

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE



**DEVELOPMENT AND PROBLEMS OF YOUTH U-17 FOOTBALL PROJECTS IN
WOLITA ZONE, SOUTHERN ETHIOPIA**

BY:-

MESFIN FANTU

**A RESEARCH SUBMITTED TO THE COLLEGE OF NATURAL SCIENCE OF JIMMA
UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT
SCIENCE (SPECIALIZATION IN SPORT MANAGEMENT)**

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DECLARATION

I, the undersigned, declare that this paper is my original work; prepared under the guidance of Dr. Babul Akhtar. All sources of materials used for the manuscripts have been duly acknowledged.

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LIST OF ACRONYM AND ABBREVEATIONS

FIFA_ Federation International de Football Association

FYSA_ Florida Youth Soccer Association

YDF-Youth Development Football

US - United State

STYSA - South Texas Youth Soccer Association

USSF - United State Soccer Association

SNNPR - South Nation Nationalist People Reign

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ABSTRACT

The purpose of this study was to investigate the development and problems of youth u-17 football projects in Wolita zone. The availability of equipment's and facilities and the current problems of youth football project in Wolita zone were also assessed. Data were collected from Six sample youth u-17 football projects in Wolita zone (Soddo, Bodit, Areka, Humbo, Gasuba, Gununo) through one of the non- probability sampling techniques called purposive sampling. The participants of this study were 150 individual trainees from the six projects, 6 coaches and 6 assistant coaches from six projects. Thematic analysis was used to analyze data collected through questionnaires. The major finding of this study was the majority of the projects were not providing balanced and sufficient diet before and after training, most of the coaches and assistant coaches were no certificate, and the majority of the coaches were diploma holders, only one competition period per each year were organized for the projects, most of coaches identify the trainees by using the technical performance of the athletes or players. Up on the findings, it is recommended that the clubs and other concern bodies providing balanced and sufficient diet before and after training, all the technical-tactical elements which the game demands should be coached, practiced and developed at the age level when the players are capable to work with. Selection process should include strong criteria for keeping ages within appropriate level. Hence, to make the football youth project effective and successful the concerned body should supply the project sufficient facilities and equipment's, players should be get well balance diet/nutrition, assign medical helpers, coaches should implement plan well, and sport office experts should attentively follow the training session and give high emphasis to the youth u-17 football projects.

Key words: *Equipment's, youth u-17 football project, problems, development*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Training of youth football/soccer program is the base and the main source for a club and the future elite athletes (players) will be equipped with the fundamental and basic components as technical, tactical, physical and psychological demands of the modern football. Therefore, highly organized and well-structured youth football/soccer training program is crucial. Wondaferash et al 2015

Clubs to be a good competent and successful at national and international level, it is mandatory to train and cultivate youth athletes with such a continual and consecutive program. Since the demands of the main club in the modern football/soccer cannot be addressed with only a well structured program of youth football/soccer, the systematic control and assessment of the program in relation to its contribution to the main club is very important. In relation to this Hedstrom and Gould (2004:9) states that, “The youth sport coach can have a dramatic influence on young athlete’s development and enjoyment of sport.”

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

Historically football emerged or played in Ethiopia many years ago. Ethiopian football team was well established team in Africa but the development could not exhibit the expected improvement. According to Ethiopian football Federation, the role of football in the country’s economy is not significant. Nevertheless, it is getting the attraction of the society and the government is giving due attention so that this country can take advantage of the football sport. To utilize the

advantages football sport, the country is expected to produce elite players through youth football project in the required quantity and quality (Betiglu, 2013).

The project of youth football training should be capable of producing new success or players who are beneficial to clubs. This can be achieved through a well-organized and structured youth football development program. The youth level is where we need to realize that the game we play is not the “adult game.” The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level and need to be a purpose. Thus, because of the development of youth football players and their upgrading and contribution to generate new successor players in relation to their performance should be given attention. Therefore, coaches are required to approach each training session with a well-structured plan and method of training (FYSA, 2010).

Youth football project programs are often viewed as a prime safe venue for teaching and practice important social values and life skills to youth that will benefit them well in to their youth lives while youth are the extended recipients of the objects available in youth football projects. Football as a sport attracts the interest of researchers, as they investigated factors affecting the sport performance of the football players (Hammamiet *al.*, 2013; Vanttinenet *al.*, 2010).

The excellent performance in football is a consequence of individual’s psychological or social factors, technical and tactical skills and physical abilities. However the program of youth football project should be producing players who are beneficial to the main club and national team. This can be achieved through a well-organized and structured youth football projects development program (Jones &Drust, 2007).

Various factors may affect development of players in football projects. Regarding the factors studies have identified different main factors that influence the development of project trainees. These are training factors, facility and equipment factors, trainees’ selection criteria, coaching style, maturational factors, the relative age effect, the role of coaching and instruction, parental influences and cultural factors (Baker *et al.*, 2003).

Generally to develop the contribution of youth football projects to the main clubs and national team, the development and improvement of player’s performance is crucial more over players.

The skills like technical, tactical, physical moral and psychological development are vitals and fundamentals in youth football projects. The high expectations from parents, coaches, federations and clubs pushes the development of youth football project as best to all else.

1.2. Statement of the Problem

As stated in the background session Training of youth football/soccer program is the base and the main source for a club and the future elite athletes (players) will be equipped with the fundamental and basic components as technical, tactical, physical and psychological demands of the modern football. Therefore, highly organized and well-structured youth football/soccer training program is crucial. Youth football development program is the most important time in which players acquire different skills and knowledge that facilitates the development of player's performance. As a result, the main clubs status can be raised. When clubs improve their status depending on the supply of their youth projects this also has a direct impact on the development of national league competitions standard.

Clubs that produce quality players who are suitable and fit with the modern football, and competent in international level, the training of its youth football development program have to be assessed and maintained to a level which can produce competent players who are capable of modern football, however, countries like Ethiopia are in processes and with several difficulties to improve their Leagues standard. On this issue FIFA Coaching Manual (2004:2) has the following to note:

The training and developing of future professional players is, of course, fully justified, because it ensures that they are better prepared to face playing at the top level. It is, however, essential to remember that the game of football has a wider role to play and that it has to provide a real School of Life, a school that is prepared to train and develop not only the elite players of tomorrow, but also all of these youngsters who are passionate about the game and who form the base of the football pyramid that the game needs to ensure its continued progress. Wonda ferash et al 2015

Producing elite players in the required number and quality is the vision of strong teams and projects of football. When developing trainees into elite soccer players, the trainees come with

different characteristics at different age and require different needs at different ages in order to be elite players. The best mechanism of developing elite players is to train from grass root level those can be recruited into higher clubs.

However, the process of developing players may be affected by many factors. Regarding this, various studies have identified different main factors that influence the development of project trainees. These are training factors, maturational factors, the relative age effect, the role of coaching and instruction, parental influences and cultural factors (Baker *et al.*, 2003).

Wolaita zone is one among zonal administrations in football project is not yet studied as the researcher observed. Therefore, the purpose of this research is to explore the root causes for the problem and to suggest the possible solutions. by age bracket based on the characteristics of players at different age (US youth soccer player development model 2012).The strength of football team depends on the quality and quantity of trainees in football project SNNPR State where many football sport projects were established. But it is not well organized through equipment's and facility, poor selection criteria of trainees, coaching style, and other related factors are not handled in appropriate manner and The research with the same problem in youth u-17

1.3. Research Question

1. What is the progress of youth u-17 football projects development in the study area?
2. What are the problems that currently hindering the development process of the youth u-17 football project?
3. Are the training equipment's and facilities available for providing training in the project?
4. Does the coaches use appropriate players selection criteria and coaching styles in the project?
5. What are the contributions of the youth u-17 football projects to clubs in the region?

1.4. Objective of the Study

1.4.1. General Objectives

The purpose of this study was to investigate the development and problems of youth football projects in Wolaita Zone.

1.4.2. Specific Objectives

- To assess the current progress of u-17 football projects development in the study area.
- To identify the problems that currently hindering the development process of the youth u-17 football project.
- To know the availability of equipment's and facilities for providing training in the project.
- To identify the method of players selection and the coaching style that the coaches employ in the project.
- To identify the contribution of youth u-17 football projects to clubs in the region.

1.5. Significance of the Study

- The investigation of development and problems of youth football projects in the study area may enable the coaches and trainees to get awareness on the factors.
- The finding of the study may help administrators of the projects to relook the guidelines designed to implement youth football project training system.
- It may also provide information to sport communities and professionals regarding the structures and areas requiring attention for enhancement of youth development.

1.6. Delimitation of the Study

Even if there are other areas to be studied, however, because of, the resource, finance and time constraint the study was conducted on development and problems of youth football projects in Wolaita Zone. There were both male and female youth football projects in Wolaita zone. Preliminary data showed that female projects were not properly organized and difficult to find

reliable data. To keep the study in manageable scope, the researcher delimited the study only to male youth football training projects.

1.7. Limitations of the Study

Financial and time resources were the researcher's major limitation. The availability of reliable data for any research is an important for the success and achievement of the outcomes of the research work any study undertaken for the first time depends to large on previous knowledge the ability of up to data and pertinent research materials Journal articles and other essential devises the availability of information dealing with this things word help to facilitate and strengthen the study under consideration .

In adequacy of available relevant research materials and literatures on Wolaita zone projects, time are the limitations encountered in this study. Regardless of scarcity of sufficient books and literature in the specific area of study, the researcher made to exert extra effort to supply such materials from other places and covered the gap in this manner.

1.8. Definitions of Operational Terms

- ❖ **Equipment:** - materials needed for training such as balls, cones, sports wearing, shoes, etc. which are used during practice sessions.(DICK, F.W. (1995).
- ❖ **Facility:**-a service places or buildings such as gymnasium, fitness training fields. Cleanliness rooms, bed and dining rooms, etc. youth projects.(DICK, F.W. (1995).
- ❖ **Plan:**- a written documents scheduled by coaches for training in daily, weekly, and year basis in the project of youth projects.Soccer Coaching Manual (2008) has states
- ❖ **Tactic:**-an action intended to achieve skills of the aims of youth projects. Soccer Coaching Manual (2008) has states
- ❖ **Technique:**-a way of doing practical skills of youth football game.Soccer Coaching Manual (2008) has states
- ❖ **Training:** - is a practice program of sport activity to improve, technique, tactic, physical fitness and strategies in the process long and complex scientific schSoccer Coaching Manual (2008) has statesedule.
- ❖ **Youth:** - project trainees who are young and taking their training in under 17 category.

1.8.1 Organization of the Study

This thesis was organized under five chapters. The first chapter dealt with background of the study, statement of the problems, objective of the study, delimitation of the study, limitation of the study and definition of terms. Chapter two is concerned with literature review. Chapter three comprises methods and procedures of the study. While chapter four deals with presentation, analysis and conclusion of findings, chapter five deals about summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

2.1. Football

Football sport is practiced in various levels in many countries in the world. According to Arnold *et al.* (1977), football is one of the most popular games in U.S today. The history of football goes back as early as 500 BC and many historians trace its roots in the Greek and Roman culture. We know that English laid the blue print for this sport around 1600 AD. In 1868; Henry Chadwick presented the game of football to the United States.

A football began to show signs of popularity among the people among various countries in Europe (Arnodet, 1977). The game has changed dramatically since those early days on the gridiron. Many people are attracted to the game by the size and the pure athletic ability of the athletes. One of the most significant changes has been the addition of the strength and conditioning program to help the athletes obtain superior strength and conditioning status. Unlike the athletes that are not being trained college football is big business in this modern times. The hope and determination of the athletic department is to receive monetary returns in the success of their football program. Athletes and coaches are always looking for ways to gain an edge on their competition. In the last few decades, this edge has been sought through the strength and conditioning programs. Since the game of football is very popular the thought is that there would be a large body of research devoted to this popular sport. However, the reality is that there is very little research available in this area.

A little direct significance evidence on the physical demands of the sport the recovery process, the effect of long-term participation in all society (kraemer, 1997). Obviously that football at the top club level is now highly internationalized whether interims of player transfers, club ownership and broad casting rights. Limited opportunities to play, which does not meet the expectations or needs of the youth accelerate the drop out. While social issues are major factor, the football structure accelerates the drop-out rate due to inflexible youth competition structures (Adesina, 2003).

2.2. Youth Project

The youth project projects are transmitted by young players through the purposeful professional performance contained in such areas as playing rules and regulation (Carr, T., 2005).

Youth football development is one of the paramount objectives of any football governing body. It equips young boys and girls with football skills, and values such as friendship, respect, fair-play, competition or commitment which are put into practice through youth football competitions. Ensuring that these can take place on a regular basis is a key precondition for widespread participation in organized football and the promise of ensuring sustainable development of youth football around the globe. In 2014, in order to build a constructive bridge between the needs of its 209 Member Associations (MAs) and the delivery of innovative and critical thinking, the Federation International de Football Association (FIFA) partnered with the International Centre for Sports Studies (CIES) to initiate, frame and implement new reflection sessions on football development (Coaching Association of Canada, 2007).

The emergency of youth football project organizations is found to have contributed to the establishment of sub communities in America during the 19th century (Radar:1977) football project as a discipline there for contribute lowers the development of communities as large by putting people with similar interest from different backgrounds together. Youth football projects that produce quality players who are suitable and fit with the modern football and competent in international level, the problems in the training of its youth football project development program have to assessed and maintained to a level which can produce great competent players who are capable of modern football, however, countries like Ethiopia in process and with several difficulties to develop their leagues and national team standards.

2.3. Factors Affecting Development of Youth Football Projects

Coaches catching motives styles: the reasons why you take up coaching will undoubtedly affect how you coach. For example, if you wish to see young people develop socially and learn new skills, you will adopt a supportive educational approach to coaching and place an

emphasis on personal development rather than competitive success (Cruickshank, A., & Collins, D., 2015).

The athletes: if you adopt an athlete – centered approach, as is recommended, you should adopt your coaching style to meet the specific needs of your athletes (DICK, F.W. (1995). The situation: there are some situation in which a particular style of coaching is more appropriate than another. In certain contexts for example, where safety is an important issue, it might be more appropriate to adopt a directive approach to coaching in order to maintain control and ensure that accidents do not happen and athletes behave in an appropriate manner (Hargreaves, A & Bate, R., 2010).

The football coaching style a coach adopts will very much be based upon the football coaches own personality, the age and ability of the players being coached, the numbers of players in the group, health and safety and the kind of session / technique/ skill being coached. The ability of the football coach to identify and use a particular style of football coaching is a skill on its own (DICK, F.W., 1995).

2.4. Training Plan in Football

International DFB-Coaching Course (B-license) (2008) defines that the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and contents have to be taken into consideration.

FIFA Coaching Manual (2004) defines as a technique of planning the process of training and competition so that the annual training plan is a succession of “periods”, each of which has a different style of activity.

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

performance in a systematic and goal oriented way.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan. Dewitt J. (2001) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. However, as FIFA Coaching Manual (2004) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

Perspective Plan

The assumption is that long-term plan of the training, which is based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the success of the training in the long-run. Such kind of plan is mostly planned for world cup (four-year plan), African cup of nations (two- year plan) and youth project plan. In addition to this idea Dewitt J. (2001) recommends that a long-term plan should reflect priorities, philosophies, and goals for the team, club or project.

Annual-Plan/One-year Plan

According to FIFA Coaching Manual (2004) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations.

As suggested in FIFA Coaching Manual (2004), the following criteria's should be taken into account when drawing up an annual training plan:

- Playing level, performance age and training age.
- The number of players (squad size) available.
- The fixture list.

- The objectives for performance on the pitch for the season.
- The infrastructure, equipment and conditions available for training.
- The coaching staff available (coaches, medical support, administration manager, sports psychologist).
- Analysis and assessment of past performances.
- The social environment of players (family, school, place of residence lifestyle habits).
For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

The International DFB-Coaching Course (B-License) (2008) recommends that; one-year plan to be divided into the following five micro-cycles:

- Preparatory period
 - 1st competition period
- Minor transition period
 - 2nd competition period
- Major transition period

However, FIFA Coaching Manual (2004) divided the annual training plan into three micro-cycles:

- Preparation (pre-season) period
- Competition period
- Transition (wind-down) period

Since the division in the FIFA Coaching Manual is suitable to plan and practice of the long-term development of youth project players. Therefore, the details are expressed as follows:

The preparation period

preparation period is the key period for getting the players and the team as a whole in the right physical condition. It should last between 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors.

The competition period

competition period is the period when general and specific fitness are transformed into match fitness. During this phase players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing. This period usually lasts between 8 and 10 months (depending on the country and level of competition).

The transition period

Transition period is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertions of playing competitive football/soccer. This period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

The Competition Micro-cycle

The micro-cycle, which is a short, weekly training cycle, stretches over several days and often a whole week. The micro-cycle should not be merely a repetition of the previous cycle: it has to have a new foundation, and this also implies some of the process, methods and forms of training have to be revamped or repaired as well. Micro-cycles that are linked together over a 3 to 4 week period (there by forming a mesocycle) can differ from one week to the next. The content of micro-cycle is often determined by the team's result, but also by other factors, such as the performance level of the team as a whole or of individual players, or the weather. With young players at the learning stage, the micro-cycle also has to take into account whatever learning objectives have been fixed for the cycle.

The Training Session

FIFA Coaching Manual (2004) explains that the training session forms part of the micro-cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team

2.5 .Coaching Philosophy in Youth Football Project

Football project Philosophy targeted as the study of truth, through the systematic investigation of reality, knowledge, means and values. It is also defined as the study of nature of reality and values of movement for all participants, debates critical issues believes of reality and values released to football coaching, it influence through, actions and decisions in coaching professional endeavors. A well formulated philosophy promotes the development and classification of belief and values. Philosophy aids in decision making: morals and values that guide our conduct not only in our professional capacity but also in our daily living (Reichmann and Katherine, 1999).

Effective coaches are approachable. Ansell (1990) states that a coach – player relationship built on honesty, disclosure of feelings, and support can be healthy with limits. The coach, however, is responsible for setting the boundaries in the relationship.

2.6. Criteria of Effective Coach

In developing a coaching philosophy, the coach can take the key components to his/ her best ability formulas a coaching philosophy with the aim to improve coach /athlete satisfaction and to achieve better results; adopted from unpublished document (WondmuTaddesse, 2004).

2.7 Basic Facilities and Equipment's of Football Training

Different pieces of equipment's are needed during football training. According, (Dawitt J, 2001:55) states that, to make the training session effective through the application of different technical and tactical skills it is mandatory to consider the basic training equipment. As a result, the following list of materials is the most important parts for successful training.

2.7.1 Field of play

According to Frank F. Dicamente (1995:8) the Football/ soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the foundation soccer coaching manual (2008: 192) describes that the field of play must be rectangular; its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than

100 yards nor less than 50 yards. One goal must be a chord at each end of the field. The field with corner areas, goal lines, touches lines (side lines), half way lines and center circle.

2.7.2. BALL

The official U.S youth soccer coaching manual (2002 suggests that: every player must have a ball to use at every practice. Learning and mastering football/ Soccer techniques requires repetition, which requires touching the ball. However, players have only for limited time each week: they need to maximize the amount of ball touches per practice.

As Adrian lees (1996) explain that a typical foot ball shoe is one which is made from leather and cut below the uncles and with a hard out sole to which studs are attached. Moreover, (Dawitt J, 2001) explains three basic styles of football/ soccer shoe. These are discussed as follows:

- Flat:-soled shoe with no cleats or studs: are suitable on artificial turf and in locations the ground is hard.
- Molded cleats: are probably the most common shoe used in foot ball/ soccer and they are appropriate out doors on grassy fields. The cleats are not removable.
- Screw-ins: are cleared shoe with removable and replaceable cleats. This shoe is appropriate for older players on very soft or wet fields

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

Shirts and shorts:-Players need to have uniform (shirts and shorts) to play foot ball game or during training session. Furthermore, the official youth soccer (foot ball coaching manual (2002) suggests that, uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

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

2.8 Scientific Criteria's To Select Football Players

From university journals and other research organizations-scientists are studying, (known as soccer ability in the US) to gain insight in to the role that skill plays in the physical performance of vertebrates. The study also suggests a scientific method that could help professional football clubs in the selection and identification of new talent. Dr. Robbie Wilson believes that this type of research may have applied outcomes for football clubs: our analyses suggested that unambiguous metrics of a player's skill components should be used to help in the selection and identification of new talent. Our study could help to streamline selection criteria and efficiency by providing a rank ordering of individuals based up on competitive one-on- one tasks. In addition the relative importance of each types of skills component could be tailored to each player's positions and the clubs immediate and futures requirements. Selection to the varsity Boys soccer team will be determined by each player's performance and consistency in the following four areas of soccer.

i. TECHNICAL (The "how" of soccer)

- Passing(with both feet) short and long range, different surfaces of the foot, bending balls with both the left and the right foot;
- Receiving – ground balls, air balls, with foot, thigh, chest, head. Both while stationary and on the move,
- Dribbling- speed with the ball. One v one moves.
- Chipping- short and long range.
- Heading – offensive and defensive.
- Shooting- accurate and power
- Tackling

- Shielding
- Goal keeping- catching ability, collapse dive, extension dive, puts.

ii. TACTICAL /Decision Making... The “why” of soccer):

- 1st Attacker -1 V 1 to beat opponent, recognizing when to hold or penetrate, when to dribble, pass or shoot.
- 2nd /3rd Attacker- supporting roles, positioning on the ball, combination play (wall pass, overlap, take over).
- 1st Defender- pressuring the ball, timing of defensive tackles.
- 2nd /3rd Defender- positioning on the field, movement off the ball, balancing, communication, field vision without the ball.
- Execution of set players and team strategies and formations.
- Decision about which skill (pass, receive, dribble, chip, shoot, head, tackle) to execute in response in a given situation (speed of thought).
- Goal keeping- positioning and angles, decision about when to set and dive, stay on your feet, leave box, ext.

Physical

- Cardiovascular fitness- measured by the coopers Test and Beep Test.
- Speed and Quickness- Ability to cover a distance in a short period of time.
- Agility- ability to change the position of your body and control the movement of your wheel body.
- Balance- the ability to keep an upright posture while stationary or moving.
- Coordination- integration of eye, hand and foot movements.
- Power – ability to perform at strength at a rapid pace.
- Reaction time- the amount of time it takes to start a movement once your senses signal the need to move.
- General size.
- Work Rate- effort.
- Strength- ability to protect your space and the ball, not get pushed off the ball.

- Health and self-care- durability, resistance to injury, proper nutrition, hydration, sleep, stress and time management, response to muscle soreness and injury.

iii. Mental/ Psychological/ Emotional.

- Concentration/Focus
- Self-control and Restraint
- Composure on the field and bench
- Persistence and tenacity (persevering in the face of difficulty)
- Truth fullness, Reliability, Responsibility.
- Leadership
- Team concept (Team Goals before personal Goals)
- Mental Toughness (ability to endure temporary physical, mental psychological or even emotional discomfort for the greater good of the team.
- Training mentality (always work your hardest)
- Game mentality (100% effort and competitiveness in every situation)
- Win with humility and lose with dignity.
- Positive language (negative talk shows a negative attitude).

Positive and Respectful Attitude towards self, teammates, coaching staff, opponents, referees athletic staff, equipment and facilities.

2.9. Styles of Football Coaching

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles. Dewitt J. (2001) also states that coaching philosophy is the set of beliefs that guide the coach as he/she coach and administer his/her team. Many of the coaches philosophies will come from his/her own personal experience. When looking the coaching style and its effect on the degree of success, it is difficult to identify effective coaching style. In relation to this idea Borrie A. (1996) comments: as follows.

2.9.1. Factors that contribute for the development of football.

The contribution of effective coaching for football development

Coaching effectively is essential in improving performance. Gallwey (2000) cited by Whitmore(2002) defines effective coaching as ‘...unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.’ Whitmore (2002) describes coaching as ‘...the essential management style or tool for optimizing people’s potential and performance. Commanding, demanding, instructing, persuading with threats, overt or covert, cannot produce sustainable optimal performance, even though they may get the job done.’

Coaching essentially involves planning, delivering and evaluating and an effective coach will excel in these main areas. The Sports Coach Foundation (2002) believes that to be an effective coach it is important for the coach to: ‘Analyze their performance against a checklist to identify areas of strengths and weaknesses Recognize the different behaviors exhibited in their own coaching Devise and implementing an action plan to change aspects of your own coaching behavior where required Monitor any improvements in their coaching practice’

Effective Coach Qualities

Wade (1997) believes that in order for coaching to be effective the coach must exhibit a number of qualities. He outlines a number these: Leadership and intelligence, Analytical ability, Confidence and decisiveness, Integrity and reliability, Vision and imagination, coping with unpleasantness, Organization and administration and Enthusiastic approach.

Effective Planning for football development

Planning involves ‘... a written document that guides you and your athletes through training and competition...It is a rational attempt at identifying...how all of the bits of training fit together to produce peak performance(s) at appropriate times, and it identifies what needs to be evaluated and monitored, in judging whether we are on-track to achieving our goals.(Parks ,2000).

Planning is essential to performance as Parks (2000) explains. ‘Whether we see our athletes 2-3 times per week, or 10-12 times per week, they can’t possibly work on all the things they need to work on in a single training session. Instead we need to focus on different aspects of our athletes’ performances. It is how we prioritize and sequence these components of training that is vital if we are going to take advantage of what sport science calls training adaptation. Perhaps more importantly as coaches, one of our goals should be to structure our practices, weeks of practice, months and phases of training and the competition season to maximize every moment of training and to bring our athletes to their peak performance level at the appropriate time in the season.’

Without planning the coach ‘...runs the risk of wasting time, or worse - an inappropriate or poorly thought out plan may in fact cause injury, long term damage, and/or may force the athlete to quit your program altogether.’ Parks (2000) ‘A professional coach must leave absolutely nothing to chance; every contingency has to be covered.’ Wade (1997) an athlete should only be expected to concentrate on one thing, practice. They should not have to worry about the facilities being free next week or equipment. Vision and imagination within drills and training situations will keep athletes both mentally and physically fresh. An effective coach ensures that boredom should never be an issue during practice.

Effective Delivery

A player must know that they will receive the same treatment as any other athlete regardless of how important they are to the club or coach. This integrity is especially important during times of criticism. Reliability must accompany integrity. The coach, who is ever faithful with their timekeeping, may also instill confidence. ‘Even dishonest players value honesty in their coach, and they absolutely demand reliability. They will even accept open criticism so long as it is phrased constructively. Coaches become recipients of many personal secrets or confidences; their players must be totally certain of the coach’s reliability in protecting those confidences.’ Wade (1997) A decisive coach will gather player confidence. Wade (1997) describes this as ‘performer²³ coach relationship confidence’. To be decisive requires positive language and communication with the player or athlete, not just verbally but also through body language. An effective coach ‘...applies intelligence to leadership and can involve persuasion and compelling

players to go along with them.’ Wade (1997) If a player or athlete is not led or guided appropriately through training they may feel unsure of what the coach is trying to achieve and reluctant to change their training or technique. A controlled enthusiastic approach can lift a team. ‘A coach who is other than consistently enthusiastic, whatever the team’s results or mood is in the wrong job. (Wade 1997)

Effective Analyzing

The effective coach should not only be capable of analyzing his/her athletes constructively, but themselves also. An evaluation and reflection of the performance should include the good, bad and constructive criticism of the areas which need improving. A good coach should promote an athlete self-evaluation and reflection of their own performances. Coping with unpleasantness of injuries/personality clashes/parents is an inevitable and testing job for the coach. Wade (1997) notes dealings of such situations are often watched critically from a distance by those uninvolved.

The coach will need sensitivity to handle the situation appropriately.

2.9.2. Planning in Football

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

As described in the FIFA Coaching Manual (2004:1) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan.

In line with this idea the DFB-International Coaching Course Manual (B-license) (2008:23) has states that; football training is a complex serious of action aimed at influencing the development of performance in a systematic and goal oriented way.

In addition to the above Dewitt J. (2001:89) recommends of all duties and roles that one fulfills when coaching, the task that he/she will do more than any other will be planning and running training sessions. It is in these training sessions that the coach will do practically all of his/her teaching, because he/she can completely control the environment of the sessions. The coach can control the success rate of his/her players.

He/she can stop the players at practice when they make mistakes to provide them with the vital feedback that is necessary to learning.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan. Adding to this idea, Dewitt J. (2001:89) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. However, as FIFA Coaching Manual (2004:1) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

Perspective Plan

The assumption is that long-term planning of training, which is based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the success of the training in the long-run. Such kind of plan is mostly planned for world cup (four year plan), African cup of nations (two-year plan) and youth project plan. In addition to this idea

Dewitt J. (2001:89) recommends that a long-term plan should reflect priorities, philosophies, and goals for the team, club or project.

Annual-Plan/One-year Plan

According to FIFA Coaching Manual (2004:2) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a

new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations.

As suggested in FIFA Coaching Manual (2004:3) the following criteria's should be taken into account when drawing up an annual training plan:

- Playing level, performance age and training age.
- The number of players (squad size) available.
- The fixture list.
- The objectives for performance on the pitch for the season.
- The infrastructure, equipment and conditions available for training.
- The coaching staff available (coaches, medical support, administration manager, sport spsychologist).
- Analysis and assessment of past performances.
- The social environment of players (family, school, place of residence, lifestyle habits).
- For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

The International DFB-Coaching Course (B-License) (2008:73) recommends that; one-year plan to be divided into the following five micro-cycles:

- Preparatory period
- 1st competition period
- Minor transition period
- 2nd competition period
- Major transition period
- However, FIFA Coaching Manual (2004:2) divided the annual training plan into three microcycles:
 - Preparation (pre-season) period

- Competition period
- Transition (wind-down) period

Since the division in the FIFA Coaching Manual is suitable to plan and practice of the long-term development of youth project players. Therefore, the details are expressed as follows:

The preparation period is the key period for getting the players and the team as a whole in the right physical condition. It should last between 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors.

The competition period is the period when general and specific fitness are transformed into match fitness. During this phase players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing. This period usually lasts between 8 and 10 months (depending on the country and level of competition).

The transition period is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertions of playing competitive football/soccer. This period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

The Competition Micro-cycle

The micro-cycle, which is a short, weekly training cycle, stretches over several days and often a whole week. The micro-cycle should not be merely a repetition of the previous cycle: it has to have a new foundation, and this also implies some of the process, methods and forms of training have to be revamped or repaired as well. Micro-cycles that are linked together over a 3 to 4 week period (there by forming a meso-cycle) can differ from one week to the next. The content of micro-cycle is often determined by the team's result, but also by other factors, such as the performance level of the team as a whole or of individual players, or the weather. With young players at the learning stage, the micro-cycle also has to take into account whatever learning objectives have been fixed for the cycle.

The Training Session

FIFA Coaching Manual (2004:14) explains that the training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team. The training session has to be varied-not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned. It should last between 80 and 100 minutes in total, depending on the type of session, the objectives and the training cycle.

As expressed in the FIFA Coaching Manual (2004:14) the training session comprises three phases. These three phases are also applied for different objectives with different durations. The details of the phases are discussed as follows:

The warm-up or limbering-up phase

The warm-up or limbering-up exercise is part of the training session, which is practiced at the beginning of the training session. As Honeybourne et al. (2000:224) explains that the warm-up or limbering-up exercise helps to prepare the body for the physical exertion. By gently raise the pulse rate to increase the cardiac output and rate of ventilation. The vasomotor centre is making sure that more blood is being distributed to the working muscle. The combined effect is to increase the amount of oxygen being delivered to the muscle cells, which will help to reduce the oxygen deficit when enter to the performance phase or main activity.

Besides, John, Michael and Helen (2000:224) describe three phases of warm-up or limbering-up.

Phase one involves a continuous, sub-maximal whole body activity, such as jogging, to gently raise the pulse rate. This is followed by a stretch session, in which particular attention should be paid to the joints and muscles that will be most active. Finally, specifically rehearse the movement patterns that will be performed.

In addition to this, FIFA Coaching Manual (2004:14) express warm-up or limbering-up as the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination exercises; the

tempo is then gradually increased with exercises specifically adapted for football/soccer based on technical skills or on different game situations. When working with young players, separate coordination and integrated co-ordinate work with the ball must be included in the limbering-up phase.

There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase. In general warm-up helps to prepare mentally and physically for the activity, a warm-up considerably reduce the risk of injury. Depending upon the weather condition, the duration for this phase is also lasts between 15 and 20 minutes.

The performance phase

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards volume, but also the duration and intensity of the activities. Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players.

At training/development level, but mainly at pre-training/pre-development level, the football player must be at the heart of the whole training process. It should take up between 50% and 60% of the total duration of the session, although the coach must also ensure that the players' equip themselves with the necessary technical, tactical and mental skills using progressive, analytical exercises. In training, play improves when there is a better distribution between practice games on large and reduced-size pitches and training exercises. It is up to the coach to work out an optimum combination alternating between practice games, analytical exercises and other forms of playing, or between separate forms of training without the ball and integrated forms of training with the ball. In this phase of acquisition and training, the quality of the coaching (i.e. the commitment shown by the coach, his/her ability to intervene in the right place and at the right time, the precision of the corrections that he/she makes and his/her overall dynamism) will ensure active commitment on the part of the players and the success of the training objectives set. The duration of this phase varies. It generally lasts 50-60 minutes or up to

70 minutes, depending on the objectives, the day on which the session is being held, the weather conditions, local customers, and even how the coach feels.

The cooling-down phase

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The players then have hydration or energy drinks as the first step to aid recovery. John, Michael and Helen (2000:226) notes that cool-down prevents blood pooling because during the main session 85% of the blood volume is distributed to the working muscles and one of the main ways of maintain blood flow back to the heart by the skeletal pump mechanism. If muscle action stops suddenly the amount of blood returning to the heart drops dramatically. This in turn reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed.

A cool-down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage.

This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his/her assessment of the session, to fix new objectives or simply to communicate with the players. The duration for the cooling-down phase also varies between 10 and 15 minutes.

2.9.3. Benefits of Youth Sports and Reasons Children Participate

According to, Ewing and Seefeldt (1996), Gill, Gross and Huddleston (1993), Lee, Whithead, and Balchin (2000).Cited in Richard H.cox. (Six edition).The benefits of youth sports participation include:

- To have fun and to enjoy participating in sport.
- To learn new skills and to improve on existing sport skills.
- To enjoy the challenge and excitement of sport participation and competition.
- To enjoy a team atmosphere and to be with friends.

In addition to the above Lee et al. (2000) Cited in Richard H.cox. (Six edition) states that the intangibles that children sport participation also includes things like learning to cooperate with

team-mates and coaches, learning what it means to be a good sport, and developing a sense of perceived competence and self-efficacy. A positive youth sports experience with enhance intrinsic motivation, which will in turn lead to continued participation in sports throughout a life time. Interestingly, “winning” or “to win” is seldom at the top of any child’s list of reasons for participating. (Richard)

Potential Negative Factors Associated with the Youth Sports Experience

If youth sport programs are properly organized and supervised by responsible adults, there are no reasons why there should be any negative outcomes associated with the experience to avoid negative experiences in the youth sports experience, organizers should host two mandatory educational sessions. One training session would be held for youth sports coaches and the other for all parents of youth participants. The focus of these two seasons should be first, how to make the youth sports experience a positive one for the participants and second, how to avoid negative consequences associated with youth sports (Richard).

2.10 .Player-Coach Relationships

The coach-athlete relationship is central to effective coaching. Smith, S. (2017) attempts to define a relationship between two people as each person’s chain of events that are causally interconnected. The broad nature of this definition is useful because of its ability to apply to other various contexts and areas of study, particularly in sports and the coach-athlete relationship. Padley and Vinson (2013),described in an interview his relationship with his players was as one of “respect and understanding of each other (i.e. the mutual respect and understanding). Tony Carr (1998) however described that other variables (such as situational factors, the personalities of the coach and athlete, the duration of the relationship, etc.) played a major role in the overall success of the team and the success of the relationship between. This shows that, it is useful to study coach-athlete relationships because of its practical implications to sports.

Research on the coach-athlete relationship also looked at athletes’ perceptions of the quality of the coach-athlete relationship Adir, J, (2002) but few studies attempted to examine perceptions of relationship quality from both the athlete and the coach (Jowett, 2006). By evaluating both

members' perceptions, it may give researchers better insight into what makes for an effective coach-athlete relationship.

Coaches and athletes form close relationships with a high degree of interdependence and interaction occurring within the training environment, during the practice of the skills and techniques of their sport. The way in which they interact can have a profound impact upon the effectiveness and success of these sessions, in turn influencing outcomes such as perception of performance (Nicholls, A. &Sintonen, K., 2018).

Dyadic relationships are formed to enable individuals to achieve goals that they could not achieve by themselves (Padley, S. and Vinson,D., 2013). Within the coach-athlete relationship, this is manifested in the athlete's need to acquire knowledge from the coach, the coach's need to impart expertise to the athlete, and for them both to translate this into positive outcomes. Nicholls, A.&Sintonen, K. (2018)has argued that people will only maintain relationships as long as they continue to receive rewards as opposed to incur costs. Thus, a coach and an athlete who perceive their relationship as beneficial will desire to continue with it. If the relationship is perceived to incur costs (e.g., conflict, lack of performance, dissatisfaction), then coaches and athletes are less likely to want to continue together, and may seek alternatives (e.g., new coach, new team).

2.11. Roles of the Coach

Coaches can have a great influence on their athletes. The type of influence you will have on your players is determined by your personal skills you significantly affect your athlete's motivation to achieve and enjoyment they receive from participation in different sport activity. Mutual respect for each other and the longer you are together with your players will increase the influence you have on them; adopted from unpublished document WondmuTaddesse (2011).

The three major roles of the coach are

- A- The coach as leader
- B- The coach as a teacher

C-The coach as an organizer

A-The coach as a leader

An important role of the coach is to be an effective leader. As a leader the coach must be able to: establish seasonal goals and objectives and use a democratic coaching style.

Establish seasonal goals and objectives:-Start by suggesting five or six general goals that you want your athletes to be able to achieve by the end of the season. These goal should reflect your leagues philosophy, and should be consistent with the general goals could be: The players will be able to demonstrate 1) basic hockey skill necessary to participate in practices and games at a level appropriate languages, c) control of emotions, and d) play by the rules.

Set both short and long_ term goals. The attainment of short – term goals provides feedback of improvement to the athletes and charts progress toward the attainment of an ultimate long-term goals. Also, remember that the goals you and your athletes set should be challenging but realistically attainable.

A democratic coaching style is most appropriate in achieving these goals. Coaches who use this style understand their responsibilities in providing leadership and direction to their athletes while allowing the athletes the opportunity to share in the decision making and responsibilities.

As expressed in the unpublished document Wondmu Taddesse (pro) using a democratic coaching style does not mean that the athletes have input on all the decisions made. It is necessary for you to provide an appropriate amount of structure and rules to allow for the optimal total development of your athletes. In so doing, you give direction and make decisions when it is necessary, but you also realize when it is more beneficial to let the athletes make to decision and take the responsibilities. Of structure that is optimal for the athletes you coach is the objective of the democratic coaching style.

B. The coach as a teacher

Being an effective teacher is an important role of the coach. As a teacher the coach must be able to teach skills using the proper sequence and progressions, teach skills using understandable language, understand the athletes differ in their readiness and understand that athletes acquire skills at different degrees

The skills using the proper sequences and progress

Develop a list of the skills to be taught and identify the order in which they should be taught. Basic skills (e.g., skating, passing, shooting) should be taught first. Not all basic skills are easy to learn. The most fundamental skill in football is skating but it is a difficult skill to learn. The most fundamental skill in football is skating but it is difficult skill to learn well. After teaching the basic skills, the remaining skills should then be taught in the order of simple (e.g. back checking) to more complexes (e.g., positional and team play).

C. The coach as an organizer

An important role of the coach is to be an effective organizer. As an organizer the coach must be able to: plan effective practices, select assistant coaches who will provide maximum benefit to yourself and your payers. Plan effective practices Schedule your goals and objectives in to the practices for the season. Practices should provide athletes with an opportunity to maximize their learning in a fun and safe environment. Practices need to be well- organized to make effective use of practice time. Maximize the activity of your players while making the best possible use of the ice surface. Do not always view the ice as one large area but divide it in to sections using the markings that are already present on the ice surface. This well allows you to have a number of drills going at the same time. For example, you can divide the ice into stations with separate groups of player's simultaneously taking shots on your goalkeeper, practicing backward skating, and scrimmaging across-ice. This will allow you to efficiently utilize the ice surface, your assistant coaches, and also to have most of your player's active at any one

2.12. Method of Technical and Tactical Development

Technical and tactical preparation forms the nucleus of sports training for football. The technical and tactical aspects of individual play activities are thought, play combinations and play systems are practiced and perfected while at the same time the special knowledge, skills and creativity of the players are added to. Technique is obviously of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in different play situation and for using it to good advantage. Good technical skill adapted to any particular

situation with enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. It is the ability to execute a solitary action in isolation from the game such as a control with the chest, a pass or a volleyed shot. The player is only concerned with executing the action without the distractions of other players. Technique also refers to the relationship and harmony.

2.13. Sport Nutrition in football youth project

Foundation Soccer Coaching Manual (2008) and adopted from unpublished document (WondmuTaddesse, 2004) nutrition is an important part of any successful training program. Food is the fuel of athletic performance. Though the coach cannot control his/her athlete's food, rather he/she can guide them toward healthy eating. For this purpose, the coach should be acquainted with the basic of proper nutrition. Foundation Soccer Coaching Manual (2008) states that, "success in sport is determined primarily by athletic ability and proper training; nutrition affects the athlete in many ways.

2.13.1. Calorie Requirements for Athletes

Calorie intake of athletes is different depending up on the type and level of physical activities (duration and intensity), and the age and body size. To strengthen this idea, Foundation Soccer Coaching Manual (2008) expresses that; calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily calorie requirement for athletes. Athletes juggling a heavy academic schedule with training and part-time job may have difficulty finding the time to eat.

2.13.2. Training Diet for Players

The Official U.S. Youth Soccer Coaching Manual (2002) suggests that, "As a coach, parent, or athlete, you have to have enough information about food and nutrition to create a good training diet. The training diet is the foundation for feeling on top of your game during practice or during a game. "

The Official U.S. Youth Soccer Coaching Manual (2002) recommends: How much energy a player has at practice determines how much work can be done on the playing field or in a

weight room. If inadequate carbohydrate is in the diet glycogen levels, the storage form of carbohydrate will be low and energy levels will be low. On the other hand, if glycogen levels are high because of a good food selection and appropriate timing of meals, energy reserve levels will increase.

To store enough amount of glycogen to be used as an immediate source of energy (fuel) during training or a much time, players should eat carbohydrate rich foods such as breads, pasta, rice and cereals. In addition to carbohydrate, protein should be given more emphasis while preparing or sharing athlete's diet because, it has important nutrients which are used to repair body, and growth of tissues. In line with this idea, Foundation Soccer Coaching Manual (2008) has states.

2.13.3. Pre-Training Diet

The two key nutrients important before exercise are water and carbohydrate. Examples of carbohydrate-rich foods that can easily be eaten as an early morning, mid-morning, afternoon or early evening pre-exercise meal include. Raise blood sugar, Protect glycogen stores and provide an immediate form of easy, accessible fuel. According (Reilly T. 1996) that the most important aspects of pre-competition meals are to elevate the body's carbohydrate stores, ensure hydration and yet provide satisfaction for the player. However, while eating (taking) carbohydrate foods before training it is important to eat three hours before the training session.

2.13.4. Post -Training Diet

The major considerations after competition are to replenish carbohydrate and fluid losses. Official U.S. Youth Soccer Coaching Manual (2002) indicates that, what is eaten after exercise determines how quickly the young athlete recovers and is able to perform either the next day or during a consecutive game. First carbohydrate rich foods eaten within the first two hours after intense physical activity restore glycogen, the body's storage form of carbohydrate (Reilly, 1996) .

2.14. Contribution of Youth Projects To the Main Club

Junior and youth football projects are the base, the source and ground for main clubs. Moreover, projects or youth academes are used as a source of producing players that have played professionally overseas and represented their country at youth and international level. In relation to this idea, the internet source through the free encyclopedia expresses that, “Sydney United football club, a dominant club in Australian National Football League, the majority of its players had come through the club’s own junior ranks. Many of these players now play their tread in some of the best football leagues around the world and are still an integral part of the Australian national squad.” ([Http: // www. Wikipedia.com](http://www.Wikipedia.com)) Furthermore, in Europe, Barcelona’s long tradition of successfully bringing young players from its lower ranks make the team one of the world’s successful football team. In line with this idea, the internet sources through the same free encyclopedia states the club as follows:

Barcelona’s youth football academes consist of 290 players and 110employees. Of the current first team squad the majority of players have Come up through the junior ranks at the Camp Nou (Barcelona’s youth Football academy).Barcelona’s youth system, it is worth noting, has also Produce successful players who are no longer at the club, were brought Through and educated at their academy.

All the above information implies that, in order to increase and develop the Contribution of youth football project, the main team should give more emphasis to youth players. This means players should bring through and educated in the academy. Similarly, as the internet source of the free encyclopedia states, about Liverpool football club youth academy, Scouts attend many local youth Matches looking for talented boys A boy will then be invited to attend. Training sessions at the Academy They are taken in as young as the age of eight and the boys start by simply attending after-school training sessions, But as they reach their middle-teens, their academic needs will be taken Over by the Academy if they are deemed athletically talented enough.

As Such the Academy has a lecture theatre and a computer-equipped Classroom. ([http:// www Wikipedia.com](http://www.Wikipedia.com))Generally, at the junior level ball skills should be refined. Players should Begin to develop an insight to the game and an overall passion to the game.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Study Area

This study was conducted in Wolaita Zone, SNNPR (southern nation nationalities and people region). Wolaita Zone is one of the 14 Zones which formed the Southern Nations, Nationalities and Peoples Regional Government (SNNPR) and found away from the capital of the region, Hawassa in 156 KM and 320 KM from the capital of Ethiopia, Addis Ababa.

The Wolaita Zone capital is Soddo



3.2. The Research Design

A research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Descriptive type of research design was employed in this study. This method was selected because it helpful to describe the root problems of the youth projects, the present conditions and point to present needs, immediate status of phenomena and facts findings (Youesh, 2006). The purpose of this study was to investigate development and problems of youth football project in Wolayta zone. Both quantitative and qualitative methods were used in this study.

3.3. Study Population

The total population of this study was 500 trainees in 20 football projects that are found in Wolayta zone. There are 25 trainees in each project.

3.3.1. Target population

S.N	Name of the project	Number of Players	Number of Assistant coaches	Number of Coaches	Total
1	Soddo	25	1	1	27
2	Bodit	25	1	1	27
3	Areka	25	1	1	27
4	Humbo	25	1	1	27
5	Gasuba	25	1	1	27
6	Gunno	25	1	1	27
Total		150	6	6	162

3.4. Sample Size and Sampling Techniques

Among the existing 20 projects in Wolita zone, the researcher selected six projects purposively. The six projects were selected as the sample of the study because the preliminary data showed that these projects are better organized than the remaining 14 projects. Thus sufficient data would be obtained from the six projects.

3.4.1. Sampling Techniques

Subject	Population	Sample	Methods
Coaches	12	12	availability
Players	150	150	availability
projects	20	6	Purposive
Total	162	162	Multi stage sampling

Among the existing respondents, all coaches (six) and all assistant coaches (six) sample projects were included in the sample using purposive sampling method. Thus, the sample included all 150 football players out of 500 total populations of trainees from the six sample projects with 25 individuals from each project.

Thus, the sample have a sample size of 150 individual trainees which is 150 (30%) of total population of the project, 6 (100%) coaches and 6 assistant coaches.

3.5. Sources of Data

Both primary and secondary sources were used to secure sufficient data or information. Primary data were collected from coaches, players and assistance coaches through questionnaire, interview and observation. Secondary data were collected from internet, books, and journals.

3.6. Data Collection Instrument

The main focus of the study is to identify the development and problems of youth football projects. In order to collect necessary data, the researcher used observation, questionnaire and interview.

3.6.1. Questionnaire

A questionnaire was used to collect relevant information from players, coaches and assistant coaches. Accordingly, open and close - ended questions were prepared, translated in to Amharic

and distributed to players, coaches and assistance coaches. A questionnaire for players is different from that of the coaches and assistance coaches.

3.6.2. Observation

In order to obtain information about the current problems of the youth football project about coaching style, training methods, availabilities of training facilities and equipment, observation was employed two times by the researcher in each of the sample youth projects. For this purpose, observation checklist was prepared and used.

3.7. Procedures of Data Collection

After designing of the research instruments (observation, questionnaire and interview), observation of the training sessions took the first step in data collection on a 6 youth projects. This is because to gain firsthand information the usual principles, methods and character of the team and the coach during the training session. Secondly, date and time of contact was determined and questionnaires were distributed to the sample trainees and their coaches. Then, the document review followed. After completing the data collection process, raw data was edited and analyzed.

3.8. Pilot test

Pilot test was conducted to check validity and reliability of instruments in one project (from Badesa youth football U-17 project) through questionnaire. Based on the finding of pilot test, the researcher edited some questions, omitted few questions and added few questions.

3.9. Data Analysis

The data collected through questionnaire were organized in the form of tables. The organized data was presented, and analyzed descriptive statistics by the methods of SPSS version 21. The analyzed data was discussed and interpreted with the data obtained by the other methods of data gathering used and the existing literature review. Finally, conclusions and recommendations were drawn from the interpreted

CHAPTER FOUR

4. Result and Discussion

This chapter deals with presentation, analysis and discussion of the result of the data collected through questionnaire, interview and observation. The data were presented in tables, analyzed by using percentage and textual description. To supplement and enrich the information, draw using questionnaire, the data from open-ended questionnaires, interview and observation check lists were used.

4.1. Back Ground Information

Coaches and assistant coaches were asked to indicate their background information through interviews, responses on their sex, age, marital status, education level and qualification, specializations, year of experiences, current level of coaching license, availabilities of performance enhancing course, number of competition per year, method of players' talent identification, implementations of annual plans and the successfulness of their project.

4.2. Demographics Profile of Coaches

Table 4:1.The coaches' and assistant coaches work experience 'Age, Sex, and Marital status

No	Variables	Scale	Frequency	Percent
1	coaches 'level of achievement on the project	Low	5	41.7
		Medium	4	33.3
		High	2	16.7
		very high	1	8.3
		Total	12	100.0

As the above table showed that work experience of coaches and assistant coaches, 3(25%) of them had 1– 4 years of work experience; 5 (41.7%) of them had 5–10 years work experiences, 2(16.7%) had 11–15 years work experience and the remaining 2(16.7%) had above 15 years work experience. This showed that most of the coaches and assistant coaches have good experiences in the area of teaching and coaching.

No	Items	Alternative	Frequency	Percent
1	Sex	Male	12	100
		Female	-	-
2	Age	20-30	1	8.3
		31-40	3	25.0
		41-50	4	33.3
		Above 50	4	33.3
3	Marital status	Single	3	25.0
		Married	5	41.7
		Divorced	3	25.0
		Widowed	1	8.3

As table 4.1.1.shows all of the coaches and assistant coaches are male (100%). This shows that football coaching of youth projects in the zone is dominated by male coaches. Concerning the age, 1(8.3%) of respondents were from age 20-30 years old, 3(25%) of them were from ages 31–40 years old, 5 (41.7%) were of participants found in the age 41-50 and the remaining 3(25%) of the respondents were above 50 years old. Concerning the marital status of coaches and assistances, 3(25%) of them were single, 5(41.7%) were married, 3(25%) were divorced and 1(8.3%) of the respondents were widowed.

Table 4.2: The coaches’ and Assistant coaches’ Educational level, the Coach Qualification level and their work experience.

R.No	Items	Alternative	Frequency	Percent
1	Working experience in football coaching	1-4 years	3	25.00
		5-10 years	5	41.7
		11-15 years	2	16.7
		Above 15	2	16.7
2	Current level of coaching license	Not Certified	6	50.0
		Certificate level	3	25.0
		First level	2	16.7
		Second level	1	8.3
3	Educational level of the coaches’	grade ten complete	1	8.3
		grade 12 complete	3	25.0
		Diploma	5	41.7
		Degree	3	25.0

As table 4.2 showed that on the work experience of coaches and assistant coaches, 3(25%) of the respondents were from 1– 4 years of work experience; 5 (41.7%) of them were from 5–10 years of work experiences, 2(16.7%) of the respondents were from 11–15 years of work experience and the remaining 2(16.7%) of the participants were above 15 years work experience. This indicates that most of the coaches and assistant coaches had good experiences in the area of teaching and coaching. Regarding coaching license, 3(25%) of the coaches and assistant coaches were certificate level license, 6 (50%) of coaches and assistant coaches were not Certified 2(16.7%) of coaches and assistant coaches were First level coaching license and the remaining 1 (8.3%) of coaches and assistant coaches were second level coaching license (CAF's). From this we understand that most of the coaches and assistant coaches were no certificate.

Regarding to educational level of the coaches' 1(8.3%) of the respondents were grade ten complete, 3(25.0 %) of the respondents were grade 12 complete, 5(41.7%) of the respondents were diploma holder and the remaining 3 (25%) the respondents were degree holders. This shows that the majority of the coaches were diploma holders.

Table 4.3. The Coaches and Assistance coaches Relation with Players, number of competition per week and kind of coaching style.

No	Item	Alternative	No	%
1	Which kind of coaching style they were following	Autocratic	3	25
		Democratic	6	50
		Laissez-faire	3	25
2	Competition do you have per week	One time	6	50.0
		Two times	5	41.7
		Three times	1	8.3
3	Coaches relation with trainees	As teacher	6	50.0
		As manager	1	8.3
		As friend	4	33.3
		As leader	1	8.3

As shown in above table kinds of coaching style 3 (25%) of coaches and assistant coaches were used autocratic style; 6(50%) of respondents were used democratic style of coaching and the other 3(25%) of coaches were implements laissez-fair style. This showed that most of

coaches and assistant coaches use various coaching styles and the majority of coaches and assistant coaches implement democratic style.

Regarding how frequently the coaches and assistant coaches prepare competition for their u-17 football project trainees, 6(50%) of the participant said that there is only one competition were prepared per each year, 5(41.7%) of the participants said that they will prepared two competition per years, the remaining 1(8.3%) of the participants said they will prepared 3 times or three competition per each year. This indicates the majority of youth u-17 footballs projects were prepare only one competition period per each year.

As the above table shows regarding to Coaches relation with trainees, 6(50%) of the participant said that the relationship between coaches and trainees were as teacher, 1(8.3%) of the participants said the relationship between coaches and trainees were as manager, 4(33.3%) of the respondents said that the relationship between coaches and trainees were as a friend and the remaining (8.3%) of the participants said the relationship between coaches and trainees were as a leader.

Table 4.4: The Level of Availability of Equipment and facility and criteria for trainee selection

Item	Alternative	No	%
availability of Equipment and facility	not available	2	16.7
	Low	4	33.3
	Medium	5	41.7
	Higher	1	8.3
major criteria for trainee selection	technical based	7	58.3
	tactical based	2	16.7
	physical appearance based	3	25.0

As the above table shows in the level of availability of Equipment and facility2 (16.7%) of the participant said that there is no available Equipment and facility in the youth u-17 football projects 4 (33.3%) of the participant agreed there is low Equipment and facility the youth u-17 football projects, 5(41.7%) of the participant said that there is medium Equipment and

facility were available in the youth u-17 football projects and the rest 1(8.3%)of the informants said there was higher equipment and facility in the youth u-17 football projects.

Regarding to criteria for trainee selection7 (58.3%) of the participant said they select or identify players through technical based performance of the trainees,2(16.7%) of the participant said they select or identify players through tactical based performance of the trainees and the remaining 3(25%) of the participant said they will select or identify players through physical appearance based performance of the trainees. from this we understand the majority of the coaches identify or select the trainees by using the technical performance of the athletes or players.

Table 4.5: The Coaches’ Level of Relationship with Sport Commission

No	Item	Alternative	No	%
1	The coaches’ level of relationship with sport commission	no relation	2	16.7
		Low	5	41.7
		Medium	4	33.3
		High	1	8.3
2	Implementation of level of Annual Plan	Low	5	41.7
		Medium	3	25.0
		High	3	25.0
		very high	1	8.3

As the above table shows 2(16.7%) of the participant said there is no relationship of coaches with sport commission,5(41.7%) of the participant said there is low relationship of coaches with sport commission,4(33.3%) of the respondents said there is medium relationship of coaches with sport commission and the rest1(8.3%) of the participant said there is high relationship of coaches with sport commission.

As shown in the above table 5(41.7%) of the participant agreed the implementation of tasks on the base of annual plan were low, 3 (25%) of the participant said that the implementation of tasks on the base of annual plan were medium, 3(25%) of the participant agreed that the implementation of tasks on the base of annual plan were high and the remaining 1(8.3%) of the participant agreed the implementation of tasks on the base of annual plan were very high.

From this we understand the majority of coaches and assistance coaches were low or poor implementation of annual plan.

4.3. Descriptive on Players Information

Table 4.6. Trainees’ competition and per years, amount of players and balanced food before and after training between the players.

No	Item	Alternatives	N	%
1	Do your players have enough competitions	Yes	8	66.6
		No	4	33.3
2	If your players have enough competition, how many times a year (official competitions)	0	0	0
		1-2	12	100
		3-4	0	0
		Above 4	0	0
3	Number of players	5-10	-	-
		11-14	-	-
		15-20	12	100
		21-25	-	-

Regarding sufficiency of competition, 8 coaches and assistant coaches (66.6%) said that they had sufficient competition while 4(33.3%) said that the competition they had for their trainees were not sufficient. Concerning frequency of official competitions each year, all coaches and assistant coaches replied that there are 1-2 competitions each year.

On reply to number of players each project involves in competition all coaches and assistant coaches involve is 15-20 players in competition places. The remaining trainees will stay in the village due to the plan of expense reduction.

As the table above shows, more than half of the coaches and assistant coaches (67%) are not sure whether the trainees have balanced and sufficient diet before and after training whereas the remaining 4(33%) of the respondents disagree that the trainees would have balanced and sufficient diet before and after training.

Table 4.7.Age of players, Injury faced and the coaches match training system with player's age

No	Item	Categories	N	%	p-value
1	What is the age of most of trainees	10-12 yrs	21	14.0	0.96
		13-14 yrs	34	22.7	
		15-16 yrs	79	52.7	
		17-18 yrs	16	10.7	
2	Injury faced	Never	11	7.3	0.65
		Rarely	23	15.3	
		some times	59	39.3	
		Often	43	28.7	
		most often	14	9.3	
3	the coaches match training system with players age	strongly disagree	8	5.3	0.08
		Disagree	12	8.0	
		Undetermined	20	13.3	
		Agree	35	23.3	
		strongly agree	75	50.0	

As shown on the table above, all players replied that most of their trainees were in second phase puberty age (from 15–16 years). This showed that most of the trainees were in appropriate age level. But as open ended question indicated there were few trainees who are beyond appropriate age, i.e. beyond age of 17. Concerning the injury faced by players or trainees, about 11(7.3%) of participants were said they faced injury never, 23(15.3%) of respondents were said they faced injury rarely, 14(9.3%) of participants were said they faced injury most often 59(39.3%) of participants were said they faced injury sometimes, 43(28.7%) of the respondents said that the injury occurred often and this indicates that the number of player were not got injury most of the time and there was insignificant association injury and age according to our analysis result.

Regarding the coaches match training system with players age 8(5.3%) said strongly disagree 12(8%) of them disagreed, 20(13.3%) of them undetermined, 35 ((23.3%) of them agreed and 75(50%) of strongly agreed and there was significant association between the coaches match training system with players age and the age of the players.

Table 4.8. Identification of talent of trainees, training method and schedule and plan

No	Item	Categories	N	%	value	df	p-value
1	Coach try to Relate Previous talent	strongly disagree	9	6.0	600	16	0.01
		Disagree	15	10.0			
		Undetermined	24	16.0			
		Agree	50	33.3			
		strongly agree	52	34.7			
2	Training Method and Schedule	Never	25	16.7	349	16	0.03
		Rarely	36	24.0			
		some times	47	31.3			
		Often	23	15.3			
		most often	19	12.7			
3	Plans of Players Appropriately Implement	Strongly disagree	4	2.7	149	16	0.01
		Disagree	10	6.7			
		Undetermined	17	11.3			
		Agree	40	26.7			
		Strongly agree	79	52.7			

As the talent identification analyses showed most of the respondents, 52(34.7%) of players strongly agreed, 50 (33.3%) agree that coaches use previous talent, 24(16.0%) undetermined about whether coaches use previous talents. From this we understand that the majority of the coaches relate previous talent when they select athletes. Concerning implementation of annual plan, the majority of players strongly agreed, i.e 79(52%) replied that the annual plan was implemented fully, 40(26.7) of the respondents agreed on the implementation of annual plan, 17(11.3%)of the respondents undecided. As the above table show regarding to training method and schedule of the training accomplishment, 25(16.7%) of the respondents said never, 36(24.3%) of the participants responded rarely,47(31.3%)of the participants said sometimes, 23(15.3%) of the respondents said often and the remaining 19(12.7%) of the respondents said most often in the accomplishment of training method and training schedule. From this we understand that the majority of coaches were design and implement their training based on the annual plan schedule sometimes.

The table 4.8 above also showed the Chi-square test of association of talent identification and plans of players appropriately implement, training method and schedule, and coach try to relate previous talent. Accordingly all the three variables had significant association with the talent identification since the p-value was less than the level of significance in the three cases.

Table 4.9. Training system is appropriate with project level, with coordination of player in the field and balanced diet in appropriate manner

S.No	Item	Category	N	%	P-value
1	Training system is appropriate with project level	strongly disagree	4	2.7	0.000
		Disagree	10	6.7	
		Undetermined	17	11.3	
		Agree	40	26.7	
		strongly agree	79	52.7	
2	coordination of player in the field	Never	9	6.0	0.023
		Rarely	15	10.0	
		some times	24	16.0	
		Often	50	33.3	
		most often	52	34.7	
3	balanced diet in appropriate manner	Yes	47	31.3	0.045
		No	103	68.7	

Table 4.10.presents that, whether training system is appropriate with project level, whether coordination of player is exist in the field and whether balanced diet was provided in appropriate manner, so as we could see from the table most of the players said that there was no balanced diet (68.7% of the respondents) regarding coordination of player in the field about 66% of them agreed on there was coordination between the players.

The associations between training systems with project level, coordination of player in the field and balanced diet was significant since the p-values were less than the level of significance which was an implication of the association between training system with coordination of player in the field and balanced diet was significant.

4.3.1. Players Playing Times and Food before and after Training

Table 4.9 players playing times and food before and after training (obtained from the questionnaire)

S .No	Item	alternative	N	%	P-value
1	How many times training per week do you have	Two times	49	32.7	0.494
		Three times	56	37.3	
		Four times	42	28.0	
		Five times	3	2.0	
2	How is your food before training and after training	Poor	71	47.3	
		Good	43	28.7	
		Very good	20	13.3	
		Excellent	16	10.7	

In the current study with regard to the training days, 49(32.7%), 56(37.3%) and 42(28%) player answered that they exercise two, three and four days per week respectively. With regard to their food before training and after training, 16(10.7%) of the respondent or players replied that they had excellent or balanced food before training and after training. 20 (13.3%) of the respondent replied that they have very good intake of food before training and after training. 43(28.7%) of the respondent replied that they have good intake of food before training and after training. 71(47.3%) of the respondent replied that they poor intake of the food before training and after training.

4.4. Result from the interview

Key informants were asked for the question “how do you describe the current status of football development in wolita zone?” Accordingly, almost all of the participants have replied the status of football development in wolitazone is “low” .Pertaining to the structure and organization of youth projects and football clubs majority of respondents responded that there were different youth u-17 football projects in wolita zone. But nearly to say, all of them are not well structured and well organized because of lack of budget allocated for football and lack of skilled man power in sport science in wolita.

In addition majority of participants in the interview agreed on the absence of encouragement and incentives rather than paying their daily fee only during the competition occasion.

The participants have also showed lack of planning and designing a project which encourage private investors to invest on football and clubs but informally in orally they used talk with various entrepreneurs living in wolita.

Finally participants were asked to suggest the factor which affects the development of football and its' possible solutions. Consequently they listed lack of commitment from different parties such as: politicians, football experts, community, players, coaches and different concerned officials as a problem. Therefore they have suggested the following issues as possible solutions;

- Increasing public awareness about football science
- Planning, following and evaluating what is to be done and what is already done on football in different periods.
- Building strong link between federal and regional football bureaus
- Working more on youth project
- Working with different entrepreneurs to make them to invest on football
- Building different football court in different areas
- Preparing frequent football competitions at kebele, wereda and zonal level
- Employing football experts in the areas where they are needed
- Increasing and collecting sport fee('Mewacho') paid by the community of zone appropriately and timely
- Designing an appropriate transfer policy which allows home players to get more opportunity to participate on football of the zone.
- Assisting football clubs in materials, in training and in providing different facilities needed
- Strengthening follow-up and evaluation system
- Mobilizing the community to actively participate in football sport
- Allocating sufficient budget

4.5. Finding from Observation

In order to obtain information about availability of facilities and equipment, principles of training applied by the coaches, observation has been used by the researcher. Hence, the investigator has observed some playing fields are not comfortable to apply tactics and techniques of the training .even if among the six (6) clubs two of them are performing their training in the school compound. As stated by concerned parties the reason why they use the schools field is because they have no their own plying fields. Regarding sport facilities and equipment's like sport wears it is observed that majority of players were attending their training with different colorant some they are without sport shoe (on foot). Even many of players with this sportswear got supplied from their family. But sometimes the players are given sportswear from their clubs only for the purpose of competition. Another problem observed from the training was lack of facilities like, balls cones. Regarding balls, from 25 trainers only three to four balls are given for the players. Due to this scarcity of balls most of the trainers are wasting their time by watching others rather than actively participating on the task, training. It is also observed that almost all of the clubs are performing their training without cones. This implies that the trainers are not improving their physical fitness like as flexibility, agility coordination and so on which they would get because of training on cones. The other problem which the investigator has observed is during warm up and cooling down session. That is most of the coaches are not leading, following and evaluating their trainers. But occasionally the coaches were following them at the maintaining season, even though, they have no not books which is uses to write the weakness and strong side of the trainees and to re-evaluate their performance. General speaking, from observation, the investigator understood that in the training area, coaches did not lead and follow the warm-up phase appropriately. As a result players were not warming-up properly but merely they stretch without properly jogging and rushing to the balls.

But a finding by John, Michael and Helen (2000:224) suggest that warm-up should start with jogging to gently raise the pulse rate. And this is followed by stretching by giving particular attention to joints and muscles that will be most active. Therefore, coaches should follow and guide while players warming-up and create awareness about the advantage of proper warm-up or limbering-up exercise .the other problem observed is after the end of the training session the majority of players were started to stretch before simple jogging. This implies that players could easily susceptible to dizziness and muscle damage. In line with this idea, John, Michael and

Helen (2000:226) states that if muscle action stops suddenly the amount of blood returning from skeletal muscle to the heart drops dramatically. This in turn reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed. To sum up the following problems are seen during the observation;

- Uncomfortable of playing field
- Low supply and accessibility of players sportswear for training session
- Lack of appropriate warmingup at the beginning and cooling-down at the end
- shortage of football facilities like balls, cones
- Lack of leading and follow up from the coach at the beginning and end of training session

4.6. DISCUSSION

The result has shown that 53.3% of player's age is 15-16 years old. This shows that players have well organized to fit a competition. This idea similar to the recommended amount of training of competition per week three days youth football project of players age 15 to 17 years (Richard Alagich (1996: 178 - 394).

In current study the players state that 75% they made competitions per week internally but 1-2 official competitions per year. This idea nearly similar to Soccer players of 15-17 age group need to have 3 days of double training and 3 days of single training session with one match per week (The FIFA coaching manual (2002). In current finding the working experience of coaches in football coaching 61.1% belongs 0-4 years. This means that quality of coaching activity is being low. The quality of the coaches was assessed and it was observed that, the majority of the coaches coaching the football projects in Wolayta zone were assigned due to the short- term trainings they have attended. However, the short term trainings did not acquainted them with the skills and principles of developing strong elite players. A coach plays the main role in the process of developing an elite player by giving the respondents the techniques of playing football (Maugham, 2007).

In above study current level of coaching license of 66.6% coaches have first level license. In relation to the above idea, the U.S. Football "C" license (2008) suggested the following: It is important to consider coaching methods and styles to be part of a broad continuum that ranges from directive to guide. In the course of a season, and certainly depending on the age of the

players, a coach can use all methods and styles effectively. A balanced approach that employs each method and style appropriately and at the right moment is always best.

With regard to the number of players involved in official competition, (100%) of respondents or players replied that 15 – 20 players are involved from a project. Concerning the advantage of having players involved in official competition, the Official U.S. Youth Soccer Coaching Manual (2002) suggested that every player must have experience of official completion. So much more can be accomplished if everyone can be engaged in play at the same time because learning and mastering football/soccer techniques requires repetition.

From the result of the above, one can conclude that a food in balanced diet items is not commonly available for players. However, since carbohydrates are immediate sources of energy, foods in players' diet before training, it should dominate the diet. Moreover, the Official U.S. Youth According to Soccer Coaching Manual (2002) stated that how much energy a player has at practice determines how much work can be done on the playing field. If inadequate carbohydrate is in the diet, glycogen levels, the storage form of carbohydrate will be low and energy levels will be low. On the other hand, if glycogen levels are low because of a poor food selection and appropriate timing of meals, energy reserve levels will decrease.

As far as the infrastructures are concerned, it was observed that the existing situation in Wolayta zone is as follows: In the current study the facilities and equipments required for the training such as shoes, shirts, field areas are observed to be more than satisfactory. However, it is recommended that development of an elite player in a football from youth project needs enough infrastructures regarding training equipments and facilities, nutritional facilities, medical facilities, psychological guidance and development are the major requesting the attention of any team (Dewitt J., 2005).

As described in the FIFA Coaching Manual (2004:1) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. The above statement clashes with the current result finding, that is whether the coaches have experience in planning before they get started to football training. As shown in the above table 5 (41.7%) of the participant agreed the implementation of tasks on the base of annual plan were low, 3 (25%) of the participant said that the

implementation of tasks on the base of annual plan were medium, 3(25%) of the participant agreed that the implementation of tasks on the base of annual plan were high and the remaining 1(8.3%) of the participant agreed the implementation of tasks on the base of annual plan were very high. From this we understand the majority of coaches and assistance coaches were low or poor implementation of annual plan. In different scientific findings it is stated that coaches' planning as vital issue in football. Of different findings, a finding by Parks (2000), stated planning as '... a written document that guides you and your athletes through training and competition... It is a rational attempt at identifying... how all of the bits of training fit together to produce peak performance(s) at appropriate times, and it identifies what needs to be evaluated and monitored, in judging whether we are on-track to achieving our goals.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The purpose of this study was to assess the development and problems of youth football projects in Wolitazone. To do so, samples are selected from football players and coaches. The required data is then selected from the sample respondents using questionnaire. Accordingly, the summary of the major findings of the study are given below.

- As the majority of respondents responded that, the projects goal was partially successful and the remaining one third of the respondents said that it was mostly successful.
- The majority of respondents agreed that there are high relationships between coaches as teacher and the rest one third of the participants said that there are low relationships between coaches as a manager. The majority (100%) of respondents said there is no availability of medical service. This shows that there is no medical support for the Woliata zone youth football project trainers.
- The competition of players for the teams is responded two times per week excellent (32.7%), This shows that the coaches of the football projects in Wolaita zone were not fully dedicated to developing strong teams and there by getting elite players in the area.
- The respondents' response, shown that the relationship between coaches and players is responded 25.3% was poor relationship with teammates. This implies that the majority (64.7%) of the respondents rated the degree of relationship between coaches and players unsatisfactory. Thus, one can conclude that the relationship between coaches and players of the existing teams of Wolaytazone are not satisfactory.
- The players before and after training food intake was poor by 47.3% and for coaches food intake before and after training was disagreed by 44.4%.
- The work experience of coaches and assistant coaches, 5 (41.7%) of them were from 5–10 years of work experiences this indicates that most of the coaches and assistant coaches were good experiences in the area of teaching and coaching.

- Regarding coaching license, 6 (50%) of coaches and assistant coaches were not Certified. From this we understand that most of the coaches and assistant coaches were no certificate
- The majority of youth u-17 footballs projects were prepare only one competition period per each year
- The majority of 5(41.7%) of the participant said there is low relationship of coaches with sport commission
- The majority of coaches and assistance coaches were low or poor implementation of annual plan.

5.2. CONCLUSIONS

Based on the discussions and summary of the findings the following conclusions were drawn:

- ✓ The number of players in each project is 25. Thus the program has found the number of players evenly equal.
- ✓ Majority of coaches have enough training and education on the idea of coaching.
- ✓ Coaches have confusion on how the trainees are provided with enough balanced diet before and after training.
- ✓ The organizational structure of the projects
- ✓ The structure of the football projects in Wolaita zone are low in position of developing elite players because:
 - ✓ Medical professionals are not included in the projects training
 - ✓ Low attention is given to the role of nutrition in the projects
 - ✓ Developing the teams with players and coaches who have the required vision, interest and dedication to become elite players require sufficient provision and this was not satisfactory in the projects.
 - ✓ Reorganizing the existing projects with the current principles, theories and infrastructure requirements of football needs to be worked on further.
 - ✓ As methods of talent identification, the coaches and assistant coaches are well aware of using mainly physical qualification and technical efficiency because tactical ability can be developed after selection.
 - ✓ The study has revealed that the program was going with a problem of lack of some necessary equipment.
 - ✓ The number of training days per week and the length of the training sessions have found to be average and needs to be increased. Literatures in the area have recommended the number of training session per week, the length of training sessions and the technical-tactical elements which need to accompany the practical coaching session of different age group soccer players.

5.3. RECOMMENDATIONS

Based on the summary of the major findings of the study and conclusions the following recommendations were made.

- The management bodies of the football projects in Wolayta zone are expected to reconsider their existing structure in a manner of increasing transparency, accountability and responsibility among the managers, the players and the coaches and assistant coaches.
- The management bodies of football projects at different levels are expected to give significant attention to the importance of medical, psychological and nutritional requirements and need to fulfill them realizing that these needs are the crucial resources in the development process of trainees and strong team.
- The management body of the zone sport office is expected to design ways of producing financial sources for the football projects by increasing the participation of the society and the different stakeholders to take part in the process of fulfilling the necessary nutrition and equipments.
- All the technical-tactical elements which the game demands should be coached, practiced and developed at the age level when the players are capable to work with. This is because unless the players are equipped with all the necessary technical-tactical elements of the game in their development process.
- The study shows that there are few trainees those are beyond the appropriate age for the projects. Selection process should include strong criteria for keeping ages within appropriate level.

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APPENDIX-1

JIMMA UNIVERSITY SCHOOL OF POST GRADUATE PROGRAM

FACULTY OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE 2019

Questionnaire for youth football project coaches and leaders

Dear coaches:

The objective of this questionnaire is to collect data on the development and problems of youth foot ball projects in Wolayta Zone. Your responses will be used only for the purpose of this study. Your responses are also decisive for the successful completion of the study. Therefore, I kindly request your effort to complete each item of the questionnaire carefully. Please do not write your name. Thank you in advance for your time.

Part one - General information

Direction one: Write the required answer or put a tick mark “√” in the box which corresponds to your choice.

1. Name of your project _____

2. Sex Male Female

3. Age 18-20 years 20-25 years

55-30 years Above 30

4. Marital status

Single Married

5. Trainees age level

10_12) 15_16

13_14 17_18

Above 18

6. Years of experience in coaching football

1-4 year 5-10year 11-15year above 15 years

7. Current level of coaching license?

Certificate level first level second level higher (CAF) level

Not certified _____ other license _____

8. Your educational level:

Grade 10 complete Diploma Grade 12 complete Degree

Certificate level Master and above

9. If your education level is second degree, what is your specialization?

Teaching in other subject coaching in other sports

Teaching in physical education coaching in football

10. Your coaching style (s) is:

11. How many competitions do you have each year?

One Two

Three four and above

12. How is your relationship with your trainees?

As a teacher as a manager as a friend as a leader

13. How is the level of equipments availability in your project?

Not available Low Medium High

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

Not available Low Medium High

15. The major criteria for trainee selection in your project include:

Technical based tactical based physical appearance based

Fitness tests others _____

16. Level of your relationship with sport commission or leaders

No relation Low Medium High

17. Implementation level of your annual plan is:-

Low Medium High Very high

18. Level of goal achievement of the project:

Low Medium High Very high

APPENDIX-2

JIMMA UNIVERSITY SCHOOL OF POST GRADUATE PROGRAM

FACULTY OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE 2019

Questionnaire to be filed by youth football project trainees

Dear players,

The objective of this focused group discussion is to collect data on the development and problems of youth foot ball projects in Wolayta Zone. Your responses will be used only for the purpose of this study. Your responses are also decisive for the successful completion of the study. Therefore, I kindly request your effort to complete each item of the questionnaire carefully. Please do not write your name. Thank you in advance for your time.

Part one - General information

Direction one: Write a required answer or put a tick mark “√” in the box which corresponds to your choice

General Information

- 1. Name of your project -----
- 2. Sex Male Female
- 3. Age level 10-12 years 13-14 years
 15-16 years 17 - 18 years
- 4. Your education level
 Grade 6th -8th Grade 9th -10th
 Grade 11th -12th Certificate and above

Part One: - Factors that affect the project

The following items are considered with factors in the football projects. You are kindly requested to rate based on the given directions bellow.

Direction 1:- Encircle the number of the scales given from 1 to 5 based on the direction, please.

No	I Items How your football project is affected by the following factors?	Never	Rarely	Some Times	Often	Most often
2	Trainees' family influences.	1	2	3	4	5
3	Training method and schedule.	1	2	3	4	5
4	Coordination of players in the field.	1	2	3	4	5
5	lack of budget.	1	2	3	4	5
6	lack of qualified coach.	1	2	3	4	5
7	Lack of suitable training field.	1	2	3	4	5
8	Lack of responsible supporters.	1	2	3	4	5
9	Injury faced by players.	1	2	3	4	5
10	Players faced performance fluctuation.	1	2	3	4	5
	How is your project affected by diet?					
11	Balanced diet in appropriate manner.	1	2	3	4	5
12	Hydration (water supply) per, during, and post training times.	1	2	3	4	5

Part two - coaching style in the club

Direction 1:- The following items are about the coaching style of your coach. Please rate the level of agreements you have with the given items.

1 strongly disagree 2 disagree 3 undetermined 4 agree 5 strongly agree

No	Items	strongly disagreed	Disagree	Undetermin ed	agree	strongly agree
2	The goal is only focus on product oriented.	1	2	3	4	5
3	The goal is only process oriented.	1	2	3	4	5

4	My coaches try to relate my previous talent with my current playing position.	1	2	3	4	5
5	The training system is appropriate with for my project level.	1	2	3	4	5
6	The plans of my coach are appropriately implemented.	1	2	3	4	5
7	My coaches match the training system with our age and performance level.	1	2	3	4	5
8	Relationship with me is a friendly one	1	2	3	4	5
9	Relationship with me is as a manager.	1	2	3	4	5
10	Relationship with me is as a teacher.	1	2	3	4	5
11	My coach follows autocratic coaching style.	1	2	3	4	5
12	My coach follows democratic coaching style.	1	2	3	4	5
13	My coach follows laziest fair coaching style.	1	2	3	4	5
14	Training activity motivates players to a high performance levels?	1	2	3	4	5
15	Trainees have opportunity to be recruited for the main club	1	2	3	4	5
16	Training systems and methods are suitable to the trainees?	1	2	3	4	5
17	The training system used here motivates the trainees?	1	2	3	4	5
18	My coaches select players based on scientific criteria and the current performance levels.	1	2	3	4	5
19	My coaches select players by giving priority for projects result?	1	2	3	4	5
20	My coaches select players based on fitness tests?	1	2	3	4	5

APPENDIX-3
Observation Checklist

JIMMA UNIVERSITY SCHOOL OF POST GRADUATE PROGRAM FACULTY
OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE 2019

Instruction - Put a tick mark (√) under an alternative that matches your answer

S.N	Types of Facilities and Equipments	Alternatives			Remarks
		AV	PA	NA	
1	Equipments				
	➤ Footballs				
	➤ Cones				
	➤ Goals				
	➤ Nets				
	• Shoes				
	• Jersey				
	• Shorts				
	• protective equipments				
2	Facilities				
	➤ Football field				
	➤ Fitness training areas				
	• Others				
3	Shower rooms				
	Clothing rooms,				
4	Training plans				
	• Daily plan				
	• Weekly plan				
	• Annual plan				
5	Progress records of the trainees in the centre since the establishment of projects.				

REMARK: AV= Available; PA= Partially Available; NA=Not Available

አባሪ - 4

ጅምየነሽርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ት/ክፍል 2011 ዓ.ም

በአሰልጣኞች የሚሞላ መጠይቅ

ይህመጠይቅ ወይም የትምህርት ተቋማት የተዘጋጁት በወላይ ታዘዘው ስፖርት ተቋማት የሚገኙትን ስፖርት ተቋማት ለማግኘት ጥራት ለማረጋገጥና ለማረጋገጥ ጥራት ለማረጋገጥ በድንገተኛ ስራ ለማግኘት የሰጠና ሂደት እና ጥያቄዎችን ለማረጋገጥና ለማረጋገጥ የሚያስፈልገውን ስራ ለማረጋገጥ ነው። በመሆኑም ከስርዓት ዘርፍ ትንሽ የንዳንዱ ጥያቄዎችን በመንገድ በትክክል ለማድረግ የሚሞገሰውን ስራ ለማረጋገጥ የሚያስፈልግ ስራ ለማረጋገጥ ነው። የዚህ ጥያቄ ጠቃሚነት የሚመስረተው በአርሰወ መልስ ላይ በመሆኑ ትክክል ነው ለመሆኑም ለማረጋገጥ ስራ ለማረጋገጥ የሚያስፈልግ ስራ ለማረጋገጥ ነው። ለመልካም ትብብር እና ለማረጋገጥ ነው።

ጠቅላላ መረጃ ተጨማሪ 1:-

እባክዎ የሚከተሉትን ጥያቄዎች በትክክል ያንብቡና ትክክለኛውን መልስ በተጠሰወ የመልስ የመስጫ ክፍት ቦታ ላይ በመጻፍ ወይም "✓" ምልክት በመልስ መስጫ ላይ ጥንቃቄ ያዩ።

1. የሚያስለጥኑት የጥርጀክት (ቡድን) ስም -----

2. ጾታ ወንድ ሴት

3. እድሜ -----

4. የጋብቻ ሁኔታ:- ያላገባ ያገባ

5. በአሰልጣኝነት የሰነድ ዓመት ልምድ አለህ/ሽ
 ከ0-4 ዓመት ከ5-10 ዓመት ከ11-15 ዓመት ከ15 ዓመት በላይ

6. በአሁኑ ሰዓት ያለህ/ሽ የአሰልጣኝነት ደረጃ ምን ድንገት ነው?
 በልምድ አንደኛ ደረጃ ሁለተኛ ደረጃ ከፍተኛ (CAF) ደረጃ

ሌላ -----

7. ያለዎት የትምህርት ደረጃ
 10ኛ ክፍል ያጠናቀቀ/ች ድጥሎማ
 12ኛ ክፍል ያጠናቀቀ/ች ዲግሪ
 ስርተፍኬት 2ኛ ዲግሪ

8. የትምህርት ደረጃዎ ዲግሪ ስም ለምሳሌ ደብዳቤ ወይም የትምህርት ዘርፍ ነው.

አስተማሪነት በሌላየትምህርትዘርፍ አሰልጣኝነት በሌላ ስፖርት

አስተማሪነት በሰውነትማህንጻመሻአሰልጣኝነትበእግርኳስ

9. የሙያናየብቃትማሻሻያስልጠናዎችንየማግኘትእድልአለህ/ሽ?

አዎ አላገኘም

10. ለተራቁጥር 9 መልስዎአዎከሆነ፤በዓመትስንትጊዜ;

እባክዎትንበከፍትቦታዎላይይግለጹት -----

11. ረዳትአሰልጠኝአለዎት? አዎ የለኝም

12. በዓመትምንይህልዉድድሮችንያደርጋሉ?

እንድጊዜ ሁለትጊዜ ሶስትጊዜ አራትጊዜ ናከዚያበላይ

13. የምታሰለጥናቸዉየተጨዋቶችዕድሜምንያህልነዉ.

ከ13 ዓመትቦታች

ከ15ዓመትቦታች ከ17 ዓመትቦታች

14. ከተጨዋቶችህ/ሽጋርያለህግንኙነትምንይመስላል?

እንደጓደኛ እንደመምህር /አስተማሪ

እንደሥራአስኪያጅ እንደአለቃወይምእንደመሪ

15. አግቢነትያላቸዉንየስፖርትትጥቆችንናየተለያዩቁሳቁሶችንአቅርቦትምንይመስላል?

በጣም እናሳአናሳበቂ በጣምከፍትኛ

16. የተጫዋቶችህን/ሽን/ ተሰጥአዊችሎታየምትለይበትመንገድምንድነዉ?

ታክቲካልብቃትላይያተኮረነዉ ተክለሰዉነትላይያተኮረነዉ

ተክኒካልብቃትላይያተኮረነዉሌላምካለ -----

17. ከስፖርትኮሚኒሽኑናከእግርኳስኮሚቴዉጋርያለህ/ሽግንኙነትምንአይነትነዉ? መጥፎ መካከለኛ

በጣም ጥሩ

18. የአመታዊፕላን (ዕቅድ) አተገባበር

አይተገበርም በከፊል ይተገበታል ሙሉ-በሙሉይተገበራል

19. የፕሮጀክቱግብወይምአላማአፈፃፀም

አልተሳካም በከፊል ተሳክቷል ሙሉ-በሙሉተሳክቷል

20. እርስዎ የሚጠቀሙት የአሰላጣጥን ዘይቤ/ዘዴ

ክፍልአንድ :- የፕሮጀክቱ ውጤታማነት

ትዕዛዝ1:-ከዚህበታችላሉትጥያቄዎችበጥንቃቄከነበብህ/ሽበኃላ:-

በፍጹም፣በጥቂቱ፣አንዳንዳጊዜ፣በዙጊዜ፣በጣምበዙጊዜበማለትየ"√

"ወይምየክብምልክትበመጠቀምትክክለኛንመልሰሰጡ፡፡

ተ.ቁ	አንተ/ቺየምትጫወት/ቺበትየእግርኳሰቡድንላይተፅእኖየሚያደርሰበት	ሰፊጽፍህ	ቅጥብ	ዳጊነጊዜ	ዝጊታዎ	ሀገራዊ ሀገራዊ
1	በበጀትአጥረት	1	2	3	4	5
2	ፕሮጌሞችናልሰልጣኝአለመኖር	1	2	3	4	5
3	በቁናአመቺየሆነየመለማመጃጫዳአለመኖር	1	2	3	4	5
4	ኃላፊነቱንወስዶሚደግፍአካልአለመኖሩ	1	2	3	4	5
5	የአሰልጣኝህየአሰላጣጠንዘዴማነስ	1	2	3	4	5
6	የተጫዋቾችቤተሠቦችተፅእኖማድረጋቸዉ	1	2	3	4	5
7	የልምምድዘዴወእናመርሀ-ግብር (የጊዜሰሌዳ) አለመመቼት	1	2	3	4	5
8	ተጫዋቾችበሜዳዉስጥ አለመናበባቸ	1	2	3	4	5
	<u>አንተ/ቺየምትጫወትበት /ቸበትየእግርኳሰቡድን</u>	ሰፊ ጽፍህ	ቅጥብ	ዳጊነጊዜ	ዝጊታዎ	ሀገራዊ ሀገራዊ
9	ከልምምድበፊትናከልምምድበኃላበቁናየተመጣጠነምግብያቀርባል/ያዘ ጋጃል	1	2	3	4	5
10	ከልምምድበኃላንጸሀየመጠጥዉሃያቀርባል	1	2	3	4	5
	ከልምምድበኃላየመታጠቢያዉሃያቀርባል					
11	ተጫዋቾችንለዋናዉቡድንአስተዋኢያበረከታል	1	2	3	4	5
12	ተጫዋቾች በዋናየቡድንአሰልኞች እናመመልማዮችይጎበኛሉ	1	2	3	4	5
13	በተጫዋቾች የአቋምመዋዠቅ	1	2	3	4	5

ክፍልሁለት:-የአሠላጣጠን ዘዴ ወይንም ጥንቅቅ

ትዕዛዝ

2: ከዚህ በታች ያሉት መጠይቆች በፕሮጀክቱ ውስጥ ስለሚካሄደው የአሠላጣጠን ዘዴ የአሰልጣኝ ተጨማሪ ጥያቄዎች ጥያቄዎችን ለማሟላት ላይ ያተኮሩ ናቸው። በመሆኑም እባክዎን ጥያቄዎችን በጥንቃቄ ያንቡ በተጨማሪም ከሌሎች ጋር ማህበራዊ ግንኙነት ይፈጸሙ።

በመጠቀም በመልስ መስጫ ክፍት በታላይ ይጻፉ።

ተ.ቁ	የአንተ/ች ቡድን (ፕሮጀክት) አሰጣጥ	በጣም አልሰማም	አልሰማምም	አላውቅም	ህመም አለኝ	በጣም አሰማሁ
1	ካንተ/ች ጋር ያለው ግንኙነት እንደ ጓደኛ ነው	1	2	3	4	5
2	ካንተ/ች ጋር ያለው ግንኙነት እንደ አለቃ / ኃላፊ ነው	1	2	3	4	5
3	ካንተ / ች ጋር ያለው ግንኙነት እንደ አስተማሪ / መምህር ነው	1	2	3	4	5
4	ያዘገገህ/ህ የቀድሞ ስራ ላይ ካለህ በትኩረት የመጫወት ታሪክ ለማዘመድ ይሞክራል	1	2	3	4	5
5	የአሰልጣኝነቱ ክህሎት ለፕሮጀክት ደረጃ ይመጥናል	1	2	3	4	5
6	እቅዱን በትኩረት ይተገብራል (ይጠቀማል)	1	2	3	4	5
7	የስልጠናውን የክንውን ሰርዓት ተጨማሪ ጥያቄዎችን ያቀርባል፤ እድሜ እና የብቃት ደረጃ ጋር ዕድል ለመስጠት ይሞክራል	1	2	3	4	5
8	ተጨማሪ ጥያቄዎችን ሲመረጥ የተጨማሪ ጥያቄዎችን ወቅታዊ ብቃት ላይ መሰረት በማድረግ ነው	1	2	3	4	5
9	ተጨማሪ ጥያቄዎችን ሲመረጥ ለቡድኑ ውጤት ቅድሚያ በመስጠት ነው	1	2	3	4	5

10	ሁልጊዜፈላጭቆራጭየአሰላጣጠንባህርንይጠቀማል	1	2	3	4	5
11	ሁልጊዜዲሞክራሲያዊአመራርንይተገብራልወይምይከተላል	1	2	3	4	5
12	ሁልጊዜቸልተኘነትየአሰላጣጠንባህርንያሳያል	1	2	3	4	5
13	አላማወብሂደትወጤትማምጣትላይያተኮረነወ	1	2	3	4	5
14	አላማወወጤትላይብቻያተኮረነወ	1	2	3	4	5
15	የልምምዱስልትለተጫዋቶቻችንምቹነወ	1	2	3	4	5
16	ልምምድተጨዋቶችንወደተሻለየብቃትደረጃየሚያደርደስነወ	1	2	3	4	5
17	የልምምዱስልትየተጨዋቶችንየፈጠራስራየሚያበረታታነወ	1	2	3	4	5