (3 coding references) and tactical training (2 coding references).

In the quantitative strand, descriptive statistics were used to determine the major technical skills that can be used by football players as presented in Table 4.8.

- Mean scores greater than 3 indicate the major technical skills that can be used by football players to improve their players' technical proficiency.
- Mean scores equal to 3 indicate that the technical skills have no effect on the football players' technical proficiency.
- Mean scores less than 3 indicate that the technical skills have a negative effect on the football player's technical proficiency.

Table 4.9

Major technical skills that can be used by football players

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Shooting	40	2	5	4.52	.784
Passing	40	2	5	4.58	.747
Heading	40	3	5	4.12	.853
Throwing	40	3	5	4.70	.608
Ball control	40	3	5	4.63	.628
Dribbling	40	3	5	4.33	.888
Tackling	40	3	5	3.90	.632
Valid N (listwise)	40				

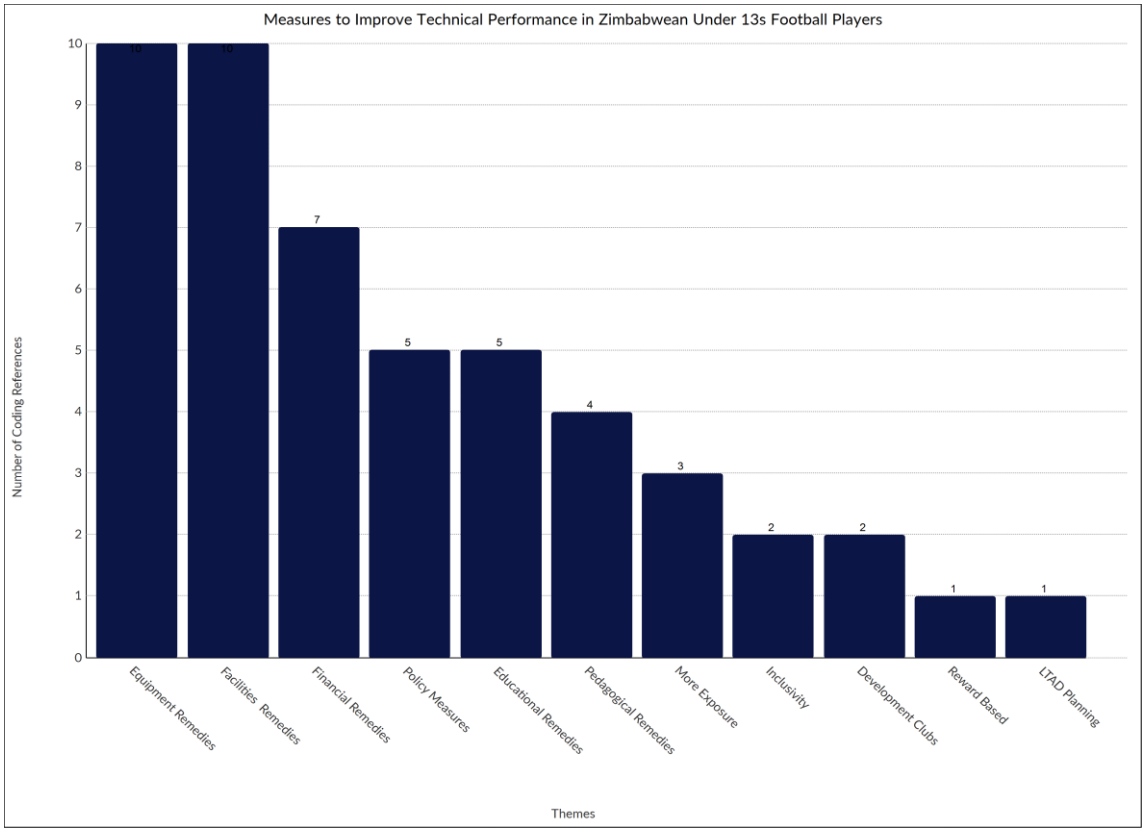
It can be noted that the mean scores for all the technical skills presented in Table 4.9 were more than 3 indicating that they had a positive effect on the football player's technical proficiency.

These findings corroborate the qualitative results which also showed the the most important considerations in football technical training include the technical skills.

4.4.4 What measures can be adopted to improve technical performance in Zimbabwean under-13 football players?

The interviews were used to collect data on the measures that can be adopted to improve technical performance in Zimbabwean under-13s football players.

Figure 4.7 Measures to Improve Technical Performance in Zimbabwean Under-13 Football Players.



In Figure 4.7, the results show that the dominant measure (10 coding references) was that of equipment and facility remedies that need to be adopted in order to improve technical performance in Zimbabwean under-13 football players.Seven coding references show the significance of the financial remedies, five coding references show the positive impact of the policy measures, five coding references indicate educational remedies, four coding references were recorded on pedagogical remedies, three coding references show the need for more exposure of the under-13 football players, and two coding references were recorded on inclusivity. Two coding references indicated the need for developmental clubs and one coding reference for rewards for the best performers, both from coaches and players.

The study established that most of the respondents were concerned about the provision of standard equipment and grounds, having well-trained coaches for grassroots development, and having enough time for practice for the youth players to fully develop their technical skills in order to improve the technical performance of the under-13 football players in Zimbabwe.

It is important to note that the respondents were referring to the Zimbabwe Football Association (ZIFA), the Ministry of Sport Arts and Culture, and the corporate world as stakeholders that can be able to fund the construction of modern training facilities, the provision of standard training equipment and uniforms, and the funding of coach courses or refresher courses. More so is the crafting of the sport policy through the Ministry of Sport Arts and Culture, which advocates for youth participation in sports and sponsors tournaments and festivals, especially in wards, districts, and remote areas.

One of the respondents said

ZIFA should make junior football competitive through their junior league by sponsoring tournaments and exhibiting junior football matches. From my own point of view, ZIFA, as the mother body of football, should work hand in hand with the Ministry of Sport and the corporate world for the development of junior football.

4.4.5 METHODOLOGICAL PLANS FOR TECHNICAL SKILLS OF UNDER 13s FOOTBALL PLAYERS

The technical skills are fundamental skills that the young football players must master, such as ball control, passing, dribbling, shooting, tackling, throwing, and heading. Hence, there is a need for specific training in football focusing on developing particular skills. It is paramount to note that there is a need for a combination of specific exercises designed towards strength, speed, agility, and endurance to improve the technical performance of under-13 football players and assist young players in developing into skilled athletes. Thus, building the foundation of a young player's strength is essential for the development of muscle mass, concentrating on quads, hamstrings, glutes, calves, and upper body strength. These workouts will contribute to an improved footballer's strength, endurance, and agility. More so, strength and power contribute to a player's speed and agility, as well as their ability to shoot, make long passes, and shield the ball. There is a need to prioritize footwork exercises to develop ball control. In addition, there is a need for the best exercises for young players to enhance ball control and dribbling. Agility ladder drills are essential for increasing footwork, ball control, and dribbling ability. Cone dribbling exercises effectively enhance sprinting ability and football control. Sprint training exercises increase stamina and footwork, promoting quickness and endurance.

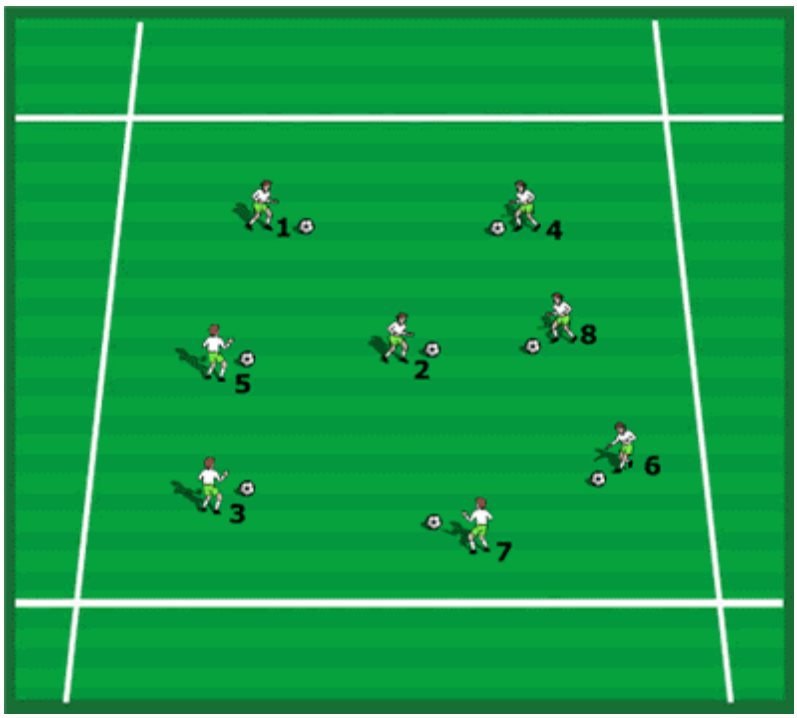
DRIBBLING

Dribbling is the skill of running with the ball at the athlete's feet with full control of the ball. A player with good dribbling skills can move the ball in different directions at different speeds. Thus, when the player is dribbling, the most important aspects are balance and coordination. The player's body must be flexible enough to change direction by shifting weight quickly. Dribbling fundamentals include close control of the ball and changing direction or pace. The players can develop touch and control of the ball by dribbling forward using the top of the foot along the outside of the laces. The coach should encourage players to use the inside of the foot to quickly change direction and to use short and even strides while keeping the ball close to their feet. The under-13 football players can improve their dribbling skills through cone exercises. Cone drills are important for the improvement of the player's change of direction, footwork, reaction time, and ball control. More so, the young football players' agility needs a range of exercises that focus on speed, coordination, and reaction time. The use of agility ladders and strength exercises like box jumps and lateral bounds will enhance the player's speed and power. The resistance bands can be used to focus on lateral movements.

EXERCISES TO IMPROVE DRIBBLING SKILLS

1- Shadow Dribbling

Objective of the drill: The players will learn how to dribble without touching the ball.



Description: When practicing, for example, the Matthews shadow dribble, the coaches should make sure that the balls are static and the player addresses a ball, showing the dribbling skills without touching the ball. This is a great introduction to the skill. Players jog around and do the specified shadow dribbling skill on each ball. The players will get lots of opportunities to practice the skill in a very relaxed, non-competitive environment.

Methodological Indications: The skill is broken down in phases for ease teaching. The players must be reminded to constantly to look around and not just look down at the ball.

2- **Dribble in the Square**

Objective of the Drill: The player will learn to be aware of the surroundings when in possession with the ball and being confidence in holding ball in tight situations.

Description: The coach must designate a twenty meter by twenty meter square. Every player must have a football. The players must dribble around inside of the square avoiding collisions with other players. The coach must encourage the use of both feet by the players and changing of direction while looking up.

Methodological Indications: The players must be aware of surroundings. The drill must be a fun exercise whilst teaching techniques.

3- Cone Drills

Objectives of the Drill: The player will be able to keep close control of the ball without the pressure of an opponent.

Description: The coach must set up seven cones in a straight line. The coach must demonstrate first without ball and then with ball. The players must weave through cones slowly without the ball then with the ball. The coach must correct the players who lose control or weave too wide and encourage players to use both feet.

Methodological Indications: The players must be aware of the body positioning when weaving and the coach must give praises to build players confidence.

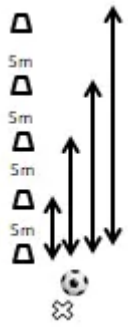
4- Three vs. Three with Dribbling Condition

Objective of the Drill: The players play under pressure in confined space and must learn to think quickly.

Description: The players play on a marked area of twenty meters by twenty meters with one meter wide goals. The players should play a regular game but when a player gets possession of the ball the player must immediately dribble against an opponent and cannot pass the ball until they perform the skill. The coach must award one point when a player successfully dribbling past an opponent and three points for each goal scored.

Methodological Indications: The players must learn the ability to think and react quickly under pressure. This drill must be used to the young players as they are beginning to express themselves on the field of play.

5- Dribbling with speed and changing of directions



Objective: The players will practice dribbling with speed and close ball control in order to improve turns and changing of directions.

Description: The players must keep the ball close to their feet. The players must practise this dribbling skill using their inside and outside of the foot whilst rolling their foot over the ball using the sole. The players must be able to swing their body weight to throw the cones off balance and the use fakes to create space for them.

Methodological Indications: The coach should close monitor the distance of the ball should away from the dribbler's feet. The player must be awareness of the surroundings, head up with vision.

COACHING POINTS WHEN DRIBBLING

SHOOTING

It is important to note that in order to score goals players need to develop good shooting technique. It is important to note that repetition is one of the best ways to refine your shooting skills. The players should start off by shooting stationary balls so they can refine their technique and accuracy. Then progress to moving targets, different angles and volleys. The young players' shooting skills can be improved with one-touch practice stressing accuracy and speed. The coach should make use of volley drills to enhance ball control, balance and timing during strikes. More so the coach should integrate agility training to emphasise quick footwork and agility in shooting scenarios. It is also important to implement dribbling exercises in shooting.

EXERCISES TO IMPROVE SHOOTING SKILLS

1- Shooting for distance

Objective of the Drill: Shoot the ball as far as possible using the correct technique.

Description: The coach must set up cones at different intervals. The cone distance must vary depending on athlete ability level. The players will line up and shoot the ball as far as possible. The coach will record distance.

Methodological Indications: The player should make sure to keep the foot flat on the ground and bend the knee as the player brings the kicking foot down.

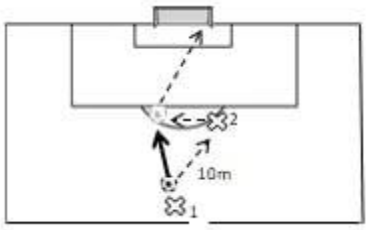
Shooting for accuracy

Objective of the Drill: The player will accurately shoot through two cones using correct shooting techniques.

Description: The coach must set up two cones 2 meters apart at a distance of 5 meters. The player shoots through cones (goals) and five shots per player. The coach will record goals accurately scored using correct technique.

Methodological Indications: A steady planted foot is crucial in shooting as it adds stability and place the supporting foot beside the ball.

2- Shooting in stride

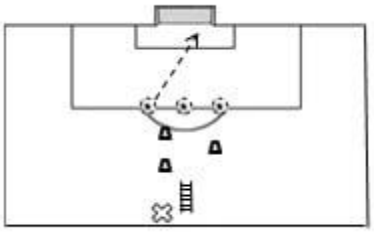


Objective of the Drill: Practice shooting in stride

Description: The players to stand just outside the penalty box. The first player will starts the ball and passes the ball to the second player with a light tap using the inside of the foot. The second player runs to the ball and strikes it into the net with one touch.

Methodological indications: When shooting the player need to approach the ball slightly from the side and not straight on. This allows the foot to make a more natural and effective strike on the ball. The player must place the non-kicking foot at the side of the ball and swing the kicking foot backward with a bent knee whilst keeping the eye on the ball and head still. The player must swing the kicking foot forward with knee pointing down and the kicking foot follows the ball as the knee straightens.

3- Turn and shoot



Objective of the Drill: To improve agility and foot speed when shooting the ball.

Description: The coach must set up the agility course using cones and a training ladder. The coach must create own rules for examples players will start with high knees, butt kicks or hopping on one foot through the ladder then shoot the ball into the net. The players should repeat the agility course.

Methodological Indications: When shooting, accuracy is more important than power. Thus for good accuracy and power keep the head down and strike the ball with the instep and with

the ankle firmly locked.

COACHING POINTS WHEN SHOOTING

Body Position

The player needs to be flexible to ensure they get the best shot. The upper body is mostly responsible for balance and it can affect the direction of your shot. Working on your flexibility and agility will help you get into position and prepare for your shot quicker.

Contact

Hit the ball with the top of your foot. As you kick, lock your ankle to create power through your striking foot.

Follow-through

Follow-through is crucial for all types of shooting. Make sure the kicking motion continues once the ball has been struck.

Tips for Shooting Training

- Practice Regularly –Repeating shooting drills helps build muscle memory and develops the required skills.
- Work on Both Feet: Becoming proficient with both your dominant and non-dominant foot will make you a more versatile and unpredictable striker.
- Control Your Power: Focus on getting the technique right before adding power to your shots.

PASSING

Passing refers to a player's ability to use both feet to send the ball with power and precision straight to a teammate's feet or the player's desired destination. The beginner player tends to play with their head down looking at the ball and rarely being able to look for a teammate before passing. The young player usually uses the toe or awkwardly tries to pass with the inside of the foot. A player at this level can kick successfully in the correct general direction, but rarely to a teammate. The player cannot achieve success in football without being able to pass the ball accurately. Thus mastering the art of passing is essential for young footballers

for future development. It is crucial to focus on the exercises that emphasise ball control and foot strength. Leg strength is undoubtedly important for passing the ball long distances

1- Passing in Triangle

Objectives of the Drill: Enhancing passing skills from different sides using both feet.

Description: Players stand in triangle marked with cones three meters apart. Players pass the ball to each other in a clockwise direction and then in counter clockwise direction to each other.

Methodological Indications: The coach should time to see how many complete passes the player makes in one minute using the correct passing technique that is using the inside of the fit.

2- Basic short passes

Objective of the Drill: The intermediate player should able to locate and make eye contact with the intended receiver before passing.

Description: The exercise can be done in a square using four players. It is all about control and short pass to one side. The foot surface that is usually worked on here is the inside but the players can extend the distances and also use the outside or the instep.

Methodological Indications: The player uses the inside of the foot for short passes. The player should make eye contact with the intended receiver. This is the starting point for successful passing. The coach must ask player to bend their knee when passing and to place the player's foot on the ball, so they know what part of foot to contact the ball with.

3- Teaching the Inside of foot Push Pass

Objective of the Drill: The players should pass the ball using the inside of the foot.

Description: The coach must square up the player and the target in a straight line. The player should place the plant foot about 4 inches from the side of the ball pointing toward the target. The direction of the plant foot pointing is very important because that is the direction the hips will face and the head over the ball with the eyes looking down both knees slightly bent. The coach should make sure that there is ball contact on the players with toes pulled up that is the foot parallel to the ground and the ankle locked. The player should make contact with the arch

below the ankle bone and follow through toward the target so the ball has top spin.

Methodological Indications: When passing the coach should encourage the young players to pass with the side of the foot. The non-kicking foot is always alongside the ball. Players must check where they are aiming before striking the ball. The coach must remind players to always keep their eye on the ball when striking.

4- Football Bowling

Objective of the Drill: Increase accuracy when passing and aids player passing under pressure.

Description: The coach must designate a ten meter by ten meter area and then place five to ten cones up the middle. The players must form teams of three or four players that must pass the ball to each other and try to knock down cones. The coach must keep time to see how long it takes to knock down all the cones.

Methodological Indications: When knocking over the cones the coach must stress accuracy of the pass not speed of the ball.

5- Passing Circle

Objective of the Drill: The players will learn how to pass much better and to be more aware of the other players.

Description: The coach will get the players into groups of four to six players and add three balls to the circle. The emphasis is on keeping your head up while you are passing and receiving, accurate passes and good control with the ball. This drill is a little stress to the players and forces them to focus on their skills.

Methodological Indications: Better passing, receiving and more awareness of the players.

6- Three Step Passing Drill

Objective of the Drill: The players will learn to use skills simultaneously in order to increase their level of play.

Description: The coach will have two lines of players that can participate in this drill. The player will get a pass, control it and then make another pass to a player something that will

happen with regularity during the games. Players have to be able to make these transitions quickly. The coach will pass the ball from many angles and heights. For the drill to be more challenging the coach must consider to add another line where running players receive the passes so that they can stop, control and then hit a moving target.

Methodological Indications: The players will be able to use different technical skills simultaneously during a game.

BALL CONTROL

Ball control refers to a player's ability to collect the ball and gain control of it using all parts of the body that include feet, legs, chest and head. A player with good ball control is able to receive passes both on the ground and out of the air with clean first touches keeping the ball close to their body. A poor first touch will risk the increase the possibility of losing possession. The first touch is meant to ensure that a time wasting second touch is not needed to get the ball out and ready for the next action. The first key element in ball control is to place the controlling surface into the ball's line of flight. The body weight of the player must be well distributed so it is possible to move forward, backward or sideways. More so ball control requires good mental abilities. The leg strength is used to maintain a low center of gravity. Thus leg workouts are essential. It is important to guide the young players on the correct starting position and the coach can stress the significance of quick decision-making.

EXERCISES TO IMPROVE BALL CONTROL SKILLS

1- Put Your Foot Down

Objective of the Drill: To stop the ball by putting their foot on top of the ball.

Description: The players in single file lines will be facing the coach for about fifteen meters away. The coach needs to roll the ball toward a player and the player need to stop it by putting their foot on top of the ball. The coach can vary the difficulty of this drill as the young players must go to their right or left to stop the ball and the coach can roll the ball harder.

Methodological Indications: After repeating this drill time after time, the coach must notice a significant increase in the ability of the players to stop and control the ball. There is need to repeat the practice using passes from different distances with varying intensity. The coach must encourage player to keep their eyes on the ball at all times and get their body in line.

2- Stop, Turn and Dribble

Objective of the Drill: To put at least two technical skills together into one drill that will help them learn the basics of soccer.

Description: The coach need to set up a pylon and have the children line up facing the coach. How this drill works – The coach will roll the ball or kick it to the players such that they can stop it and turn to go outside the pylon and then short dribble for some meters away. The coach must work both sides in order to help the players learn to go either direction to get out of trouble when opposing players attack them.

Methodological Indications: The players will be able to control the ball better and will have more confident in stopping the ball.

3- Stuck in the Mud (Game)

Objective of the Drill: To incorporates the game of frozen tag with the ability of the players to keep control of the ball.

Description: The coach will ask three or four players to dribble around the ball and try to tag players who are also dribbling their balls. Players will be able to have a little fun by playing a game that forces them to use the basic skills of soccer.

Players need to keep control of their ball and dodge the taggers. If they are caught, they must wait standing with their legs open and their arms out.

Methodological Indications: This workout on skills like dribbling, keeping the head up and ball control will offer the young players a chance to exercise their skills while playing a game.

4- Truck and Trailer

Methodological Indications The player will be able to control the ball more and can forces a player to mimic the direction of another player in front of them.

Description: Two players are partnered together with two balls. This drill develops excellent ball control skills. As a truck and trailer would do one player must follow the other. The player in front must dribble the ball, change directions whilst the player behind is the trailer and must keep within a few short paces of the truck. This forces a player to watch what the player ahead of them is doing but also to maintain control of the ball so they can follow the player close

enough.

Methodological Indications: This ball control drill will help players to quickly react to what others on what they are doing and keep control of the ball. The coach should encourage the player to exaggerate the movement with the ball and then eventually building up service difficulty.

5- Z Turns

Objective of the Drill: Players will learn to gain control of the ball and maintain it while changing direction.

Description: The coach need to set up a pylon course that will facilitate players moving from side to side. Players will need to dribble with both feet in this drill and keep the ball in control so that they negotiate a course. Players will need to use both feet to keep their ball under control and they should try to negotiate the entire course with a few stops as possible.

Methodological Indications: The players will have better ball control and can improve using both feet to dribble. The coach should encourage the player to relax and exaggerate the movement. Repeated practice using pylon course from different distances with varying intensity.

6- Control on the Run

Objective of the Drill: Players will learn to be able to control the ball from a pass, throw in and deflection whilst on the run.

Description: The coach will help the players to be a line ready to get into a full sprint and looking back at the coach. The ball will come to the player either as a pass, a lob or a deflection making the ball tough to gather and control.

Methodological Indications: The player needs to learn how to control the ball while they are going full speed. Player shouts the type of body surface they will use. The server provides the pass and the player gets the right feeling for the choice of technique.

HEADING

Heading is a low priority at the age thirteen of the football player. However, young players can be introduced to the basic concepts in training with limited repetition. Coaches should use a

variety of distances relative to the game at this age. There is need for the coaches to use the lowest pressure authorised by the Laws of the Game. The neck strengthening exercises might be beneficial in heading drills. More so in order to protect the brain there is need for the player to connect with the ball with their forehead and making sure they tense their neck muscles. The strengthening of the neck muscles through isometric exercises will leads to a reduction in the force on the brain. Heading training with younger age groups should only be done with the ball being thrown. The number of repetitions should also be reduced when the ball travels longer distances. “Enough recovery time is also critical between heading exercises

Tips for Heading Training

1.Ball size: Use the appropriate size and weight of balls for the age group

2. Ball pressure: Use the lowest pressure authorised by the Laws of the Game. For the first training drills foam balls might represent an alternative.

3. Neck strengthening: The neck strengthening exercises might be beneficial in heading drills due to a reduction of the head impact.

4. Awareness for symptoms of possible concussion: If any symptoms such as dizziness, headache and unsteadiness are reported by players following heading drills, they should fully rest for at least a week, with follow-up by a medical doctor.

Heading Ladder

Objective of the Drill: The players should be able to control their head passes.

Description: Each player should have a ball of his or her own to do this drill. The player will toss the ball above them, head it and catch it. Then they will toss the ball up, head it twice in a row and catch it. The players can do it up to three times. This goes on until the player loses control.

Methodological Indications The player will build their heading skills and can also gain further control as they head the ball.

Heading Ladder

Objective of the Drill: The player should be able to head the ball knowing where the ball is

going.

Description: Two players facing each other will have to head the ball back and forth until they lose control. They have to try and direct the ball to their partner so they can keep the game going.

Methodological Indications: The coach must sure the players must direct the ball to another player.

Head Control

Objective of the Drill: Players should be able to use their heads to control the ball when it is up in the air.

Description: The player needs a partner to pair up with a ball. One player tosses or softly kicks the ball in the air for the other player to get under and use their head to control. The player leaps up and heads the ball forward, backward or in any direction it springs from their head. The head is a valuable tool to control the ball when it is up high.

Methodological Indications Coaches should lookout that players are using their heads to control the ball up in the air.

Head Pass Triangle

Objective of the Drill: The player should be able to make passes with the head is an excellent skill for your players to learn.

Description: Put three players together in a triangle shape. The coach set up pylons so the players stay at a specific spot. The first player tosses the ball up to player two, who has to head it to player three.

Methodological Indications Coaches should watch the proper technique of the head pass and that players are passing under control. The drill is great for giving players an additional skill to use

Tackling

Fit Position

Objective of the Drill: The player should be able to perform a proper tackle form.

Description: The defender and carrier facing each other on a line of tussle. On the coach's signal the defender engage the ball carriers in a fit position. The coach must check for proper form that is feet about shoulder width apart for good base, knees bent, back flat, butt out and arms wrapped around the buttocks.

Methodological Indications: The coach must check that the defenders hit with their shoulder or chest with the head up.

Form Tackle Drill

Objective of the Drill: Teach proper form tackling technique.

Description: One group of players are the ball carriers and they begin moving toward the defenders as the defenders move in for a proper form tackle. The ball carriers fight the tackle during the football tackling drill.

Methodological Indications: Check for proper tackling form.

Angle Tackle Drill

Objective of the Drill: The player should be able to perform fundamentals of the angle tackle.

Description: The coach should stand behind the defender, points in which direction the ball carrier should go. On the coach's signal, the ball carrier begins the football tackling drill by running to the designated cone while the defender moves in to make an angle tackle. Proper technique is to get the head across the runner's body.

Methodological Indications The coach should make sure that the defenders should not over run the play and they must stay on the backside of the ball carrier.

Oklahoma Drill

Objective of the Drill: The defender should be able to shed the block and make the tackle.

Description: The defender must attempts to shed the offensive players block to avoid the

running back.

Methodological Indications Set a physical tone right from the start.

Chase Drill

Objective of the Drill: The defender should be able to strip the ball when trailing the ball carrier from behind.

Description: On the coach's signal, the first ball carrier starts the football tackling drill by running about half speed down the field while the first defender sprints up and attempts to strip the football as they come up behind the runner.

Methodological Indications The coach should make sure that the drill should be performed from both directions. The coach should make sure that the defender must not sacrifice a good tackle as they try to strip the ball.

Strip Receiver Drill

Objective of the Drill: Teach defenders to strip receivers of the ball as soon as the catch is made.

Description: Pass the ball out in front of the receiver and teach your defenders to break for the interception point and strip the football by bringing the outside arm down on the receiver's up field arm. The defender breaks on the receiver and attempts to strip the football as soon as the receiver makes the catch.

Methodological Indications: The coach must make sure the defender strip the ball must perform the tackling form correctly.

4.5 **Result of the expert judgment assessment**

From the total of people to whom the selection survey was sent, only four obtained a qualification that allows them to be considered experts. Appendix vii.

The proposal was showed to the selected experts. They were asked to evaluate each of the aspects according to five possible ratings, Very suitable, Quite Adequate, Appropriate, Little Suitable and Not Suitable. Appendix vi.

The experts' opinions were processed following the steps established in the Paired Comparison

methodology. The appendix viii shows the analysis of the experts' opinion.

Finally, the coincidence in the opinions classified the first aspect as Very Suitable, and the other six aspects were evaluated as Quite Adequate. (Table 4.10)

This qualification allows the author to assume that from a theoretical point of view the methodological proposal is valid.

Table 4.10 Expert assessment of the different aspects of the proposal.

Aspects evaluated	Categories
dribbling skills	Very suitable
shooting skills	Quite Adequate
passing skills	Quite Adequate
control skills	Quite Adequate
heading skills	Quite Adequate
tackling skills	Quite Adequate
Whole Proposal	Quite Adequate

4.5 Summary

This chapter presents the findings of the study. The response rate obtained was discussed in the study. More so, there was a presentation of the demographic details of the respondents, such as age, gender, and years of service. The data collected was presented quantitatively using SPSS software and Nvivo 12 for analyzing the qualitative findings.

CHAPTER 5: DISCUSSION

5.1 Introduction

This chapter focuses on the discussion of the findings, presents a summary of the research findings, the new insights emerging from the study, the conceptual model and the limitations of the study.

5.2 Discussion

The research indicated that the methodological plans coaches use to enhance technical performance of under-13 football players in Zimbabwe were not effective. This thesis had to provide practical and procedural methods of improving the technical performance of under-13 football players through the collection of data from different sports personnel who share different perspectives. Based on the findings young football players learn to carry out systematic training of basic skills through fun activities and creativity of playing football. This makes up for the deficiency of the other components that includes physical, psychological, physiological and tactical while developing the technical proficiency of the player and to build their style of play of the team. Gu F (2016) highlighted that the training methods are: 20% of the football strengthening physical training, 20% of the technical intensive training, 20% of the individual and group basic tactical training, 40% of both the key training and free play of the game..

The methodological plans youth coaches use to enhance technical performance of under-13 football players in Zimbabwe seem to be lacking in terms of financial resources. Additionally, football training is a huge, complex and systematic development which needs to invest a lot of funds to maintain its daily activities. Therefore, there is need football academies and clubs to invest a lot of resources to ensure the smooth development of football youth training. The football academies and clubs need to have highly trained management personnel and coaches to undertake the running and development of the young players. Furthermore, the use of appropriate equipment and facilities for example the correct size of the soccer balls and right measurement of the football ground for the young players.

More so there is need to engage coaches that are trained for grassroots development at the helm of the technical preparation of young football players for them to employ the knowledge of training principles that are suitable for the young players without causing injuries and

burnout. Additionally, the trained coaches can be able to apply the modern training techniques and not sticking to traditional methods which are monotonous.

The football academies and clubs should make sure that there is frequency practice for the young players in order to fully develop their technical skills. Their training sessions should be consistence with a lot of repetition in learning and give feedback to the young players. The coaches must follow a structured plan that includes the cognitive skills, physiological and motor skill aspects. It is of paramount to note that a methodological plan plays a significant role in the improvement of the technical performance of the young players because it supports the coaches with important aspects that should be followed when training these young football players.

5.3 New Insights

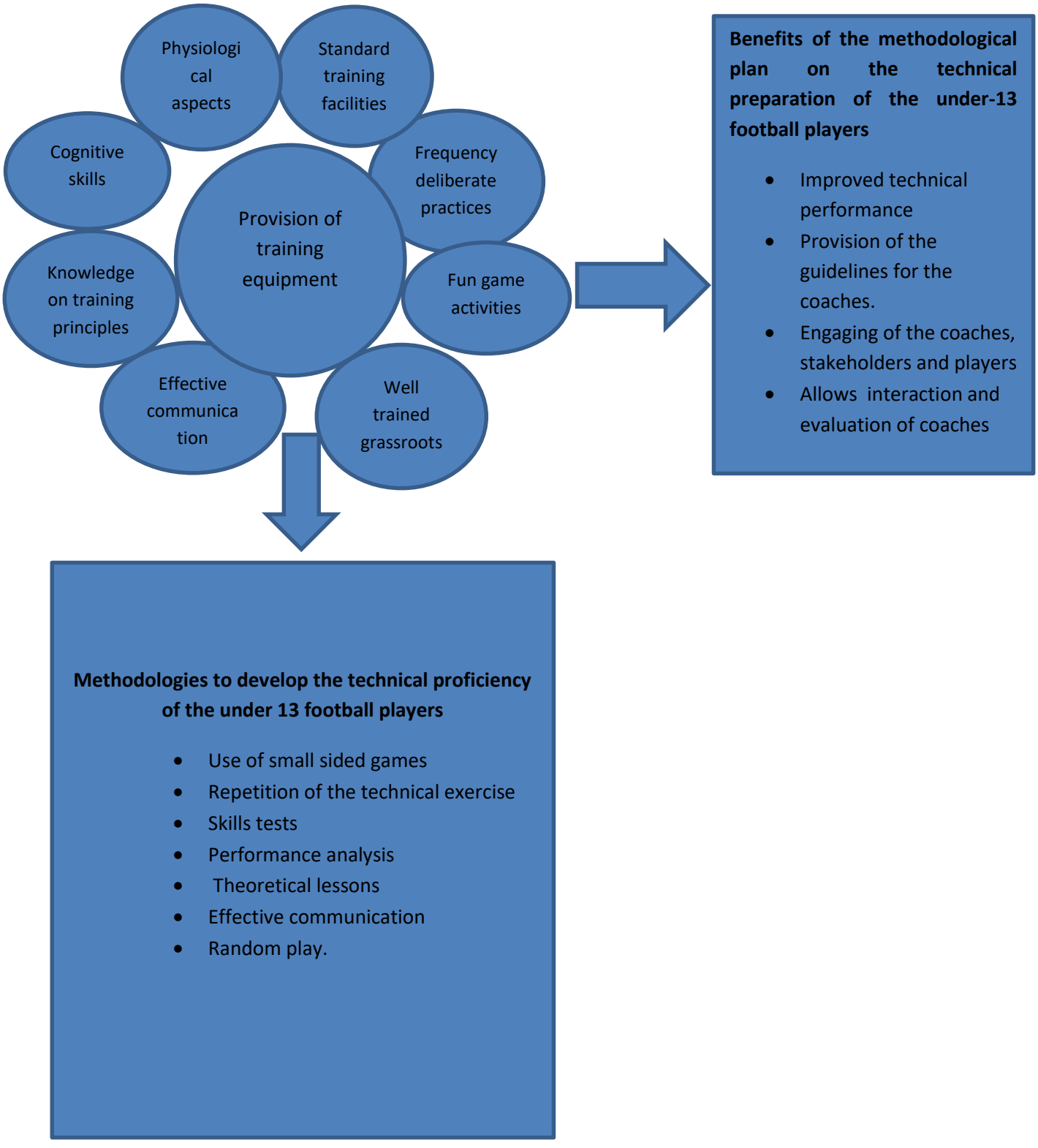
5.3.1 Novel Findings

The study came up with inventions of methods that can assist football academies, schools and clubs to have effective methodological plans in order to enhance the technical performance of the under-13 football players in Zimbabwe. Thus, the systematic technical training yields better results on the future performance of the player since technical skill is the first line of training for the young players and it will help to improve the style of play of the team.

It is of paramount to note that there is need for a paradigm shift in the way our football academies and clubs run their technical training. The football academies and clubs cannot afford to provide standard equipment and facilities such as recommended turf, enough time on the ball, theoretical lessons and enough financial resources.

Figure 5.1 Conceptual Model on the Methodologies to Develop the Technical Proficiency of the Under-13 Football Players.

5.3.2 Conceptual Model



The conceptual framework highlights different aspects that an effective methodological plan should include in order to improve the technical performance of the under-13 football players in Zimbabwe. The components on the technical training have been proposed and should be reviewed from time to time following the current trends in the methods of training. The framework shows the benefits of an effective methodological plan when training the technical skills in young players.

5.4 Limitations of the Study

The study focused on how to effectively improve the methodological plans the Zimbabwean coaches use to enhance the technical performance of the under-13 football players. The researcher had difficulties in conducting interviews with knowledgeable personnel because some of the respondents gave excuses for their time schedules; they were heavily involved in their teams' training sessions and competitions.

5.5 Chapter Summary

This chapter presented the discussion, new insights, the conceptual and limitations of the study.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter provides the conclusion, recommendations and summary of the study. Recommendations are then given basing on the collected data and provide suggestions for future studies.

6.2 CONCLUSIONS

In this section, the conclusions of the study are going to be presented. The conclusions will address the research objectives of the study in order to develop an effective methodological plan that coaches can use to enhance technical performance of under-13 football players in Zimbabwe. More so recommendations to the football administrators that run the development of football and further study will also be suggested in this chapter.

6.3.1 Research Objective 1: To analyse the effectiveness of the methods that coaches use to enhance technical performance of under-13 football players in Zimbabwe.

The study showed that the methods that the Zimbabwean coaches use were not effective to enhance technical performance of under-13 football players

6.3.2 Research Objective 2: To identify the methodological plans coaches use to enhance the technical performance of under-13 football players in Zimbabwe.

The youth coaches have not been fully incorporating various methods in their methodological plans to enhance the technical performance of under-13 football players in Zimbabwe. In most of their training sessions youth coaches are using demonstrations and small sided game methods. However, there is correlation on the use of the following training methods by the coaches that include skills tests, performance analysis, theoretical lessons, effective communication and random play on the technical preparation of the under-13 football players.

6.3.3 Research Objective 3: To establish the reasons why methodological plans coaches use to enhance the technical performance of the under-13 football players in Zimbabwe are struggling to upsurge the technical skill level.

The research established that the methodological plans coaches use to enhance the technical performance of the under-13 football players in Zimbabwe are struggling to upsurge the

technical skill level because of lack of resources like proper equipment and standard facilities, untrained Zimbabwean youth coaches on grassroots development, no frequency of deliberate practice for the technical development of the youth players, uneven ratio of trainer to trainees and lack of sponsorship from the stakeholders.

6.3.4 Research Objective 4: To identify the measures that can be put in place to improve the effectiveness of the methodological plan coaches use to enhance the technical performance of under-13 football players in Zimbabwe.

The research aimed to come up with interventions that can assist in improving the effectiveness of the methodological plan coaches use to enhance the technical performance of under-13 football players in Zimbabwe.These include the significance of the financial resources, the positive impact of the policy measures from responsible authorities, pedagogical remedies, the need of more exposure of the under-13 football players, the application of the principles of training, impact of the cognitive skills, effective communication and use of fun game activities.

6.3.5 Research Objective 5: Validate the relevance of the proposed methodological plan.

The coincidence in the expert's opinion classified the dribbling skills as Very Suitable, and the other six aspects as Quite Adequate. This qualification allows the author to assume that from a theoretical point of view the methodological proposal is valid.

6.3 IMPLICATIONS/RECOMMENDATIONS

6.3.1 Implications for practice

Based on the study the researcher proposes the following recommendations that were raised from the data, which are:

- ZIFA should make junior football competitive through their junior league by sponsoring of the tournaments and exhibiting of junior football matches.
- ZIFA as the mother body of football matters should work for hand in glove with the Ministry of sport and the corporate world for the development of junior football.
- There is a need for sponsorship to have enough resources for the coaches and players.

- The government through Sports and Recreation Commission (SRC) should craft policies that support the youth participation in sports.
- Provision of more equipment and resources to enhance the technical performance of the under-13 football players in Zimbabwe.
- Facilitate the training of youth coaches for grassroots development.
- Partner with football academies and clubs from other countries with effective methodological plans to develop the technical proficiency of the under-13 football players.
- Every school, football academy and club in the country must be using a methodological plan on the technical preparation of the under-13 football players.
- Government should invest in research by availing funds to support research to bring about technical development of the football.
- The young players must be participating in local and international competitions to gain exposure.

6.3.2 Implications for Theory

The researcher for this study noted that there is no documented literature review in relation to the methodological plans Zimbabwean coaches use to enhance the technical performance of the under-13 football players. The study is most likely to be the first one to address the subject of the methodological plan that the coaches must use to enhance the technical performance of the under-13 football players in Zimbabwe. The study was very importance as it highlighted the challenges the coaches were facing to develop the technical performance of the young football players. Therefore, the researcher recommends further studies to be conducted on a comprehensive scale for example targeting methodological plans coaches can use to improve tactical and physiological aspects of the under-13 football players.

The researchers noted that no methodological plan that was developed to addresses the technical preparation of the under-13 football players. To fill this gap, the Methodological plan to enhance the technical performance of the under-13 football players in Zimbabwe was proposed in Figure 5.1

6.4 CHAPTER SUMMARY

The chapter outlined the conclusions and recommendations of the study. The chapter initially provided a general summary of the major findings of the study. The conclusions were made in line with each of the research questions of the study whilst the recommendations and implications for practice were also discussed. The chapter also contained discussions on areas for future studies.

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Appendix i

BINDURA UNIVERSITY OF SCIENCE EDUCATION

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Department of Sports Science

11 March 2024

TO WHOM IT MAY CONCERN.

RE: MASTER OF SCIENCE DEGREE IN SPORTS SCIENCE.

This is to certify that **(**B193076B**)** is a bonafide Master of Science Degree in Sports Science student in the Department of Sports Science at Bindura University of Science Education. He is conducting an action research study entitled: **"DEVELOPING A METHODOLOGICAL PLAN TO ENHANCE THE TECHNICAL PERFORMANCE OF UNDER-13 FOOTBALL PLAYERS IN ZIMBABWE.**

We are kindly requesting your organization to partner his in the study by participating in the data collection and intervention strategy development process. Participation in this research is completely voluntary and you may choose to withdraw from the research at any time. The information from your organization will only be used for academic purposes and be kept private and confidential. Codes will be used to identify participant organizations. This is meant to ensure that information would not be linked to the providers. Password protected computers will be used to store any identifiable information that may be obtained from your organization. Data will also be analyzed at the group level, so as to ensure anonymity.

Your support will be pivotal to the success of the study.

If you have any queries regarding this project, please phone me on 0772916712, or lysiastapiwacharumbira1968@gmail.com or lcharumbira@buse.ac.zw

We would like to thank you in advance for the support.

Yours Sincerely

Lysias Tapiwanashe Charumbira (Dr.)
Chairperson

Appendix ii

ZIMBABWE FOOTBALL ASSOCIATION
P.O Box CY 114
Causeway
Harare
Tel. +263 4 444039
zifafootball@gmail.com
www.zifa.org.zw

07 JANUARY 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: AUTHORISATION TO UNDERTAKE RESEARCH IN FOOTBALL FOR ACADEMIC PURPOSES

The Above matter refers

This correspondence serves to confirm that the Zimbabwe Football Association has authorized CHIBHAMU CHRIMSON to conduct a football related academic research. CHIBHAMU CHRIMSON is a Master of Science Degree in Sports Science student at the Bindura University of Science Education.

May you kindly assist him to the best of your abilities in her investigation, whose findings can contribute towards creation of lasting solutions to the development of a methodological plan to enhance the technical performance of under-13 football players in Zimbabwe**.**

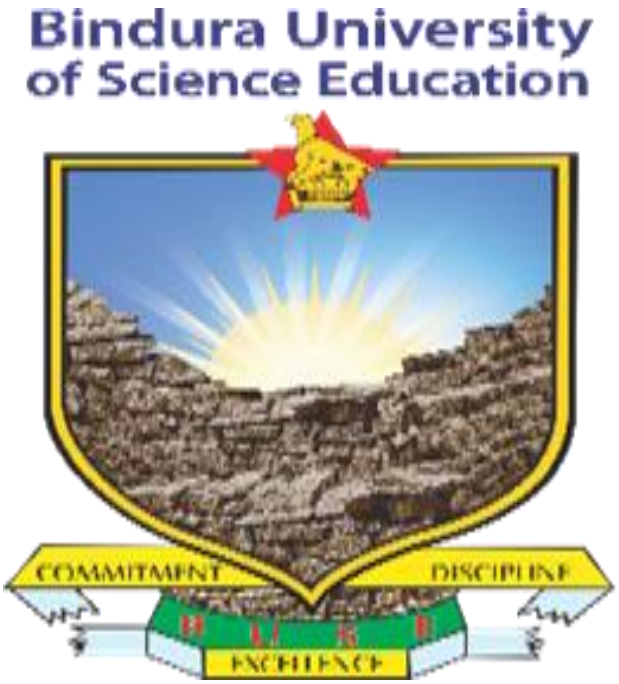
Should you require any further information, please contact the undersigned on 0772433939. Thank you for your cooperation.

Yours Sincerely

General-Secretary

Yvonne Mapika-Manwa

Appendix iii



QUESTIONNAIRE FOR EXPERIENCED YOUTH COACHES, TECHNICAL FOOTBALL EXPERTS AND FOOTBALL ADMINISTRATORS

My name is **CHIBHAMU CHRIMSON** a final year student at Bindura University of Science Education undertaking a Master of Science degree in Sport Science. As partial fulfilment of the requirements of my degree program, I am conducting a research on '**Developing a methodological plan to enhance the technical performance of under-13 football players in Zimbabwe'**. I am therefore appealing for your assistance in responding to the questionnaire which is part of a research work. Your information collected shall be private and confidential and will be used for the purpose of this research only. It is my hope that you will assist me as much as you can

Contact details:

Address: Chipadze Primary School

P. O Box 128

Bindura

Contact phone numbers: 0773425622

Email address: **ccchrimsonc@gmail.com**

INSTRUCTIONS

Do not write your name on any page on this questionnaire. Would you kindly answer the following question with a tick in the box and fill open spaces

Q1. Name of Organisation

.....
..

Q2.Position

.....
..

Q3. Gender?

Male

☐

Female

☐

Q4.Highest educational qualification:

Secondary

☐

Diploma

☐

Undergraduate degree

☐

Post graduate degree

☐

Other Specify……..

Q5. Age group?

18-30 years

☐

30-40 years

☐

Above 40 year

☐

Q6. Length of service?

Less than a year

☐

1 to 2 years

☐

3 to 4 years

☐

5 years and above

☐

Q7. Do you think that technical performance has a major impact on the growth and development of under-13 football players?

Yes

☐

No

☐

Q8. Does your football team have methodological plan to improve the technical performance of the under-13 football players?

Yes

☐

No

If yes, give details of the methodological plan

.....

.....

.....

.....

If No, give reasons why not

.....

.....

.....

.....

Q9. What are the major technical skills that can be used by football players?

Technical skill	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Shooting					
Passing					
Heading					
Throwing					
Dribbling					
Ball control					

Others

specify.....

Q10. Of the following technical skills, tick all that as the youth football coach train.

Technical skill	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Shooting					
Passing					
Heading					
Throwing					
Dribbling					
Ball control					

Others

specify.....

Q11. Are these technical skills adequate?

Yes

☐

No

☐

Q12.The technical skills that are being trained by youth football coaches for under-13 football players in Zimbabwe are they effective?

Yes

☐

No

☐

Q13. What are the challenges faced by the youth football coaches in training the technical skills for under-13 football players in Zimbabwe?

.....

.....

Q14. Have your football club faced challenges surrounding the technical preparation of under-13 football players?

Yes

☐

No

☐

If yes, specify the events

.....

.....

.....

.....

.....

.....

.....

If no, why not

.....

.....

.....

.....

.....

Q15. How do you rate the technical performance of the under-13 football players in Zimbabwe?

Good

☐

Average

☐

Bad

☐

Q16. What can be done to fully develop effective technical preparation of the under-13 football players in Zimbabwe?

.....

.....

Q17. Do you have any other comments related to the technical preparation of the under-13 football players in Zimbabwe?

.....

.....

.....

.....

.....

THANK YOU FOR YOUR COOPERATION

Appendix iv

Bindura University of Science Education

INTERVIEW GUIDE FOR THE FOR EXPERIENCED YOUTH COACHES, TECHNICAL FOOTBALL EXPERTS AND FOOTBALL ADMINISTRATORS

1. What aspects do you consider most important in technical preparation of under 13s football players?
2. What aspects do you consider most important in developing football technical skills?
3. How do you measure the development and growth of young players, age 6 - 13 years in their technical performance?
4. How do young football players learn to play football related to motor learning?
5. What aspects should always be part of football technical training?
6. What measures should be put in place to improve effective technical performance in the under 13s football players?
7. What are the main challenges that youth football coaches face in trying to improve the technical performance of the under 13s football players?
8. In your opinion, how can the various stakeholders assist the youth football coaches to improve the technical preparation of the under 13s football players?

Appendix v

Survey for the selection of Experts

Name:	
Institution:	
position:	
Years of Experience:	
Scientific Degree:	

Mark with an X, on an increasing scale from 1 to 10, the value that is related to the degree of knowledge or information you have in relation to the area of study.

1	2	3	4	5	6	7	8	9	10

The following sources of argument pursue the objective of determining the ways that allow you to obtain professional preparation in the topic of study. Mark with a cross (X) the high, medium, low category as it corresponds to your self-assessment.

	Level of Incidence of Sources		
Sources of Argument	High	Medium	Low
Theoretical studies carried out by you in the study area.			
Experience gained from your implementation of these types of assessment.			
Knowledge of works by national and international authors related to the topic			
Knowledge feedback from postgraduate education specialties, diplomas, master's degrees, doctorates.			
Participation in national and international professional development events.			

Appendix vi

SURVEY FOR THE VALIDATION OF THE METHODOLOGICAL PROPOSAL THROUGH EXPERT CRITERIA

Dear expert: The objective of this survey is to obtain your assessment of the functionality of the methodological proposal to enhance the technical performance of under-13 soccer players in Zimbabwe.

1 - How do you assess the proposed exercises to improve dribbling skills? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

2 - How do you assess the proposed exercises to improve shooting skills? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

3 - How do you assess the proposed exercises to improve passing skills? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

4 - How do you assess the proposed exercises to improve ball control skills? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

5 - How do you assess the proposed exercises to improve heading skills? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

6- How do you assess the proposed exercises to improve tackling skills? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

7 - How do you assess How do you evaluate the proposal in its entirety? Explain in cases of Little Suitable or No Suitable.

Very suitable	Quite Adequate	Appropriate	Little Suitable	Not Suitable

Appendix vii

Sample of Experts with their level of self-qualification and the average qualification coefficient

Name	Institution	Position	Years of Experience	Scientific Degree	K
Edmundo Claudio Pérez	Universidade Eduardo Mondlane, Mozambique	Professor Catedrático Convidado	20 years	PhD	0,75
Jorge Michel Ruiz Cañizares	Universidade Eduardo Mondlane, Mozambique	Professor Catedrático Convidado	20 years	PhD	1
Leonardo Morera Gómez	University of Matanzas, Cuba	Associate Professor	20 years	PhD	0,9
Juan José Alfonso Prendes	University of Matanzas, Cuba	Senior Lecture		Master	0,95
Average Qualification Coefficient					**0,89**

Appendix viii

Expert opinion processing process

Experts	n	Kc	n1	n2	n3	n4	n5	n6	Ka	K
Expert 1	7	0,7	0,2	0,4	0,05	0,05	0,05	0,05	0,8	**0,75**
Expert 2	10	0,9	0,3	0,5	0,05	0,05	0,05	0,05	1	**0,95**
Expert 3	9	0,9	0,3	0,5	0,05	0,05	0,05	0,05	1	**0,95**
Expert 4	9	0,9	0,3	0,4	0,05	0,05	0,05	0,05	0,9	**0,9**
Average	8,75	0,85	0,275	0,45	0,05	0,05	0,05	0,05	0,925	0,89

Aspects evaluated	**C1**	**C2**	**C3**	**C4**	Addition	Average	N-A
dribbling skills	-0,67	0,67	3,39	3,39	6,78	1,695	-0,805286
shooting skills	-0,67	0,67	0,67	3,39	4,06	1,015	-0,125286
passing skills	-0,67	0,67	0,67	3,39	4,06	1,015	-0,125286
control skills	-0,67	0,67	0,67	3,39	4,06	1,015	-0,125286
heading skills	-0,67	0,67	0,67	3,39	4,06	1,015	-0,125286
tackling skills	-0,67	0,67	0,67	3,39	4,06	1,015	-0,125286
Whole Proposal	-0,67	0,67	0,67	3,39	4,06	1,015	-0,125286
Addition	-4,69	4,69	7,41	23,73	31,14		
Cut Points	-0,67	0,67	1,06	3,39			