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A Comparative Study Between Male Football Athletes and Non-Athletes In Some Selected Physical Fitness and Psychological Variables of Agat Secondary School

Abaynew, Bahiru

BAHIR DAR UNIVERSITY

SPORT ACADEMY

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BY:

ABAYNEW BAHIRU

AUGUST, 2022

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GRADUATE STUDIES

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By

ABAYNEW BAHIRU

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF BAHIR DAR UNIVERSITY SPORT ACADEMY IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION

ADVISOR

CHALACHEW CHEKOL (ASS. PROFESSOR

AUGUST, 2022

BAHIR DAR ETHIOPIA

BAHIR DAR UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

APPROVAL OF THESIS DEFENSE

I hereby certify that I have supervised, read, and evaluated this thesis titled on **"A Comparative Study Between Male Football Athletes And Non-Athletes In Some Selected Physical Fitness And Psychological Variables Of Agat Secondary School"** by Abaynew Bahiru Tefera prepared under my guidance. I recommend the thesis be submitted for oral defense.

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Advisor`s name   Signature   Date

……………………..   ……………………   ………………….

Co-Advisor`s name   Signature   Date

……………………..   ……………………..   ………………..…

Department head   Signature   Date

……………………..   ……………………..   ……………….…

Postgraduate head   Signature   Date

Bahir Dar University

Sport Academy

Department of Sport Science

Approval of Thesis for Defense

As member of the examining board of final M.Ed., Open defences, we certify that we have read and evaluated this thesis prepared by Mr. Abaynew Bahiru. Entitled with A comparative study between male football athlete and non-athlete in some selected physical fitness and psychological variables of Agat secondary school and recommended that it is accepted as fulfilling the thesis requirement for the Degree of Master of Education in Teaching Physical Education.

Board of Examiners

External examiner name Signature Date   Signature   Date

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DECLARATION

I, the under signed declare that this thesis is the result of my own work and all sources or materials used for this thesis have been appropriately acknowledged. This thesis is submitted in partial fulfilment of the requirements for Master of Degree in physical educations. I confidently declare that this thesis has not been submitted by any scholar to any other institutions or University for the award of any academic degree, diploma, or certificate.

NAME: ABAYNEW BAHIRU

SIGNATURE: _____

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DEDICATION

I dedicate this thesis manuscript to my beloved families and friends. As well as the researcher extended his dedication to peoples who contribute even a piece of advice though out in my life to reach in this stage.

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ACKNOWLEDGMENT

ABSTRACT

The purpose of the present study was to compare the status of selected physical fitness variables with psychological variables among football athletes and non-athlete students. Of the total population (n=225), 50 participants have selected of which half of them were football athletes selected purposive and the rest were non-athletes selected by simple random sampling. The data were collected through physical fitness tests and standard questionnaires such as a standing broad jump test for evaluating explosive power, a 30-meter sprint test for evaluating the maximum speed of the subjects, and a zigzag test to evaluate for agility test and questionnaires such as self-esteem, physical self-efficacy, and aggression to evaluate psychological variables. The data collected from the study subjects were analysed using SPSS independent t-test software (version 20). The results were presented through mean and standard division and the difference between football athletes' and non-athletes physical fitness and psychological variables were compared with an independent t-test, and the association between variables have been analyzed. The resulting age of football athletes and non-athlete groups were football Athlete students had higher height (1.71 versus 1.65), lower weight (56.24 versus58.24), and lower BMI (19.19 versus 21.42) compared with non-athlete students. The results reveal that football athletes had significantly higher levels of power (242.320±6.76215cm versus201.3200±16.75490cm) (P<0.001), speed (4.1556±.14629 sec versus4.2372±.109722) (P<0.003), agility (7.3776±0.843330 sec versus11.3320±1.94140) (P<0.005), and psychological variables in comparison to non- football athlete students (P<0.001). Moreover, football athletes students relied higher on SE than non-athletes students (2.8840±2.3560 versus 2.3560± 0.36783) (P<0.001), PSE (3.5964±0.55361versus 3.0255±0.255) (P<0.001), and aggression (2.9273±0.41886 versus 3.3582± 0.4803) (P<0.001). Finally, physical fitness variables were directly related to SE, and PSE & but aggression was insignificant. These findings may show that participating in a football game would contribute to positive impacts on both physiological and psychological components

Key Words: Aggression, Agility, Physical Self-Efficacy, Self-Esteem, Speed, power

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AA	Anger Aggression
ANRS	Amara National Regional State
AQ	Aggression Questionnaire
BDU	Bahir Dar University
BMI	Body Mass Index
GSES	General Self-Efficacy Scale
HA	Hostile Aggression
M	Meter
PA	Physical Aggression
PPA	Perceived physical Ability
PSE	Physical Self-efficacy
PSPC	Physical Self-Presentation Confidence
SE	Self-Esteem
VA	Verbal Aggression

CHAPTER ONE

1. INTRODUCTION

The chapter of the research includes background of the study, statement of the problem, general and specific objective of the study, hypothesis, significance of the study, delimitation, limitation of the study, and definition of organization of the study.

1.1. Background of the Study

Success in football requires high level of physical fitness and psychological well beings including, power, speed, agility, self-esteem, physical self-efficacy and aggression wellbeing (Chamari K et al, .2004)

Sport participation by students, shape their characters (and health) in socially desirable ways, while participating sports provide opportunities for guidance by students as role models toward positive development (Donnelly, Darnell, Wells, & Coakley, 2007; Hartmann, 2003; Hartmann & Depro, 2006). Physical activity is thus a key component in the development of physical and psychological health benefits during school age.

Physical activity is any motion of the body generated by skeletal muscles, resulting in energy consumption. Several studies have shown that regular physical activity has positive out on physical and mental health. According to (Chu., 1982) sport activity play a great role in individual`s life particularly in school going students.

For a good football player; each player should be trained not only for conditional attributes like strength, speed, agility, endurance but also should be trained psychological demands, technically and tactical. In accordance with that, each player should have different physical and psychological attributes depending on his/her playing position (Akın, Kireker & Koklu, 2009). Although there are some studies showing that psychological factors like concentration, competition anxiety, anger style, anger management, self-image, self-esteem can affect player's playing style and injury risk, they do not seem to be enough in number (Kurt et al., 2012). However Football player and non-player ranging from 16 - 18 years no research studies to date have combined this unique set of specifically training quality like

Strength, speed and agility, and psychological variables such as self- esteem, physical self-efficacy and aggression.

Psychological skills [self-esteem, aggression and self-efficacy] are considered a significant element of mental training (Barling & Abel, 1983; Barrera & Morgan, 2010; Feltz, Short, & Sullivan, 2008; Zagorsk & Guszkowska, 2014). Psychological skills are posited as the basis for such conduct in the sense that it influences the strength of decisions, the quantity of energy invested in the effort, the level of perseverance in the face obstacles and failures or the resilience to adversity. In this sense, this psychological dimension is an individual resource to adapt to situations and contexts of activity gruelling interesting sports psychology as the Health psychology and Occupational Psychology (Decamps, 2012).

Many studies show that the psychology component like self-esteem, aggression and self-efficacy interferes with the performance of an athlete. If, the variables are too much, it can harm or negatively affect the performance and achievement in games including sport games (Lazarus, 2009). Therefore, the objective of this study is to compare football athlete and non-athlete on some selected physical fitness variables such as power, speed & agility, and psychological variables such as self-esteem, physical self-efficacy and aggression. However, the present study revealed that football athletes had higher strength, speed, agility, self-esteem, physical self-efficacy in comparison to non-athlete students and football athlete had lower aggression in comparison in non-athlete students. And also physical fitness was related to self-esteem, physical self –efficacy and physical fitness was not related psychological variables. This result showed that students might participate a regular physical activities and sport game has a positive effect on physical, psychological variables.

1.2. Statement of Problems

Students in the school play a great role in the development of sports, in general strength and conditioning professionals spend a lot of time and effort trying to improve athlete's performance; accordingly, a researcher is needed to investigate athletes and non-athletes for measuring physical fitness and behaviors related to psychological response (price & Weiss, 2000). Evaluating each athlete by utilizing the results of several tests and questions, helps the athletes to decide on which test is best suitable for a particular athlete, while it is not clear as to what extent this testing may influence the decision regarding comparative analysis between male football athletes and non-athlete. It is possible that these testing by measuring and asking questions become a useful tool for determining the playing status of an athlete for physical fitness and psychological well beings Rossum Rax (1986). The problem, therefore, lies in the training qualities and psychological well beings between football athletes and non-athlete to determine which tests are important indicators of the strengths and weaknesses of the player (Weiss, 2000). One important area of inquiry is to assess power, speed, agility, self-esteem, physical self-efficacy, and aggression tests between players and non-players testing to determine whether athlete score is a significant difference on basic fitness tests compared to non-athlete (Weiss, & Rossum Rax 2000). In the school as an excellent site to provide students create opportunity to teach the importance of regular physical activity for health, and to build skills that support active for physical activity lifestyle by organized appropriate teaching learning material (Telama at all, 2005) What initiates the researcher believes that why the school players cannot be elite players and also why they cannot play for different clubs. So, the researcher sees gab and in this cause, this study is research to fill the gap which has been got the players in this school. Additionally, the researcher conducted this research to observe the poor physical quality and psychological well-being's on football players during games and competitions, while they play football during training their physical fitness is weak and has poor psychological value. The Researcher is highly interested to see the above-listed comparative study between male football athletes and non-athletes in some selected training quality and psychological Variables.

1.3. Objective of the Study

1.3.1. General Objective of the Study

The overall aim of the research is to compare football athletes and non-athletes on some selected physical fitness and psychological variables.

1.3.2. Specific Objective of the Study

- To compare physical fitness variables (power, speed, and agility test) between football athletes and non-athletes.
- To compare psychological variables (self-esteem, physical self-efficacy, And aggression test) between athletes and non-athletes.
- To examine the association between selected physical fitness variables and psychological variables of football athletes and non-athletes.

1.4. Hypothesis

On the basis of evidence available in the literature so far and with personal experience as well as discussion with experts;

1. H_0: there is no significance difference between football athletes and non-athletes on power, speed and agility test.
2. H_0: there is no significance difference between the football athletes and non-athletes on self-esteem, physical self-efficacy and aggression.
3. H_0: physical fitness variables would not significantly associate with self-esteem, physical self-efficacy and aggression.

1.5. Significant of the Study

The research was having the following significance

1. To provide clear information about football athletes and non-athletes students on power, agility, speed, self-esteem, physical self-efficacy, and aggression on outcomes.
2. To find out which of the two categories is more physically fit in response to tests and questionnaires administrated, so as one can improve the standard and level of physical fitness.
3. It may help as input information for other researchers who want to conduct further studies on similar or related issues.

1.6. Delimitation of the Study

The research was conducted in Tach Gayint Worde only Agat secondary school 9 and 10 students in 2014 E.C.

- ✓ This study consists of only 25 football athletes and 25 voluntary non-athletes.
- ✓ The analysis was delimited only to the issue of the comparative analysis of athletes and non-athlete students, but nutritional factors, sleep, altitude, and hot and cold environment were not controlled and considered.
- ✓ The study was delimited to the following variables; such as physical fitness variables (Speed, Agility, and Strength) and Psychological Variables (Self-esteem, Aggression, and Physical self-efficacy.
- ✓ The study was delimited only to male student's age groups ranging from 16-18 years.

1.7. Limitation of the Study

While conducting this research lack of electric light, internet access, inadequate available recent research literature materials, and experience references in the area where the research live and the subjects that was undertaken may not have previous knowledge about the test.

1.8. Definition of Key Terms

- **Agility:** - The ability to change the direction of the body efficiently and effectively and to achieve this requires a combination of balance (Orlov, Francoise (2017-05-0).
- **Football athletes:** - are students who play and participate in a football games in the secondary schools ("Student-Athletes". NCAA.org - The Official Site of the NCAA. Retrieved 2018-04-27). ("Student-Athletes". NCAA.org - The Official Site of the NCAA. *Retrieved 2018-04-27).*
- **Non-football-athlete**: - is a term used principally in the United States to describe students who do not participate *in a football game in the secondary schools* ("Student-Athletes". NCAA.org - The Official Site of the NCAA. Retrieved 2018-04-27).
- **Power:** - is the ability to exert maximum force as quickly as possible, as in jumping, accelerating, and throwing (Brian Mac Sports Coach, Jul 10, 2022).
- **Self-efficacy**: - The student's belief in his ability to perform and accomplish a particular subject investigated in the research.(Hu, L., McAuley, E., & Elavsky, S. (2005)

- **Self-esteem: -** How the students an individual feel about themselves (Jarvis, 1990)
- **Speed**: – the ability of the student within a given situation, to execute the mobility activity in short a time as possible.(https://www.topendsports.com/testing/tests/sprint-30meters.htm)

1.9. Organization of the Study

The study organizes into five main chapters, chapters one to five in the first chapter the introduction in which the background, statement of the problem, basic research questions, objectives, hypothesis significances, delimitation, and limitations of the study are included. In the second chapter, the review of related literature is presented. The third chapter is concerned with the methodology of the study in which the design of the study, sample and sampling techniques, source of data, data collection instrument, administration of the test, psychological variables, data analysis techniques, and ethical consideration chapter. Four analysis and interpretation methods are included. The last chapter is concerned with the summary, conclusion, and recommendation of the study.

CHAPTRE TWO

2. REVIEW LITERATURE

This chapter discusses about Concept of Physical Fitness, testing and evaluation, physical fitness testing, definition of fitness testing, strength, speed, agility, benefits of fitness testing criteria of fitness testing, self-esteem, Physical Self –efficacy, aggression.

2.1. The Concept of Physical Fitness

Physical fitness has defined by many scholars in different literature. Baltimore et al.., (1995), defined physical fitness as, the ability of the body to perform moderate to vigorous levels of physical activity without undue fatigue and capability of maintaining such abilities throughout the life. American College of Sports Medicine has also defined physical fitness as a set of characteristics (i.e. the work capacity of heart and lungs, the strength and endurance of muscles and the flexibility of joints) that relate to the ability to perform physical activities (Singh A. et al., 1999). Physical fitness is associated with a person´s ability to work effectively, enjoy leisure time, be healthy, resist hypo kinetic diseases or conditions, and meet emergency situation (Corbin et al., 2006). So, it is the basic requirement of life, which is achieved through participating in regular physical activity.

Physical fitness implies that the body system is capable of carrying on their activities satisfactorily. It is one of the basic elements which are essential for better performance. The athlete must be in top most physical condition. Rossum Rax (1986), "Physical fitness for field event consists of a number of interrelated qualities or components". Trank, Robert and Lewis (1993) defined Physical fitness as a "quantitative expression of the physical condition of an individual testing and evaluation. When the first year athletes begin the program they are tested, on speed, agility, strength, self-esteem, aggression and physical self-efficacy so the strength and conditioning coaches can evaluate the athlete's fitness levels. The testing and evaluation process of athletes has two main objectives. The first objective is to identify the possibility of any pre-existing physical conditions that might hinder the athlete's performance. This might range from pre-existing injuries to lower than average scores on speed, agility, strength and psychological variables tests. Low speed, agility, strength, self-esteem, aggression and physical self-efficacy test scores may show weaknesses in specific areas. The identification of inadequacies in some of these tests could give the strength and

conditioning coach the ability to design a program to help the athlete in these specific areas (Arce, 1994).

The second objective is to measure the athlete's sport-specific skills and psychological variables. This measurement will produce information about the level of preparation the athlete has achieved. This information might also render information about the position or positions that might be most suited for the athlete. Once these two objectives are met then the strength and conditioning coach can begin the process of tailoring the program for the athletes. (Taskin, 2008, Spore's et al., 2010; Boone et al., 2012).

The athletes are evaluated at the beginning to determine their fitness level. The strength and conditioning coach has the responsibility of assessing the level of fitness for every athlete. Once this has been attained then the strength and conditioning coach must be able to coach athletes at different fitness levels and psychological abilities. The goal is to be able to have a program that can accommodate both types of athletes. "I t is important to understand that in training football players, the „pre-training" status of the players will affect the amount of development that can be expected with just short-term training. Thus mistakes in exercise prescription can lead to little or no changes. Individualized and per iodized training is vital for development (Kraemer & Gotshalk, 2000, p. 803).

Most strength and conditioning programs test their athletes for the purpose of monitoring the progress of their athletes. This testing enables the strength and conditioning coaches to evaluate their athletes and their program. The testing process needs to be an integral part of the strength and conditioning program. This process should be in direct concurrence with the design of the program. The evaluation of athletes should not be conducted in a manner in which, the process does not follow the design of the program. This should work together within the training program at the appropriate times to produce the most accurate results (Gambetta, 1998).

The testing of athletes needs to be sport-specific. This will enable the coaches or the investigators to evaluate these tests under the assumption that they are valid quantifiers since they are sport specific. The strength and conditioning coach needs to understand the athlete's sport. The tests that are chosen by the strength and conditioning coach need to fit the parameter of the sport for optimal evaluation. "When selecting tests, the strength and conditioning professional should analyse the energy system demands of the sport the athlete

is being measured for. For example, while a 1.5 mile run is an excellent field test for measuring cardio respiratory endurance in sports requiring a lot of energy from the oxidative energy system, it is not an appropriate test for football, which primarily on the ATP-PC energy system. A more appropriate running test for football would be a short-distance sprint such as a 30-meter dash (Graham, 1994). Sport-specific training is crucial to the success of every   strength   and conditioning program. Sport-specific programs create training that is designed to mimic movements that the athletes perform in competition. The idea, therefore, is to make these movements stronger, faster, and more powerful. (Foss & Keteyian, (1998). "According to the principle of specificity, conditioning programs must approximate the mechanical and movement speed requirements of the sport. Test items should assess the physical characteristics; it takes to succeed in a specific sport and the adaptations that occur in response to the prescribed conditioning program" (Ebben, 1998, p. 42). During testing, the strength and conditioning staff wants to ensure that the tests being used on the athlete reflect the sports physical demands on the athlete. This is a major concept when discussing the testing of athletes. Many coaches will evaluate athletes on tests that do not reflect the sports energy system demands. The tests being administered have to be able to evaluate not only the athlete but also the sport in which the athlete participates in, in this case football. Tests that represent the sports energy system are a must. (Taskin, 2008; Sporis et al., 2010; Boone et al., 2012).

2.2. Definitions of Physical Fitness

Physical fitness can be divided in to the physical and mental components. Each component further divided fitness for performance and fitness protections. The former is divided into abilities for the expression, maintenance, and regulation of physical activity; whereas the latter is the ability to sustain health by resisting changes in the environments. Physical fitness can also be divided into health-and skill related fitness (Becofsky et al., 2015; Blumenthal et al., 2007; Cho et al., 1998). The result of the study showed that football athletes have found greater strength, speed, and agility as compared to non-football players. Significant difference was found between football athletes and non-football players for the variables of muscular strength, speed and agility. A physical fitness enhancement provides various benefits in terms of health science thought engagement in physical activity. Physical fitness and physical

activity help improve self-esteem and physical self-efficacy and reduce aggression behaviours (Williams, 2001).

Physical fitness testing for field team sports players is a very important part of research and development within a specific sport. It allows investigators to establish norms and thus make objective comparisons between players in different ages, genders, and level of leagues from other countries. Such information about fitness demands can be obtained by using fitness tests that evaluate physical performance capacity. Performance is an assessment of how well a task is executed and the success of a training program is largely dependent upon satisfying the performance aims associated with it (Arce, 1994). The researcher wants to make the players familiar will certain fitness test to enable them to be one step ahead when playing at possibly a higher level of competition later on in their careers.

2.3. Physical Fitness Test

A physical fitness test is a test designed to measure physical, power speed, strength, agility. Reiman & Manske, (2009) have defined a testing as using a set of problems to assess abilities. Therefore, performance testing means using a set or tool of tests to determine performance abilities or functional limitations. A functional limitation is the inability to perform a particular activity at a normal level. In addition, Coulson & Archer, (2009) have defined testing as a statement about the quality or value of what has been measured and thus involves the tester making a decision, so interpreting a score for each player. This mean, it is first necessary to define the intent of baseline testing and then develop a practical model for application.

2.3.1. Definition of Power

The term Power is used in sport by competitors, scientists, commentators, and armchair pundits alike. Phrases like "they can't deal with his power" or "that's a phenomenal power output" are used across the sporting spectrum. But what does it actually mean? The term Power is used in sport to represent a variety of actions; can all these different uses be correct? What do we actually mean when we use the term power? This article aims to explain the different ways of defining power, depending on the situation. It will discuss the factors that contribute to its production, including sporting examples; and the ways in which it can be measured and improved. (Dr Mark Homer 2020)

Power in its simplest form is the product of force multiplied by distance, divided by time. In a sporting context, force can be substituted for strength, and time/distance indicated by the speed of movement. Power is important in sport because it is a reflection of the body's energy production, applied to generate output of some kind – from a pedal revolution to a vertical jump. Power output is the key element in most athletic activities, and generally means the same thing, but the way power is applied differs depending on the sport and its requirements. How power is interpreted is largely dependent on the type of sport and the duration of the action being discussed. (Dr Mark Homer., 2020). However, power' in sport has become synonymous with explosive actions. In more recent years, as measurement techniques improve, its use has become part of the lexicon of endurance sports. Regardless of the sport, power is essentially a reflection of an athlete's output during an action or event. This may be less than a second and rely heavily on muscular strength and speed of movement, or it may last for hours and be a product of the cardiovascular system's delivery of oxygen and breakdown of nutrients to produce relatively high sustained output. Either way, power output is key to all sporting actions and its effective delivery is often the deciding factor in competition. Dr Mark Homer. (2020). Power (Force × Distance) ÷ Time} represents the product of strength and speed of movement expressed in Watts.

Broad jumps, also known as standing long jumps, are a bounding exercise used by everyone from track and field athletes to football players trying out for the NFL. Coaches use broad jumps not only to build leg strength in their athletes but also to test leg strength and explosive power. Introducing broad jumps into your athletic training routine can be a highly functional way to improve your overall athletic performance. A 2003 study published in the "Journal of Strength and Conditioning Research" looked into the effects of warm-up exercises on broad jump ability. Alexander Koch and his research team studied the impact of six different warm-up routines ranging from heavy squats to light stretching in 32 men and women. They concluded that warm-up routines have little effect on broad jump ability, but overall leg strength which they measured as one-repetition maximal strength for squats was seemingly related to broad jumping ability.

Power in sports is the ability to exert maximum force as quickly as possible, as in jumping, accelerating and throwing. While strength in sports is the maximum force an athlete can apply to a given load, power is proportional to the speed at which the force is applied. As a main component of total fitness, power is crucial for success in sports such as boxing,

baseball, football, and track and field. Power gives athletes the explosive ability to run faster and jump higher, and it can be improved by lifting weights, running against resistance and performing plyometric exercises such as depth jumps or medicine ball throws. April 09, 2020) (https://www.reference.com/?ueid=58c18ff0-8fa4-4b16-90ac-e0e2e4f3b343). It has never made sense to me that measurement is made from the landing point of the heels. It seems to me that, if the starting line is where yours toes begin, then the finish line should be where your toes end; therefore, the distance between one point and the other is the distance that you have jumped. I may be missing something obvious here. Brian. (2017)

2.3.2. Definition of Speed

Kreighbaum & Barthes (1996) define speed as how fast a body is moving or the distance that covered divided by the time it takes to cover that distance. Speed is the ability to cover a set distance quickly, and is explosive in nature. Speed is vital for a number of activities in sport and exercise, especially sprinting and jumping activities in its simplest form, speed can be defined mechanically as distance divided by time. As a basic mechanical construct, it is relatively simple to measure, and it is most commonly measured as the time taken to cover a given distance. In soccer in particular, speed is typically measured by means of linear sprint tests determining time in which a player can cover distances of 30 yards (or meters). (Baechle (1994) defines speed as the ability to move the body or body parts through a required range of motion in the fastest possible time. Speed comprises of reaction time, acceleration, maximum speed and speed endurance. It is also important for certain positions in team-based sports, such as soccer. (Baechle (1994)

In football, speed play important role; the acceleration pace of the game calls for rapid execution of the typical movements by every member i.in many instances, successful implementation of certain techniques or tactical manoeuvres by different participants is directly related with the degree of velocity deployed (kollath & Quade, 1991).According to the Dawson study (2003) the large majority of sprints performed in soccer takes six seconds or less to complete ,over distance of only 10-30 meters, and many of the sprint involve at list one change of direction. As running speed increase, longer stride are taken. In this instance, the swing phase greater knee flexion and hip extension, and greater hip flexion in latter part of the phase (Howe, 1996). From the researcher points of view to developing speed, participants employ the following methods: Method of repetition of movements with

maximum reaction, Method of reaction to an unexpected impulse and Method of repetition of movements in simple situations

2.3.3. Definition of Agility

The vast majority of agility tests in soccer are designed to evaluate the physical qualities of the players, without cognitive (i.e. choice reaction) challenges. Zigzag runs, 90-180° turns, shuttle runs, sideways, and backwards running with maximal intensity are commonly used drills. Agility patterns may vary as a function of playing role. Spore's et al. (2010) suggested different tests for different Positions. Published agility tests do not reflect the nature of deceleration and turning performed during elite soccer matches. In fact, the vast majority of turning movements are initiated from a stationary or jogging condition while change-in-direction within sprinting movements rarely occur (Bloomfield et al., 2008).Several studies have reported that professionals or elite players have better agility skills compared to players of lower standard (Reilly et al., 2000B; Vaeyens et al., 2006; Kaplan et al., 2009; Rebel etal., 2013). However, Rosch et al. (2000) observed no differences across a broad range of playing standard. The literature is equivocal regarding agility performance across playing positions (Taskin, 2008; Sporis et al., 2010; Boone et al., 2012). Interestingly, midfielders perform relatively better in agility tests compared to linear sprint tests. The literature also suggests that when change-of direction is preceded by braking from a nearly full sprint, the agility difference across position categories shrinks. Midfielders in general have lower body mass and lower peak sprinting speed (Sporis et al., 2009), it is reasonable to expect that this group also demonstrates smaller performance differences in certain agility tests compared to linear sprint tests. Timing of ground reaction forces, body configuration and center of gravity placement are crucial biomechanical elements when changing direction while sprinting. By lowering the center of gravity while changing direction, the involved lower extremity muscles can work under more optimal conditions. By leaning the upper body towards the intended direction during turns, combined with foot placement in the opposite intended running direction away from the vertical center of gravity line during ground contact, more kinetic energy can be counteracted. Correct technique during change-in-direction movements is also important from an injury prevention perspective.

Agility in team sports does not comprise only the ability of changing the direction of movement, but also the capability to anticipate the movement of the opponent, read and react to specific game situations (Gamble, 2013). Due to variable nature of various sport games,

where the situation changes every second, movements executed in high frequency and speed, can start from a variety of starting conditions. Exhibition of both speed and agility in team sports occurs in response to game situations (Young et al., 2001a). That means that perception-action coupling and decision-making are critical elements in terms of developing the ability to express speed and agility capabilities under match conditions (Gamble, 2013)

Here the researcher suggests some important points that the performances of athletes in sports today have dramatically elevated the level of agility necessary for performance success. Agility training provides the athlete with performance benefits: neuromuscular adaptation, improved athleticism, injury prevention and decreased rehabilitation time. A comprehensive agility program will address components of agility such as strength, power, acceleration, deceleration, coordination, balance and dynamic flexibility. When instructing athletes on the execution of agility exercises it is critical to instruct athletes on technique as a priority and speed of movement only after technique has been mastered.

2.4. Advantages of Fitness Test

It is important to optimize and develop player performance and this process to assess a player performance requires a determination of requirements and the continuous determination of physical performance using appropriate methods and procedures. The objective is to assess the performance achieved as quickly as the athletes, Performance tests for sport players can be designed to cover the physical fitness components, technical and tactical of the game. Fitness testing is used throughout players to document, assess and predict sports performance. Bangs Bo, (2003). It is important that the players and coaches obtain objective information about the player's physical fitness characteristics to clarify the objectives of training. A successful training program for these players is one that will maximize all of the required skill and fitness components of the game. An essential part to any training program is fitness performance testing, which can help identify weaknesses, monitor progress, provide feedback, educate coaches and players, and predict performance potential Bangsbo, 2003; Carling et al., (2009). Fitness tests are the only effective way to evaluate a training program. The use of testing data permits accurate evaluation of many qualities. A coach will be able to see progress since the player's previous tests or compare data with a previous group of players of the same age, position, or experience (; Schmid & Alejo, 2002). The particular test mode and outcome measures chosen must therefore be selected carefully in order to meet the objective of

monitoring the effectiveness of player's physical preparation Cronin & Hansen,(2005). Physical fitness characteristics of player in top sports depends on the players technical, tactical and psychological characteristics. These components are closely linked to each other. In sports such as football and rugby union, players perform different types of exercise ranging from standing still to maximal running with varying intensity. Therefore, Competitive naturally provides the best test for players, but it is difficult to isolate the various components within the sport and get objective measures of sport performance without performance testing for all players. Fitness testing can provide relevant information about specific parts of a sport Bangs Bo, Mohr, Paulsen, et al., (2006). There are many reasons for performance testing and evaluating training processes. (Bangs Bo, 2003;Carling, et al., 2009; Dick, 2007; Ebben, 1998; Gamble, 2010;; Reinhold, 2008; Sayers et al., 2008; Thiess & Schnabel, 1995) demonstrated the next reasons for performance tests, which all field team sports as soccer and rugby players and coaches need it to be successes in their sport: to assess the current physical state of the players, to study the effect of a training program, to motivate players to train harder, to give players objective feedback, to make players more aware of the objectives of the training, to evaluate whether a players are ready to play a competitive matches, to plan short and long term training programs, to determining players positions placement and ranking them, to establish homogeneous groupings for training and place players(Bisanz & Gerisch, 2008). In small sides training, to establish the physical characteristics demanded of a given sport, to identify a relationship between individual performance capacities and demands of competition, to monitor progress during rehabilitation or determine whether an athlete is ready to compete and monitor his health status, to examine the development of performance from year to year, to enable future performance to be predicted, and to provide data for scientific research on the limitations of performance Reitman & Manske, 2009). Fitness tests results provide baseline scores on various measures of player's ability, so that realistic goals can be set and degree of improvement quantified. The following points should be considered when establishing aims for the player Bisanz & Gerisch, 2007). The young athlete's development could be based on, at least, two desired goals: continue improving physical fitness and becoming elite athletes. However, becoming an elite athlete is one of the more difficult challenges that young athletes must cope with in their career development. Specifically, in football, Haugaasen and Order (2012)

2.5. Criteria of Fitness Testing

Test and evaluate is a need for a review of quality, criteria and the feasibility of physical fitness characteristics tests in field team sports and standard questionnaires for psychological variables. (Baechle & Earle, 2008; Dick, 2007) demonstrated that the fitness testing procedure must be objective (consistency of result), reliable (consistency of reproduction) and valid (testing what it purports to test). These three characteristics are the key factors in evaluating test quality and must be present for the test to be beneficial.

2.6. Psychological Variables

The psychological variables considered in the context of sport performance in this study included: self-esteem, physical self-efficacy and aggression. Sport psychologist specialist work with competitors who hold broadly contrasting qualities and convictions about their sporting and regular daily existence .in the fast changing competitive sports situations adjustment is preserving element of sportsperson`s person personality. Except if an individual can't modify himself to the earth, he can't hold build up his health identity. (Fatima H, et al, 2017).

2.6.1. Definition of Self-Esteem

Self – esteem has been defined as either a favourable or unfavourable attitude towards oneself and function as an affective evaluation of the self (Rosenberg, 1965). High includes a positive self-evaluation (McCauley et al., 2005; McCauley and Rudolph, 1995; Sonstroem & Morgan, 1989) in this regards self-esteem is often regarded as a situation specific type of self-confidence (Weinberg and Gould, 2015).

Self-esteem is a major concept in psychology and plays a huge role in people's everyday lives of how they view themselves (Leary & Baumeister, 2000; Blascovich & Tomaka, 1991). Self-esteem can be defined as a basic view one has about their self - concept, their worth and self-value (Robins, Hendin, & Trzesniewski, 2001; Blascovich & Tomaka, 1991). Self-esteem is believed to be demonstrated along a spectrum (Mann, et al., 2004) with some people having higher self-esteem than others. High levels of self – esteem develop by achieving certain tasks or milestones, and low levels of self-esteem can develop when an individual feels they have failed to achieve a certain task (Owens & King, 2001). Self-esteem can fluctuate from high to low at different points in time (Baumeister, 1993). Nevertheless,

self-esteem is said to stabilize throughout the lifespan of a person which results in them having a secure sense of self - worth (Mann, et al., 2004)

Self-esteem affects the daily functioning of people and the way they carry out tasks. Some studies have indicated that those who have higher self-esteem will perform better when they are given a task to complete and they are able to perform well under pressure in a high intensity situation (Baumeister, et al, 2003; Shimizu & Pelham, 2004; Smith, Smoll & Cumming, 2007). These studies seemingly suggest that people who have higher self-esteem will be more confident when performing certain tasks. It also suggests why people perform better when they are in a high pressure environment, as it is due to them being more confident in their abilities. However, some studies have suggested the contrary, in fact stating that people with high self-esteem will in turn perform less well in certain situations that than those with lower self - esteem (Seery, et al., 2004; Baumeister, et al, 2003; Neff & Vonk, 2008). They perform worse in certain cases because it is believed people with high self-esteem will be over confident, which leads them to perform at a lower standard than what they need to. (Neff & Vonk, 2008) They suggested that if a person displays this trait then they are more likely to themselves more important than the rest of the team. With this high self – value along with playing a team sport, the narcissistic person is more likely to not pass the ball because they feel they are the only one good enough to score. This feeling is seemingly a lack of value for the rest of the teammates and is suggested to be a selfish behaviour that can inhibit the teams overall performance. (Cronin, 2007) The discussed research of self-esteem and performance shows that each person is different in how they perform. This is depending on the individual's levels of self-esteem when they are performing. The participation in a team sport is proven to help mental health problems (Tremblay, Inman & Willms, 2000). The contact between people on a regular basis, along with the benefits of physical exercise is shown to improve levels of self-esteem (Pederson & Seidman, 2004). It has been suggested that self-esteem levels will also be raised if the team is successful in their sport (Bizman & Yinon, 2002). Furthermore, in team sports it is important for an individual to have high self – esteem in order to subjectively perform well (Feltz, 2007&Nicholls, 1984) There is much debate over the idea of subjective sport performance and self-esteem and whether they are related topics. It is also questioned as to whether one in fact is a cause for the other. Some of the earlier research that has been discussed seems to suggest that high self-

esteem leads to higher or enhanced performance levels. However, one study implies that a small amount of self – doubt can help boost performance levels, due to self-esteem and sport performance having a strong relationship (Woodman et al, 2010). It has been indicated that self-doubt can cause anxiety in an individual before they perform which suggests that having self-doubt will make an individual work harder to prove to them that they can perform at a high standard (Felts & Wood, 2009). In order for an individual to not doubt their performance, Hanton, Mellalieu, & Hall, (2004) suggest that high self –esteem along with many years of experience are important. This combination is important for an individual to not worry or overthink situations that may not arise. However, other research has found that athletes who display self – doubt are going to perform worse due to low confidence in their sporting ability (Smith et al., 2006; Mayers, et al., 1979). Having low self-confidence can hinder the performance levels making the individual feel nervous and unprepared about what they need to do. To avoid the feeling of self – doubt, it has been suggested that some people will stop playing the sport entirely (Stone, 2002). This way they won't have to endure the uncomfortable feelings and thoughts that come with self-doubt. These feelings that an individual exhibits can cause physiological reactions also such as sweating, muscle tension and nausea (Kias & Raudsepp, 2005) which can cause a negative effect on subjective overall performance levels (Stoeber.Etal, 2007).

The research is suggesting that a combination of many factors will help boost the subjective performance levels of individuals when they participate in sport. It is these factors that allow an individual to have confidence in their performance and from this will have higher levels of global self – esteem. Additionally, self – esteem is evidently a highly correlated factor to high levels of subjective sport performance (Sonstroem, 1997) which makes this research profound.

2.6.2. Definition of Physical Self-efficacy

Self-efficacy is defined as "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). According to Bandura, self-efficacy is a kind of motivational belief significantly influencing individual's behaviours. Through increased student's self-efficacy, coaches may be able to improve student training and achievement, Self-efficacy theory is based on the principal assumption that psychological processes serve as means of creating and enhancing expectations of personal efficacy (Bandura, 1977).

Self-efficacy in sports means that an athlete can successfully show their talents and manage their emotions during the game (Feltz et al., 2008). Increasing self-efficacy in sports also means increasing athletic of participant's performance (Weinberg and Gould, 2015). As a result, it is evident that all self-esteem aggression and self-efficacy are effective on sports performance and success. In this context, the main purpose of the research is to examine the relationship between the aggression levels, self-efficacy and self-esteem with training quality of football players and non-players of participants. . It has been initially introduced in Bandura's "Self-efficacy: Toward a unifying theory of behavioural change" (1977). Self-efficacy is a term that refers to one`s own abilities to succeed at something. Albert Bandura, a psychologist, came up with the self-efficacy theory in the 1970`s. He proposed that people who have high self- efficacy and those who have low self-efficacy are identifiable by unique characteristics on which they have opposing outlooks. For example, people with high self-efficacy tend to:

- ✓ Make a define commitment to achieving high level goals
- ✓ Seek out tasks and opportunities which are difficult and challenging
- ✓ Consider failures to be challenges which require additional effort
- ✓ Approach challenging situations with confidence In contrast, individuals to with low self-efficacy are likely to;
  - ✓ Having week goals to which they are only marginally committed
  - ✓ Avoid situation that are challenging
  - ✓ Focus on the potential negative outcomes of tasks which they are about to undertake
  - ✓ Play the victim instead of accepting responsibility for negative consequences

2.6.3. Definition of Aggression

Aggression is defined as an act performed with an intentional to harm others people (Anderson &Bushman, 2002). It is a set of behaviours that are likely to, or have the potential to, cause harm to others, are intended to cause harm, and are goal-directed (Berkowitz, 1993) a general working definition that, aggression refers to a range of behaviours that can result in either physical or psychological harm to oneself, others (Anderson & bushman, 2002; Baron & Richardson, 1994; Geen, 2001). Aggressive act can be defined as those which the athlete is highly motivated, demonstrate the great realize of physical energy, and / or is not inhibited by

fear of potential fracture or injury (J.M. Silva et al, 1984). Aggressive behaviour is an overt verbal or physical act that can psychologically or physically injures another person or oneself. Aggressive behaviour against another person is called extra punitive behaviour. Aggressive behaviours is non-accidental, the aggression or intends on injury and the behaviour selected for this is under his or her control (Silva and Weinberg, 1984), In sport, aggression is a characteristic that can have many negative as well as positive effects on performance like Hostile aggression is when the main aim is to cause harm or injury to your opponent. Instrumental aggression is when the main aim is to achieve a goal by using aggression (Fatima H, et al, 2017). However the Criteria for Aggression are behaviour involves harm or injury, directed towards a living organism and involves intent (Berkowitz, 1993).

Aggression in sports can be defined as the behaviours of the athlete with the intention of going beyond the rules of the sport that they are interested in, with the intention of harming the other with words, body and signs (Demirel et al., 2006). Aggression reflected on the performance of the athlete increases the sportive success because aggression also causes an increase in the stimulation level. Dorgan (2005) the most common form of aggression behaviours reported is physical aggression; which includes behaviours enacted to harm others physically (e.g., hitting, biting, and kicking) that distinguished from verbal aggression; which includes actions to hurt another with spoken words (e.g. Screaming and name calling) (Warburton & Anderson,2015). Verbal aggression is often conceptualized under psychology aggression intended to hurt others feelings and cause psychological pain (Bodenmann et al., 2910; Murphy &Hoover, 1999).

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter deals with issues related to description of the study area, research design, sampling size and sampling techniques, source of data, data collection instruments, administration of the test, questionnaire, and procedures of data collection, data analysis techniques and ethical consideration.

3.1. Description of the Study Area

The study was conducted in Agat general secondary school, in Tach Gayint Woreda of south Gondar Zone, Amhara National Regional State (ANRS), and North West Ethiopia. The capital city of Woreda is Areb Gebeya which is located on the main way about 780Km North West of Addis Ababa and 200km from Bahir Dar. The altitude varies from 1500m to 3000m above sea level and it is a boarder by Debub Wollo Zone in the south, Simada in the west, Lay Gayint in the north, and semen Wollo in the east. The school, where the study was undertaken is located in the south of the city of Woreda reb Gebeya, and serves grade 9 and 10 students with 225 male and 512 female students.
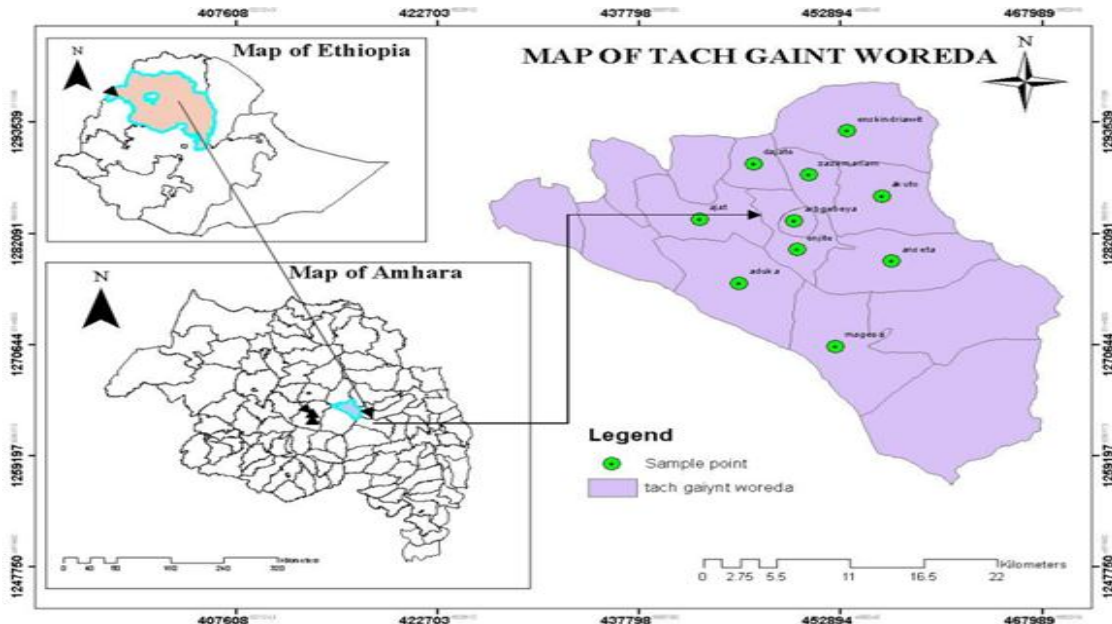
Figure 1. Map of the study area

3.2. Research design

To describe the current state of the problem, comparative survey design was employed. Survey design could help the research to cover large group with efficient time and budget.

The research type was analaysised by independent T-test survey comparative study. The research flow chart is presented as follows.

A Comparative Study between Male Football Athlete and Non-Athletes on Some Selected Physical Fitness Test and Psychological Variables

50 Male Students

25football Athletes Selected Purposive Sampling

25non-Football Selected Simple Random Sampling

Selected Physical fitness power, speed and agility tests

Selected Psychological Variables Self-Esteem, Physical Self-Efficacy & Aggression

Data Analysis by Using Statically Package SPSS Version 20

Figure 2. Research design

3.3. Population, Sampling Size and Sampling Techniques

The sample size of the population can be determined by Kothari (2004) suggest, 'the ideal size of the target population is large to serve as an adequate representative and small enough to be selected in terms of both time and complexity of analyses. To conduct this study, the researcher selected all 25 male students to participate as football athletes at Agat secondary school' by using a purposive sampling technique. The researcher also used a simple random

sampling technique to select 25 students of non-athletes student's samples to form a population of 225 students.

3.4. Source of Data

The source of data was the students on football players and voluntary students who are non-football players in the school. The result was a source of data and each subject of the participants was in a series of testing and answered questions logically conducted by the tester and assistant. The test was using a central correlation purpose. There was on some selected physical fitness tests were strength, speed, and agility, and psychological variables were self-esteem, physical self-efficacy and aggression questionnaires to analysis produce the order of importance for each test, for each group.

3.5. Data Collection Instruments

To collect reliable information, different data collection instruments were used, such as tests and questionnaires, and it follows the cross-section survey type of descriptive statics method.

Test: each test represents a parameter in evaluating athletic performance. The researcher would measure physical fitness tests by using the different instruments (stopwatch, tap measure, chair, and cons) and the output would be assessed to find out the reliability and validity of the data. The reliability of the test was established by the test-retest process. Subjects from all groups would test on a selected physical fitness test three repetition measurements of individuals on the same test would use during the test.

Questionnaires: standard Questionnaires were the best tools to measure self-esteem, physical self-efficacy, and aggression to measure psychological well beings. Then; they would provide a questionnaire package and distribute it to respond to each question as honestly as possible. The researcher with me remained nearby to answer any questions that arose during testing prepared both in Amharic and English language. The questionnaire package took approximately 60 minutes.

3.6. Physical Fitness Testes

Selected physical fitness tests were measured, used the method of measurement currently used in the national fitness award program, and assessed the following subcomponents. Power was measured as lower body strength for standing broad jump, speed for 30-meter sprint test, and agility for five cone zigzag test. The research Scholar put in maximum effort and cares to have precision and accuracy in the measurements and the questionnaire. Highly

scientific instruments and standard procedures would be used for the administration of the test and the questionnaire.

3.6.1. Standing Broad Jump Test

Purpose: The Standing long jump, also called the Broad Jump, is a common and easy to administer test of explosive leg power

- **Equipment required:** tape measure to measure distance jumped, non-slip floor for take-off, and soft landing area preferred.
- Procedure: - The students stand behind the line by keeping distance in his feet. Before jumping the student dips into knee and swings the arm, backward then jumps forward by simultaneously extending the knees and swinging the arms forward. Measurement from closest heels marks to take of line.

- **Procedure:** The athlete stands behind a line marked on the ground with feet slightly apart. A two foot take-off and landing is used, with swinging of the arms and bending of the knees to provide forward drive. The subject attempts to jump as far as possible, landing on both feet without falling backwards. Three attempts are allowed.
- **Scoring:** The measurement is taken from take-off line to the nearest point of contact on the landing (back of the heels).

Figure 3. Standing broad jump test

3.6.2. 30meter Dash Sprint

Purpose: - is to determine acceleration and maximum running speed of players

Facility or Equipment required: Stop watch or timing gates, cone markers, flat and clear surface of at least 30 meters.

- Procedures: - The subject starts from a stationary position, with one foot in front of the other. The front foot must be on or behind the starting line. This starting position held for 2 seconds prior to starting, and run as much as possible with speed sprint until 35-meter cover.

- Instruction: Subject must run with maximizing speed (such as keeping low, driving hard with the arms and legs) and encouraged to continue running hard through the finish line. No rocking movement allowed.

- Scoring: three trials are allowing, and the best time is record. The timing should start from the first movement and will finish when the chest crosses the finishing line.

Start   (0)   **30m end**
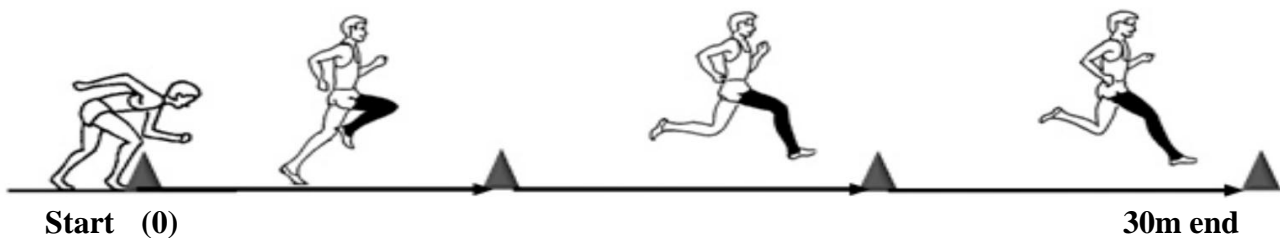
Figure 4. 3.30 dash Meter Sprint Test

3.6.3. Zigzag Test

The purpose of the test is to monitor the development of the athlete's agility.

<u>Equipment required:</u>

- Flat surface,
- 5 cones
- Stopwatch
- Assistance

Procedures:

- ☞ The athlete warms up for 10 minutes
- ☞ The assistant marks out a rectangle 10 by 16 feet with four cones and places a cone in the centre
- ☞ Subjects lied on their front (head to the start line) and hands by their shoulders
- ☞ On the 'Go' command the stopwatch was started.
- ☞ the athlete gets up as quickly as possible

    ☞ Runs around the cones in the direction indicated, without knocking the cones

    ☞ Over to the finish line, at which the timing is stop.

Instruction: The subjects run as fast as possible without rest until the distance over

Scoring: The stop watch will start at the starting point when the player and stop at the finishing of the agility test and the total second will record.
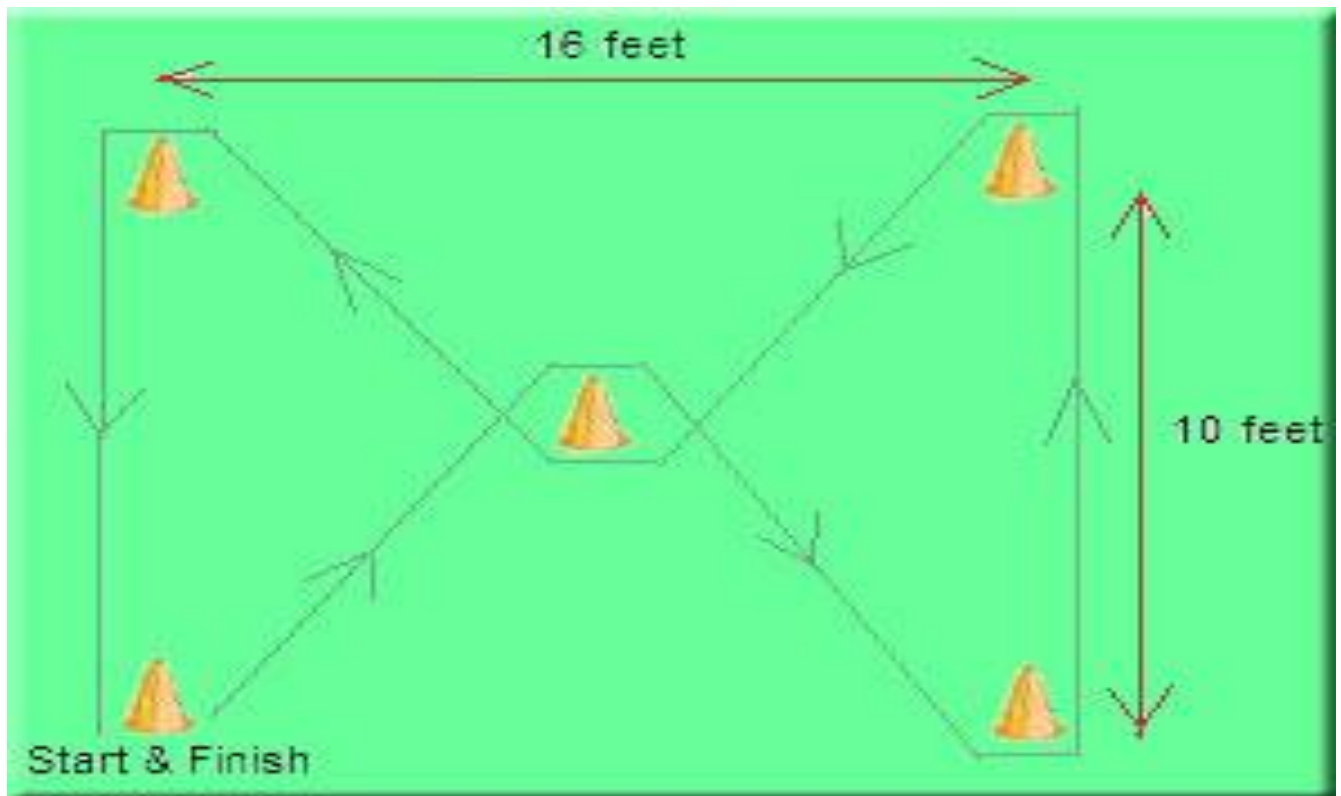
Figure 5. Zigzag Test

Source of figure https://www.brianmac.co.uk/zigzag.htm[Accessed14/5/2022]

3.7. Questionnaires

Questionnaires were used to gather primary data from football players and non-players with the brief orientation about the purpose of the study to collect reliable and primary data. It was found to be appropriate and effective tool to collect data for this study from the students, because the respondents were students and question prepared their own tong language. The questionnaire included issues that the researcher tried to assess the filling of self-esteem, self-efficacy and characteristics of aggression level in male students for football players and non-players in Agat secondary school. The questionnaire was designed both English and Amharic

language which contain closed ended item. In the first part of survey questionnaire was developed to ask the background information of the respondents, the second part of the questionnaire form self-esteem scale was used, the third part self-efficacy was used and the fourth part the aggression scale was used.

3.7.1. Self -Esteem Question

The Rosenberg Self-Esteem Questionnaire (Rosenberg, 1965) is a widely accepted 10-item measure of global self-esteem. It assesses individual self-worth in comparison with others using statements that reflect both low and high self-esteem by asking respondents to reflect on their current feelings. This instrument includes 10 four-point Likert items from strongly disagree (1) to strongly agree (4). Items 3, 5, 8, 9, and10 are reverse scored. Five of the items refer to positive attributes (e.g. "On the whole, I am satisfied with myself," "I feel that I have several good qualities"), whereas five items relate to negative self-valuations (e.g. "At times, I think I am no good at all," "I feel I do not have much to be proud of"). Although the scale range from 10 to 30, with 30 indicating the highest score possible. The scores between 15 to25 are within normal; scores below 15 low self-esteem.

3.7.2. Physical Self-Efficacy Question

Physical Self-efficacy Scale was employed to measure physical self-efficacy. This scale consists of 22 items which related to two structures of the physical self-efficacy and Perceived Physical Ability (10 items) and physical self-presentation Confidence (12 items). The student was asked to rate his degree of agreement or disagreement with each sentence on a six point Likert scale from strongly disagree (1) to strongly agree (6).

3.7.3 Aggression questionnaire

The aggression questionnaire is a self-report scale that designed to measure four major components of aggression (physical aggression, verbal aggression, anger and hostility). The AGQ consists of 29-items which are rated on five point Likert scale from1 (extremely uncharacteristic to me) to 7(extremely characteristics of me).The four subscale: physical aggression (9 items), verbal aggression (5 items), anger (7 items) and hostile (8 items).The respondents rated their response to each items of the AQ least a 5- point scale, say, from extremely uncharacteristic to extremely characteristic.

3.8. Procedures of Data Collection

There are two type of test physical fitness and psychological variables test. So as to have a valuable and reliable data for research purpose there was a need to follow predetermined procedures. As a preliminary step of data collection the researcher to explained the purpose of the study. In doing so, the researcher arrange the desire tools for the sake of gathering the information from the respondents. The researchers adopt three steps in collecting the data for the study. First, relevant literatures were review to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After making the necessary edition and printing out the research instruments (testing physical quality and questionnaire) .by using descriptive survey study the athlete`s in the scores squat, 30m dash speed test and zigzag test are recorded the test and distributing structured question about assess self-esteem, physical self -efficacy and aggression period for both group to gather data.

3.9. Data analysis techniques

The quantitative data analysis techniques were employing. The data was collected from the test of strength, speed and agility test results, and from structured closed ended questionnaires about self-esteem, self-efficacy and aggression were analysis means and standard division independent T-test by used SPSS software version.

3.10. Ethical consideration

Ethical standards require that researchers should not put subjects in a situation where they might be at risk of harm as the result of their participation. All the respondents have clear information about the purpose of the study and the give agreement orally to participate in the study. Prior to the begging of the study the purpose of the study, the procedure to be used and the potential benefits in this study was explained to the respondents.to participate in regular physical activities and particularly in organized sport teams.

4. INTRODUCTION

This chapter presents and discusses the findings of the study. It is organized into three sections. The first section describes the sample and the second section provides the findings as per the research objectives and questions. The third and final section provides the discussion.

4.1. Data analysis and interpretation

This section present the result of the comparative analysis between male football athlete and non-athlete students on the selected physical fitness variable (power, speed and agility), and psychological variables such as self-esteem, physical self -efficacy and aggression. The participants consisted of 50 students aged from 16 to 18 years. Mean and standard deviation of the selected dimensions of football athlete and non-athlete were computed.

Table 1.comparing for football athlete and non-athlete on age, height and weight

No	Variables	Football athletes			Non- football athletes		
		N	MD	SD	N	MD	SD
1	Age	25	17.12	0.78	25	17.24	0.78
2	Height(cm)	25	1.71 0	.49	25	1.65	0.02
3	Weight(kg)	25	56.24	1.80	25	58.24	2
4	BMI(kg/m^2)	25	19.19	0.63	25	21.42	0.76

M=mean division   SD =standard division

As showed in table:1 revealed that average age of football athletes were M= 17.12 (SD=0.78), whereas non-athletic football students were M= 17.24 ,SD=0.78, the average height football athletes were recorded as M1.71, SD=0.49, and the average height of non-athletes were recorded as MD=1.65 SD= 0.02, and also the average weight football athletes were recorded as 56.24 (SD=1.80) , the average weight non-athletes M=58 SD=, BMI of football athletes M=19.19, SD=0.63, BMI of non-athletes M= 21.42 ,SD=0.76. As the data showed that the age of both football athlete and non-athlete students had almost identical, but the height of football athlete had higher and the weight of the football athlete lower than non-athlete students, the height of football athlete higher height but lower weight comparing with non-athlete students. The revealed of average of BMI for both groups occurred normal. We conclude that football athlete had higher height with lower weight and BMI than non-athlete students

Table 2. Descriptive analysis of physical fitness variables

Report						
compare football		Mean	N	Std. Deviation	Minimum	Maximum
Football athletes	Power(cm)	242.3200	25	6.76215	226.00	250.00
	Speed(sec)	4.1556	25	.14629	3.90	4.50
	Agility(sec)	7.3776	25	.84330	6.32	9.54
Non-football athletes	Power(cm)	201.3200	25	16.75490	164.00	228.00
	Speed(sec)	4.2372	25	.10972	4.03	4.47
	Agility(sec)	11.3320	25	1.94140	7.00	14.55
Total	Power(cm)	221.8200	50	24.26359	164.00	250.00
	Speed(sec)	4.1964	50	.13445	3.90	4.50
	Agility(sec)	9.3548	50	2.48666	6.32	14.55

As showed the above table 2 that the average and standard deviation values for football athletes and non-athletes on physical fitness variables test. The football athlete was recorded as the mean division and standard division were power as M= 242.3200, and SD= 6.76215. The data showed that speed of average standard division were record as M=4.1556 second and SD=.14629 second and the average of agility zigzag test were recorded (M=7.3776

second and SD=.84330 second). From table 2 showed that the mean and standard division statically value of football athletes was recorded as power M=201.3200, SD= 16.75490, the average mean and standard division as, M =20cm, SD= 16.7cm, and also speed of non-athletes were recorded as M=4.1964 second and SD=.13445 second and although Agility zigzag test were recorded as M=7.3776, SD= .84330 second. Table 2 and figure 1 showed that according to the mean score of football athletes were better than non-athletes students on the selected physical fitness variables for power, speed and agility test. Thus we conclude that the participating regular physical activity and sport to develop physical for power, strength and agility.
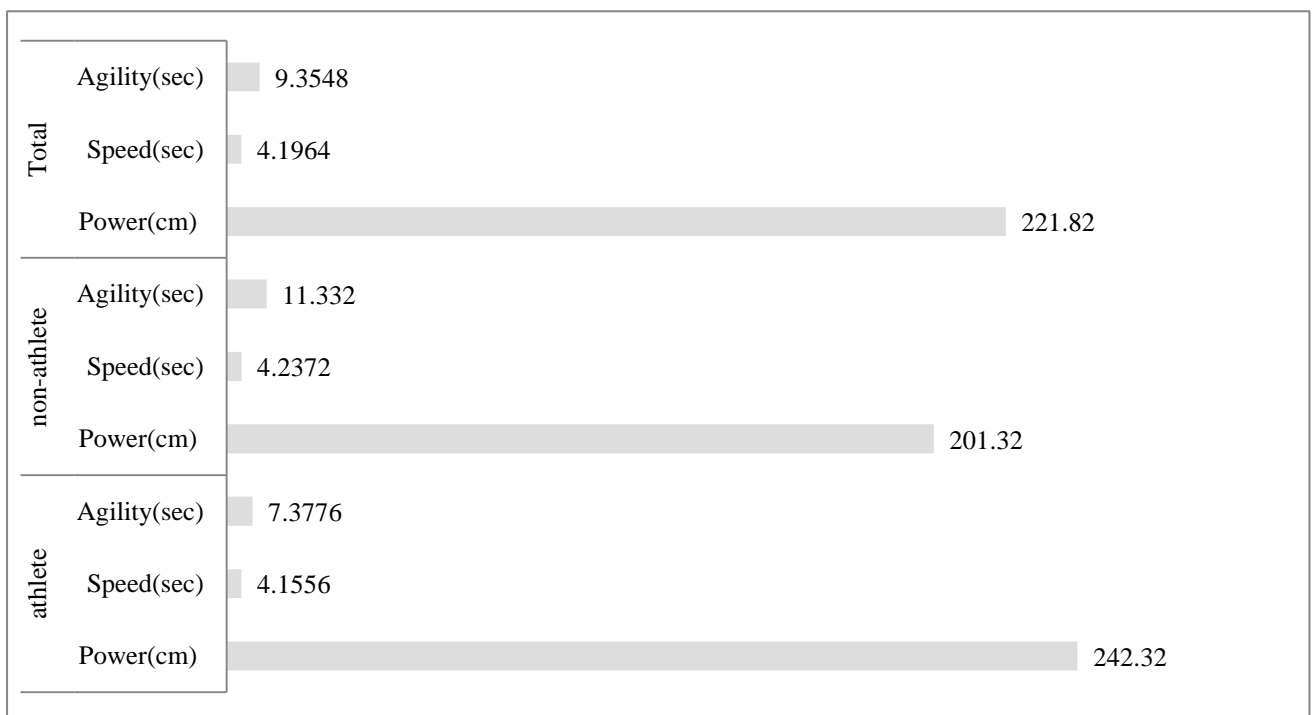
Figure 6. The chart of students by Physical Fitness Variables

Table 3. Descrptive Analysis of Psychological Variables

		Mean	N	Std. Deviation	Minim	Maxi
Football Athletes	Self-esteem	2.8840	25	.29394	2.10	3.40
	Physical self-efficacy	3.5964	25	.49085	3.05	5.55
	Aggression	2.9273	25	.41886	1.95	3.64
Non-football athletes	Self-esteem	2.3560	25	.26783	1.90	2.80
	Physical self-efficacy	3.0255	25	.55361	2.32	5.14
	Aggression	3.3582	25	.48039	2.14	4.36
Total	Self-esteem	2.6200	50	.38545	1.90	3.40
	Physical self-efficacy	3.3109	50	.59268	2.32	5.55
	Aggression		50	.49632	1.95	4.36

(Title row spanning header: "Report")

The table 3 depicted that the mean and standard deviation   for football athletes and non-athletes' students result in self-esteem, physical self-efficacy and aggression. The mean value for football athlete and non-athlete students were self-esteem 2.8840 ± .29394 &2.3560±0.26783 the mean value physical self-efficacy was 3.5964 ± 0.55361& 3.0255± .26783and the mean of aggression 2.9273 ±.41886 &3.3582±.48039. According to table 3 and figure 2 revealed that the mean score of football athletes were higher than non-athletes' students on self- esteem and physical self-efficacy question response but the aggression score was low for athlete students than non-athlete students.
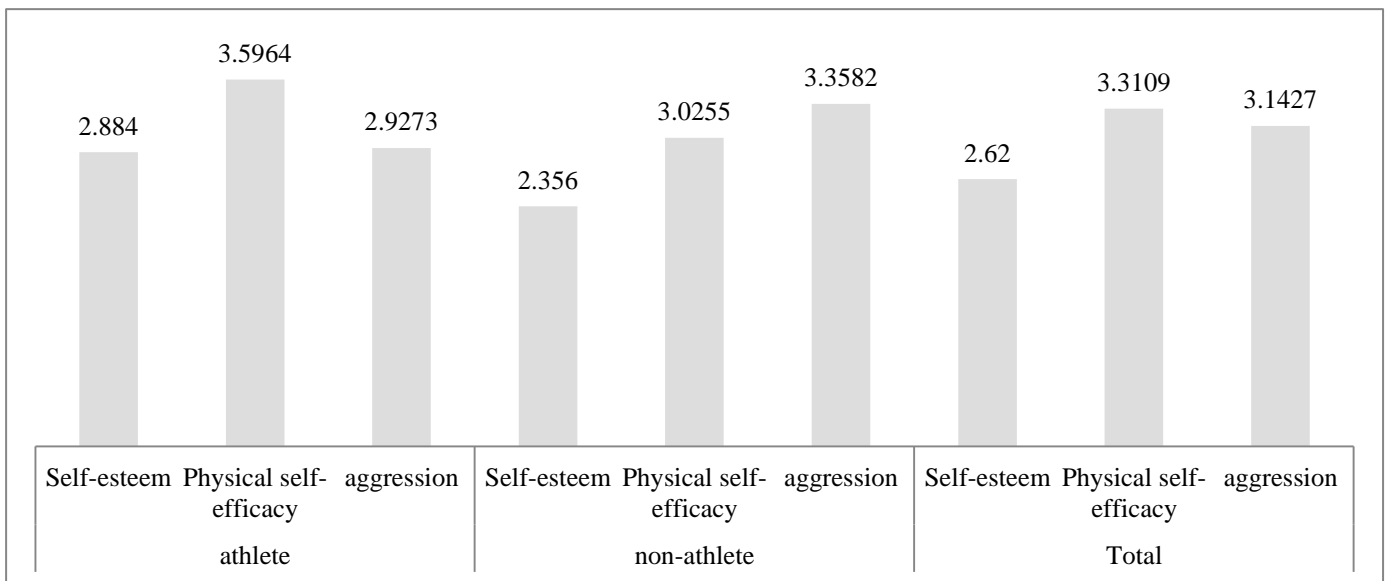
Figure 7. The chart of students by Psychological Variables

Table 4. Independent t-test by Physical Fitness Variable

Variables	t-test for Equality of Means							η2
	T	Df	S (t-tailed)	MD	SED	95% Confidence Interval of the Difference		
						Lower	Upper	
Power(cm)	11.346	48	.001	41.00000	3.61360	33.73436	48.26564	0.728
Speed(sec)	-2.231	48	.030	-.08160	.03657	-.15513	-.00807	0.09
Agility(sec)	-9.341	48	.001	-3.95440	.42333	-4.80556	-3.10324	0.645
a. R Squared = .000 (Adjusted R Squared = .000)								
b. R Squared = .000 (Adjusted R Squared = .000)								

S (t-tailed), MD=Mean Difference, SED=Std. Error Difference, = η2= Eta Squared

In table 4 Shows that the cooperation between football athlete and none athlete by physical fitness variables**.** The average power of football athletes was higher than non-football athlete student. The mean difference power between football athletes and non-football athletes were 41.00000 and t-test value (t-test=11.346, P-value= 0.001, Partial Eta Squared (η2) =0.728). Thus the finding shows that there was statistically difference between football athletes and non-athlete's students. The students included in the sample, the average and standard deviations of speed results in table that belong to the student play football athletes

were(Speed(sec)$(\bar{x})$ = 4.1556; S = .14629, respectively). whereas those and non-football athletes were Speed(sec) = 4.1964s ; SD = .10972. In Table 4, the P value of independent sample $t - test$ shows that football athletes and non- athlete was significant difference, with calculated values, t = 2.231 and $P - value$ = 0.030, Eta Squared (η2) = 0.09. The ability of agility revealed that football students were good agility than none non -football athlete students. Table 4 show that the mean difference between football athletes and non-athletes were-3.954. This indicated that football athletes more agility than non-footballs .T and P value of independent sample $t - test$ shows that football athletes and non-football athlete was significant difference, based on values, t = 9.341 and $P - value$ = 0.001, Eta Squared (η2) = 0.645)

When interpreting the research results it was expected that the performance of football athletes and non-athletes by physical fitness they have be significantly different. Figure 6 shows physical fitness variables the observed by football player and none player. The highest variance is registered in the values of players' soccer in football Power (cm) and Speed (sec). Whereas the agility (sec) time was short in foo ballplayer followed.
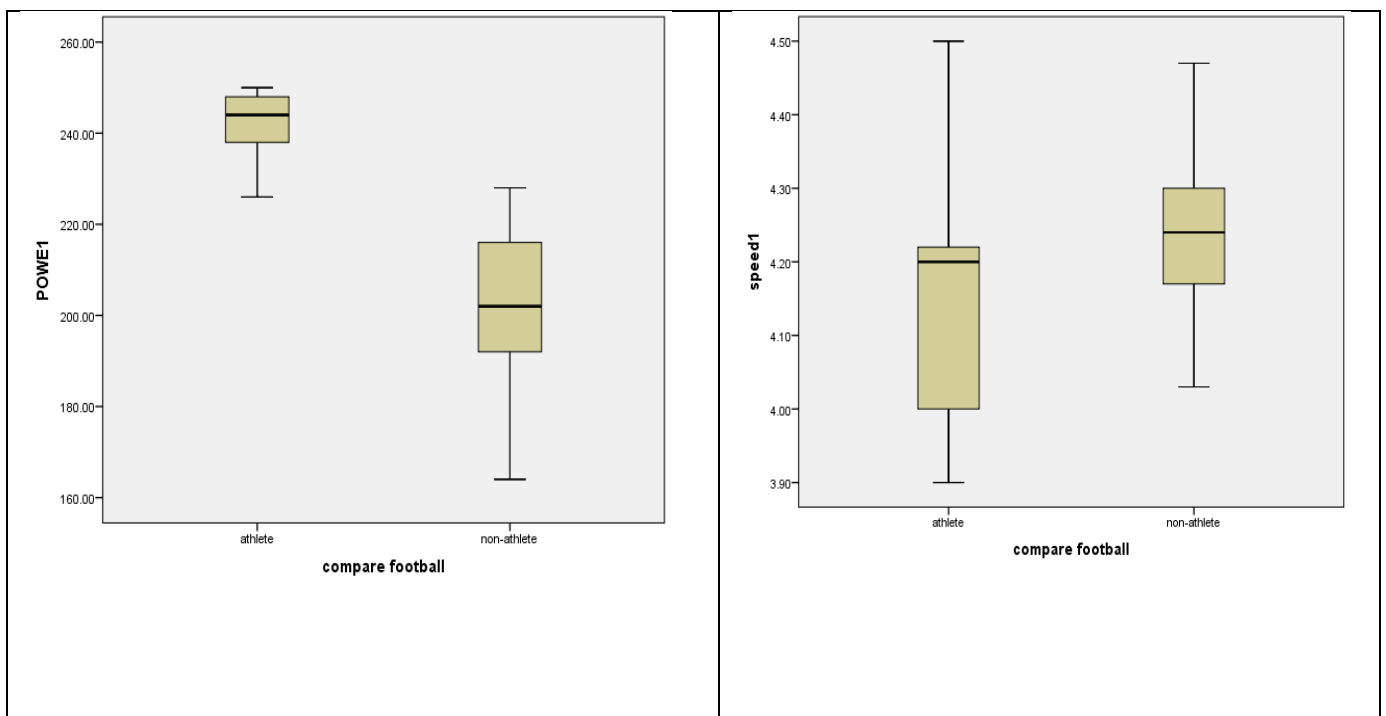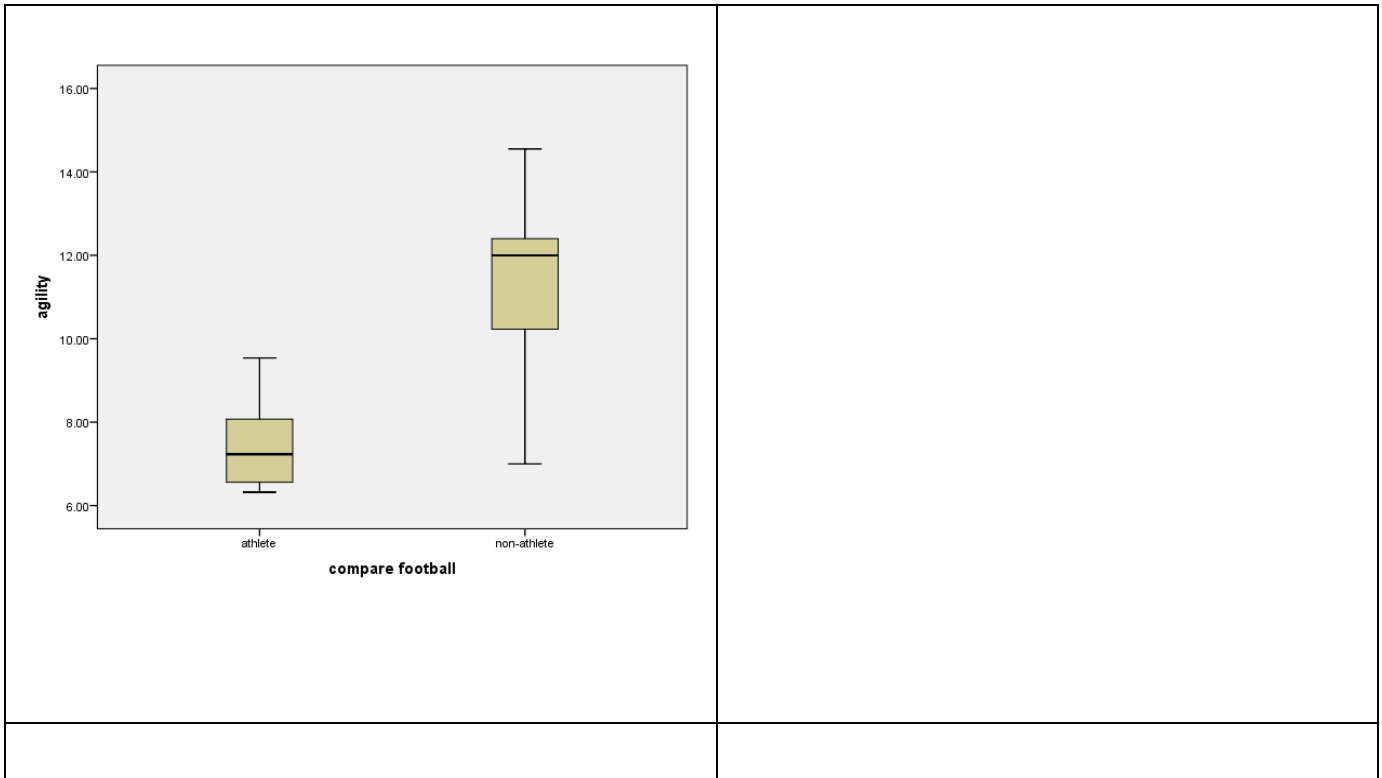
Figure 8. Box plot Physical Fitness Variable

Table 5. Independent sample t-test by psychological variables

				Independent Samples Test						
Equal variances assumed										
Variables	Equality Variances		t-test for Equality of Means							
	F	S (t-tailed)	T	Df	p-value	MD	SED	95% Confidence Interval of the Difference		Eta Squared
								Lower	Upper	
SE	.038	.846	6.639	48	.001	.52800	.07953	.36809	.68791	0.478
PSE	.344	.560	3.858	48	.001	.57091	.14798	.27338	.86843	0.236
AQ	.635	.429	-3.380	48	.001	-.43091	.12747	-.68721	-.17461	0.192

MD=Mean Difference, SED=Std. Error Difference, = Sig. (2-tailed),

η2= Eta Squared

The table 5 indicates that the independent sample t-test psychological Variable; Self-esteem, Physical self-efficacy and aggression variable for football athlete and non-athletes. Self-esteem football athletes were good than none play football athlete by ten measurements of self-esteem. Independent sample t-test of self-esteem was (t-value =6.639, p-value =0.01). This result show that the mean difference (MD= 52800) of football athlete and none athlete was statistically significance deference between each other. Thus we conclude based on the finding of these study football athletes has positive self-esteem than non-athlete.

Table 5 indicates that the mean difference physical self-efficacy for football athletes and non-athletes was statistically significant. The result of table 5 has been observed that the self-efficacy of football athletes is higher than non-athletes (t-value=3.858, p-value =0.001). The aggression was higher for non-athletes as compared to football athletes. We come to the conclusion that football athletes had lower in value than non-football athletes. There was positive correlation at p= 0.001, t-value =-3.380

Table 6. Correlation of among physical Fitness Variable

	Correlations			
physical Fitness Variable	Statistical values	Power	Speed	Agility
Power	Pearson Correlation(R)	1	-.490[**]	-.747[**]
	p-value		.001	.000
Speed	Pearson Correlation(R)	-.490[**]	1	.312[*]
	p-value	.000		.027
Agility	Pearson Correlation(R)	-.747[**]	.312[*]	1
	p-value	.001	.027	
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table6. presents the results of bivariate correlation based on Pearson correlation Statistics show that power has a negative correlation with speed and a statistically significant correlation with task performance through the relationship with this dimension (r=-0.490). The results also show that power has a negative correlation with agility the statistical value is (r=-0.747). The power has a negative correlation to both speed and agility, but there is the correlation between speed and agility was positive (r=.312). The correlation between physical fitness variables is statistically significant between them.

Table7. Correlation among psychological Variables

Correlations				
psychological Variables	Statistical values	Self-esteem	Physical self-efficacy	Aggression
Self-esteem	Pearson Correlation(R)	1	.282*	-.462**
	p-value		.048	.001
Physical self-efficacy	Pearson Correlation(R)	.282*	1	-.061
	p-value	.048		.676
Aggression	Pearson Correlation(R)	-.462**	-.061	1
	p-value	.001	.676	
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 7 also shows that there is a negative and statistically significant association between Self-esteem and aggression (r=.-.462**).whereas the correlation between self-esteem and Physical self-efficacy is positive (r=.282*). But the strength of the relationship is weak and statistically insignificant (r=--.061). This finding shows that aggression was a negative association with self-esteem and physical self-efficacy.

Table 5. Associations between physical fitness and psychological variables

Variable	Statistical values	psychological Variables		
		Self-esteem	Physical self-efficacy	Aggression
Power	Pearson Correlation(R)	.638[**]	.413[**]	-.379[**]
	p-value	000	.003	.007
Speed	Pearson Correlation(R)	-.228	-.163	-.112
	p-value	.112	.258	.439
Agility	Pearson Correlation(R)	-.613[**]	-.225	.365[**]
	p-value	.000	.116	.009
**. Correlation is significant at the 0.01 level (2-tailed).s				
*. Correlation is significant at the 0.05 level (2-tailed).				

According to table7 the data show that the correlation of physical fitness variable and the psychological variable.   The correlation between power and Self-esteem is strong and statistically significant (r=0.638**). In terms of the strength of the relationship, the data generally shows there is a weak relationship between the association between power and physical self-efficacy that is moderate (r=.413**). But the relationship between power and aggression was negative with (r=-0.379**). Similarly, table 7 indicates a negative and statistically significant association between agility and Self-esteem (r=-.613**), and aggression (r=-.462).

Table 6. Regression coefficients for physical fitness and psychological

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
POWE	(Constant)	123.146	33.680		3.656	.001
	Self-esteem	31.695	7.886	.504	4.019	.000
	Physical self-efficacy	10.766	4.556	.263	2.363	.022
	Aggression	-6.368	5.887	-.130	-1.082	.285
Speed	(Constant)	4.790	.243		19.733	.000
	Self-esteem	-.114	.057	-.327	-2.009	.050
	Physical self-efficacy	020	.033	-.087	-.602	.550
	Aggression	-.073	.042	-.268	-1.714	.093
Agility	(Constant)	17.741	3.740		4.744	.000
	Self-esteem	-3.511	.876	-.544	-4.010	.000
	Physical self-efficacy	-.275	.506	-.065	-.543	.590
	Aggression	.548	.654	.109	.838	.406

The multiple regression analysis was used to estimate the effect of on physical fitness (power, speed, and agility) and psychological variables Self-esteem, Physical self-efficacy, and aggression)). The findings are presented under the three dimensions of the three sub-variables of the variables in table 8. According to 8 presents the results on the coefficients of the regression model. The coefficients results show that Self-esteem positively predicts power ability, B = 31.695, (p < 0.01). These results suggest that self-esteem increased by positive self-esteem of power is increased by 31.695. The one-unit physical self-efficacy increased the power was increased by 10.766(B=10.766, (p < 0.01). but the aggression was a negative association, the aggression was towards positive the power is decreased by -6.368. table 8 represent coefficient of the regression speed result that self-esteem increased by positive self-esteem of strength was by 4.790 (B=4.790, P (< 0.01). and speed positively increased for physical self- efficacy 020. But the coefficients results show that Aggression predicts speed ability, B =-.073, (p < .093). These results suggest that Aggression decreased by negative Aggression of power is increased by -.073.

As showed table 8 represent coefficient of the regression agility result that self-esteem increased by positive self-esteem of strength was by -3.511 (B=-3.511, P (< 0.01). and agility positively increased for physical self- efficacy -.275. But the coefficients results show that Aggression predicts agility ability, B =-.548, (p <. 406). These results suggest that Aggression decreased by negative Aggression of power is increased by -.073.

4.2. Discussion and finding: 1

The purpose of this study was to examine between football athletes and non-athletes on some selected physical fitness and psychological variables. Standing broad jump test was administered to measured leg explosive strength. The findings of study confirmed that there were significant difference between football athlete and non-athlete on power for standing broad jump tests that we conclude that the average power of football athletes was higher than non-football athlete student. The mean difference power between football athletes and non-football athletes were 41.00000 and t-test value (t-test=11.346, P-value= 0.001, Partial Eta Squared (η2) =0.728). According to row score norms football athlete best score from standing broad jump survey test average is 242.320 cm and non-athletes average is 201.320cm. So that football athlete found to be very good performance category and non-athletes were found to below average performance category. The data revealed that standing broad jump test of football athlete's result was superior to non-athletes. Football athletes performed better in strength as compared to the non-athletes. So conclude that there is no correlation between football athletes and non-athletes on standing broad jump test. The present study examine 30 m dash sprint test was administered to measure the speed. The findings of study confirmed that there was significant difference between football athlete and non-athlete on30 m dash speed test. We come conclude that according to row score norms football athlete best score from 30 meter dash speed survey test above average is 4.1556 second and non-athletes average is 4.2320 second. So that football athlete found to be average performance category and non-athletes were found to average performance category. So that speed test of football athlete's result was shorter time than non-athletes. Football athletes performed better in speed as compared to the non-athletes. The P value of independent sample t-test shows that football athletes and non- athlete was significant different speed test, with calculated values, t =2.231and P-value=0.030, Eta Squared (η2) 0.09. And also zigzag test were significantly different between football athletes and non-athletes result revealed that the average of agility test for football athletes score was better than non-football athletes score. We can say that football athlete's result was shorter time than in reference agility test as compared to non-

athletes. This indicated that football athletes more agility than non-footballs. According to row score norms football athlete best score from zigzag survey test above average is 7.3776 second and non-athletes average is 11.3320 second. So that football athlete found to be excellent performance category and non-athletes were found to above good performance category. Football athletes performed better in agility as compared to the non-athletes. We come to conclude that football athletes should continue to maintain the result and non-athletes should participate regular physical activities in order achieve good and excellent agility score. And the T and P value of independent sample $t-test$ shows that football athletes and non-football athlete was significant difference on values, $t = 9.341 \ and \ P-value = 0.001$, Eta Squared (η2) = 0.645).

The present study assessed the opinion of self –esteem and physical self- efficacy of football athletes and non-athletes. The result show that football athletes average score higher than non-athletes students. We can conclude that football athletes have higher self- esteem and physical self-efficacy and non-athletes have low self-esteem physical self-efficacy. And also the average aggression football athletes have lower than the average of non-athletes for physical aggression, verbal aggression, anger, hostile aggression. There were a significance difference between football athlete and non-athlete on the selected physical fitness and psychological variables.

4.3. Discussion and finding: 2

The overall objective was the comparative analysis on standing broad jump test, 30 m dash sprint test, zigzag test, self-esteem, physical self-efficacy and aggression variable for the comparative and the association integration of the football athlete and non-athletes.

The first hypothesis was that no significance difference between football athletes and non-athletes on the selected physical fitness test variables. We have no any evidence to reject the first null hypothesis because there was significance difference between on strength, speed and agility test among football athlete and non-athlete students.The football athletes were better score than non-athlete on the selected parameters.

The second hypothesis was no significance difference between football athletes and non-athletes on the selected psychological variables. According to the result of the researchers have no any evidence to reject the hypothesis because during survey study there was significance difference between football athletes and non-athletes students on self-esteem,

physical self-efficacy and aggression score. The football athletes have higher score on self-esteem and physical self-efficacy than non-athletes but football athletes have lower score on aggression than non-athletes. So we come concluded that physical fitness was significantly associated with self- esteem and physical self-efficacy but there was not associated correlating physical fitness with aggression.

The 3rd hypothesis physical fitness would not significant associated with self-esteem, physical self-efficacy and aggression. My hypothesis would reject because physical fitness were significant associated with self-esteem and physical self-efficacy both groups $p \leq 0.01$, $p \leq 0.05$. The result show that football athletes had higher stand broad jump lower leg strength, 30 m dash sprint test on speed test, zigzag for agility test , self-esteem and physical self-efficacy than non-athlete students.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

The primary purpose of this study was to compare between football athletes and non-athletes on some selected physical fitness and psychological variables. To this end, this chapter deals with summary of the major descriptive study, the conclusion and recommendation forwarded. Today's athletes are becoming bigger, stronger, and faster (Costill et al., 1968; Kraemer & Gotshalk 2000). This is a function of most strength and conditioning programs that evaluate their athletes on various tests used to measure their performance in categories, such as power, speed, agility, self-esteem, physical self-efficacy and aggression. In this sense, the strength and conditioning professional uses these tests to evaluate the athlete by comparing scores to another population's scores. The tests and questionnaires that are being evaluated, are designed to comparative study on certain qualities, these include: the standing broad jump, 30m dash speed test, zigzag for agility test, self-esteem, physical self-efficacy and aggression. These tests are used to make comparisons between football athletes and non-athletes. The comparison made in this study, focused primarily on the male football athletes and non-athletes students of Agat secondary school. Comparison is the issue of outmost importance. Also, with the review of literature that has established the importance of evaluating tests (Arthur & Bailey 1998). The collecting of data that represents test and questionnaires scores between football athletes and non-athletes may help the participants and professionals in proper and sport-specific program design

5.1. Summary

 The present study used a correlation comparative method between football athletes and non-athletes. Statistical sample includes 50 secondary school male students in the age range of 16 to18 years in 2022G.c. The data were collected using survey on instruments and standard questionnaires. The selected physical fitness components include standing broad jump, 30meter dash sprint and zigzag agility test, And psychological variables include self-esteem, physical self-efficacy and aggression.

5.2. Conclusion

It is conclude that the present study revealed that football athletes encompassed higher power, speed, agility, self-esteem, physical self-efficacy in comparison to non-athlete students but result of aggression were higher non-athlete students than football athletes. These finding show that students might engaging a regular physical activities and sport game has a positive effect on physical fitness and psychological components. There was a significance difference on the selected physical fitness test and psychological variables between football athlete and non-athlete students. The result shows that participating regular physical activity were develop physical fitness and psychological variables. To conclude, the present study showed that the athletic students encompassed higher power, speed, agility self-esteem, physical self-efficacy, and physical fitness in comparison to non-athletic students. Moreover, the athletic students relied heavily self-esteems and physical self-efficacy in comparison with non-athletic students. Finally, physical fitness was related to self-esteem and physical self-efficacy.

5.3. Recommendation

The statistical analysis of the data and critical analysis of statistical findings there-off provided sufficient conclusive inferences on comparison between male football athletes and non-athletes on some selected physical fitness and psychological variables. The conclusions or inferences hence, drawn upon have not only given insight on physical and psychological aspect for male students.

Based upon conclusions and inferences drawn the research scholar would like to proffer following recommendations:

➢ The researcher recommended that to physical education teachers, fitness trainers and coaches should give training for students.

➢ The similar study may be conducted by selecting on female students as subjects..

➢ The school principals and supervisors should give strong and necessary support to football athlete students.

➢ We recommended that parents and physical educators encourage students

➢ The number of football athlete's participants increased.

➤ The similar study may be conducted by selecting other non-physical fitness and psychological variables on students as subjects.

➤ Give support and proper training for school male students in order to participant sport festival

➤ Male student should be interested to participant any physical activity

➤ The school is creating opportunity to increase student participation.

➤ Further study is also recommended to confirm the current results using a larger number of sample sizes.

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Appendix A: respondents photo

Figure 9. Respondent's photo

Figure 10. Description of standing broad jump test

- Stand with your feet about shoulder width apart behind the starting line.
- Squat down and jump as far forward as you can.
- Landing on booth feet and measure the distance from the starting line to your heels.
- The assistance measure the distance.

Figure11. Description of 30 meter sprint test

- The assistance measure30 meter in straight section with two cones
- The athlete starts at the beginning cone.
- The researcher give command` `GO`` start the stopwatch.
- The athletes perform sprint run between the two mark cone at maximum effort and at each turn touches the cone with a foot.
- The assistance stops the stopwatch and recorder the time when the athlete covers the distance.

Figure12. Description of zigzag test

- The assistance measure and marks out a rectangle 10 by 16 feet with four cones in the mid-point.

- The assistance gives the command ``GO`` and starts the stopwatch

- The athlete begins the test the start and finish cone and follows the grey route indicated in the diagram.

- The assistance stops the stopwatch and records the time when the athlete`s crosses the start and finish.

Appendix B: Respondents Profile

Table 7. Athlete student's profile

No	Name of the athlete	Sex	Age	Height (m)	Weight (kg)	BMI [kg/m2]	Power in centimeter	Speed in second	Agility in second
	Personal best score for football players								
1	Atalel Mersha	M	18	1.68	54.20	19.20	232	4.40	6.32
2	Belay Birhan	M	16	1.65	54.00	19.83	238	4.50	8.23
3	Dejen Derese	M	18	1.66	56.80	20.61	248	4.10	6.48
4	Misgan Mulat	M	16	1.74	56.50	18.66	249	4.10	7.00
5	Muluye Demise	M	18	1.78	60.00	18.94	250	4.22	8.03
6	Wasie workie	M	18	1.66	55.00	19.96	237	4.20	8.06
7	Sisay Felatie	M	18	1.72	55.30	18.69	249	3.90	6.52
8	Mastewal Tadie	M	18	1.67	54.50	19.54	230	4.30	6.39
9	Abay Adisu	M	17	1.71	55.20	18.88	240	4.20	7.11
10	Abebe Getnet	M	16	1.69	57.00	19.96	250	3.99	7.23
11	Arega Mola	M	16	1.67	54.00	19.36	249	3.98	8.09
12	Assay zewudu	M	17	1.67	55.10	19.76	242	4.00	7.58
13	Derb Adane	M	16	1.68	54.40	19.27	244	4.20	9.54
14	Yimen Tadie	M	17	1.73	59.50	19.88	246	4.10	6.56
15	Yematau Teka	M	17	1.70	55.70	19.27	248	4.00	6.32
16	Dagnaw Alebel	M	16	1.76	57.20	18.47	235	4.30	8.28
17	Solomon Assefa	M	17	1.74	59.00	19.49	246	4.20	6.53
18	Shanbel Tesfa	M	17	1.71	55.00	18.81	238	4.30	7.09
19	Wudu Wubetie	M	18	1.75	57.00	18.61	247	4.10	7.41
20	Melkamu Geta	M	18	1.74	55.00	18.17	248	4.00	8.07
21	Abebe Getu	M	17	1.76	57.50	18.56	242	4.20	6.59
22	Eazez Gashaw	M	17	1.69	56.00	19.61	243	4.00	7.38
23	Fasil Worku	M	18	1.77	59.00	18.83	245	4.10	8.18
24	Demwez kassa	M	17	1.75	55.00	17.96	226	4.30	7.03
25	Erku sisay	M	17	1.73	58.00	19.38	236	4.20	8.42
	Mean		17.12	1.71	56.24	19.19	242.32	4.16	7.38
	Standard division		0.78	0.04	1.80	0.63	6.76	0.15	0.84

Table8. Profile of non-football athletes

No	Name of the athlete	Sex	Age	Height in meter	Weight in kilogram	BMI [kg/m²]	Power in centimeter	Speed in second	Agility in second
	Personal best score for non-football players								
1	Agmas Arega	M	17	1.65	56.20	20.64	216	4.14	9.12
2	Amare Tesgaw	M	18	1.70	62.00	21.45	222	4.24	11.02
3	Bogale Fentaye	M	18	1.62	54.00	22.41	196	4.17	12.00
4	Gedamu Melkie	M	18	1.66	58.50	21.23	228	4.18	11.23
5	Yabbal Yihunie	M	17	1.63	60.00	22.58	216	4.20	12.00
6	Ermiyas Legese	M	18	1.68	57.00	20.20	182	4.30	12.40
7	Demeke Mulat	M	16	1.64	57.00	21.19	164	4.22	11.04
8	Gashaw Yirga	M	17	1.65	60.80	22.33	202	4.03	10.23
9	Melkamu Ejigu	M	18	1.66	57.20	20.76	190	4.19	12.32
10	Kindye Zemene	M	18	1.65	59.00	21.67	215	4.07	11.27
11	Getasew Tefera	M	17	1.60	59.00	23.04	211	4.25	13.02
12	Yonas Getaneh	M	18	1.63	57.10	21.49	192	4.41	8
13	Tesgaw Ayehu	M	17	1.62	56.40	21.49	222	4.08	7.00
14	Mayet Tesema	M	16	1.66	61.50	22.32	204	4.30	11.51
15	Nigistat Tigabu	M	18	1.65	60.30	22.15	194	4.31	7.37
16	Ewunetie Nigus	M	17	1.68	59.20	20.98	170	4.34	12.00
17	Yohanis Alebl	M	17	1.66	57.00	20.69	180	4.47	12.00
18	Semagn Feleke	M	16	1.65	59.20	21.74	216	4.29	10.00
19	Yirdaw Aragaw	M	17	1.68	56.00	19.84	193	4.12	14.30
20	Worku Defaru	M	18	1.64	57.00	21.19	218	4.19	12.00
21	Adugna desalgn	M	18	1.67	59.50	21.33	210	4.26	10.00
22	Tazeb Enanaw	M	16	1.64	58.00	21.56	201	4.15	13.00
23	Haile Admasie	M	18	1.70	61.00	21.11	210	4.32	14.55
24	Alemu Jegnaw	M	17	1.64	57.00	21.19	192	4.30	12.43
25	Dawud Husien	M	16	1.63	56.00	20.82	189	4.40	13.49
	Mean		17.24	1.65	58.24	21.42	201.32	4.24	11.33

Appendix C: rating score of physical fitness variables

Table 9. Rating scale broad jump

Rating scale	Male	
	Cm	Feet, inches
Excellent	>250	>8'2.5''
Very good	241-250	7'11''-8.25''
Above good	231-240	7'7''-7'10.5''
Average	221-230	7'3''-7'6.5''
Below average	211-220	6'11''-7'2.5''
Poor	191-210	6'3''-6'.10.5''
Very poor	<191	6'3''

Table 10. Rating scale 30m dash sprint test

Raw score norms for 30 meter sprint test	
Male	Level
Score	Performance categories
Excellent	<4.0
Above average	4.2-4.0
Average	4.4-4.3
Below average	4.6-4.5
Poor	>4.6

Table11. Normative data for zigzag test

Raw score norms for zigzag test	
Age 16-25	
Male	Level
Score	Performance category
Excellent	5-8
Good	9-10
Above average	11-13
Average	14-15
Below Average	>15

BAHIR DAR UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

POST GRADUATE PROGRAM

Standard questionnaires provided for male secondary school students

General direction

Dear Respondents: This questioner is designed to gather data on the comparative analysis between male football athlete and non-athlete in some selected training qualities and psychological variables in Agat secondary school. Since the success of the study depends upon your willingness that you provide genuine and accurate response, you are kindly requested to respond the following questionnaires on the base of factual information.

Thank you so much for taking your time to complete the questionnaire!

Instruction- Fill your personal information

-You are not expected to write your name.

-Return the questionnaire as soon as you finish

Part1: personal profile

1. Age: 15-16 years____   16-18years____   18-20years   above 20 years____

2. Grade level: _____

3. School Name: _____

Part 2: Self-esteem question

Self-esteem question is used to measure your levels of self-esteem. Please select which option closely relates to you and how you feel.   1 = Strongly Disagree   2 = Disagree

3 = Agree   4= Strongly Agree

Table12. Self-esteem question

No	Statement	1	2	3	4
1	On the whole, I am satisfied with myself.				
2	At times, I think I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself				

Part3: physical self-efficacy question

NB: Please read each question and give your answers by putting a tick mark (√) under one of the representative number of the given alternatives. 1=strongly disagree   2=disagree

3=disagree somewhat   4=agree somewhat   5= agree   6=strongly agree

Table13. Physical Self-Efficacy Question

No	Items	1	2	3	4	5	6
1	I have excellent reflexes						
2	I am not agile and graceful						
3	My physique is rather strong						
4	I can run fast.						
5	I don`t feel in control when I take test involving physical dexterity						
6	I have poor muscle tone.						
7	I take little pride in my ability in sports.						
8	My speed has helped me out of some tight spots.						
9	I have strong grip.						
10	Because of my agility, I have been able to do things which many others could not do.						
11	I am rarely embarrassed by my voice.						
12	Sometimes I don`t hold up well under stress.						
13	I have physical defects that sometimes bother me.						
14	I am never intimidated by the thought of a sexual counter.						
15	People think negative things about me because of my posture.						
16	I am not hesitant about disagreeing with people bigger.						
17	Athletics people usually do not receive more attention than me.						
18	I am sometimes envious of those better looking than myself.						

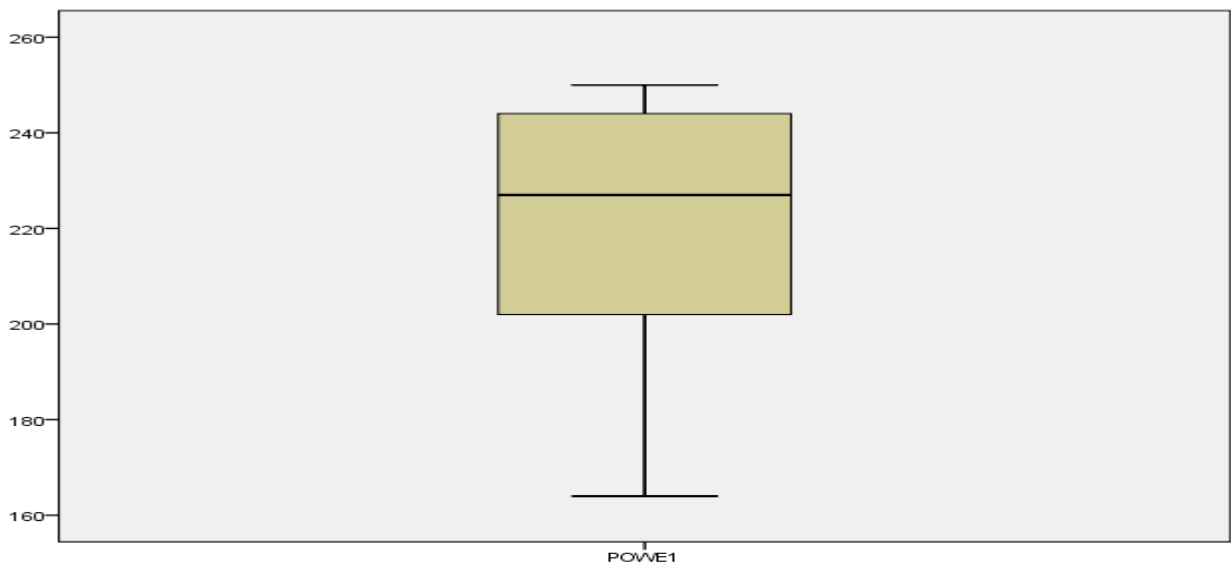| 19	Sometimes my laugh embarrasses me.						
20	I am not concerned with the impression my physique makes on others. .						
21	Sometimes I feel uncomfortable shaking hands because my hands are clammy.						
22	I find that I am not accident prone.						

Part4: Aggression Questionnaire

NB: Please rate each of the following items in terms of how characteristic they are you, by putting a tick mark (√) under one 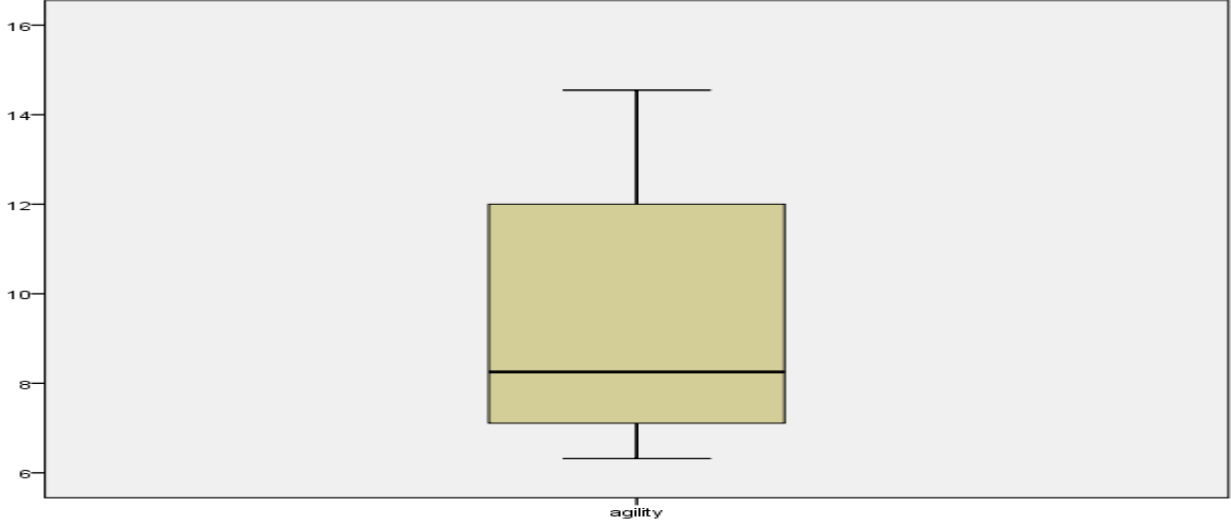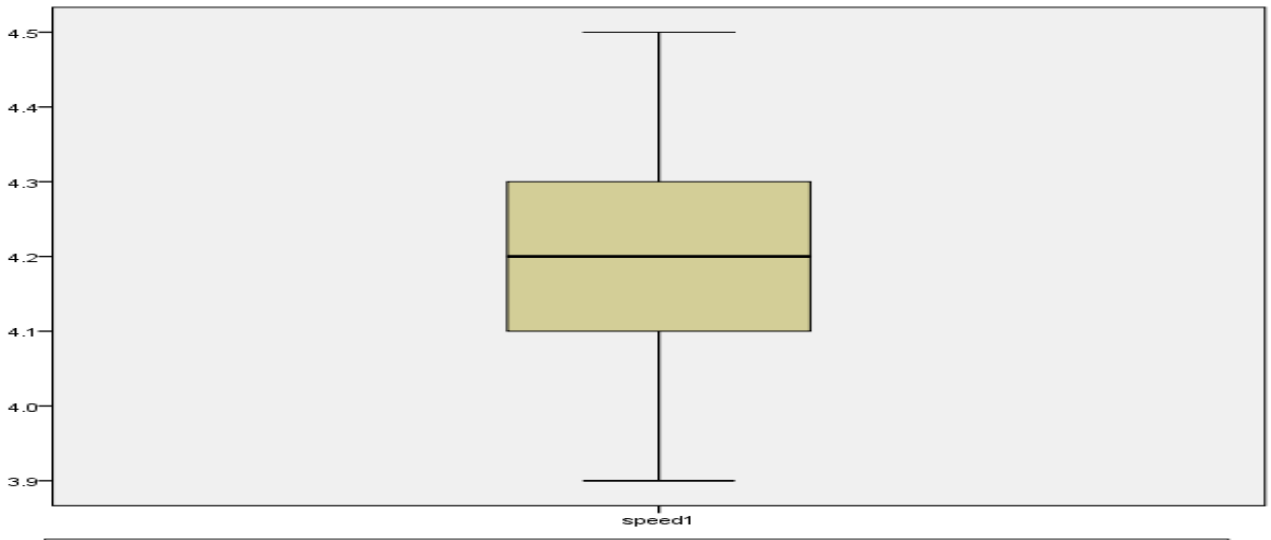of the representative number of the given alternatives. **1= extremely uncharacteristic   2= somewhat uncharacteristic**

3= neither uncharacteristic nor characteristic   4 = somewhat characteristic
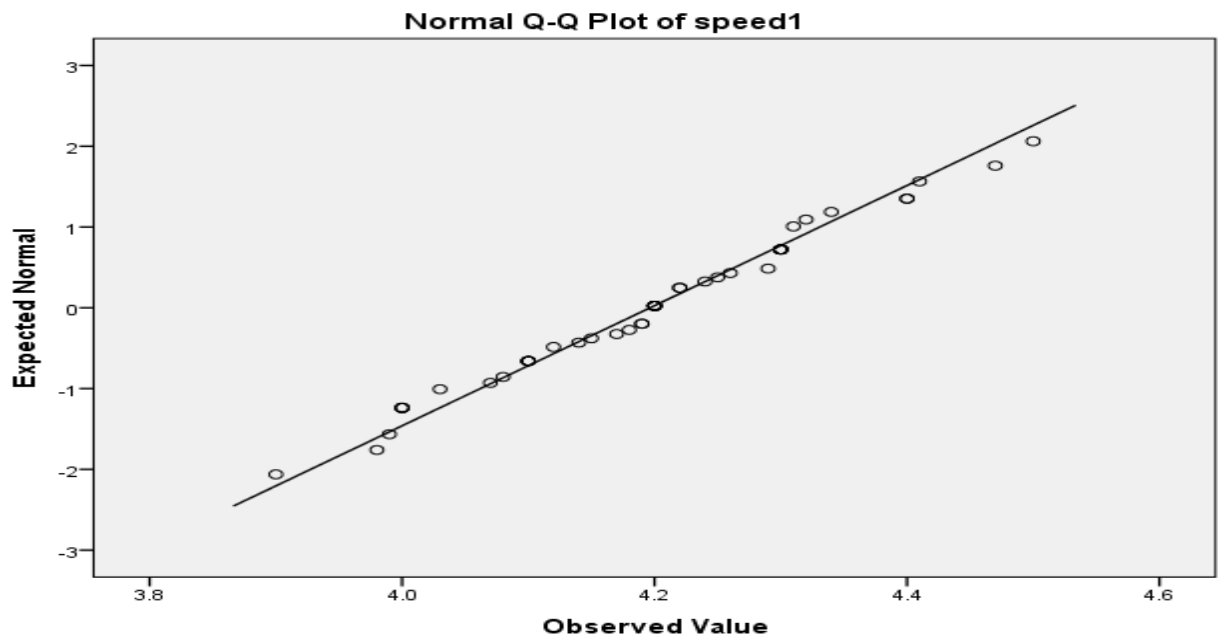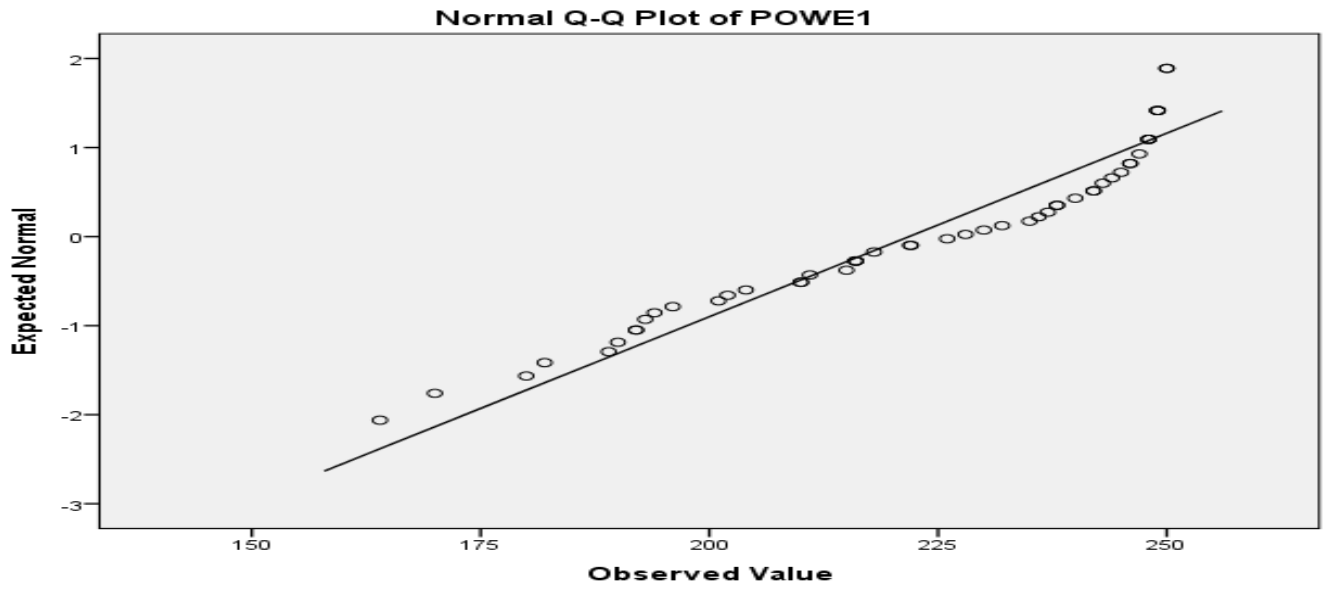
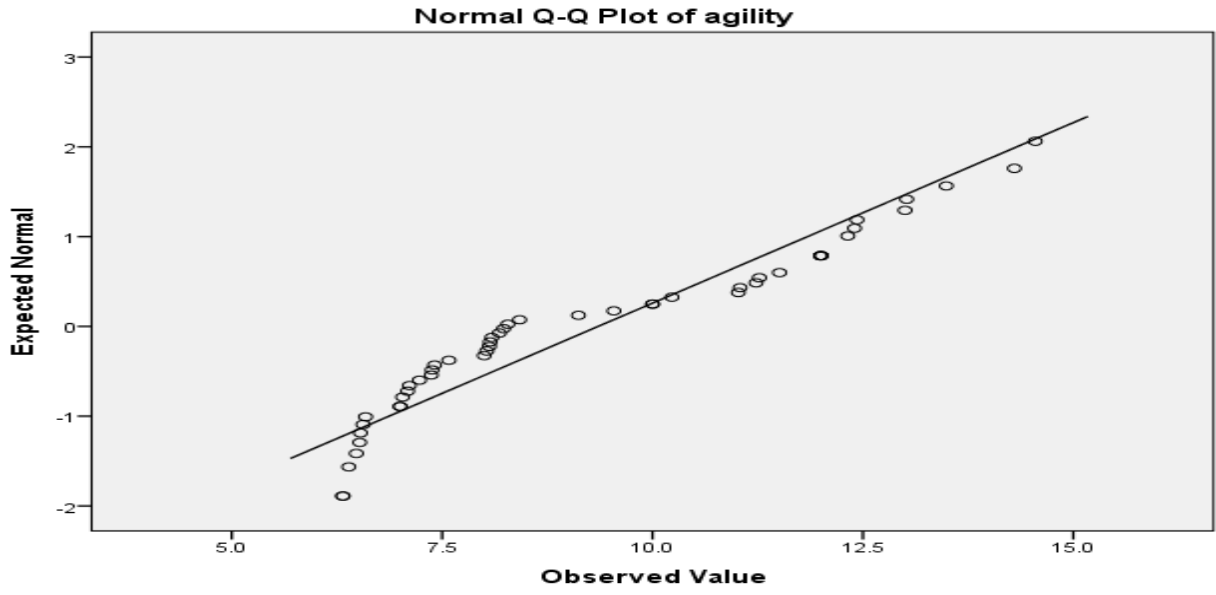**5= extremely characteristic**

Table 14. Aggression questionnaire

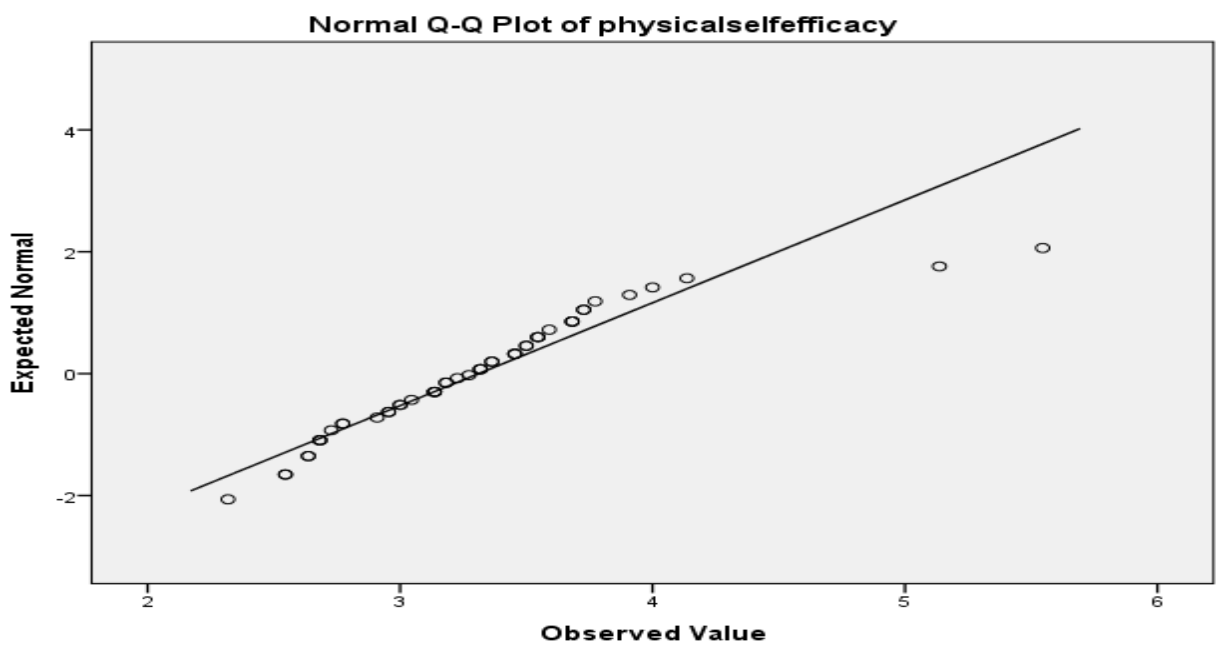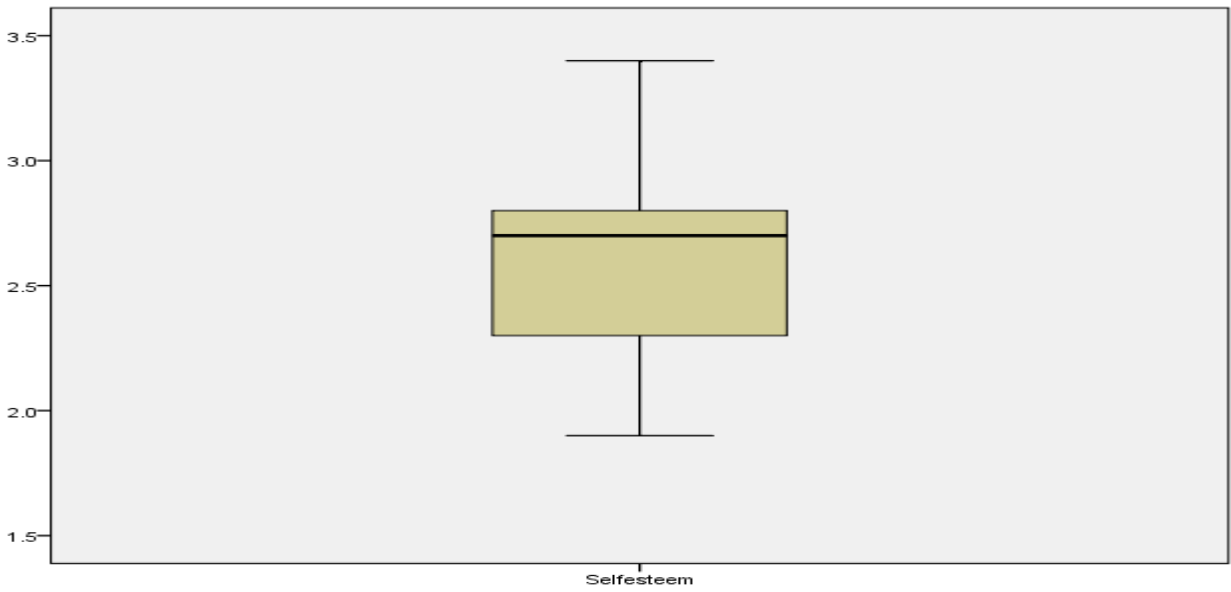| No	Items	1	2	3	4	5
1	Once in a while I can't control the urge to strike another person.					
2	Given enough provocation, I may hit another person.					
3	If somebody hits me, I hit back.					
4	I get into fights a little more than the average person.					
5	If I have to resort to violence to protect my rights, I will.					
6	There are people who pushed me so far that we came to blows.					
7	I can think of no good reason for ever hitting a person."					
8	I have threatened people I know.					
9	I have become so mad that I have broken things.					
10	I tell my friends openly when I disagree with them					
11	I often find myself disagreeing with people.					
12	When people annoy me, I may tell them what I think of them.					
13	I can't help getting into arguments when people disagree with me.					

14	My friends say that I'm somewhat argumentative.					
15	I flare up quickly but get over it quickly.					
16	When frustrated, I let my irritation show.					
17	I sometimes feel like a powder keg ready to explode					
18	I am an even-tempered person.					
19	Some of my friends think I'm a hothead.					
20	Sometimes I fly off the handle for no good reason.					
21	I have trouble controlling my temper.					
22	I am sometimes eaten up with jealousy.					
23	At times I feel I have gotten a raw deal out of life.					
24	Other people always seem to get the breaks.					
25	I wonder why sometimes I feel so bitter about things.					
26	I know that "friends" talk about me behind my back.					
27	I am suspicious of overly friendly strangers.					
28	I sometimes feel that people are laughing at me behind my back.					
29	When people are especially nice, I wonder what they want.					

Normal Q-Q Plot of POWE1

Normal Q-Q Plot of speed1

Normal Q-Q Plot of agility

Normal Q-Q Plot of Selfesteem

Normal Q-Q Plot of physicalselfefficacy

physicalselfefficacy
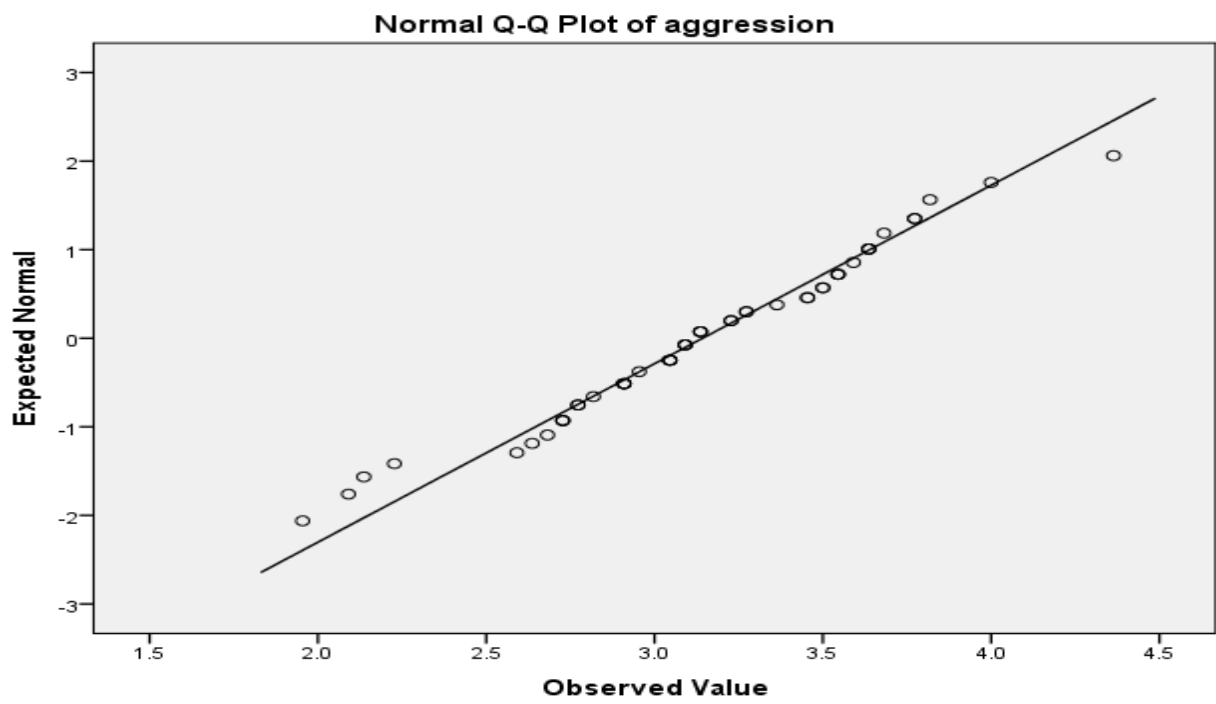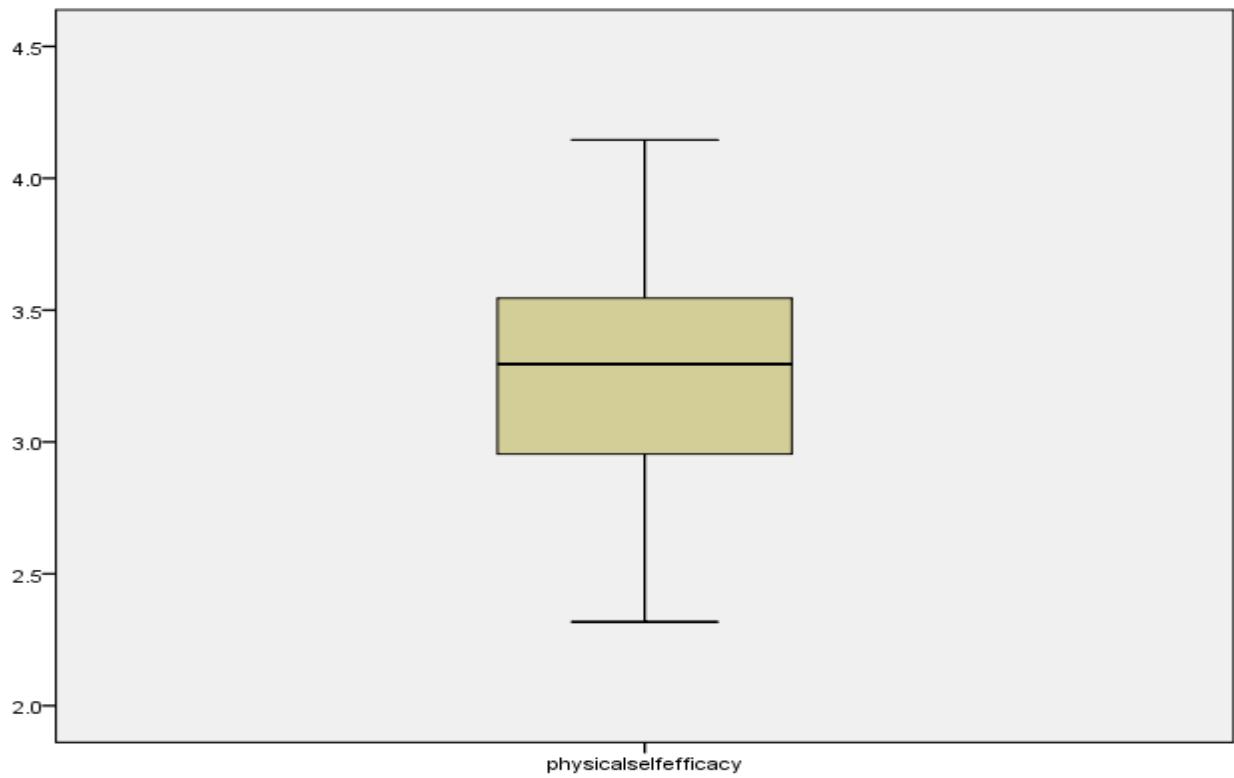

Normal Q-Q Plot of aggression
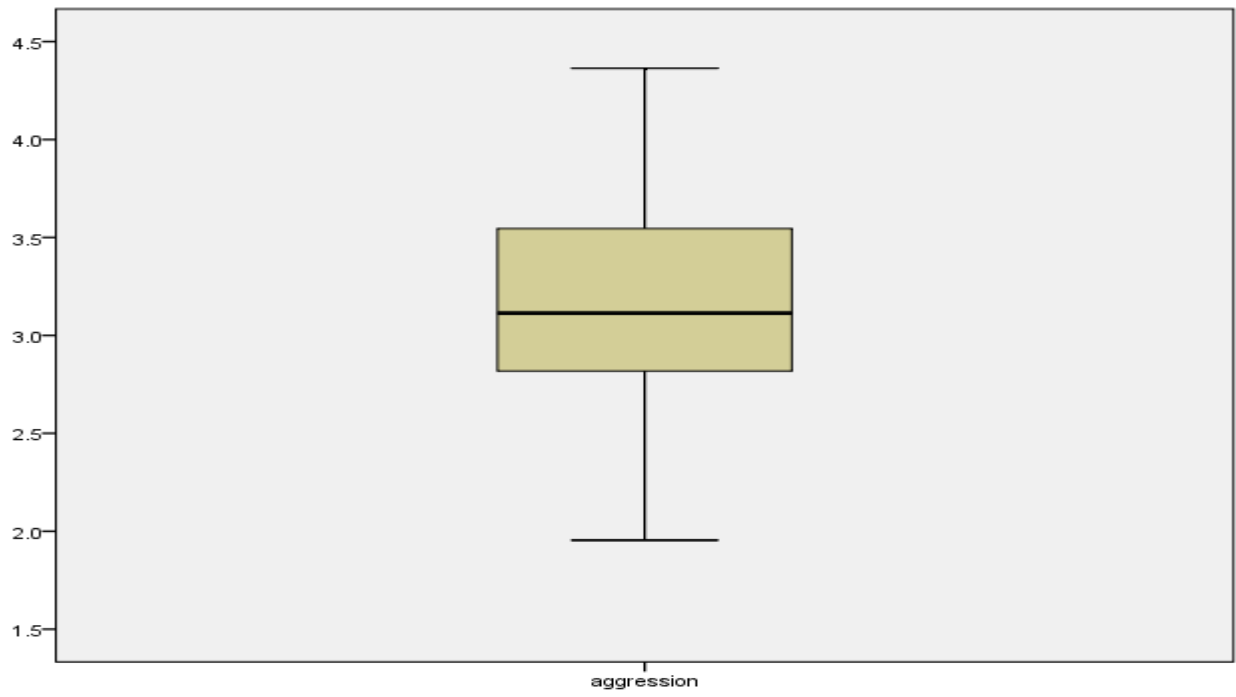
Amharic questionnaires

ለተማሪዎች የቀረቡ ጥያቄዎች

<u>ዉድ ተማሪዎች፦</u>

ይህ መጠይቅ የተዘጋጀዉ በአጋጥ 2ኛ.ደ.ት.ቤⵚት ወስጥ በአንዳንድ የተመረጡ የስልጠና ጥራት እና ስነልቦናዊ ተለዋዋጮች በወንድ እግር ኳስ ተጫዋቾች እና በማይጫጫወቱ መካከል ያለዉን የንጽጽ ጥናት ለማካሄድ ነዉ። ስለዚህ ለጥናቱ የሚሆኑ ግብዓቶችንና መረጃዎችን ለመሰብሰብ ብቻ መሆኑን በመገንዘብ ለጥናቱ የሚያገለግሉመጠይቆችን በመመለስ የበኩላችሁን ድርሻ ብትወጡ ጥናቱ ጥራት እንዲኖረዉና ተጫባጭ መፍትሄ እንዲያመጣ ያደርጋል።

<u>ማስታወሻ፦</u>

ስም መጻፍ አያሰፈልግም።

ለቀረቡት አማራጮች ትክክለኛ መልሱን በማክበብ መልሱ።

መጠይቁን እንደጨረሱ ይመልሱት

ለሚደረግልኝ ትብብር ሁሉ ምስጋና አቀርባልሁ!!!

ክፍል አንድ፦ የግል መገለጫ

    ዕድሜ   ሀ. 15-16 ዓ.ም   ለ. 17-18 ዓ.ም   ሐ. 19-20 ዓ.ም

    መ. ከ20 በላይ

        ጾታ ----------------

        የክፍል ደረጃ ሀ. 9   ለ. 10   ሐ. 11   መ. 12

        የት.ቤቱ ስም————————————

ክፍል ሁለት፦በራስ ስለመተማመንን የሚጠየቁ መጠይቆች

መመሪያ፦ ጥያቄዎቹን በጥንቃቄ ካነበባችሁዋ በኂላ ለጥያቄዉ መልስ ነዉ የምትሉትን አክብብ ወይም (√) አስቀምጡ።

1= በጣም አልስማማሁ   2= አልስማማም 3= እስማማለዉ 4= በጣም እስማማለዉ

ተ.ቁ	ጥይቄዎች	1	2	3	4
1	በአጠቃላይ በራሴ ረክቻለሁ				
2	በጊዜዉ እኔ ምንም ጥሩ አይደለሁም ብዬ አስባለሁ።				
3	በርካታ መልካም ምኞቶችን እንደምይዝ ይሰማኛል				
4	እኔም እንደሌሎቹ ብዙ ሰዎች ነገሮችን ማድረግ እችላለዉ።				
5	ብዙ የምኮራበት ነገር እንደሌሌ ይሰማኛል።				
6	በእርግጠኝነት አንዳንድ ጊዜ ምንም ጥቅም እንደሌለኝ ይሰማኛል።				
7	እኔ ዋጋ ያለዉ ሰዉ እንደሆንኩኝ ይሰማኛል፣ቢያንስ ከሌሎቹ ጋር እኩል ዕቃድ አለኝ።				
8	ለራሴ የበለጠ ክብር እንዲኖረኝ እመኛለሁ።				
9	ባጠቃላይ እኔ ዉድቀት እንደሆነኩ ይሰማኛል።				
10	ለራሴ አዎንታዊ አመለካከት እወስዳለሁ።				

ክፍል ሦስት፦ በአካል ራስን መቻልን ይመለከታል።

መመሪያ፦ እያንዳነዱን ጥያቄ በጥንቃቄ በማንበብ ከተሰጡት አማራጮች ከየተወሰኑ ባህሪ እንደሆናችሁ መልስ ነዉ የምትሉትን በማክበብ ወይም የራይት ምልክት (√) አስቀምጥ

1=በጣም አልስማማም   2=አልስማማም ሰ

3=በመጠኑ አልስማማም   4=በመጠኑ እስማማለዉ

5= እስማማለዉ   6=በጣም እስማማለዉ

ተ.ቁ	ጥያቄዎች	1	2	3	4	5	6
1	በጣም ጥሩ ምላሽ አለኝ፡፡						
2	ቀልጣፋ እና የተዋበ አይደለሁም፡፡						
3	ሰዉነቴ በጣም ጠንካራ ነኝ ፡፡						
4	በፍጥነት መሮጥ እችላለዉ ፡፡						
5	እካላዊ ቅልጥፍናን የሚያካትቱ ፈተናዎችን ስወስድ መቆጣጠር አይሰማኝም፡፡						
6	ደካማ የጡንቻ ቃና አለኝ፡፡						
7	በስፖርት ችሎታዬ ትንሽ ኩራት ይሰማኛል፡፡						
8	ፈጥነቴ ከአንዳንድ ጠበብ ቦታዎች አንደወጣ ረድቶኛል፡፡						
9	ጠንካራ እጅ አለኝ						
10	ቅልጥፍና ስለነበረኝ፣ሌሎች ብዙ መድረግ ያልቻሉትን ማድረግ ችያለሁ						
11	በድምጼ ብዙም አላፍርም						
12	አንዳንድ ጊዜ በጭንቀት ዉስጥ በደንብ አልታገስም፡፡						
13	አንዳንድ ጊዜ የሚረብሹኝ የአካል ጉድለቶች አሉብኝ፡፡						
14	ይጿታ ግንኙነት ስለመፈጸም ማሰብ አልፈራም፡፡						
15	ስወች በእኔ አቋም ምክንያት ስለእኔ አሉታዊ ነገሮችን ያስባሉ፡፡						
16	እኔ ከእኔ ትልልቅ ሰዎች ጋር አለመስማማት ስል ወደ ጓላ አይደለሁም፡፡						
17	የአትሌክቲክ ሰዎች አብዛኛዉን ጊዜ ከእኔ የበለጠ ትኩረት አያገኙም፡፡						
18	እኔ አንዳንን ጊዜ ከራሴ በተሻለ በሚመለከቱ እቀናለሁ፡፡						
19	አንዳንድ ጊዜ ያስፈራኛል						
20	እኔ በሌሎች ሰዎች ላይ የማሳድረዉ ተጽዕኖ ያሳስበኛል፡፡						
21	እኔ አንዳንን ጊዜ እጆቼ ስለሚጫኑቁ እጅ መንቀጥቀጥ አይመቸኝም፡፡						
22	ለአዳጋ የተገለጥኩ አይደለሁም፡፡						

ክፍል አራት፡

መመሪያ ፡- እያንዳንዱን ጥያቄ በጥንቃቄ በማንበብ ከተሰጡት አማራጮ ከየተወኗዉ ባህሪ እንደሆናችሁ መልስ ነዉ የምትሉትን የራይት ምልክት (√) አስቀምጡ

    1= እጅግ በጣም በህሪ የሌለዉ   2= በተወሰነ ደረጃ ባህሪ ያልሆነ

    3= የማይታወቅ ባህሪ   4= በተወሰነ ባህሪ

     5= እጅግ በጣም በህሪ

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1	አንድ ጊዜ ሌላ ሰዉ የመምታት ፍላጎት መቆጣጠር አልችልም፡፡					
2	በቂ ቅስቀሳ ስጡ፣ሌላ ሰዉ ተመታለሁ፡፡					
3	አንድ ሰዉ ከመታኝ ምልሽ እመታዋለሁ፡፡					
4	እኔ ከተራ ሰዉ በጥቂቱ ወደዉጊያ እገባለሁ፡፡					
5	መብቴን ለማስጠበቅ ወደ ሁከት መመለስ ካለብኝ አደርገዋለሁ					
6	እሰከ መምታት ድረስ የገፋኝ ሰወች አሉ፡፡					
7	አንድ ሰዉ ለመምታት ምንም ጥሩ ምክንያት አላስብም፡፡					
8	የማዉቃቸዉን ስዎች አስፈራሪቻዋለሁ፡፡					
9	ነገሮችን ሰብሬአለሁና በጣም ተናድጃለሁ፡፡					
10	ጓድኞቼን ባልተስማማዉባቸዉ ብግለጽ እነግራቸዋለሁ፡፡					
11	ክስዎች ጋር ባለመስማማቴ አዝናለሁ፡፡					
12	ስዎች ሲያናድዱኝ ስለነሱ ያለኝን ነገር ልነግራቸዉ እችተላለሁ፡፡					
13	ስዎች ከእኔ ጋር በማይስማሙበት ጌዜ ወደ ክርክር ወስጥ ለመግባት አልችልም፡፡					
14	ድጋፈዎች በተወሰነ ደረጃ ተከራካሪ ነህ ይላሉ፡፡					
15	በፍጥነት እነቃለሁ ነገር ግን በፈትነት አልፈዋለሁ፡፡					
16	ብስጭት፣ንዴት እንዲታይ ፈቀድኩ፡፡					
17	አንዳንድ ጊዚ ለመፈንዳት የሚነበብ የዱቄት መያዣ መስሎ የሰማኛል፡፡					
18	እኔ እንኳን ግልፍተና ሰዉ ነኝ፡፡					

19	አንዳንድ ጓድኞች እኔ ጨካኝ ነኝ ብለዉ ያስባሉ።					
20	አንዳንድ ጊዜ ያለበቂ ምክንያት ከመያዝዉ ላይ እበራለሁ።					
21	ንዴቴን መቆጣጠር ተችግሬለሁ።					
22	አንዳንድ ጊዜ በቅንነት አስባለሁ።					
23	አንዳነድ ጊዜ ከህይወቴ ጥሬ ስምምነት እንዳገኘሁ ይሰማኛል					
24	ሌሎሰች ስዎቸ ሁል ጊዜ እረፍት የሚያገኙ ይመስላሉ።					
25	ለምንድን ነዉ አንዳንድ ጊዜ በነገሮች ላይ የምራራ ስሜት የሚሰማኝ ብዬ አስባለሁ።					
26	ጓድኞች ከጓላዬ ስለእኔ እንደሚያወሩ አዉቃለሁ።					
27	ከመጠን በላይ ወዳኛዊ በሆኑ እንግዶች እጠራጠራለሁ።					
28	አንዳንድ ጊዜ ሠዎች ከጓላዬ እየሳቁብኝ እንደሆነ ይሰማኛል።					
29	ሰዎች በተለይ ቆንጆ ሲሆኑ ምን እንደሚፈልጉ አስባለሁ።					