



JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

**CHALLENGES AND PROSPECTS OF U-15 MALE YOUTH FOOTBALL PROJECT:
IN CASE OF MIZAN AMAN CITY AND SIZ CITY, BENCH SHEKO ZONE.**

By: ZEKARYAS G/SELASSIE

**A THESIS REPORT SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
JIMMA UNIVERSITY SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF SCIENCE
DEGREE IN FOOTBALL COACHING.**

**JUNE 2023
JIMMA ETHIOPIA**

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JUNE 2023

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DECLARATION

I, zekaryas G/selassie, declare that this thesis is the result of my work and that all sources of the materials used are duly acknowledged. This work has not been submitted to any other university for achieving any academic degree or diploma awards. I have followed all ethical principles of scholar in the preparation, data collection, data analysis, and completion of this thesis. Any materials accessed and utilized and ideas acquired in the process of conducting this research have been cited and acknowledged.

CERTIFICATION

As thesis advisor, we hereby certify that we have examined this thesis entitled “challenges and prospect of U-15 male youth football project: in case of Mizan Aman city and Siz city, bench Sheko zone.” submitted by Zekaryas G/Selassie Amare in partial fulfillment of the requirements of degree of Master of Science in sport science. To the best of our knowledge and belief the matter embodied in this research work has not been submitted earlier for award of any degree or diploma. We recommend that the thesis is approved for the degree of Master of Science in Football Coaching.

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BIOGRAPHICAL SKETCH

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ABBREVIATION

A.A- Addis Ababa

CAF- Confederation of Africa football

EFF- Ethiopia football federation

FA- Football Association

FAP- Financial Assistance Program

FFA- Football Federation Australia.

FIFA- federation of international football association

U-15 -Under fifteen year's age

ABSTRACT

The main purpose of this study was to find out challenges and prospect of youth football project in Bench Sheko zone case of Mizan aman city and Siz city. The research design was a descriptive survey design. The researcher used the purposive sampling technique. Thus, the subjects in the study were 50 football players from the two youth football project, two coaches and four sport office employees were purposively selected. As a method of data gathering tools; a questionnaire, interview, and observational checklist were employed. To analyze the collected data, both qualitative and quantitative methods such as descriptive statements and percentages, were in use respectively. The result of the study revealed that According to the players, coach, key-informants responses and observation the following major problems are dominant in the study area, thus are Accordingly the training facilities and equipment's were not in the expected level for the trainees and coaches, the poor practice of continuous support, follow-up, and supervision from the concerned bodies, poor preparation of well-organized and not strengthened plan, lack of standard playground and, lack of using supportive training aide, in general there is lack of scientific coaching method, lack of proper coaching license have been considered as challenges affecting the effectiveness and prospects of the youth football projects and absence of a unique selection criteria has been used in selecting trainees for the projects. As a general, to make the youth football project successful and effective, greater emphasis had to be given to the youth football project and the concerned body should provide the project sufficient facilities and equipment's, coaches should be use plan, apply better coaching style and sport office experts should attentively follow the training session.

Key words: *challenge, football, project, prospects, youth*

| Table of Contents | pages |
|---|--------------|
| ACKNOWLEDGEMENT | i |
| ABBREVIATION | ii |
| ABSTRACT..... | iii |
| Table of Contents | iv |
| LIST OF TABLE..... | vii |
| CHAPTER ONE | 1 |
| 1. INTRODUCTION..... | 1 |
| 1.1 Background of the study..... | 1 |
| 1.2 Statement of the problems..... | 3 |
| 1.3 Basic questions of the Study..... | 5 |
| 1.4. Objective of the study..... | 5 |
| 1.4.1. General Objective | 5 |
| 1.4.2. Specific Objectives | 5 |
| 1.5. Significance of the study | 6 |
| 1.6. Delimitation of the study | 6 |
| 1.7. Limitation of the study..... | 7 |
| 1.8. Operational Definition of Terms | 7 |
| 1.9. Organization of the study | 7 |
| CHAPTER TWO | 9 |
| 2. LITERATURE REVIEW | 9 |
| 2.1 Football game | 9 |
| 2.2 Modern History of Soccer | 9 |
| 2.3 The history of football in Ethiopia..... | 11 |
| 2.4 Overview of the background of youth football project..... | 12 |
| 2.5 Major components of youth football project | 13 |
| 2.6 Areas of development for the young footballer | 14 |
| 2.7 History of Youth Sport Projects in Ethiopia | 14 |
| 2.8 Youth Football Project Development in Ethiopia | 15 |
| 2.9 Factors Affecting Effectiveness of Youth football project | 16 |
| 2.9.1 Parent’s involvement and support..... | 16 |
| 2.9.2 Nutrition and Diet | 16 |
| 2.9.3 The Coach..... | 16 |
| 2.9.4 Knowledge..... | 16 |
| 2.9.5 Motivation..... | 16 |
| 2.9.6 Planning and Organizational skill | 17 |
| 2.9.7 Communication skill..... | 17 |

| | |
|---|----|
| 2.9.8 Relationship | 17 |
| 2.9.9 Commitment | 17 |
| 2.9.10 Co-operation | 18 |
| 2.9.11 Integrity..... | 18 |
| 2.10 Facilities and equipment of football training..... | 18 |
| 2.10.1 Football field | 19 |
| 2.10.2 Soccer Ball | 19 |
| 2.10.3 Cones or Field Markers | 19 |
| 2.10.4 Air Pump..... | 20 |
| 2.10.5 Practice bibs | 20 |
| 2.10.6 Football Shoe | 20 |
| 2.10.7. Shin Guards | 21 |
| 2.10.8. Shirts and Shorts: | 21 |
| 2.10.9 Net for a Soccer Goal | 21 |
| 2.10.10 Portable Goals..... | 21 |
| 2.10.11 Whistle: | 21 |
| 2.11 Talent Identification..... | 22 |
| 2.12 Training Plan in Football project program | 22 |
| 2.12.1 Perspective plan..... | 23 |
| 2.12.2 Annual training plan:..... | 24 |
| 2.13 Periodization: | 25 |
| 2.13.1 Preparation period:..... | 25 |
| 2.13.2 Competition period:..... | 26 |
| 2.13.3 Transition period:..... | 26 |
| 2.14 Training session plan:..... | 27 |
| 2.14.1 The warm -up or limbering -up phase: | 27 |
| 2.14.2 The performance phase: | 28 |
| 2.14.3 The cooling- down phase: | 28 |
| CHAPTER THREE | 29 |
| 3. RESEARCH METHODOLOGY | 29 |
| 3.1 Description of the study area..... | 29 |
| 3.2 Research design | 30 |
| 3.3 Study Population | 30 |
| 3.4 Sample size and sampling technique | 30 |
| 3.5 Sources of the data | 31 |
| 3.6 Data collection instrument | 31 |
| 3.6.1 Questionnaire: | 31 |
| 3.6.2 Interview | 32 |

| | | |
|--------------------|---|----|
| 3.6.3 | Observation..... | 32 |
| 3.7 | Procedures of Data Collection | 32 |
| 3.8 | Method of data analysis..... | 33 |
| 3.9 | Ethical consideration..... | 33 |
| CHAPTER FOUR | | 34 |
| 4. | RESULT AND DISCUSUION..... | 34 |
| 4.1 | Demographic characteristics of the respondents..... | 34 |
| 4.1.1 | Demographics characteristics Player | 36 |
| 4.1.2 | Demographics characteristics of Coaches’ | 36 |
| 4.2 | Analysis of closed ended questions form coaches | 37 |
| 4.3 | Analysis of open ended responses from coaches | 39 |
| 4.4 | Analysis of closed ended responses from players | 40 |
| 4.5 | Analysis of findings from observation..... | 42 |
| 4.6 | Analysis of semi-structured Interview results | 43 |
| 4.7 | Discussion..... | 45 |
| CHAPTER FIVE | | 47 |
| 5. | SUMMARY, CONCLUSIONS AND RECOMMENDATION | 47 |
| 5.1 | Summery..... | 47 |
| 5.2 | Conclusion..... | 48 |
| 5.3 | Recommendation..... | 49 |
| Reference | | 50 |
| APPENDIX A..... | | 54 |
| APPENDIX B..... | | 57 |
| APPENDIX C..... | | 59 |
| APPENDIX D..... | | 61 |

LIST OF TABLE

| TABLE OF DESCRIPTION | PAGES |
|---|--------------|
| Table 4. 1 Demographic characteristics of the respondents | 35 |
| Table 4. 2 Coach's response concerning the facilities and equipment | 37 |
| Table 4. 3 Coaches' responses concerning the satisfaction | 37 |
| Table 4.4 Responses of Coaches' concerning the plan..... | 38 |
| Table 4.5 Coaches responses concerning the community support | 38 |
| Table 4.6 Player's responses concerning the equipment and facility | 40 |
| Table 4. 7 Responses of Player's concerning the training | 41 |
| Table 4.8 observation list..... | 42 |

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Association football, commonly known as football or soccer, is a team sport played between two teams of 11 players each. It is widely considered to be the most popular sport in the world. Soccer is played on a rectangular grass field also called a pitch or, occasionally, on artificial turf, with a goal at each end of the field. The object of the game is to score by maneuvering the ball into the opposing goal. The team that scores the most goals by the end of the game wins. If the score is tied at the end of the game, either a draw is declared or the game goes into extra time and/or a "shootout" takes place to determine the winner, depending on the format of the competition. The modern game was codified in England following the formation of the Football Association, whose 1863 Laws of the Game created the foundation for the way the sport is played today. Soccer is governed internationally by the Fédération Internationale de Football Association, commonly known as FIFA. The most prestigious international soccer competition is the World Cup, held every four years. (Glanville, 2001.)

A football project program is an investment program within a particular club structure or football league, which develops and nurtures talent with the vision of using these talented players to play in the first team. A youth project attempts to provide a high number of talented players with an opportunity towards becoming professional football players either for the local league or to be sold onto a foreign club. Focusing on the youth players and their development, instead of using recruitment as the main way of strengthening your human capital has a couple of advantages for the local football projects. (Kuijjer, 2007)

Football development is not only about facilities but also about the quality of coaches. The coach is the most important resource in the training system of modern society. Coaches play a major role in the delivery of planned and quality training that has a scientific base. But their chance or opportunity of getting performance-enhancing courses from the Football Federation is very low. If it has been improved by concerned bodies should be highly recommended to perform enhancing courses Football development programs are an international trend at the heart of football development itself. Football development in many European and African countries is governed and regulated by the National Football Associations responsible for football in the country concerned, which develop youth football curriculum, focusing on the different age

groups and aspects of development. But these National development plans could be adopted and implemented by different youth projects. (Yibeltal, 2014).

Unlike many other countries, most Football development program in Ethiopia is found under the supervision of the Youth and Sports Bureau and its lower administrative structures. So it launched different development programs within the country. But only launching projects is not a guarantee for the development of the sport itself as well as the players. On the other way, projects need to be seen carefully and specific principles of development programs must be developed or identified. These principles provide guidelines for the structure of football development and play a major role in achieving the ultimate target (Yibeltal, 2014).

As (FIFA coaching bible 2004) suggests in order to developing youth football players“ first you must develop coaches“ teaching capacity or coaches“ knowledge is a key. The development of youth football projects helps to upgrading the main clubs and national team. Youth football project programs are often viewed as a prime safe venue for teaching and practice important social values and life skills to youth that will benefit them well in to their youth lives. Youth are the extended recipients of the projects available in youth football projects these projects are transmitted by young players through the purposeful professional performance contained in such areas as playing with rules and regulation.

The International Federation of Association Football (FIFA) has reportedly announced that a special focus on youth training is important to FIFA, to harness the power of football to secure the future strength and success of the game so that FIFA remains committed to promoting youth football competitions to bridge the gap between grassroots and the elite through providing a global training framework. Also according to the African Journal of Science and Research 2015, it is widely recognized that grass-root youth-centered football programs or projects that can equip youth with the fundamental components of technical, tactical, physical, and psychological demands of modern football are the base and the main source for a club as well as the national football team of Ethiopia (Danial Yifru 2013).

Youth projects have a mandate to develop the potential of young players for the future. The ultimate aim is to maximize the potential that comes through the project door (Holt, 2002).

In order to developing youth players (coaches manual 2004) suggest teaching technical scientific method and fulfilling facilities and equipment helps players to improve their ability and master it in advance. In youth development programs coaches should focuses mainly on scientific trainings method with safe facilities and Equipment's. Those coaches they must teach their players how to play the ball offensively and defensively or improve their individual ability without any injuries". Spicily the coaches have taught to their players how to kick the ball, in which side of the foot, in which degree, with which part of the body and head how to win dual ball and how to be strong mental. Youth football projects that produce quality players who are suitable and fit with the modern football and competent in international level, the problems in the training of its youth football project development program have to assessed and maintained to a level which can produce great competent players who are capable of modern football, however, countries like Ethiopia in process and with several difficulties to develop their leagues and national team standards.

Therefore, within the focus of sports projects very important to give training to youngsters at an early stage and thereby create a new generation of sports people and also it has well engaged in giving scientific research. Depending on the above-mentioned points this research can address, the challenges, and prospects of male U-15 youth football projects in the Mizan Aman and Siz city administration.

1.2 Statement of the problems

Based on FIFA coaching manual (2004) youth football project training is a very complex long and continuous educational process because the aim of the process is using to make specific means; to contribute the achievement of maximum sports performance by a player based on the balanced development of individual entire personality. As a result, the main clubs and national team status can be raised when youth project improve their status depending on the supply of their talented player, this is also a direct contribution on the development national league competition standard. In other words, the youth football projects that produce talented players who are suitable and fit with the modern football and competent in international level, the problems in the training of its youth football project development program have to assessed and maintained to a level which can produce great competent players who are capable of modern football.

According to the annual reporting and continuous supervision system, there are so many challenges at the National level challenges the following are considered major problems. Inadequate access to training facilities on time, failure to properly fulfill the duties and responsibilities assigned to the stakeholders, lack of Stakeholders' monitoring, support and communication system with a strong and result-oriented support system, Inability to obtain the necessary equipment and facilities for training in some sports, Schools' facilities have been used after the beginning of the training, The situation of fraudulent activities continue unabated in all Region (FIFA Coaching Manual B license, 2008).

The failure of international sports organizations to support the development of youth football programs, there are no regular upgrades, revisions, and modifications to make training manuals internationally qualified and up-to-date. There are challenges to provide consistent coaching and international standard training for the project players'. Some of the project's coaches are occasionally absent from their training grounds. The shortcomings of coaches in a training environment are short-lived due to changes in lifestyle and interests. Assigning untrained coaches to train youths in some training centers, there is a lack of coordination of coaches with each other in some training centers. A lack of regular playing fields, to ensure the effectiveness of the training and to conduct the evaluation competition properly and at all levels, in some regions, coaches are not paid on time, lower commitment to solving the problem of age-related fraud in most sports (Francis, & T. E. 2011).

According to Dewitt, (2015) availability of sports facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in a sufficient manner it is too easy to produce several outstanding athletes who can show the highest performance at the national or international level in which they are playing and the fixture lists for the competitions in which they are involved. To develop an elite player in football enough infrastructures regarding training equipment and facilities, nutritional facilities, medical facilities, psychological guidance, and development are the major requesting the attention of any team.

The reason why the researcher to conduct these study on U-15 male youth football project was, because of no or little research investigation has been conducted on these variables or insufficient at a youth football projects level in Bench Sheko zone. As far as the present research is concerned, these variables were not thoroughly investigated comprehensively. It is; therefore,

highly indispensable to make a closer investigation as to how these variables interfere with football project development at youth football projects in Bench Sheko zone, the other gap is none of the youth trainees from bench sheko zone have joined or entered the Ethiopian premier league or supper league and another thing that prompted the researcher to study this research is that after the youth football started in Bench Sheko zone , the project soon its owner, coordinator and leaders and disintegrated over time.

Finally the researcher conducted this research to identify the challenge and prospects of youth football project and enables them to work on project in sprit of hope and competition and others motive the researcher to study this research. Therefore, the current study tried to address the gap of the above investigators and fills the gaps through scientific investigations.

1.3 Basic questions of the Study

In order to find out the solutions to the challenges and the prospective of youth football project the following basic research questions were formulated.

1. What were the challenges that affect the development of youth football project in Bench Sheko zone?
2. What were the prospects expected for youth football project players in Bench Sheko zone?
3. What were the relationship between challenges and prospects in youth football projects of bench sheko zone.
4. What were the possible mechanisms to solve the challenges of youth football project players in Bench Sheko zone?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study was to find out challenges and prospects of youth football project in Bench Sheko zone case of Mizan aman city and Siz city.

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To identify the challenges that affect the development youth football project in bench Sheko zone.

2. To indicate the prospects for the youth football project players of Bench Sheko zone.
3. To assess the relationship between challenges and prospects in youth football projects of Bench Sheko zone.
4. To suggest possible mechanisms those solve the challenges of youth football project players in Bench Sheko zone

1.5. Significance of the study

Therefore, the findings of the study were the following significances:

- It helps to identify challenges that affect the development of football project in Bench sheko zone in general and to take appropriate measures
- To provide proper and fertile ground information for coaches, sport professionals, societies and for others on the current status of football to have better knowledge of the core challenges;
- It may bring the opportunity to the youth of this area to get benefit from their natural strength and appearance by participating and hard working in football games rather than passing their time indifferent bad habit.
- It may help the Sport offices in selected city to get firsthand information concerning the challenges affecting the development of project players in the area.
- Encourage football project stakeholders to promote youth football project.
- Give an insight about the contribution of equipment and facilities on the development of project football clubs.
- It may help as input information for other researchers who want to conduct further studies on youth football and similar or related issues.

1.6. Delimitation of the study

In order to carry out any research, it is important to delimit the scope of the study to manageable size. Particularly the study was delimited to find out the challenges and prospects of youth football project. This study is confine its scope to selected of Bench Sheko zone U-15 male youth football project. Among those, the selected projects were Siz city youth football project and Mizan Aman youth football project. This enables the researcher to work within the time and financial budget.

1.7. Limitation of the study

In conducting this study, the researcher was face the following limitations like inadequacy of relevant materials including related literatures and reference, scarcity of facility, financial problems, shortage of time, not returning the questionnaire with the given time, lack of infra-structures, organizational structure of the projects and environments are the major limitations that the researcher encountered during the execution of the study.

1.8. Operational Definition of Terms

Coach: - A qualified person who directs and monitors the morals, determinations, physical, technical and tactical preparations of athletes through well, planned training program with scientific bases. (sam & snow. (2012)

Football: Association football, commonly known as football or soccer, is a team sport played between two teams of 11 players each(Glanville, 2001).

Football project: Planned set of interrelated football tasks to be executed over a fixed period and within certain cost and other limitations

Facilities: - are buildings, pieces of equipment, or services that are provided for the sport of football.

Sport: it's a competitive physical activity, governed by formal rules and played by individuals seeking to outperform their opponents, it also defined as a structured, goal oriented, competitive, contest based and lucid physical activity (barrel 1978)

Technique: - way of doing practical skills of youth football game. (<https://en.wikipedia.org>)

Youth: - young people who played in under age of 18 categories"(<https://en.wikipedia.org/wiki/>)

Youth soccer: -is the football training activity and application of the soccer science in accordance to the age level identified as youth (i.e. U-15 and U-17) or Junior B and Junior C in general. (FIFA football development practical manual)

1.9. Organization of the study

The content of the study was organized into five chapters. The first chapter deals with introduction, which consists of background of the study, statement of the problem, research questions, general and specific objectives, significance of the study, delimitation and limitation of the study, definition of some key terms and organization of the study. In the second chapter; it contains the related literature review. Whereas chapter three includes method-

ology of the research, under here, Description of the study area, Research design, Study Population, Sample size and sampling technique, Sources of the data, Data collection instrument (observation, questioner, and interview), Procedures of Data Collection, Method of data analysis, and ethical consideration. The fourth chapter of the study deals with the result and discussion, while chapter five contains summary, conclusion, and recommendation respectively.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Football game

According to FIFA laws of the game 2010/2011 Association football is played in accordance with a set of rules known as the Laws of the Game. The game is played using a spherical ball known as the football (or soccer ball). Two teams of eleven players each compete to get the ball into the other team's goal (between the posts and under the bar), thereby scoring a goal. The team that has scored more goals at the end of the game is the winner; if both teams have scored an equal number of goals then the game is a draw. Each team is led by a captain who has only one official responsibility as mandated by the Laws of the Game: to be involved in the coin toss prior to kick-off or penalty kicks.

According to FIFA laws of the game 2010/2011 the primary law is that players other than goalkeepers may not deliberately handle the ball with their hands or arms during play, though they do use their hands during a throw-in restart. Although players usually use their feet to move the ball around, they may use any part of their body (notably, "heading" with the forehead) other than their hands or arms. Within normal play, all players are free to play the ball in any direction and move throughout the pitch, though the ball cannot be received in an offside position. The number of players in each position determines the style of the team's play; more forwards and fewer defenders creates a more aggressive and offensive-minded game, while the reverse creates a slower, more defensive style of play. While players typically spend most of the game in a specific position, there are few Restrictions on player movement and players can switch positions at any time. The layout of a team's players is known as a formation. Defining the team's formation and tactics is usually the prerogative of the team's manager (wondimu. T 2004)

2.2 Modern History of Soccer

In 1815, a major development took place that made soccer popular in Universities, Colleges and Schools. The popular English School and Eton College came forth with a set of rules, known as the Cambridge Rules. Football was segregated into two groups; some colleges and schools opted for Rugby rules that allowed tripping, shin kicking and also carrying the ball. These rules were exclusively prohibited as per the Cambridge rules. The history of modern-day soccer was

established in 1863. In October 1863, eleven representatives from London clubs and schools met at the Freemason's Tavern to set up common fundamental rules to control the matches amongst themselves (Taylorsville 2011).

The outcome of this meeting was the formation of the Football Association. In December 1863, the Rugby Football and Association football finally split as the supporters of the Rugby School rules walked out. Soccer (association football) emerged from a meeting in 1863 of the London Football Association (FA), when the game of Rugby football (played with both feet and hands) and soccer (played just with feet) were distinguished. By this point in soccer history, the game evolved into only being played in universities and schools, but the game had its first set of rules created by the FA. But in the next decade, soccer became popular with the blue-collar work of Britain and therefore the game grew even more. The first soccer cup was the FA Cup in 1871, and helped to increase the fan base. 1872 marked the first international competition, when all-star teams from England and Scotland met for the first time (still the oldest soccer competition to date) (Taylorsville 2011).

By this time, professional soccer leagues were in many countries throughout the world. Today, football is played at a professional level all over the world. Millions of people regularly go to football stadiums to follow their favorite teams, while billions more watch the game on television or on the internet. A very large number of people also play football at an amateur level. According to a survey conducted by over 240 million people from more than 200 countries regularly play football. Football has the highest global television audience in sport (Andrew, 2011).

In many parts of the world football evokes great passions and plays an important role in the life of individual fans, local communities, and even nations. Crust L. & Lawrence I says that people who are polite, mode store venhumble in Europe fall easily into rage with playing or watching soccer games. The rules of association football were codified in England by the Football Association in 1863 and the name association football was coined to distinguish the game from the other forms of football played at the time, specifically rugby football African football history (Crust L. & Lawrence I. 2006)

The confederation of African football was in 1957 G.C and received birth into FIFA a world cup in 1970 G.C Abdel Aziz Abdullah was the first president of the confederation. It represents 53 countries from all over Africa. The confederation of African football has a close relationship

with the union Arab de football association as 10 of its countries participate in the junior Arab football association cup, and with all the federation which are inside each African country. In 2007 the federation teamed up with union Arab football association in order to put on the meridian cup (Teshome Y. 2012)

FIFA has organized a similar system for referees and officials. The African associations did not solely negotiate financial aid from FIFA, but rather funding support that included establishing grassroots training in the fundamentals of football throughout Africa. This fundamental grassroots training has allowed football to prosper at all levels of African society (Malik F. 2005).

In the late 1970, many African soccer players began to play for European countries overseas. Although many Africans began to play soccer overseas, the style of play from the African players quickly became disliked by the European teams. In the 1980's and 1990's, African soccer made its way into the global spotlight. After a few wins at the Olympics, FIFA gave Africa its global recognition by giving five of the continents best teams a place in the 1998 World Cup (Perry B. 2000).

2.3 The history of football in Ethiopia

According to J.S Blatter (1996) Federation International De Football Association (Amendment of law of the game, p33) Football was introduced by foreigners who resided in A.A during about 1924 or 1916 etc. These communities Armenian, Indian, Greeks, and Italians formed community teams and held. Tournaments at Jan-meda the sport found its way shortly in to the compounds of the Menelick II and Tafari Mekonen school were teams were formed and matches. This school computation initiated the youth to choose football predominantly.

Other the computations were used to a matches of game courts in their week end. The referees were the tournaments were hot trained in the rules and way of gravitating. The referees were activating match by raining on a house back were the ball is kicked it at it rolls towards them. As football continues in such away neo good football were come to being from Menelik II and Teferi Mekonen School. Goalkeepers were not allowed to hold the ball with their hands instead they kick it as it rolls towards them (J.S Blatter 1996)

The initiation in such a way of football computations among school well developed and hand invited for the organization of clubs to compete with foreign communities. Moreover, the school toys around Arada believe to organized a club other than the school teams and orga-

nized saint George club in January 1935. Although the club was organized by the school students, there were no any football material help for them, for there reason most of the players were playing with base foot with the contribution of each football player within a few period of time they full filled the necessary material and matched repeatedly with Armenia and Greek communities. This school of early soccer player comes to close in May 1936 late to the fascist invention. During the acceptance, the Italian formed their own team in Addis Ababa and other towns and eager Ethiopian falls had to satisfy their desires and love for the game by watching the Italian play from side out ground fields.

In 1953 the Ethiopian national team towards varies European countries were if in countered different teams, out of the 20 games held in Greece, Yugoslavia Sweden. Hall end and Australia it won and 4 lost 13 and drew three. The federation was limited to walk only in Addis Ababa. since 1948_51 in move 10, 1951 the federation meeting head passed decision to extend its work on other regions of Ethiopia and the federation to be known as the Ethiopian football federation and then the shoa football team become a member of the Ethiopian football in 1951 Eritrea and Harargh in 1952, Gonderein 1963, Gojjam, Aris and Gammo Gofa in 1969 Bale in 1970 and Illubobur in 1972 become member of the Ethiopian football federation. Ethiopian become a member of the African football federation in 1952 the third African country next to Egypt and Sudan to register with the federation. The sent her first representative to FIFA at the 1968 meeting in Sweden. In the 1965 FIFA congress with in condone the secretary of the Ethiopian football federation Ato. Yidnekachew was elected member of FIFA executive committee five holdings one of the two stets reserved for African countries. When the African football confederation was founded Khorton in 1965 there only foundation of countries, Egypt, Sudan and Ethiopia. Though the Egyptian football federation was only 13 years old at the time and on the process of being organized it (available at www.saintgeorgefc.com)

2.4 Overview of the background of youth football project

At the dawn of 21st Century, sport becomes a global phenomenon and it is considered as one of the most popular leisure-time activities among young people, and is often organized in the form of sports clubs or extracurricular athletics at schools. Since some decades ago, mostly, around the inception of the MDGs in 2000, sport particularly football has been viewed as one of the few most powerful and reliable tools to realize the stated objectives of MDGs. Today, young children who exhibit healthy social, emotional, and behavioral adjustment are more

likely to have good academic performance in elementary school (Cohen and others 2005; Zero to Three 2004).

The sharp distinction between cognition and emotion that has historically been made may be more of an artifact of scholarship than it is representative of the way these processes occur in the brain (Barrett and others 2007).

This recent research strengthens the view that early childhood programs support later positive learning outcomes in all domains by maintaining a focus on the promotion of healthy social emotional development (National Scientific Council on the Developing Child 2004; Raver 2002; Shonkoff 2004).

FIFA as a led organization of football global has already acknowledged that football is an excellent tool to achieve all kinds of development objectives. Its enormous potential is especially evident in youth work, where it teaches qualities such as fair play, discipline, respect, solidarity and, with an ever-increasing number of girls playing, it also teaches equality. Football is also a way to access young people who cannot be approached in any other way, www.inexsda.cz, www.fotbalprorozvoj.org.

2.5 Major components of youth football project

Primarily, youth football should have clear and well-articulated plan that is derived from the approved youth football project documents which govern the entire implementation, FIFA Coaching Manual (2004:2) as well as International DFB-Coaching Course (B-license) (2008:72). Consequently, having differences among countries in the world contextually to youth football it has become clear that certain components such as players' characters, coaching, infrastructure, etc. can successfully transcend through all youth programs. Today, youth have greater expectations of their coaches and coaching is therefore becomes one of the core elements football training programs. In this regard, some of the basic components of youth football program or project are well described below based on FIFA coaching manual (<https://premieroccerinstitute.com>).

A number of researchers have consistently argued that professional football club culture may not support the development of a clear sense of identity in young players, as it has often been described as one that espouses notions of power, dominance, authority and insecurity (Cote; J. 2002). South Africa is one of African countries that launched youth football project such as in Gauteng Province with a close cooperation with NGO partners Altus Sport, Greenfeet and

Karos & Kambro has grown into a national program in just over three years. Today youth football project is implemented in all nine South African Provinces. Current partners were selected following an open call for proposal.

In the Western Cape, where quite a number of substantial non-governmental organizations and institutions tried to tackle the problems that the province is facing, youth football project initially focused on networking, following a bottom-up approach and only started implementing in a second step. Independent of the individual procedure in a province youth football project always involves the responsible political level, thereby guaranteeing the sustainability of the project, from <http://www.za-youth football project.org>.

2.6 Areas of development for the young footballer

According to Kuijer, T. (2007), player development can, at times, be underestimated, even forgotten in the already heavy schedule of any senior or junior coach. It is vital to find time to develop young players so they can reach their potential which in turn will improve your team's performance. Very often, young players are "all or nothing" and attempting to get them to play consistent football comes back to analysis of their game. Even seasoned veterans can need some fine-tuning and improvement in their games.

Further, Kuijer, T. stated that the three key areas in developing players are identifying their strengths and weaknesses and then providing a focus area to work on. For example, a player may be struggling with positioning themselves in defensive situations. The player will need to practice this skill before and after training and at every other opportunity in order to improve. According to Kuijer, T, time is always an issue for any coach, so it may benefit the playing group by grouping or pairing them in focus areas that need attention. I am sure your players and team will show some real progress if this strategy is adopted. Mentoring is also another way of finding extra time to develop players.

2.7 History of Youth Sport Projects in Ethiopia

Since 1990 E.C the Minister of youth sport and culture has been running nationwide youth sports projects in 8 types of sports mean football, athletics, volleyball, basketball, handball, tennis, table tennis, and boxing so far about 14000 youngsters have attended the training programmers. The projects have shown promising results in improving the standards of each sport type as they managed to produce many elite young players who stepped up to ultimately play for various higher-level clubs and even for the national teams of Ethiopia. In 1996 E.C the Minister of

youth sport and culture carried out extensive participatory assessment across all regions to identify possible causes which account for the poor performance of Ethiopian sports and thereafter design strategic courses of action aimed at tackling those prevailing challenges which persistently dwarfed the development of the sports system of Ethiopia (Atilabachew A. 2014).

2.8 Youth Football Project Development in Ethiopia

FIFA recognized the role, importance, and challenges of youth football project development. Because of this Financial and Technical assistance programs have been designed. According to Scheliesman, E.S. (1987), one of the primary objectives of the technical assistance program is to develop mass participation in football for the youth age groups, and enhance or create grassroots frameworks e.g. tournaments, leagues, and school football. FIFA's Financial Assistance Program (FAP) in Africa can be used for the game and functional need areas and activities.

Needs of the game include Youth football and grassroots development Men's competitions and championships (e.g. national and international competitions); Women's football development; Technical development (e.g. education program); Refereeing; Sports medicine (e.g. prevention), etc. The Functional needs include: Planning and administration; Event management (e.g. organization of international competitions); Marketing and communications; Infrastructure (e.g. training centers); and others (e.g. club football, settlement of FIFA accounts, audit fees)

Daniel (2013) investigated the status of football project management in Ethiopia on football club marketing and financial, communication, and management systems. The marketing and financial management systems need to identify all sources of income and fundraising and sponsorship mechanisms, and a budget plan and financial policies. Communications in football marketing help clubs and organizers attract participants and spectators to their sport or their revenue. It helps them raise revenue through sponsorship or investment. The study concluded by finding out the following findings: There was a lack of and a need for FIFA standard club management and services; problems with the communication system; challenges of good marketing and financial control system; good and standardized facilities; and lack of identifying and implementing best youth development strategy in the football sports projects and clubs in Ethiopia.

2.9 Factors Affecting Effectiveness of Youth football project

2.9.1 Parent's involvement and support

While sports can be positive and beneficial for children and teenagers, a parent's involvement in the child's sports participation can either be positive or negative. For a child who receives positive attention without pressure from the parent, this can be a good experience. However, a number of youth feel pressured by their parents to become college and professional athletes. For these children and teens, sports can become stressful and unenjoyable. While parental involvement is always encouraged, it must be done in a way that benefits the child. Children love to hear that their parents are sincerely proud of them.

2.9.2 Nutrition and Diet

A good diet will not make a poor player into a star but poor food choices will certainly result in poor performance (Jessical, F & others, 2005). Carefully planned nutrition must provide an energy balance and a nutrient balance.

2.9.3 The Coach

Coaches affect the effectiveness of a training program and hence an effective coach should exhibit the following attributes to be effective in their work (Premiers kills, 2011; AFL, 2004))

2.9.4 Knowledge

Knowledge related to youth psychology, health, coaching principles are the important aspects of knowledge that are required by the coach to be successful in coaching youth.

2.9.5 Motivation

The coach needs to have motivation and commitment to the profession and towards working with children. If the coach fails to have motivation, the challenges coming from other sides of the practice will hinder him/her not challenge and be effective.

2.9.6 Planning and Organizational skill

A coach needs to be a good planner and organizer. Here the issues of time management can be raised and the coach is responsible to manage the once time properly and the trainees too.

2.9.7 Communication skill

Coaching is all about communication and hence the coach needs to exhibit this skill to understand the trainees and to pass what is inside to others, persuade, motivate, understand trainees. Communication is a two-way process and understanding other and being understood in the vital concept in communication. Sports coaches are also expected to conform to the following standards as (Mackenzie, 2000). Humanity Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, coaches must treat everyone equitably and sensitively, within the context of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation.

2.9.8 Relationship

The good coach will be concerned primarily with the well-being, safety, protection and future of the individual performer. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individual. A key element in a coaching relationship is the development of independence. Performers must be encouraged and guided to accept responsibility for their own behavior and performance in training, in competition, and in their domestic, academic or business life.

2.9.9 Commitment

Coaches should clarify in advance with performers (and/or employers) the number of sessions, fees (if any) and method of payment. They should explore with performers (and/ employers) the expectation of the outcome of coaching. Written contracts may be appropriate in some circumstances. Coaches have a responsibility to declare to their performers and/or employers any other current coaching commitments. They should also find out if any prospective client is receiving instruction from another teacher/coach. If so, the teacher/coach should be contacted to discuss the situation.

2.9.10 Co-operation

Coaches should communicate and co-operate with other sports and allied professions in the best interests of their performers. An example of such contact could be the seeking of: Educational and career counseling for young performers whose involvement in sport impinges upon their studies Coaches must communicate and co-operate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

2.9.11 Integrity

Coaches must not encourage performers to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage performers to obey the spirit of the rules. Coaches must not compromise their performers by advocating measures that could constitute unfair advantage. They must not adopt practices to accelerate performance improvement that might jeopardize the safety, total well-being and future participation of the performer. Coaches must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances. Coaches must ensure that the activities, training and competition programs they advocate and direct are appropriate for the age, maturity, experience and ability of the individual performer. Coaches must treat opponents with due respect, both in victory and defeat, and should encourage their performers to act in a similar manner. A key role for a coach is to prepare performers to respond to success and failure in a dignified manner. Coaches must accept responsibility for the conduct of their performers and discourage inappropriate behavior in training, competition, and away from the sporting arena.

2.10 Facilities and equipment of football training

According to Christensen and Levinson (2005) availability of sports facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in a sufficient manner it is too easy to produce several outstanding athletes who can show the highest performance at the national or international level in which they are playing and the fixture lists for the competitions in which they are involved. To develop an elite player in football enough infrastructures regarding training equipment and facilities, nutritional facilities, medical facilities, psychological guidance, and development are the major requesting the attention of any team.

In line with this idea, Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipment’s. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment’s. As a result, the following lists of materials are the most important parts for successful training.

2.10.1 Football field

According to Frank F. Diclemente (1995:8) the football/soccer playing field can be made from rectangular area of maximum width 69m and minimum width 59m; the maximum length 110m and the minimum length 101m. In other words, the Foundation Soccer Coaching Manual (2008:192) describes that; the field of play must be rectangular; its length cannot be more than 119m nor less than 91m. Its width cannot be more than 91m nor less than 46m. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle.

2.10.2 Soccer Ball

The Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/soccer techniques require repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice. When each player has his/her own ball, more players can be working on individual skills at any given time.

2.10.3 Cones or Field Markers

After soccer balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down. Cones are used to define the playing

areas, known as “grids.” Unless a team is lucky enough to have its own practice field, it will probably have to share space on a soccer field with one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team’s area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the team’s practice.

2.10.4 Air Pump

Keep an air pump with the extra balls or in the medical kit. A coach need to make sure that he/she have the needles required for inflating the balls. A simple check prior to the beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players’ responsibility to make sure that their balls are inflated correctly (Mohammed N. 2011).

2.10.5 Practice bibs

When running a practice session, a coach will often need to break his/her team into small groups or into separate teams for scrimmaging. The players should wear different colored shirts to eliminate confusion. A team should have at least as many practice bibs as it has players on the team, in two separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another (Mohammed N. 2011).

2.10.6 Football Shoe

As Adrian Lees (1996:141) explains that a typical football shoe is one which is made from leather and cut below the ankles and with a hard outsole to which studs are attached. Moreover, Dewitt J. (2001:5) explains three basic styles of football/soccer shoes. These are discussed as follows:

Flat-soled shoes with no cleats or studs: are suitable on artificial turf and in locations the ground is hard.

Molded cleats: are probably the most common shoes used in football/soccer and they are appropriate outdoors on grassy fields. The cleats are not removable.

Screw-ins: are leered shoes with removable and replaceable cleats. This shoe is appropriate for older players on very soft or wet fields.

2.10.7. Shin Guards

The shin guard is used to protect the lower leg from impact injuries. These injuries can range from severe to the minor bruises and scratches. The shin guard offers protection from some of these injuries. In relation to this idea, Lees A. (1996:147) describes that the shin guard can reduce the effect of bruising, glancing blows and scraping by the ground or an opponent's studs. It is unlikely to be effective against high energy direct blows which may lead to fracture. Nevertheless, the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.

2.10.8. Shirts and Shorts:

Players need to have uniforms (shirts and shorts) to play football game or during training session. Furthermore, the Official U.S. Youth Soccer/football Coaching Manual (2002:22) suggests that uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

2.10.9 Net for a Soccer Goal: If a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot (Mohammed Nassir 2011).

2.10.10 Portable Goals: Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small (Mohammed Nasir 2011).

2.10.11 Whistle: Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle. Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play. Therefore, the players will have to become proficient at processing information while playing the game. In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a

whistle during practice, they are training the players to respond to them (Mohammed Nassir 2011).

2.11 Talent Identification

Talent: the dictionary definition of talent includes the following, "the ability to display exceptionally high performance in a domain that requires skills and training "and "an innate ability, aptitude or faculty" (Collins English Dictionary). However, the belief that talent is innate implies that it is predetermined and relatively stable, that the course of its development cannot be altered, and that the environment plays a negligible role. In this review an attempt is made to integrate the main research findings concerned with talent Identification and development in soccer. Research approaches in anthropometry, physiology, psychology and sociology are considered and where possible integrated. Whilst some progress has been made in identifying correlates of playing success, it appears that no unique characteristics can be isolated with confidence. Both biological and behavioral scientists have indicated a strong genetic component in performance of sports such as soccer, nevertheless the influence of systematic training and development programmers should not be underestimated. It is concluded that the sport and exercise sciences have an important support role in the processes of identifying, monitoring and nurturing talented soccer players towards realizing their potential (Gomez, Marti & Opazo 2008)

2.12 Training Plan in Football project program

International DFB-Coaching Course B-license (2008:72) defines that; periodization as the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and contents have to be taken into consideration. Similarly, FIFA Coaching Manual (2004:1) defines periodization as a technique of planning the process of training and competition so that the annual training plan is a succession of periods, each of which has a different style of activity.

As described in the FIFA Coaching Manual (2004:1) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. In line with this idea the DFB-International Coaching Course Manual (Blicense) (2008:23) has states that; football training is a complex serious of

action aimed at influencing the development of performance in a systematic and goal oriented way. In addition to the above Dewitt J. (2001:89) recommends of all duties and roles that one fulfills when coaching, the task that he/she will do more than any other will be planning and running training sessions. It is in these training sessions that the coach will do practically all of his/her teaching, because he/she can completely control the environment of the sessions. However, as FIFA Coaching Manual (2004:1) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved. Planning is the process of thinking about and organizing the activities required to achieve a desired goal. Planning involves the creation and maintenance of a plan. As such, Planning is a fundamental property of intelligent behavior.(en.wikipedia.org/wiki/Planning).

To run a good football training session, it takes a lot of pre-planning. You need to plan the Session and have a goal of what you want to have achieved by the end of the session. Planning also means making sure you have all the equipment you need and that everything you have is in the proper condition like pumping up balls, washing bibs etc. As a coach you should set the example by being the first person to get to football training. There are types of training plan: perspective plan, Annual training plan, Period plan, and weekly training Plan, daily Training Plan, and training session plan.

2.12.1 Perspective plan

It is concerned long term planning. Here the long range targets are set in advance for period, 15 to 25 years (www.blurtit.com). When planning, always you have short term and long term goals. football training session needs to be used to get ready for the next game but you also need to develop your players towards a long term goal of the level you want them to be at the development of a football player and the preparation of a team are comparable to building a house. In order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. This is known in the sporting world as the training plan. The training plan consists of determining objectives and implementing a set of increasingly detailed procedures with the aim of achieving these objectives.

2.12.2 Annual training plan:

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

The purpose of a training Plan is to identify the work to be carried out to achieve agreed objectives. Training Plans should be drawn up to identify long term (4 years) objectives as well as short term plans for the fourth coming season. In its simplest form the plan detailed weekly plans identifying the specific activities the athlete is to carry out. Period Plan is that period of time in which planning is done. It actually depends on the type of the project for which planning is done. The demand of the project determines whether the project is required to be planned before starting or after a certain period of time. (<http://imitlibrary.heypub.com>). It is important to mention that this 8-weeks pre-season plan is pulled from the bigger picture of annual plan and that's why it is lacking certain context. So to plan it, the coach I will assume couple of things: First game of the rest of the season is happening in 9th week and the team should be in certain peak (sport form) during that time. Why, you may ask. Because starting the rest of the season with a good performance and a win is really a good thing for building up the confidence of the team (especially depending on the previous half of the season performance) Sport form (peaking) will fluctuate during the rest of the season based on competition calendar (opposing teams and importance of the match), peaking index (for more info see Usage of subjective indicators in monitoring and programming of training) and the results, but it is important to start and finish strong. Everybody is waiting for the performance on the first game. Let's give them something to think about. It is important to have at least 3-4 full time friendly games (90mins) in the weeks preceding the first game, so it is important to plan them accordingly and progress to full game over certain period of time.

The coach assumes the lower level of the athletes in the strength training (as it is normal with soccer players), no injuries, and a little bit of de-training in the transition period The coach will

assume availability of all the equipment, fields and facilities necessary to run this template. Of course in most of the cases that is not going to be the case and the template need to be tweaked. He will assume out of the bigger context of annual plan and it is questionable if it fits your specific situation, need and goals. He will not go into annual planning in this blog entry especially not into the in-season planning and how to progress from pre-season plan to in-season plan. Taking context/environment into account (we can do SWOT analysis of the context) we have all three constraints for goal setting. Context could also include time limits, opponents we are facing and the important periods for peaking.

2.13 Periodization:

Lund R. (2011) explains Periodization can be defined as the purposeful variation of a training programmed over time, so that the competitor will approach his/her optimal adaptive potential just prior to an important event. It is based on the principles of multilateral development, specialization, variety and long-term planning. The first three are necessary for the optimization of physiological factors, whereas long-term planning provides both the athlete and the coach with time to gradually increase physical performance. The term periodization is used to describe the division of training and completion program. Each period has specific training objectives. The periods of training work best when followed regardless if the time available is one full year, six months, twelve or eight weeks.

The periods included;

- Preparation period (pre-Season Training),
- Competition period, and
- Transition period

2.13.1 Preparation period:

The first and longest period of any training and completion program is the preparation period. In this period, athletes move from general to specific training. The main objective is to prepare athletes for competition. Fitness and conditioning is developed in this period by gradually increasing the volume of training. This will allow the athlete to accomplish the demands of specific training. Note that Volume does not increase in a straight line. It is implemented in steps to allow time or recovery and over compensation. Specific Preparation follows general preparation work. During this training phase, both volume and intensity are increased. For the runner, m

ileage will reach its highest level. Training becomes more event specific with conditioning focusing on the energy systems used in the event. Remember that technique work is accomplished when the athlete is not fatigued therefore, comes before general fitness training.

2.13.2 Competition period:

During the completion period, volume is gradually decreased and intensity. For instance, heavier weights are lifted, but less often. Speed workouts are run faster, however recovery times are longer. Competition characteristics are simulated during these training periods. Mini competitions, local area or dual area competitions are good training competitions during this period. It is important to keep training loads heavy enough to improve athletes' fitness levels, yet light enough to boost enthusiasm and maintain high energy levels. An athlete's athletic shape is at its highest during this period.

In season training: Plan each practice session according to what needs to be accomplished, using the athlete's individual progress and gradual event Specification as guidelines for planning. Continue to use the skills assessments to record each athlete's progress from the general preparation phase set specific preparation accompanies with mini competitions. The training during the actual season has two primary goals: maintenance of the gains of pre-season training and continued specific attention to areas of the body at risk either from past injury, or the particular risks of the sport.

2.13.3 Transition period:

This period is also called the active rest period. The end of the season is drawing near and we do not want the athlete to lose all they have gained. The main objective of the transition period is to allow athletes to recover mentally, physically and emotionally, from their hard work during the preparation and completion periods. Implement low volume, low intensity cross training exercises during this. In the simplest form of periodization, competitors use a hard/easy model for daily workouts. In its more advanced form, training is arranged into blocks of time, the magnitude of which may range from days to weeks to months or even years. During each of these blocks, a particular element of physical performance (e.g. physical fitness, technique etc.) is highlighted. As a framework for structuring an athlete's training, the practice of periodization has much to offer. Although performance is allowed to decrease temporarily (i.e.

over-reaching), complete recovery is ensured between each training period to avoid long-term performance decrements (i.e. UPS or overtraining). (Gregory Whyte, 2006)

Weekly Training Plan: The training program should be followed closely, as closely as possible, but make sensible allowances for camps, tournaments or other vigorous physical activity. Five areas of training are emphasized: Endurance, Speed, Strength, Flexibility, and Ball Skills. Keeping a log recording progress in meeting training goals is a recommended technique to help you develop the discipline required to get full benefit of this program. A log sheet is included at the end of this memo.

Daily Training Plan: When making a lesson plan remember the following points:

- ❖ Design your session for no the number of players on the team
- ❖ Make sure your drills and activities are age specific.
- ❖ Design activities to flow from simple to complex - add elements of the game as you progress.
- ❖ Design session to include: Warm-up, Small-sided activity (e.g. 4v2 keep away).
- ❖ Expanded small-sided activity with discretion, 6v6 (5v5 plus keepers) to two large goals.

2.14 Training session plan:

The training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his objectives for that day, his objectives for that day, his medium and long term learning objectives as well as taking in to account the physiological, physical and mental strains on the team .The training session has to be varied - not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned .It should last between 80 and 100 minutes in total, depending on the type of session, the type of session, the objectives and the training cycle. The training session comprises three phases which are warm up, performance phase and cooling-down phase they will discussed as follows: -

2.14.1 The warm -up or limbering -up phase:

This is the preparation part of the session. It has to be progressive, with an initial period of training and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination

exercise; the tempo is then gradually increased with exercises specifically adapted for football based on technical skills or on different game situations. When working with young players, separate co-ordination and integrated co-ordinate work with the ball must be included in the limbering-up phase. This phase lasts between 15 and 20 minutes.

2.14.2 The performance phase:

This is the main part of session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives. But it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards as volume, but also the duration and intensity of the g/players use the ball as often as possible; this is especially the case for young players. At training/development level, but mainly at pre-training/pre-development level, the football playing must be at the heart of the whole training process. It should take up between 50 and 60% of the total duration of the session, although the coach must also ensure that the playing equip them with the necessary technical and mental skill using progressive, analytical exercises. The duration of this phase varies. It generally lasts 50-60 minutes or up to 70 minutes depending on the objectives, the day on which the session is being held, the weather condition, local customs, and even how the coach feels.

2.14.3 The cooling- down phase:

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The playing then has hydration or energy drinks as the first step to aid recovery. This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his assessment of the session, to fix new objectives or simply to communicate with his players.

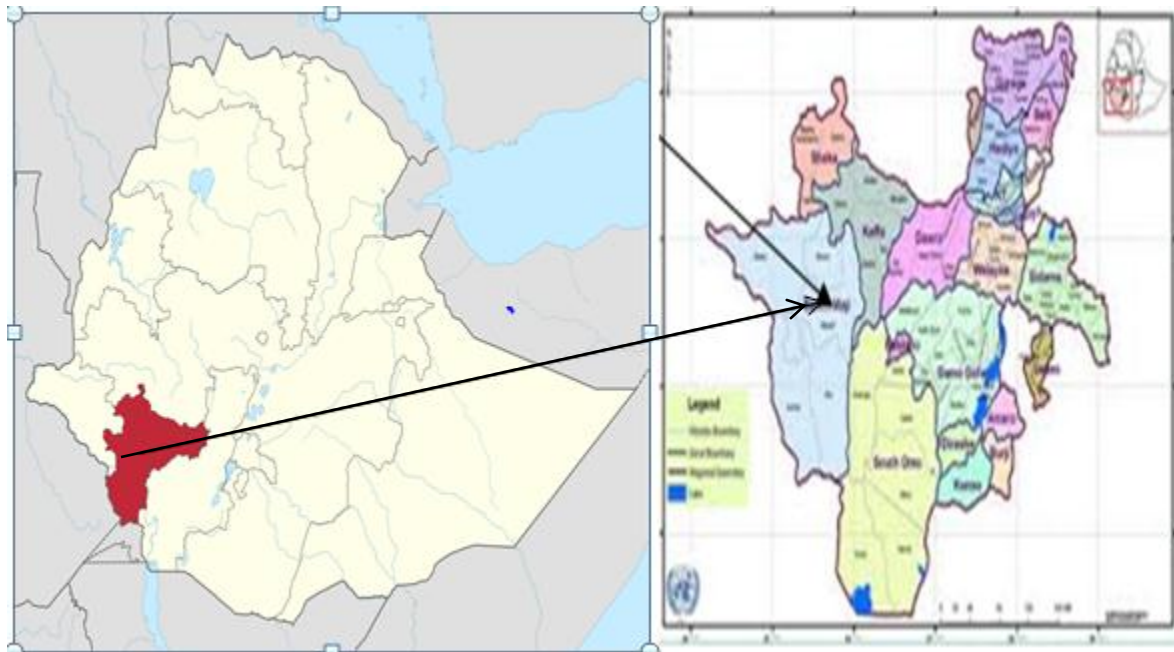
CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Description of the study area

Bench-sheko zone was found in the Southwestern border of Ethiopia in the South west Ethiopia Peoples Region. The Bench sheko zone is bordered in north by Shäka Zone and Gambella Regional State, the west omo in the west and the south border, in the northeast by Kaffa Zone, and in the southeast and east by the west Omo Zone. The Bench sheko zone is includes 6 woreda and 2 city administrations. Mizan aman and siz city administration is one of city administration in Bench sheko zone. Mizan Aman town is the capital city of Bench Maji zone located 570 km from Addis Ababa, has attitude of 1800 meters above sea level. The city of Mizan aman is also suited at a distance of 50 km Tepi and 218 km from Jimma. And Siz city administration is located 57 kilo meter. from Mizan aman in east direction. Now a day it is the city for some regional sectors.

Figure 1: Location of the study area



Source:- available from google www.snnpr.com

3.2 Research design

In this study, descriptive survey research design was adopted. Descriptive survey research involves measuring a set of variables as they exist naturally. The researcher employed descriptive survey as a method of study, because it provides the researcher with detail description of the existing condition about the problem under investigation, to identify the root problems of the youth projects, and immediate status of phenomena and facts findings on challenges and prospects of youth football project. Moreover, this design was providing the best way to describe the basic questions stated in the research and to get tangible data from coaches and players in the projects and provides the researcher with detail description of the existing condition about the problem under investigations as its nature, this method was appropriate to define, describe and understand about the limitation that challenge the program (Yougesh. 2006:105).

3.3 Study Population

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. In this case, population elements refer to the subject on whom the measurement is being taken (Cooper and Schindler, 2005). The study population of the research was 140 players from 5 projects of Mizan-aman city and Siz city youth football project, 8 coaches, 10 culture and sport officer was taken as study populations. To conduct this research, the researcher was used 50 players from 2 youth project which were organized under Bench maji coffee football clubs, 2 coaches, and 4 sport office employers. The researcher was select purposively two projects only, because of its organization to get enough information and also to get project players on time.

3.4 Sample size and sampling technique

The researcher was used Purposive sampling technique to select the sample size. According to Catherine (2006) Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. The sample sizes for this study were two U-15 football youth projects that are found in Mizan Aman city and Siz city that are organized under Bench Maji coffee football club. However, each project is composed of coaches, trainers and expertise or officials. To make the Research manageable the researcher has taken two coach-

es, four sport officer and fifty players from each two project by using purposive sampling technique, because of its organization under in Bench maj coffee football club. Therefore, the total sampled of this study was 56 respondents.

3.4.1 Summary of population and sample size

| no | Name of the project | Numbers of players | Numbers of coaches | Numbers of officers | Sampling techniques |
|----|-----------------------------|--------------------|--------------------|---------------------|----------------------|
| 1 | Mizan aman football project | 25 | 1 | 2 | Purposively sampling |
| 3 | Siz city football project | 25 | 1 | 2 | Purposively sampling |
| | Total | 50 | 2 | 4 | |

3.5 Sources of the data

In order to realize the objective of the study and adequately answer the research questions, data were gathering from both primary and secondary sources of information. The primary sources of the information were obtained from selected coaches, players and sport officers. The secondary sources of information’s were obtained from internet sources and unpublished works or materials and documents.

3.6 Data collection instrument

In order to collect the reliable data necessary for the study the three main techniques were employed. These are observation, questionnaire, and interview.

3.6.1 Questionnaire:

According to Saunders et al. (2009) questionnaire as highly appropriate data collection tool in which each person is asked to answer the same set of questions in a predetermined order. The researcher was used questionnaire as data gathering tool because of its suitability for survey research and participants can state their views or feelings privately without worrying about the possible reaction of the researcher. Questionnaires were also used to collect relevant information from players, coaches and from their administrative staffs. Accordingly, open and close-ended questionnaire was distributed for coaches and closed ended questionnaire were distributed for players and, collected from the respondents.

3.6.2 Interview

Kothari (2004) opined that data collection through interview method involve oral-verbal stimuli and replay in terms of oral-verbal responses. In this study the research has collected information directly from city officer through interview method. When conducting the interview, the researcher was having a check list or a form to record answers. The interviewer could adopt a formal or informal approach, either letting the interviewee speak freely about a particular issue or asking specific pre-determined questions. So the researcher was use semi structured interview to conduct this research, and the interviews were prepared only for sport office experts. The interview was translated in Amharic to avoid language barrier.

3.6.3 Observation

Observation has been employed as data gathering tool in this study to check the availability and safety of practice facility and sport materials for the implementation of football development in the sample project center, documents, training methods and the coaching style. Observation is purposeful, systematic and selective ways of watching and listening to an interaction or phenomena as it takes place (kumar & R. 2008). In order to obtain firsthand information, observation was taken by the researcher and the participant. It was conducted by using checklists. The observation was implemented by the researcher and participant during regular training time.

3.7 Procedures of Data Collection

The observation of the training session, facilities and project players took the first step in data collection. This is because of to gain firsthand information about the availability of equipment, facilities and trained man power during football training. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. In order to avoid confusion, the brief explanation and close follow-up was made by the researcher. The questionnaires and interviews was prepared and translated to Amharic language from English so that all study participants can understand it easily. All respondents of players and selected coaches were answered the questionnaire. Interview of city administrations of sport officers was facilitated by the researcher. Data was collected from the sample projects by the researcher and participant through observation with checklists. Finally, the questionnaires were col-

lected by the researcher himself right from players, coaches. After completion of the data collection of processing raw data or analysis follow up.

3.8 Method of data analysis

Data analysis is the process of sifting through data and piecing together numerical evidence about the social world (Marsh and Elliott, 2009). The data secured from different sources were analyzed and interpreted using both quantitative and qualitative approaches. The collected data from different sources by using different instruments through interviews, questioners and observation was classified, organized and interpreted by using descriptive form such as tables and percentages to give a digested picture of the data. After carrying out the collection of data through questionnaire, structured interview and observation check lists, based on the available data; the process of tabulation was carriers out. Besides, the questionnaire was translated into Amharic and then back translated into English. Finally, responses of all subjects were analyzed on each research question.

3.9 Ethical consideration

According to Dezin & Lincoln (1994), ethical issues should be given serious attention in qualitative research. So to make the research participants well aware of the purpose of the research, the researcher explains them before the beginning of data collections. An ethical issue in research is concerned with the creation of trusting relationship between those researched and the researcher. To establish trust and minimize risks, the information that will be obtained from participants will be kept confidentially and used for this research purpose only. All information obtained in this study was confidential unless required by law. Therefore, the study was conducted based on the university rules, codes of conduct, and policies concerning research ethics. In order to protect participants' privacy and identity, all records of their name no to allow any one identify them personally. Everyone who contributes for the fulfillment of this research was acknowledged.

CHAPTER FOUR

4. RESULT AND DISCUSUION

This chapter presents and analysis of major findings of data collected through the instruments designed for this study. The methodology described in the previous chapter provided the baseline for data gathering. This chapter deals with analyzing and presentation of the data collected through questionnaire, observation and interview. The data are presented in tables, analyzed using percentage and textual description. To supplement and enrich the information, drawn using questionnaire, the data from open-ended and close-ended questionnaires were used. The procedure is that after collecting data using appropriate tools, analysis and interpretations are made. Amharic version questioners were transcribed and translated into English. Quantitative data obtained from coaches and players using questionnaire is analyzed using tables and percentages. Whereas, qualitative data such as open ended questionnaire and interview and observation was analyzed as textual description.

4.1 Demographic characteristics of the respondents

Players, and Coaches, were asked to indicate their background information through the questionnaire. Responses on their age, sex, weight, height, marital status, their current level of coaching license, educational level or qualification, and years of experience in coaching and training were see in back ground characteristics. From the data collected the following characteristics or participants background response have been obtained.

Table 4. 1 Demographic characteristics of the respondents

| No | Demographics characteristics | | players | | Coaches | |
|----|--------------------------------|-------------------|-----------|---------|-----------|---------|
| | | | Frequency | percent | frequency | percent |
| 1 | Sex | Male | 50 | 100.0 | 2 | 100.0 |
| | | Female | | | | |
| 2 | Age | 13 years | 6 | 12.0 | | |
| | | 14 years | 27 | 54.0 | | |
| | | 15 years | 26 | 52.0 | | |
| | | 16-30 years | 1 | 2.0 | | |
| | | 31-40 years | | | 1 | 50.0 |
| | | 41-50 years | | | 1 | 50.0 |
| 3 | Educa-tional level | Grade1-2 | | | | |
| | | Grade 3-4 | 2 | 4.0 | | |
| | | Grade 5-6 | 28 | 56.0 | | |
| | | Grade 6-8 | 20 | 40.0 | | |
| | | Diploma | | | 1 | 50.0 |
| | | Degree and above | | | 1 | 50.0 |
| 4 | Marital status | Single | | | 1 | 50.0 |
| | | Married | | | 1 | 50.0 |
| | | Divorced | | | | |
| | | Others | | | | |
| 5 | Weight i n Kg | 35-45 | 5 | 10.0 | | |
| | | 46-55 | 19 | 38.0 | | |
| | | 56-65 | 23 | 46.0 | | |
| | | Greater than 65 | 3 | 6.0 | | |
| 6 | Height i n M | 1.30-1.40 | | | | |
| | | 1.41-1.50 | 7 | 14.0 | | |
| | | 1.51-1.60 | 24 | 48.0 | | |
| | | Greater than 1.60 | 19 | 38.0 | | |
| 7 | Playing/ coach-ing ex-perience | 1 year | 25 | 50.0 | | |
| | | 2 years | 25 | 50.0 | | |
| | | 3 years | | | | |
| | | ≥4 years | | | 2 | 100 |

4.1.1 Demographics characteristics Player

As shown in the table 4.1, the total number of players were 50 (100%) males, and for the question regarding the gender of the players, 6 (12%) were 13 years old, 27 (54%) were 14 years old, and the remaining 26 (52%) were 15 years old. In relation to their education level, 2 (4%) were from 3rd-4th grade, 28 (56%) was from 5th-6th grade, and the remaining 20 (40%) of the respondents were from 6th-8th grade. It is also shown on the table that respondents were asked about their weight in Kg and height in Meter. Concerning their weight; the majority weight of the respondents was ranged between 56 kg and 65 kg which are 23 (46%). On the other hand, 5 (10%) of respondents were ranged between 35 kg and 45 kg. While 19 (38%) of the respondents ranged between 46 kg and 55 kg and the last 3(6%) of the respondents' weight were ranged above 65 kg of weight respectively. In relation to the height of respondents; the majority height of respondents was found between 1.51m and 1.60m which is 24 (48%). While, the others 7(14%) of them were ranged between 1.41m and 1.1.50m and the remaining 19 (38%) of the responded were ranged between greater than 1.60m. Concerning the years of experience in training in the project, 25 (50%) have been there for 2 years and the remaining 25 (50%) have been playing in the project for 1 year.

4.1.2 Demographics characteristics of Coaches'

According to the personal detail information shown in table 4.1, both coaches (100%) were males. This shows that both male football projects were trained by male coaches. Regarding their age, 1 (50%) of the respondent was classified in the age range of between 31-40, and 1 (50%) of the respondent was classified in the age range of between 41-50 years. Their educational level was 1 (50%) of the respondent was at diploma level and 1 (50%) of the respondent was at degree level. We can understand that they were found almost at the proper education level. Concerning the marital status of the coaches, 1 (50%) of the respondent was married and the remaining 1 (50%) of the respondent was single. In relation to respondents coaching license, 1 (50%) of the respondent had D license and 1 (50%) of the respondent had other certificates. Concerning the years of experience, both respondents (100%) were had 4 years and more coaching experience in youth football project.

4.2 Analysis of closed ended questions form coaches

Table 4. 2 Coach’s response concerning the facilities and equipment

| No | Items | | excellent | good | aver- age | poor |
|----|---|-----------|-----------|------|--------------|------|
| 1 | What is the availability of equipment’s and facilities? | Frequency | | | 1 | 1 |
| | | Percent | | | 50.0 | 50.0 |
| 2 | How about the quality of equipment and facility? | Frequency | | | 2 | |
| | | Percent | | | 100 | |
| 3 | Are there Available and enough showers after training? | Frequency | | | | 2 |
| | | Percent | | | | 100. |

As shown in the table 4.2, the coaches' response Regarding facility and equipment, in relation to availability of equipment's and facilities 1 (50%) of the respondent responded as average, while 1 (50%) respondent responded as poor. In order to identify the view of the respondents on whether the quality of equipment and facility 2 (100%) respondents were answered as average. regarding the available and enough showers after training, 2 (100%) respondents were answered as poor. This findings shows, there is a shortage of available and quality facilities and equipment for the accomplishment of youth football project program.

Table 4. 3 Coaches’ responses concerning the satisfaction

| n o | Items | | Very Satis- fied | Satis- fied | Un Satis- fied | Very unsatis- fied |
|--------|---|-----------|---------------------|----------------|-------------------|-----------------------|
| 1 | Are you satisfied with your coaching methodology? | Frequency | 1 | 1 | | |
| | | Percent | 50.0 | 50.0 | | |
| 2 | Are you satisfied with the player’s progress? | Frequency | 1 | 1 | | |
| | | Percent | 50.0 | 50.0 | | |
| 3 | Is your relationship with the players and player’s family satisfactory? | Frequency | | 2 | | |
| | | Percent | | 100 | | |

As table 4.3 indicate, regarding the satisfaction, In order to identify the view of the respondents on whether which is concerned are you satisfied with your coaching methodology? For this item 1 (50%) of the respondent was very satisfied while 1 (50%) of respondent was Satisfied. In relation to; are satisfied with the player's progress? For this item 1 (50%) of the respondent was very satisfied and 1 (50%) of the respondent was satisfied. The question regarding is your relationship

with the players and player's family satisfactory? For this item 2 (100%) of the respondents were satisfied.

The result indicates that, the coaches were satisfied with their coaching methodology, player's satisfaction and relationship with players and player's family.

Table 4.4 Responses of Coaches' concerning the plan

| N o | Items | Strong- ly agree | agree | dis- agree | Strong- ly agree |
|----------------|---|---------------------------------|--------------|-----------------------|---------------------------------|
| 1 | Does the annual plan include all techniques and tactics? | Frequency | | 2 | |
| | | Percent | | 100.0 | |
| 2 | Is your monthly plan properly separated from your annual plan? | Frequency | 1 | 1 | |
| | | Percent | | 50.0 | |
| 3 | Do you follow through on your daily plan? | Frequency | 1 | 1 | |
| | | Percent | 50.0 | 50.0 | |
| 4 | Do you evaluate/assess/ the performance of the youth soccer progress regularly? | Frequency | | 2 | |
| | | Percent | | 100.0 | |

As presented in the above table 4.4 Regarding plan, the coaches' response to the question, does the annual plan include all techniques and tactics? 2 (100%) respondents were answered disagree on the idea. The respondents' response concerning, is your monthly plan properly separated from your annual plan? For this item, 1 (50%) respondent was responded agreed and the rest 1 (50%) of respondent disagreed. For question regarding do you follow through on your daily plan? 1 (50%) of the respondent agreed and the rest 1 disagreed on the idea. In relation to; do you evaluate/assess/the performance of the youth soccer progress regularly? For this item both of participants dis-agreed to the question.

As results indicate that, there was gap on preparing annual plan and monthly plan in general.

Table 4.5 Coaches responses concerning the community support

| n o | Items | al- ways | Often | some times | never |
|----------------|---|---------------------|--------------|-----------------------|--------------|
| 1 | Do you think that a concerned body follows the processes of training? | Frequency | | 2 | |
| | | Percent | | 100.0 | |
| 2 | Do you get appropriate encouragement from your society | Frequency | | 2 | |
| | | Percent | | 100.0 | |
| 3 | Do you have specific period to discuss with player's parents? | Frequency | | 1 | 1 |
| | | Percent | | 50.0 | 50.5 |
| 4 | Does your project supported by sponsorship? | Frequency | | 1 | 1 |
| | | Percent | | 50.0 | 5.0 |

As shown in the above table 4.5, regarding the response of trainers regarding community supports, In order to identify the view of the respondents on whether concerning do you think that the concerned body follows the processes of training and do you get appropriate encouragement from your society? For this item both of the respondents answered some times. To the question do you have specific period to discuss with player's parents? And is your project supported by sponsorship? For this item 1(50%) of respondent who said often, the remaining 1(50%) of the respondent said sometimes.

This finding indicates that, the support of the community and other sponsorship to ward youth football project is less and limited.

4.3 Analysis of open ended responses from coaches

Based on the open ended questionnaire, the researcher identified the following responds: -

1. What activities are implemented through the head offices for the effectiveness of the Project?

For the effectiveness of the project, regarding the main activities implemented by the head offices, many activities have been implemented so far, and they have carried out activities such as: from recruiting the players to preparing the weapons for the players, preparing the playing field, preparing the coach, facilitating the training program, preparing the ball, preparing the monthly payment for the coach, etc.

2. How can you assess the progress of the technical and tactical skills of the youth football project? Regarding the process of evaluating the technical and tactical skills of the youth football project, they replied that sometimes we evaluate the players by preparing activities prepared for each technique.

3. Would you list major challenge that face during training session? Regarding the main challenges, they face during the training session, they have experienced the discomfort of the field, lack of shoes, lack of ball, lack of sports equipment and lack of shorts, shirts, gloves, cones and others.

4. What Solutions would you suggest to solve the problems you listed above? The solutions we have used to solve the problems we have listed above are making cones with local tools, making small balls, making shorts, t-shirts, gloves, and shoes from their own, and they say that they have continued the project without stopping until now.

5. What are the availability prospective opportunities for the players?

Regarding the future opportunities of the players, the challenges that we have listed above will be presented to the players and then the players will play on behalf of the region and the country, in addition, they will benefit the country and the region.

6. What criteria are used to select players in the youth football project? Regarding the selection criteria to select players in the youth football project, they replied that we used technical, tactical, physical, physiological and others criteria to select the players.

4.4 Analysis of closed ended responses from players

Table 4.6 Player’s responses concerning the equipment and facility

| No | Items | | Strongly agree | agree | Dis agree | Strongly disagree |
|----|--|-----------|----------------|-------|-----------|-------------------|
| 1 | Do you have quality and adequacy of the balls and Cone you play with? | Frequency | 10 | 8 | 26 | 6 |
| | | Percent | 20.0 | 16.0 | 52.0 | 12.0 |
| 2 | Do you have adequate and quality shirts shorts, shoes and shin guards? | Frequency | 3 | 5 | 30 | 12 |
| | | | 6.0 | 10.0 | 60.0 | 24.0 |
| 3 | How suitable and sufficient is the field where you always practice? | Frequency | 13 | 11 | 25 | 1 |
| | | Percent | 26 | 22 | 50 | 2 |

As indicated in Table 4.6, the responses of the players regarding equipment and facility which is concerned do you have quality and adequacy of balls and cones you practice with. For this item 10 (20%) of the players were strongly agree, 8 (16%) agree, 26 (52%) disagree and the remaining 6 (12%) strongly disagree. The question in relation to, do you have adequate and quality shirts, shorts, and shoe and shin guards? For this item 3 (6%) of the respondents were answered strongly agree, 5 (10%) of the respondents responded agree, 30 (60%) of the respondents were answered disagree and the remaining 12 (24%) of the respondents strongly agree on the idea. For the question, how suitable and sufficient is the field where you always practice, for this item 13 (26%) of the respondents were responded strongly agree, 11 (22%) of the respondents answered agree, 25 (50%) of the respondents were responded disagree, and the remaining 1 (2%) of player was strongly dis agreed.

The result above shows that, there were limitation and shortage of available and quality football equipment.

Table 4. 7 Responses of Player’s concerning the training

| n o | Items | | Strong- ly agree | Agr ee | Dis agree | Strongly dis agree |
|----------------|--|-----------|---------------------------------|-------------------|----------------------|-------------------------------|
| 1 | Do you always warm-up and cool-down your body before and after training session? | Frequency | 17 | 27 | 6 | |
| | | Percent | 34.0 | 54 | 12.0 | |
| 2 | Do you think that, training system is up-to-date and scientific? | Frequency | | 12 | 23 | 15 |
| | | Percent | | 24 | 46.0 | 30.0 |
| 3 | Does the coach use supportive training aid materials such as films, video? | Frequency | | 15 | 16 | 19 |
| | | Percent | | 30 | 32.0 | 38.0 |
| 4 | Do you think that training skill of your coach is good? | Frequency | 2 | 17 | 18 | 13 |
| | | | 4 | 34 | 36 | 26 |

As indicate in above table 4.7, regarding training the players' response to the question, Do you always warm-up and cool-down your body before and after training session? For this question, 17 (34%) of the respondents strongly agreed, 27 (54%) agree, and the remaining 6 (12%) disagreed. For the question concerning, do you think that, training system is up-to-date and scientific? For this item 12 (24%) of the respondents agreed, 23 (46%) of the players disagreed, and the remaining 15 (30%) of the respondents strongly agreed. To the question regarding, Does the coach use supportive training aid materials such as films, video, compact disks and other materials? 15 (30%) of the respondents were responded agree, 16 (32%) disagree and the remaining 19 (38%) strongly disagree. For question concerning, do you think that training skill of your coach is good? For this item 2 (4%) of the respondents responded strongly agree, 17 (34%) agree, 18 (36%) disagree and 13 (26%) strongly disagree.

The finding shows, the training system of the coaches were not updated and scientific.

4.5 Analysis of findings from observation

Table 4.8 observation list

| No | Item | Excel- lent | V .good | Satisfacto- ry | unsatisfac- tory |
|----|--|----------------|---------|-------------------|---------------------|
| | Concerning methodology | | | | |
| 1 | Is the coach use different training principles | | | | |
| 2 | Do the coaches teach the correct technique and tactics? | | | × | |
| 3 | Is the leadership style of the coach more attractive? | | | × | |
| 4 | Does the coach use clear and precise instruction? | | × | | |
| 5 | Is the voice of the coach audible to all the trainees? | × | | | |
| 6 | Do coaches follow players during warm-up and cool-down? | × | | | |
| 7 | Does the coach have ability to introducing, explaining, Demonstrating the desire skill | | × | | |
| | Concerning plan | | | | |
| 1 | Does the coach prepare annual training plan | | | | × |
| 2 | Do the coach prepare monthly plan copied from annual pan | | | | × |
| 3 | Do the coach prepare daily training plan? | | | × | |
| | Concerning facility and equipment | | | | |
| 1 | Do all players properly wear their sportswear during the training program? | × | | | |
| 2 | Are there adequate balls and cones on the field of play during training session? | | | × | |
| 3 | Are there playground is clear and visible internal dimension? | | | × | |
| 4 | Does all playing fields are comfortable to apply all techniques and tactics? | | | × | |
| 5 | Is there the playground is standard? | | | × | |

Based on the observation, the researcher identified the following points in relation to:

A/ concerning methodology

As the research participants observed in table 8 above, regarding the training method, the coach's use of different training principles is satisfactory, but it is moderate in terms of the coaches teaching the correct technique and method. The coach's style of leadership is good in terms of making it more attractive and the coach uses clear and precise instructions. The coach's voice is very good. The coach's supervision is very good because the players warm up before the game and cool down after the game. The trainer's ability to introduce, explain and demonstrate skills during practice is also good.

B/ concerning planning

Regarding planning, the coaches did not have an annual training plan, because they did not prepare an annual training plan, and they did not prepare a monthly plan copied from the annual plan, but it is good when it comes to daily training planning.

C/ Concerning equipment's and facilities

Regarding the facilities and equipment, all the players wear their sportswear during the training, so there are not enough balls and cones on the field during the training. As for the playing field, the clear and visible inner line of the playing field is at an intermediate level, and all the playing fields are not suitable for the application of all techniques and methods. Finally, regarding the standards of the playing field, the standard of the field is also satisfactory.

4.6 Analysis of semi-structured Interview results

As it is described in the methodology of the research putted in chapter three, one of the best ways of data collection instrument was interview to realize and approve the objective of the research. The interview was prepared for the sport office employee. The selected respondents from the sport office were interviewed some questions and responded as shown below

1. What are the major challenges that affect the development of youth football project players?

The respondents answered for the main challenges facing the development of young football players, there are many such as leadership commitment, community disorganization, playing equipment, lack of facilities, lack of awareness and commitment of project players, lack of support for the project outside the government structure, etc. They are big challenges. Therefore, our zone is working to create awareness and involve the local community in order to overcome these and other challenges.

2. What are the main activities of the sport office in supporting the youth football projects?

The respondent responded the Sports Office has done a lot of work regarding the main activities of supporting youth football projects, for example recruiting players from the beginning, recruiting a coach, preparing the field for the trainees to play in, arranging a training program, replacing the missing trainees and other activities.

3. Is there adequate football facility and equipment in order to achieve the desired objectives?

In order to achieve the desired goal, we are working with the zonal government and district government to ensure that there are not enough football facilities and equipment.

4. Did families, managements and coach's discuss on the process and progress of the players or the trainees?

Based on the above interview question families, managers and coaches have a discussion about the progress of the players, but it is not enough, so it is necessary to have a wider discussion in the next program. Because the challenges listed above can be overcome by coordinating with the community, we must strengthen the coordination.

5. Do you think coaches have a strategic and unit training plan?

It is important to make a smart plan by filling the gaps in the training of the trainers as it is not organized in a systematic way regarding the trainers having a systematic and unitary training plan.

6. What do you think about the future prospects of players?

When I started regarding the future of the players, the players were organized under the Bench Maji Coffee Football Club. Therefore, if these facilities and equipment are provided, the players will go beyond the club and represent the country.

7. Does the project show progress?

They are showing progress regarding the progress of the project. Here, developments are showing physical, psychological, ideological and tactical developments.

8. What action should have taken for the effectiveness of Bench Sheko youth football project?

Regarding the steps to be taken for the effectiveness of the Bench Sheko youth football project, we have stated above that there are many challenges, if these and other challenges can be addressed with the relevant parties, the youth football project will be successful.

9. Do think all proper criteria are used to select talented players in youth football project? No, all proper criteria are not used to select talented players in youth football project.

4.7 Discussion

The followings are the discussion and findings based on the analysis and interpretation of the research. To do this, the required data was gathered from 50 players of the existing two football projects in Bench Sheko zone selected city, 2 coaches and 4 sport office experts presented and analyzed and the discussion and interpretation of the data was given here under.

The result of this study show that, the challenge that affected the youth football project was the unavailability of training facilities and equipment at the project center, the study finding indicates that the project was influenced by the lack of resources; training materials were inadequate and did not meet the standards. In response, most of the project trainees, of players confirmed that facilities and equipment were a major problem for their training. The researcher observed the materials and resources for the exercise were not enough and did not match the number of trainees.

The findings of this study are in agreement with other study, (Francis, 2011) comparison analysis showed that, the availability of sports facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in a sufficient manner it is too easy to produce several outstanding athletes who can show the highest performance at the national or international level. Which they are playing and the fixture lists for the competitions in which they are involved (Christensen & Levinson, 2005).

Dewitt J.2005, state that, to develop an elite player in a football enough infrastructures regarding training equipment's and facilities, nutritional facilities, medical facilities, psychological guidance and development are the major requesting the attention of any projects.

However, according to scholars these mentioned facilities are the crucial tools of building a strong team and elite players in the teams. For instance, Dewitt J. (2001:55) stated the characteristic of well-organized football teams as follows: You may find it convenient to own your own equipment's. Regardless of your situation, basic sources equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment's.

The other results of the study show that, challenge that affected the youth football project was limitations in preparing standardized annual planning in both city administration youth U-15 male football projects. This harms the development of football in bench sheko zone. The

finding of this result was also argued by the previous researcher Danial (2013) who reported that lack of standard planning, strategy, and organizational structures are considered the major factors that hinder the effectiveness of football projects.

Also the findings indicate that, there was the lack of commitment to invite the community and sponsorship to discuss about the project has discouraged the community from wholeheartedly supporting the project. This prevented them from getting the sports equipment and facilities required by the project.

Finally, regarding the finding, there is a shortage of comfortable facilities and types of equipment for the accomplishment of youth football project program goals, limitations in preparing standardized planning, the training facilities such as video and manuals are not available in the existing projects, the projects have a problem with providing showers as the results confirmed.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summery

The purpose of this study was to find out challenges and prospect of youth football project in Bench Sheko zone case of Mizan aman city and Siz city. For the implementation of the Study, a descriptive survey design was employed. Specifically, the investigation was aimed to identify the challenges that affect the development youth football project.

Basically the study tried to answer the following basic research questions. These are:

- ✓ What are the challenges that affect the development of youth football project?
- ✓ What were the prospects expected for youth football project players in Bench Sheko zone?
- ✓ What were the relationship between challenges and prospects in youth football projects of bench sheko zone.
- ✓ What will be the possible mechanisms to solve the challenges of youth football project players?

The study subjects were selected from the availability samples which is purposive sampling. The subjects in the study were 56 that were selected with the availability sampling method, out of whom 50 youth football projects players, 2 coaches and 4 officers from the city's sport office. In this attempt, data were collected from the respondents through questionnaires, interviews, and observation check list were considered major instruments, and the data was collected accordingly. Similarly, In order to achieve intended objectives the procedures that followed are relevant literatures were reviewed, questioners were prepared and distributed to the sample responensand observations were made and those collected data were interpreted and analyzed. The information obtained from the questionnaires were analyzed and interpreted by using percentage frequencies, and descriptive statements. Whereas, the data gathered through observations and interview were analyzed qualitatively to strengthen the conclusion that obtained from questionnaires.

According to the finding the challenges that affect the youth football projects in Bench Sheko zone were: Shortage of sport related equipment's during the training session, Lack of fa-

cilities like football court and others to make training, Lack of zone sport office and woreda sport office to planning, follow up, monitoring and evaluating the training process, Problem of awareness and commitment regarding community, players and others concerning body in youth football project progress and coaching problem and others are raised during the respondents response.

5.2 Conclusion

Based on the findings of this study, the following conclusions were made; The main factor challenging the male U-15 youth football project of Mizan Aman and Siz city are: -

- Shortage of football equipment such as adequate and quality balls, cones, shirts, shorts and shin guards and other sports equipment have hindered the progress of the youth football project.
- The facility like training field is not suitable and sufficient for training; so it made a problem for the players not to learn techniques and tactics.
- Coaches not having an annual plan prevented them from planning the training of the project.
- Coaches not making the training system up to date and scientific, Coaches' lack of use of up-to-date training aids such as films, videos, compact discs, and other supportive training aids prevented players from practicing new skills as needed and the fact that their level of coaching is low; this not only affects their coaching skills, but also prevents the players from getting the training skills needed for the season.
- In conclusion, the main challenges that hinder the development and prospects of young football project players are the lack of sports equipment and facilities, lack of using updating training aids like films and videos, lack of making training system up to dating and Scientifics, the lack of coordination of sports families, such as the zone and district sports offices, and the lack of monitoring and evaluation of the project, coaches, players and sports community committed to the youth football project an and the like are the main challenges facing the development and prospects of youth football.

5.3 Recommendation

Based on the conclusions derived from the findings of the analyzed data, the following recommendations are forwarded.

- ❖ The lack of football equipment, such as adequate and quality balls, shirts, shorts and shin guards and other sports equipment, is one of the main factors that hinder the development prospects of the project, so it is important for the stakeholders committed to provide on these and other equipment.
- ❖ The fact that their training ground is not suitable and sufficient for training and that it is not comfortable and standard, and that the players do not learn techniques and tactics as they should be also a problem for the development of skills of the players.
- ❖ It is necessary for coaches to prepare an annual plan, monthly plan copied from the annual plan, and also prepare a daily training plan, evaluate and monitor the daily skills and activities of the players, and identify gaps in the skills, skills and tactics of the players and provide support.
- ❖ Coaches should make the training system up to date and scientific and Coaches should use up-to-date media such as films, videos, compact discs and other supportive training aids to enable players to practice new skills as often as needed and so concerned bodies should enable the coaches to receive coaching training.
- ❖ Finally, to overcome the challenges and gaps listed above, those affect the developments and the prospects of the project players, the concerning bodies should be committed and coordinated to provide the required sport equipment and facilities and the relevant stakeholders should work with determination to improve the future perspectives of the youth football project under the Bench Maji football clubs. In addition, they should be providing the short training and coaching license training that can fill the skill gap of the coaches.

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APPENDIX A
JIMMA UNIVERSITY
SPORT ACADEMY
SPORT SCIENCE DEPARTMENT

Questionnaire for coaches

Dear respondents! The main objectives of this questionnaire is to collect relevant information on the challenges and prospect of U-15 male youth football project to suggest affirmative solution and possible recommendation based on the findings. Thus, feel free and confidential in giving your responses knowing that the responses are used for the purpose of the research only and do not be given to any other third body. So your sincere cooperation in responding to each question is highly important.

Thank you for your cooperation in advance!

General direction

You do not need to write your name.

Part 1

Instruction I

Choose the appropriate answer among the given alternatives and writing `X` mark in one of the boxes provided.

1.1. Personal information of coach

1. Name of your project-----

2. Sex Male Female

3. Age 20-30 30-40 40-50 above 50

4. Marital status single Married Divorced others

Educational Level grade 6-10 grade 11-12

Diploma Degree and above

6. What is your current level of coaching license?

B license C license D license others

7. How many years of experience do you have in coaching?

Less than 1 year's 1-2 years 2-3 years above 4 years

PART TWO – question related with coaching

Concerning facility and equipment

1. What is the availability of equipment's and facilities?

Excellent good average poor

2. How about the quality of equipment and facility?

Excellent good average poor

3. Are there available and enough showers after training?

Excellent good average poor

Concerning satisfaction

1 Are you satisfied with your coaching methodology?

Very Satisfied satisfied unsatisfied very unsatisfied

2. Are satisfied with the player's progress?

Very Satisfied satisfied unsatisfied very unsatisfied

3. Is your relationship with the players and players' family satisfactory?

Strongly agree agree disagree strongly disagree

Concerning plan

1. Does the annual plan include all techniques and tactics?

Strongly agree agree disagree strongly disagree

2. Is your monthly plan properly separated from your annual plan?

Strongly agree agree disagree strongly disagree

3. Do you follow through on your daily plan?

Strongly agree agree disagree strongly disagree

4. Do you evaluate/assess/ the performance of the youth soccer progress regularly?

Strongly agree agree disagree strongly disagree

Concerning community support

1 Do you think that a concerned body follows the processes of training?

Always often sometimes never

2 Do you get appropriate encouragement from your society?

Always often sometimes never

3 Do you have specific period to discuss with player's parents about what to be done regarding the trainees?

Always often sometimes never

4 Does your project supported by sponsorship/?

Always often sometimes never

Part 3 Open ended questionnaire for coaches.

Instruction II- explain the following question

1. What activities are implemented through the head offices for the effectiveness of the Project?
2. How can you assess the progress of the technical and tactical skills of the youth football project?
3. Would you list major challenge that face during training session?
4. What Solutions would you suggest to solve the problems you listed above?
5. What are the availability prospective opportunities for the players?
6. What criteria are used to select players in the youth football project?

APPENDIX B
JIMMA UNIVERSITY
SPORT ACADEMY
SPORT SCIENCE DEPARTMENT

Questionnaire for players

Dear respondent: the objective of this questionnaire is to gather relevant information on challenges and prospect of U-15 male football project in some selected area of Bench sheko zone. To get essential information, your honest and sincere cooperation in responding to each question is very important to meet the intended objective. This information is intended purely for academic research purpose and will be kept confidential, therefore, kindly requested to fill in the questionnaire for which the success of this study will directly depend upon your genuine and truthful responses to the questions. I appreciate your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential. Thank you for your cooperation in advance!

General direction

You do not need to write your name.

Instruction I

Choose the appropriate answer among the given alternatives and writing `X` mark in one of the boxes provided.

2.1. Personal information about the players

1. Name of the Project: _____

2. Sex male Female

3. Age 13 years old 14 years old 15 years old 16 years' old

4. Educational Level: 1-2 3-4 5-6 7 and above

5. Weight in kg: 25-35 kg 36-45 kg 45-55kg. Above 55kg

6. Height in M: 1.20-1.30cm 1.30-1.40cm

1.40-1.50 1.50 and above

7. Experience of playing football in this project:

1 years 2 years 3 years 4 years and above

2.2. Concerning the equipment and facility

1. Do you have quality and adequacy of the balls and cones you play with?

Strongly agree agree disagree strongly disagree

2. Do you have adequate and quality shirts, shorts, and shoe and shin guards?

Strongly agree agree disagree strongly disagree

3. How suitable and sufficient is the field where you always practice?

Always often sometime never

Concerning training

1. Do you always warm-up and cool-down your body before and after training session?

Strongly agree agree disagree strongly disagree

2. Do you think that, training system is up-to-date and scientific?

Strongly agree agree disagree strongly disagree

3. Does the coach use supportive training aid materials such as films, video, compact disks and other materials? Strongly agree agree disagree strongly disagree

4. Do you think that training skill of your coach is good?

Strongly agree agree disagree strongly disagree

APPENDIX C
JIMMA UNIVERSITY
SPORT ACADEMY
SPORT SCIENCE DEPARTMENT

Observation checklist

Observation checklists to be filled by the researcher and participants

Name of observer _____

Name of project _____

Time of observation starting _____ ending _____

Sign of observer _____

| No | Item | Excel- lent | V .good | Satisfacto- ry | unsatisfac- tory |
|----|--|----------------|---------|-------------------|---------------------|
| | Concerning methodology | | | | |
| 1 | Is the coach use different training principles | | | | |
| 2 | Do the coaches teach the correct technique and tactics? | | | | |
| 3 | Is the leadership style of the coach more attractive? | | | | |
| 4 | Does the coach use clear and precise instruction? | | | | |
| 5 | Is the voice of the coach audible to all the trainees? | | | | |
| 6 | Do coaches follow players during warm-up and cool-down? | | | | |
| 7 | Does the coach have ability to introducing, explaining, Demonstrating the desire skill | | | | |
| | Concerning plan | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 1 | Does the coach prepare annual training plan | | | | |
| 2 | Do the coach prepare monthly plan copied from annual pan | | | | |
| 3 | Do the coach prepare daily training plan? | | | | |
| | Concerning facility and equipment | | | | |
| 1 | Do all players properly wear their sportswear during the training program? | | | | |
| 2 | Are there adequate balls and cones on the field of play during training session? | | | | |
| 3 | Are there playground is clear and visible internal dimension? | | | | |
| 4 | Does all playing fields are comfortable to apply all techniques and tactics? | | | | |
| 5 | Is there the playground is standard? | | | | |

APPENDIX D
JIMMA UNIVERSITY
SPORT ACADEMY
SPORT SCIENCE DEPARTMENT

Semi-structured interview questions for sport officers

This Interview is designed to gather data on challenges and prospect of U-15 male youth football project in case of Bench Sheko zone on selected area. The success of the study depends upon the responses that you provide yours genuine and accurate response to each of the items, I would like to assure you that your response and answer remain strictly confidential.

Thank you in Advance for your cooperation

General information

Name of the project: -----

Age----- Sex----- Educational level -----

Marital status -----

Working experience-----

Date of interview: -----

Time duration: -----

Place: -----

1. What are the major challenges that affect the development of youth football project players?
2. What are the main activities of the sport office in supporting the youth football projects?
3. Is there adequate football facility and equipment in order to achieve the desired objectives?
4. Did families, managements and coaches discuss on the process and progress of the players or the trainees?
5. Do you think coaches have a strategic and unit training plan?
6. What do you think about the future prospects of players?
7. Does the project show progress?
8. What action should have taken for the effectiveness of Bench Sheko youth football project?
9. Do think all proper criteria's are used to select talented players in youth football project?

አባሪ ሀ

ጅምዩኒቨርሲቲ

የስፖርት አካዳሚ

የስፖርት ሳይንስ ዲፓርትመንት

ለአስልጣኞች የተዘጋጀ መጠይቅ

ወድ ምላሽ ሰጪዎች! የዚህ መጠይቅ ዋና አላማዎች ከ15 ዓመት በታች የወጣቶች እግር ኳስ ፕሮጀክት ተግዳሮቶች እና ተስፋዎች ላይ አግባብነት ያለው መረጃ መስጠት ሲሆን በግኝቶቹ ላይ ተመሳሳተው አወንታዊ መፍትሄ እና ምክረ ሃሳብ ማቅረብ ነው። ስለዚህ፣ ምላሾቹ ለጥናቱ ዓላማ ብቻ ጥቅም ላይ እንደሚውሉ እና ለሌላ ሶስተኛ አካል እንደሚያሰጡ አወቃችሁ ምላሾችን በመስጠት ነፃ እና ማህገራዊ ይሁኑ። ስለዚህ ለእያንዳንዱ ጥያቄ ምላሽ ለመስጠት ልባዊ ትብብርዎ በጣም አስፈላጊ ነው። ስለትብብሮ እና መሳግናልን፡ ፡

አጠቃላይ አቅጣጫ

ስምዎን መጻፍ አያስፈልግዎትም።

ክፍል 1

መመሪያ I

ከተሰጡት አማራጮች መካከል ተገቢውን መልስ ይምረጡ እና ከተሰጡት ሳጥኖች በአንዱ ላይ 'X' ምልክት ይፃፉ።

1.1. የአስልጣኙ የግል መረጃ

1. የፕሮጀክትዎ ስም-----

2. ጾታ ወንድ ሴት

3. እድሜ 20-30 30-40 40-50 ከ50 በላይ

4. የጋብቻ ሁኔታ ነጠላ ያገባ የተፋታ

5 የትምህርት ደረጃ 10 ያጠናቀቀ 20 ዓትያጠናቀቀ ዲፕሎማ ዲግሪ

6. አሁን ያለህበት የአስልጣኝነት ፈቃድ ምን ያህል ነው?

B ላይሰንስ C ላይሰንስ D ላይሰንስ ሌሎች

7. በአስልጣኝነት ስንት አመት ልምድ አለህ?

ከ 1 አመት ያነሰ 1-2 አመት 2-3 አመት ከ 4 አመት በላይ

ክፍል ሁለት - ከአስልጣኝነት ጋር የተያያዘ ጥያቄ

መገልገያዎችን እና መሳሪያዎችን በተመለከተ

1. የ መሳሪያዎች እና መገልገያዎች አቅርቦት ምን ያህል ነው?

እጅግ በጣም ጥሩ ጥሩ አማካይ ደካማ

2. የ መሳሪያዎች እና መገልገያዎች ጥራት እንዴት ነው?

እጅግ በጣም ጥሩ ጥሩ አማካይ ደካማ

3. ማቼ እና በቂ የሻወር አገልግሎት ታገኛላችሁ?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

እርካታን በተመለከተ

1 በአሰልጣኝነት ዘዴዎ ረክተዋል?

በጣም ረክቻለሁ አልረካሁም በጣም አልረካም

2. በተጫዋቹ በማጽላት እድገት ረክተዋል?

በጣም ረክቻለሁ አልረካሁም በጣም አልረካም

3. ከተጫዋቾች ጋርና ከቤተሰቦቻቸው ጋር ያላችሁ ግንኙነት ስንት ነው?

እጅግ በጣም ጥሩ ጥሩ አማካይ ደካማ

እቅድን በተመለከተ

1. የ እርስዎ ዓመታዊ እቅድ ዝግጅት ስንት ነው?

እጅግ በጣም ጥሩ ጥሩ አማካይ ደካማ

2. ወርሃዊ እቅድዎ ከዓመታዊ እቅድዎ በትክክል ተቀይረዋል?

በጠንካራ ሁኔታ እስማማለሁ አልስማማም ምንም እድልም

3. የዕለት ተዕለት እቅድዎን ይከተላሉ?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

4. የ ወጣት እግር ኳስ ግስጋሴውን በየ ጊዜው ይገመገማሉ?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

የ ማህበረሰብ ድጋፍን በተመለከተ

1 የ ማህበረሰብ አካል የ ሰልጠና ሂደቶችን የ ማከተል ይመስላችኋል?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

2 ከሚበረሰብህ ተገቢውን ማበረታቻ ታገኛለህ?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

3 ስልጣኖቻችን በሚጠለኩት ምን መደረግ እንዳለበት ከተጫዋቹ ወላጆች ጋር ለመወያየት የተወሰነ ጊዜ አለት?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

4 የእርስዎ ፕሮጀክት በስፖንሰርሺፕ ይደገፋል/?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

ክፍል 3 ክፍት ማጠይቅ ለአስልጣኞች ።

መመያያ II- የሚከተለውን ጥያቄ ያብራሩ

1. ለፕሮጀክቱ ወጠታማነት ትዋና መግቢቶች እንዴት ይደግፋሉ?
2. የወጣቶች እግር ኳስ ፕሮጀክት ቴክኒካል እና ታክቲክ ክህሎት ሂደት እንዴት መገምገም ይቻላል?
3. በስልጠና ክፍለ ጊዜ የሚጋጥሙትን ዋና ተግዳሮቶች ይዘረዝራሉ?
4. ከላይ የዘረዘር ካቸውን ችግሮች ለመፍታት ምን መፍትሄዎችን ትጠቁማለህ?
5. የተጫዋቾቹ የቀጣይ እድሎች ምን ምን ናቸው ብለዉ ይስባሉ?
6. ተስጦ ያላቸውን ስልጣኝ ለመላየት ምን አይነት መመዛኛዎችን ተጠቅመዋል?

ስለ ትብብርዎ አመሰግናሁ!

አባሪ ለ

ጅምዩኒቨርሲቲ

የስፖርት አካዳሚ

የስፖርት ሳይንስ ዲፓርትመንት

ለተጨማሪ የተዘጋጀ መጠይቅ

ወድ ምላሽ ሰጪ የዚህ መጠይቅ አላማባባሪነት ሸኮ ዞን በተመረጡ 15 አመት በታች ወንድ የእግር ኳስ ፕሮጀክት ተግዳሮቶች እና ተስፋዎች ላይ ተገቢውን መረጃ መስጠት ነው። አስፈላጊ መረጃ ለማግኘት፣ ለእያንዳንዱ ጥያቄ ምላሽ ለመስጠት የእርስዎ ታማኝ እና ቅን ትብብር የታሰበውን ዓላማ ለማሳካት በጣም አስፈላጊ ነው። ይህ መረጃ ለአካዳሚክ ምርምር ዓላማ ብቻ የታሰበ ነው እናም በመጠየቅ ይጠበቃል። ስለሆነም የዚህ ጥናት ስኬት በቀጥታ ለጥያቄዎች በመጠየቅ እውነተኛ እና እውነተኛ ምላሾች ላይ የሚመረኮዝበትን መጠይቁን እንዲሞሉ በአክብሮት እንጠይቃለን። ለእያንዳንዱ ጥያቄዎች እውነተኛ እና ትክክለኛ ምላሽዎን አደንቃለሁ። ምላሽዎ እና መልሶችዎ በጥብቅ መጠየቅ እንደሆኑ ላረጋግጥልዎ እፈልጋለሁ። ስለ ትብብርዎ አስቀድመው እና መሳግናለን!

አጠቃላይ አቅጣጫ

ስምዎን መጻፍ አያስፈልግዎትም።

መመሪያ I

ከተሰጡት አማራጮች መካከል ተገቢውን መልስ ይምረጡ እና ከተሰጡት ሳጥኖች በአንዱ ላይ 'X' ምልክት ይፃፉ።

2.1. ስለ ተጨማሪ የግል መረጃ

1. የፕሮጀክቱ ስም: _____

2. ጾታ ወንድ ሴት

3. ዕድሜ 13 ዓመት 14 ዓመት 15 ዓመት 16 ዓመት

4. የትምህርት ደረጃ: 1-2 3-4 5-6 7 እና ከዚያ በላይ

5. ክብደት : 35- 45ኪ.ግ 46-55 ኪ.ግ 56-65 ኪ.ግ. ከ 65 ኪ.ግ በላይ

6. ቁመት : 1.30-1.40 ሴ.ሜ 1.41-1.50 ሴ.ሜ

1.51-1.60 ሴ.ሜ 1.60 ሴ.ሜ በላይ

7. በዚህ ፕሮጀክት ወስጥ የእግር ኳስ የመጫወት ልምድ: -

1 ዓመት 2 ዓመት 3 ዓመት 4 ዓመት እና ከዚያ በላይ

2.2. መሳሪያንና መገልገያዎችን በተመለከተ

1. ስለ ምትጫዋታቸው ኳሶች ኮን ጥራት ምን ያስባሉ?

እጅግ በጣም ጥሩ ጥሩ አማካይ ደካማ

2. በቂ እና ጥራት ያለው ሽሌጾች፣ ቁምጣ ጫማዎች እና የሺን ጠባቂዎች አሉት?

በጠንካራ ሁኔታ እስ ማግለሰ አልስ ማግም ማም አልስ ማግም

3. የ ስልጠና ማዳደር ተስማሚ እና ለ ስልጠና በቂ ነ ወ?

በ ጣም ረክቻለሁ አልረካሁም በ ጣም አልረካም።

2.4 ስልጠናን በተመለከተ

1. ሁልጊዜ ከስልጠና በፊት እና በኋላ ሰውነትዎን ያማመቃሉ እንደሁም ያቀዘቀዙታል?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

2. የ ስልጠና ስርዓት ወቅታዊ እና ሳይንሳዊ ነ ውብለው ያስባሉ?

በጠንካራ ሁኔታ እስ ማግለሰ አልስ ማግም ጣም አልስ ማግም

3. እንደ ፊልም፣ ቪዲዮ፣ ኮምፓክት ዲስኮች እና ሌሎች ቁሳቁሶች የድጋፍ ሰጪ የ ስልጠና አጋዥ ቁሳቁሶችን ምን ያህል ጊዜ ይጠቀማሉ?

ሁልጊዜ ብዙውን ጊዜ አንዳንድ ጊዜ በጭራሽ

4. ስለ አስልጣኝዎ የ ስልጠና አሰጣጥ ችሎታ ምን ያስባሉ?

እጅግ በ ጣም ጥሩ ጥሩ አማካይ ደካማ

ስለ ትብብርዎ እና መሳግናለን!

አባሪ ሐ

ጅምዩኒቨርሲቲ

የ ስፖርት አካዳሚ

የ ስፖርት ሳይንስ ዲፓርትመንት

ለምልከታ የቀረቡ ዝርዝር ሀሳቦች

በተመራማሪ ውስጥና በተሳታፊዎች የሚሞሉ የምልከታ ሚጋጋ ጫዘርዘሮች

የተመልካቾች ስም _____ የፕሮጀክት ስም-----ምልከታ የጀመረበት ሰዓት ___ የሚያበቃበት ሰዓት -----

| No | የምልከታ ዓይነት | እ.በ.ጥሩ | በ. ጥሩ | መካከለኛ | አጥጋቢ ያልሆነ |
|------------------------------------|--|--------|-------|-------|-----------|
| ዘዴን በተመለከተ | | | | | |
| 1 | አሰልጣኙ የተለያዩ የስልጠና መርሆችን ይጠቀማል? | | | | |
| 2 | አሰልጣኞቹ ትክክለኛውን ቴክኒክ እና ዘዴያስተምራሉ? | | | | |
| 3 | የአሰልጣኙ የአሜሪ ዘይቤ የበለጠ ማራኪነት ወ? | | | | |
| 4 | አሰልጣኙ ግልጽ እና ትክክለኛ መረጃ ይጠቀማል? | | | | |
| 5 | የአሰልጣኙ ድምፅ ለሁሉም ሰልጣኞች ይሰማል? | | | | |
| 6 | አሰልጣኞች በማወቅ እና በማዘጋጀት ወቅት ተጨማሪዎችን ይከተላሉ? | | | | |
| 7 | አሰልጣኙ የማስተዋወቅ፣ የማበራረት፣ ክህሎትን የማሳየት ችሎታ አለው። | | | | |
| እቅድን በተመለከተ | | | | | |
| 1 | አሰልጣኙ አመታዊ የስልጠና እቅድ ያዘጋጃል? | | | | |
| 2 | አሰልጣኙ ከዓመታዊ እቅድ የተቀዳ ወርሃዊ እቅድ ያዘጋጃል | | | | |
| 3 | አሰልጣኙ የእለት ተእለት የስልጠና እቅድ ያዘጋጃል? | | | | |
| መገልገያዎችን እና መገልገያዎችን በተመለከተ | | | | | |
| 1 | ሁሉም ተጨማሪዎች በስልጠናው ወቅት የስፖርት ልብሳቸውን ይለብሳሉ? | | | | |
| 2 | በስልጠና ወቅት በቂ ኳሶች እና ኮኖች በማይላይ አሉ? | | | | |
| 3 | የመጨረሻ ማገገሚያ እና የሚታይ ወስጥ መስመር አለ? | | | | |
| 4 | ሁሉም የመጨረሻ ማገገሚያዎች ሁሉንም ቴክኒኮችን እና ዘዴዎችን ተግባራዊ ለማድረግ ምቹ ናቸው? | | | | |
| 5 | የመጨረሻ ማገገሚያው ስኬታማ ነው? | | | | |

አባሪ ዲ

ጅምዩኒቨርሲቲ

የስፖርት አካዳሚ

የስፖርት ሳይንስ ዲፓርትመንት

በከፊል የተዋቀረ የቃለ መጠይቅ ጥያቄዎች ለስፖርት ዘረፍ ባለሙያ

ይህ ቃለ መጠይቅ በቤንች ሸኮ ዞን በተመረጡ 15 አመት በታች የወጣቶች እግር ኳስ ፕሮጀክት ተግዳሮቶችን እና ተስፋዎችን መረጃ ለመስጠት ታስቦ የተዘጋጀ ነው። የጥናቱ ስኬት ለእያንዳንዳቸው ትክክለኛ እና ትክክለኛ

ምላሽ በሰጠዎቸው ምላሾች ላይ የተመሰረተ ነው፤ ምላሽዎ እና መልስዎ በጥብቅ ማስገባት እንደሆኑ ላረጋግጥልዎ እፈልጋለሁ።

አጠቃላይ መረጃ

የፕሮጀክቱ ስም: -----ዕ ድሜ-----ጾታ-----

የትምህርት ደረጃ ----- የጋብቻ ሁኔታ ----- የስራ ልምድ -----

የቃለ መጠይቁ ቀን: -----

የጊዜ ቆይታ: ----- በታ: -----

ጥያቄዎቻች

1. የወጣት እግር ኳስ ተጫዋቾችን እድገት የሚያስተጋጉሉ ዋና ዋና ተግዳሮቶች ምንድን ናቸው?
2. ስፖርት ጽህፈት ቤቱ የወጣቶች እግር ኳስ ፕሮጀክቶችን በመደገፍ ረገድ ያከናወናቸው ዋና ዋና ተግባራት ምን ምን ናቸው?
3. የተፈለገውን አላማ ለማሳካት በቂ የእግር ኳስ ፋሲሊቲ እና መሳሪያ አለ ወይ? የሌሉስ ምንድናቸው? እንደት ነ ወ.ማለት የማይሉ?
4. ቤተሰቦች፣ አመራሮች እና አሰልጣኞች በተጫዋቾች ሂደት ላይ ተወያይተዋል?
5. አሰልጣኞች ስልታዊ እና አሃድ የሰልጠና እቅድ አላቸውብለው ያስባሉ?
6. ስለ ተጫዋቾች የወደፊት እጣፈንታ ምን ያስባሉ?
7. ፕሮጀክቱ እድገት ያሳያል?
8. ለቤንች ሸኮ ወጣቶች እግር ኳስ ፕሮጀክት ወጠታማነት ምን እርምጃ መወሰድ አለበት?
9. በወጣቶች እግር ኳስ ፕሮጀክት ተስዕጦ ያላቸውን ተጫዋቾችን ለመላየት ሁሉም መመዘኛዎች ጥቅም ላይ ወለዋል ብለው ያስባሉ?

ስለ ትብብሮ አመሰግናለሁ፡፡