

**PRACTICE AND CHALLENGE OF YOUTH FOOTBALL
PROJECT OF U-15 & U-17 IN JIMMA ZONE**



BY: TILAHUN DESTA

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT OF THE DEGREE OF MASTER OF SCIENCE IN
COACHING FOOTBALL**

JUNE, 2024

JIMMA, ETHIOPIA

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APPROVAL SHEET
JIMMA UNIVERSITY SPORT ACADEMY
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Declaration

I, the undersigned, declare that this paper is my original work; prepared under the guidance of Dr. Wendemagegn D and Mrs. Bahilua Zeleke. Also races of materials used for the manuscripts have been duly acknowledged.

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ACRONYMS AND ABBREVIATIONS

FIFA Federation International de Football Association

FYSA Florida Youth Soccer Association

CAF Confederations of African football

EFF Ethiopia Football Federation

U-15 and 17:- Under 15 and 17 years age categories

Abstract

The main objective of this study was to assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone. To achieve the intended objectives of this study descriptive Survey design was used for this study. The mixed data collecting approaches, quantitative and qualitative approaches were used to collect data for this study. In the quantitative data collecting approach data were collected from 280 respondents through close-ended questionnaire and open ended questions those who had been selected through simple random sampling technique. 14 coaches and 14 leaders of respondents were taken through availability since all the available coaches and sport leaders were taken. The collected quantitative data were analyzed descriptive statistical analysis. In this descriptive statistical analysis in percentages, mean and standard deviation were used to analyze. The analyzed data were discussed with text explanations. In the qualitative approach the results of the interview questions and observation were discussed in text explanations. On the analysis made of this study, the conclusions were made and the findings of this study were identified. The findings of this study were the current football training sessions of Jimma Zone Football projects was low, the major challenges were facilities and equipment of Jimma Zone football projects were insufficient, the absence of sufficient facilities and equipment affected the performance of Jimma Zone football projects and Jimma zone youth and sport sector was not well organized in terms of resources and capacity as required. Finally, based on the findings above recommendations were given, in that the recommendations were: enough facilities and equipment should supplied by woreda, zone sport offices, stakeholders, non-governmental organizations and concerned institutions for the coaches and the players through sport offices to make Jimma Zone football projects effective, the impacts of facilities and equipment on Jimma Zone football projects performance should be reduced through supplying sufficient facilities and equipment and Jimma zone youth and sport sector should be well organized in terms of resources and capacity.

Key words: project, challenge, practice, football

CHAPTER ONE

INTRODUCTOIN

1.1 Background of the Study

Youth football program is a founding stage at which future elite players will be equipped with the basic and advanced technical, tactical, physical, and psychological demands of modern football. With this in mind, a well-structured youth football development program is primarily mandatory (Beech and Chadwick,2007).

The globally increasing popularity and recreational value of football sport is enforcing various investors to invest their resources on the area (Beech and Chadwick,2007)..

However, to those people who are novice to the game, it is necessary from them to know what the football game is all about. It is also a game which requires skill and intelligence, the factor of speeds, power and endurance become important as one grows older(Beech and Chadwick,2007)..

Today, football is a global sport governed by FIFA. Many countries around the world have their own leagues and football clubs that follow international rules on the sport. Every 4 years, FIFA organizes the biggest prize in football which is the “World Cup”. This particular tournament is participated by many countries from all continents to gain football supremacy.<http://www.fifa.com/classicfootball/history/>

For a nation to be successful and competent in sport at a continental and international level, it is mandatory to train and cultivate youth athletes with such a continual and consecutive program. The areas that this program needs to be planned and run (implemented) are schools. The trends and result of other nations is a convincing fact for the necessity and significance of this program in schools (Davakos, 2006).

Football is essentially a simple game based on intelligent interposing. For youth players (Projects and projects) skills, techniques and good movement are most easily grasped in a simple form. However, the program of youth football training should be capable of producing players who are beneficial to the main Project. This can be achieved through a well-organized and structured youth football development program (FYSA, 2010:8).

The youth level is where we need to realize that the game we play is not the “adult game.” Age appropriate training is crucial at each age group to much the activities to their abilities,

needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. The activities need to be a purpose.

Thus, because of its impact on the development of youth football players and their upgrading and contribution to the main clubs in relation to their performance should be give due attention. It is the training which is being conducted by coaches that determine the performance of players and the development of main clubs status (Ehsani, Etal, 2013).

In the world many countries use different mechanism to develop elite footballer most of them are use football academy system of developing elite footballer starting from grassroots level and categorizing by different age bracket. In relation to this <http://coachesnet.ussoccer.com> says best practice for developing elite footballer is to train by qualified coach from grass root level. These are U-6 kids and 1st level graders soccer at this age should be discouraged in any form rather³ than as a fun activity for kid. U-8 1st and 2nd graders soccer is still all about having fun with the ball and encourages the children to want to have the ball at their feet. U-10 3rd and 4th graders, U-12 5th and 6th graders, U-14 7th and 8th grades, U-16 9th and 10th graders just like this age bracket the coach give special training according to their age practice and produce many elite players for their clubs and national teams. Player development occurs when the developing athletes are exposed to the strategic capabilities of the academy and shown how to effectively use taught skills.

Likewise in our country recently there is improvement on the Jimma Football clubs. But little players are playing for the clubs found in the zone for this the best indication is that our Jimma zone player's couldn't shows best performance in national league, primer league, Africans cup.

Even though the attitude of the community towards to football sport in Jimma zone is great, the participant and the competition in the sport are lowered from time to time.

As indicated above, regional states of the country are formulate their formats to promote the sport to achieve their objectives, and they form a clubs, competition schedule program from year to year in all zones in the states.

The basic purpose of training is to improve player's capabilities in all their manifestations. These capabilities are characterized in physical, physiological, psychomotor and

psychological attributes (Thomas Reilly, 2007). Since training is all about improving the performance of players, the coach must have an insight into the situations created by the game that players were unable to solve. This insight provides the coach with the understanding that at times the only way to solve a major problem of the game is to first solve several minor problems. Identifying problems clearly and in order of their priority is important when establishing the objectives for a training session.

Even if the football project was opened, the federation commitment to the development of the project is less which leads to slow down the effectiveness of the football project in in the zone. The Jimma zone sport department also has its own manpower, material and financial problems, which is influence the development of football sport in the zone, so the researcher driven to design as study in this regard .

1.2 Statement of the Problem

The quality of its youth soccer development program ought to be assessed and maintained to a level which can produce competent players, who are capable of playing modern football. But, what is evident is that, still there are regions which are in need and in difficulty to raise their soccer status. For these region, like Ethiopia to raise their soccer status, it is mandatory to develop and run quality youth soccer development program. When the researcher says quality youth soccer development program, it is to mean a program that involves a well-structured division, well-constructed facilities, continuous supply of equipment's and a program that involves a continuous control, assessment, and evaluation and as well the provision of appropriate training. (US youth soccer player development model 2012).

Jimma zone is well known for long history of Football. There is no documented studies before and no the previous progress of Jimma zone Football is not well studied. This has not yet improved up to now. The zone's Football performance is not satisfactory at present. This decline in performance is observed in poor success in the regional championship level as well as zonal level.

In Jimma zone more people are participated in Football and also there was Football project in the zone. But this zone was not successful in terms of result in regional competition and also in regional Project computation.

Therefore, in Oromia regional state, particularly Jimma zone, the development of Football sport is declining and there should be a mechanism to restore the performance of Football

development. Therefore, this research will attempt to assess the practice and challenges of youth Football particularly, in Jimma zone in terms of facilities and material available, organization and coordination between them, staffing human resource management, organizational structural and participation of the society. By doing the study to attempts identify gaps and suggest possible solutions for the gaps identified by the study.

Thus, the overall youth soccer practice and challenges were played a great attention and discussed in detail. In order to improve their Projects standard, the youth football development has been given more emphasis and it is mandatory to run a well-organized and modern training program.

Recent previous study had not been conducted in the Jimma zone on the youth football projects that have been ongoing in different werodas of Jimma zone. Therefore, this current study was conducted to identify the practices and challenges of Jimma zone youth football projects.

1.3 Research Question

The study raised and attempted to answer the following basic research questions. The research questions of the study which were attempted to answer the following basic research questions.

What is the current football training sessions of Jimma Zone Football Projects?

Is there enough facilities and equipment of Jimma Zone football projects?

What are the impacts of facilities and equipment on Jimma Zone football projects performance?

How much Jimma zone sport sector well organized in terms of resources and capacity?

1.4 Objective of the study

1.4.1 General Objective

The General objective of the study was to assess the practice and challenges of youth Football project in Jimma zone.

1.4.1 Specific Objectives

To investigate the general objective it necessitates the development of specific objectives.

Thus the following specific objectives were derived to achieve the general objective;

To evaluating football training sessions of Jimma Zone Football projects

To examine the facilities and equipment of Jimma Zone football projects

To evaluate the impacts of facilities and equipment on Jimma Zone football projects performance?

To examine how Jimma zone sport sector well organized in terms of resources and capacity?

1.5 Significance of the Study

The result of this study is important for Coaches and leaders of the youth football project of weredas that found in Jimma zone and Jimma Zone youth football projects to get information about the practice and challenge of youth football project of Jimma Zone. On the basis of the information that will be gained from the result of this study they will plan to improve practice and challenge of youth football project of Jimma Zone.

1.6 Delimitation of the Study

The study was delimited to 7 weredas of Jimma zone geographically. The study was delimited on assessing the practice and challenges of youth Football project conceptually.

1.7 Operational definition

To avoid ambiguity and to give a clear meaning for this proposal, the following operational definitions of terms are given as they will be used throughout the entire research.

Sport: - has been defined in terms of competitive, rule governed games involving some physical activity. <http://www.wikipedia.com>

Football: - is a team sport in which two teams of eleven players are separated by a field

Challenge:-is something new and difficult which requires great effort and determination. Abera Assefa (2011).

Practice: - All the activities and measures taken to have quality youth football program. AberaAssefa (2011).

Project: - It refers to the training sites or each group of the trainees.

Youth football program: - A program designed to cultivate (develop) young footballers who will be competent and successful to play modern football: by ensuring relevant and scientific training for youngsters (Youths of 13 to 17 years old).Hedstrom,R.and Gould, D.(2004).

1.8 Organization of the Study

The research proposal consists of five chapters. Chapter one deals about introduction consisting back ground, statement of the problem, objectives, research question, delimitation of the study and definition of operational terms and chapter two deals with review related literature. Chapter three deals with study area, research design, research methods, source of data, population size and sampling techniques, data collection instrument, data collection procedures, methods of data analysis, work plan, budget break down and reference.

CHAPTER TWO

Review of Related Literature

2.1 Modern Football

As defined by Dewitt J. (2001:54) soccer/football is a ball game played between two teams of 11 players, each attempting to win by scoring more goals than their opponent? A goal results when the ball passes over the goal line between the goal-posts and under the crossbar. In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goals than the opponent team. Getting the ball between the goal posts and into the goal scores a point. While playing the ball, players may use any body part except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in [http:// www.wordiq.com.](http://www.wordiq.com), a survey conducted by Federation International de Football Association (FIFA), the sport's governing body, published in the spring of 2001, over 240 million people regularly play football/soccer in more than 200 countries in every part of the world. Its simple rules and minimal equipment requirements have no doubt aided its spread and growth in popularity. In this regard Reilly T. (1996:1) expresses that; football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer game and its rule have a great role for the popularity and development of modern football/soccer throughout the world.

According to W.A.Adonis and Lennert Johansson (may, 2011) The management of Junior football development program -former president of the union of European Football associations (UEFA) grassroots football is the foundation of the sport, if the grassroots are not cultivated, football at all level will suffer (UEFA, 2005).in the UEFA grassroots newsletter, it is further stressed that the national football association are best suited to manage their own grassroots strategies. According to FIFA (2001.1) Ajax Amsterdam aims to develop talented young football players in to exceptional football players. The clubs believes that only the exceptionally gifted players will becomes professional football players and compete at the highest level. Therefore, Ajax's is partly dependent on players from their youth's system. The youth teams are already accustomed to Ajax style of play, training methods, behavioral standards and house rules. (p10)

2.2 Football in Africa

As we have seen, there are a lot of factors that played a role in the diffusion of modern sport and football in Africa. Such factors include imperial education systems, missionary education, the colonial administrators, the military and many others. The following discussion will attempt to discuss some of these factors.

During the imperial era, the British were still practicing the late Victorian and Edwardian types of education. According to Mangan (1987), the Victorians believed that they had something to offer the world and all of them felt that they were missionaries who went to Africa to improve the lives of the natives. Therefore, in the empire, it was a philosophy that frequently reflected the values and impulses of the expatriate educators. Mangan and Hickey (2001), postulate that there were a lot of teachers from England who came to work in Africa. A lot of these teachers carried with them the same late Victorian and Edwardian certainty that team games were a desirable educational instrument (Mangan and Hickey, 2001).

However, morality of the Africans was a constant concern of the Victorian, mostly whose own values, if he was a product of the public school system, were often shaped substantially by experiences on playing fields, depicted in descriptions associated with team games. Mangan (1987) stipulates that the best example of pedagogic paternalism was shown by Sir Frederick Lugard who was the first governor-general of Nigeria. Within the schools especially those for high-ranking Africans, the means of implementing his basic objective of attaining athleticism included expatriate staff, residential accommodation, school prefects, and the encouragement of games (Mangan, 1987). In short Lugard advocated boarding schools for Africa, which in his own words should approximate the model of an English public school. Such thoughts played important roles in the introduction of modern sport in Africa (Mangan, 1987).

Magan (1987) argues that the role of the missionaries in the 'ludic diffusion' or the diffusion of British team games in Africa has been badly underestimated. The missionaries ran most of the few schools that existed; unlike the early settlers, the missionaries recognized the power of sport in assimilating Africans to the Western culture, above all to convert Africans to Christianity.

Tenga (2000) also postulates that the European communities in Africa included missionaries. The missionaries were the ones who were the first to begin enlightening the native Africans with Western Education. This made the missionaries very instrumental in introducing, and also promoting modern sports including football in Africa. The missionaries were seen as agents of social change, which was meant to improve, and morally civilize the Africans (Darby, 2000).

Therefore, as long as the educators and church men viewed football as having a civilizing and educative function, the game continued playing a central role in their missionary work (Darby, 2002).

2.3 The History of Football in Ethiopia before & After the First World War

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 Addis Ababa during about 1924 or 1916 etc. These communities Armenian, Indian, Greeks, and Italians formed community teams and held. Tournaments at Jan hay 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.

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 organized 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 Armen and

Greek communities. This school phase of early soccer player comes to close in May 1936 lat 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 Sweday. 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 Gammu 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. [Amendment of law of the game1996 p35]

2.4 The National Sport Policy of Ethiopia

The National Sport Policy of Ethiopia adopted several Objectives and Goals in relation to creating talented children and youth in different sport activities. As on Ethiopia's junior and youth project training manual 2008 indicated as follow:

- ❖ Encourage the participation of children and youth sport activities according to their inclinational by forming sport projects in educational institutions.
- ❖ Organize special training and competitions forums for talented youth in various types and sports and recruit the gifted ones by working in conjunction with sports projects and federation.
- ❖ Create favorable conditions to increase the participation of exceptionally talented youth and those with special needs to enable them to acquire special education and benefit from it.

❖ Enable youth to be actively involved in and benefit from activities which are directed for expanding and constructing youth focused recreational, cultural and sports institutions and centers.

❖ Enable in- school and out- of- school youth to widely participate in physical education, physical fitness exercises, cultural sports trainings and competitions and benefit there from.

GOAL

To produce large number of highly talented players within four years:

- Making them to join in different clubs.
- Promote them to join camps prepared by national sport commission
- Promote them to participate in international and national championship competition by representing Ethiopia in junior and youth level.
- Promote them to replace former elite and golden players.

2.5 Youth Sport Projects in Ethiopia

The Ministry of Youth, Sport and Culture, in conjunction with relevant governmental and non-governmental bodies, needs to take up the lead role to creating conducive conditions for the effective implementation of the policy issues and directions. (Ministry of youth and sport 2008).

The ministry of youth and sport inaugurated the junior youth sport training program in 1996 with 3 sport disciplines. Since 1997, the program has been running nation- wide youth sports projects in 8 types of sports that means football, athletics, volleyball, basketball, handball, tennis, table tennis and boxing in which so far about 14000 youngsters have attended the training programmers. The projects have shown promising results to improving the standards of each sport type as the 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. Nonetheless in order to take full advantage of their potentials and maximize their output, the projects should further get adequate capacity building supports particularly in the areas of training grounds, sportswear and gear as well as in the coaching system. More importantly over all activities of the projects need to be coherently integrated with the modern system of school (center) excellence which solely provides scientific sports education and training programs on talent scouting and development.(Dawit Yifru 2014)In 2004 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 so as to design strategic courses of action aimed at tackling those prevailing

challenges which persistently faced the development of the sports system of Ethiopia. Empirical international evidences further confirm the youth sports academies play a paramount role to uplifting the standards of sports in any country. Youth sports academies which eventually flourished in many cities of France hugely contributed for France's successive victories at the

1998 world cup and 2000 European cup as most players of the winning teams, since their early ages, passed through the system of youth sports academies including Clairefontaine which was established in 1988 and 2008, 2012 European cup and the 2010 world cup winners backbone for Spain is Lammesia youth academy play a great role for Spain successes, the above two sport academy still the leading famous youth 16 academy in Europe. Nowadays the importance of youth sports as a fast track strategy for success has been utterly recognized and hence made operational virtually across as parts of the world irrespective of the development level of a country. Many African countries recently embarked on developing a system of youth sports and their efforts are being rewarded with promising results as in the case of Senegal, South Africa, Tunisia, Ghana, Morocco, Nigeria, Egypt, etc. which managed to produce plenty of world class footballers who are now decorating the major leagues of Europe, America and Asia.

In our case the necessity of establishing youth sport academies in Ethiopia has ready been given prior importance in proclamation Number 256/2002 and the Sport Policy of Ethiopia where it is clearly stipulated “ the Minister of youth sport and culture will accomplish integrated actions with regional and national sports federation in order to establish national and regional sports training academies with a view to producing best young players who will be capable of overtaking the places of present time national team players”. In the long run the combined effects of this proposed project together with other ongoing sector investments, which are being accomplished in the specific areas of building sports facilities and upgrading the skills of sports professionals, ensure that fundamental strategic actions are executed in the sports sector that ultimately result in the rapid progress of the Ethiopian sports sector. Power of sport as a cost- effective tool for development, social equity and peace can be realized.

The Ethiopian Sports Policy, issued on 24 April 1998, is aware of the many benefits and growing role of sport and calls for concerted action to be forged by relevant governmental and non- governmental bodies aimed at realizing the participation of people, particularly of

young people, in various sports of their choices through establishing necessary structures in areas of residences, and work places. The community-based and elite-centered sports development approaches, which are the two main pillars of the Ethiopian Sports Policy, are practically complementary to each other's as elites are drawn from grassroots participation of people through sport for all and traditional sports. The spectacular performances of elite athletes, in turn, will encourage and motivate people to practice sports and physical activities.

This correlation between the two approaches reveals a fact that national sports programs and projects, which are designed to implement the policy need to encompass initiatives which have purposes of promoting elite sports system that will subsequently result in the development of community-based sports. Thus, in pursuit of the national strategic directions set in the national sports and youth policies of Ethiopia, the Ministry of Youth, Sports and culture has been undertaking various fundamental measures and projects across all regions of Ethiopia with a view to enabling young people enjoy the many benefits of sport through directly engaging in sports activities. In the regard, it is worth noting to mention here that since 1998 the Ministry has been running sports talent development projects in 8 sport types (Football, Athletics, Volleyball, Handball, Basketball, Tennis, Table Tennis and Boxing), in which so far more than 14,000 youths have been attending the trainings in all regions of the country. The projects have been launched with a core objective of producing talented young players who will be capable of overtaking the places of present time players by demonstrating best skills in domestic and international sports arena.

When we measure the hitherto outcomes of the projects in terms of meet their objectives, we could say that the projects have shown a glimmer of hope to raising the standard of Ethiopian sports system. However, a lot remains to be done to enhance the performance of the projects by providing them with the necessary inputs to tackle their existing problems, which are mainly in the area of upgrading the skills of trainers, supplying modern training facilities and allocating adequate finance to the project. (Ethiopia's junior and youth athletics project training implementation manual 2008)

2.5.1 What makes a successful inner-city sporting projects?

There are a wide range of benefits that emerge from successful sporting projects. However, we can consider a successful project as one that effectively helps provide a diversion from crime, offers excitement, improved personal fitness leading to improved mental health,

increased self-esteem and a sense of control over one's life, the development of cognitive competences, positive role models and enhanced chances of employment.

There are many projects aimed to provide opportunities for young people, but not all well-intentioned ideas work, so learning from others schemes is vital. Key requirements are:

- ❖ An attractive activity to get participants involved,
- ❖ The ability to adapt a program to individual participants needs.
- ❖ The use of rewards for achievement, which will enhance self esteem
- ❖ A good relationship between participants and activity leaders
- ❖ Leaders taking a mentoring role, so they develop a relationship of trust
- ❖ Ability to offer long term follow-up and viable exit routes with further opportunities
- ❖ Sharing activity with pro-social peers
- ❖ A clear set of values associated with the activity leaders and the program (Geoff Nichols, University of Sheffield)

There are a lot of explanations about the concept of training. For example, the International DFB-Coaching Course Manual (B-license) (2008:22) defines it as follows: "Training is all measures taken to build up, to improve and to stabilize the quality of performance in football in a systematic and objective oriented way". Moreover, in the above manual training expressed as a physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives. In relation to

2.6 Concepts of Football Training

There are a lot of explanations about the concept of training. For example, the International DFB-Coaching Course Manual (B-license) (2008:22) defines it as follows: "Training is all measures taken to build up, to improve and to stabilize the quality of performance in football in a systematic and objective oriented way". Moreover, in the above manual training expressed as a physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives. In relation to these concepts Dewitt J. (2001:85) suggests: When learning a new skill or method, correct repetition is most important. As you probably know from experience, a physical skill, like kicking a ball, or a mental skill, like reading or writing, is mastered by performing the skill over and over until mistakes are reduced or eliminating. You probably were not constantly able to perform the skill correctly at first. Instead you made mistakes and

then reduced the number of mistakes until you mastered the skill. Thus, when teaching a skill or concept, the coach should follow a logical teaching process, the coach will demonstrate the skill and then let the players practice while he/she deter and analyze correct and incorrect performance, providing feedback about their mistakes, and allow them to practice over and over again.

2.7 The Effect of Government Policy and Fund raising system

The Ethiopian sport policy states “The base for sport is of course the community and mankind at large. Participating in sports not only empowers the individual with healthy physical and brain but also strengthens social bondage by creating harmony with others. This in turn creates solidarity among nations and nationalities thus consolidating the unity of the peoples. Being healthy physically and mentally by engaging oneself in sports contributes towards productivity on one hand, and minimizes medical cost on the other. Since broad-based sports activities also guarantee the emergency of outstanding sports persons, their appearance on international competitive arenas again popularities the country of their origin hence strengthening relations with other countries, the growth of modern sport is still at the lower level. The causes for these are organizational and that of outlook. As the leadership in sports locked a popular base in this country, it has been undergoing a series of continuous reorganization. Its main focus has been on organizing competitive sports for the very few elite athletes who have gained recognizing community rather than producing elite sports persons by organizing community centered sports activities. Yet as this intent on gaining victory lacks broad base that would replenish able sports persons, the results registered have been declining as well. The limited role of the community in sports, the decline of sports in schools; the shortage of sports faculties, sportswear and equipment as well as the lack of trained personnel in the sphere have also made the problem more complex. In order to gradually solve these fundamental problems and guide our sports in a different direction with a new outlook, a community centered movement remains the only alternative. (Sports policy, 1998) Besides, this regional gov’t role in the effectiveness and development of sport was discussed as follow.

Regional Government role in sport development Regional government authorities in Ethiopia in general have access to the majority of regional Football Federation as well Projects in sport of Football. Regional government supports their Project by fund rising, grassroots identification of talented youths and their training, fulfilling facilities as well as organizing

different Projects and supporting by finance can play as great role to reach at the expected result. Daryl, S. (2007)

Finance

According to sport policy of Ethiopia; financial income generation system is widely discussed as follows:- “... ensure the supportive role of governmental organs (Sport Commissions) at every level to the public organs (Projects, Projects, Olympic committees and sport councils), the affairs of sports of the country remaining in the hands of the public organs; support fund raising program for sport; devise ways of encouraging investors to invest in areas of sport; create relationships with different governments and organizations;” (sport policy, 1998) According to the statement of sport policy above the government supports by finance the sport associations while the main objective is to encourage them and create a conducive situation that would facilitate the gradual autonomy of sport by doing away with government subsidy. Furthermore the policy clearly states that Project has the right to generate its own finance by means of different fund raising program, sport commercial and permanent and occasional sporting agency. Not only finance but also facilities development also has its own great role in the effectiveness and development of Football sport in Ethiopia.

Facilities

Access of playing ground, sportswear and equipment leads the public at large to the participation of that sport, promoting it, simultaneously with production of elite athletes. The main focus of sport policy of Ethiopia concerning this issue is: “to establish & preserve sports and recreational facilities constructed by the government alongside with the community in residential, educational areas as well as working places; and to facilitate the local production of sport wears and equipment;” (Sport policy, 1998,5) Moreover, regarding roles of facilities in sport development and effectiveness stated as follows. “construction and preservation of sports & recreational facilities in rural areas in consistent with the settlement of the population and cities according to the master plan so as to enable the community to participate in sports activities at kebele, woreda, zone & regional level, encourage the society in various ways to participate in the construction of sports facilities, incorporate sport facilities in the master plan of newly built kindergartens & schools; and ensure the availability of sportswear and equipment, incorporate sports facilities and reserve areas for the construction of same at government and other organizations; incorporate sports facilities

in the master plans of newly created institutions of the defense force and the police; encourage the local production of sports wears and equipment taking into account the financial and creative capacity of the society.” (Sport policy, 1998).According to the above mentioned points finance and facilities development constitute a great role in the effectiveness of Football sport. In addition to this the grass root and elite training development has also its role.

Grass root training development

Basic sport training starts at early childhood age of Grass roots identification of talented youths and providing training and those becoming by improving their level of Excellency as youth, national level. Accordingly the Ethiopian Sport Policy proofs this as follows: “... Organize special training and competitions forums for talented youth in various types and recruit the gifted ones by working in conjunction with sports Projects.” (Sport policy, 1998) According to the above idea we can understand that grass root training development have a great role in promoting Football sport. In addition to this, the progress organization and development of sport Projects has also its own great role.

Projects

Sports Projects are the basic center of sport performance development area as well the machine that produces elite athletes for the national team. Telling us about where to establish the sports Projects by category the sport policy states the following: “facilitate the formation of Projects and teams to enable the participation of the community in competitive sports; encourage the participation of children and youth in sport activities according to their inclinations by forming sport Projects in educational institutions; ensure the participation of the worker in competitive sports by forming sports Projects; ensure the participation of members of the defense force and the police in competitive sports by forming Projects in different departments.” (Sport Policy, 1998) From the above mentioned sport policy, and others system we clearly understood that the Projects can be established around the community residential area, in educational institutions, around working environment, at defense & police forces working and recreational area. The other major point that can contribute for the development of Football sport is establishing standardized competition programs at different levels.

Competitions

Sport regular and consistent competitions are the place where athletes evaluate their level of performance, get experience and exchange skills. So regular competitions at different level are vital for grass root trainers, youth trainers, and Project trainers and for elite those trained as national team. Sport policy states that; “Enable students/trainers of different levels to participate in sports competitions at national and international level, including the Universidad, by organizing competitive programs.” (Sport policy, 1998)

2.8 Characteristics of Youth Training

Characteristics of youth training is depends upon the age level of players, since the capacity of players to learn different techniques and tactics is directly related to their age. As a result the International DFB-Coaching Course Manual (B-license) (2008:87) indicates that the organization of youth football training in relation to their age group. There are different characteristic features of each age group, similarly the content and characteristics of technical and tactical training also different. Furthermore, the detail of the organization of youth training depending on their age and characteristics of technical and tactical training is discussed as follows: Children at stage (6-10 years) In this stage children play football/soccer everywhere: in the streets, on lawns and any open space: this is because football/soccer attracts children and it offers many challenges. Young players have the will to win and enjoy the games unpredictably. This is the age of exploration where they like to experience their surroundings. In this respect the coach have to give the children completion to keep their attention and enthusiasm. He/she should several means to keep them interested. There is room for sportive activity which is based on two objectives: on one side enjoyment in handling the ball with the feet and in playing; on the other side they want to move and enjoy themselves.

In this stage contents of fundamentals which govern performance in techniques and tactics are:

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

Tactics: for this stage also include to score and to prevent goals as the objective, to get used to keep positions, a feeling of covering and to learn the rules in a simple way. Characteristic features of players in this stage are: • Players are attentive and interested

Players like to move and play

They have a certain amount of creativity which they want to develop. Therefore, the coach should find out what they want and should not put them into certain patterns.

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

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

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

2.8.2 Youth: (17-18 years)

As the International DFB-Coaching Course Manual (B-license) (2008:92) notes that; it is in this age group that the consolidation of previously established performance ground is taken place. Training is devised to support and to foster the natural biological development must create the prior conditions for ensuring that the youth can smoothly join the ranks of senior football. This training is even aimed to physically adjust players to the diversity of the challenges posed by competition, but equally applies to the intellectual-mental sphere. According to FYSA Coaches Manual (2010:11) at the junior level, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and results are key. With all these capabilities which have been developed through the different stages, players are ready to play top level football/soccer, provided that these talents are guided and developed with the right type of training.

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

Tactics: in this stage players are trained to improve the ability to take risks and to decide spontaneously, and match analysis in team meetings with discussions. In general it is vitally important that younger players learn and practice more and new technical skills while older players need to practice and rehearse the basic technical skills to ensure continued success.

2.9 Planning

Those of three components of soccer training, has to be scheduled throughout the season (Roy Rees & Van Deer Meer (1997:67)). For coaches a well prepared master plan is of the main guiding framework in order to plan and run daily practice of sessions. In this regard Roy Rees & Van Deer Meer (1997:67-69) has indicated that once we do a master plan it is not difficult to layout the daily practice plans. Here under is an example of a master plan.

2.9.1 Training Plan in Football

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 (B-license) (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 general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan. Adding to this idea, Dewitt J. (2001:89) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. 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.

2.9.2 Perspective Plan

The assumption is that long-term planning of training, which is based on long-term outlook, view, or perception of the Project or the project perspective plan is planned by considering the success of the training in the long-run. Such kind of plan is mostly planned for world cup (four-year plan), African cup of nations (two-year plan) and youth project plan. In addition to this idea Dewitt J. (2001:89) recommends that a long-term plan should reflect priorities, philosophies, and goals for the team, Project or project. Annual-Plan/One-year Plan According to FIFA Coaching Manual (2004:2) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations. As suggested in FIFA Coaching Manual (2004:3) the following criteria's should be taken into account when drawing up an annual training plan: - Playing level, performance age and training age. - The number of players (squad size) available. - The fixture list. - The objectives for performance on the pitch for the season. - The infrastructure, equipment and conditions available for training. - The coaching staff available (coaches, medical support, administration manager, sports psychologist). - Analysis and assessment of past performances. - The social environment of players (family, school, place of residence, lifestyle habits). For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

2.10 Factors beyond the control of coach and players

Social Factors: Many factors such as pressure by family, friends, fans or the media can have a negative effect on players. Although family and friends can as well become role models, provide encouragement, or be companions during physical activity. Coping with social pressure is all important in order to succeed. As well, combining work or school with Football is not always easy and a happy medium must be found.

Environmental factors: Evidence shows that playing at home generally offers an advantage to a team although home players are often more anxiety prone and this can affect game performance. Chances are great that a change in cultural or social environment may also

affect performance especially when combined with jet-lag. Jet-lag comes about from travelling across different time zones and symptoms include fatigue and general tiredness, inability to sleep at night, loss of concentration, headaches and feeling sick and weak. The time of the day plays an important role in performance. Factors such as reaction time, isometric strength, coordination and agility depend on body temperature which is closely linked to the time of the day. Some players may feel less comfortable playing in the morning.

Wet Football balls can increase the risk of head injury due to harder impacts especially in younger players. The soil quality and drainage system of a pitch and the number of games affect the quality of a playing surface. Artificial surfaces can also increase risk of injury due to increased resistance to movement rotation and balls often have different bouncing effects and can confuse unaccustomed players. The size of a pitch is important as teams used to large pitches may find themselves struggling to play their normal game on a smaller surface. Temperature has an important role to in match play. Both hot and cold conditions will adversely affect performance. Muscle performance deteriorates as muscle temperature falls.

Evidence also shows that during hot & humid conditions players will run lesser distances and are more risk of dehydration.

<http://www.Footballperformance.org/specialtopics/factaffectperf.htm>

2.11 Coaches

The coach manager's essentially a coach who believes that most of the team success can be derived from the work done on the training ground (Tutko and Richards, 1974). Unlike team managers, who delegate much of the training work to the coach, coach managers do these themselves, as they are effective in this area.

Assistance coach available: describes that where a coach needs to work with a small group of players, others may not need to be involved in that particular aspect of the game. They should be usefully employed in working on either their individual abilities or in group work, such as shooting or crossing. Players need to be supervised and assisted at coaching and training sessions wherever possible. A good coach can always assist a player in some aspect of that individual's game, but a coach cannot be working in two places simultaneously and so needs assistance to ensure the efficient organization and conduct of the session. An assistant who is not well qualified, but is learning the trade, should only be assigned work that he or

she can capably supervise and conduct. Discussions should have taken place beforehand on how the work is to be carried out.(Tutko and Richards, 1974).

The role of coach: The role of the coach is twofold: (1) to educate players to make correct decisions, and (2) to equip players with the necessary skills to carry out these decisions. Players do not improve just because they play the game often, they need to be educated, trained and coached in meaningful practice situations. Individual learning and progress develop at varying rates. A successful and interested player is more likely to persist in practice. Success governs both progress and interest. Practice will bring about some change. If players are allowed to practice less than the highest quality of execution, they will learn less than the highest quality of execution. Research has shown quite clearly that characteristics of the player such as age, maturity, playing experience and ability all influence the kind of coaching behavior that is preferred by performers.(Tutko and Richards, 1974).

The traditional didactic method of teaching sports skills is rooted firmly in the autocratic decision-making style, i.e. the coach decides what needs to be taught, the coach designs the practices, and the coach organizes and runs the practices. In this scenario responsibility for decision-making is left solely in the hands of the coach. The autocratic style can be split into wholly autocratic decisions, where the coach gathers all information and makes the decision, and consultative, where players are involved in gathering information and discussing the problem but the coach takes the decision. In recent years the suitability of this type of coaching is becoming increasingly questioned. Many general coaching texts suggest that if a coach adopts a more democratic style of decision-making, this will yield more positive results (National Coaching Foundation, 1986; Martens, 1990).

2.12 Parent Role / Community participation in sport

According to -Gary White, Technical Director Washington on youth Football —Parents play a vital role in supporting their children's long term Football development! Gary White, Technical Director Washington Youth Football's Long Term Player Development Plan was not only created for Projects and coaches in order to support the growth of their programs, but also to expose parents to the most comprehensive holistic modern day player centric developmental methods & ideology used by industry experts & successful countries across the globe. By describing the correct areas of focus at each stage of a player's development, parents now can insure that their children's education is being correctly facilitated by their coach and Project. With the facts clearly stated, parents will now be able to hold Projects

more accountable for the services they render. Parents have a big responsibility in eradicating touchline abuse during games and educating their children in the importance of fair play.

2.13 Nutrition of Football and Performance

Good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. Though you cannot control the food your athletes eat, you can guide them toward healthy eating. Nutrition is important for normal growth and development and for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. As a coach, you can have a positive influence on your athletes' attitudes about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches (LA84 Foundation, 1995-2007).

The Athlete's Diet: Coaches often want to know exactly what constitutes a “balanced diet.” A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. The Dietary Guidelines for Americans are national guidelines for healthy eating. Most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance. Athletes should be eating heartily from the grain, vegetable and fruit groups since these groups have the highest recommended number of servings and are nutrient-rich sources of carbohydrate. The amount of calories a person needs to eat depends on his or her age, gender and level of physical activity.

Calorie requirements for athletes: Calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily caloric requirement for athletes. Weight loss, weight maintenance, or weight gain is a matter of energy balance. An athlete's body weight will stay the same when calorie intake equals calorie expenditure. As calorie Athletes eating less than 1,800 calories a day probably do not consume adequate amounts of vitamins, minerals and protein. This can cause depleted fuel stores, muscle wasting, weakness, fatigue, stress fractures and impaired performance (LA84 Foundation, 1995-2007).

Carbohydrate: though the body uses both the sugars and starches for energy, a high-performance diet emphasizes nutrient-dense carbohydrates. Nutrient-dense carbohydrates such as whole grain breads and cereals, rice, beans, pasta, vegetables and fruit supply other nutrients such as vitamins, minerals, protein and fiber. Sweet foods that are high in sugar (candy bars, donuts and cookies) supply carbohydrate, but they also contain a high amount of fat and only insignificant amounts of vitamins and minerals. Fruit contains the sweetest of all simple sugars –fructose. Since fruit is mostly water, its sugar and calorie content are relatively low. Like starchy foods, most fruits are rich in nutrients and virtually fat free. As with calories, carbohydrate needs vary among athletes, depending on the intensity and duration of training and body size. To determine how much an individual athlete needs, divide his or her weight by 2.2 to get the weight in kilograms. Then multiply the number by 6 to 8. For example:

130 pounds divided by 2.2 = 59 kilograms

59 kilograms times 6 = 354 grams of carbohydrate

The carbohydrate content of different foods can be determined by reading food labels. As a general guide, starchy foods and fruits provide the highest amount of carbohydrate (15 grams) per serving (LA84 Foundation, 1995-2007).

Protein: requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair. Current research on protein requirements suggests that athletes need about 1.2 to 1.7 grams of protein per kilogram of body weight daily. For a 154 pound (70 kilogram) athlete, this represents 84 to 119 grams of protein a day. This amount is adequate for athletes who are involved in both endurance and explosive events.

Fat: Fats, or lipids, are the most concentrated source of food energy. One gram of fat supplies about nine calories, compared to the four calories per gram supplied by carbohydrate and protein. Fats are the body's only source of the essential fatty acids linoleic and linoleic acid that are required for growth, healthy skin and healthy hair. Fat insulates and protects the body's organs against trauma and exposure to cold. Fats are also involved in the absorption and transport of the fat-soluble vitamins. All athletes need a certain amount of fat in their diets and on their bodies. The challenge is eating a diet that provides the right amount. Most U.S. health agencies recommend consuming no more than 30 percent of calories from fat.

Too much fat contributes excess calories in the diet, which can lead to weight gain. High fat diets can also increase the risk of heart disease and certain cancers. Also, athletes who eat too much fat often do not eat enough carbohydrate, which is detrimental to good health and optimum performance. To lower fat intake, athletes should choose lean meat, fish, poultry and low-fat dairy products. Fats and oils should be used sparingly. Fried foods and high fat snacks should be limited (LA84 Foundation, 1995-2007).

Vitamins: are metabolic regulators that help govern the processes of energy production, growth, maintenance and repair. Vitamins do not provide energy, although vitamins are important for the release of energy from carbohydrates, fats and proteins. Vitamins are divided into two groups: water-soluble and fat-soluble. Fat-soluble vitamins include A, D, E and K. They are stored in body fat, principally in the liver. Taking a greater amount of vitamins A and D than the body needs over a period of time can produce serious toxic effects. Vitamins C and the B complex are soluble in water and must be replaced on a regular basis.

Minerals: serve a variety of important functions in the body. Some minerals, such as calcium and phosphorus, are used to build bones and teeth. Others are important components of hormones, such as iodine in thyroxin. Iron is crucial in the formation of hemoglobin, the oxygen carrier within red blood cells. Minerals also contribute to a number of the body's regulatory functions. These include regulation of muscle contraction, conduction of nerve impulses, clotting of blood, and regulation of normal heart rhythm. Iron is crucial for athletes because it assists in oxygen transport in the blood and utilization by the muscles. A lack of iron hurts performance by decreasing the capacity of the muscle to use oxygen. Animal iron sources are better absorbed than vegetable iron sources. Vitamin C-rich foods (orange juice) enhance iron absorption. Iron-enriched or fortified cereal/grain products provide additional iron.

Water: is the most essential of all nutrients for athletes. At rest, athletes need at least two quarts of fluid daily. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration –the loss of body water –impairs exercise performance and increases the risk of heat injury. Consuming adequate fluid before, during and after exercise is vital for safeguarding health and optimizing athletic performance. Athletes should drink 14 to 22 ounces of fluid two to three hours before exercise. During exercise, athletes should drink 6 to 12 ounces of fluid every 15 to 20 minutes. Fluid intake should closely match the

fluid loss from sweating to avoid the detrimental effects of dehydration. After exercise, athletes should drink at least 16 to 24 ounces of fluid to replace every pound of body weight lost during exercise. Sports drinks containing carbohydrate and sodium are recommended during intense exercise lasting longer than an hour. The carbohydrate helps to delay fatigue, improve fluid absorption and replace glycogen following exercise. The sodium helps to stimulate thirst, increase voluntary fluid intake and enhance fluid retention(LA84 Foundation, 1995-2007).

Drink: Football players should drink lots of water, particularly before and after training sessions. Players can lose four quarts (four liters) or more of water during a match and will need to rehydrate themselves as quickly as possible.

Avoid: Players should avoid all caffeine (tea and coffee), alcohol, and junk foods (such as potato chips and deep-fried foodstuffs). Consumption of dairy products, and fatty and high-sugar foods should also be limited Dorling Kindersley (2011). Gareth Stratton, Thomas Reilly, A. Mark Williams and Dave Richardson (2004) describes that Football players may lose 3 liters or more of fluid during 90 minutes of play in the heat. Thirst is not a very sensitive indicator of the level of dehydration. Consequently players should be encouraged to drink regularly, about 200 ml every 15–20 min when training in the heat.

2.14 Facilities and Equipment's of Football Training

Different pieces of equipment's are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipments. 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 equipments. As a result, the following lists of materials are the most important parts for successful training.

Field of play

According to Frank F. Diclemente (1995:8) the football/soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. 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 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. 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. Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

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 requires 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.

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 teams practice.

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.

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 cleated shoes with removable and replaceable cleats. This shoe is appropriate for older players on very soft or wet fields.

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.

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 (Beech and Chadwick, 2007)

CHAPTER THREE

Research Methodology

3.1 Study Area

This study will be carried out at Oromia Region State in Jimma Zone Sport office youth football project. Jimma Zone is divided in to 21 weredas Based on the 2007 conducted by the CSA (hosting a total population of over 2.486, 155) 1,250,527 are men and 1,235,628 women with an area of 15,568.58 square kilometer with an agro-ecological setting of highlands (15%), midlands (67%) and lowlands (18%). The zone is one of the major coffee growing areas of Oromia region well-endowed with natural resources contributing significantly to the national economy of the country

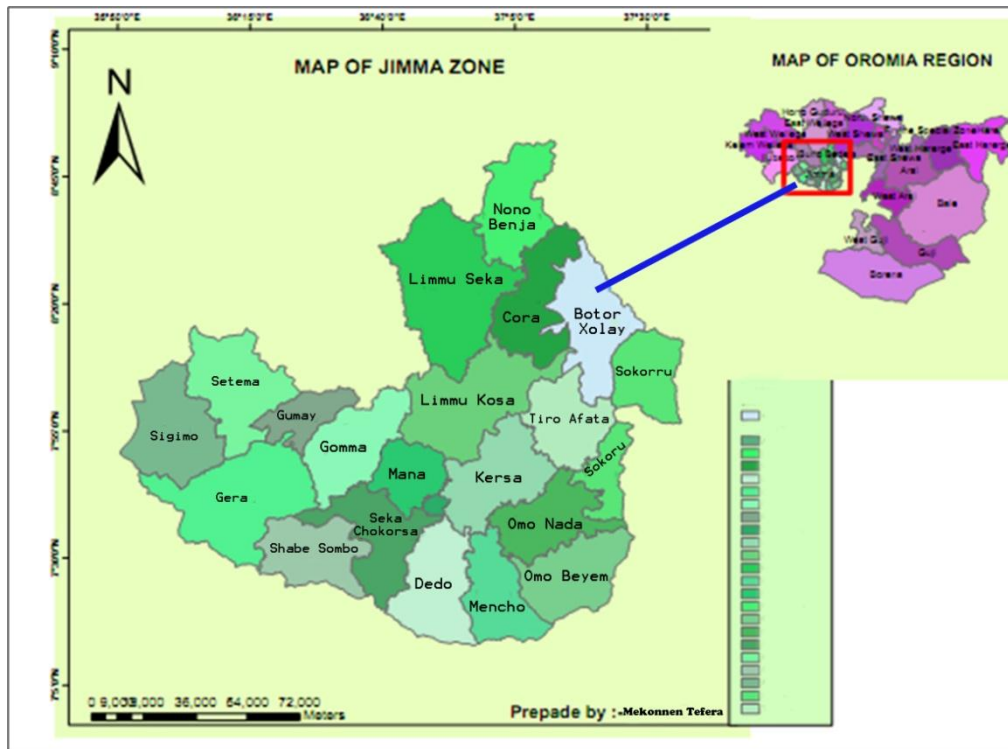


Figure 2 Map of Jimma Zone

3.2 Research Design

Descriptive research method was used as the method of this study as method of this study with quantitative and qualitative collecting approaches. The quantitative data collecting approach was used to collect data from the sample respondents' players through questionnaire and qualitative data collecting approach was used to collect data from the coaches and leaders through interview questions. Observation was also used to collect qualitative data with physical presence of the researcher.

3.3 The Study Population

The total populations of the study were 21 Jimma zones sport office / woreda football project. From these 21 woredas 7 woredas were taken as the target population for the study were 280 U-15 & U-17 football project players, 14 coaches, 14 woreda sport administrative.

3.4 Sampling Techniques and Sample Size

The study two-stage cluster sampling technique in lottery method will be used to select 280 (50% of players) subjects out of 560 U-15 & U-17 and purposive sampling technique also be used to get 14 coaches and 14 sports administration.

Table 3.1 Sampling from the 7 woreda projects

S. N	Name of the Wereda	Total Population				Target Population			
		Number of Leaders	Number of Players (U-15)	Number of Players (U-17)	Number of Coaches	Number of Leaders	Number of Players (U-15)	Number of Players (U-17)	Number of Coaches
1	Dedo	1	25	25	1	1	20	20	1
2	Seqa/coqorsa	1	25	25	1	1	20	20	1
3	Gera	1	25	25	1	1	20	20	1
4	Goma	1	25	25	1	1	20	20	1
5	LimuKosa	1	25	25	1	1	20	20	1
6	Mana	1	25	25	1	1	20	20	1
7	Qarsa	1	25	25	1	1	20	10	1
	Total	7	175	175	7	7	140	140	7

3.5 Sampling Procedures

Multistage sampling techniques were used to select the weredas, players, the coaches and the leaders. First lottery method was used to select the sample weredas from 21 in which 7 weredas were selected as the sample weredas. Next stratified sample was used to select sample players since the sample respondents were taken from different weredas and groups. Finally, availability sampling was used to select the available coaches and leaders in the sample weredas.

3.6 Sources Data

3.6.1 Primary data sources

So as to get the necessary information; were gathered from woreda Football project players training sessions, coaches and principals had been used as the sources of data. The data (information) were obtained by employing some data gathering tools as observation, questionnaire and interview,

3.6.2 Secondary data Source

In addition to those of the above mentioned primary data sources, the researcher have obtained data from a number of secondary data sources as: manuals and documents. The data from these sources were obtained with document analysis.

3.7 Data Gathering Instruments

Data Collection Instruments In order to collect the data necessary for analysis, the researcher were use observation, questionnaire and unstructured and structured interview. Triangulation, a multi-method approach will be implemented to maintain the validity of the study and to acquire information from different sources. The use of different tools helped to see the situation in-depth. The detail of each data collection instruments is discussed as follows:

Observation

In order to obtain information about availability of facilities and equipment's, principles of training applied by the coaches, observation will be used by the researcher. However, some the teams have been found completely out of training during their program of the training session.

Questionnaire

Questionnaires will be used to collect relevant information from players and coaches. Open and close-ended questions will be distributed and collected from the respondents.

Interview

Structured Interview will be prepared and conducted in order to gain information about availability of facilities and equipment's, qualification level of the coaches, and factors that hinder in their project. Information related with nutritional facilities for players also obtained from administrative officials.

3.8 Procedures of Data Collection

For those respondents which will be selected, the final copies of the questionnaires were distributed. Then, observation of the training session took the first step in data collection. This is because to gain firsthand information the usual principles, method and character of the team and the coach during the training session. The interview session will be followed with administrative officials. After completing the data collection, processing the raw data or analysis will follow suit

3.9 Data Analysis and Presentation Procedures

The data collected from coaches and players were analyzed using descriptive statistics frequencies and percentages. Qualitative data were also analyzed, interpreted and the inferences are included in this research.

Mean was used to find out the average value against each item for both groups of the respondents to support results of analysis. The average value were compared to find whether there exists a significance between two groups (players and coaches) of respondents as per the basic questions were raised and to reach an acceptable conclusion regarding both the extent of the association as well as the possible cause of the problems.

3.10 Ethical Consideration

A letter will be obtained from college of Natural science Office of Research and Postgraduate to inform the objective and nature of the study and then it's provided to the Jimma Zone Sport Administrative to obtain Permission and Consent form from the woreda sport office by explaining the purpose and significance of the study for both coaches and players. The ethical considerations that are taken to protect participant's rights in detail asking permission officially, explaining the purpose of the study to the target respondents, collecting data for analysis only from the voluntary participants, undertaking the data collection process without interrupting and ensuring confidentiality were included.

CHAPTER FOUR

4.1 Results And Discussions

This chapter presents the results and analysis of data that collected through questionnaire, interview and observation on practice and challenge of youth football project u-15 & u-17 in Jimma zone. Data were provided by scoring answers to demographic, training session, facilities and equipment's of training.

The data collected from coaches and players were analyzed using descriptive statistics frequencies and percentages. Qualitative data were also analyzed, interpreted and the inferences are included in this research.

Mean was used to find out the average value against each item for both groups of the respondents to support results of analysis. Chi-square was used to find whether there exists significance between two groups (players and coaches) of respondents as per the basic questions were raised and to reach an acceptable conclusion regarding both the extent of the association as well as the possible cause of the problems. .

4.2 The Demographic informations of sample respondents

The demographic data like sex, age educational level, marital status, years of experience, current level of coaching license, specialization and experience in your current duty (profession) were analyzed and discussed in the table below.

Table 4.1 evaluating the demographic information's of respondents.

No	Variables	Alternative Items	Frequency	Percent
1	Sex	Male	306	99.35
		Female	2	0.64
2	Age in years	Below 15	43	13.96
		15-25	180	58.44
		26-35	28	9.09
		36-45	-	-
		45 and above	-	-
		Total	308	100
3	Educational qualification	Grade 5-8	43	13.96
		Grade 9-12	180	58.44
		Certificate	9	2.92
		Diploma	8	2.58
		Degree	10	3.24
		Second degree and above	1	0.32
4	Marital Status	Single	289	93.83
		Married	19	6.16
		Deviored	0	-
		Total	308	100
5	years of experience do you have in coaching	1-4	9	2.92
		5-10	5	1.62
		11-15	-	-
		Above 16	-	-
6	Current level of coaching license? Certificate level	First level	11	3.57
		Second level	2	0.64
		Higher(CAF)	-	-
		Not certified	2	0.64
		Other license	-	-
7	Specialization	Teaching in other subject	8	2.59
		Coaching other sport field	-	-
		Physical education and sport	4	1.29
		Foot ball coaching	2	0.64
8	Experience in your current duty (profession)	Less than one year	0	-
		1-4	9	2.92
		5-10	5	1.62
		11-15	-	-
		Above 16	-	-

Among the respondents,306(99.35%) were males and 2(0.64%) Of the respondents were females. Regarding their age, respondents below 15 years were 43(13.96%),15-25 years were 180(58.44%) and 26-35 years were 28(9.09%).concerning the educational level of the respondents 43(13.96%) were grade 5.8,180(58.44%) were grade 9-12,9(2.92%) were certificate,10(3.24%) were first degree and 1(0.32%) was second degree.

The marital stats of the sample respondents had indicated that 289(93.83%) of them were single,19(6.16%) Of them were married and none of them were devrorced.

As it was indicated in the above table , service in the sport commission in years 9(2.92%) of them were between 1-4 years and 5(1.62%) of them were between 5-10 years.

Regarding the current level of coaching license of the respondents, 11(3.57%) of them were first level, 2(0.64%) of them were second level and the same numbers 2(0.64%) of them were not certified. concerning the specializations of the respondents,8(2.59%) and 4(1.29%) of them were teaching in other subject and physical education and sport. Regarding the experience of the respondents in their current duty (profession) in years,9(2.92%) of them were between 1-4 years and 5(1.62%) of them were between 5-10 years.

4.3 Analysis on the Quantitative Data that Collected through Questionnaire

34 closed-ended questions and one open ended were designed to collect the quantitative and the qualitative data from 28sample respondents' of coaches on practice and challenge of youth football project u-15 & u-17 in Jimma zone. The collected data were analyzed and presented in the following tables and followed with discussions.

Table 4.2 Evaluating football training sessions of Jimma Zone Football projects

No	Variables	Alternative Items	Frequency	Percent	Mean
1	Does your practice session have warming up period?	Always	2	7.14	1.67
		sometimes	18	64.28	
		Not at all	8	28.57	
		Total	28	100	
2	How many days do you conduct training per week	1 day	2	7.14	2.25
		2 days	14	50.00	
		3 days	7	25.00	
		4 days	3	10.71	
		5days	-	-	
		more than 5 days	-	-	
		Total	28	100	
3	Do you have a double training system (two training sessions in a day)?	yes	8	28.57	1.28
		No	20	71.42	
		Total	28	100	
4	If your answer for question number 2 is yes, how many days do you have such training system per week	1 day	5	17.85	1.96
		2 days	19	67.85	
		3 days	4	14.28	
		4 days	-	-	
		5days	-	-	
		more than 5 days	-	-	
		Total	28	100	
5	How many players (trainees) do you have in your project?	10-15	-	-	2.14
		16-20	24	85.71	
		21-25	4	14.28	
		26-30	-	-	
		Above 30	-	-	

		Total	28	100	
6	Do you train all your trainees (players) in a training session together?	Yes	26	92.85	1.92
		No	2	7.14	
		Total	28	100	
7	If your response for question No 6 is No, How many groups do you have ?	2 groups	25	89.28	1.10
		3 groups	3	10.71	
		4 groups	-	-	
		5 groups	-	-	
		Above 5 group	-	-	
		Total	28	100	
8	How do you rate the technical skill level difference of your players "?	Very high	-	-	3.07
		High	4	14.28	
		Low	22	78.57	
		Very low	2	7.14	
		No difference at all	-	-	
		Total	28	100	
9	How do you rate the difficulty created by the technical skill level difference of your players to coach them together?	Very high	-	-	3.78
		High	24	85.71	
		Low	2	7.14	
		Very low	2	7.14	
		No problem at all	-	-	
		Total	28	100	
10	How many competitions do you have each year?	one	2	7.14	2.00
		two	24	85.71	
		three	2	7.14	
		Four and above	-	-	
		Total	28	100	
11	How is your relationship with your trainees?	As a teacher	14	50.00	1.92
		as a manager	6	21.42	
		as a friend	4	14.28	
		as a leader	4	14.28	

		Total	28	100	
12	Does the governmental concerned body follow the project's daily activity?	Yes	4	14.28	
		No	19	67.85	
		I don't know	5	17.85	
		Total	28	100	
13	Does trainee's family and community around the project follow your daily training activity?	Yes	1	3.57	1.67
		No	18	64.28	
		I don't know	9	32.14	
		Total	28	100	
14	Does your practice session have tactical preparation?	Yes	8	28.57	1.28
		No	20	71.42	
		Total	28	100	
15	If your answer for question number 14 is 'yes', how does you execute?	Individually	2	7.14	2.00
		As a group			
		As a Team	24	85.71	
		All	2	7.14	
		Total	28	100	
Ageregate mean score				1.869	

Fifteen items were designed to assess on Items related to on training session. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items. The analyses of the responses were done in percentages and mean.

The result of the data revealed that 18(64.28%),8(28.57%) 2(7.14) of the respondents said the warming sessions did sometimes, not at all and always respectively.

The result of the analyzed data on the numbers of day in which the training activities done peer week showed that 14(50%), 7(25%),3(10.71%) and 2(7.114%) of the responses of the respondents revealed as the training days were 2days,3days, 4days, and 1day.

20(71.42%) of the responses of the respondents indicated the absence of double training system (two training sessions in a day however, 8(28.57%) of the responses of the respondents showed the prsence of double training system (two training sessions in a day).

20 (71.42%) of the responses of the respondents revealed the absence of double training system (two training sessions in a day. In the other hand 8(28.57%) of the respondents showed the presence of such training day.

24(85.71%) of the responses of the respondents showed that numbers of trainees in the project were from 16-20 and 4(14.28%) responses of the respondents showed as numbers of trainees in the project were from 21-25.

26(92.85%) of the responses of the respondents showed as all the trainees (players) in a training session together. However, 2(7.14%) of the respondents indicated as all trainees did not train (players) in a training session together.

25(89.28%) of the respondents showed as the numbers of groups were two and 3(10.71%) of the responses of the respondents indicated as the numbers of groups were three.

22(85.71%) of the responses of the respondents revealed as rate the technical skill was low, 2(7.14%) of the responses of the respondents also showed as rate the technical skill was very low. However, 4(14.28%) of the responses of the respondents indicated as rate the technical skill was high.

24(78.57%) of the responses of the respondents revealed rate the difficulty created by the technical skill level difference was high. However, 2(7.14%) the same percent 2(7.14%) of the responses of the respondents indicated as rate the technical skill was low.

24(85.71%) of the respondents showed as the numbers of competition were two and 2(7.14%) and the same percent 2(7.14) of the responses of the respondents indicated as the numbers of competitions were one and three.

14(50%), 6(21.42%), 4(14.28%) the same percent 4(14.28%) of the respondents showed as the relationship with trainees was as teacher, as manager, as friend and as leader respectively.

19(67.85%) and 5(17.85%) of the respondents showed the absence of the governmental concerned body follow up of the project's daily activity. However, 4(14.28%) of respondents showed the presence of the governmental concerned body follow up of the project's daily activity

18(64.28%) and 9(32.14%) of the responses of the respondents showed the absence of daily follow up of project training by trainee's family and community. However, 1(3.57%) of the

responses indicated the presence of daily follow up of project training by trainee's family and community.

20(71.42%) of the responses of the respondents revealed the absence of practicing session have tactical preparation. However, 8(28.57%) of the responses of the respondents showed the presence of practicing session have tactical preparation.

24(85.71%), 2(7.14%) and the same percent 2(7.14%) of the responses of the respondents revealed as training was in team and individually.

Table 4.3 To examine the facilities and equipment of Jimma Zone football projects

No	Variables	Alternative Items	Frequency	Percent	Mean
1	How many footballs does your team have for your training sessions?	1.1			1.82
		2.1			
		3.1			
		4.1			
		6.1	23	82.14	
		Other	5	17.85	
		Total	28	100	
2	Do you believe that the balls are enough for your training session?	Yes	4	14.28	1.14
		No	24	85.71	
		Total	28	100	
3	Do you have standard training football fields?	Yes	3	10.71	1.10
		No	25	89.28	
		Total	28	100	
4	If your answer for question number 3 is 'yes', how many?	1	28	100	1.00
		2	-	-	
		3	-	-	

		More than 3	-	-	
		Total	28	100	
5	Is your football field comfortable to perform different activities?	Yes	4	14.28	1.14
		No	24	85.71	
		Total	28	100	
6	How is the level of equipments availability in your project?	Not available	-	-	2.10
		Low	25	89.28	
		Medium	3	10.71	
		High			
		Total	28	100	
7	How is the level of facilities in your project?	Not available	-	-	2.07
		Low	26	92.85	
		Medium	2	7.14	
		High			
		Total	28	100	
8	The training program is classified according to ability, age and experience within competitive units	Yes	9	32.14	1.32
		No	19	67.85	
		Total	28	100	
9	Records of athletes profile are kept carefully and progressively	Yes	9	32.14	1.32
		No	9	32.14	
		I don't know	10	35.71	
		Total	28	100	
10	When they are select trainee athletes for any discipline, is there consider their talent.	Yes	10	35.71	2.03
		No	9	32.14	
		I don't know	9	32.14	
		Total	28	100	
11	is there prepared planning before you	Yes	20	71.42	1.71
		No	8	28.57	

	start training session?	Total	28	100	
12	On which schedule plan would you give more attention?	Annual plan	2	7.14	3.21
		Semester plan	3	10.71	
		Monthly plan	6	21.42	
		Weekly plan	9	32.14	
		Daily plan	4	14.28	
		All of the above	4	14.28	
		Total	28	100	
13	Do you have coaching licenses in football?	Yes	10	35.71	1.35
		No	18	64.28	
		Total	28	100	
14	Did you get payment (salary) from your Project?	Yes	9	32.14	1.32
		No	19	67.85	
		Total	28	100	
15	Have you get incentives from you Project?	Yes	8	28.57	1.28
		No	20	71.42	
		Total	28	100	
16	Does your trainer get appropriate nutrition from the Project?	Yes	9	32.14	1.32
		No	19	67.85	
		Total	28	100	
17	Does Jimma zone sport office gives encouragement at your championship session?	Yes	9	32.14	1.32
		No	19	67.85	
		Total	28	100	
18	As a coach what is the current status of football development in the zone?	High	8	28.57	1.28
		Low	20	71.42	
		Total	28	100	
		Agergate mean score			1.47

Eighteen items were designed to assess on Items related to on facilities and equipment's of training. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items. The analyses of the responses were done in percentages and mean.

23(82.14%) of the responses of the respondents revealed the absence of showed the numbers of balls used for training 6-1. However, 5(17.85%) of the responses of the respondents showed presence of the numbers of balls used for training other.

24 (85.71%) of the responses of the respondents revealed the absence of the sufficiency of balls for training .However, 4 (14.28%) of the responses of the respondents showed presence of the sufficiency of balls for training

25(89.28%) of the responses of the respondents revealed the absence of standard training field. However, 3(10.71%) of the responses of the respondents showed the presence of standard training field. 28(100%) of the responses of the respondents indicated as the number of training field was only one.

24(85.71%) of the responses of the respondents revealed the absence of the comfort ability of the field to perform different activities. However, 4(14.28%) of the responses of the respondents showed the comfort ability of the field to perform different activities

25(89.28%) of the responses of the respondents revealed the extent at which equipment's are available was low. However, 3(10.71%) of the responses of the respondents showed as the extent at which equipment's are available was medium.

26(92.85%) of the responses of the respondents revealed the extent at which facilities are available was low. However, 2(7.14%) of the responses of the respondents showed as the extent at which equipment's are available was medium.

19(67.85%) of the responses of the respondents revealed the absence of the training program is classified according to ability, age and experience within competitive units However, 4(14.28%) of the responses of the respondents showed presence of the training program is classified according to ability, age and experience within competitive units

10(35.71%) and 9(32.14%) of the responses of the respondents revealed the absence of records of athletes profile are kept carefully and progressively. However, 9(32.14%) of the responses of the respondents showed presence of records of athletes profile are kept carefully and progressively.

9(32.14%) and 9(32.14%) of the responses of the respondents revealed the absence of considering their talent When they selected trainee for any discipline. However,

10(35.71%) of the responses of the respondents showed presence of considering their talent When they selected trainee for any discipline.

20(71.42%) of the responses of the respondents revealed the presence of preparations for planning before they start training session. However 8(28.57%) of the responses of the respondents showed absence of preparations for planning before they start training session.

2(7.14%),3(10.71%),6(21.42%), 9(32.14%),4(14.28%) and the same percent 4(14.28%) of the responses of the respondents shown as the attention was given on annual plan, semester plan, monthly plan, weekly plan, daily plan and in all of them respectively.

18(67.28%) of the responses of the respondents revealed the absence of the absence of coaching licenses in football. However, 10(35.71%) of the responses of the respondents showed presence of the presence of coaching licenses in football.

18(67.28%) of the responses of the respondents revealed the absence of the payment (salary) from Project. However, 9(32.14%) of the responses of the respondents showed the presence of payment (salary) from Project.

20(71.42%) of the responses of the respondents revealed the absence of getting incentives from the Project. However, 8(28.57%) of the responses of the respondents showed the presence of getting incentives from you Project

19(67.85%) of the responses of the respondents revealed the absence of getting appropriate nutrition from the Project. However, 9(32.14%) of the responses of the respondents showed the presence of getting appropriate nutrition from the Project.

19(67.85%) of the responses of the respondents revealed the absence of encouragement at their championship session from Jimma zone sport office. However, 9(32.14%) of the responses of the respondents showed the presence of encouragement at their championship session from Jimma zone sport office.

20(71.42%) of the responses of the respondents revealed as the current status of football development in the zone was low. However, 8(28.57%) of the responses of the respondents showed as the current status of football development in the zone was high.

15 closed-ended questions and 2 open-ended were designed to collect the quantitative and the qualitative data from 280 sample respondents' of players on practice and challenge of

youth football project u-15 & u-17 in Jimma zone. The collected data were analyzed and presented in the following tables and followed with discussions.

Table 4.4 to examine the facilities and equipment of Jimma Zone football projects

No	Variables	Alternative Items	Frequency	Percent	Mean
1	Are you willing and interest to be a football project trainee?	Yes	180	64.28	1.64
		No	100	35.71	
		Total	280	100	
2	Do you get sufficient balanced diet after training?	Yes	40	14.28	1.14
		No	240	85.71	
		Total	280	100	
3	Do you think that there is a concerned body that follows the process of the training?	Yes	30	10.71	1.10
		No	250	89.28	
		Total	280	100	
4	During your training session you get enough training materials?	Yes	10	3.57	1.03
		No	270	96.42	
		Total	280	100	
5	Do you have enough amounts of balls for training?	Yes	40	14.28	1.14
		No	240	85.71	
		Total	280	100	
6	Do you think that the playing (training) field is suitable for training?	Yes	20	7.14	1.07
		No	260	92.85	
		Total	280	100	
7	Did you always warm-up your body before the training session?	Yes	210	75.00	1.75
		No	70	25.00	
		Total	280	100	
8	Did you always cool-down your body after the end of the training session?	Yes	197	70.35	1.70
		No	83	29.64	
		Total	280	100	
9	Are the youth football players benefited from training regarding to their performances?	Yes	82	29.28	1.29
		No	198	70.71	
		Total	280	100	

10	Is training time is covenant o f the players?	Yes	20	7.14	1.14
		No	260	92.85	
		Total	280	100	
11	Does your coaches' follow regular t raining schedule?	Yes	10	3.57	1.46
		Sometimes	110	39.28	
		No	160	57.14	
		Total	280	100	
12	How do you rate the efficiency of y our coach?	Very good	10	3.57	1.35
		good	80	28.57	
		weak	190	67.85	
		Total	280	100	
13	From your project, is there any one who plays at higher level team ?	Yes	20	7.14	1.14
		No	260	92.85	
		I don t know	-	-	
		Total	280	100	
14	Does the governmental concerned b ody follow the project s daily activit y?	Yes	30	10.71	1.71
		No	140	50.00	
		I don t know	110	39.28	
		Total	280	100	
15	Does your family and communit y around the project follow your daily training activity?	Yes	30	10.71	1.75
		No	150	53.57	
		I don t know	100	35.71	
		Total	280	100	
		Agergate mean score			

Fifteen items were designed to assess on Items related to on facilities and equipment's of training to collect data from the players. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items. The analyses of the responses were done in percentages and mean.

180(64.28%) of the responses of the respondents showed the prsence of willing and interest to be a football project trainee. However, 100(35.71%) of the responses of the respondents revealed the absence

240(85.71%) of the responses of the respondents showed the absence of getting sufficient balanced diet after training. However, 40(14.28%) of the responses of the respondents revealed the presence of getting sufficient balanced diet after training.

250(89.28%) of the responses of the respondents showed the absence of concerned body those follow the process of the training. However, 30(10.71%) of the responses of the respondents revealed the presence of concerned body those follow the process of the training.

270(96.42%) of the responses of the respondents showed the absence of enough training materials for training session . However, 10(3.57%) of the responses of the respondents revealed the presence of enough training materials for training session

240(85.71%) of the responses of the respondents showed the absence of enough amounts of balls for training. However, 40(14.28%) of the responses of the respondents revealed the presence of enough amounts of balls for training

260(92.85%) of the responses of the respondents showed unsuitability of field for training. In the other hand 20(7.14 %) of the responses of the respondents revealed suitability of field for training.

210(75%) of the responses of the respondents showed absence of continuous warm-up your body before the training session. In the other hand 70(25 %) of the responses of the respondents revealed the presence of continuous warm-up your body before the training session.

197(70.35%) of the responses of the respondents showed the presence of continuous cool-downing of their body after the end of the training session. In the other hand 83(29.64 %) of the responses of the respondents revealed the absence of continuous cool-downing of their body after the end of the training session.

198(70.71%) of the responses of the respondents showed absence of advantage from training from training regarding to their performances. In the other hand 82(29.28 %) of the responses of the respondents revealed the presence of the presence of advantage from training regarding to their performances

260(92.85%) of the responses of the respondents showed absence of the covariance of training time for the players. However, 20(7.14%) of the responses of the respondents revealed the presence of The covariance of training time for the players

10 (3.57%) , 110(39.28%) and 160(57.14) of the responses of the respondents showed as coaches' regular follow during training schedule was yes, sometimes and no

190 (67.85%) , 800(28.57%) and 10(3.57) of the responses of the respondents showed rate of the efficiency of their coach was weak, good and very good respectively.

260(92.85%) of the responses of the respondents showed absence of players those who have been playing at higher level team. However, 20(7.14%) of the responses of the respondents revealed the presence of those who have been playing at higher level team

140(50%) and 110(39.28%)of the responses of the respondents showed absence of following by the governmental concerned body the project's daily activity. However, 30(10.71%) of the responses of the respondents revealed the presence of following by the governmental concerned body the project's daily activity.

100(35.71%) and 150(53.57%) of the responses of the respondents showed absence of followup by family and community around the project in the daily training activity.

However, 30(10.71%) of the responses of the respondents revealed the presence of followup by family and community around the project in the daily training activity

Table 4.5 The impacts of facilities and equipment on Jimma Zone football projects performance?

No	Variables	Alternative Items	Frequency	Percent	Mean
1	Are there sufficient facilities make the project effective?	Yes	10	3.24	0.98
		No	298	96.75	
		Total	308	100	
2	Are there sufficient equipment make the project effective?	Yes	11	3.57	1.03
		No	297	96.42	
		Total	308	100	
3	Do the facilities organized as required in the way it strengthen the project activities?	Yes	34	11.03	11.10
		No	274	88.96	
		Total	308	100	
4	Do the equipments organized as required to make the project effective?	Yes	29	9.41	1.09
		No	279	90.58	
		Total	308	100	
5	Are there insufficient facilities that affect the project activities?	Yes	297	96.42	1.96
		No	11	3.57	
		Total	308	100	
6	Are there insufficient equipment that affect the project activities?	Yes	298	96.75	1.96
		No	10	3.24	
		Total	308	100	

Data were collected and analyzed as it was indicated in the above table 4.2.4, on the Impact of equipment and facilities. The analyzed data were discussed as follows.

298(96.75%) of the responses of the respondents showed absence sufficient facilities. However, 10(3.24%) of the responses of the respondents revealed the presence of sufficient facilities

297(96.42%) of the responses of the respondents showed absence sufficient equipment. However, 11(3.57%) of the responses of the respondents revealed the presence of sufficient equipment.

274(88.96%) of the responses of the respondents showed absence organized facilities as required. However, 34(11.03%) of the responses of the respondents revealed the presence of organized facilities as required.

279(90.58%) of the responses of the respondents showed absence of organized equipments as required. However, 29(9.41%) of the responses of the respondents revealed the presence of organized equipments as required.

297(96.42%) of the responses of the respondents showed presence of insufficient facilities. However, 11(3.57%) of the responses of the respondents revealed the absence of insufficient facilities.

298(96.75%) of the responses of the respondents showed presence of insufficient equipments. However, 10(3.24%) of the responses of the respondents revealed the absence of insufficient equipments.

Table 4.6 examine how Jimma zone sport sector well organized in terms of resources and capacity?

No	Variables	Alternative Items	Frequency	Percent	Mean
1	Jimma zone sport office in resources is well organized in resources.	Yes	11	3.57	1.03
		No	297	96.42	
		Total	308	100	
2	Jimma zone youth and sport office in resources is not well organized in resources	Yes	296	96.10	1.96
		No	12	3.89	
		Total	308	308	
3	Jimma zone youth and sport office is well organized in humen resources.	Yes	13	4.22	
		No	295	95.77	
		Total	308	100	
4	Jimma zone youth and sport office is not organized in resources as required	Yes	293	95.13	
		No	15	4.87	
		Total	308	100	
5	Jimma zone youth and sport office is well organized in equipement.	Yes	14	4.54	
		No	294	95.45	
		Total	308	100	
6	Jimma zone youth and sport office is well organized in facilities.	Yes	289	93.83	
		No	19	6.16	
		Total	308	100	

Data wer collected and analyzed as it was indicated in the above table 4.2.5, on Organization of Jimma zone youth and sport office in resources and human resources. The analyzed data were disscussed as folows.

297(96.42%) of the responses of the respondents showed the absence of well organized resources in Jimma zone youth and sport office. In the other hand,11(3.57%) of the responses of the respondents revealed the prsence of well organized resources in Jimma zone youth and sport office.

296(96.10%) of the responses of the respondents showed the absence of well organized resources in Jimma zone youth and sport office. In the other hand,12(3.89%) of the responses

of the respondents revealed the presence of well organized resources in Jimma zone youth and sport office.

295(95.77%) of the responses of the respondents showed the absence of well organized human resources in Jimma zone youth and sport office. In the other hand,13(4.22%) of the responses of the respondents revealed the presence of well organized human resources in Jimma zone youth and sport office.

293(95.13%) of the responses of the respondents showed absence of organized resources as required. However, 15(4.87%) of the responses of the respondents revealed the presence of organized resources as required.

294(95.45%) of the responses of the respondents showed the absence of well organized equipment in Jimma zone youth and sport office. In the other hand,14(4.54%) of the responses of the respondents revealed the presence of well organized equipment in Jimma zone youth and sport office.

289(93.83%) of the responses of the respondents showed the absence of well organized facilities in Jimma zone youth and sport office. In the other hand,19(6.16%) of the responses of the respondents revealed the presence of well organized facilities in Jimma zone youth and sport office.

4.7 Analysis on the qualitative Data and quantitative data

4.7. Analysis on Responses of the questionnaire, interview and observation

In terms of the practice of the youth football project, most respondents disagreed that the project has adequate resources and qualified coaches, and there were concerns about the facilities and communication with parents. This suggests that there may be room for improvement in these areas to enhance the overall effectiveness of the project. The challenges identified in the project include lack of funding, inadequate facilities, and a shortage of qualified coaches. These challenges can have a significant impact on the success of the project and may require immediate attention to address them effectively. Overall, the data collected from the respondents provide valuable insights into the practice and challenges of the youth football project in Jimma zone. By addressing the identified challenges and building on the strengths of the project, it is possible to improve the outcomes for youth football players in the region.

The analysis of the qualitative data obtained from the **interviews** with administrative bodies of the football project officials and observations of the project in Jimma zone revealed several key findings. Firstly, the respondents identified criteria such as sufficient facilities, equipment, resources, and human resources as essential for the effectiveness of the project. However, they also noted that the project was not as effective as required, indicating a gap in meeting these criteria. Secondly, the respondents highlighted the need for motivation for coaches and players, fulfillment of facilities and equipment, and effective organization of resources and human resources to improve the project's effectiveness. Lastly, factors such as lack of well-organized resources, sufficient facilities, and equipment were identified as barriers to the development of football in Jimma zone.

In terms of **observations**, it was found that key items such as comfortable playing fields, sufficient balls, cones, warm-up suits, water, and first aid were not adequately supplied for the project to be effective. Overall, the analysis of the qualitative data highlights the importance of addressing key criteria and factors to improve the effectiveness and development of the football project in Jimma zone.

4.5 Discussions

The result obtained through quantitative and qualitative data were discussed to triangulate the results to confirm whether the results that obtained through quantitative and qualitative data were similar and dissimilar. Furthermore, the results of the current findings were compared with previous findings to cross-check the similarities and dissimilarities of the findings.

The result obtained through quantitative and qualitative data were similar and supporting each other. Therefore, the reliability of the result of this study was confidential since the results of the quantitative and qualitative data were supporting each other.

The previous studies that had conducted by Dewitt (2001:89) recommend that a long-term plan should reflect priorities, philosophies, and goals for the team, Project or project. Moreover, the study that conducted by Dewitt (2001:89) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. 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.

However, the findings of the current study had indicated as the major challenges were Jimma zone sport sector was not well equipped with the professional coaches and sport leaders. Facilities and equipment of Jimma Zone football projects were insufficient; the absence of sufficient facilities and equipment affected the performance of Jimma Zone football projects. Jimma zone sport sector was not well organized in terms of resources and capacity as required.

CHAPTER FIVE

5.1 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1.1 Summary of the study

The study was started with presenting the background information that which helped as to design the statement of the problem that helped as to formulate the basic research questions. Based on the basic research questions the general and the specific objectives of the study were identified. On the basis of the identified the general and specific objectives the significance of the study was identified and presented in this study. Next the delimitations of the study were identified, in that the geographical and the conceptual as well as the variables of the study were already. In the second step of the study related literatures that were addressed by the scholarly works and researchers which were closely related to this topic were carefully reviewed and included under chapter two. The methodology, the research design, the sources of data, the sampling technique, the data collecting instruments questionnaire, interview and observations were used to collect quantitative and qualitative data for this study. The collected quantitative and qualitative data were analyzed quantitatively in percentages, mean and standard deviation. Furthermore, the qualitative data were discussed in text explanations. Based on the analysis that made of this study the conclusions were made and the finding of this study were identified as well as presented with basic research questions side by side. Finally, recommendations were given based on the identified findings of this study.

5.2 Conclusion

The main objective of this study was to assess the practice and challenges of youth Football project in Jimma zone. To achieve the intended objective this study descriptive survey method was used with quantitative and qualitative data collecting approaches for this study. Quantitative data collecting approach was used for the data that were collected through questionnaire from coaches, administrators and players and qualitative approach was used for the data that were collected through interview and observation checklist from the interviewees. The collected data were analyzed quantitatively through using percentages and mean. The qualitative data that were collected from the interviewees and observations were analyzed qualitatively through discussing with words. Based on the analysis made of this study conclusions were made and the findings of this study were identified and presented side by side with the basic research questions of this study as follows.

The first basic research question to identify the major challenges of training sessions of Jimma Zone Football projects. The result of this study indicated that the major challenges were Jimma zone youth and sport sector was not well equipped with the professional coaches and sport leaders.

The second research question was asked to assess the presence of enough facilities and equipment of Jimma Zone football projects. The result this study had revealed that facilities and equipment of Jimma Zone football projects were insufficient.

The third research question was asked to identify the impacts of facilities and equipment on Jimma Zone football projects performance. The result of this study showed that the absence of sufficient facilities and equipment affected the performance of Jimma Zone football projects.

The last research question was asked to identify the presence of well-organized in terms of resources and capacity Jimma zone sport sector. The result of this study indicated that Jimma zone sport sector was not well organized in terms of resources and capacity as required.

5.3 Recommendations

Based on the above findings of this study the following recommendations were given:

- The challenges that challenging the practices of Jimma Zone football projects should be improved through effective involvement of players, coaches and sport leaders with the cooperative effort of wordas and zone sport offices .
- Enough facilities and equipment of Jimma Zone football projects should supplied for the coaches and the players to make Jimma Zone football projects effective.
- The impacts of facilities and equipment on Jimma Zone football projects performance should be reduced through supplying sufficient facilities and equipment by coaches and sport leaders with the cooperative effort of wordas and zone sport offices.
- Jimma zone sport sector should be well organized in terms of resources and capacity the cooperative effort of wordas and zone sport offices.

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ANNEXES: I

Annexes I: Information sheet

My Name is _____ I am working as a data collector for the study being conducted at this assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone: At Jimma, Southwest Ethiopia, 2024. Town by Tilahun Desta who is studying for his Master's degree at Jimma University, school of sport science. Study title: To assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone. At Jimma, Southwest Ethiopia, 2024. Purpose of study: to investigate and understand assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone At Jimma, Southwest Ethiopia, 2024.

Procedure and duration: Using EPDS interviews and questionnaires to examine and understand the assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone will be recorded and analyzed. All your answers and procedures are completely confidential. I respectfully ask you to answer each question and all procedures, but you can stop at any time. However, the correct answer to this question is the problems analyze assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone. At Jimma, Southwest Ethiopia, 2024.

The total time needed to answer this questionnaire is about 20- 30 minutes.

Risk and Benefit: It has little risk participating in the study, but only takes 20-30 minutes. There would be no direct payment for participating in the study. But the finding from this research may reveal important information to the concerned body.

Confidentiality: The information you provide us is confidential. There is no information identifying in particular. The finding of this study is for the general study community not for reflecting anything, particularly on the person. The questionnaire will be coded to show names.

Rights: Participation in this study is fully voluntary. You have the right to declare to participate or not in the study. If you decide to participate, you have the right to withdraw from the study at any time and this is not labeling you for any loss of benefits to which you are otherwise entitled. You do not have to answer any question that you do not answer.

Contact Address: If there are any questions or enquires at any time about the study or procedures, please contact

Address:tilahundesta27@gmail.com

Mobile number: +1251917976201

Data collector: I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual, and the individual has consented/agreed to participate.

Name Data collector _____ signature _____ date _____

Annex II: Consent form

I am informed fully in the language I understand about the aim of above mentioned research. I understood the purpose of the study entitled to assess the practice and challenge of male youth football project U-15 & U-17 in Jimma zone At Jimma, Southwest Ethiopia, 2024.

I have been informed. I have also read the information sheet or it has been read to me. In addition I have been told all the information collected throughout the research has been kept confidential. I understood my current and future about the club and their fans will not be affected if I refused to participate or with draw from the study. I am volunteer after being fully informed about the detail of this study, here by gave I consent to participate in this study and approved my agreement with my signature.

Client's name _____ Signature _____ Date _____

Investigator name _____ Signature _____ Date _____

Annex III: Questioners

Part I: Socio-demographic characteristics of practice and challenge of male youth football project U-15 & U-17 in Jimma zone At Jimma, Southwest Ethiopia, 2024.

Code	Questionnaires	Response/code
1	Sex	A. Male B. Female
2	Age	A. < 10 Year B. 11-15 Years C. 16-20 Years D. 21-30 Years E. 31- 45 Years F. > 46 Years
3	Educational status/Qualification	A. M.Sc./M.A B. Degree C. Diploma D. Certificate E. Others
4	Occupation	A. Student B. Government Employee C. Self-Employee D. Others
5	Marital status	A. Single B. Married C. Divorced
6	What is your current level of coaching license? Certificate level	A. First level B. Second level C. higher (CAF) D. level Not certified E. other license

Part 2: Training Session

The following questions are concerned about your football Project training session.

1. Does your practice session have warming up period?
A. Always B. Sometimes C. Not at all
 2. How many days do you conduct training per week?
A. 1 day B. 2 day C. 3 day D. 4 day E. 5 day more than 5 days
 3. Do you have a double training system (two training sessions in a day)?
A. Yes B. No
 4. If your answer for question number 3 is yes, how many days do you have such training system per week?
A. 1Day B. 2day C. 3 day D. 4 day E. 5 day more than 5 days
 5. How long is a training session (your training session)
-
6. How many players (trainees) do you have in your project?
A. 10-15 B. 16-20 C. 21-25 D. 26-30 E. >30
 7. Do you train all your trainees (players) in a training session together?
A. Yes B. No
 8. If your response for question No 7 is No, How may groups do you have?
A. 2 group B. 3 groups C. 4 groups D. 5 groups E. >6 groups
 9. How do you rate the technical skill level difference of your players"?
A. Very high B. High C. Low D. Very low E. No difference at all
 10. How do you rate the difficulty created by the technical skill level difference of your players to coach them together?
A. Very high B. High C. Low D. Very low

11. No problem at all What mechanism are you using to handle the difficulty created by the technical skill level difference of your trainees to coach (train) them together?

12. How many competitions do you have each year?

- A. One B. Two C. Three D. four and above

13. How is your relationship with your trainees?

- A. As a teacher B. As a manager C. As a friend D. As a leader

14. Does the governmental concerned body follow the project s daily activity?

- A. Yes B. No C. I don't know

15. Does trainee's family and community around the project follow your daily training activity?

- A. Yes B. No C. I don't know

16. Does your practice session have tactical preparation?

- A. Yes B. No

17. If your answer for question number 16 is 'yes', how does you execute?

- A. Individually B.As a group C. As a Team D. All

Part 3: Facilities and Equipment's of Training

The following questions are about the facilities and equipment's of training for your Football Project

1. . How many footballs does your team have for your training sessions?

- A.1:1 B.2:1 C.3:1 D.4:1 E. 6:1 F. Other

2. Do you believe that the balls are enough for your training session?

- A. Yes B. No

3. Do you have standard training football fields?

A. Yes

B. No

4. If your answer for question number 3 is „yes’, how many?

A. 1

B.2

C.3

D. more than 3

5. Is your football field comfortable to perform different activities?

A. Yes

B. No

6. How is the level of equipment availability in your project?

A. Not available

B. Low

C. Medium

D, High

7. How is the level of facilities in your project?

A. Not available

B. Low

C. Medium

E. High

8. The training program is classified according to ability, age and experience within competitive units.

A. Yes

B. No

9. Records of athletes profile are kept carefully and progressively.

A. Yes

B. No

C. I don’t

10. When they are select trainee athletes for any discipline, is there consider their talent.

A. Yes

B. No

C. I don’t

11. Is there prepared planning before you start training session?

A. Yes

B. No

12. On which schedule plan would you give more attention?

A. Annual plan

B. Semester plan

C. Monthly plan

D. Weekly plan

E. Daily plan

F. All of the above

13. 19. Do you have coaching licenses in football?

A. Yes

B. No

Part: 4 Observation Checklist

This checklist is designed to gather data on the Survey Study on practice and Challenges Football project in Jimma Zone

No	Items	Alternatives	
		Yes	No
1	Does all playing fields are comfortable to apply all techniques and tactics?		
2	Does the number of balls enough preferably one for each Or one between two?		
3	Do the projects have enough amounts of cones?		
4	Do coaches have whistle for signal ling the Start and stop of activities during training?		
5	Do coaches use not eBook during training?		
6	Do all players have warm-up suits?		
7	Do players drink water during the training session?		
8	Do the projects have first Aid for their players during		
9	Does the Training manual usage		
10	Does the Preparation of training plans		
11	Do Method of demonstrating the training session		
12	Do attendance records?		
13	Does the trainees' personal profile?		

DABALATA: I

Dabalata I: Waraqaa odeeffannoo

Maqaan koo _____ Qorannoo kana irratti gaggeeffamaa jiruuf daataa walitti qabaa ta'ee hojjechaa jira madaaluu shaakalaafi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaa: Tilahun Desta kan Digirii Mastersii barachaa jiru bara Yuunivarsiitii Jimmaa, mana barumsaa saayinsii ispoortii.

Mata duree qo'annoo: Hojii fi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaatti madaaluuf. Kibba Lixa Itoophiyaa Jimmaatti bara 2024.

Kaayyoo qorannichaa: qorachuu fi hubachuu shaakalaafi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaatti madaaluu At Jimma, Southwest Ethiopia, 2024.

Hojimaataa fi turtii: Af-gaaffii fi gaaffilee EPDS fayyadamuun qorachuu fi hubachuun madaaluu shaakala fi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaa keessatti galmaa'ee ni xiinxalama. Deebii fi hojimaanni keessan hundi guutummaatti iccitiidha. Tokkoon tokkoon gaaffii fi hojimaata hundaaf deebii akka kennitan kabajaan isin gaafadha, garuu yeroo barbaaddanitti dhaabuu dandeessu. Haa ta'u malee gaaffii kanaaf deebii sirrii ta'e rakkoolee xiinxaluun shaakalaafi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaatti madaaluudha. Kibba Lixa Itoophiyaa Jimmaatti bara 2024.

Yeroon waliigalaa gaaffilee kana deebisuuf barbaachisu gara daqiiqaa 20- 30 ta'a.

Balaa fi Faayidaa: Qorannicha irratti hirmaachuun balaa xiqqaa qaba, garuu daqiiqaa 20-30 qofa fudhata. Qorannicha irratti hirmaachuuf kaffaltiin kallattiin hin jiru ture. Garuu argannoon qorannoo kanarraa argamu qaama dhimmi ilaallatuuf odeeffannoo barbaachisaa ta'e mul'isuu mala.

Iccitii: Odeeffannoon isin nuuf kennitan iccitiidha. Odeeffannoon addatti adda baasu hin jiru. Argannoon qorannoo kanaa hawaasa qo'annoo waliigalaa kan ta'e waan tokko calaqqisiisuuf osoo hin taane, keessumaa nama sana irratti. Gaaffiin maqaa agarsiisuuf koodii ni kennama.

Mirga: Qo'annoo kana irratti hirmaachuun guutummaatti fedhii ofiitiin kan raawwatamudha. Qo'annoo irratti hirmaachuu fi dhiisuu kee labsuuf mirga qabda. Yoo hirmaachuuf

murteessite yeroo barbaaddetti qorannicha keessaa ba'uuf mirga qabda kunis faayidaa karaa biraatiin argachuuf mirga qabdu kamiyyuu akka sitti mallatteessu miti. Gaaffii deebii hin kennine kamiyyuu deebisuun si hin barbaachisu.

Teessoo Quunnamtii: Yeroo kamiyyuu waa'ee qorannichaa ykn hojimaata gaaffiin ykn gaaffiin yoo jiraate qunnamaa

Teessoo:tilahundesta27@gmail.com

Lakkoofsi bilbila harkaa: +1251917976201

Walitti qabaa odeeffannoo: Maalummaa fi kaayyoon, faayidaan argamuu danda'u, fi balaawwan qorannoo kana irratti hirmaachuu wajjin walqabatan ta'uu danda'an nama dhuunfaa armaan olitti ibsameef akka ibsaman, akkasumas namni dhuunfaa sun hirmaachuuf hayyama/waliigaltee akka qabu nan mirkaneessa.

Maqaa Walitti qabaa odeeffannoo_____ mallattoo_____ guyyaa_____

Dabalata II: Unka hayyamaa

Kaayyoo qorannoo armaan olitti ibsame kana afaan hubadheen guutummaatti odeeffannoo argadheera. Kaayyoo qorannoo kanaa shaakalaafi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaatti madaaluuf mata duree qabu Hubadheera At Jimma, Southwest Ethiopia, 2024.

Naaf beeksiseera. Akkasumas waraqaa odeeffannoo dubbiseera ykn naaf dubbifameera. Dabalataanis odeeffannoon qorannoo guutuu keessatti walitti qabame hundi iccitii akka ta'e natti himameera. Waa'ee kilabichaa kan ammaa fi egeree koo hubadheera, yoo ani hirmaachuu dide ykn qorannoo kana irraa qixa ba'e deeggartoonni isaanii hin tuqamu. Ani tola ooltummaadha erga waa'ee bal'ina qorannoo kanaa guutummaatti odeeffannoo argadheen booda, asitti qorannoo kana irratti hirmaachuuf hayyama kennuudhaan waliigaltee koo mallattoo kootiin raggaasiseera.

Maqaa

maamilaa _____ Mallattoo _____ Guyyaa _____

Maqaa qorataa _____ Mallattoo

_____ Guyyaa _____

Dabalata III: Gaaffilee

Kutaa I: Amala hawaas-dimoogiraafii shaakala fi qormaata pirojektii kubbaa miilaa dargaggoota dhiiraa U-15 & U-17 zoonii Jimmaatti.

lakk	Gaaffiiwwan	Deebii/koodii
1	Saala	A. Dhiira B. Dubartii
2	Umurii	A. < 10 Waggaa B. Waggaa 11-15 C. Waggaa 16-20 D. Waggaa 21-35 E. Waggaa 41- 45 F. > Waggaa 46
3	Haala barnootaa/Ogummaa	A. M.Sc./M.A B. Digirii C. Dippiloomaa D. Ragaa ragaa E. Kanneen biroo
4	Hojii	A. Barataa B. Hojjetaa Mootummaa C. Of Hojjetaa D. Kanneen biroo
5	Haala gaa'elaa	A. Qophaa'e B. Fuudhaa fi heeruma C. Hiikkaan
6	Hayyamni leenjissummaa amma qabdu maali? Sadarkaa ragaa	A. Sadarkaa tokkoffaa B. Sadarkaa lammaffaa C. ol'aanaa (CAF) . D. sadarkaa Hin mirkanoofne E. hayyama biroo

Kutaa 2ffaa: Kutaa Leenjii

Gaaffiiwwan armaan gadii waa'ee leenjii Pirojektii kubbaa miilaa keessanii kan ilaallatudha.

1. Shaakala keessan yeroo ho'isuu qabaa?

A. Yeroo hunda B. Yeroo tokko tokko C. Tasumaa miti

2. Torbanitti guyyaa meeqa leenjii gaggeessita?

A. Guyyaa 1 B. Guyyaa 2 C. Guyyaa 3 D. Guyyaa 4 E. Guyyaa 5 guyyaa 5 ol

3. Sirna leenjii dachaa (guyyaa tokkotti leenjii lama) qabdaa?

A. Eeyyee B. Lakki

4. Gaaffii lakkoofsa 3ffaaf deebiin kee eeyyee yoo ta'e, torbanitti sirna leenjii akkasii guyyoota meeqa qabda?

A. Guyyaa 1 B. Guyyaa 2 C. Guyyaa 3 D. Guyyaa 4 E. Guyyaa 5 guyyaa 5 ol

5. Leenjiin tokko (leenjiin kee) hangam dheerata

6. Pirojektii keessan keessatti taphattoota (leenjiftoota) meeqa qabdu?

A. 10-15 B. 16-20 C. 21-25 D. 26-30 E. >30

7. Leenjifamtoota (taphattoota) keessan hunda leenjii tokko irratti waliin leenjiftuu?

A. Eeyyee B. Lakki

8. Gaaffii Lakk 7f deebii kennite Lakki yoo ta'e, Gareewwan akkamitti qabda?

A. Garee 2 B. Garee 3 C. Garee 4 D. Garee 5 E. >garee 6

9. Garaagarummaa sadarkaa ogummaa teeknikaa taphattoota keessanii akkamitti madaaltu"?

A. Baayyee olka'aa B. Ol'aanaa C. Gadi aanaa D. Baay'ee gadi aanaa E. Garaagarummaan tasumaa hin jiru

10. Garaagarummaan sadarkaa ogummaa teeknikaa taphattoota keessanii waliin leenjisuuf rakkoo uumame akkamitti madaaltu?

A. Baayyee olka'aa B. Ol'aanaa C. Gadi aanaa D. Baay'ee gadi aanaa

11. Rakkoon tokkollee hin jiru garaagarummaa sadarkaa ogummaa teeknikaa leenjifamtoota keessanii waliin leenjisuuf (leenjisuuf) rakkoo uumamu to'achuuf mala akkamii fayyadamaa jirtu?

12. Waggaatti dorgommii meeqa qabda?

A. Tokko B. Lama C. Sadii D. afur fi isaa ol

13. Hariiroon ati leenjifamtoota kee wajjin qabdu akkam?

A. Akka barsiisaa B. Akka hogganaa C. Akka hiriyyaa D. Akka geggeessaa

14. Qaamni mootummaa dhimmi ilaallatu hojii guyyaa guyyaa pirojektichaa hordofaa?

A. Eeyyee B. Lakki C. Hin beeku

15. Maatiin leenjifamtootaa fi hawaasni naannoo pirojektichaa sochii leenjii guyyaa guyyaa keessan hordofaa?

A. Eeyyee B. Lakki C. Hin beeku

16. Shaakala kee qophii tooftaa qabaa?

A. Eeyyee B. Lakki

17. Gaaffii lakkoofsa 16f deebiin kee ‘eeyyee’ yoo ta’e akkamitti raawwatta?

A. Dhuunfaa B. Akka gareetti C. Akka Gareetti D. Hunda

Kutaa 3ffaa: Waa'ee Meeshaalee Fi Meeshaalee Leenjii

Gaaffiiwwan armaan gadii waa'ee meeshaalee fi meeshaalee leenjii Pirojektii Kubbaa Miilaa keessaniiti

1. Gareen keessan shaakala keessaniif kubbaa miilaa meeqa qaba?

A.1 B.2 C.3 D.4 E. 6 F. Kan biroo

2. Kubbaan shaakala keessaniif gahaadha jettanii amantaa?

A. Eeyyee B. Lakki

3. Dirree kubbaa miilaa leenjii sadarkaa isaa eeggate qabduu?

A. Eeyyee B. Lakki

4. Gaaffii lakkoofsa 3ffaaf deebiin kee „eeyyee’ yoo ta’e, meeqa?

A. 1 B.2 C.3 D. 3 ol

5. Dirreen kubbaa miilaa keessan hojiiwwan adda addaa raawwachuuf mijataadhaa?

A. Eeyyee B. Lakki

6. Sadarkaan meeshaalee pirojektii keessan keessatti argaman akkamitti?

A. Hin argamu B. Gadi aanaa C. Giddugaleessa D, Ol aanaa

7. Sadarkaan mijaa’ina pirojektii keessan keessatti akkam?

A. Hin argamu B. Gadi aanaa C. Giddugaleessa E. Ol aanaa

8. Sagantaan leenjii akkaataa dandeettii, umrii fi muuxannoo yuunitii dorgommii keessatti ramadama.

A. Eeyyee B. Lakki

9. Galmeen piroofaayilii atileetotaa of eeggannoo fi tartiibaan ni qabama.

A. Eeyyee B. Lakki C. Ani hin qabu

10. Yeroo isaan atileetota leenjifamtoota filatamoo ta'an gosa kamiifuu, dandeettii isaanii ilaaluuf jiraa.

A. Eeyyee B. Lakki C. Ani hin qabu

11. Shaakala jalqabuu kee dura karoorri qophaa'e jiraa?

A. Eeyyee B. Lakki

12. Karoora sagantaa kam irratti xiyyeeffannaa guddaa kennita?

A. Karoora waggaa B. Karoora semestera C. Karoora ji'aa D. Karoora torbee

E. Karoora guyyaa guyyaa F. Kanneen armaan olii hunda

13. Kubbaa miilaa irratti hayyama leenjisummaa qabdaa?

A. Eeyyee B. Lakki

14. Pirojektii keessan irraa kaffaltii (mindaa) argattan?

A. Eeyyee B. Lakki

15. Pirojektii keessan irraa onnachiiftuu argattaniittuu?

A. Eeyyee B. Lakki

16. Leenjisaan kee Pirojekticha irraa soorata sirrii ta'e ni argataa?

A. Eeyyee B. Lakki

17. Waajjirri ispoortii zoonii Jimmaa walgahii shaampiyoonaa keessan irratti jajjabina kennaa?

A. Eeyyee B. Lakki

18. Akka leenjisaa tokkootti yeroo ammaa guddinni kubbaa miilaa zoonii kanaa maal fakkaata?

A. Olka'aa B. Gadi aanaa

Kutaa 4ffaa: Dhiibbaa meeshaalee fi mijaa'ina Leenjii

1. Pirojekticha bu'a qabeessa taasisuuf mijaa'inni gahaan jiraa?

A. Eeyyee B. Lakki

2. Meeshaaleen gahaan pirojekticha bu'a qabeessa taasisan jiruu?

A. Eeyyee B. Lakki

3. Faayidaan akka barbaachisummaa isaatti gurmaa'ee haala hojii pirojektichaa cimsa?

A. Eeyyee B. Lakki

4. Meeshaaleen pirojekticha bu'a qabeessa gochuuf akka barbaachisummaa isaatti gurmaa'uu?

A. Eeyyee B. Lakki

5. Mijeessitoonni hojii pirojektichaa irratti dhiibbaa geessisan gahaa mitii?

A. Eeyyee B. Lakki

Kutaa: 5 Tarree Ilaalcha

Cheeklistiiwwan Kun pirojektii Qorannoo Qorannoo shaakalaafi Qormaata Kubbaa Miilaa

Zoonii Jimmaa irratti gaggeeffame irratti ragaa walitti qabuuf qophaa'e

lakk	Filannoo Meeshaalee	Eeyyee	Lakki
1	Dirreen taphaa hundi tooftaa fi tooftaa hunda hojiirra oolchuuf mijataadhaa?		
2	Lakkoofsi kubbaa gahaa ta'e tokkoon tokkoon isaaniif tokko Moo tokko lama gidduutti?		
3	Pirojektoonni hamma koonii gahaa qabuu?		
4	Leenjistoanni yeroo leenjii sochiiwwan Jalqabuu fi dhaabuu mallattoo kennuudhaaf whistle qabuu?		
5	Leenjistoanni yeroo leenjii eBook miti fayyadamuu?		
6	Taphattoonni hundi uffata ho'isuu qabuu?		
7	Taphattoonni yeroo shaakala bishaan ni dhuguu?		
8	Pirojektoonni yeroo shaakala taphattoota isaaniif Gargaarsa jalqabaa ni qabaatu		
9	Fayyadama maanuwaalii Leenjii ni hojjeta		
10	Qophii karoora leenjii ni hojjeta		
11	Mala agarsiisa leenjii		
12	Namoonni argamaa galmeessuu ni qabaa?		
13	Profaayilii dhuunfaa leenjifamtootaa ni qabaa?		