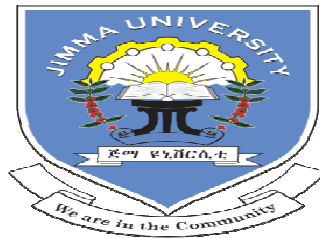


JIMMA UNVIRSETY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE



**ASSESSMENTS ON SOCCER COACHING METHOD AND PLAYERS BASIC SKILL
DEVELOPMENT IN THE CASE OF SHEKA ZONE Siner SECONDARY SCHOOLS**

BY:

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Jimma, Ethiopia

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SINER SECONDARY SCHOOLS

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ABSTRACT

This study is conducted about the school's football training method the most effective developmental model for young players includes a balanced approach that employs direction - for the purpose of clarity (demonstration), structure (rules) and discipline (behavior) – within an environment that also allows the player to experience the game (encourages) and experimentation (discovery), trial and error (lessons).

The purpose of this study was to assess coaches coaching methodology and players skill development in the case of Sheka zone secondary schools football team. To achieve the stated objectives experimental study research design was employed. The participants in this study were (N=108), which constitute 100 football player, 4 coaches and 4 school directors selected by purposive sampling techniques,

In this study Questionnaire was dominantly used as data collection instrument; interview and observation were also used in the process. To analysis the collected data, both qualitative and quantitative method was used.

The major findings include that failure of coaches to manage and follow players throughout the training session, inappropriate or wrong methods of training by players (a) failure of execute coaching methodology, (b) Lack of coaching behavior (c) failed to motivate, (d) Technical-tactical application and lack of facilities and equipments. Overall the study showed soccer coaches did not possess the necessary skills and knowledge about football soccer play.

These caused school players to be most of them inefficient and ineffective in their soccer playing skill development

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ACRONYMS

FIFA Federation International de Football Association

FYSA Florida Youth Soccer Association

USSF United States Soccer Association

STYSA South Texas Youth Soccer Association

CHAPTER ONE

INTRODUCTION

Background of the Study

Now a day's sport is becoming more and more significant disciplines for the progress of one country. This can be accomplished when coaches coaching methodology, techniques and tactics plus players performance development process takes place effectively and when the coaches and the players play their share accordingly.

Coaching may be seen as a management and facilitating process while others see it as developing and nurturing talent. Whatever the perspective, we can answer the question simply by stating that coaching is an activity aimed at influencing the way soccer is played and the people who play it. School organizations need to provide teachers with ample opportunities for skill development and individual training, knowledge, and practice sharing through collaborative work, team planning, critical thinking, and reflection. Teachers should improve their instructional competencies and feel confident that they can effectively achieve specific learning goals and make the right decisions in any given learning environment In relation to this

Hedstrom and Gould (2004) states that, "The youth sport coach can have a dramatic influence

On young athlete's development and enjoyment of sport." the development of a coach is similar to that of a player. Much on-going practice must occur for the coach to gain the skills and techniques necessary for teaching and coaching.

In relation to this, to enhance effective coaching methodology and player's skill development is vital. These are in done when there is effective coaching methodology

among the coaches and their team players. Michigan Action for Healthy Kids, (2005) School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle.

Physical education teachers which include being respectful, considerate, predictable, courteous, empathetic, friendly, tactful, non-defensive, knowledgeable, and skillful. Since youth players are too much eager to learn and to know new knowledge's and skills, the Coach should facilitate his/her training program by encouraging and creating good training Environments that will help promote the players fast improvement and lifelong love of the sport. In relation to this, the South Texas Youth Soccer Association, (2010) explains that, "The game of soccer is no different. There is a process by which to teach the kids in order for them to develop, so that with time, they can choose the path they want to take. The high expectations from parents, coaches and clubs push the development of kids and putting above all else." As a result, youth trainees should be given good guidance, and their training should be appropriate with their age levels with good facilities and equipments. Therefore, these were the issue which the researcher assessed and evaluated.

Above all, the case point of this research was about how to access and set out to investigate the possible hinder acnes means coaches coaching factors that many hinder soccer team players development in Sheka zone secondary school. Therefore, the above all descriptions concerning about coaches coaching methodology and players playing skill in the real field most of them were generated and selected from the school for different competitions and most coaches were not regulating the principles of coaching

method in practice. So, some of these were the descriptive features of the players and coaches in Sheka zone secondary school.

All in all, previously no research was conducted under this study was expected to assess the coaches coaching methodology and to explore the factors affecting the soccer team players performance development,

2. Statements of the problem

Football player's performance is the big issue of the world especially in Africa a great burden. .most of African countries have a chance to participate in Olympic game and different world champions but heir is not result without participation b/s of the lake of performance to play . Ethiopia has one the problem that affected by this problem. Even no chance to participate in Olympic and other international foot ball competition, but she was participate in African champion after 30 years. Accordingly, with not appropriate coaching methodologies, no success, no quality program will work. So soccer coach should be qualified with the Performance Again, experience need to be obtained by any training to build coaches and players skills to improve their capacity and competency in soccer sport. Acquiring high level of performance is it is long term process that is progressive and recognizes the players and coaches needs. Dr seraq methodology of football training cores No SpSc 516 ;

However, countries like Ethiopia are in processes and with several difficulties to improve their leagues standard. As showed in the background section

When schools improve their status it also has a direct impact on the development of national league competitions standard and study tray to highlight and analyze what coaches can and should do in order to make the process of joining and partaking in

secondary school football sports Programs successful. Quality physical education is predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and thus, as an assessor of Sheka zone secondary school. I had seen ample of problems on the players result, and the in implementation and practical activities especially in the field most of the players miss what to do and how to do in practice. Michigan Action for Healthy Kids, (2005)

However, for those problems focus has not been given in identifying from the side of stake holders of like school directors, woreda, zone sport officers and sport departments. The training of sinner secondary school physical education program has to be assessed and maintained to a level which can produce competent players who are capable of Modern football

So in Sheka zone also there is four secondary schools the schools have four football teams from those four teams' best players are selected to represent Sheka zone in all south competition. In a competition the players fail to play effectively and efftioniy in addition, the players fail some times in result.

Based on the above all information and problems in soccer coaching methodologies and practices in addition with their players activities the basic questions that initiated me to conduct this research study were to identify if there were any factors that affect coaches coaching methodology in soccer sport. Again, in light of this it becomes important to assess how the coaches' practice and process in actually being implemented in Sheka zone secondary school. All in all, previously no research was conducted under this research topic and the study was expected to assess the coaches coaching methodology and to explore the factors affecting the soccer team players performance development,

3. Objectives of the study

3.1. General objective

The general objective of this study was to identify and evaluate the coaching method and player's basic skill development in the case of Sheka zone secondary school and to recommend corrective measures to be taken in order to alleviate the encountered problems.

3.2. Specific objectives

The specific objectives of this study are:

- To identify secondary school coaches coaching methodology
- To assess coaches knowledge and skill in carrying out soccer coaching rules
- To determined the resources available in secondary school
- To identify potential factors that impede coaching methodology of coaches towards player's basic skill development in secondary schools

4. Variables

4.1. Dependant variable

- Dependant variable of the study was skill

4.2. The In dependant variable

- The In dependant variable of the study was coaching method

5. Significance of the study

This study would have the following benefits. The soccer coaches coaching methodology is a crucial variable (element) in their practice in supply with the new coaching

techniques and tactics? Therefore this study would help soccer coach and other concerned bodies to take in to account about football player's basic skill .In addition with affecting factor with their success. In relation to this the findings of this study would be helpful in developing coursework and materials for coaching education programs that will help coaches to become more aware of how their coaching methodology affects players. Moreover, the study would help coaches, sport stake holders, and other bodies to recognize, identify and assess their practice now in their day to day activities and factors that exit in secondary school in an attempt to practice and implemented the updated and new coaching methodologies. As the end, this study may also be used as a stepping stone and basic for future studies in related areas of the research.

6. Research Questions

To investigations the factors affecting coaches coaching methodology and assess in their practice, which in turn affects soccer players basic skill development, the following research questions were formulated, these were:

- Do secondary school coaches employ different style and methods in soccer coaching?
- Do the coaches have adequate knowledge and skill in carrying out soccer coaching roles?
- Do adequate recourses are available in secondary schools as to carry out the programs?
- What are the factors that challenge in conducting the training session?

7. Delimitation of the Study

The study had been delimited only to the issue of the relevancy of the training and the suitability of the training environment to apply appropriate training and the availability of facilities and equipments in Sheka zone secondary schools namely masha, Gecha, cubito and teppi high schools.

8. Limitation of the Study

Inadequacy of available relevant research materials is one of the limitations encountered in this study. For example sufficient books, Shortage of time to collect necessary data as needed, and The coaches who did not respond may be different from those that did on some or all of the outcome measures.

9. Definitions of Terms as used in the Research

Training: is long and complex scientific process to produce skilled and talented players.

Warm-up: is a very important preparatory exercise which is done in order to make ready body and mind, to the training session.

Equipment: materials used to facilitate football training session successful.

Youth; young people who played in under age 20 categories.

Cool-down: slow jogging or movement with or without the ball to make the heart rate and body temperature normal after training.

10. Organization of the Study

This thesis is organized into five chapters. The first chapter briefly introduces the research, justification and statement of the problem and objective of the study. The second chapter is devoted to literature review about football coaching method. The third chapter explains methodologies of the research explain why and how tool and

research method used. The fourth chapter deals the data analysis, proposed frame work and presentation of the results. chapter fifth deals about desiccation the six chapters comprise the conclusion and recommendation for future studies.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

This chapter discusses about concepts, characteristics, principles, and components of football training, characteristics of youth training, coaching styles, facilities and equipments of football training for secondary school football team/club.

1.2. Sports Coaching

The sports coaching literature includes a broad scope of areas, including the role of the coach, coaching leadership, and tools and techniques of effective coaches. The majority of literature and studies focus on sports in several different settings. However, as there is a dearth of research specific to soccer coaching, this literature review will include studies in related sports which provide insight and consideration for the soccer coach. The focus of this study is an analysis of the practice of coaching soccer at the youth, college, and professional levels in order to develop a model for effective soccer coaching. Beginning with a brief overview of the sports coaching literature and the soccer specific coaching literature, the review includes an exploration of the literature on effective coaching and the key elements of the coaching process. In a broad sense, coaching effectiveness can be defined as the ability of the coach to meet athletes' needs and goals within a specific coaching context (Côté, 2009).

2.2. 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. Even then, you still made mistakes, but they were few and far between. The same will be true when you teach a new concept for your players. It is okay if your players make many mistakes when learning a new concept or skill. Your job is to help the players eliminate mistakes so they can become better players.

Now a day coaches coaching methodology towards their players basic skill practice is implemented in all high (secondary) schools of the country. There are however always expected challenges when ever new programs such as coaches coaching methodology, practice being introduced and implemented. Those challenges and practices may stem from different sources. First of all the fact that new insights fail to get up in to practice because they conflict with deeply held internal images of how the world works, image that limits as familiar ways of thinking and acting can be the major one. Thus, resisting challenges can be considered as the nature of human being which appears that, no one is free from neither noted scientist its nor students playing on school play groups (singe in Carlson 1996),

In addition to the above concepts, training is described as a complex series of actions aimed at influencing the development of performance in a systematic and goal oriented way. 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 observes and analyze correct and incorrect performance, providing feedback about their mistakes, and allow them to practice over and over again.

2.3. Characteristics of the 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.

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.

2.4. Coaching and Young Athlete Development

In order to fully understand coaching behaviors and coping in youth sports, Gould & Carson (2011), examined developmental experiences were examined when dealing with the youth sport relationships related to both genders. The link between life skills, sports participation, coaching behaviors exists. Gould & Carson explained that a positive relationship between coaches and young athletes leads to a healthier player development as a whole. Positive youth development in sports seems to encompass 'instrumental skills' such as goal setting, effort and teamwork (Carson & Gould, 2011). Carson & Gould (2011) explain how coaches using positive reinforcement strategies and build a positive rapport with young athletes.

The qualities a coach must have for a successful coaching outcome, which include being respectful, considerate, predictable, courteous, empathetic, friendly, tactful, non-defensive, knowledgeable, and skillful. At times the coach may need to be tender and nurturing or even playful when challenging a client to grow, explore, or be curious. Ultimately the coach is responsible for engaging the client in full participation of the coaching process. The coach is also responsible for providing knowledge, skills, and technical assistance for the client's professional and personal growth. Coaches must be competent in facilitating the client's attention to stay on task.

Coaching responsibilities include providing feedback (Kampa-Kokesch & Anderson, 2001), forging a partnership, inspiring commitment, facilitating the growth of new skills, promoting persistence toward goals and encouraging the client to make maximum use of environmental support (Peterson, 1996). Witherspoon and White (1996a) identified the coach's role as one of helping executives learn, grow and change. This involves coaching

for skills and developing performance while keeping the focus on the executive's agenda (Witherspoon & White, 1996a).

It is generally believed that coaching is a process that aids athletes achieve their peak performance in competition (Woodman, 1993; Bompa, 1994; Morris and Summers, 1995).

2.5. Coaching effectiveness and coaching efficacy.

As a result of the considerable influence volunteer youth sport coaches have on the development of young athletes, it is crucial for youth sport organizations to develop a deeper understanding of those who serve as volunteer youth coaches (Feltz et al., 2009). It is judicious for the governing bodies of youth sport to examine the factors that influence their behavior and identify ways to make youth sport coaches more effective in their role. Effective coaching behavior is described as that which produces desirable outcomes (e.g. performance, self-esteem, enjoyment) for athletes.

2.6. Basic Principles of Football Training

Kacany (1987) (as cited in Windom and Damen, 2004) defines training as a complex, long and conscious educational process, with the aim of making use of specific means, to contribute to the achievement of maximum sports performance by a player on the basis of balanced development of his/her personality and further explains training as a systematic process of repetitive, progressive exercise and acclimatization. For this purpose, the principles of training help ensure that sensible, realistic and safe training programs are developed.

There are essentially three phases in the acquisition of skills (Fitts, 1964). The first is the cognitive stage where the player must understand what is required of them from an analysis of what is happening around them. Next is the intermediate stage where responses are learned, errors are gradually eliminated and new movement patterns begin to emerge. The autonomous stage is where the skill no longer requires conscious control, uncertainty is eliminated and skills require less information processing. The most stringent test comes in the game situation. If performance in games does not improve as a result of practice, then practice has been ineffective.

A coach's aim in practice would be to organize and control players' learning in an attempt to perfect the most relevant and efficient techniques and skills for the game (Worthington, 1974). Whilst doing this, the coach should be working for a stable performance, especially where distractions are similar to those found in competitive games. To develop the correct mechanical actions of, say, passing the ball, without combining them with decisions concerning choice of receiver, target area for the pass, and timing of release, would be meaningless. So in practice the coach should be operating in circumstances as close to match conditions as possible. The choice and application of those skills determine the success and skilled nature of performance. Guideline, practice situations for developing soccer should follow these procedures.

Therefore, the principles of specificity, overload, progression, variance, and principles of long-term training are the basic practice or principles of training specific to football/soccer. The details of each principle are discussed as follows:

Principles of Specificity: every activity requires a specific mix of fitness components and the training should reflect the contribution made by each component. However,

before attempt any specific training it is mandatory to develop a general level of fitness.

Here, the main factors must be considered:

- **The individual:** training should be specific to the individual. It is important to assess the initial stage of fitness so that the workload can be accurately estimated.
- **The activity:** first identify the mix of fitness components required and then identify the major joints and muscles that are used or more active.
- **Principles of Overload:** this principle indicates that whole point of training is to improve level of fitness, but the level of fitness will improved only if the body is overloaded. In other words, the body should work harder than normal by increasing the amount of work to be performed. This can be applied through:
 - Increasing the number of times (frequency: F) of the training.
 - Increasing the intensity (intensity: I) of the activity.
 - Increasing the duration (time: T) of each individual session.
- **Principles of Progression:** regarding this principle, the body will improve only if it put under stress, but the principle of progression underlines the fact that the amount of overload attempted should be progressively made more difficult. The workload should be increased only once some adaptations have occurred, so it is important to monitor the players or trainees performance closely so that the coach does not put too much stress on the players too soon.
- **Principles of Variance:** variety is the spice of life! Doing the same thing week after week becomes monotonous and boring. The principle of variance suggests that a training program should include a variety of training methods. This will

- help to maintain interest and motivation, and makes sure that the loads of training are varied.
- Information doesn't give them enough to get started. Provide enough information to get them started and then add new challenges.
 - **Simple to Complex:** are the activities presented in a way that allows for ongoing Modifications and new challenges to meet the player's interest and abilities.
 - **Safe and Appropriate Training Area:** the area should be free of hazardous materials such as glass, stones, branches, holes and be safe from traffic or other environmental dangers. The training environment should be psychologically safe.
 - **Decision Making:** decisions may be spatial (where to run or pass), temporal (when do pass or run), or kinesthetic (how do I handle the ball)? These need to be present in all activities for learning to occur. Remember that learning is not efficient, and that effective learning may be the result of inefficient trials.

4.7. Role of youth sport coaches.

The consensus within the coaching literature was that the athlete experience was significantly affected by the coach (Horn, 2002). Volunteer coaches are considered to be the cornerstone of youth sports because their behavior, actions and decisions had long-term effects on the future participation, attitudes, and development of their athletes (Sullivan, 2008). Depending on the level, a coach is responsible for teaching technical skills, tactical game strategies, and motivating athletes. The consensus within coaching literature was that coaches can significantly affect the physiological, social, personal, and

psychological development of their young(Horn, 2002). Therefore, coaches were profoundly influential in the learning and development of their athletes

Although many volunteer coaches are provided with educational opportunities, the majority did not participate (Weis & Hayashi, 1996). Research indicated that the majority, as high as 90% of volunteer coaches, have received no official training in fundamental coaching techniques or injury care of prevention (Clark, 2000; Part low, 1995). These figures were disconcerting, especially when —qualified coaches in organized sports can be a key factor in providing safety and a positive experience□ (American Academy of Pediatrics, 2001). Increased awareness of the critical role of volunteer coaches in youth sports has resulted in the development of nation-wide standardized coaching education programs (Campbell, 1993; Wade & Pierre, 1999). One author declared coaching education programs to be the most effective method of increasing coaching efficacy and competency (Woodman, 1993). Formal coaching education was often viewed as a means through which coaches could increase their education and knowledge of their sport. It is plausible to suggest that the more knowledgeable and educated the coach, the more likely they are to positively influence the learning and development of their athletes.

2.8. Coaching Using Motivation

As described in the FIFA Coaching Manual (2004) believed young athletes need to be pushed in order to ensure growth. The motivations of coaches and parents are specifically linked to their individual roles of instruction and assessment. Through the work of Keegan a common ground of motivation is created between the athlete, the parent and the coach. Coaches and parents influence the motivation of athletes through either verbal

feedback or behavioral reinforcement. Positive feedback was generally believed as an adaptive form of motivation, whereas negative feedback was more likely to undermine motivation, produce frustration, or even undermine the athlete's relationship with the feedback provider As described in the FIFA Coaching Manual (2004).No matter the type of motivation used to help young athletes grow, it was clear that positive encouragement and incentive –based coaching led to success. Nunn-Cearns (2012) helped to continue the argument that motivation and positivity were factors that must be considered for those that are taking on the coaching profession. First time coaches may lack the knowledge and experience that longtime coaches possess, but they are able to motivate and encourage all the same. The framework of coaching is always changing and the tasks that a coach needs to take care of are many, but are nonetheless attainable.

2.9. Effective Coaching Behavior

“If a coach is constantly talking or yelling at players during the game, it prevents your players from thinking for themselves.” Steve Sampson, Former Men's National Team Coach, June 1998 you have just volunteered to become a soccer coach for a youth program in your community. Congratulations! You have just agreed to pursue one of the most rewarding and difficult challenges in which you have ever engaged. To enjoy the best possible experience, you need to adopt a number of characteristics and behaviors. few of us possess all the abilities required to properly coach young children.

The youth sport experience is all about children. Being an effective soccer coach requires certain traits. . It can be said that a coach is like a camera - always taking pictures of situations within the game so they can accurately assess the needs of their players and team. The development of a coach is similar to that of a player. Much on-going practice

must occur for the coach to gain the skills and techniques necessary for teaching and coaching.

You must be a responsible adult at all times. You must possess a strong desire to work with children and to understand the complexities that exist within children of different ages, levels of development and maturity. How can you provide the best environment for children to grow, develop, and have fun?

2.10. Training Plan

International DFB-Coaching Course (B-license) (2008:72) defines that, periodisation 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 periodisation 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) 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.

2.11. Coaches Leadership Styles and Roles

The University of Iowa studies conducted by Kurt Lewin and his associate Explored three leadership styles (Lewin & Lippitt, 1938). The autocratic style described a leader who typically tended to centralize authority, dictate work methods, make unilateral

decisions and limit employee participation. The democratic style described a leader who tended to involve employees in decision making, delegate authority, and encourage participation in deciding work methods and goals and use feedback as an opportunity for coaching employees. Finally, the laissez-faire style leader generally gave the group complete freedom to make decisions and complete the work in whatever way it saw fit. In researching which style was most effective, results from Lewin and associates seemed to indicate that the democratic style contributed to both good quantity and quality of work (Robbins & Coulter, 2002). Later studies of the autocratic and democratic showed mixed results. The democratic style sometimes produced higher performance levels than the autocratic style, but at other times, it produced higher performance levels than the autocratic style, but at other times, consistent results were found, however, when a measure of subordinate satisfaction levels were used. Group member's satisfaction levels were also generally higher under a democratic leader than under an autocratic one (Bass, 1981).

The two most significant leadership styles discussed in sport settings are the democratic style and the autocratic style. Democratic behavior is described as being player-centered and cooperative while autocratic behavior is described as a win-centered and command style (Martens, 1987).

2.12. Components of Football Training

U.S. Soccer "C" License Course Candidate Manual (2008) suggests that it is important to clearly understand the components of coaching soccer and how to apply the methodology

of teaching both technique and tactics through economical training. The coach must apply these principles to solve problems identified in the game to develop appropriate training sessions that allow the coach to coach the players, not the method. The components/pillars of coaching football/soccer are: technique, tactics, physical fitness and psychology. The order of priority of these components/pillars differs depending upon the age and ability of the players. In addition to this Dewitt J. (2001) states that, “When determining which of the components you will address during each practice session, you must take into account the ages and stages of development of your players”. The details of each component has discussed as follows:

Technical Preparation: as defined in Cambridge Youth Soccer Coaches Manual (2007:6) technique is the skills used to play the game. Dewitt J. (2001:76) also explains about technique as follows: In soccer/football, the most important element is technique. Techniques are the skills of soccer. Without technique, it does not matter how well you make decisions (tactics), how long you can run (endurance, nor how you deal with the Stress of competition (psychology). When working with players of all levels, technique must be the emphasis of your coaching.

Wondemu and Damen (2004:26) also states that, technique is evidently of fundamental Importance. It forms the bases for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control, he/she will never be able to control a game.

Since techniques or the skills used to play the game are the fundamentals of football game. Therefore every technique used by players fall under one of the fundamental skills. Following is a description given by Dewitt J. (2001:76-77) about fundamentals of football/soccer game:

- **Juggling:** a player juggles a ball when he/ she repeatedly keep the ball from hitting the ground by using various parts of his/ her body. He/she juggles with his/ her feet, thighs, chest, head, and shoulders. A player starts juggling by lifting the ball off the ground without using his/ her hands (a technique called a pickup). Although juggling may not occur often during a game. Players juggle to increase their ability to control the ball, so it is worthwhile to practice.
- **Dribbling:** dribbling involves keeping possession of the ball with your feet. Various surfaces of the feet are used, including the inside, outside, instep, and soles. Players dribble to go past opponents (beat them), to go away from opponents or sidelines, and to move quickly in open spaces. Each type of dribbling requires a different technique. Dribbling technique also involves body feints and tricks to fool opponents. Players use their heads, shoulders, legs, and small touches of the ball to fake opponents by beating them with a dribble.
- **Passing:** players pass the ball to move it from one part of the field to another. There are various types of passes. Short passes usually remain on the ground, while long passes may be on the ground or in the air. Balls might be driven, lofted, or curved (bent). Each type of pass requires a slightly different technique.
- **Ball control:** receiving the ball is important for maintaining possession. When players control the ball, they may use various body parts, such as their feet,

thighs, chests, and heads. They might also use different surfaces of each body part. For example, a player might use the inside or outside of his/ her foot when receiving a pass on the ground, or he/she might use the instep or sole of his/ her foot when receiving a ball out of the air.

- **Heading:** players head the ball with their foreheads. Heading may be used for attacking or defending. A player might try to head the ball in to the goal or to pass it to another player. Soccer players also use their heads defensively to hit the ball away or to clear the ball. Players who are standing, jumping, or diving might attempt headers.
- **Finishing:** players finish to score goals. Finishing might be better described as a pass into the goal. The techniques used when finishing are very similar to those used when passing. Players must work on striking a ball that is rolling, bouncing, or in the air. A ball struck just after it bounces is called a half volley, while a ball struck out of the air is considered a full volley. In addition to mastering how to finish a ball that is rolling, bouncing, or in the air, players also need to work on finishing balls coming toward them, moving away from them, or coming from the side.
- **Tackling:** players tackle the ball to dispossess another player. A tackle occurs when a defending player knocks the ball away from an opponent who is in possession. In football/soccer, a player tackles the ball, not another player. There are several ways to tackle the ball, including block tackle, slide tackle, and the side tackle. When a player tackles the ball, his/her intent should be to get the ball away from an opponent, but not necessarily the ball itself. Tackling is the only

technique that is used solely for defensive purposes. You would never tackle a teammate.

- **Tactical Preparation:** in U.S. Soccer “C” License Candidate Manual tactic defined as player decisions within the game. Furthermore, as described by Dewitt J. (2001) football/soccer tactics are the strategies that players and teams use to play the game. When the coach teaches tactics to his/her players, he/she is actually teaching them how to make correct decisions. During a match a player needs to make many decisions, usually with very little time to think. Teach and reinforce tactics by coaching exercises that require the players to make decision, or face the same problem, repeatedly. In addition to this Wondemu and Damen (2004) states:

Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the play ground. The aim of good tactics is to put emphasis on the positive qualities of one’s own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself.

Physical Preparation: according to John, Michael and Helen (2000) physical fitness is Defined as the ability to cope effectively with the stress of everyday life. Dewitt J. (2001:79) describes that many people associated fitness with the ability to run for a long time (aerobic fitness); football/soccer players actually have a few more requirements. However, when we are thinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Furthermore, U.S.

Soccer/football Coaching Manual (2010:12) recognizes that; football/soccer is a physically Demanding sport characterized by explosive activities such as tackling, turning and jumping in Addition to high intensity running and sprints over relatively short distances. According to Statistics, top-class football/soccer players make approximately 1100 changes in exercise Intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a Player endure the physical demands of football/soccer and maintain high technical ability and Decision-making quality throughout a match. Every football/soccer player, regardless of standard of play, can benefit from a fitness training program based on football/soccer-specific exercises. For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner.

As indicated in U.S. Soccer Coaching Manual (2010) Bangsbo J. provides the following Insight on fitness training for youth:

There is evidence to suggest that training of youth players does not need to be focused on improving physical performance. Often young players get sufficient physical training by regular drills and games. Training for young players, prior to and during early puberty, should not be focused on the Physical aspect, but should mainly emphasize technical training. Children are very sensitive to the physical and psychological stresses imposed by a demanding training and competition Schedule. They are especially susceptible to injury or burn-out during growth spurts and puberty.

Physical Preparation: according to John, Michael and Helen (2000) physical fitness is defined as the ability to cope effectively with the stress of everyday life. Dewitt J. (2001) describes that many people associated fitness with the ability to run for a long time (aerobic fitness); football/soccer players actually have a few more requirements. However, when we are thinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Furthermore, U.S. Soccer/football Coaching Manual (2010) recognizes that; football/soccer is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class football/soccer players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of football/soccer and maintain high technical ability and decision-making quality throughout a match. every football/soccer player, regardless of standard of play, can benefit from a fitness training program based on football/soccer-specific exercises. for this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner.

Specific fitness training during the younger years. The time saved by excluding fitness training should be spent on training to improve technical skills, as the players greatly benefit from this type of training when they become seniors. When training young players one should be aware that there is a large difference in individual maturation

within a given age group. The adolescent growth spurt may start as early as the age of ten or may not start until the age of sixteen. On average, girls mature about two years earlier than boys. as maturation status can have a profound effect on physical performance, care should be taken not to underestimate genuine football talents due to physical immaturity in comparison to other players in the same age group. Another important aspect of youth training is the amount and intensity of training. the coach should carefully observe how the individual players respond to the training, as young players can easily “over trained.”

Psychological Preparation: when the coach plans the training session for psychological Preparation he/she considers the development of both the mental and cognitive skill. Moreover, FIFA Coaching Manual (2004) explains that mental training is aimed at improving mental attitudes, but also at aiding the improvement of performance related elements through techniques that utilize the qualities and resources of our brain. The development and improvement of mental attitudes can start as early as the pre-training/development stage with Youngsters. By giving the players specific rules and instructions during training sessions, it is possible to stimulate the development of their mental approach. However, cognitive skill knows how to read the game, having good all-round vision, being able to see more quickly and make the right choice of move more rapidly are all signs of a good tactical awareness that sets the great players apart from the rest. Furthermore, in the same manual cognitive skills are defined as the instructive tendencies that allow a motivated and committed player to assess situation through a process of knowledge acquisition (attention/ concentration/ perception/ anticipation). It therefore encompasses everything that the player’s intelligence allows him/her to

understand so that he/she can exploit a given situation or action in the best possible manner.

Youth coaches must take into consideration the positive effects of adequate rest periods during training, alternating hard and light practices through the season and allowing days off and time away from football/soccer to recuperate and rekindle passion for the game.

2.13. Facilities and Equipments of Football Training

Different pieces of equipments are needed during football training. In line with this idea, Dewitt J. (2001) 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.

2.14. 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) 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. *Pure Coaching Methodology*

- focuses on present and future as opposed to past behavior and performance

- focuses on goal-setting and actualization of goals
- Relationships are structured so that the client understands all processes and modalities being implemented, giving the athlete more confidence in the value of the outcomes
- emphasizes that a mutual commitment to values such as honesty and accountability are what make the coaching relationship effective

CHAPTER THREE

3. METHODS AND MATERIALS

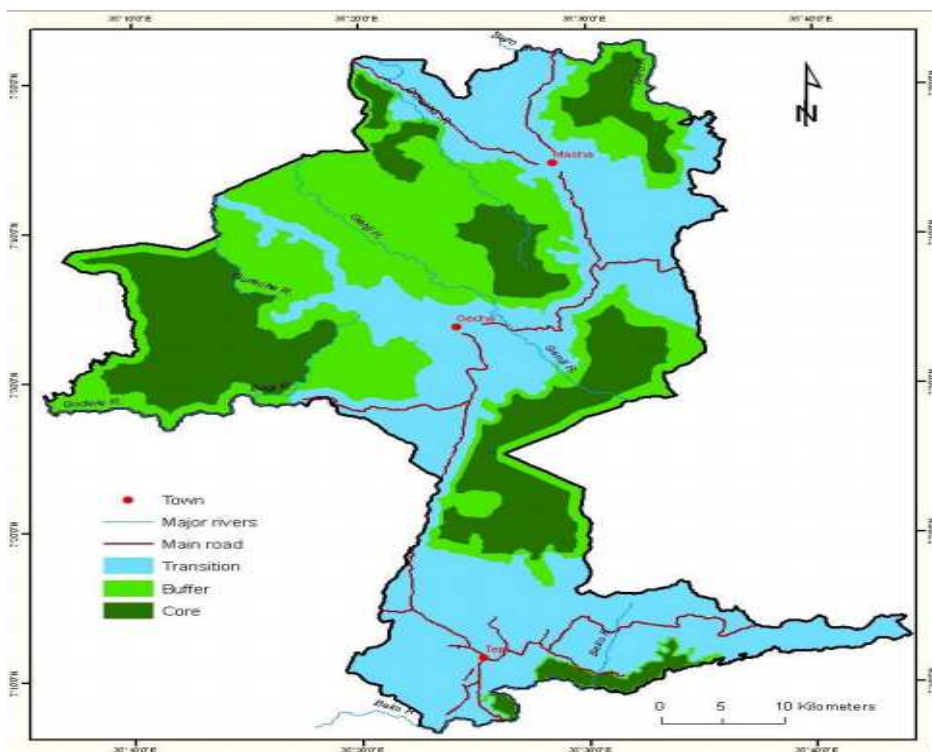
3.1 Study Design

This research study was intended to find about coaches soccer coaching methodology and players basic skill development in the case of Sheka Zone senior secondary schools.

Thus, to study this issue descriptive research method was used.

3.2. Study Area

This study was conducted in Southern Nation Nationalities and Peoples region in Sheka zone. The zone has 3 Woredas and 2 towns. The total population of the zone is around 100,000.



3.3. Population of the study

The populations for this study were secondary schools coaches, and team players in the school plus school directors. Which were from governmental high schools, the total population were 2800 from four secondary schools, namely Masha, Gecha, cubito and teppi high school.

3.4. Sample of the study

On the other hand sample of the study is the sample population directly involved throughout the condition of the study. Thus, in Sheka zone there were four secondary schools each of which has 25 players in a team those are 4 coaches, 4 school administrators and 100 players (N=108), from the four focused schools. In general, all the samples were taken purposely sampling method.

3.5. Source of data

In orders to collect the necessary information primary and secondary data sources were employed Primary data included multiple data gathering instruments like questionnaires, observation . This was also done by taking photo from the focused groups, again interview of the school directors were used as a primary source in order to attain and achieve the real and wanted information. On the other hand, review of related literatures in the area were assessed and analyzed as a secondary data gathering source for sake of overcrossing whether the problem of the research was anticipating or not.

3.6. Data gathering instrument

In order to collect necessary data the researcher used observation, interview and questionnaire. The use of different tools helped to see the situation in-depth. The detail of each data collection instruments is discussed as follows:

Interview

For the case of interviews' free response and flexibility that cannot be obtained by other data gathering instruments and procedures semi-structured interview, which consisted of five defined items (questions) were carried out for four purposively sampled secondary school directors.

Observation

The main purpose of having players (focused) test on field practice was used to ascertain the prevalent factors and problems given by soccer coaches during the questionnaire and interview. In other words, the focus group observation was done to cross check the problems forwarded by the respondents exist or not. There was a normally prepared check list to look for the field practice while practicing in order record the check list result. This allows the researcher to study the coach's methodology and player's skill development at close range with many of the contextual variables present. All in, focus group observation in the playing field was carried out participatory where the researcher's presence do not disturb the players and without intervention of the focus groups' activity.

Questionnaire

Questionnaires were also used to collect relevant information from coaches. Open-ended and close-ended questions were distributed and collected from the respondents. Out of the 35 total questionnaires distributed to the target population, 35 from coaches were returned. Then the analysis was made using the responses of coaches.

3.7. Procedures of Data collection

Since the quality of any research study depends largely on the quality of data collecting with its procedures.

First of all, a pilot study was involved for those questionnaire items. This was done to test and develop the appropriate instruments for the main study. Pilot testing was carried out among two coaches from two secondary schools in their free class time. Those are in Jimma seto secondary school and jeran secondary school the procedure was done for checking clarity and to overcome the problems found.

After designing the research instruments (observation checklist, questionnaire and interview) the research sites and sample size of participants were identified. Consequently request of letter from the hosting university were written to study site. Then the researcher were got the letter and submit to the Sheka zone administration Then, observation of the training session took the first step in data collection. This is because to gained first hand information method and character of the team and the coach during the training session.

Secondly, date and times of contact were determined and questionnaires were distributed to selected school coaches. And the interview session followed with administrative officials. After completing the data collection, processing the raw data or analysis follow suit.

3.8. Data quality Control

A brief orientation was given to the data collectors. The questionnaire was done at first time and necessary adjustments done based on the feedback. The completeness and consistency was also checked at the site by the researcher. The missing data, outliers,

completeness and consistence were checked before data analysis. This increases the validity of the research.

3.9. Data Analysis, Presentation and Interpretation

After the required amount of data was received from the field, it was reviewed for any inconsistencies, organized and then analyzed. Data analysis statistical software, SPSS version 20 were used, data was analyzed using descriptive statistics. Thematic analysis was done. This involved categorizing related data into themes or topics by perusing through the collected data and identifying information that is related to the research questions and the objectives. After categorizing the data, codes were developed based on the collected data then coded materials were placed under the identified themes. After that interpretation of the data was done and a summary report developed identifying the major themes and associations between them. Direct quotations, percentages, charts, tables and graphs were used to present the findings.

3.10. Ethical consideration

Ethical consideration were maintained and respondents consents were sort at time of data collection; through explaining and seeking their consent on the importance of study findings, which should benefit and cause no harm to them. Respondents were told that their privacy and confidentiality were maintained at all times, all findings portrayed in a confidential manner and no personal or identifiable information were to be recorded or printed in the study. No names were also to be recorded during the interviewing process. Although, the research was aware that ethical issues may arise at any point during any study regardless of the rigorous planning. However, the researcher noted and acted on the

importance that possible ethical issues should be identified, prevented, and reviewed as best as possible prior to, during and after the study.

CHAPTER FOUR

Presentation and Analysis of Data

4.1 Demographic Information

Coaches were asked to indicate their background information through questionnaire.

Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses are summarized in table

Table 1: Background Information of the Coaches

No	Item	Alternatives	Coaches	
			No of Respondents	%
1	Sex	1. Female	-	-
		2. Male	4	100%
2	Age	1.25-30	3	75%
		2.31-40	1	25%
		3.41-50	-	-
3	years of experience	1. Less than one year	2	50%
		2. 1-4 years	2	50%
		3. 5-10 years	-	-
		4. above 10 years	-	-
4	current level of coaching license	1. First level	-	0%
		2. Second level	-	
		3. Higher level	-	
5	educational level and qualification	1. Grade 10 complete	-	-
		2. Grade 12 complete	-	-
		3. Certificate level	-	-
		4. Diploma level	2	50%
		5. Degree	2	50%
		6. Masters	-	-
6	area of study	1. Physical education and sport	4	100%
		2. Football Coaching	-	-
		3. Teaching other subjects	-	-
7	getting performance Enhancing courses	1. Yes	-	-
		2. No	4	100%
8	Number of getting performance enhancing course per year	1. It is not known	-	0%
		2. One times a year	-	
		3. Two times a year	-	

Table 1. Item no 1 Presents that, 4(100%) of the coaches are male. This shows that football/soccer coaching school coaches is dominated by male coaches. Concerning the age of coaches, table

Item no 2 Reveals that 3(75%) of the coaches which are 25-30 youth and 1(25%) of the coaches are found between the age of 30-40 respectively. From this, one can conclude that the majority of the coaches are found in the adult age.

With regard to their experience in coaching as a main coach, 2(50%) have less than one year, 2(50%) have an experience of range between 1-2 year Pertaining the educational qualification, table1. depicts, 2(50%) of the coaches have degree and 2(50%) diploma in physical education and sports. and no one has coaching license However, as shown on the above table their chance or opportunity of getting Performance enhancing courses from the Football Federation is very low.

4.2. EFFECTIVE COACHING BEHAVIOR

Table 2

	As a high school soccer Coach	Alternatives	Coaches	
			No of Respondents	percent
	Effective Coaching Behavior			
1	I put the suggestions made by team members into operation	1. Never	1	25%
		2. Occasionally	2	50%
		3. Sometimes	1	25%
		4. Often	-	0%

		total	4	100%
2	I ask for the opinion of the players on strategies for specific competition	1. Never	3	75%
		2. Occasionally	1	25%
		3. Sometimes	-	0%
		4. Often		0%
		total	-	100%
3	I encourage the players to make suggestions for ways to conduct training	1. Never	1	25%
		2. Occasionally	-	-
		3. Sometimes	2	50%
		4. Often	1	25%
		total	4	100%
4	I dislike suggestions and opinions from the players	1. Never	3	75%
		2. Occasionally	-	-
		3. Sometimes	1	25%
		4. Often	-	0
		total	4	100%
5	I see the Advantages of players' ideas when different from the coach's	1. Never	1	25%
		2. Occasionally	2	50%
		3. Sometimes	-	-
		4. Often	1	25%
		total	4	100%
6	I let the players decide on tactics to be used in a competition	1. Never	-	-
		2. Occasionally	1	75%
		3. Sometimes	3	25%
		4. Often	-	-
		total	4	100%
7	I give the players freedom to determine	1. Never	-	-

		2.Occasionally	4	75%
		3. Sometimes	-	25%
		4. Often	-	-
		total	4	100%
8	I get input from the players at team meetings	1. Never	1	25%
		2.Occasionally	-	-
		3. Sometimes	2	50%
		4. Often	1	25%
		total	4	100%

Table 2, I put the suggestions made by team members into operation

As table 2 item no 1 revealed about the coaches behavior, 2 (50%) participants replied occasionally and 1(25%) participants responded never and finally 1 (25%) coach answered sometimes they put suggestions made by team members in operations. Therefore one can simply deduce that implementation of their opinion is effectively used. In other words, there is no cooperation and coaches are aggressive.

Item no 2 Data show that 3(75%) of them never ask opinion of the players on strategies for specific competition. In addition only 1 (25%) of the respondent replied that occasionally denoted for the described items. Thus, as from the data one can conclude that opinion of players does not have place for coaches.

Item no 3, 2 respondents expressed that they sometimes encourage for receiving player's idea. Moreover, one of them replied that he often encourages them. The last but not the least participants replied that he never treats his players. Hence one can generalize

coaches are simply listening their heart beat without players. Beyond these, it is impossible to deduce the coaches' behavior is mismatched in their players and his leads to missing of a wanted result. Effective

4. Item number 4 express about linking and disliking of players opinion. In relation to this, 3 coachers replied that they never like. On the other hand, only one respondent replied that he sometimes receive and like his player opinion. Therefore, according to the data majority of the coaches do not want about their player's opinion.

5. Item n_o 5; respondents replied 1, never, 2, occasionally and 1, often respectively. Thus, according to the data coaches one not willing and standing for the advantages of their players. In directly, this implies they are seeking to full fill only their personal satisfaction.

6. Item n_o 6 concerns about the coaches' permission for the players to use and decide their own facts in competition. To this, 3 respondents said the occasionally permit the players. On the other hand only one respondent replied that he sometimes does for the item. However, none of them replied never and often for the players tactic decision on completion. To this, therefore some sort of control among the coaches for not players to use and innovate new tactic and technique.

7. Concerning item number 7, expresses about player's freedom three (3) respondents replied they give freedom for the players occasionally. In addition, 1 respondent said he give them some times. According from the data it can be concluded that without flexibility and freedom players are receivers of their coaches. This lead to, coaches are the order of each and every thing for the players.

8. The last but not the least, item number 8, 2 respondents sometimes gets input from players sometimes. In addition, one respondent never take input from the players 1 respondent replied that he often takes opinion and inputs from players. On the other hand, no respondent does the action occasionally. So, one can simply deduce that, players input and nothing for the coaches.

4.3. ON MOTIVATION

Table 3

Coaching Using Motivation				
1	I show “OK” or “Thumbs Up” gesture to players when they perform well	1. Never	-	-
		2. Occasionally	3	75%
		3. Sometimes	1	25%
		4. Often	-	-
		total	4	100%
2	I pat a player after a good performance	1. Never	-	-
		2. Occasionally	2	50%
		3. Sometimes	2	50%
		4. Often	-	-
		total	4	100%
3	I praise the players’ good performance after losing a competition	1. Never	3	75%
		2. Occasionally	-	-
		3. Sometimes	-	-
		4. Often	1	25%
		total	4	100%
4	I compliment the player for good performance in front of others	1. Never	1	75%
		2. Occasionally	3	-

		3. Sometimes	-	-
		4. Often	-	25%
		total	4	100%
5	I clap hands when a player does well	1. Never	-	-
		3. Sometimes	-	-
		4. Often	4	100%
		total	4	100%
6	I reward a player as long as the player tries hard	1. Never	2	50%
		2. Occasionally	2	-
		3. Sometimes	-	-
		4. Often	-	50%
		total	4	100%

.According to the information or data provided under item 1, reveals that 3 participant replied that they show some compliments like thumbs up and etc to their players when they will done. In addition, only one respondent respond sometimes done. None of the respondents never and often replied they do not give gesture for the player. Therefore, one can deduce that a coach does not motivate their players and they are care leas for them.

On the other hand item 2, two participants replied that they occasionally pat players after good performance. In addition, 2 respondents said they do the action some times. Finally, one of the respondents replied that they do not pat a player after a good performance.

Item 3 3 respondents said they never prize their players when they did good performance after longing a competition. In addition, only one respondent reveals that he often prize his players when losing a competition. Thus, according to the data, one can deduce that without effort and effective work they seek only the result.

. On the, item 4, three coaches often recognize individual player contribution and only one respondent sometimes recognize the described items. Therefore, as one can see from the data gathered coaches are focusing one individual differences performance. This directly implies that coaches, most of them are not doing for team as a whole. .

Item 5, all of the respondents replied that they often clap their hands when a player does well. Thus, even though it is known that coaches needs motivation whatever the result be negative or positive, the data shows all the coaches are sensitive for positive result and good performance of players.

Beyond the above, of item 6, two respondents replied never and again 2 said often concerning above the reward a player as long as a player tries hard. Thus, since the practice is on the field and it is competition coaches need to reward some sort of materials for being the welfare of the players. To sum up, the data shows the coaches are eager for reward if they are satisfied and others are delaying their responsibilities for the player what they do

4.5. COACHING TECHNICAL AND TACTICAL METHOD

Table 4

Coaching technical and tactical methods			
1	I plan for the team relatively independent of the players	1. Never	4 100%
		2. Occasionally	- -
		3. Sometimes	- -
		4. Often	- -
		total	4 100%
2	I pay special attention to correcting players' mistakes	1. Never	- -
		2. Occasionally	1 25%
		3. Sometimes	3 75%
		4. Often	- -
		total	4 100%
3	I explain to each player the techniques and tactics of the sport	1. Never	- -
		2. Occasionally	1 25%
		3. Sometimes	3 75%
		4. Often	- -
		total	4 100%
4	I use a variety of drills for training	1. Never	- -
		2. Occasionally	1 25%
		3. Sometimes	3 75%
		4. Often	- -
		total	4 100%
5	I stress the mastery of football skills	1. Never	- -
		2. Occasionally	3 75%
		3. Sometimes	1 25%

		4. Often	-	-
		total	4	100
6	I supervise players drills closely	1. Never	-	-
		2. Occasionally	3	-
		3. Sometimes	1	25%
		4. Often	-	75%
		total	4	100%
7	I use my knowledge of the diff Tactical, Physical Fitness, Mental elements of the sport (i.e. Technical Preparation) as required for the various Situation	1. Never	-	-
		2. Occasionally	-	-
		3. Sometimes	-	-
		4. Often	4	100%
		total	4	100%
8	I coach to the level of the players	1. Never	-	-
		2. Occasionally	3	75%
		3. Sometimes	-	25%
		4. Often	1	-
		total	4	100%
9	I set goals that are compatible with the players' ability	1. Never	2	50%
		2. Occasionally	-	-
		3. Sometimes	-	-
		4. Often	2	50%
		total	4	100%
10	I adapt coaching styles to suit the Situation	1. Never	-	-
		2. Occasionally	-	-
		3. Sometimes	1	25%
		4. Often	3	75%

		total	4	100%
11	I use alternative methods when the efforts of the players are not working well in practice or in competition	1. Never	-	-
		2. Occasionally	2	50%
		3. Sometimes	1	25%
		4. Often	-	25%
		total	4	100%
12	I assign tasks according to each individual's ability and needs	1. Never	-	-
		2. Occasionally	-	-
		3. Sometimes	3	75%
		4. Often	1	25%
		total	4	100%
13	I increase complexity and demands if the players find the demands are too easy	1. Never	4	100%
		2. Occasionally	-	-
		3. Sometimes	-	-
		4. Often	-	-
		total	4	100%
14	I help the players with their personal Problems	1. Never	-	-
		2. Occasionally	1	25%
		3. Sometimes	-	-
		4. Often	3	75%
		total	4	100%
15	I prescribe the methods to be followed	1. Never	-	-
		2. Occasionally	2	50%
		3. Sometimes	2	50%
		4. Often	-	-
		total	4	100%

16	I present ideas forcefully	1. Never	-	-
		2. Occasionally	-	-
		3. Sometimes	1	25%
		4. Often	3	75%

As it is shown in the data different items concerning to the idea is gathered since it is one of the most effective responsibilities of the coach. Therefore:-

. Item number 1, all of the four respondents replied that they never plan for their team relatively independent of the player. To this, even though planning for the bad and goods of the team player is one of the tasks of coaches they never do it alone. Therefore, it can be generalized that coaches are implementing their activity without knowing the technical and tactical rules and roles of coaching.

According to item 2, three respondents replied that they sometimes pay special attention to correct player's mistakes. In addition, only one respondent said revealed that he occasionally does for the idea. Finally, one of the respondents never and often does pay mistakes of their players. In relation to this, of course mistakes are one of the learning scenes; coaches are careless for their players. It can be generalized that according to the data gathered each mistakes need to be corrected while practicing one the field, this leads to attain and achieve the un wanted result. Thus, most coaches are focusing on the player performance and result but delaying the technical and tactical support for their players.

According to item 3, three respondents replied and again one said some times and occasionally respectively for explaining to each player the technique and tactic of the sport. In other word, one can judge and that the coaches have some sport of knowledge gap for the sport. In addition, it can be deducted that they owned the profession by having personal inhibition. This is because, it need to be done always not some times for the players about explaining and practicing the sport.

On the other hand concerning about using variety of drills of training of the sport, 3 respondents said occasionally and one replied that sometimes he uses variety of drills for the player. None of the respondents answered the item never and often. Hence, it is known that any practical activity needs practice and also practice makes a player effective and efficient the coaches do not bother for variety of drills. So, it is possible to say, coaches are not be able to the techniques and tactic of the sport.

Item 5, indicate that is informants stated they occasionally stress the mastery of foot ball skills. In addition, only one respondent replied he sometimes does the action. Thus, it is simply to judge that coaches are doing their target simply on the action or activity of the sport (foot ball) without it is techniques tactics. This is also leads that coaches are culturally and personally treating their players.

Concerning item 6, three informants supervise player's drills often closely and only one of the respondents stated that he some does the action. To this, according to the data simply supervising the player practice is the action coaches do.

According to, item 7, all of informants often use their knowledge of different tactical, physical elements and technical preparation as required for the various situations. In other

words this means that coaches have motive and willingness for technical and tactical coaching.

Regarding item 8, , three coaches replied that the occasionally and 1 respondent stated that the coach according the level of the players. Thus, as shown in the data coaches are not giving attention to individual player's difference. However, individual players level need to be one of the most technical and tactical coaching behaviors of them.

Furthermore, , 2 respondents never and two respondents often set goals that are compatible with the players ability. Therefore, according to the data shown, coaches are performing their activity with objective may be they are told to do so or after wise do not give due attention. For coaches often setting goals one can judge that, they have willingness for their work and players performance.

.On the other hand, item 10 concerning about adapting coaching style to suit situation. 3 coaches replied that they often do and 1 coach replied that he does some times. Therefore, this judged that they need to develop and grow the technique and tactic methods for their players.

.According to item 11, 2 respondents again 1 respondents and finally 1 respondent replied that they use alternative methods when they efforts of the players are not working well in practice or in competition occasionally, some times and often respectively. Thus, the coaches said under item 3, that they adapt different coaching style is contrary to item 11 tables 25. To sum up, it is possible to say as the data the coaches are too care less for using technical and tactical methods due to UN using alternative methods. This means, in

other words without using alternative methods in practice and competition of the techniques and tactics it is not logical as they replied.

Item 12, 3 informants replied that they assign tasks according to each individual's ability and needs. In addition, only one informant stated that he often does the action. Hence, the idea can be judged that, without coaching individuals level means assigning tasks for each of the players', it is difficult to know the performance of a player. This is because most of the informants act the activity some times. So, it is possible to say that coaching is a group work and they have the gap of technique and tactic of the sport.

Item 13 reveals about increasing complexity and demands if the player find the demands are too easy. Thus, all of the informants replied that they never practice their players about complex techniques and tactics. Thus, one can generalize that according to the data shown on the table there is in ability of coaches concerning about the techniques and tactics since it needs complexity whether their players demand (need) or not.

To wind up, item 14, three informants stated that they often help their players with their performance problems. In addition, only one informant replied he occasionally does the action. It is known that formal or informal treatments for the well welfare of players are mandatory. So, most of the coaches does this and implies coaches are sensitive to their players.

As shown on item 15, the 2 respondents replied that they prescribed the methods to be followed occasionally. In addition, also 2 informants stated that they do the action some times. From the data, concerning about the data the coaches coaching technique and

tactic is not supportive. In other words, it is possible to say coaches are lei fare in their profession since prescription of the techniques and tactics is one of the roles of coaches.

The last but not the least, concerning about coaches behaviors in presenting ideas forcefully for their players 3 respondents replied that they often does the action. Also, 1 informant stated that sometimes he forcefully present ideas forcefully. In relation to this, one of most playing issue of coaches' behaviors is vital in cooperation among players. Therefore as one can see from the data gathered coaches do things carefully they are said to be aggressive. This implies that there is a problem of mismatch between the player technique and tactic plus what they are ordered to do so forcefully.

4.6. ASSESSMENT OF PLAYERS SKILL

First of all, observation of player in the real world of them has been made in the playing field. In addition, for the sea of triangulation (checking) of what the participants (respondents) forward the researcher prepared some check list questions. In this regarded, non participatory observation has been done.

Table 5

		Variables	No of respondents	Percent
1	<i>Players</i> Passing the ball by using their ultimate Tactic accurately to the target?	Satisfaction	80	80%
		Good	20	20%
		Very good	-	-
		Excellent	-	-
		Total	100	100%

		Variables	No of respondents	Percent
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2	Well dribbling among the players	Satisfaction	69	69%
		Good	31	31%
		Very good	0	0%
		Excellent	0	0%
		Total	100	100%
3	players receiving the ball in a needed manner	Variables	No of respondents	Percent
		Satisfaction	75	75%
		Good	25	25%
		Very good	0	0%
		Excellent	0	0%
		Total	100	100%
4	Players taking the ball without any challenge and filling easy in heading the ball accurately	Variables	No of respondents	Percent
		Satisfaction	75	75%
		Good	-	-
		Very good	0	0%
		Excellent	25	25%
		Total	100	100%
5	Players juggling the ball effectively enough without difficulty	Variables	No of respondents	Percent
		Satisfaction	57	57%
		Good	53	53%
		Very good	-	-
		Excellent	-	-
		Total	100	100%

Table 5, no 1 revealed that weather the player pass the ball by using their ultimate tactic and technical accurately to the target point. So, based on the data gathered 80 (80%) of players demonstrated that satisfaction passing the ball and 20(20%) of the respondents demonstrated that well the ball. In general, it is possible to say that the coach was not

effective enough for coaching and mastery of technique and tactic of the methodology for their player.

According to table 5, no 2 stated about the players' ability of dribbling among the players. So, based on the data gathered 69 (69%) of players demonstrated that satisfaction and 31(31%) of the respondents demonstrated that well. Thus, based on the researchers guide line of analyzing the criteria the players were good for the item. This implies that the players were not able to receive the ball in the needed manner. Not ply this, but also it directly indicates that the methodology (technique and tactic) of coaches their player.

According to table 5, no 3 stated about the players receiving the ball as required manner. So, based on the data gathered 75 (75%) of players demonstrated that satisfaction in receiving the ball and 25(25%) of the respondents demonstrated that well in receiving the ball. So, when this is charged to percentage it is only 4.9% and they were good. As it is knower good is underlined in the eyes of the researcher and evaluators it was not the needed component of playing. To wind up, this is also the least ability of players in the field. Beyond the above; heading is one of the characteristics and criterion of the player. To this, in the table 5, of item 4 deduces that only 75 respondents, 75% players were satisfactory done heading the ball in the field. And 25(25%) are excellent. As shown and indicated in the table from the data gathered even though heading ball is one of the component of playing, the players were not tackling it (the ball) with challenge and they feel a wonderful in heading the ball. In other words, players were not able or they had inability in the activity of heading.

As the last but not the least, table 5. Of item 5 indicates that whether the players were able in juggling the ball without difficulty. Therefore, only 53 players, means 53%

participants were good. And 57 (57%) are Satisfaction Therefore as it was indicated in the table; good is not enough in tactic and technique of the ball among the players. So, this can be generalized as there were gaps and the coaches were not effective enough in the mastery of the methodology for their players.

First the table was intended for the sake of checking reliability of the data gathered in table and in addition, it directly cross checks (triangulates) about the validity of the questionnaires in the previously stated table below . More over for the feasibility and case management of this study, the items that were prepared for the coaches were closed ended. This is the reason for the case analyses of the data gathered in percentage form .there for the following analysis were riveted and described carefully.

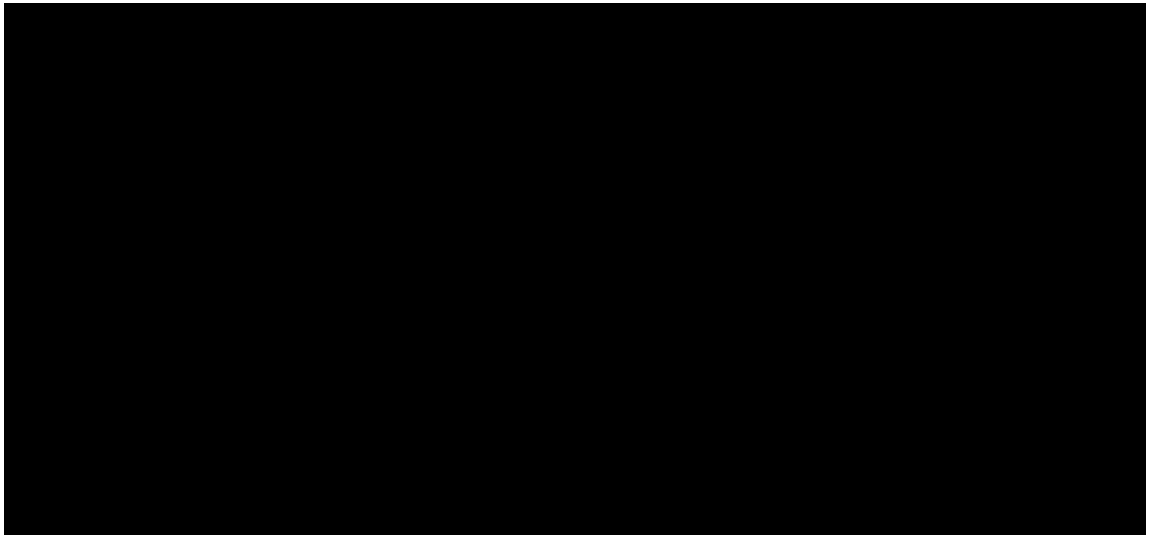


Figure 1, reason for being involved in coaching foot ball team player in school

Thus, on figure 1, revealed that only 3 (75%) of the coaches said that involved in coaching foot ball team player in the school because they were being in a position of high school coach teacher, only 1(25%) of the respondents stated because there were competitive environment in the school. So, based on this data one can conclude that the coaches are coaching without out identifying and analyzing their objectives. This implies they were simply pushed and rushed because they were in a position

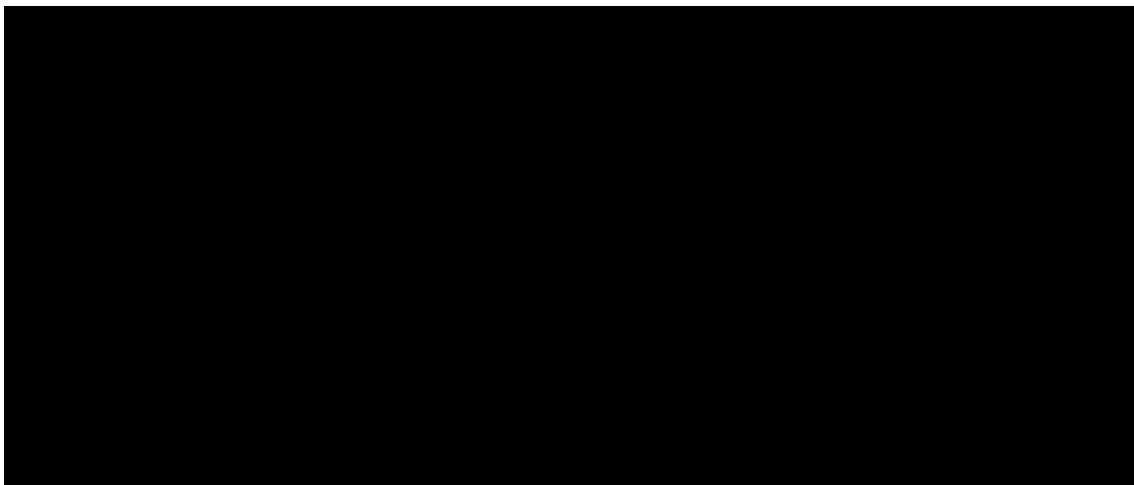


Figure 2, information source about soccer coaching methodology

As we can observed from figure 2, 1 (25%) of the respondent got information concerning the coach methodology for this managerial biographies, 2(50%) of the participants said that they got it from other sport coaching manuals, also 1(25%) respondent replied that they got it from this coaching colleagues. Thus, from the data gathered one can generalize that coaching manuals were the source for coaches coaching methodologies. On the other hand this can affect the school team players skill development.

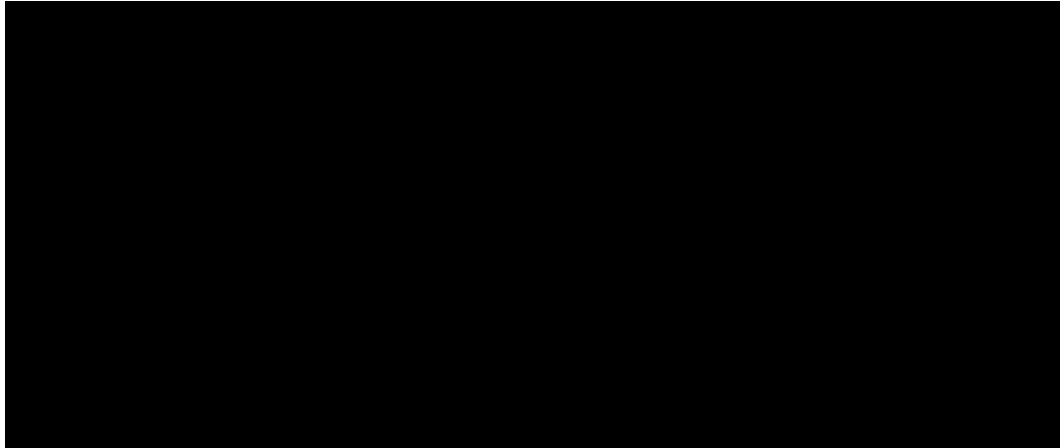
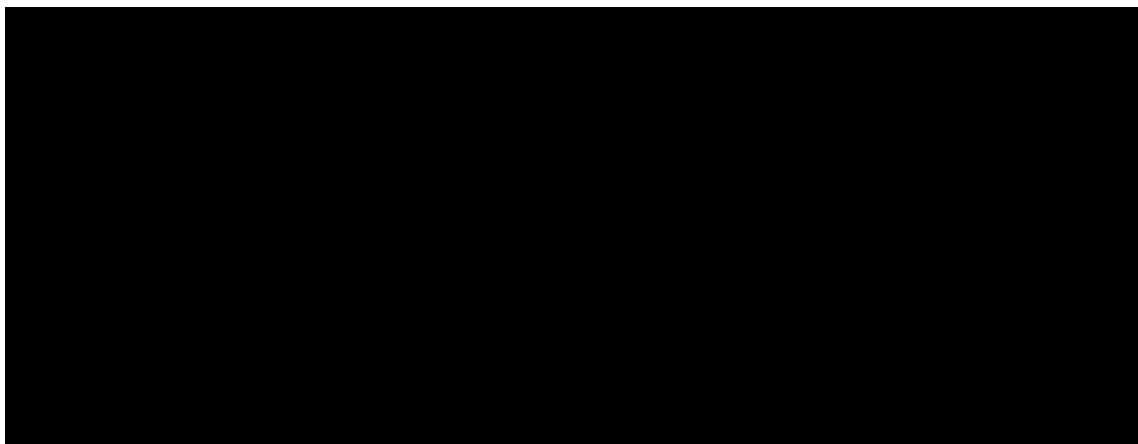


Figure 3, evaluate success of soccer coaching

As we can observed from figure 3, 3 (75%) of the respondent evaluate their successes winning performance and 1(25%) of the participant said that evaluate simply by attaining team goals.

Therefore, as it is known coaches success evaluation is by player development, achieving coaches goal, winning performance and attain team goals, however from the data one can conclude that the coaches were un successful of their coaching style in case of their weakness on using multiple evaluation techniques.

Figure 4, important element of soccer coaching role



As we can observed from figure 4, 2(50%) of the participants answered team building were their essential role, 2(50%) coaches replied that managerial task was their first element. As can be seen from the data it is possible say the first two respondents' task care of their team players skill development. But the second two coaches' focus on team management without developing and building (knowing) the objectives of coaching. Thus, from the data it is known that high school soccer team players skill development is degrading because of their coaches coaching

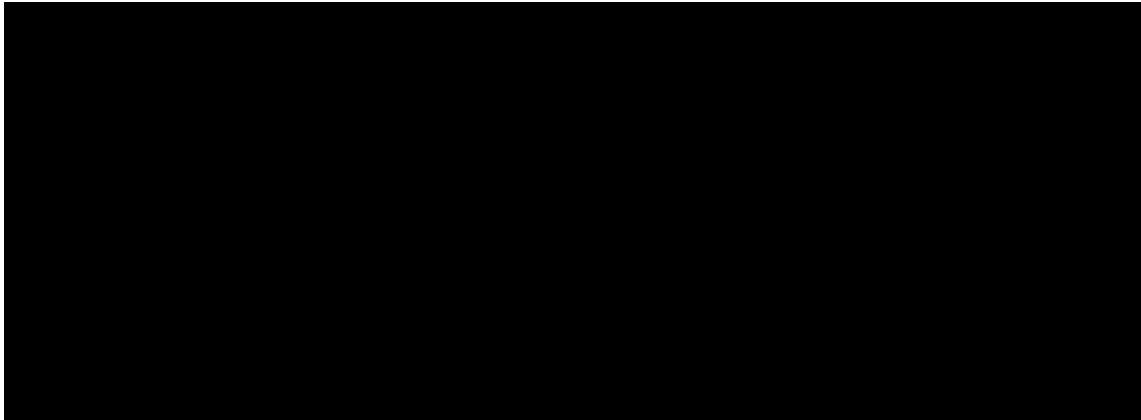


Figure 5, the main responsibility of soccer coaching

Finally, on figure 5, 3 (75%) of the total respondents replied that problem solving was their main responsibility in soccer coaching and only 1 (25%) of the respondents revealed that their main responsibility was administering the team players. Therefore, as stated on the review literature plus the principles of soccer coaching, coaching is the main responsibility of coaches. However, the respondents missed their main task and focused the main and related responsibilities. Thus, these directly indicts that coaches were not well and effective enough for developing their soccer team player skill development.

4.7. Unstructured Interview Guide for Administrative Officials

For interview case among those school directors who were selected and interviewed the above semi structured and UN structured questions with follow up questions had been take place. This had done because these questions allow interviews to give their free response. Totally five questions were made, which focused on the school provision of availabilities to their coaches plus the soccer team players. Again, their coaching methodologies and their implementation process with its problems. To end totally (4) four school directors were interviewed and the interview had take place to face to face situation with the interview.

1. Does all playing fields are comfortable to apply all techniques and tactics of soccer coaching methodology for coach team players?

First of all, from the interview data item no 1 coaching about playing fields comfort ability for implementing coaches techniques, tactics and coaching methodologies of players and coaches all of the four school directors (totally4) of them replied that the playing fields are conformable. None of them said no to this. Therefore, from the data one can generalize that the school compounding (surroundings) are comfortable for promotion and development of team players. Again, it is possible to judge that coaches haven't any problem in applying and implementing their coaches' methodologies.

1. Do you support your school soccer coaches and team players?

In addition again from the interview data item no two focuses on helping soccer coaches with their team players. Thus, 2 respondents support them how ever only 1 respondent replied that there is no support for coaches and team players. This is for the reason of the

school is high school. This in case is because of lack of budget. Again, as it was stated there isn't any source of income this tackled the school not help them.

3. Is there any provision of food for your coaches and players during the soccer training session?

Moreover, interview question no 3 reveals about the provision of food and drink during training time for the team players and coaches. To this, all of the 3 (three) school directors replied that there is no any provision. They stated that was the reason of insufficient budget and income for the school. However, they revealed that during zonal and woreda competition they collect and search some income generation way and provide for their players and coaches food and soft drink. Therefore, from this data one can conclude that there were no motivation and initiation from the side of the school. On the other hand this can demotivate and degrade players' skill development of skill and promotion.

4. Is There Availability Or Support Of Sport Equipments For Soccer Team Player?

Furthermore, item no four of the interview questions states about the availability (supply) of sport equipments for soccer team players. To this, all the school directors replied that there is in availability of sport equipments. They reputedly stated that no extra budget for developing and porting sport. A gain, they directly engaged in academic tasks. These, causes them no to provide available equipments. Therefore, from the data it is possible to conclude without available equipments it is impossible to apply and implement soccer coaching methodologies from the side of coaches and team players. This also directly affects coaches coaching strategies and degrades team players skill development.

5. Do you motivate your coaches and players?

Finally, item n_o five of the interview question reveals about motivation of coaches and team players from the side of school directors. To this, 2 respondents do but only 1 respondent stated that there is no motivation for them. As it was stated this is because of the focus of attention is on academic matters. These can be generalized as motivation is one of the important playing principles for them there was not. This directly describes the implementation and application of coaches coaching methodologies.

CHAPTER FIVE

DISCUSSION

- The finding of the study was soccer coach should be qualified with the Performance Again, experience need to be obtained by any training to build coaches and players skills to improve their capacity and competency in soccer sport. This is why from the data gathered and analyzed all most all of the coaches hold the position without qualification and Qualified coaches in organized sports can be a key factor for providing safety and a positive experience. Coaches coaching characteristics and roles are the moments of influencing players towards the betterment of the goal of the soccer playing. Most of the coaches' style is not best. Different coaches styles can be used in different situations based on the quality of the coaches. However Sheka zone high school coaches are not qualified in soccer coaching methods.

It was similar with the research conducted in Robert Irvine the title of his research was The Analyze-Involve-Model (AIM) Soccer Coaching Process (2012) His finding is Effective coaches develop their athletes; they push, prod, and encourage. Teaching and instruction are performed verbally, visually, and physically. But ultimately, coaching is the process of teaching and instruction that moves the athlete's development along the performance and maturity spectrum. The art of teaching and instruction is performed in the appropriate environment at the appropriate time Good teaching involves matching the player to their proper fit; in other words, good coaches are able to match a player's level of play to a challenging environment. Creating an environment that challenges and involves the player in the process of finding solutions to problems is imperative. It is important that teaching provides participants with good experiences.

- Also the research that Action for Healthy Kids which is written by (Michigan2005). research school physical education program is the most important time in which players acquire different skills and knowledge that facilitates the development of player's performance When schools improve their status it also has a direct impact on the development of national league competitions standard and study tray to highlight and analyze what coaches can and should do in order to make the process of joining and partaking in secondary school football sports Programs successful.

Quality physical education is predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments in addition Michigan says different pieces of equipments are needed during football training. Basic sources equipment will make teaching and coaching easier (Michigan Action for Healthy Kids, 2005)

- Foundation Soccer Coaching Manual (2008:236) states that, "success in sport is determined primarily by proper training and athletic ability; However, the finding reveals that soccer coaches did not possess the necessary skills and knowledge about football soccer coaching some of this research idea was similar with the studied topic these caused players to be most of them inefficient and ineffective in their soccer playing.
- FIFA Coaching Manual (2004:1) the development of a football player and the preparation of a team are comparable to building a house. So the researcher is toke about methods how to build football players and his idea was similar with the conducted research study.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

6.1. Summary

The purpose of this study was assessing soccer coaches coaching methodology towards their players' basic skill development at Sheka zone secondary schools.

The study employed descriptive survey method. As a result the study showed that all coaches have similar sex, even if they are found between Different age levels. With regard to year of experience in coaching, from the total of four coaches, 2(50%) less than one year and 2(50%) of coaches have 1-2 years of experience in coaching. While the current level of the coaches license indicated that, 0% which is poor. With regard to the educational level and qualification of coaches, 2 (50%) diploma in physical education and sports, 2 (50%) degree in physical education and sports. In addition to this, the study indicated that, all coaches have no opportunity of performance enhancing courses.

Educational institutions are complex organizations that need cooperation among different stake holders organizations and units in sport development for successful accomplishment and development of coaches coaching methodology plus players skill development fur the more, the data showed the relationship between school and stake holders in sport was moderating practiced

Concerning major or factors affecting soccer coaching methodology , most coaches and school principals skill development were highly effected by lack of training, lack of coaches effective coaching behavior, lack of coach using motivation , technical and tactical coaching method.

6.2. CONCLUSIONS

The main goal or objective of youth football/soccer should be the development of players. This program must be contribute to the coaches coaching methodology; hence, it should focus on the training and coaches, administrators and players need to keep in mind in decisions that are made at the club or the team.

The above all descriptions concerning about coaches coaching methodology and players playing skill in the real field was not effective enough. Based on the major findings presented above the following conclusion was drawn.

- Qualified coaches in organized sports can be a key factor for providing safety and a positive experience. Coaches coaching characteristics and roles are the moments of influencing players towards the betterment of the goal of the soccer playing. Most of the coaches' style is not best. Different coaches styles can be used in different situations based on the quality of the coaches. However Sheka zone high school coaches are not qualified in soccer coaching methods.
- The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself. The study has indicated that the training session going with the problem of appropriate Technical-tactical application. Coaching methodology.

- the study has indicated that the training session going with the problem of motivation, positive encouragement and incentive –based coaching led to success one can deduce that a coach does not motivate their players and they are care less for them.
- . The existence of unfavorable conditions as well as shortage of facilities like playing balls, cones and sports shoes contributed to poor or low of Sheka zone football result fall. In addition the academic work load of soccer coaches were highly affected coaching. Session
- The finding reveals that soccer coaches did not possess the necessary skills and knowledge about football soccer coaching and there is the shortage of organization between stake holders these caused school players to be most of them inefficient and ineffective in their soccer playing.

6.3. RECOMMENDATION

Based on the findings obtains and conclusions, the following recommendations are suggested Schools are the corner stone's for profession soccer players development and school principles and school soccer coaches practice in coaching methodology that exhibited by them or other stake holder sport in the school. . So based on this, it is recommending that:-

Accordingly, with not appropriate coaching methodologies, no success, no quality program will work. So soccer coach should be qualified with the Performance Again, experience need to be obtained by any training to build coaches and players skills to improve their capacity and competency in soccer sport. This is why from the data gathered and analyzed all most all of the coaches hold the position without qualification.

In Ethiopia secondary school context I had known that high school is the source or generator for most soccer players. However, coaches' ability to implement practice in effective manner for their players is limited. Therefore, to solve those problems Sheka zone educational office and sport commotions facilitate additional training for those school coaches for develop in effective and efficient in knowledge and practice coaches coaching methodology., techniques and tactics and motivation is based on the principles and practices.

- ❖ For the time being, Sheka zone education department focus on the coaches position, availabilities, sport competition, and so on. Then they should provide organized training in the school soccer coaches plus players professional skill development through in service program.
- the coach should facilitate his/her training program by encouraging and creating good training environments that will help promote the players fast improvement and lifelong love of the sport. 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 order to maximize and develop player's technique and tactic development. the researcher recommended that Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the play ground. Moreover, a good choice of tactics helps to build up confidence within the team itself. There

for Coaches, school principals, woreda and zone sport office and department should give qualified training provide available sport equipments.

- For developing and addressing key leadership practice the coaches coaching methodologies the effective coaching behavior and approach of providing direction. Applying, implementing and motivating soccer players was also an important factor to develop good behavior

To wind up as it was discussed in the review of related literature, facilities and equipments, characteristics of training, effective coaching behavior, basic principles of soccer coaching principle matter those implementation in high schools. Athlete performance was significantly affected by the coach. Coaches are should considered to be the cornerstone of youth sports because their behavior, teaching technical skills, tactical game strategies, and motivating athletes, their actions and decisions had long-term effects on the future participation, attitudes, and development of their athletes.

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Appendices

Questionnaire provided for coaches

This questionnaire is designed to gather data on training of youth projects and its contribution to the main club: The case of Addis Ababa premier league participant clubs.

Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

Part One: Background Information.

Direction 1: Please respond to the following questions by writing the appropriate information on the space provided or by writing mark in one of the boxes provided.

Appendix A

Table 1

	As a high school soccer Coach	Alternatives	Tick
	Effective Coaching Behavior		
1	I put the suggestions made by team members into operation	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
2	I ask for the opinion of the players on strategies for specific competition	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
3	I encourage the players to make	1. Never	

	suggestions for ways to conduct training	2. Occasionally	
		3. Sometimes	
		4. Often	
4	I dislike suggestions and opinions from the players	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
5	I see the Advantages of players' ideas when different from the coach's	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
6	I let the players decide on tactics to be used in a competition	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
7	I give the players freedom to determine the details of conducting a drill	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
8	I get input from the players at team meetings	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	

Appendix B
Table 2

	Coaching Using Motivation		Tick
1	I show "OK" or "Thumbs Up" gesture to players when they perform well	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
2	I pat a player after a good performance	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
3	I praise the players' good performance after losing a competition	1. Never	
		2. Occasionally	
		3. Sometimes	

		4. Often	
4	I compliment the player for good performance in front of others	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
5	I recognize individual contributions to the success of each competition	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
6	I clap hands when a player does well	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
7	I reward a player as long as the player tries hard	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	

Appendix C

TABLE 3

Coaching technical and tactical methods		Tick
1	I plan for the team relatively independent of the players	1. Never
		2. Occasionally
		3. Sometimes
		4. Often
2	I pay special attention to correcting players' mistakes	1. Never
		2. Occasionally
		3. Sometimes
		4. Often
3	I explain to each player the techniques and tactics of the sport	1. Never
		2. Occasionally
		3. Sometimes
		4. Often
4	I use a variety of drills for training	1. Never
		2. Occasionally
		3. Sometimes
		4. Often
5	I stress the mastery of football skills	1. Never
		2. Occasionally
		3. Sometimes
		4. Often

6	I supervise players drills closely	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	

7	I use my knowledge of the diff Tactical, Physical Fitness, Mental elements of the sport (i.e. Technical Preparation) as required for the various Situation	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
8	I coach to the level of the players	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
9	I set goals that are compatible with the players' ability	1. Never	
		2. Occasionally	
		3. Sometimes	
10	I adapt coaching styles to suit the Situation	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
11	I use alternative methods when the efforts of the players are not working well in practice or in competition	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
12	I assign tasks according to each individual's ability and needs	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
13	I increase complexity and demands if the players find the demands are too easy	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
14	I help the players with their personal Problems	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	
15	I prescribe the methods to be followed	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	

16	I present ideas forcefully	1. Never	
		2. Occasionally	
		3. Sometimes	
		4. Often	

Interview Guide for coaches coaching methods

1. What is your reason for being involved in coaching foot ball team player in school?
 - A. wining
 - B. being in apposition of high school coach teacher
 - C. player development
 - D. competitive environment

2. Where do you get the information source about soccer coaching methodology?
 - A. managerial biographies
 - B. other sport coaching manuals
 - C. from coaching colleagues
 - D. does not source information

3. How do you evaluate your success of soccer coaching?
 - A. player development
 - B. acheving coaches' goal
 - C. winning performance
 - D. attaining team goal

4. Which is you're your important element of soccer coaching role ?
 - A. team building
 - B. mental preparation
 - C. technical instruction
 - D. managerial task

5. Which one of the following is the main responsibility of soccer coaching?
 - A. coaching
 - B. training
 - C. problem solver
 - D. Administration

Directions:

Each of the following statements describes the ability of the players. For statement there are five alternative responses: Always (i.e. 100% of the time), excellent (100%) very good (75% of the time), good (50% of the time), satisfactory (25% of the time), you are required to indicate your top performance on the field test. There is no right or wrong performance. Your spontaneous and honest work is important for the success of the study.

Check list for practical observation

	items	satisfacti on	good	V .good	excellen t
1	Are the players passing the ball by using their Ultimate tactic accurately to the target?				
2	Is there well dribbling among the players?				
3	Are the players receiving the ball in a needed manner?				
4	Are Players taking the ball without any challenge and filling easy in heading the ball accurately?				
5	Are players juggling the ball effectively enough without difficulty?				

Structured interview questions for administrative officials of the school

- Does all playing fields are comfortable to apply all techniques and tactics of soccer coaching methodology for coach team players?
- Yes 2. No

If your answer is No, why -----

- Do you support your school soccer coaches and team players?
1. Yes 2. No

If your answer is yes, how -----

- Is there any provision of food for your coaches and players during the soccer training session?
- A. Yes B. No

If you say, yes how -----

4. Is there availability or support of sport equipments for soccer team player?

A. Yes B. No

If your answer is no, why -----

5. Do you motivate your coaches and players?

1. Yes B. No

If your response is no, why -----

A Thesis Submitted to the College of Natural Sciences of Jimma University
in Partial Fulfillment of the Requirements for the Degree of Master of in
Sport Science.

Approved by Board of Examiners Signature Date

External examiner

Internal examiner

Advisors

Department Head
