JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

CHALLENGES IN TALENT IDENTIFICATION AND DEVELOPMENT IN GRASS ROOT SOCCER PROJECT IN DAWURO ZONE SOUTH-WEST ETHIOPIA

BY

GENANEW W/MARIAM

JUNE, 2015 G.C

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SUBMITTED TO SPORT SCIENCE DEPARTMENT

COLLEGE OF NATURAL SCIENCES

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Thesis Approval Form

The research entitled as the selected "Challenges in talent identification and development grass roots soccer project Dawuro zone south-west Ethiopia." has been approved by the department of sport science for partial fulfillment of the Degree of Master of football caching.

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LIST OF ACRONYMS

ATHLETE: A person how participate in any sport completion

E.C : Ethiopian calendar

EFF: Ethiopia Football Federation

FA : Football Association

FIFA: Federation International de Football Association.

F: Frequency

LTAD: Long term Athlete development

TD: Talent Development

TID: Talent Identification

TS: Talent Selection

ABSTRACT

The purpose of this study was to investigate those challenges talent identification and development of grass root soccer project in Dawuro zone south nation nationality people of Ethiopia .In order to archive the proposed study the research was designed in qualitative and quantitative ways; both probability and non-probability sampling technique was employed to select 56 respondents from the total of 66 individual population. Both primary and secondary data was used, and collect through questioner, interview and document analysis from their respective sources. Survey method was used to scan a wide field of issues, populations, Programs. After that the researchers was presented and analyze the collected data by descriptive statistics. Consequently, the study demonstrated that talented football players' were selected in to the project only by their attitude towards soccer and on voluntary bases, and on the behalf of physical variables such as ball receiving, as opposed to the currently accepted multivariate approach to talent identification. Furthermore, except for certain sociological/situational challenges, the practice/training, psychological and most situational factors of talent development was not treating in the manner that allows soccer players development. Finally the researcher was summarize possible solutions based on finding about the raised issue.

Key words: *Talent, anthropometry, physiological, psychology profiling*

CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of study

The early identification of talented players is an important consideration for coaches, researchers, federations, parents, sponsors, etc. Once talented individuals have been detected, it allows the involved persons to optimally arrange the resources required. Therefore, it is important to suggesting recognize talent with a high level of success and secondly to organize the proper support and training which will help them achieve their full potential. Williams& Reilly(2000) suggested that "objective data collected by sports scientists can help confirm practitioners' initial intuition with regard to players' strengths and weaknesses" and that the retrospective analysis of the development of talented players provides the best data for the construction of an "ideal" player development system.

Talent identification is a process that involves making a judgment about a performer's qualities and offering that individual an opportunity to do something for which he or she is suited; talented youngsters must be identified on their ability to be the best players in the future, not their current abilities Talent is a marked innate ability defined as artistic accomplishment, natural endowment or an ability of a superior quality. Talent in sport can be defined as an individual's special aptitude that is above average for specific functions. Physical talents may be functional, expressive or athletic (Peltola, 1992) Talent detection refers to the detection of athletes who are not currently participating in the sport (Williams and Reilly, 2000).

In soccer , it may be possible to take on athletes from handball, or volleyball aged between 12 and 16 years and put these athletes into a specific development plan. This concept requires further investigation. TID refers to the process of recognizing current participants with the potential to become elite players (Williams and Reilly, 2000). TS would take the process a stage further. Players that have been identified as "talent" and are participating in the World Class Start Program will be selected for various competitions and training camps based on physiological and performance criteria. This process is, in effect, choosing the top player in each

weight group from a talent pool. TD should take place from the point of entry to World Class Start to the highest level. According to Williams and Reilly (2000), several researchers have suggested that there has been a shift in emphasis from Talent Detection to Talent Development in recent years. Peltola (1992) defines Talent Identification as the process by which children are encouraged to participating sports they are most likely succeed in based on results of testing selected parameters.

Talent identification is the process of recognizing the potential to become an elite player, among current group participants. It entails predicting performance over long periods of time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities (Williams and eilly, 2000). Talent identification cannot exist in isolation without talent development (Gulbin, 2001). Talent identification has been viewed as part of talent development, in which identification may occur at various stages with in Development Identification Selection Detection the development process. Talent identification is based on scientific principles, while talent development refers to a comprehensive approach to guiding the athlete to achieve his/her potential to participate in sport. Talent development implies that players are provided with a suitable learning environment so that they have the opportunity to realize their potential (Williams & Reilly, 2000). Talent development has received considerable interest of late, leading several researchers to suggest that there has been a shift in emphasis from talent detection and identification to talent guidance and development.

Talent identification has been as diagnostic tool with domains as diverse as educational, the armed force and sport (Abbott and Collins, 2004). The approaches as taken by each discipline are based around a generic framework, but the intricacies of each approach would be somewhat different. What each of these approaches has in common however, is the need to identify the 'the best of the best, that so called elite.

In its broadest sense, talent identification is tool used to positively discriminate between performers with in many different fields. Consider the use of entrance examination for public schools, they are open to anyone but only those candidates producing the best results the day get offered place. This positive discriminates in favor of good candidates but could be reviewed candidate who fails as negative measure in sport, athletic performance represents a significant

interaction between both genetic capabilities of the individual and also environmental factors such as demographics, wealth, access to facilities, etc (Myburgh 2003)

The identification of an athlete could be described as the equivalent of searching for a needle in hay stack we are seeking special individuals from within our population which means that many factors coverage to describe that ideal athlete -an athlete with always be found at the extreme of population distribution, simply because of their differences from the general population.

Talent identification (TI) is big business-from sports, through art, to education researchers in all domains are attempting to find a May to identify the best in their field. However, finding the most effective and most efficient TI method is complex task, which despite as apparently recent "rise" to prominence has been a concern for quite a while. In the late 1960 and early 1970 many east European countries realize the weakness of traditional TI program and attempted to develop method of identification which could be under pinned with scientific theory and evidence (Bompa 1999). In order to remain competitive, clubs now endeavor to invest significant amount of many in attempting to identify and another potential elite payers. Identifying soccer potential at early age ensure that player receive reach and triangle to accelerate the talent development. The research concern with identifying potential predictor of talent in soccer is provided findings from physical, physiological psychological and sociological research are present to form multi-disciplinary perspective.

1.2. Statement of the problem

Beyond economic savings which led to the naming of the football industry, artistic attractions and soccer players performance that sometimes is called Wizards. That has flabbergasted every human being who loves beauty and every day increases the splendor of this discipline (JalaliFarahani, 2005).

In the survey of football history, practitioners in different parts of the world have realized that the development of football in every country is no way out except through the scientific way, so they tried to enter in this way (Alagyk, 1997). On the other hand, the full benefit of the young people education led to the establishment of professional football schools with major football clubs in the world (RileyThomas, 2005). Parents and thousands of coaches dream that children undergoing their education become the world's best athletes in the future. They, along with the

future sport players spend energy, time and costs to achieve this goal. For these people, it is most important to measure athletic talent (Riley Thomas, 2002)."Talent" is one of the causes of differences in performance between individuals and is Natural or acquisitive readiness to do some mental or physical activities. Talent, Accelerates learning and influences the level of skill is achieved in this way and Finally, It Is an important factor in the efficiency and effectiveness (Saatchi, 1996). Purposes of talent identification, in the modern world are saving costs, increasing the likelihood of success, extending useful sports champions life, leading non-talented individuals to other areas and avoid wasting money and frustration and better distribution of talent (Mohammadi, 2004).

In this ever-changing world, there is an increase public expectation from the sector forces to create changes in the sport policy by avoiding the old fashioned Philosophy and accommodating the new scientific method of working system to answer the need of the citizens and to be the part of this fast changing world. However, the increasing demands of achieving success by the entire stakeholder is larger as compared to successes resulted from other discipline. To this end, the call for investigating the problem focusing of talent identification by development and challenges to move towards the strong point and limitation as well as to identify the area which require progress is compulsory. The researcher has had four years' experience as grass root soccer team as a coach in dawuro zone project. In addition to that the researcher has also 6years experience of teaching in physical education in primary and secondary school. That is why; the researcher gets the chance to observe closely the development and challenges of grass root ball in dawuro zone. Through the idea mentioned above the researcher intended to investigate the factors that hinder the development of talent identification and development of grass root project such as; the project team have no public interest (role of government, supporters, trainees parent involvement), poor Practice of talent identification, less coaching competence, shortage of foot ball equipment's and facilities, and the absence of strong project team. Moreover, the purpose of this study is to deal with those problems that have affected the growth and talent identification of football and to indicate possible solutions. Hence, the study will tried to investigate the following basic research questions.

1.3 Research Questions

1. Do sport families affect the talent identification and development of grass root football in Dawuro zone?
2. What are the major factors that affect talent identification And development grass root project in Dawuro zone?
3. To what extent facilities and equipment are available?
4. What are the current developments of grass root project in Dawuro?
5. What possible solutions should be carried out to solve the problem?

1.4. General objectives of the Study

The main purpose of this study to identify the challenges in talent identification and development of grass root soccer project: generally in Dawuro zone grass root project team

1.4.1. Specific Objectives

1. Identify the historical development of grass root soccer project in Dawuro zone;
2. Find out the challenging factors that the project has faced to run the program.
3. Provide possible suggestion to improve the number and capacity of the grassroots project
4. To encourage the interests of other researcher to conduct research on the same issues as to find out solution for grass root project talent identification and development challenges.

1.5. Significance of study

This study will be success for soccer Athlete; it is increasing recognized as important significance measurement to facilitate effective in soccer training.

1. Thus the study work the following values it may help for both coach and administrative to deal with identify problems identification and development.
2. Administrative can used to result so that they can take corrective measure.
3. The study also may help to work create of awareness that athlete soccer training most pay due to attention as continuously tasks.
4. It also will help as spring board for future study that interested to conducted research in this problem.

1.6. Delimitation of the study

The study is delimited in Dawuro zone Tercha city of administrate, mareka and Loma Bossa Woreda selected grass root soccer project. Since, the researcher in the part and parcel of the study area, it was used and anlagen data from the reality.

1.7. Limitations of the Study

The most serious limitations are lack of reference materials, and other resources, including related researches in our context. Besides these, there are factors that may have negative influence on findings such as lack of accurately recorded profiles of athletes, unclear explanations in the documents, problems in measuring psychological attributes, relatively short period of observation of actual training.

1.8. Operational Definition of Terms

Anthropometric variables: measurements of somatotype, body mass, height leg and arm girth.

Soccer: A game which played between two teams with eleven players each.

Biological/developmental age: the age determined by physiological factors of maturation in conjunction with the training age.

Competitions: The act or process of competing for trophy or prize.

Performance: is the cumulative effect of genetics, practice, psychological and situational factors that can be observed in training and competition Psychological variables: measurements of motivation, determination, self-confidence & courage of athlete

Physical/motor variable: refers to strength, speed, reaction time, power and endurance.

Situational variables: refers to sociological aspects such as family influence, coach's behavior, facilities and equipment and competition opportunities.

Talent: configuration of group of qualities, abilities and potential possibilities of athletes.

Talent development: refers to providing athletes with a suitable learning environment so that they have the opportunity to realize their potential or improve their performance.

Talent identification: is used synonymously with selection criteria and refers to as recognizing current participants with the potential to become elite performers and predicting performance over various periods of time by measuring physical, physiological, anthropometrical and psychological attributers (Regnier et al., 1993).

Training age: is the number of years an athlete has trained.

Grass root: soccer players categorized under 17.

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1. Talent Identification and Development

Talent identification and development in soccer sport how, Davidson and Slboda (1998) argued the talent has several properties, first, they have suggested that talent may be characterize by properties that are genetically transmitted and partly innate- talent may not be evident at an early age but there will be some indicators that enable train people to identify its presence- these early indicators of talent may provide basis for predicating those individual who are more or less likely to success at some later stage-very few individual are talented in any single domain, if all children were talented there would be no way to or explain differential success. Final talent is specific to that particular domain.

These properties high light the complex nature of talent and illustrate why is no consensus of opinion regard the theory and practice of talent identification in soccer sport. At the present, professional soccer clubs rely on subjective assessment of scouts and /or coach supported by "shopping list "of the criteria. These criteria include acronyms such as technique, attitude, and balance speed, S.U.P.S (speed, understanding, personality, and skill) (talent, intelligence, personality, speed) although the ability of coaches and scouts to interpret such criteria and identify particular aptitude for success should not be underestimate (Thomas and Thomas 1999).

Appending sport sciences contributions to these judgments can contribute agree of objectivity to the process. At the very least, objective data collected sports scientist can help confirm practitioners' initial intuition with regard to players' strength and weaknesses. Form scientific perspective, the pursuit of excellence can be broken down in to four key stage (Russell, 1989; Borm, 1996) these can be distinguished as detection, selection, identification and development.

Talent detection refer to the discovery of potential performers who are currently not involved in the sport in question. Udder to the popularity of soccer are the are number of children participating in it, the detect in of player is not a major problem when compared with the political to become elite players it entails predicting performance over various period of time by

measuring, physical, physiological, psychological sociological attributes as well as technical abilities either or in combination (Regnier, Salmela and Russell 1993).

An attempt is made to match a variety of performance characteristics, which may be innate or amenable to learning or training, to requirement of game. A key question is when three the individual has the potential to benefit from a systematic program of support and training.

Talent identification has been viewed as part of talent development implies that players are provided with suitable environment so that they have the considerable interest of late, leading several researchers to suggest that there has been shift I emphasis from talent detection and identification to talent guidance and development (Durand Bush and Salmela in Press) in ally.

Talent selection involves the ongoing process of identifying player at various stages that demonstrate prerequisite levels of performance for inclusion in given stand or team.

Selection involves choosing the most appropriate individual or group of individual to carry out the task with in specific context (Borms 1996) it is particularly pertinent in soccer since only players can be selected to play at any time. For many years, scientists have attempted to identify key predictors of talent in various sports (Regaier et al. 1993).

2.2. Advantages of scientific methods of Talent

Identification and Development (Bompa,1999)

1. It substantially reduces the time required to reach high! Performance by selecting, individuals' who are gifted’ in sport’ It eliminates a high volume of work, energy, and talent on the part of the coach.
2. The coach's' training effectiveness is' enhanced by training primarily those athletes with superior abilities
3. It increases competitiveness and the number, of athletes aiming at and reaching high - performance Levels'. As a result, there is a stronger and more homogenous national team capable of better international performance
4. It increases an athlete's self-confidence, because his or her performance ‘dynamics are known to be more 'dramatic than 'other athletes of the same age who did not go through the selection processes.

It indirectly facilitates applying scientific training, because sport scientists who assisting talent identification can be motivated to 'continue to monitor athletes, training.

2.2.1. Anthropometric Models

The use of scientific talent identification program was initiated within East and central European countries (Bompa, 1994). These models were based almost exclusively on identifying the physical and anthropometrical characteristics of elite in younger players. However, such models inevitably are limited since, (1) anthropometric and physical factors are unstable during adolescence, (2) determinants of performance have been found to vary with age, and (3) recent research into anthropometrical difference of successful soccer players in different sports or specific events has been inconclusive. However, Abbott et al., (2002) concluded that in the age group 16 to 18 most males and female are post-pubertal and anthropometrical and physiological factors will have stabilized, meaning that these factors will be carried into adulthood. This is also true in girls who achieve this stage a little prior than males. Besides this, Majumdar (2003) states that full height is typically attained at age 16 in girls and age 18 in males (P.11ng (Bompa,

2.3. Talent predictors in soccer

2.3.1. Physical predictors of talent

There is research evidence to suggest that players anthropometric characteristics (e.g structure, mass body composition, bone diameter, limb girt) are related to performance in important and sometime complex way (Borm, 1996). The implication is that such measurements may assist in identification of talent (Carter, 1985). Success full young soccer player for instance, appear to have soma to type /physiques to old successful performer (Pena Reyes et al… 1996; malina and co-workers, this issue) in particular adult stature, which is commonly used for predication, is strongly influenced by genetic factor (Lykken), whilst other physical attribute (e.g. muscle mass, body fat) are seen as being more amenable training and dietary influence (bouchard, Maling and Peruse 1997; Reilly Bangsbo Franks, this issue)

A health of research evidence indicates that elite youth soccer player have greater biological age (i.e. more physical mature) than their less proficient counter and coach appear to favors players advanced in morphological growth during the selection process Panfil et al 1997; Malina et al.. this issue) this trend in favor of children born early in the selection year (i.e. September - December is apparent in several countries (e.g Sweden- Belgium) united Kingdom) and persists

in to adult elite squads (the colleagues, this issue). Over 505 of player who attended the English football association's national school at Lille shall were between September and December (Brewer, Balson and Davis, 1995). A similar percentage of players selected for the England national team during the 1986, 1990, 1994 and 1998 world cup qualifying campaigns were born early in the selection year (Ri chard son, 1998) this later finding suggests a residual bias' as result of selection policies at youth level that favors individuals born in the early part of academic year (cf. Boucher and Mutimer, 1994). Genlkeeprs and defender, who tended to be tallest and heaviest players adult level (Franketd 1995) many of the physical qualities that distinguish elite and sub-elite players may not be apparent until late adolescence, confounding the early selection of perfumer(fisher and Borms, 1990) the implication is that the predication of the future elite player form an performance measurement may be un realistic in younger age group because performance could be affected by the player growth and maturation. Since late maturing children can compensate for any apparent disadvantage is size and strength by working on their technical capabilities or by improvement in other area such ability and muscular pioneer) it is improving that talent identification process is not overly biased toward the early maturing child.

Any potential bias can result in late maturing and potential talented dropping out of the game at the early age. Furthermore, late maturing player are more likely to miss out on the experience of high quality can children key mess ere in that young players should be selected on the skill and ability rather than on physical size.

2.3.2. Physiological predictors of talent

Physiological measures have also been employed in an attempt to identify key predictors of performance (Jankovic, Matkovic and Matkovic, 1997 Janssens et al 1997; Panfil et al 1997: Reilly etc.) this issue.

Jan Kovicet.al (1997) compare successful and less successful 15-17- year olds using measures of maximal oxygen up take (vo2 max) an a aerobics power, grip and took strength measurement and heart volume (absolute and relative) they deemed successful player to be those were late selected in clubs playing in the top league in Croatia, Germany, Italy, and England while those considered less skill full did not progressive be young regional league. The successful superior physiological fitness compares other.

Janssen et.al (1997) showed that performance in short (30m) and prolonged "shuttle" running discredited b/n successful and less successful 11 to 12 soccer. Similarly inn study by painful et al(1997) elite 16 year old recorded better performance running and jumping than their fewer counterparts. In age cent study, franks et.al (1999) analyses data form 64 player who attend the English football association's national school (14-16 year) between 1989 and 1993.

Anthropometric characteristic as well as aerobics and an aerobic measurement were recorded in the group of youth player selected others factor may determine their employability as professionals. It may need that talent becomes harder to predict in later year since the population of player become smaller and more generous, particularly with respect physical and physiological profile.

2.3.3. Psychological predictor talent

Intuitive, it is through that success full player distinguished formless successful player on the basis of psychological factors the assumption is that talented player possesses personality characteristics that facility learning /training and competition a two coaches and scout may argue that talent and less talented player can be differentiated on the basis of their psychological 2 make up researches have yet to identify specific personality characteristic or over all psychological profile that are predictable association with successful sport not clear or consistence relationship has been personality and expertise (vealey, 1992; Auweele et al 1993;)
Researcher have typically repeated that talented players committed, self-confident and less prone to anxiety, both prior to during competition, able to employ various psychological coping strategies effectively more highly motivated and better at main training concentration during performance(Au et al 1993) although these measure have been more successful than earlier "trait" measure distinguishing elite and sub-elite player, there no consistence evidence to suggest that such personality "proofing" can be employed talent identification (Vealey 1992). It is also questionable weather talent identification should be based or 'state' or interaction variable, since these can charge from day to day. Such measure may not provide strong indication of typical behavioral 'traits' at present the use of psychological test for talent identification purposes cannot be endorsed scientifically (Fisher and Borms, 1990).

2.3.4. Sociological consideration

The relative importance of heredity and environmental in developing expertise has been debated for some time. Sociological research place grated emphasis on the importance of success in sport and particular soccer is socialization in to the particular culture (Caglson, 1993) parental sup part and positive attitude to children's involvement in sport are extremely important during the entire growth period (e.g see Co'te', 1999), social class has significant effect up on participation (e.g power and woo Lger, 1994; Kirk et.al 1997).

Even in soccer traditional through to be preserve of the work classes, children in the middle class back grounds are usually advantaged as result of their parents increased financial support, great mobility and flexibility in from sport their children to various activities and more supportive encouragement of the child children form single parent families and ethical minority groups are specially disadvantage (English sport council 1995) facilities , practice and role of coach some scientists have argued that the behavior of their involvement with child are more important in the development of talent than are initial ability level (Carlson 1988, 1993).

The child's maturation readiness (biological, social psychological) for instance involvement in sport is also essential to experience satisfaction, fulfillment and enjoyment (singer and Tanelle, 1999) creating are appropriate environment in which to nurture talent may play more significant role in the development of experts than does heredity (Salmela 1996). Cote (1999) suggested four distinct stage of participation in sport namely sampling specializing investment and recreation years.

2.3.4.1. Parental Support

According to David Levinson *and* Karen Christensen (2005) Parents Appear to be important as financial supporters, as organizers of Transportation, in providing moral support, as supportive in times of such as injuries, and in their presence at practice.

However, parental roles differ, and research concerning performers has revealed different stages in the development of talent, including shifting demands on the parents. Research suggests that in the early years, the sampling years (ages 6–12), optimum parental support is given to encouraging their child's participation, having fun, and enjoying the learning. In programs for the development of talent, its recommended that parents provide the child with access to varied

programs of physical education and sport from an early age. Rather than additional advice, the children require understanding and emotional support from their parents.

The middle years, the specializing years (ages 13–15), are characterized by a greater commitment of the child as well as the parents to a particular sport. More accomplished coaches are sought, and the parents often devote more resources to the activity. They are providing the child with financial support and transportation needed for training and competition. Often, the family's routine can be dominated by the child's talent development. During the later years, the investment years, parental involvement might decrease. Parents provide support in a background role and can be essential in providing financial as well as emotional support. During the investment years, athletes often need help in overcoming setbacks, such as major sporting defeats, injuries, pressure, and fatigue. Also, the departure of a trainer or the breaking up of a training team can be a stressful event implicated in competition sport of great importance is that parents provide an understanding environment to which their children can retreat, if necessary.

2.4. Talent Development

According to Williams et al., (2000), talent development refers to the process or system of providing Soccer players with a suitable learning environment so that talent can be realized.

2. Existing applied model of talent development. There are several current practical models of TD with different theory and methodology of talent training from a variety of countries and sports. One popular model which describes the development of soccer players is called- the sport development continuum. It consists of four phases through which soccer players may progress or move backwards as their interest, commitment and performance level change in the pyramid. (FIFA, 1998).the phases are:

- Foundation potential soccer players are introduced, normally at a young age, to the sport and the basic movements involved in the events. Play rather than competition is emphasized.
- Participation: the activities of the soccer players in the participation phase include both Training and competition on a regular basis, without great emphasis on results or achievement

- Performance: in the performance phase, soccer players are very focused on the sport and invest considerable time and effort in training in order to improve their performance and compete on a high level.
- Excellence: soccer players in the excellence phase have reached a very high standard of performance and committed themselves to achieving the best possible results in the national and international level competition. Furthermore, these four phases of sport or soccer player's development continuum are further split into five stages of FIFA football player's development path ways. The long term soccer player's development approach is a organized approach toward achieving the optimal training, competition and recovery

Throughout a soccer players' career. It recognizes that any individual who has just commenced soccer players has different needs from and capabilities for training than someone who has been doing it for longer .This is true no matter what age an soccer players starts being involved in football athletics and emphasizes the importance of coaches knowing the "training age" as well as developmental age of each football players they coach. Thompson (2009), having a base on the long term approach of foot ballplayers development, developed a five stage athlete development model. The progressive nature of this five- stage model guides athletes from the kids' of football players' stage, multi event stage, event group development stage, specialization stage through to the performance stage. Let us see the pathways in detail.

Stage one: THE KIDS' SOCCER PLAYERS STAGE according to (Thompson, 2009)

This stage is bounded in between 5/7-11/12 optimal biological age and 0-2/4 training age range and is the first stage for soccer players in the FA development path way reflecting the well-established FA kids' football players training and competition programs designed for young children. The kids' football players' developmental stage should be a structured fun. Introduction to football players like activities with an emphasis on developing basic fitness and foundation movement skill. It emphasizes such skills as the 'ABCs' movement: Agility, Balance, Coordination and Speed. All these foundation skills and movements add together to provide a vocabulary of movement which are referred to as "physical literacy". T develop this basic physical literacy, there should be participation in as many plays or play-like, games and movement patterns as possible .the annual plan should have no per iodization structure but there

should be a well-planned program of basic conditioning with proper fitness and skill progressions that are monitored regularly. Competition can take place at any time but training is not structured for or specific to competition.

Stage two: THE MULTI-EVENTS STAGE (Thompson, 2009)The second stage of development is bounded in between 11/12-13/14 year's optimal biological age and 2-4 years training age where all individuals learn how to train and develop their athletic skills. For young football this means participating in and learning all the events of football, along with basic technical, competition and tactical skills. Although the focus is on training, competition can be used to test and refine skills at any time of the year. In this stage, training can begin to be placed in per iodized way but because of the need to build a 'solid base', the training year should only have one macro cycle, making it a 'single per iodized' year.

Stage three: THE EVENT GROUP DEVELOPMENT STAGE (Thompson, 2009) The third stage is the event group development stage and sometimes referred to as the stage for 'building the engine'. This stage is bounded in between 14/15-16/17 year's optimal biological age and 5-7years training age range. During this stage there is an emphasis on greater individualization of fitness and technical training. For young foot ballplayers, this is the time to begin to focus on an event group rather than all events. As football players enter this stage, some enjoy doing all events equally and may choose the combined events event group. The emphasis in this stage is still on training which is predominantly high in volume and low in intensity and the time commitment to training will increase for both football players and coach. There are now specific targets for each competition undertaken with a view to learning basic tactics and mental preparation.

The reason that many soccer players reach a performance plateau during the later stages of their careers is primarily due to an over emphasis on competition instead of training during this stage, which makes it a significant period in their soccer players development. The training year may be either a single or double per iodization structure but the longer the single per iodization is maintained, the better the soccer player's foundation for the future. Planned training and competition modeling is introduced towards the end of this stage. Programming becomes more structured with defined taper and peak periods, which requires ongoing evaluation and

modification's introduction of event specific training begins at this time .during this stage , over the course of 4 weeks to 10 months depending on the program ,other sports are reduced to 1 or 2. Training should approach a total time of 12 hours per week towards the end of the stage, involving 4-7 sessions of physical training and activity. 3-5 of these sessions should be in soccer player's event specific areas.

Stage four: THE SPECIALIZATION STAGE (Thompson, 2009)This stage is bounded in between 16/17-18/19 years optimal biological age and 7-9 years training age range and is referred to as 'a fine tuning of the engine'. There is a continued emphasis on physical conditioning, maintaining high volume training but now with increasing intensity at appropriate time of the year. The soccer players now will tend to focus on an event or a small number of events. Individual strengths and weaknesses are now more clearly identified and action can be taken to improve these. There is a gradual shift towards performing techniques and tactics in a variety of competitive conditions during training which increasingly model competitive environments. The coach will focus on optimizing preparation both physically and mentally. The training year again is a single or a double per iodized plan and for the first time, competition will influence the structure of the annual plan.

The number of soccer players sessions per week will increase to 5-9 as participation in other sports declines to 2 or less sessions per week. The practice to competition ratio is 90/10 and length of the soccer season can be anywhere from 8 weeks to 10 months. The number of competitive opportunities in the season becomes event specific and dependent up on the type of per iodization. If single per iodization is used the number of competitions should be 10-15. If double per iodization is used the number would be 12-18.

Stage five: THE PERFORMANCE STAGE (Thompson, 2009)The final stage of preparation and participation in soccer is the 'the performance stage' that starts at the optimal biological age of 18/19 years and above and training age of above 10 years and lasts until the individual retires from actively competing .The emphasis now is on further specialization and, where possible appropriate, performance enhancement. All of the athletes' physical, technical, tactical, and mental capacities should now be fully established with the focus shifting to the optimization of

performance, at whatever level. All soccer players can be trained to peak for specific competitions and major events; whether these competitions be the Olympics, a regional competitions or a local meeting or event, with each aspect of training individualized.

An individual's annual plan may show either single, double or multiple per iodization, depending on the events being trained for and taking in to account the soccer players' personal needs and circumstances (Thompson, 2009) To sum up, while stressing on the importance of each developmental phase's states that even if a soccer players misses the optimal biological ages for each development stage indicated for the five stages of FA football player's development path ways, the ways should still apply. No matter what the football player's age, following the stages of soccer players development path way permits the progressive introduction to and development in soccer. For instance a 14- year old soccer players with the biological of 16 years (early mature) and 3 years training age should be placed in the multi-events stage regardless of the biological age. However, there are two basic strategies /approaches/ for soccer player's development programs.

These are:-The flag-pole approach

This is the approach in which the development of top foot ballplayers through effective search of soccer geniuses and focusing resources in to developing them in to stars and the aim of flying the flag is realized. However this depends on the quality of talent search (more scientific approach to the search) and is accompanied with the questions.

The pyramid approach

This is the approach in which emphasis is placed on involving a broad base of soccer players in the foundation and participation phases in the hope that talent will build on itself to reach a high point of successes. However, this approach is also accompanied with critical questions such as is the time span too long to sustain the energy necessary and does one have to wait until the Pyramid is complete before international success can be realized. Even though many pyramids never get finished, pyramids appear to have the advantage of being able to sustain success and it is recommended in the LTAD to allow soccer players doing right things at the right time.

2.5. Challenges (accounts) of Talent Development

Talent development should inculcate all the ingredients of success or performance at the right time. In this regard, there are numerous researches that examined the development of talent in sport (Bloom, 1985; Ericsson, 1993; Cote, 1999; Starkes et al., 2003) with the three main view points or accounts or variables: The genetic account, the practice account, and the psychological skills. Although the genetic, practice, and psychological skills accounts have strong components, none have been able to fully explain talent development. This is why contemporary researchers have advocated a shift toward a more interactional approach (account) of talent development that acknowledges the relative contributions of nature, nurture, psychological skills and sociological factors. Durand- Bush et al., (2001), Singer et al., (1999). Though the current study underscores the importance of interactional account, it is worthy while
to overview all the accounts.

2.5.1. Genetic Account

Numerous experts have remarked on the importance of genetics or heredity to talent development in sport (Kalinowski, 1985, Malina et al., 1986; Sharkey, 1986; Balyi et al., 1995, Bloomfield, 1995, Bompa, 1995 cited in Lynn (2003).The genetic account of talent development placed emphasis on innate characteristics being responsible for exceptional performance. Bouchard et al., (1997) in Laynn (2003). Genetics have been shown to contribute to factors such as height, body composition, flexibility, morphology, aerobic capacity, adaptability to training, muscle tissue composition, psychological skills and personality traits Willmore et al., (1999); Cowart, 1987 in Lynn (2003). It was also possible that genetic physiology differed between and within certain sports. For example, the genetic physiology of goalkeeper player's is different from other player.

Genetic advocates supported the note on that an elite football players must first possess a favorable genetic make-up and also be highly responsible to training and practice in order to become an elite football players. Hence, while talent is identified performance variables must have a strong genetic nature in order to properly gauge development (Regnier et al., 1993). This means selecting variables that have strong genetic components. For example:

- Maximal aerobic power and capacity has been found to have a heritability range of anything between 40% and 93% (Klissouras 2001) in Klissouras et al., (2007)

- Maximal an aerobic power, capacity and endurance have a heritability range of 70% and 90% (Klissouras, 2001) in Klissouras et al., (2007)
- Maximal muscle strength exhibits a heritability range of between 22% and 100% (Klissouras, 2001) in Klissouras et al., (2007)
- Muscle fiber type has been found to have a heritability range of between 5% and 100% (Klissouras, 2001) in Klissouras et al., (2007)
- Motor coordination and acquisition exhibits a heritability range of 45% to 91%. Motor activities such as walking and running seem to be more closely related to heredity than activities such as balancing and shooting (Klissouras et al 2007) other studies have shown that the

heritability estimates for movement accuracy and for movement economy are 87% and 85% respectively (Missitizi et al., 2004) in Klissouras et al, 2007)

- Somatotype has been found to have a heritability range of between 69% and 90% (Klissouras 2001; Klissouras et al., 2007). Kovar (1977) in Klissouras et al., (2007) found that heritability of ectomorphic components to be 87%, mesomorphy to be at 75% and endomorphy to be at 69%. These figures were largely confirmed by Klissouras (1997) in Klissouras et al (2007).
- Height has been found to be approximately 85% heritable Hohmanet al., (2003) in Klissouras et al., (2007).

From the above discussion and presentation, it can be seen that the role of genetics in physical performance and success in sport (soccer) is a scientifically proven and accepted fact. However, there are those who hold to the view that deliberate practice is the only determinant of success in all domains, including sport (Ericsson et al., 1993)

From the above discussion and presentation, it can be seen that the role of genetics in physical performance and success in sport (soccer) is ascientifically proven and accepted fact. However, there are those who hold to the view that deliberate practice is the only determinant of success in all domains, including sport (Ericsson et al., 1993).

2.5.2. Practice Account

Researchers advocating the practice, or nurtures, account of talent development promoted the belief that appropriate environmental conditions could lead to the development of talent in sport for all people regardless of genetic potential. In this account the role of genetics was deemphasized. Initial research on expert performance and expertise, introduced by De Groot (1978) was centered on world-class chess players, not on soccer. Simon &Chase (1973) advanced De Groot's research by developing a theory proposing that expert chess players did not vary from non-experts in terms of their basic capabilities and general potentials. Simon and Chase's theoretical perspective eventually became a dominant theory and molded expertise research for years to come (Ericsson, 1993). Thereby extending early theories of expertise, the theory of deliberate practice was proposed to explain talent development by Ericsson et al., (1993). These researchers believed that expertise was achievable by essentially anyone and that talent emerged through an expansive period of deliberate practice. Deliberate practice was defined as any highly structured; goal directed activity designed exclusively to improve performance through well-defined tasks, informative feedback and possibilities for repetition and correction of errors (Erickson et al., 1993 pp. 20-21).

The deliberate practice theory of Erickson et al (1993) is a highly nurtures model that holds the development of expertise and expert performance in multitude of domains including, sports is dependent mainly on extensive and deliberate practice (Du Randt-Bush & Salmela, 2001). Furthermore, Ericsson and colleagues have indicated that the theory also applies to expertise in sport (Ericsson et al., 1993; Ericsson, 1993). Researchers examining the application of the theory of deliberate practice to the domain of sport have investigated in Soccer (Helsen et al., 2000), soccer players. Typically, the relationship between hours spent in sport specific practice and level of attainment is consistent with the tenets of deliberate practice theory: expert soccer players accumulated more hours of training than non-experts. Although the theory of deliberate practice was attractive to those who believed that anyone could become world-class soccer players, it did not explain why some people trained extensively for over 10 years, yet never reached elite soccer players potential. Singer and Janelle (1999) wondered about the "what and how" of deliberate practice, rather than only about the amount of deliberate practice. For Singer and Janelle (1999), the 'what and how' included the training and expertise of coaches in the soccer players environment and the extent to which feedback and monitoring of goals by coaches

was emphasized. They asserted that coaches played a significant role in deciding which techniques and strategies were taught as well as how and how long soccer players were trained. Expert coaches were also found to possess the goal of producing an environment that was most conducive to improve performance in the soccer player and making practice enjoyable for them. Generally in the LTAD, research has shown that it takes between 8 and 12 years of training for a talented soccer player to reach elite levels. This has been summarized by the "10 year or 10,000 hour rule" and equates to approximately 3 hours of practice each day for 10 years. While the intensity required at the outset of the soccer player's development continuum is not the same as the intensity required at the end, the common thread among all stages of development is the coach.

More specifically it is the coach's attention to the rate at which athletes grow and develop and their ability to make adjustments to the overall training program that contributes to the success. Coaches are argued to become familiar with the maturation principles for young soccer players and apply these principles to training, competition and recovery schedule. In practice, all coaches working with young people have to concern themselves with the health and well-being of the soccer players and their development. In general, the implementation of sport programs that follow a LTAD model will enable coaches to develop individualized programs based up on each individual and take advantage of the critical periods of accelerated adaptation to training. It will also ensure that soccer players develop to their full potential. The LTAD framework is soccer players centered, coach-driven and supported by administration, sport science and sponsors.

Furthermore, the singer and Janelle's (1999) "what and how" of the deliberate practice are fully explained in the long-term soccer players development approach. So as to Thompson (2009), the main concept of soccer player's development involves taking a long term approach to soccer player's development and training. This long-term approach is designed to help individuals of all ages and all abilities to optimize their development and potential. In its simplest form soccer player's development relates the structure and nature of training at any time to where an individual soccer players is on their developmental pathway. This means that individuals are "doing the right things at the right time" for their long-term, not necessarily immediate, development. Along with practice, some researchers also believed that certain psychological

characteristics allow soccer players to succeed. Therefore, let us have a look on psychological skills impacts on the development of talent.

2.5.3. A Psychological Skills Account

Mental skills such as self-confidence, goal-setting, imagery, self-talk, mental toughness etc are obviously important in enhancing soccer player's performance. For instance, goal-setting is important both as a motivational strategy and as a strategy to change behavior or enhance performance. It is also used as an intervention strategy to rectify problems or to redirect efforts.

As Locke, et al., (1981) in Wuest& Bucher (2006) identified, there are four distinct ways in which goal-setting influences performance: it focuses attention, mobilizes effort, nurtures persistence, and leads to the development of new learning strategies (p. 358).Imagery also has been used in a variety of ways to enhance performance. It can be used to mentally practice skills or to review outstanding previous performances. By remembering the kinesthetic sensations associated with the ideal performance, the football players hopes to replicate or improve performance. Imagery has also been used as an anxiety-reduction technique. The football players visualizes anxiety producing situations and then 'sees' himself or herself successfully coping with the experience, thus increasing confidence to perform successfully in similar situations (West & Bucher 2006. p. 364). Researchers also reveal that elite football players had been found to possess significantly higher levels of psychological skills than less elite soccer players (Durand-Bush & Salmela, 2001). In this study it was consistently determined that commitment and self-confidence were related with high-level performance, Mahoney et al., (1987) Orlick & Partington, (1988) cited in Laynn (2003). In strengthening this, Vealey (2000) in West & Bucher (2006) states that compared to less-successful soccer players, successful soccer players possess more self-confidence; employ more effective coping strategies to maintain their optimal competitive focus despite obstacles and distractions. More efficiently regulate their level of activation to be appropriate for the task at hand, tend to be more positively pre-occupied with their sport and have a high level of determination and commitment to excellence. Wilson (1999) also concluded that elite soccer players utilized mental skills more than their non-elite counterparts in both training and competition. In general, it was concluded that elite soccer players were extremely confident and dedicated individuals who were willing to do anything to be the best, even if they sacrificed other important activities, Mahoney et al.,

(1987) in Lynn (2003).Although the research findings on the afore mentioned three accounts of talent development were beneficial, no single account was able to explain talent development completely. Hence, there was a shift of idea (view) on the part of the researchers to the interactional account. The interactional account encompassed genetics, practice, psychological skills and situational factors such as the influence of family, coaches and teammates.

2.5.3.1. Interactional Account

The interactional account emphasized many characteristics that were ingredients in soccer player's talent development. These aspects included genetics, practice, psychological skills and situational factors (i.e., family, coaches, teammates, socioeconomic status, significant others). The interactional view point observed that there was more than one reason a person becomes an elite soccer players because all factors (genetics, practice, psychological and situational) must interact in the best way possible for success to occur. In line with this, Singer and Janelle (1999) stated "we must return to the idea that nature and nurture do interact to determine performance" (p. 146).

Therefore, it was essential to move beyond examining the extreme positions of nature and nurture and shift toward a more unified understanding of the development of soccer player's talent. The focus should be on the interaction of all factors and how they could be utilized to their maximum potential for children hoping to become talented soccer players. Other researchers also noted the need for multidimensional studies that embraced the mutual importance of all perspectives (Cszikszentmihalyi, (1998); Detterman, Gabriel, &Ruthsatz, (1998): Freeman, (1998) in Lynn (2003). As genetic, practice, and psychological components of interactional approach have been reviewed, let us review on some situational factors important in talent development and given a due focus in this research.

2.6. Situational factors

2.6.1. Coach Behavior

Research into coach effectiveness has focused predominantly on investigating the behaviors of coaches. Through behavioral observation, a number of characteristics have emerged to identify effective coaches. In general, effective coaches frequently provide feedback and incorporate

numerous prompts and hustles, provide high levels of correction and reinstruction, use high levels of questioning and clarifying, predominantly engage in instruction and manage the training environment to achieve considerable order (Douge& Hastie, 1993) in Martin & Coe (1997) .

In striving to improve and to win, soccer players require excellent coaching, management and competition (Martin & Coe (1997). Frank Dick (1983) cited in Martin & Coe (1997) very nicely defines a coach as "the director of a soccer players' sporty ambition".

If a coach and soccer players have agreed to a collaboration leading in the direction of soccer players achieving all round excellence in competitive sport, then the coach must undertake to provide input into the plan and to manage all aspects of it. The thinking should be done first before training begins. If so players develops both long-term and short term goals, these form a defined framework for all meaningful subsequent decisions, training plans then become relatively simple to create. A good coach thus must provide a good example and also be well rounded to make value judgments with conviction and credibility (Martin & Coe, 1997). Martin and his colleague (1997) also underlines that a competent coach is an expert at creating a master development plan and is able and willing to utilize the expertise of qualified and trusted people to assist with the execution of this plan. Besides these, they stress that for a coach to create useful training plans individualized for soccer player's needs, a sizable time commitment is required.

2.6.2. Soccer Coach- players Relationship

As Martin & Coe (1997) state the best relationship is a partnership. When a soccer player chooses a coach he or she also assumes the obligation to submit reasonably to that coach's discipline. the soccer players -coach relationship and mutual dependence by saying that the mutual dependence between both parties is framed by the "…soccer players need to acquire the knowledge, competence and experience of the coach, and in the coach's need to transfer their competences and skills into performance and success. Therefore soccer players and coach develop a partner or a professional relationship and they spend a great deal of time together in order to ultimately achieve performance success." Furthermore, Martin & Coe (1997), underline that if an soccer players-coach relationship is to be a journey of mutual discovery, both minds must be working together, not separately, communication between soccer players and coach

must be effective because both utilize the knowledge provided each other's perspective on the training process and its effects, coach and soccer players should analyze the progress with soccer players collaboratively. Regarding this, Martin & Coe (1997) point out that careful observations and recording of training responses and results of time trials can be adequate by themselves to permit meaningful analysis of progress and preparation, therefore, the coach and soccer players must work closely.

2.6.3. Coach-Parents Relation

"Indeed, although coaches have the most direct contact with soccer players within the sport environment, research have shown that parents influence children's socialization into sport as well as the psychological consequence that accrue (Brustad, 1993, 1996, Cote, 1999, Lewko & Rosengren, 1996) cited in Williams (2001). However, as indicated in Cox (2002), the interactions between soccer player's parents and the coach are an often-over looked sources of motivation for a soccer players. Coaches are often wary about the over involved and demanding parent however, often just the opposite situation occurs, and parents are excluded from active involvement in motivating a young soccer players. Parents provide tremendous support for a soccer player's involvement that sometimes goes completely unnoticed. What a tremendous source of support and motivation a parent can be when properly nurtured! (p. 254).

The "soccer player's triangle" consisting of coach, soccer players, and parent, is a natural aspect of youth sports, and a coach's role in relating to parents is very important to the success of program (Cote &Salmela, 1966; Hellstedt, 1987) in Williams (2001). Through their cooperative efforts, many parents are productive contributors. Unfortunately, the negative impact that some parents have is all too obvious. Because of a lack of knowledge concerning their roles and responsibilities, parents can undermine the basic goals of youth sport programs and hold up youngsters of benefits they could drive from participation. Coaches are in a position to channel parent's genuine concerns and good intentions in a way that heightens the value of soccer players sport experience (Williams, 2001).

2.6.4. Support & Role of Parents

The research on soccer player's families underscores the importance of the family for the developing soccer players. Several authors have discussed the importance of parental influence

on children's introduction to, involvement in, and achievement in sport and other achievement domains (Bloom, 1985, Brustad, 1993, Hellstedt, (1995) in Côte (1999). Although, there has been research in this area, very few studies have provided in-depth information on how families create a positive environment to initiate and maintain life-long sport participation. Cote's (1999). Furthermore state that parent were found to be very influential and played a critical role in development through financial, logistical and socio-emotional support.

2.7. Sports : Involvement, Participation, and Dropout

According to Gould &Petlichkoff, (1988) millions of children participating in sports each year, it is vital to understand the motives for, predictors of, and detractors to involvement. Children participate in youth sports for a variety of reasons and have multiple reasons for involvement. For example, the largest study of its type conducted to 8000 children) identified the reasons children report for participating in sport. These reasons included:

- To have fun
- To do something I am good at
- To stay in shape
- To learn new or improve my skills
- To play as part of a team

These motives for participation are interesting for several reasons. First, regardless of gender, the most important reason for participating is to have fun. Second, most young athletes have multiple motives for involvement; there is interplay of skill development, physical development, and social interaction. Finally, "to win" is rated 8th in participation motives for school sponsored sports and was not even listed by non-school sport participants (Seefeldt, Ewing, & Walk, 1992).

2.8. Diet and exercise

Diet is a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition.

The aims of the re-competition diet may be to:

Build up stores of carbohydrates-so that energy can be produced for longer period of time.

Enter the training with as little in the stomach as possible this helps the breathing process

Prevent gastric disturbances-the competitor should avoid gas –making foods onion, baked beans and cabbage.

Provide positive psychological attitude- if a good diet is followed it helps to develop sense wellbeing, both before and during completion.

During physical activity food stuffs must be avoided but sports people should drink liquid especially water to replace losses brought about by sweetening and energy production, and to help maintain body temperature. After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However eating should be delayed from between one to two hours after competition (www.ocr.crg.uk Retrieve on Fe.11,2011)

2.9 Facilities and Equipment's

According to David Levinson *and* Karen Christensen (2005) availability of sport facilities and equipment's has a tremendous effect on the development and popularity of a given sport If the facilities and equipment's are available in sufficient manner it is too easy to produce a number of soccer development.

2.10 Age and Development

Age does affect development in a number of ways.

Strength- full strength is not attained until a person is in their early 12s and muscular strength can be improved right though a person's15s.Injury:-order people are more prone to injury than young people. They often take longer Flexibility:- the very young are very flexible and his continues with boys in to their teens. Reaction time:-this shows down with age (Sharkey, B. (2002)).

2.11 Physical fitness

According to Sharkey, B. (2002).Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity. The relationship between the soundness of the body and the activities of the mind is subtle and complex. Much is not yet understood. But we do know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong; that hardy spirits and tough minds usually inhabit sound goods.

2.12. History of football in Ethiopia

The modern football begin when the Italian invaded Ethiopia in 1927 E.C in legendary theory was football game out jane hoymeda in 1916 E.C by foreigners such also German, India and Italy. That was the resin that Tefere Mekonnen and Minilik School had familiar for football and had match with these foreigners.

In 1928.E.C, the France team has game with st.gorge at jan hoymeda beginning that time football become poplar by Ethiopia Youngsters.

Even if because of color discrimination by Italian football was prohibited in Ethiopia, it become levelly in the whole nation's particular the military program their interest become for proved and hiss the classic reason for its popularity throughout the nation.

Ethiopian football federation was forms in 1940E.C after five year later Ethiopia listed one of the members of FIFA. Ethiopia when 3rd nation form Africa to had been listed as member of FIFA next to Egypt and Sudan. CAF (confederation of African football) was founded in conform by the nation 1949 G.C.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

In order to archive the proposed study the research was designed in qualitative and quantitative ways based on the datum conducted through questioner, interview and document analysis. Survey method was to use to scan a wide field of issues, populations, Programs… etc in order to measure or describe any generalized features. So a descriptive survey method which is strongly believed to be the most Appropriate due to it was address the intended purpose of this study , "The challenges facing in Talent Identification and development of grass root soccer project in Dawuro zone.

3.2. Study Area description

This study was conducted in Dawuro zone. This zone found south nation nationality people regional and 367 Km from the Hawassa and 460 km far from Addis Ababa. The capital town Dawuro zone is Tercha Geographically, Dawuro line in between 6.36 to 7.21 north altitude and 37-10 37-26 east longitude. Dawuro has an area of 5,000 km^2 has five woredas and one city of administrate namely maraca, Tocha, Esera, Loma and Gena and city of administrate Tercha. According to report from Dawuro zone finance and economic development department.

3.3. Populations

The study was undertaken Dawuro zone finding woreada particularly in Maraaka, Loma and Trachea city of administration. In this zone there are three grass root soccer project, in 2woreda and one town administrative. Hence, the study population of the research was players and coach participating in grass root soccer project. As a result, a total population of the study encompasses a total of 60individualsparticipating under these grass root project.

3.4. Sampling Procedures

In dawuro zone grass root soccer project, under 2 woreda and one town administrative, there are 3 male grass root soccer project which are participating in day to day training. As a result, a total of 60 players and 3 coaches were involved under these grass root project. Accordingly, 50 out of

60 players, 3, out of 3 coaches was to selected for this study. Moreover, 3 out of 3 Administrator was considered in this study too use as a key informant.

In order to select sample from the target population, the researcher was used both probability and non-probability methods. For the purpose of selecting respondent from grass root project, probability is simple random sampling method was employed for selecting grass root project player. While purposive sampling technique selective was employed for selecting coaches, and administrators hence the sample size for the study was the total of sample from those three sample frame was 56 individual.

3.5. Data Collection method

The data for the study was collected using questionnaires, interview and Documents from different sources. In order to collect the data from the subject, two sets of questionnaires was developed in English and one was translated into Amharic language to obtain information from grass root soccer players and coaches.

In order to gather the necessary data, both questionnaires was Construct based on the review of related literatures; it was consist two main sub-topics including personal profiles, and areas related to challenges of Talent identification and the development of grassroots soccer. This was to constructed in keeping with the main themes of research guiding questions as well.

3.5.1. Questionnaires

There are two sets of questions, that was comprise close-ended while most of them was to consist of open ended questions which, the researcher believes, it was be helpful for respondent to write their real feeling about the phenomena. Even though it would be difficult to analyze the second set of questions, the researcher believes that was give the respondent much freedom to suggest their subjective thought more appropriately than former questions.

3.5.2. Interview

Interviews were a type of survey where questions are delivered in a face-to face means encountered by and interviewer. The interview is like a Conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999). In this research the researcher was used semi structured interview because of Presumption of interview was to helpful to address issues which would be far reaching by the interviewer. Accordingly, the three

Administrators working in the sport commission and the three coaches will be participated in the interview. Every effort was be made to create a friendly atmosphere of trust and confidence in order that the respondents feel at ease for talking and discussing every single issue with the interviewer. Hence, the interview was followed by probing a set of predetermined questions and issues was to record on the tape.

3.6. Document analysis

For the purpose of getting secondary data, documents were to acquire from the source such as texts, newspapers, articles, letters, diaries, memos or scripts, as well as from unpublished document etc.

3.7. Procedure of data collection

After selecting respondent from the study area to fill the questionnaires, the final copies was handed over in person with additional explanation on how the was respond In addition to this, a face-to-face interview by using a tape recorder was conduct in order not misses every single idea of interviewees.

3.8. Method of data analysis

In this study, both qualitative and quantitative analytical procedures were to employed. Hence, Frequency Counts, Percentage and descriptive statements was utilized to analyses items of the questionnaires. The data from structured questionnaires was past in tables and analyzed by descriptive statics such as table rate and percentage as their appropriateness. In addition, qualitative data was analyzed by summarizing responses of the open-ended items in the questionnaire and the interview. Finally, the data was analyze and discussed to reach certain finding.

3.9. Ethical consideration

A participant was asked their willingness and participation was to based on their voluntary basis. The researcher also was explaining the purpose of research, method of research and data collection procedures to gain informed consent. The privacy and confidentiality of participants was protected through keeping the information in secret and maintaining anonymity.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to soccer player and project coaches , structured interview designed for Dawuro Zone sport commission header and the availability of facility equipment and document analysis .

Initially, 50 questionnaires for grass root soccer project player and 3 questionnaires for football project coaches nearest to gather reliable information in breadth .

Hence, the researcher distributed questionnaires to grass root soccer project player and 3 project coaches. Beside these questionnaires was prepared to Addis Ababa football federation officer , so the data was from 65% of soccer ball player and 70% of football coach respondents that it loud be possible generalize the findings .

Regarding the return rate, out of the total 53 questionnaires distributed for both grass root soccer project player and 3 soccer coaches all of them were properly filled in and returned. Consequently, based on the responses obtained from respondents through questionnaires, interview, observation, and document analysis, the analysis and interpretation of the data are presented as follows .

4.1 Characteristics of the respondents

Identifying, analyzing and interpretation the respondents' characteristics are very important that it provides essential information on respondents' ability to provide accurate data.

4.1.1 Analysis and interpretation of grass root soccer player

The background information of grass root soccer player by age, sex education level and the time grass root soccer player joined the project in person is analyzed and interpreted in the following table.

Table 1: Analysis and interpretation of grass root soccer player respondent

No	Item		Grass root soccer project player respondents	
			F	%
1	Age	Below 15	14	28%
		16-17	30	60%
		Above 17	6	12%
		Total	50	100%
2	Sex	Male	50	100%
		Female	-	-
		Total	50	100%
3	education	Elementary level	20	40%
		High school	24	48%
		Preparatory level	6	12%
4	When did you join this project	This yea	-	-
		Last year	8	16%
		The year before last year	42	84%
		Total	50	100%

As can be seen from table 1 above, item requests the age composition of grass root soccer player's respondents. According 14 (28%) of the soccer players were categorized in the age below 15 range and 30 (60%) between 16-17 the remaining 6 (12%) were above. This implies that vast majorities are pre-puberty and are below 17 as intended by EFF to include in to project . Beside this, category is re commendable as it minimizes the chance of relative age effect than 17-18 years age of EFF . It could be possible to measure anthropometrical and physiological challenges of talent identification (Abbott & Collins 2002) as these challenges stabilized carried in to per – puberty.

With regard to item 2 soccer player were seen in sex distribution all of them male player were represented 50 (100%) of them are male – the above information obtained would be equally reflecting view of sexes .

Item 3 on the same table depicts the distribution of family status in the regard with family 40(80%) and without family 10(20%) in addition, with regard to education level item 20(40) of the soccer player attend in elementary level, 24 (48%) of them attending in high school and the remaining 6(12%) are preparatory level. For the question when did you to in this project 18(36%) have responded that they joined the project players said that they joined project the previous year and 42(84%) of them (the vast majority have responded that they had joined the

project the year before last this indicates that majority of soccer player were experience able to provide detail information about the project .

4.1.2 Analysis and interpretation of grass root soccer project coaches.

The background information of soccer project coaches by age group, sex, academic level, coaching courses they have taken, work experience and how they were employed is analyzed and interpreted in the following table.

Table 2: Characteristics of soccer project coaches

No	Item		Respondents	
			Soccer coach respondents	
			F	%
1	Age	20-25		
		26-30	1	33.33%
		31-35	2	66.67%
		36-40	-	-
		41 and above	-	-
		Total	3	100%
2	Sex	Male	3	100%
		Female	-	-
		Total	3	100%
3	Marital States	Single	1	33.33%
		Married	2	66.67%
		Divorced	-	-
		Total	3	100%
4	Educational Qualification	12^{th} Complete		
		Certificate	1	33.33%
		College diploma	1	33.33%
		Ba /bsc / bed	1	33.33%
		Ma/msc/med	-	
		If other	-	
		Total	3	99.99%
5	Coaching Course of Soccer project	First level	2	66.67%
		Second level	1	33.33%
		Third level	-	-
		If other	-	-
		Total	3	100%
6	Work experience	Current post	6 year average	100%
		In other post	-	-
		Total	6	100%
7	Type of Employment	Full timer	-	-
		Part timer	3	100%
		If other	-	
		Total	3	100%

In the table 2 above, the soccer project coaches characteristics were analyzed - Accordingly, when the age group of soccer project coaches was seen in item 1 (33.33%) of the project coaches . were grouped in the age category of 26-30 years , 2(66.67) of them were grouped in the class of (31-35) this in dictates that almost all soccer project coacher were at work age .

Regarding the sex distribution of soccer project coach all 3 (100%) of them are male- this indicate that the absence of female soccer project coach in the project for male grass root soccer project soccer project players has negative and un constructive value . Concerning marital status of grass root soccer project coaches 1 (33.33%) of them single, 2(66-67%) of them married.

As regard the academic status (educational qualification) of grass root soccer coaches in item 4, 1(33.33%) of them are college Diploma, 1 (33.33%) of them have got bed in sport science . This indicates that the grass root soccer coaches were recruited with more or less acceptable academic level that enabled them render the significant coaching service in the project .

Besides these , as item 5 indicates 2 (66.67%) of the grass root soccer coaches have got the first level and the remaining 1(33.33%,) second level coaching certificate of EFF so that they would be able to identify and coach the basic competition model for soccer (thump son,2009) when it come to the work experience of the two coach respondents 2 of them 3 years , one coach have 35 years . With this, the grass root coaches have more or less acceptable work experience in the area of coaching in grass root soccer project .

Generally the coach of grass root soccer project has average of 3 years working experience , this fit the work experience criterion of EFF for recruiting coaches (EFF 2002) .

4.2. Practices of talent identification

In the second part of this chapter, an attempt was made to deal with the presentation and analysis of the practice of talent identification in the grass root soccer project, so in preceding parts the technical tactical, physical, psychological and physiological variable will be analyzed separately the data on these issue were analyzed based on the responses obtained from grass root soccer player and soccer coaches, interviewees and document analysis.

Table 3: Respondents view on testing technical tactical variables in talent identification

No	Item		Respondents			
			Soccer players respondents		Soccer coaches respondents	
1	Ball Receiving technique		F	%	F	%
		Yes	6	12%	-	-
		No	44	88%	3	100%
		Total	50	100%	3	100%
2	Dribble technique	Yes	3	6%	-	-
		No	47	94%	3	100%
		Total	50	100%	3	100%
3	Passing techniques	Yes	50	100%	3	100%
		No	-	-	-	-
		Total	50	100%	3	100%
4	Shooting Technique	Yes	7	14%	-	-
		No	43	86%	-	100%
		Total	50	100%	3	100%
5	Basic Consistencies	Yes	8	16%	-	
		No	42	84%	3	100%
		Total	50	100%	3	100%
6	Foot work General	Yes	20	40%	3	100%
		No	30	60%	-	-
		Total	50	100%	3	100%
7	Learns New Skill quickly	Yes	32	64%	3	100%
		No	18	36%	-	-
		Total	50	100%	3	100%

In table 3 above are items related to technical tactical variable as talent identification. accordingly the result of 1 clearly show that 44(84%) of grass root soccer player and 3(100%) of project coaches respondents pointed out that the ball receiving technique was not consider during talented player selection . In the same table item 2 47(94%) of grass root soccer player and 3(100%) grass root soccer project coaches respondents were asked if dribble technique was included during grass root soccer project player selection to this project or not according to respondents majority of project coaches and soccer players explained that dribbling technique of soccer was not consider.

According to item 3 on the same table above the vast majority 50(100%) of the soccer player and 3(100%) grass root soccer coaches respondents responded that passing technique was also given concentration during identifying talented grass root soccer player in item 4.43(86%) of grass root soccer player and all 3(100%) of the soccer coach respondents said that shooting the technique of soccer was not considered – item 5 show those 42(84) soccer player and 3(100%)) soccer coaches mention that basic consistence was not considered .Item 6 of the same table above was designed to see foot work (general) of grass root soccer player based on the

respondents respond that 20(40) soccer players and 3(100%) grass root coach foot work general of soccer player was seen in the identification of grass root soccer players . The lost item of table 3 item 7 32(64%) of grass root soccer players and 3(100%) of grass root soccer project coaches respondents as sure that way of learning new skills quickly in additional was not included in the choice

So, based on the above information we understanding that all technical variables were not seen appropriately. This lack of testing technical / tactical skills will have imploding effect on grass root soccer project.

Table 4: Respondents view on testing physiological variables in talent identification

No	**Item**		**Respondents**			
			Grass root soccer player respondents		**coaches respondents**	
1	Coordination		**F**	**%**	**F**	**%**
		Yes	23	44%	1	33.33%
		No	27	54%	2	66.67%
		Total	50	100%	3	100%
2	Reaction speed	Yes	20	40%	1	33.33%
		No	30	60%	2	66.67%
		Total	50	100%	3	100%
3	Agility	Yes	10	20%	1	33.33%
		No	40	80%	2	66.67%
		Total	50	100%	3	100%
4	Strength	Yes	10	20%	2	33.33%
		No	40	80%	1	66.67%
		Total	50	100%	3	100%
5	Power	Yes	15	30%	1	33.33%
		No	35	70%	2	66.67%
		Total	50	100%	3	100%
6	Balance	Yes	14	28%	1	33.33%
		No	36	72%	2	66.67%
		Total	50	100%	3	100%
7	Flexibility	Yes	50	100%	3	100%
		No	-	-	-	-
		Total	50	100%	3	100%
8	Endurance	Yes	12	24%	1	33.33%
		No	38	76%	2	66.67%
		Total	50	100%	3	100%
9	Speed (General)	Yes	8	16%	1	33.33%
		No	42	84%	2	66.67%
		Total	50	100%	3	100%
10	Vision	Yes	10	20%	1	33.33%
		No	40	80%	2	66.67%
		Total	50	100%	3	100%
11	Health Status	Yes	-	-	-	-
		No	50	100%	3	100%
		Total	50	1%00	3	100%

As it is indicated in the table above regarding the inclusion of grass root soccer player coordination in talent identification in item 1 and reaction speed in item 2 the vast majority 30(60%) of soccer player and 2 (66.67%) of grass root soccer coaches respondents confirmed that coordination and reaction speed were not seen when they were selected to the project , furthermore the researcher in the eye ball observation also confirmed that majority of soccer player in the project do not fit the recommended physique by Thompson (2009) Regarding item 3 in the same table above 6,36(72%) soccer player and 2(66.67%) of the soccer player coaches responded "No "whereas the remaining 40(80%) of soccer player and 1(33-33%) of the soccer coaches respondents responded "Yes" this indicates that the vast majority of the respondents as soured that agility was not measured during selection . Furthermore, in researcher's observation, it was realized that the agility of the most of the grass root soccer project was slow. So this wile has negative influence on their path to talent development.

When item 4 is view 40(80%) of the grass root soccer project player and 2(66.67%) of the project coaches stile recognized that strength was also not tested while soccer project player were selected in to the project. Regarding item 5 , 35 (70%) soccer players and 2(66.67%) project coach as soured that power was not considered. Concerning item 6, in the same table above 40(80%) of the soccer player and 2(66.67%) of the soccer project coaches respondents replied that be lance test was not integrated in the selection. This contradicts Reger (2000) who used balance test for talent identification evaluation. As for as item 7 concerned , 50(100%) of the grass root soccer project coach as approved that flexibility test as sit and reach test was conducted when soccer player were selected . In addition to this item 8 of the same table , 38(76-%) of the project player and 2(66.67%) of the project coaches stile respondents stile responded that endurance tests were not involved in identification of grass root soccer project player .

Regarding the speed (general) item 9 in the same table above, 42(84) soccer player and 2(66.67) grass root soccer project coaches as sure that speed (generally) was not taken in to consideration. According to the finding it items 10, 40(80%) respondents of soccer player and 3(100%) coaches guaranteed that vision was not taken in to consideration.

In general , from all the above mentioned information , it would be possible to concluded that physiological variable of talent identification were fully neglected when grass root soccer player were selected in to project so this would have unfavorable effect in grass root in soccer playa's

development to winner. About the inclusion of health status item 11, 50(100) grass root soccer player and 3(100%) of grass root soccer coacher respondents each realized that, it was not considered in the talent identification. This absolutely contradicts Durand-Bush and Salmela , 2001 and Keoghetal , 2003 , who stress that the combination of anthropometric physiological and technical variable and skills are all of great importance in success and achievement in the sport thus, need to be considered when performing talent identification .

Table 5: Respondents view psychological on testing variables in talent identification

No	**Item**		**Respondents**			
			Grass root soccer player respondents		**coaches respondents**	
1	Decision making		**F**	**%**	**F**	**%**
		Yes	18	36%	1	33.33%
		No	32	64%	2	66.67%
		Total	50	100%	3	100%
2	Problem solving skill	Yes	24	48%	1	33.33%
		No	26	52%	2	66.66%
		Total	50	100%	3	100%
3	Relation with coach and team mates	Yes	18	36%	1	33.33%
		No	32	64%	2	66.67%
		Total	50	100%	3	100%
4	Accepting role	Yes	47	94%	3	100%
		No	3	6%	-	-
		Total	50	100%	3	100%
5	Desire to compete	Yes	48	96%	3	100%
		No	2	4%	-	-
		Total	50	100%	3	100%
6	Determination	Yes	10	20%	1	33.33%
		No	40	80%	2	66.67%
		Total	50	100%	3	100%
7	Self-confidence	Yes	15	30%	1	33.33%
		No	35	70%	2	66.67%
		Total	50	100%	3	100%
8	Quality of work	Yes	20	40%	1	100%
		No	30	60%	2	66.67%
		Total	50	100%	3	100%
9	Motivation	Yes	20	40%	1	33.33%
		No	30	60%	2	66.67%
		Total	50	100%	3	100%
10	Intelligence	Yes	12	24%	1	33.33%
		No	38	76%	2	66.67%
		Total	50	100%	3	100%

As can be observed from table v above, item 1 request the involvement of grass root soccer player's as psychological variable in talent identification. In this regard the vast majority of soccer player 32(64%) and 2(66-67%) of the grass root soccer project coaches respondents indicated that Decision making was not considered. This implies that decision making of grass root soccer player was not seen in the selection item 2 of the same table above was designed to see whether grass root soccer players problem solving skill was tested or not during selection . Accordingly 26(52) of the grass root soccer player and 2(66-67%) grass root soccer coaches respondents respectively have confirmed that problem solving skill was not included while grass root soccer player were being selected .

In item 3, 32 (64%) grass root soccer player and 2(66.67%) grass root soccer project coaches' respondents assured that this social quality of grass root soccer player was still not seen. This indication that the selection of grass root soccer player in to the project did not focus on their social interaction.

Soccer player social quality is key factor for their stay of in the project , with soccer coaches and the team mates. However, as to regress (2000) strong mental disposition allows the grass root assume responsibility for success and failures. With respect to the psychological aspects, item 4 of the same table above requests grass root soccer player's accepting of role . In this regard, the majority 47, (94%) grass root soccer player pointed out that accepting rules was seen in the identification . Here also, 3(100%) of the grass root soccer coaches replied that accepting of roles was seen . As depicted in the above on the same table item 5, 48 (96) of the grass root soccer player and 3(100%) of the grass root soccer coaches respondents indicated that desire to compete was considered. This implies that grass root soccer player's motive was seen in the selection.

On the same table item 6 above indicated response from the respondents concerning determination. In accordance with this almost the mass 40(80%) of the grass root soccer player respondents and 2(66.67) of grass root coaches through that, determination was not seen as one criterion during selection. Item 7 of the same table on top was designed to see whether grass root soccer players self-confidence was tested or not during selection. According 30(60%) of the grass root soccer player and 2(66.67) grass root soccer project coaches respectively have

realized that grass root player self-confidence was not focused (included) on while grass root soccer players were being chosen.

Item of the same table above show grass root soccer project players and soccer coaches respondents on quality of work , based on this 37(74) of grass root soccer player and 2(66.67)of the project coaches quality of work grass root players was not see grass root soccer players selection .

As brightly illustrated in the same table above item of about motivation 30(60%) grass root soccer players and 2(66.67%) grass root soccer project coaches supposed that motivation of grass root soccer player was not observed throughout selection of grass root soccer project. This indicates that it is impossible to know the motivation of grass root soccer project players during training and competition.

Regarding item 10, on the same table above the vast majority 45(90) grass root soccer player and 2(66.67) grass root soccer project coaches respondents responded that soccer player mental intelligence tongues (commitment) was not included in the selection. So based on the above information except acceptation of role and desire to complete, important psychological variables were not seen properly. This lack of testing psychological ski will have impeding effect on grass root soccer player's performance as it requires each project players about 3 years to practice extensively and intensively that seek higher internal motive , self- confidence , mental toughness other psychological skills which Collins (2002) stressed that psychological skills and abilities are not only of a tremendous importance in sport, but these aspects are in certain instance of greater significance and can serve as better predictors of success.

Table 6: Respondents view on testing physical variables in talent identification

No	Item		Respondents			
			Grass root soccer player respondents		Coaches respondents	
1	Height		**F**	**%**	**F**	**%**
		Yes	20	40%	1	33.33%
		No	30	60%	2	66.67%
		Total	50	100%	3	100%
2	Arm and leg girth	Yes	18	36%	1	33.33%
		No	32	64%	2	66.66%
		Total	50	100%	3	100%
3	Body mass	Yes	20	40%	1	33.33%
		No	30	60%	2	66.67%
		Total	50	100%	3	100%
4	Body type (soma to type)	Yes	-	-	-	-
		No	50	100%	3	100%
		Total	50	100%	3	100%
5	Size	Yes	-	-	-	
		No	50	100%	3	100%
		Total	50	100%	3	100%
6	Parent athletic history	Yes	5	10%	-	
		No	45	90%	3	100%
		Total	50	%100	3	100%

As regard item 1 in the above table 30(60%) of the grass root soccer players and 2(66.67) of grass root soccer project coaches respondents respond “No “whereas the remaining 20(40%) of the grass root player and 1(33.33%) of grass root coaches respondents responded “Yes” . This show that the majority of respondents assured that height of grass root soccer player near not considered during selection. Further, in researcher’s observation, it was realized that most grass root soccer player were opposite to the ideal height of specific events (e.g goalkeeper player).

When item 2 is viewed 32(64) of the grass root soccer players and 2(66.67%) of the grass root soccer player coachers respondents stile recognized that arm and leg girth of soccer players was also not tested in addition in item 3, 20(40%) of the grass root player respondents and 1(33.33%) of the grass root soccer player coach. Also replied that the body mass of grass root player were not calculated.

Still 30(60) of the grass root soccer player and 2(66.67%) of the grass root coaches respondents in item 4 confirmed that soma to type of soccer player was not seen when they were selected to

the project. Concerning item 5, in the same table above 50(100%) of the grass root soccer players and 3(100%) of grass root soccer coaches respondents replied that size of the grass root soccer player was not seen.

On the topic of parent athletic history in item 6 50(100%) of the grass root player and all 3(100%) grass root soccer coach parents athletic history was not consider .

4.2. Challenges of talent Development

In this third part of the chapter an attempt was made to deal with the presentation and analysis of variable of talent development I .e where the variable were being applied or not for the development of grass root soccer players in to the peak performance – so in the preceding parts , the training variables, role of parents , facility and equipment and performance associated were analyzed based on the information obtained from multiple data gathering instrument .

Table 7: Responses on training challenges of talent development

No	Item		Respondents			
			Grass root soccer player respondent		Grass root coach respondents	
			F	%	F	%
1	How many session you train per week	2 sessions	38	66%	2	66.67%
		3 sessions	12	34%	1	33.33%
		4 sessions	-	-	-	-
		6 and above sessions	-	-	-	-
		Total		100%		100%
2	Do you let the grass root soccer players engage in general sport training per week ?	1-2 sessions	-	-	-	-
		2-3 sessions	-	-	-	-
		No-general sport time	-	-		-
		Total				
3	How long do you train per-sessions	Less than 1h	30	60%	2	66.67%
		1 -30h	20	40%	1	33.33%
		2 hour	-	-		
		3 and above	50	100%	3	100%
4	Does your coach treat your difference in ability and need ?	Yes	22	44%	1	33.33%
		No	28	56%	2	66.67%
		Total	50	100%	3	100%
5	Does Your coach apply sense of humor to make the training funny?	Yes	22	44%	1	33.33%
		No	28	56%	2	66.67%
		Total	50	100%	3	100%
6	Do you think your coach has got adequate knowledge about grass root soccer project	Agree	18	36%	1	33.33%
		Disagree	26	52%	2	66.67%
		Don't know	6	12%	-	-

		Total	50	10%	3	100%
7	Do your coach demons treat the training activities from simple to complex?	Agree	14	28%	1	33.33%
		Disagree	30	60%	2	66.67%
		Don't know	6	12%	-	-
		Total	50	100%	3	100%
8	Do you think you coach well qualified	Agree	20	40%	-	-
		Disagree	26	52%	-	-
		Don't know	4	8%	-	-
		Total	50	100%	-	-
9	Do you think you coach follows scientific method of coaching system	Agree	17	34%	-	-
		Disagree	26	52%	-	-
		Don't know	7	14%	-	-
		Total	50	100%	-	-
10	Do you think the training system is up to date and scientific.	Yes	15	30%	1	33.33%
		No	35	70%	2	66.67%
		Total	50	100%	3	100%
11	Does your coach show you tactical skill during training	Yes	20	40%	-	-
		No	30	60%	-	-
		Total	50	100%	-	-
12	Do you apply principle training in every training session?	Yes	-	-	3	100%
		No	-	-	-	-
		Total	-	-	3	100%
13	Do you visit the training some project and computation? How do you explain it.	-	-	-	-	-
14	Do you feel that the coaches are sufficient and competent to achieve for coaches.	-	-	-	-	-
15	What special training have facilitate and achieved for coaches	-	-	-	-	-
16	Would you mention sandwich course that you took to upgrade yourself.	-	-	-	-	-

As it is depicted in item 1 in the above table , 38(66%) of the grass root soccer project and 2(66.67%) of the grass root soccer project coach respondents assured that be soccer train 2 session per week of the grass root player engaging has not similarity with that recommended / set/ in EFF(2000) document.

Regarding item 2, 3(100) of grass root soccer project coach respondents assured that there was no general sport training . This indicates all the sessions were used to grass root soccer player's event specific areas which imply that grass root players were working in tensely limited chance

to general fitness training. This opposes the long-term approach of atwitter development that recommends the inclusion of 1-2 session of other sport training (Canadian LTAD Model) in the building engine phase.

This is because the emphasis on this steep is on greater individualization of fitness and technical training (Thompson, 2009) , with respect to item 3, in the same table above , 20(40%) of grass root players and 1(33.33) of the project coaches responded that they were training 1:30 hours. The vast majority of the soccer coaches said that they were training lees than hour. From these , one can easily understand that grass root soccer player were engaging in short duration of time that indicate grass root soccer players engagement in low volume and high intensity training.

For the question does you coach treats you based on your difference in ability and need? In item 4, the grass root player's respondents were 22(44%) No and 28(56) yes 'whereas 2(66.67%) of the coach respondents replied that there was no treatment grass root players in the manner mentioned, there was no in the researchers training observation, there was no special program for individually differed grass root soccer player. Thompson (2009) states that it is not possible to know the appropriate stage of development without knowing the athletes chorological age , biological age and training age . Without knowing the athletes stage of development, it is not possible to plan appropriate training.

According to item 5 of table 7, 20(40) of the project player respondents said that the coach did not apply sense of humor to make the training funny .This shows the training system give by coaches was boring. The result of item 6 on the same table above clearly shows that 18(36%) of the grass root soccer player respondents agree their coach have knowledge about soccer project coaching system. 26(52%) of the grass root soccer player disagree their coach do not have do not have knowledge about soccer project coaching system.

The rest 6(12) the and don't know whether their coaches have knowledge on grass root soccer coaching this is highly affecting the development root soccer player. With respect to item 7, in the same table above 14(28%) grass root soccer player agree that, the training was going from simple to complex but 30(60%) of the grass root soccer project player respondents respond that

the project coaching system was not going from simple to complex and the remaining 6(12%) don't know whether or not the training activity was going from simple to complex .

This kind of coaching style expresses disorganization of the day to day training activities. Apparently the finding of item 8, above explained that 20(40) of the grass root soccer player respondents replied that their coach was qualified, however 26(52) of the soccer players mention that their coach was not well qualified , the remaining 4(8%) of the grass root soccer player don't know the qualification of their coaches performance . Simply this finding shows that almost all grass root soccer project coaches have less qualification

This has negative impact on the development of grass root soccer players skill such as offensive and defensive tactics. In contrast to this , however the coach respondents said that upgrade their skills by taking part in new training of international recess and by talking additional courses / training/ in new and modern style . Apart from this the researcher was able to observe the very fact that the coach were not with qualified enough which was in fact traceable to the ways and techniques they employed in their coach system and many aspects of varying the training were not considered by grass root soccer coaches.

Item 13 was asked to the commission (officer) he said that he often lead every grass root soccer project completions. Regarding the training, however, he explain that it was difficult for him to observe the training of each soccer project due to shortage of time and load of work .

On the same table above item 14 he responded that comparing with previous year there are a lot of coaches but new day the number of coaches is lower but he think that the number of coaches is enough to these existing soccer project . Regarding item 15 on the same table above , the sport commissioner explained that in order to develop the sport commission was giving capacity building training for coaches foot soccer referees based on this in collaboration with Ethiopian football federation was gave second level coaching course .

In item 16 project coaches were asked if they could mention the sand which course that they took up grade themselves. In replay to this soccer project coach respondents mentioned that they took such short course as project standard of module advance instructor. According in item 11 36(70%) of the grass root soccer player indicated their agreement that their coach show tactical skill during training , however , the remaining 14 (28%) who disagree . The coach respondents

also mentioned that they display the grass root soccer tactics first showing the trains theory of soccer factice , using signals and gas they while training , they through practical exercise as field and by group lateen forming system .

As far as item 12 is concerned 3(100%) of the grass root soccer project coach respondents have responded that they apply the principle of training in every training session . This was also strengthened by coaches further justification of the way how they apply by saying << Continuous training interval training hill training and circuit training >> However, though the responses of soccer coaches respondents have positive implications on the issue . In this regard , Thompson (2009) states that the change and variety can come from such thing as changing the nature of exercise the environment , time of the day of the session , and the training group . But during the researcher observation there was lack of facilities and equipment in the project the grass project course capacity building courses and said that they are now taking the project training courses, the training given in Ethiopia football federation .

Table 8: Responses on the support and role of parent

No	Item		Grass root soccer player respondent		Grass root coach respondents	
			F	%	F	%
1	What your parents	Positive view	40	80%	3	100%
		negative	6	12%	-	-
		Neutral	4	8%	-	-
		Total	50	50%	3	100%
2	Do your parents have contact with you coach?	Yes	8	16%		
		No	42	84%	3	100%
		Total	50	100%	3	100%
3	Are your parents interested in following up your training or competition	Yes	40	80%	-	-
		No	10	20%	-	-
		Total	50	100%	-	-
4	What kind of support do you get from parents during training or completion.	material	26	52%	-	-
		Financial	4	8%	-	-
		psychological	20	40%	-	-
		In all the above	-	-	-	-
		Total	50	100%	-	-

As item 1 in the above table depicts, 40(80%) of the respondents seen that their parents have positive altitude to words their being grass root soccer player, this indicates that parents were playing influential role in player involvement and except peak development from their children .

The reaming 6(12%) respondents present that their parent have negative attitude towards their children being grass root soccer project and 4 (8%) respondents said that the view of their parent was neutrally . Regarding item 2 in the same table 42(84%) of the grass root soccer player and 3(100%) of the grass root coach respondents said that parents did contact the grass root soccer project coaches at all .

This implies that one edge of the athletic triangle consisting of grass root soccer coach , soccer player and the parent was turned away so that the program was lacking tremendous source of support and motivation apparent can be when properly nurtured (Cox, 2002; 254)

Item 3 in the same table above respondents were ask whether there , parents show up in person to see how they were doing during training and competition the majority 40(80%) replied that their parents follow up their training and competition . This implies that their parents have positive attitude towards their children's sport and expect their being top soccer players.

As far as item 4 is concerned, 26(52%) of the respondents said they got material support 4(8%) of the respondents admitted that they gained financial support, 10(20%) said that they obtained psychological support an from tour parents. This implies that the vast majority were being supported by their parents as much as the support enhances their development.

Table 9 , on the selection criteria of grass root soccer players.

No	Item	Coach respondents	Officer respondents
1	How are grass root soccer player selected? Who selected them? and where are they selected from		
2	Do you think that the selection criteria of grass root soccer project player are scientific how?		
3	Do you think player selection in dependent on talent? How do you see it in your observation		
4	How do you see the current status of Dawuro zone sport commission ?		

The sport commissioner (officer) responded that the selected is made in every project by soccer coaches, from Dawuro Zone the coach also explained that the players are chosen based on their ability posture (physical) , interest , competency they have in different aspects, and by the good will of the project and player are selected from school and projects by grass root soccer coaches . The officer responded to item 2, above saying that each selection was held by grass root soccer

coaches . the selection system was not scientific and measurable so the coach select player based on the practical of the performance of the prayers by observation wit out giving test .

Regarding item 3, the question was raised from coaches and the sport commissioner , based on the coaches said on the issue raise above , their attitude toward the ball and good posture , their being displayed and obedient enough , during training time are criteria used to choose talented grass root soccer project players, the sport commissioner respondents view on the same issue , in the woreda and Tercha city of administration the grass root soccer project children (youth) have interest to training soccer sport infarct those youth participate in the sport by their interest but the selection is not dependent on talent .

Regarding item 4, the commissioner / officer/ explained that the status of the commission is that it is not independent soccer project which, however can be an indication that the commission is going to be independent in the future . But still the commission is assisted by the budget that comes from government.

To sum up the above players are selected only Dawuro Zone schools, the selection criteria is not scientific and not based on talent and current status of the commission is dependent on government .

Table 10: Responses on training challenges of talent development

No	Item		Grass root soccer project player respondent		Soccer project coach respondent	
			F	%	F	%
1	Are there suitable training facilities, (training field , bath rooms , etc)	Yes	10	20%	1	33.33%
		No	40	80%	2	66.67%
		Total	50	100%	3	100%
2	Is there regular supplementary training or competition equipment ball, video &films	Yes			1	33.33%
		No	50	100%	2	66.67%
		Total	50	100%	3	100%
2	Is there regular supply of supplementary training	Yes		-		
		No	50	100%	3	100%
		Total	50	100%	3	100%
3	Do you think the equipment s and facilities are appropriate and sufficient	Yes	17	34%	1	33.33%
		No	33	66%	2	66.67%
		Total	50	100%	3	100%
4	Where do you conduct your training session	School	17	34%	1	33.33%
		Filed	33	66%	2	66.67%
		If other				
		Total	50	100%	3	100%
5	What are the major problem in the training center and solutions you suggest	-	-	-	-	-

As it is depicted in item 1 , on the table above , the significant portion 40(80%) of the grass root soccer player and 2(66-67) respondents of soccer coaches replied that there was no suitable training facilities . this is also strengthened in the interview with the officer who said that as this moment it is difficult to fulfill the materials and the facilities because the commission is not going by itself it is , dependent on government but the commission trying its best to fulfill those materials. Obviously this contradicts Bompa (1985) who underline that if an athlete does not have the necessary facilities, talent identification will be of little benefit .

Reilly and Dust (2005) cited in pleases (2007) also state that soccer player should provide with access to appropriate facilities and opportunities for meaningful practice practices . Additionally in the researchers observation it was assured that there were no well adequate suitable training facilities. Regarding regular supply of training and competition equipment in item 2 of the same table all 50(100%) of the grass root soccer player and 3(100%) of the project coach respondents assured that there was no regular supply equipment. Dawuro Zone sport commission header in the interview also stressed this. Future more, in the researcher's observation, it was assured that there no well enough training equipment.

On the same table item 3 33 (66%) and 2 (66.67%) grass root soccer player and coach respondents respectively pointed out that there are no appropriate and sufficient equipment and facilities only 17(34%)

And 1 (33.33) grass root player and coach respectively said that the equipment and facilities are more or less appropriate and sufficient . This indicate that there are huge problem to get necessary facilities and equipment that are used for training and competition as well as clearly elucidate that 33(66%) of responded that they was conduct their training session in the field and 17(34%) of the responded on the school field .

In the same table item 5, the question was raised to Dawro Zone sport commission in the form of interview he said " the big problem is shortage of equipment and facilities this question was frequently raised by the coach and players. The problem is be young the capacity of commission . It can be solved by werada government city of administration.

Table 11: Respondents view on the coaches and project player behavioral as sociological aspect of talent development

No	Item		Grass root soccer project player respondent		soccer project coach respondent	
			F	%	F	%
1	Do you have good relation with your coach and your family ?	Yes	50	100%	-	-
		No				
		Total	50	100%	-	-
2	Do you have a good communication between team , project and sport commission	Yes	-	-	2	66.67%
		No	-	-	1	33.33%
		Total	-	-		100%
3	Have you get any contact with parents of the grass root soccer players?	Yes	17	34%	1	33.33%
		No	33	66%	2	66.67%
		Total	50	%100		

In the table 11 above are items related to coach's behaviors sociological aspect / variable of talent development. Accordingly in item 1 50(100%) grass root soccer player indicated that all player have good relationship with their coaches.

Regarding item 2, the vast majority 2(66%) grass root soccer coaches responded that thy have good communication with their team officer and Dawuro zone sport commission. This implies that the coaches have good ability of communication however, communication should be all inclusive, as Thompson (2009) state successful communication means receiving as well as sending and athlete want to know that they will be listened to.

When item 3 in the table 9 is seen , 33(66.67) of the grass root soccer player and 2(66.67%) of grass root soccer project coaches respondents agreed up on the point that the family of the player did not contact the coach and never discussed their children's development anthropometric , technical and skill on other situation . This shows that there was less communication between grass root soccer project coaches and project players family.

This was against the martin and Coe (1997) idea that is the coaches and athletes must work closely to develop the progress.

Finally for the open ended question raised major problem hindering grass root soccer players development, the grass root soccer project coaches respondents said on the issue raised lack of access of get effective and continues training material limitation , having no sponsor ship that

head the player as in project alone with necessary equipment's , the player back ground (poor family) and are unable to go with their ducat ion and society backwards all are major setbacks that have impeded the grass root soccer project player development some of the problem discussed above in the analysis anthropometric and the problem in selection criteria etc. Still are ignoring the training and psychological factors. However the raised problem were real problem

To sum up as indicated in above analysis and interpretation the selection criteria (talent identification) as it was only based on the half of technical and tactical aspect was in effective that it was not economical in term of time and resources where as talent development in the area under the study was accompanied by multi-talented problems.

4.3 DISCUSSION

Soccer- specific tests of anticipation, decision make and creative in diligence may offer more predictive utility for talent identification purpose. At talent level, these cognitive factors may be more important than physical, physiological attributes once players reach hypothesized threshold values in the latter, since performance on these perceptual test is at least partly dependent on playing experience (Abernethy, 1988: Williams and Davids, 1995), by definition such measures may not be used for talent detection purpose. However preliminary data suggest that players may be differentiated on the basis of such skills after comparatively brief periods of exposure implicating the potential use of such lest for talent identification purpose (William 1995).

Sociologists have questioned the validity of reliving solely on physical, physiological or psychological measure to predict potential in sport. In their view, having supportive parents stimulating and permissive coach and the dedication and commitment to spend hours and hours practicing and refining skill are real determinates of excellence. According to this approach, there are no early predicators of adult performance. Rather than player should be provided with access to appropriates facilities and opportunities for meaningful practice.

Investment in high quality of coach and coach education system is crucial. Technical support in terms of sport science and sport medicine is essential to ensure that player have opportunity fulfill their potential. Clubs have a responsibility to invest in youth, providing today's children with the opportunity to be nurtured in to tomorrow's superstars' to this end a more equitable balance between players' current saltines and investment in talent identification and development is paramount, also, more opportunities must provide for young players, at the possible expires of migrant player (Marguire and Pearton this issue).

The complexity of talent and the methodological problem associate with its identification precludes the use of mono disciplinary approach. (Hoare and Warr this issue) this more structured and holistic approach would account for a greater proportion of the variance between talented and less talented players, promoting greater accuracy improved understanding of talent identification process (Auweele et al., 1993 Regaier et al 1993, Prescott 19996).

A comprehensive data base is required to develop a criterion based model or "talent profile" that may help predict future performance. Moreover, different factors may predict performance at

various age level and consequently, nay such model would need to be age specific (Regained and Salmela 1987).

Good players outlining the criteria up on which such decisions are made is more problematic. Structure interview with practitioners would enable scientists to qualify and document such criteria, there by ensure practice of talent identification (Cote et al 1995)there are importance ethical and education issue which transcend all aspects of the talent identification (Borms 1996).

A child's over all development and well-being should be of primary concern to those involved in the process of talent development and identification. The pursuit of excellence should not occur at the expense of the child's physical and emotional health, growth and development appropriate familial, educational and socio cultural environments are keg stones in balanced approach to child development and especially where talent identification is concern (A mark Williams and Thomas Reilly).

CHAPTER FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was intended to assess how talented grass root soccer player are selected and being developed in Dawuro Zone sport commission male grass root soccer project player . As talent identification is suitable carried in the frame of talent development, one is in put for the other in any attempt to develop certain sport and grass root soccer player in the sport. Furthermore these are element of long-term soccer players development approaches /model where the potential soccer player are selected and developed in to peak performance /.

To achieve the stated purpose the researcher attempted to identify basic question which served as guides in the data collection and analysis activities as well as sharpening the specific problem that need to be addressed in the study .

The basic question that had been raised the study are the following.

1. Do sport family affect the talent identification and development of grass root soccer in Dawuro Zone .
2. What are the major factor that talent identification and development in grass root soccer project in Dawro Zone
3. To what extent facilities and equipment are available ?
4. What are the current developments of grass root soccer project in Dawro Zone ?
5. What is possible solution should be carried out to solve the problem ?

The study employed descriptive survey method as such data was collected using sets of questionnaires for grass root soccer project player and soccer coaches structured interview for Dawro Zone sport commissioner and document analysis . The target population of the study were 50 grass root soccer players , 3grass root soccer project coaches and Dawro Zone sport commissioner . The data collected through questionnaires was thus , analyzed using frequency count percentage and those collected by interview and document analysis were analyzed qualitative to support quantitative data . Consequently the data hold the following major finding In term of age category it was found that majority of soccer player categorized under 17.

- Sex distribution, all male soccer project player were represented.
- Concern family status of the grass root soccer player percent of them are with family
- With reference to educational level majority grass root soccer player are 24(48% were at high school level
- There was no female grass root soccer coach
- Coach were found to be in age range of 31-40 years
- As far as educational qualification of coaches in concern 33.33% certificate, 33.33% coach BA holder and 33.33% of college Diploma holders.
- Regarding EFF coaching courses, the majority of coaches 66.67% have taken grass root soccer project based and 33.33% of the coaches have taken level one. Regarding work experience grass root soccer project coaches have average of 3 years in coaching soccer player be side these it was found that 100% of the grass root soccer coaches were par timer more or less technical variable were seen to same extent .
- Expect the acceptation of role and desired to compete important psychological were not seen properly.
- Physical variable of talent identification were full, neglected were soccer player were selected in to soccer project
- Majority of respondents have realized an thermometric variable (somatotype, height , weight and body mass arm and leg girth were not tested when soccer project player selected in to the project
- Physical variable (anthropometric, physiologically and technical aspect were not considered while grass root soccer player selected in to the project.
- Majority respondents have realized that important psychological attributes were not part of the selection criteria it was revealed that grass root soccer coach and the soccer player respondents as assured that soccer player's selection into the project was done by same technical tactical skills.
- Majority respondents assured that the number of sections of grass root soccer project player engagement per week was 2 session per week
- It was indicated that there was no general sport training and 50 soccer player limited chance general fitness training.
- The majority of the respondents confirm that the duration of the training was less than one hour.

- As there was no special program for grass root soccer player with individual difference the applications of individual difference principles in training and to make training funny was also in question
- Though it was realized by majority grass root soccer player respondents parents have positive attitude toward their children's grass root sport participation.
- The majority of grass root soccer player parent are very interested following training and competition of their children
- The majority of grass root soccer player's parent's support their children financial, psychologically and in all previous mention above.
- 66.67% of coach respondents indicated that the applied principle of training in very training session.
- The majority of soccer player agree their coach shows technical and tactical skill during training.
- Majority of grass root soccer player and project coaches training system was not update and scientific.
- Vast majority of soccer player agree their coach did not adequate knowledge about grass root soccer coaching system, training system was not going from simple to complex and their coach was not qualified.
- grass root soccer player and 40 (80%) respondents have assured that there were no training facilities were as 40 (80%) grass root soccer player and 66.67% of coach respondents have pointed out that there was no regular supply equipment as well as material equipment and facilities were not appropriate and sufficient this was also found to be true interview
- Majority grass root soccer player have good relationship with their coaches and their family to this vast majority of grass root soccer player coach have good communication between their team and sport commission.
- Parents of the grass root soccer players were proved to have no contact with the grass root coaches, which by itself could have had an important part in development of the grass root soccer player.

Finally it was pointed out that there was lack of follow up and supervision of all state holder which was highly responsible for supervision

5.2 Conclusion

Based on the major finding summarized above, the following conclusion are drawn .

- With respect to the age and training experience soccer players in the project under 17 and they were per pubertal where anthropometric variable have been un stabilized to effectively predict future potential and strength training should be commenced .
- The number of session's grass root soccer player engaging per –week was not convenient with the recommended session's of EFF (2 session per-week)
- As far as the coaches back ground is concerned in term of sex , age , educational qualification and coaching courses and other inclusion grass root soccer project coach in the project was one of the big problem
- With regard to age distribution coaches in the age ranges between 28-35 years that they were at productive and working age , regarding grass root soccer project coaches education qualifications 1 (33.33%) them have colleague diploma so that this educational level have negative impact in grass root project layer talent identification and development
- Concerning talent identification, anthropometric physiological and technical variable were not considered while selecting talented grass root soccer player in the projects . so the most important psychological attribute such as self confidence mental intelligence were not given a due focus during grass root player selection . However the absences of psychological have un impending effect on soccer player performance as coming to expertise soccer requires such athlete 10 year intensive practice that requires greatest commitment to retain in sport .
- Soccer player social quality such as relation between coach team mates were not tested in selection of talent grass root soccer player.
- Grass root soccer players were selected into center by all same tactical variables. However talent identification based on tactical variable un favorite approaches talent identification has associated problem.
- Generally in contrary to the currently accepted approach top talent identification (the multi variety approach) in which anthropometric , physiological , technical , psychological and sociological aspect) variable were not measured
- As practical account of talent development is concerned the number of session grass root soccer player engaging was 2 session per week that had not equivalence players are

engaging bellow their level . Besides this there was no general sport training which means that grass root soccer players were engaging short duration with high intensity .

- Coaches were not pretending to apply principle of progression, individual difference principle of variety in training .
- In the term of parent role and support they had positive attitude toward their children's participation in grass root soccer sport. However as far as the availability of training faculties and equipment is concerned all important facilities such as soccer balls, shoe , wear, filed and base room etc were not training equipment's . As grass root soccer players lack the necessary facilities and equipment for meaningful practice , talent identification is of a little benefit and the hole program is little benefit .
- Dawuro Zone sport commissioner (Officer) they are lacking of follow up and supervision of all stake holders.
- Finally having put the ingredients of success (accounts of talent development include talent identification) with the exception of few strong sides all the project in Dawuro zone in question based on each parts aspects conclude above , it is possible to say that future destination of the current grass root soccer players in the project will be very difficult to define . i.e there will not be sustainable in grass root soccer player specifically and soccer sport in general .

5.3 Recommendation

Finally based on the findings and conclusion drowns the following recommendation are forwarded to meet the problem under study.

- For further the development of grass root soccer player and sport should be adjust FIFA five stage of developmental path ways. Even through it obviously difficult for commission with limited resource for delivery service to individual grass root soccer player in wide scale in the foundation and participation phase. However it is possible to long sustainably the potential soccer players from schools can easily be selected to currently existing project in Dawuro zone. Besides this projects in Dawuro zone should be seriously supervised by the region sport govern body for their focus on athletes developmental path way.
- Both Dawro zone sport commission and regional sport govern body include coach should employ the multi varieties approach talent identification that involve testing anthropometric, physiological, technical skills , psychologically variable to potential soccer player .

  As grass root soccer project player are too young to train intensely there should progressive increment in the number of session per week starting from the very beginning beside this 1-2 session of general sport training for general fitness should be in calculated. The further more principles of individual difference should be given a due focus.
- Psychological preparation should be given consideration training getting both physical and psychological preparation creates an excellent or peak performance.
- Both Dawro Zone sport Commission and regional sport governing body's take the parents' stake holders in soccer player development that parents can have frequent contact with coaches and projects.
- Hence the concern bodies, the stake holders should seriously work for fulfillment of facilities and equipment in the project this all the stake holders should follow up frequently properly carryout and activities for which they are responsible for each .

- In order to develop expand soccer throughout the region the number of qualified coaches are very crucial there for regional and national sport commission should work jointly in training and producing outstanding coaches at various level.
- In order to given the training system that is up to date and scientific EFF in collaboration with AFF should prepare different sandwich curses and frequent refreshment course provide opportunities for different seminary.

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APPENDIXES

Appendix A

Jimma University
College of Natural Science
School of Graduate Studies
Department of Sport Science

Questionnaire to be filled grass root soccer player

Dear respondents,

This is a survey questionnaire designed to obtain information on challenges in Talent Identification and Development of football players in Dawuro zone sport commission. Thus, your information is taken as a crucial input for the efficiency of this study and the information is intended purely for academic research purpose and will be kept confidential. You are therefore kindly requested to fill the questionnaire for which the success of this study will directly depend on your genuine and truthful responses to the questions.

Thank you in advance for your cooperation!

General Direction

1. You are not required to write your name in any part of the questionnaire.

2. To those questions with alternatives, put the sign "✓" in front of your choice.

For open ended questions, please feel free to express and write your response in the space provided.

Part One: Personal information/Background information/

1. Age Bellow 15 ☐ 15-18 ☐ Above 18 ☐

2. Sex Male ☐ Female ☐

3. Educational status A/elementary ☐ B/high school C/preparatory ☐

4. When have you joined this project ? This year ☐ last year ☐

If other specify_____

Part Two: Items related to Talent Identification

5. Direction: Tick or put "✓" mark under 'Yes' or 'No' whether your coach or other coach has used to test the following attributes during selecting you to the club.

Technical/Tactical test	**YES**	**NO**
Ball receiving Technique	☐	☐
Dribbling Technique	☐	☐
Passing Technique	☐	☐
Shooting Technique	☐	☐
Basic Consistency	☐	☐
Footwork (General)	☐	☐
Learns New Skills Quickly	☐	☐
Physiological Test	☐	☐
Coordination	☐	☐
Reaction Speed	☐	☐
Ability	☐	☐
Strength	☐	☐
Power	☐	☐
Balance	☐	☐
Flexibility	☐	☐
Endurance	☐	☐
Speed (General)	☐	☐
	☐	☐

Catching Skills

Vision ☐ ☐

Psychological Test ☐ ☐

Decision Making ☐ ☐

Problems Solving Skill ☐ ☐

Relation with Coach & ☐ ☐

Teammates

Acceptation of Rules ☐ ☐

Desire to Compete ☐ ☐

Determination ☐ ☐

Self-confidence ☐ ☐

Quality of Work ☐ ☐

Motivation ☐ ☐

Intelligence ☐ ☐

Physical Test ☐ ☐

Height ☐ ☐

Arm & Leg Girth ☐ ☐

Body Mass ☐ ☐

Body Type (Somatotype) ☐ ☐

Size ☐ ☐

Health Status ☐ ☐

Parents Athletic History ☐ ☐

Competition Result ☐ ☐

Part Three: Items Related to Talent Development

6. How many sessions do you train per a week?

2 sessions ☐ 3 sessions ☐

4 sessions ☐ 5 sessions & above ☐

7. How long do you train per session?

Below 1 hour ☐ 2 hours ☐

1: 30 hours ☐ 3 & above hours ☐

8. Is there an increase in the load of training from time to time?

Yes ☐ No ☐

9. Does your coach treats you based on your difference in ability and needs?

Yes ☐ No ☐

10. Does your coach apply to make the training funny?

Yes ☐ No ☐

11. Are suitable training facilities, training field fulfiller in your project?

Yes ☐ No ☐

12. Do you think that these equipment and facilities are appropriate and sufficient for the training that you are engaged in?

Yes ☐ No ☐

13. Where do conduct your training session?

A/ in filed ☐ B/ village ☐

If other, specify _____

14. What do you expect from Dawuro zone sport commission officials to

Develop football in your project?

_____

_____

15. Do you think that the training system is up-to-date and scientific?

A/ yes ☐ B/ no ☐

16. How your parents view your being football athlete?

A/Positively ☐ B/Negatively ☐ C/impartially ☐

17. Is there regular supply of supplementary training or competition equipment

Like Balls, video, films etc?

Yes ☐ No ☐

18. What are the major problems that hinder your development in the project?

_____

_____

19. What are the solutions you suggest for question 18?

_____

_____

20. Do your parents contact some time your coaches?

Yes ☐ No ☐

21. Are your parents interested to follow up your training in grass root soccer project ?

Yes ☐ No ☐

22. With what do your parents support you during training in grass root soccer project ?

Materially ☐ Psychologically ☐

Financially ☐ In all the above ☐

23. How many of you have represented the in training filed champions?

1 ☐ 2 ☐ 3 ☐ 4 and above ☐

24. Do you have a good relationship with your coach and your family?

Yes ☐ No ☐

25. Do you think that your coach has knowledge football coaching system?

☐ ☐

A/agree ☐ B/disagree C/ don't know

26. Does your coach show you tactical skill during training?

A/yes ☐ B/no ☐ C/ don't know ☐

27. Does your coach demonstrate the training activities from simple to complex?

A/yes ☐ B/no ☐ C/ don't know ☐

28. Do you think that your coach is well qualified?

A/yes ☐ B/no ☐ C/ don't know ☐

29. DO you think that your coach follow scientific methods of coaching system?

A/yes ☐ B/ no ☐ C/ don't know ☐

Appendix B

Jimma University
College of Natural Science
School of Graduate Studies
Department of Sport Science

Questionnaire to be filled by football Coach

Dear respondents

This is a survey questionnaire designed to obtain information on challenges in Talent Identification and Development in grassroots soccer players of dawuro zone Sport commission . Thus, your information is taken as crucial input of the efficacy of this study. The information is intended purely for academic research purpose and will be kept confidential. You are, therefore, kindly requested to fill the questionnaire for which the success of this study will directly depend on your genuine and truthful responses to the questions. Thank you in advance for your cooperation!

General Direction

1 You are not requested to write your name in any part of the questionnaire.

2 For the questions with alternatives, put the sign "✓" in front of your choice.

3 For open ended questions, write your responses in space the provided as clearly as possible.

Part One: Personal information/Background information/

1 . Sex ☐ A/ male ☐ B/female ☐

2. Age: A/ 20-25 ☐ B/26-30 ☐ C/ 31-35 ☐

D/ 36-40 ☐ E/ 41 & above ☐

3. Marital status A/ single ☐ B/married ☐ C/ divorced ☐

4. Educational qualification

A/12 complete ☐ B/Certificate ☐ C/College diploma ☐ D/BA/BSc/Bed ☐

E/ MA/MSC/Med ☐ if any, specify _____

5. In which of the following courses have you trained to coach football?

A/First level ☐ B/Second level C/ Third level ☐ if other, specify ☐

6. Work experience

A/In the current post, _____ years

B/In other posts (related) _____ years

7. Under which base you are employed in the club?

A/Full timer coach ☐ B/Part timer coach ☐

If other, specify _____

Part Two: Items related to talent identification

8. Direction: Tick on or put "✓" mark on 'yes' or 'No' whether you or other coach have used to test the following attributes during basketball players selection to this club.

Technical/Tactical test	YES	NO
Ball receiving Technique	☐	☐
Dribbling Technique	☐	☐
Passing Technique	☐	☐
Shooting Technique	☐	☐
Basic Consistency	☐	☐
Footwork (General)	☐	☐
Learns New Skills Quickly	☐	☐
Physiological test	☐	☐

	Yes	No
Coordination	☐	☐
Reaction Speed	☐	☐

Agility	☐	☐
Strength	☐	☐
Power	☐	☐
Balance	☐	☐
Flexibility	☐	☐
Endurance	☐	☐
Speed (General)	☐	☐
Vision	☐	☐
Psychological test	☐	☐
Decision Making	☐	☐
Problems solving skill	☐	☐
Relation with coach &	☐	☐
Teammates	☐	☐
Accept ion of roles	☐	☐
Desire to Compete	☐	☐
Determination	☐	☐
Quality of Work	☐	☐
Motivation	☐	☐
Self Esteem	☐	☐
Intelligence	☐	☐
Physical test	☐	☐
Height	☐	☐
Arm & leg girth	☐	☐
Body mass	☐	☐
Body Type (Somatotype)	☐	☐
Size	☐	☐
	☐	

Health status ☐

Parents Athletic History ☐ ☐

Competition result ☐ ☐

Part III. Items related to talent development

9. Do you think that the training system is up-to-date and scientific?

A/ yes ☐ B/ no ☐

10. Do you have a good communication between your team, project s and Dawuro sport commission?

Yes ☐ No

11. In how many sessions per week do you engage players in training?

3 sessions per week ☐ 4 sessions per week ☐

5 sessions per week ☐ More than 6 sessions per week ☐

12. In how many sessions per week do you engage your athlete in general sport training?

1-2 sessions ☐ 2-3 sessions ☐ No general sport training

13. How long do you train your athletes per session?

Bellow 1 hours ☐ 1 ½ hours 2hours ☐ above hours 3☐

14. Do you increase the training load, intensity and frequency from time to time?

Yes ☐ ☐

15. Do you treat athletes based on their difference in ability and needs?

Yes ☐ No ☐

16. Do you apply principle of training in training?

Yes ☐ No ☐

If say no Justify _____

17. Do athlete's parents contact you?

Yes ☐ No ☐

If yes, on what issues? _____

18. Are there different suitable training areas like field, project s in your team ?

Yes ☐ ☐

19. Is there regular supply of training/competition equipment's (balls, video, films and other materials for athletes and coach?

Yes ☐ No ☐

20. How many of athletes have represented the region in national youth champions?

No one ☐ 1 ☐ 2 ☐ above 3 ☐

21. Are there dropouts or withdrawal of athletes from your project?

Yes ☐ No ☐

If say yes, how many of them? _____

22. What are the major problems that hinder your work and athlete's development?

_____
_____

23. What solutions do you suggest for question number 22 to minimize these problems?

_____
_____

24. Do you think that your training system is up-to-date and scientific? How?

_____
_____

25. How athletes are selected? Who select them? And where are athletes selected from?

_____ _____
_____

26. Do you think that you are effective coach? If so how?

_____ _____
_____
_____

27. How do you display the tactic of football during training?

_____
_____

28. Would you mention sandwich courses that you took to up-grad yourself?

_____
_____
_____

29. What are the criteria that you used to select well talented foot ball players?

_____
_____

Appendix C

Jimma University
College of Natural Science
School of Graduate Studies
Department of Sport Sciences

Interview Schedule for officer of dawuro zone sport commission Thank you for agreeing to participate. This is an interview designed to obtain information on challenge in talent identification and development of grassroots soccer project in dawuro zone south west Ethiopia. You are, therefore, kindly requested to give genuine and truthful responses. Thank you in advance for your cooperation!

Part I Personal detail

1. Sex A/ male ☐ B/female ☐

2. Age A/ below 20 ☐ B/ 21-28 ☐ C /29- 35 ☐ D/ above 36 ☐

3. Marital status A/ single ☐ B/married ☐ C/ divorced ☐

4. Educational qualification

A/Certificate ☐ B/ College diploma ☐

C/BA/BSc/Bed ☐ D/ MA/MSC/Med ☐

If other, specify _____

5. Work experience

A/In the current post, _____ years

B/In other posts (related) _____ years

If other, specify _____

6. Do you think that the training system is up-to-date and scientific?

How?

7. Do you feel that the coaches are sufficient and competent to achieve the goals? How?

8. How athletes are selected? Who selected them? And where are athletes selected from?

9. To what extent sport equipment's (sport wears, shoes, video films etc) and facilities such as training field, bathroom are fulfilled?

10. Do you visit the training of some projects and computations? How do you explain it?

11. What are the major problems in the training center and the solutions you suggest?

12. Do you think that the selection criteria of football players are scientific? How?

13. How do you see the current status of challenge in talent identification and development of grassroots soccer project in dawuro zone?

14. How do you see the availability and facilities of football in the training full field?

15. What special training have you facilitated and achieved for coaches?

16. Do you think players selection is depend on talent? How do you see it in your observation?

Thank you!