



JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE

Practice and Challenges of Male Under 15 Youth Football Training
In Some Selected Addis Ababa School Project Teams

MSc Thesis

By
Tamene Temesaa Adiyo

April, 2015
Jimma, Ethiopia

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**Submitted to the School of Graduate Studies
College of natural sciences, Jimma University**

In Partial Fulfillment of the Requirements for the Degree of Master Science in Football Coaching.

By

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April, 2015

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DEPARTMENT OF SPORT SCIENCE

The thesis on the Title Practice and Challenges of Male Under 15 Youth Football Training in Some Selected Addis Ababa School Project is approved as the original work of Tamene Temesaa Adiyo

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ABSTRACT

This study is conducted with ultimate objective to assess the current practice of youth football training program and identify the challenges with the case of Addis Ababa sub-city youth football training school project team. Six sample youth (age U-15) projects were selected from six sub-city project teams (Ewket Ameba, Deraritu Tulu, Yamane Berhan, AbhiotKerse and TesfaKokeb) used by random sampling techniques. These study taken 150(30%) out of 500 players, 6(30%) out of 20 main coaches, 7(63%) out of 11 administrative officials and 7(63%) out of 11 from sport office expertise's were also took. This study used by descriptive survey method. Questionnaires were dominantly used as data collection instruments, interviews and observations were also used through the process. In order to increase the clarity of questionnaires, check the clarity of language and pilot testing has been carried out. After collecting the responses from the respondents, necessarily correction modification was made before distribution of the actual data gathering. The major findings of the study that the projects were lack of facilities and equipments for training, the absence sufficient and regular skill development courses for coaches, less effort for players involved in the main clubs from sport federation and insufficient budget were affected the training of youth football project implementation. Hence, it could be concluded that the training of youth project which are governed by Addis Ababa city administration sport commission highly affected by shortage of facilities and equipments. In addition to this insufficient of budget also some the challenge to implementation of youth football training in Addis Ababa sub-cites school project team. Based on the conclusion derived from the finding of the above data analyzed my recommendations are; any training can be successful and effective if it supported with appropriate facilities and equipments. Therefore, top administrative officials or management should be give emphasize in order to improve their youth football projects try to accommodate and supply facilities and equipment's the following recommendation were made as possible, top administrative officials or management groups to supply with appropriate facilities and equipment and support sufficient budget for youth soccer training program implement effectively. Moreover, all concerned bodies must stay abreast of current research, and apply finding to youth football training programs future research should focus in a number of specific areas.

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ACRONYMS AND ABBREVIATIONS

DF B	Detacher Fussball Bund
FIFA	Federation International De Football Association
FYSA	Florida Youth Soccer Association
U	Under
U.S	United State
U.K	United Kingdom
U.S.S.F	United States Soccer Association
STYSAS	South Texas Youth Soccer Association

DEDICATION

This thesis manuscripts is dedicated to my mother W/roBelaynesh W/Yohannis and also girlfriend W/rtBroiktawitBerhanu for all the sacrifices, wishes and praiseworthy to my success in all my endeavors.

STATEMENT OF THE AUTHOR

I, the undersigned, declare that this thesis is my work and is not submitted to any institution elsewhere for the award of any academic degree, diploma or certificate and all sources of materials used for this Thesis have been duly acknowledge. This Thesis has been submitted in partial fulfillment of the requirements for M.Sc. degree at Jimma University, College of Natural Sciences and is deposited at the University's library to be made available to borrowers under the rules of the library.

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BIOGRAPHICAL SKETCH

The author Tamene Temessa Adiyu was born at Jimma city, Jimma zone of Oromiya regional state. He attended elementary and junior secondary school at Hermeta primary and Junior school and High school at Jimma senior secondary school in Jimma 1981 to 1995 G.C. He joined Kotebe College of Teacher Education in 2002 and graduated in 2005 with diploma in sports and physical education. He also joined Addis Ababa University college of Education in 2006 and graduated in 2010 with degree in sports and physical education. Then he got the opportunity to join Jimma University College of Natural Sciences to pursue his postgraduate study in September 2013/15 in sport science; specializing in football coaching.

ACKNOWLEDGMENT

Now that the study is finalized after many ups and downs which challenged me but by no means blocked me from my dreams, I have to say that in writing this thesis, I have received help and support from many individuals and institutions to all of whom I wish to express my heartfelt thanks. First of all, I am deeply indebted to my advisors KindeGetächew (Assistance Professor) and Dr.SissayMengistu for their unreserved cooperation, fruitful advice, appreciable encouragement, suggestion and criticisms throughout my research work. I would also like to acknowledge Jimma University Sport Science Department staffs for their supporting necessary ideas for achievement of this work. This work has not been completed without involvement and generosity of the players, coaches and technical committees of the youth football project in Addis Ababa city Sport commission. I would like thank W/roBehabtwaWondimu for editing and writing my thesis work. Last but not least, I would like to thank my lovely mother W/roBelaynesh W/Yohannis for strength through my life.

CHAPTER ONE

1. Introduction

1.1. Background of the study

In the 21st century, children age 5 through 12 years old are playing soccer in vast numbers throughout North America. And the number of players has increased significantly over the most recent several years. In 2003, there were over 19 million total soccer participants in the U.S. with over 8 million soccer participants under the age of 12(SGMA, 2003). However, fewer than 20 Percent of our youth sport coaches have received any type of training to become coaches (Marten, 1990; Stewart and Sweet, 1992). This translates into an imperative need to educate parents and volunteer coaches. In relation to this, recent studies show that more than 73 percent of all kids who play organized youth sports end up quitting by the time they reach the age of 13(time magazine, July 12, 1999).

Thus, the Official U.S. Youth Soccer Coaching Manual (2008:4) has states that; soccer is natural for young children because soccer players experience body awareness and they use various body parts. How they use balance, agility, coordination, vision and social interaction can determine how they develop physical and social skills. As players get older, their development (i.e. psychomotor, cognitive and psychosocial) levels mature. This growth allows coaches to create more complexities in the training environments.

Therefore, the Florida Youth soccer Association (FYSA) coaches handbook (2012-2013:4) states that, the youth (Ages 6-12) level where we need to realize that the game the players play is not the “adult game”. Age appropriate training is crucial at the age groups to match the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. In relation to this, at the junior (ages 13-17) level the ball skills should be refined, they should begin to development an insight to the game and an overall passion for the game.

Recently suggested that youth sport has the potential to accomplish three important objectives in children’s development (Fraser-Thomas, 2007). First, sport programs can provide youth with opportunities to be physical active, which in turn can lead to improved physical health. Second, youth sport programs have long been considered important to youth’s psychosocial development, providing opportunities to learn important life skill such as cooperation, discipline, leadership

and self-control. Third, youth sport programs are critical for the learning of motor skills; these motor skills serve as a foundation for future national sport participants. Therefore, coaches should create an environment that is enjoyable and challenging, address the different goals and needs of individuals with different skill and objectives, and finally, provide a deliberate balance of both training and play.

Thus, because planning prior to a training session coaches should prepare a practice plan that outlines the session. The plan also should be flexible enough to allow for changes to the practice. In addition to all factors, while planning the frequency, duration and intensity of the training should be fit with the level of players.

However, the inventory for new coaches challenges and barriers which include four subscales: environmental concerns, human relations, coaching philosophy and change, and behavior management of players (Wang and Ramssey, 1998). Moreover, the limited role of the community in sports, the decline of sports in schools, the shortage of sports facilities and equipment as well as the lack of trained personnel in the sphere have also made the problem more complex (national sport policy, (1998).

Generally, the goal of any good coach is to develop players to their full potential thus helping them rise in the game as far as their talents will allow. Raising the professional standards of coaching is laudable.

However the U.S. Youth soccer Player Development Model (2012:10) recommends that, the coach may acquire knowledge and learn of proper training techniques, but is then frustrated by the lack of facilities to use these new skills.

Therefore, the availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If facilities and equipment's are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national of international level. Then, coaches should facilitate his/her training program by creating good training environment that will help the players fast improvement. As a result, effective youth football training should be appropriate with their age levels with good facilities and equipment's is crucial. Therefore, this was the issue which the researcher assessed the current level of projects youth football training and identify the problem.

1.2.Statement of the problem

Some of the giant football nations of the world predominantly relied on the youth training project for their success. This can be achieved through a well-organized and structured youth football development program.

However, the limited role of the community in sport, the decline of sports in schools, the shortage of sport facilities and equipment's as well as the lack of trained personnel in the sphere have also made the problem more complex (national sport policy, 1998). Therefore, administrators and coaches can all work together to help develop the best facilities and equipment is crucial. The role of soccer administrators here is to acquire the means to provide the tools for coaches. Through this teamwork, administrators and coaches can jointly produce quality players.

In relation this, the U.S Youth Soccer Player development model (2012:30) suggests that a long term goal of selectplayer who can move up to the next level of play, which could include the club team and the youth national team or the collegiate level.

However, the limited role of the community in sport, the shortage of sport facilities and equipment's as well as the lack of trained personnel in youth football training program it is difficult to produce a number of outstanding players who can show highest performance at national of international level.

Therefore, this was the issue which the researcher to assess the current practice of youth football training program and identify the challenges. Then, recommend corrective measures to be taken in Addis Ababa sub-city youth football training project team. In line of this, the following research questions addressed.

1.3.Research questions

- What is the current practice of youth football training project?
- What are the main factors that affect the practice of the training session?
- Does the training given by the coach follow scientific method?
- What steps are to be taken to decrease the problem of youth football training implementation.
- Are the facilities and equipment's are available to conduct or run a training session?

1.4. Research objective

1.4.1. General objective

To investigate the current practice and identify the challenges of under 15 age youths football training project in Addis Ababa sub-city.

1.4.2. Specific objective

The specific objectives of the study were to:

- To assess the training of youth project.
- To identify the challenges of youth training project.
- Forward possible suggestion to improve the current situation.

1.5. Significant of the study

This study would be designed in the direction to assess the practice and identify challenges of Addis Ababa city youth football training project. The researcher of this study hopes that the findings of the study would contribute to:

- May contribute to improve the training system of the project
- Assessed the suitability of the training environment to apply appropriate training.
- it may be used as input information for other researchers who want to conduct
- Initiate other researchers to conduct further and detailed study on the practice and challenges youth football training program.
- Give insight for Addis Ababa city football federation to enhance their practice;
- To identifying the strength and weakness of youth football training.

1.6. Delimitation of the study

In order to make the study more specific and manageable, this study mainly focuses on identifying the challenges of youth football training and its assess the current practice in Addis Ababa sub-city project.

1.7.Limitation of the study

Through in taking this study there was shortage of reference materials that deal on the challenge and practice of Addis Ababa city youth football project. That's why; the researcher believes that this problem contributed to the inadequacy of the study. In fact, attempts were made to overcome this inadequacy by making use of some unpublished but relevant materials and documents. To one side from this, constraints of time and money contributed to the inadequacy of the research. However; the researcher tried all his best to maintain the excellence of this research by putting utmost effort.

1.8.Organization of the study

This thesis has five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, and definition of some key terms and concepts. Chapter two deals with review of related literature. Chapter three comprises methods and procedures of the study.

While chapter four deals with presentation and analysis of data. Chapter five deals with discussion. Chapter six deals with summary, conclusions and recommendation

1.9.Definition of terms as used in the Research

The following key terms were used throughout this document and to ensure clarity of meanings and usages, the terms are defined below.

Economical training: combines to or more of the methods of training in a given drill in an attempt to maximize the amount of time you are able to spend with your players, (combines techniques and tactics)

Equipment: material used to facilitate football training session successful.

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

Youth: young people who players in under age 20 categories

CHAPTER TWO

2. Literature Review

2.1. Player development curriculum

Soccer programs at a young age should be on unhurried and diverse play in an environment that promotes positive developmental settings. The coach's responsibility here is to provide soccer activities that challenge youth players to advance to the next level of learning while keeping them motivated in an environment that promotes important citizenship qualities. As expressed in the US Youth Soccer Player Development Model (2012:28) the club curriculum should follow the three biological stages of pre-adult growth: childhood, puberty and adolescence. The majority of soccer clubs across the nation have evolved into single-year age grouping. This is done predominately for organizational and administrative reasons, even though single-year age groupings have nothing to do with player development. Indeed two-year age grouping, within one of those three stages of growth to create a better environment for player development. In this way, the coaches and the administrators can prepare a positive player centered environment that will enhance the growth of the players. In line with this idea the citizenship through sports alliance 2005 youth sports national report card (Sportsmanship, 2005) is highly critical of the lack of a child-centered philosophy in youth sports, giving youth club leaders a grade of 'D' (poor). While the coaches did not fare much better, receiving a grade of 'C- minus' (between fair and poor). More alarmingly, the report gave a grade of 'D' for parental behavior. Referees received a favorable grade of 'B-Minus' for their behavior, although the need for improved training in technique, rules and safety was cited.

As suggested in us Youth soccer player development model (2012: 28) the following biological stages of growth can be further broken down as follows:

- Sampling years – ages 6 to 12
- Specializing years – ages 13 to 15
- Investment years – age 16+

The coach's role during the sampling years includes an approach centered on children's needs instead of performance outcomes. The coach should act as a resource person who can restructure the play and practice environment (avoid imposing a rigid structure). The coach should also focus on self-motivating behaviors versus externally controlled activities, encourage and support multi-sport involvements, avoid year-round training in soccer and advocate the use of game sense teaching (Thorpe, Bunker, & Almond, 1986).

In the specializing years, adolescents should choose the sport they prefer. Coaches should create an environment that is enjoyable and challenging, address the different goals and needs of individual with different skills and objectives, and finally, provide a deliberate balance of both training and play. During the same period, some players will choose recreation play over select play and the coach has goals here, too. They are to address the different goals and needs of individuals, focus on self-motivating behaviors and support and encourage recreational participation in soccer.

It is during puberty that players generally make the choice to specialize in soccer or to participation in recreational soccer. Either decision is fine since the goal of coaches is to keep youngsters in the game. They must be given free choice of the path they wish to follow.

During the investment years the coach's deliberate practice becomes the focus of players training and will provide physical and social resources to overcome the effort and motivational constraints –associated with deliberate training.

2.2. Training for teenage teams

Typically, between the age of 12 and 15 is when athletes decide to play a sport recreationally or with deeper commitment. Some will drop out of sports altogether, an estimated 70 percent (Ewing and Seefeldt, 1990), some sport competitively; and some will embrace soccer as their number one sport. The number of sports a person usually plays narrows to two or three. Us youth soccer clubs should provide opportunities for these teenagers no matter which pathway of participation they choose. This will minimize the physical, psychosocial and drop out costs that go along with investing in soccer over long periods of time.

It is during the late teens, 16 and older, that players will likely narrow down their sports participation to one or two sports. Some will commit full time to their chosen sport with other sports being played for recreation or rehabilitation purposes.

Keep it economical

The four components of soccer are:

- Technical- Best done during warm-up and the fundamental stage of the training session.
- Tactical- Emphasize decisions on and around the ball.
- Physical- Are you training intensely enough?
- Psychological- Keep score, become competitive and find a way to win.

Match related activities must include as many of these components as possible and must be competitive. We must learn how to win. Everything must relate to the game and the players figuring out how to win. All activities must include transition.

Keep it simple

Use simple game-like activities. Apply simple and consistent problem solving based upon the principles of play. Remember that simplicity allows for creativity.

Keep it focused

Training should be theme based. Each 90 minute training session should have four to six activities the key coaching method in all training sessions is guided discovery. Guided questions should be the majority of comments made by the coach. The command style of coaching should comprise a smaller portion of the coach's interaction with the players.

Set plays are now a regular feature of the game for teenage teams. With set plays simple and direct work the best; remember the KISS acronym, keep it simple stupid.

For the select teams in age groups U-16 to U-19 there should be limited substitutions so that players learn to play tactically and coaches learn how to manage the match.

2.3. Facilities and equipment of football training

Throughout the United States a great deal of time and effort is being put into the education and development of coaches. The goal of any good coach is to develop players to their full potential thus helping them rise in the game as far as their talents will allow. Raising the professional standard of coaching is laudable.

However, Buren W. (2012:10) recommends that, the coach may acquire knowledge and learn of proper training techniques, but is then frustrated by the lack of facilities to use these new skills.

Too many teams must train on the outfield of a baseball diamond or on half of a soccer field, and some use any open path of ground they can find. Sometimes there are no goals, corner flags or any proper training equipment. Usually if there are goals they are fixed permanently in the ground, so the turf in front of the goals is worn away. Consequently, the players reach a certain level of play and then stagnate there. The best coaches in the world cannot fully develop players without the right training environment.

Quality coaching and facilities will contribute positively to player development. Since player development is the backbone of the game, the construction of training rounds is a necessity. US youth soccer state associations, along with local clubs, must work together toward this goal. Therefore, administrators and coaches can all work together to help develop the best facilities. The role of soccer administrators here is to acquire the means to provide the tools for coaches. Through this teamwork, administrators and coaches can jointly produce quality players.

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

- Sand field and/or pit
- Kicking board or rebound goal
- Portable free kick wall

- Flat faced goals and portable goals of various sizes (be sure they are properly anchored)
- Cones of various sizes
- Training bibs of various sizes and colors
- Corner flags, coaching poles, yellow rope, pendulum pole and hurdles
- Balls of various sizes and colors and medicine balls
- Soccer tennis and soccer volleyball laying areas
- Video camera scaffolding
- Grids (10x15 yards) marked off on part of the training ground
- Storage

2.4.Sports nutrition for youth soccer

The official U.S. Youth Soccer Coaching Manual (2008:76) suggests that, without adequate carries and carbohydrates for energy to train and compete or without appropriate fluids to avoid dehydration, even the best coaching and training strategies went make for an optimal performance. Key nutrition strategies for the young soccer player include: knowing what to eat on an average training day by understating basic principles of good nutrition and athletic performance; knowing when and what to drink to prevent dehydration and premature fatigue on the playing field and knowing what to eat after exercise or competition to recover quickly or prepare for another game.

Therefore, eating before exercise is critical to optimize energy levels on the playing field. *Moreover, the official U.S. Youth Soccer Coaching Manual(2008:77)* recommends that the following points are key to young soccer players to promote optimal performance.

2.4.1. The perfect training Diet for soccer players

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. In line with this view, *Foundation Soccer Coaching Manual (2008:236)*.

Suggests that, “As a coach, you can have a positive influence on your athletes;’ attitudes about nutrition as well as their eating habits. Young athletes, in particular, respect, and mire and seek advice from their coaches.”

2.4.2. Eating after exercise

The major considerations after competition are to replenish carbohydrate and fluid losses. As already mentioned, it is important to consume carbohydrates as soon as possible after exercise in order to achieve a quick and complete glycogen restoration (Don Maclaren, sited in Reilly T. (1996).

As expressed the official U.S. Youth Soccer Coaching Manual (2008:79) the rules of thumb regarding recovery nutrition and soccer focus on two leading nutrients: carbohydrates and protein. First carbohydrate-rich foods eaten within the first two hours after intense physical activity restore glycogen, the body’s storage form of carbohydrate. Glycogen is the name of the carbohydrate used during soccer and can only become a fuel source if the athlete eats adequate amounts of carbohydrate-contain foods.

The second nutrient to pay attention to after exercise is protein. Although most food groups contain varying amounts of protein, the two groups containing the most are the meat or meat alternative group and the dairy products group.

By eating adequate protein after exercise young soccer players give them-selves an advantage in two ways. First, they’re eating appropriate nutrients (amino acids) to help repair the wear and tear on their muscle cells and secondly, they’re eating the nutrient that will promote growth of muscle cells. The combination of carbohydrate and protein after exercise is the key formula for optimal recovery along with adequate fluid.

2.4.3. Eating carbohydrate –rich food prior to exercise will:

- Raise blood sugar
- Protect glycogen stress
- Provide an immediate form of easy, accessible fuel

2.4.4. Key principles to a Good training diet

Foundation Soccer Coaching Manual (2008:236) explains that good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. Though success in sports is determined primarily by athletic ability and proper training, nutrition affects the athlete in many ways.

According to the Official U.S. Youth Soccer Coaching Manual (2008:77) the three key nutrients as follows:

- **Carbohydrate** is the major nutrient that fuels the working muscle cell in the game of soccer. The energy Nutrient! The diet should be high in carbohydrate-rich foods.
- **Protein** is the healing and recovery nutrient! Although important for growth, formation of red blood cells, and hormones, protein is not the key energy nutrient. The diet should include a moderate amount of protein-rich foods.
- **Fat** is the second Energy Nutrient. The muscle cell uses fat as a secondary energy sources. The diet should be moderately low in fat.

2.4.5. 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. This indicates that the calorie intake and expenditure of athletes has a direct reaction with the types activity they do, their body size and age. To strengthen this idea, Foundation Soccer Coaching Manual (2008:237) expresses that; calorie requirement 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.

2.4.6. Fluids and their importance

As indicated in the Official U.S. Youth Soccer Coaching Manual (2008:80) water, in and of itself, is a nutrient. It provides no calories or energy, but it can adequately hydrate an athlete both before and during play. However, excellent studies have shown that athletes don't drink an adequate volume of water a lone. The fact that sport drinks contain a small percentage of carbohydrate, sodium, and potassium almost make them a superior fluid to water.

2.4.7. Supplements

Appetites can become suppressed during competitive seasons; supplemental calories may help prevent unnecessary weight loss. Player must understand that a protein or carbohydrate powdered supplement is simply calories that they can drink instead of eat. They're the some calories found in food, but might, for some players be easier to consume. Vitamins and minerals do not provide energy. Carbohydrates, proteins, and fats are the energy nutrients. But, vitamins and minerals play key roles in helping the body break down carbohydrates, proteins and fats for energy and build other body structures.

2.5.Principles of coaching

The principles of youth coaching are guidelines developed as a foundation or a sounding board to assess the appropriateness of an activity or training session. Therefore, U.S. Youth Soccer Coaching Manual (2008:11) recommends the following six principles are presented for the success of youth training sessions.

Developmentally appropriate. This challenges the coach to examine the appropriateness of the activity. The requirements or demands of the activity should fall within the range of a player's abilities.

Clear, concise and correct information. How instructions are given is crucial when dealing with young children. Too much information overwhelms them and too little information doesn't give them enough to get started. Provide enough information to get them started and then add new challenges.

Simple to complex: Are the activities presented in a way that allows for ongoing modifications and new challenges to meet the players interests and abilities?

Safe and appropriate training area: The area should be free of hazardous materials (e.g., glass, stones, branches, holes, etc..) and be safe from traffic or other environmental dangers. The training environment should be psychologically safe.

Decision making: These need to be present in all activities for learning to occur. Remember that learning is not efficient and that effective learning may be the result of inefficient trials.

Implications for the game: The activities presented in a training session must in some way reflect the demands a player faces in the game. The younger the player the less clear this may seem, while the older the player (i.e. 10 or older), the more clear it will become. More important for the younger players. The coach at this level is providing the foundational movement and thinking skills that will enable the player to later solve more complex problems. *In relation to this concepts fleck, Quinn, Carry, Buren andString field (2008:43) suggests:* the ability to modify training depends on the skill of coaches in knowing what the objectives are. There must be a clear direction to the coach's work and this includes knowledge of game like activities. Without these essentials, there cannot be a commitment to coaching children about soccer and what it has to offer.

2.6.Methods of Soccer Training

According to Foundation Soccer Coaching Manual (2008:59)Soccer is a complex and demanding game requiring sophisticated training. Players must have good aerobic fitness, speed, strength, ball skills, tactical savvy and understanding of basic soccer strategies. To create a training program that addresses the multiple demands of the game, you must become familiar with the different methods of training for the sport of soccer.

In line with this idea the Foundation Soccer Coaching Manual (2008:60) defines that; a method of training describes those activities athletes and coaches use to train or soccer. Strictly speaking, a method of coaching refers to ways in which coaches communicate and teach the game of soccer to their charges.

Fitness training

Fitness training can be divided into four categories: General conditioning (aerobic conditioning), specific conditioning (anaerobic conditioning), speed training, and strength and power training. Any good Soccer training program will incorporate these four types of training.

General endurance

General endurance is established through aerobic exercise. Aerobic conditioning is low intensity activity that raises the heart rate while still allowing the body to meet its oxygen needs.

Specific conditioning

Specific fitness is developed through training that imitates the combined aerobic and anaerobic physical demands of competition. During anaerobic exercise, the body is unable to take in enough oxygen to meet its energy requirements. Specific conditioning trains the athlete to perform in competition.

Speed

Speed can be defined several different ways. Several types of speed are demonstrated in the game of soccer. There are three different types of soccer speed: sprint speed, quickness and technical speed.

Strength and power

Strength and power often make the difference when it comes to winning tackles, balls in the air, or scoring goals. More importantly, balanced muscular strength optimizes performance and prevents injury. Strength and power can be developed through weight training, calisthenics, plyometric exercises and running.

As explain by Dewitt J. (2001:76) in soccer football, the most important element is techniques. Techniques are the skills of soccer. Without techniques, it does not matter how well you make decision (tactics), how long you can run (endurance nor how you deal with the stress of competition (psychology).

Technique training

The development of soccer techniques requires a tremendous amount of practice players must learn to dribble at speed, pass with accuracy shoot with power and precision, and head the ball effectively. When developing technique, it is important that players encounter the variety of conditions, and the limitations of time and space seen in soccer.

Strategy and tactics

Strategy is a plan for accomplishing goals, most often strategy refers to a plan devised for a game. In other words, how do you plan to win? Tactics, on the other hand, are the tools by which

a strategy is executed. Game strategy and tactics are affected by your team's strengths and weaknesses, your opponent's strengths and weaknesses, weather condition, and field conditions. In addition to this U.S. soccer "C" License candidate manual tactic defined as player decisions with the game. Furthermore, as described by Dewitt J.(2001:78) football /soccer tactics are the strategies that players and teams use to play the game.

There are three levels at which tactics are applied:

- **Individual tactics: 1-versus-1**

The teaching of individual tactics is intended to develop a player's ability to attack or defend when faced with a one versus one situation.

- **Group tactics: 2-versus-1 through 5-versus-5**

The fundamental principles of play, the basis of strategy apply when working on group tactics. Group tactics scenarios teach players what to do when they are playing in groups around the ball.

- **Team tactics: 6-versus-4 through 11-versus-11**

When teaching team tactics focus on both individual performances and combination play. Players must be taught the responsibilities of the positions they play, and how their roles change when the ball is in each third of the field.

As suggested in Cambridge youth soccer coaches manual (2007:6) as a soccer coach, you should be aware that there are four basic areas to consider when coaching soccer:

1. Skills (or Technique)-these are the skills used to play the game, i.e. the "fundamentals". This includes things like dribbling, passing, shooting, receiving, tackling, juggling, heading, etc.
Along with making sure players have fun, skills is probably the most important area for youth players to focus on.
2. Tactics- Tactics for youth soccer focuses largely on decision making, i.e how players can make the correct decision given a particular situation. We should try to understand the progression of tactics and coach the players in the proper sequence, so that players are

comfortable solving easier problems (1v1,2v1) before they move on to solve more complex ones(4v4):

- Basic Tactics (U8-U10)
 - Intermediate tactics (U10-U14)
 - Advanced Tactics (U14 and above)
3. Psychological development – for youth soccer, this relates to whether the player is having fun playing soccer, and other aspects such as how they deal with winning and losing, their level of motivation, and how they interact with teammates, coaches and their parents.
 4. Fitness – fitness for youth soccer players can be largely achieved by just letting them play soccer, although some of the older age groups (U14 and May be U12) may start incorporating speed and conditioning into practice games and activities.

2.7.Player development

The official U.S. youth soccer coaching manual (2012:8) suggests that; true player development occurs when each player’s daily training and playing environment is of the highest quality. Playing environment is of the highest quality. If this environment is consistent, with a clear vision of what lies ahead for the players, development is maximized. To this end, a club must have a business plan for staff growth, facility management and implementation of programming within the club. The club must also provide for the ongoing education of the administrators, coaches, parents and referees who make up the four adult pillars supporting youth soccer. *In relation to this idea, as Connaught on et al. (2010:76) explains that quality of support from parent, family, siblings, coaches and teachers is all important in the development of young athlete as they Journey towards elite performance.*

It has been recently suggested that youth sport has the potential to accomplish three important objectives in children’s development (Fraser-Thomas, 2007). First, sport programs can provide youth with opportunities to be physically active, which in turn can lead to improved physical health. Second, youth sport programs have long been considered important to youth’s psychosocial development, providing opportunities to learn important life skills such as cooperation, discipline, leadership, and self-control. Third, youth sport programs are critical for

the learning of motor skills; these motor skills serve as a foundation for future national sport stars and recreational adult sport participants.

As expressed in the Florida youth soccer association (FYSA) coaches Handbook (2012-2013:4) deal with in players at the youth (U6-U12) and junior (U14-U19) levels as follows:

The youth level –zone 1

At the early level of youth

Youth level is where we need to realize that the game the players play is not the ‘adult game’. Age appropriate training is crucial at the age groups to match the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. The activities need to be fun but there also needs to be a purpose. *In relation to this idea good man J. (2004:37) the small side game environment is developmentally appropriate for our young soccer players it’s a fun environment that focuses on the players.* U6 and U8 player emphasis needs to be on individual skills and comfort with the ball the play for these players is limited to the area immediately around the ball.

The junior level

Junior level the ball skills should be refined, they should begin to development an insight to the game and an overall passion for the game. Player development should occur through a systematic approach. There is a priority structure in what should be covered in training players of these ages. Team success should be a result of this systematic approach as opposed to building teams to win games.

Training sessions for both levels should include activities that get to the game as opposed to fundamentals drills that do not have the pressures of the game. These activities should be appropriate for the age group.

CHAPTER THREE

3. Research Methodology

This section of the thesis deals with the research design, study population, data sources, sample and sampling techniques. It also presents the instrument of data collection and method of data analysis.

3.1. Research design

The methods used to achieve the objectives of the study cross-sectional design was used for the study. This method design includes triangulation of the data collected through questioner, interview and observation. The reason behind is to get adequate information in order to assess the practice and identify challenges of youth football projects and factors that affect the practice.

3.2. The study site and population

The study was conducted in Addis Ababa. It lies at all altitude of 7,546 feet (2,300 meters) and is a grassland biome, located at $9^{\circ}1' 48''$ N $38^{\circ} 4' 24''$ E. The city lies at the foot of mount Entoto. Form its lower point, around Bole international airport, at 2, 326 meters (7,61,ft) above sea level in the southern periphery, the city rises to over 3, 000 meters (9,800 ft) in the Entoto mountains to the north.

The reason for the selection of this research was the availability of various youth football projects based on age categorization and this created the opportunity to look into the problems pertaining to the practice of the training program. According to that, populations of the study participants were taken from Addis Ababa football federation.

In Addis Ababa there were 20 junior(age under 15) registered project teams. Each of which have 25 players or a total of 500 players, 1 main coaches or a total of 20 coaches moreover, 11 Administrators and 11 experts were considered in this study. All player, coaches, administrators and expertise (N=542) are the population of the study.

3.3.Sources of data

Data for this research collected from both primary and secondary sources.

The primary sources are:

- Players
- Coaches
- Sport administrators
- Sport office expertise

3.4. Sample size and sampling technique

In Addis Ababa, there were 20 (U-15) youth football projects, each of which have 25 players. In this study 150 (30%) out of 500 players, 6 (30%) out of 20 main coaches were selected for this study. Moreover, 7 (63%) out of 11(100%) administrators and also 7 (63%) out of 11(100%)expertise were selected as the subject for this study.

3.5.Instrument of data collection

The data of the study collected by closed ended and open-ended questionnaires, interview and field observation. Triangulation (multi method) approach employed in that to maintain the validity of the study and to get cross checked information from each sample body.

3.5.1. Questionnaire

Two set of closed-ended and open-ended questionnaires are two point (yes or no) questions mixed with extended open-ended questions and scaled (a type of five point Linkers scale) questions developed in English, and then translated in to Amharic language.

Two set of closed –ended and open-ended questionnaires developed for players and coaches. These were: two-point (Yes or no) questions extended by open-ended questions developed for both players and coaches because it used to identify check the challenges of coaches and player in light of facilities. The extended open-ended questions was added that the reason was to mix closed and open-ended questions to fulfill the gap of closed ended questions by getting the novel ideas of the respondents form their real experiences.

Five-point (Linker scale) question developed for both players and coaches to identify their attitudes and opinions toward the current practice and challenges of youth football training project.

3.5.2. Interview

Six unstructured interview questions developed for 7 administrator and 7 experts from 6 sub-cities sport office and Addis Ababa sport commission. Interview guide has been prepared and conducted in order to gained information about availability of facilities and equipment's, supply of food for players, effort made players to involved different club, qualification level of the coaches, as well as in cooperating the whole stakeholders to achieved the goal of projects.

3.5.3. Observation

The researcher conducted unexpectedly observation for three consecutive training day of session where coaches and trainees were working together in field program. It was because he had been by watching events, and noting physical characteristics in their natural setting that helps to observe whether the training facility and methodology of coaching was conducive to training.

3.6. Procedures of data collecting

The research data gathering tools were tested by pilot test. The collected pilot test data was evaluated, and was given some improvements on each questioners of the study. The pilot test was conducting because to test the relevance of the tools.

After constructing the research instruments (observation check list, questionnaire and interviews, the research area, the research subjects and their sample size were identified by the researcher. Then, data collection started by observation of the training session in the field for the purpose to get primary data in physical setting the usual training method, facilities, and the behavior of the trainees and the coaches during training session and questionnaire distributed to sample players and coaches lastly, interview session held with Administrator and experts after questionnaires returned back from the respondents, the data tallied, tabulated, organized and interpreted, summarized and concluded and recommended by the researcher.

3.7. Method of data analysis

In this study, both qualitative and quantitative analytical procedures were employed. Hence, frequency counts, percentage and descriptive statements were used to analyze items of the questionnaires.

The data collected through structured questionnaires were presented in tables and analyzed by one of statically acceptable tools (percentages) and descriptive statements.

In addition, qualitative data were analyzed by summarizing responses of the open-ended items in the questionnaire and the interview. Finally, the data were analyzed and discussed to reach certain finding which in turn was used to give conclusion and possible recommendations.

3.8. Pilotstudy

Before the actual study was carried out, a pilot study was conducted with 15 respondents who were not part of the sample group. The objective was also to check the clarity of the questionnaire items. Accordingly, 15 questionnaires were distributed to 15 players. On the bases of the feedback of the pilot study and expert's comments some modification was made on the questionnaire.

3.9. Ethical consideration

The purpose of the study will explained to the participants and the researcher will ask their consent to answer questions in the questionnaire or interview guide. The researcher also informs the participants that the information they provided will be only used for the study purpose. Accordingly, the researcher uses the information from his participants only for the study purpose.

CHAPTER FOUR

4. Presentation and Analysis of Data

In this section deals with presentation and analyzing of data collected questionnaire and interview. The data are presented in table, analyzed, drawn using percentage and textual description. To supplement and enrich the information, draw using questionnaire, the data from open-ended questionnaires and the interview. In addition to this observation used to through checklists.

4.1. Background characteristics of the study

Group based on the response obtained from coaches were asked to indicate their background information through questionnaire. Response on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses are summarized in tables.

Table 4.2.1:Background information of the coaches

No	Item	Alternatives	Coaches	
			No respondents	%
1	Sex	Female		
		Male	6	100
2	Age	Below 30	1	16.7
		31-40	2	33.3
		Above 41	3	50
3	How many years of experience do you have in coaching?	Less than one year	1	16.7
		1-4 years	3	50
		5-10	1	16.7
		Above 10 years	1	16.7
4	What is your education level and qualification?	Grade 10 completes		
		Grade 12 completes		
		Certificate level		
		Diploma level	2	33.3
		Degree	4	66.7
		Masters		
4.1	If your education level is above diplomas, what was your area of study?	Sport science	4	66.7
		Football coaching		
		Teaching other subject	2	33.3
5	What is your current level of coaching license?	E level	3	50
		B level	1	16.7
		A level		
		Not at all	2	33.7

According to the above table 4.1 presents that whole 6(60%) of the coaches are male. This shows that football coaching of youth projects is dominated by male coaches. Concerning the age of coaches, table 4.1. Reveals that half 3(50%) of coaches are found above 41,2(33.3%) of coaches are found between the age of 31-40, the rest 1(16.7%) of coach is found below 30 respectively. From this, one can conclude that the majority of the coaches are found in the adult age.

Regarding to experience background in coaching,1(16.7%), half 3(50%), 1 (16.7%) and 1 (16.7%) of the coaches were responded less than year, 1- 4 years, 5-10 years, and above 10years respectively. It implies that the majority of coaches lack of specific experience.

In relation to educational qualification, half 3(50%) of the coaches have diploma, and half 3(50%) of coaches have degree. Regarding to area of study the majority 4(66.7%) of coaches to study sport sciences subject and the rest 2(33.3%) of coaches to study other subject.

With regard to the current level of coaching license, half3(50%) of thecoaches have ‘E’ coaching license and 1(16.7%) of coach have ‘B’level, the rest 2(33.3%) not having any coaching license. This implies that some coaches have not any coaching license.

4.2. Availability of facilities and equipment’s

Table 4.2.1:Response concerning training place (field)

No.	Item	Alternatives	Players		Coaches	
			No of respondent	%	No of respondent	%
1	Does your project have own relatives (training) field?	Yes	68	45.3	3	50
		No	82	54.7	3	50
2	Do you think that playing (training) field is suitable for training?	Yes	57	38	2	33.3
		No	93	62	4	66.7

The data available in table 4.2.1 show the responses on the availability of appropriateness training place (field). Accordingly the majority 82(54.7%) of players, and the half 3(50%) of coaches replied that their project have no its own playing (training) field. Where as insignificant number 68 (45.3%) of players, and the half 3(50%) of coaches responded that their project have its own playing (training) field. This shows that most youth football projects in Addis Ababa have no its own playing (training) field. The data gathered form observation also indicates that

out of six projects most have not its own playing (training) field. Even if the above some projects have their own training filed they could run their training filed they could run their training session only if it is not occupied by their main school team. With regard to suitability's of training filed, the majority 93(62%) of players, and 4(66.7%) of coaches replied that the playing fields are not suitable. Whereas 57 (38%) of players, and 2(33.3%) of coaches replied that the training fields are suitable. Even if most of the respondents have responded that their project have its own playing (training) field, but there are not suitable.

The data gathered form observation also indicates that the playing fields are not suitable to apply or practice all types of technical and tactical activities.

Table 4.2.2:Responses on availability training ball (football).

No.	Item	Alternatives	Players		Coaches	
			No of respondent	%	No of respondent	%
1	Do you have a shortage of balls for training?	Yes	138	92	6	100
		No	12	8		

Similar questions, as the amount of ball for training session,Both players and coaches. Accordingly, 138(92%) of players and all 6(100%) of coaches have stated that they are not enough amount of balls for training session, whereas 12(8%) of players answered that they have enough amount of balls for training session. This shows that, none of players have their own ball to practice individual skills at any given time.

Thus, players and their coaches agreed to have them a shortage of ball. It implied that each player had a problem in technique that requires football. In line with this idea, Dewitt J.(2001:76) states that the development of soccer technique requires a tremendous amount of practice. Players must learn to dribble at speed, pass with accuracy, shoot with power and precision, headthe ball effectively.

Table 4.2.3: Responses on availability food after training and competition

No.	Item	Alternatives	Players	
			No of respondent	%
1	Does your project or provide food after training and competition?	Yes		
		No	150	100

Regarding supply food for players after training and competition, the whole 150 (100%) of players, and 6(100%) of coaches answered that the sport office federation do not provide any food after training and competition. Thus, this indicates that the whole of Addis Ababa city school youth foot youth football training projects does not provide any food after training and competition. This could hinder the practice and performance players.

As for the responses gathered from the interview of administrator and experts. About the supply of food for players after training and competition, most of respondents responded that there is no any supply food, but they have the plan for the future by searching funds from some stakeholders.

Table 4.2.4: Responses on availability of players sport wear

No.	Item	Alternatives	Players	
			No of respondent	%
1	What do you think about the availability of shirts and shorts?	Not at all	74	49.3
		Low	52	34.7
		Medium	21	14
		High	3	2
2	What do you think about the supply of football shoes form the main team?	Not at all	75	50
		Low	51	34
		Medium	23	15.3
		High	1	0.7
3	What do you think about he quality of shirts and shorts?	Not at all	53	35.4
		Low	47	31.3
		Medium	48	32
		High	2	1.3
4	What do you think about the quality and durability of football shoes?	Not at all	55	36.7
		Low	46	30.6
		Medium	49	32.7
		High		

The availability of Shirts and Shorts, the majority 74(49.3%), 52(34.7%),21(14%) and 3(2%) are not at all, Low, medium, and high respectively. This implies that most of the respondents are not satisfied with the supply and few respondents are satisfied with the supply. With regard, the availability(Supply) of football (soccer) shoe also has found, half 75(50%), 51(34%) 23(15.3%) and 1(0.7%) are not at all, low, medium, and high respectively. Moreover, information from the observation of the training session, majority of players have seen with different standard and quality of sport wear.

Table 4.2.5: Responses on availability of medical (first aid) services:

No.	Item	Alternatives	Players	
			No of respondent	%
1	Does your project provide medical (first aid) services?	Yes	18	12
		No	132	88

Regarding medical (first aid) services for training and competition, 32(88%) of respondents of players answered that the project do not to provide medical (first aid) services during and after training /competition. Whereas 8(12%) of the respondents replied that the project provide medical (first aid) services during and after training/ competition.

4.3. The relationship of players and coaches with project stakeholders

Table 4.3.1: Responses in relationship of players with team mate, coaches and your parent.

No.	Item	Alternatives	Players	
			No of respondent	%
1	How do you describe your relationship with team mate?	Very high	61	40.7
		High	44	29.3
		Medium	21	14
		Low	6	4
		Very low	18	12
2	How do you describe your relationship with coach?	Very high	71	47.3
		High	55	36.7
		Medium	16	10.7
		Low		
		Very low	8	5.3
3	How do you describe your relationship with youth family?	Very high	82	54.7
		High	56	37.3
		Medium	4	2.7
		Low	8	5.3
		Very low		

About their relationship of players with team mate the following results were obtained, 61(40.7%) of respondents of players replied “very high”, whereas 44 (29.3%) “High”, The other 21 (14%) “Medium”, the other 6 (4%) “Low” and the rest 18(12%) of the respondents of players replied “very low”. Regarding their relationship of player with coaches also indicates 71(47.3%), 55(36.7%), 16(10.7%) and 8(5.3%) are “very high”, “high”, “medium”, and “very low” respectively. With regarding the relationship of players with your family, 82(54.7%) of respondents of players replied “very high”, 56 (37.3%) high, the other 4(2.7%) medium, and the rest 8(5.3%) low.

Table 4.3.2: Responses relationship of coaches with players, players parents and administrative officials.

No.	Item	Alternatives	Coaches	
			No of respondent	%
1	How do you describe your relationship with players?	Very high	4	66.7
		High	2	33.3
		Medium		
		Low		
		Very low		
2	How do you describe your relationship with players parents?	Very high		
		High		
		Medium	1	16.7
		Low	2	33.3
		Very low	3	50
3	How do you describe your relationship with administrative officials?	Very high		
		High		
		Medium	1	16.7
		Low	3	50
		Very low	2	33.3

Regarding the relationship of coach with players, 4(66.7%) of the respondents of coaches answered that “very high”, while 2(33.3%) of the respondents of coaches answered that “high”. Regarding to the relationship of coach with player parents, the following results were obtained: half of 3(50%) of the respondents of coaches response that “Very low”, whereas 2(33.3%) of the respondents of coaches response that “low”, the rest 1(16.7%) the respondents of coaches response that “Medium”. With regard to the relationship of coach with administrative officials 2(33.5%) of the respondents of coaches response that “very low”, other, 1(16.7%) and 1(16.7%)

of the respondents of coaches response that “high” and “low”. This implies that there is a weak relationship coaches with players parents and administrative officials.

In relate to this idea, one study utilizing in depth interviews with eight youth sport coaches some of the challenges in coaching were limited practice time, negative interactions with parents, and league structure (Strean, 1995).

4.4. Coaches monthly incentive (salary)

Table 4.4.1: Responses on availability of monthly incentive (salary)

No.	Item	Alternatives	Coaches	
			No of respondent	%
1	Are you paid for coaching football in this project?	Yes	6	100
		No	-	-

Regarding the monthly incentive (salary), all 6(100%) of coaches have stated that they are regularly incentive paid by Addis Ababa city administration sport commission.

As for the responses gathered form open-ended question asked about the amount of salary, all of the respondents believed having a regular salary but there is not satisfy by the amount.

4.5. Concerning the training whether the coach to create variety of drill or not

Table 4.5.1: Responses concerning the training whether the coach to create variety of drill or not.

No.	Item	Alternatives	Players	
			No of respondent	%
1	Does your coach created variety of drill during the training session?	Yes	69	46
		No	81	54

As the above table shows, the vast majority, 81(54%) of respondents of players replied that the coach does not created varies drill during the training session, while 69(46%) of the coach created variety of drill during the training session. This implies that,most of coaches do not follow scientific method of training.

4.6. Concerning skills development courses given to coaches

Table 4.6.1: Responses skills development course given to coaches

No.	Item	Alternatives	Coaches	
			No of respondent	%
1	Does the federation sport office to provide performance enhancing courses?	Yes	6	100
		No		

Regarding skills development course given to coaches, all 6(100%) of the respondents of coaches answered that “yes” the skill development courses to provides by Ethiopia youth and sport minister.

According to the responses a gathered form open-ended question, asked about the appropriateness of time intervals to get up-dating courses, even though, most of the respondents believe that they should have got up-dated in a yearly or at most in two years of time, but sport commission has not provided them with the necessary up-dating courses regularly. Thus, this indicates that Addis Ababa sub-cities youth football coaches have not got skill development course regularly. It lead to discourage coaches to participate in youth soccer training project.

Moreover, information from interview indicates that, Addis Ababa city Administration sport commission have plan for the future to give skill development course regularly for coaches by searching funds from some stakeholders.

4.7. The effort made for youth football project players to have a chance to get involved in different club after completing their trainings.

Table 4.7.1: Responses the effort made of youth football project players to have a chance to get involved in different club after completing their trainings.

No.	Item	Alternatives	Players	
			No of respondent	%
1	Has there been any effort made for youth football players transfer in different football clubs after completing their trainings?	Yes	1	16.7
		No	5	83.3

According to the response given in the above table, 5(83.3%) the respondents of coaches acknowledge that there is no effort made for youth football project players to have a chance to get involved in different football clubs after completing their trainings. While, 1(16.7%) the respondents of coaches answered that there is effort made for youth football project players to have a chance to get involved in different football clubs after completing their training. This indicates that, opportunity of youth players to transfer into club rank is very low.

Moreover, information form open-ended questionnaire and interviewed different factors for very low chances for asked about the effort made for youth football project players to have a chance to get involved in different football clubs after completing their training.

In relation to this idea; there are different factors, the first factor, it is might not be frequently organized youth football competition among youth football training project teams for the following different times. The second factor, it is top management and administrative officials of club do not relay on the project as a source of players to main clubs.

4.8. The availability of annual budget for youth training program

Table 4.8.1:Responses on availability of annual budget

No.	Item	Alternatives	Coaches	
			No of respondent	%
1	Does your project have sufficient budget for training?	Yes		
		No	6	100

The results of the above table clearly show that, all 6(100%) of coaches respond that their project have no sufficient annual budget. This implies that all of the Addis Ababa sub-cities youth football training school projects runs without sufficient budget.

Based on the information gained form open-ended question and interview administrator and expert about their availability of budget for youth football training program they replied that, their projects have no sufficient annual budget. This insufficiency affects the projects not to have adequate material and facilities which in turn discourages coaches and players to be enthusiastic and helpful.

4.9. The interest players to involving in football training projects

Table 4.9.1: Responses about the interest of players and Coaches to involving in football training projects.

No.	Item	Alternatives	Players		Coaches	
			No of respondent	%	No of respondent	%
1	Do you have fully interest toward involving in the football training project?	Yes	96	64	1	16.7
		No	54	36	5	83.3

According to the response given in the above table, the majority, 96(64%) and 1(16%) of player and coaches the respectively replied that they have fully interest to participate in youth football training project while 54(36%) and 5(83.3%) of players and coaches respectively replied that they have not fully to participate in training project.

Furthermore, information from open-ended questions about low interest of players participation youth football training project, most of the respondent of players responded that There are twomain reasons.The first reason is not having insufficient food before and after training (Competition). This indicates that the availability of balanced diet is very low. The second reason is not satisfied with the availability and supply of shirts, shorts and shoe for the training(Competition).

Moreover, information from open-ended questionnaires and interview of coaches about interview of coaches about the low interest of to participate in football training project, there are suggested two reason. The first reason is not having sufficient of facilities and equipment and its leads to wastage of time to address every single players in the project as much training as every players is needed.

The second reason, all of the coaches are not satisfy by the amount of salary that it leads to looking for other means of generating income better than this which may result losing moral and interest for training.

CHAPTER FIVE

5. Discussion

The aim of this study was to assess the current status in practice and identify the challenges of youth soccer (football) training program. Then, recommend corrective measures to be taken in Addis Ababa sub-cities youth soccer training project team. This chapter discusses about the amount of ball for training session, relationship of coaches with players parents and administrative officials, interest of player to participation in youth soccer training project and the level of coaches license.

As table 4.1 indicated the current level of the coaches have first level of coaches indicate that, half 3(50%) of coaching license, 1(16.7%) of coaches have three level of coaching license, and the rest 2(33.3%) of coaches have not any coaching license (licensure). Previous studies have reported that, subsequently, many, if not the vast majority of coaches in youth sport lack specified training in the science of coaching (Nelson, cushion, & potrac,2006).

This result is consistent with the result of the studies of nelson, cushion and portrac(2006).

Regarding the amount of ball for training session, table 4.2.2.shows that, 92% of players and all 100% of coaches have stated that they are not enough amount of ball for training session. This shows that, none of players have their own ball to practice individual skills at any given time, it implied each player had a problem in technique that requires football. These result are consists with the findings of Dewitt J.(2001) states that the development of soccer technique requires a tremendous amount of practices. players must learn to dribble at speed, pass with accuracy, shoot with power and precision head the ball effectively.

As table 4.3.2: indicated concerning the relationship of coach with player parents, 50% of the respondents of coaches response that “very low”, whereas 33.3% of response that “low”, the rest 16.7% , of response that “Medium”. With regard the relationship of coach with administrative officials, 50% of the respondents of coaches response of that “Low”, where as 33.3% of response that “Very Low”, the rest 16.7% of response that “Medium”. In relate to this idea, one study utilizing in-depth interviews with eight youth sport coaches some of the challenges in coaching were limited practice time, negative interaction with parents, and league structure (Strean,1995).

With respect to the level of interest to participation in football training in table 9 responses gathered from open-ended questions about the reason of low interest in participation show that, the majorities of 5 coaches suggested as low availability (supply) of facilities and equipment its lead to wastage of time to address every single players in the project as much training as every players is needed and also affecting players coaches interest for the training so that it may decrease the number of potential players & coaches. Previous studies have reported that to provide a positive sport environment to maximize learning and athletic potential, and it has been found to lead to increases in athlete enjoyment, desire to continue participation. (Smith & Small, 1997, Small & Smith, 1993). Therefore the result of this study is consistent with the idea of) Smith & small, 1997; small & smith , 1993).

According to the response gathered form open-ended question, table 4.6.1 in question 1.1 asked about the appropriateness of time intervals to get up-dating skill development courses have got for coaches. Most of the respondents believe that they should have got up-dated courses but has not provided them regularly. This indicates that Addis Ababa sub-cities youth football coaches have not got up dating skill development course regularly. It leads to discourage coaches to participate in youth soccer training project. Similarly, a study by Campbell (2005) found that formal instructional courses for novice coaches improve aspects of the coach efficacy scale (CES; Feltz, Chase, Moritz, & Sullivan, 1999), including coach motivation, strategy, technique, and character building.

CHAPTER SIX

6. Summary, Conclusions and Recommendation

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

6.1. Summary

The purpose of this study was assessing the practice and its challenges of youth projects in some selected Addis Ababa sub-city elementary (grade 5-8) school project teams. In this study all possible efforts were made to get the most probable answers to the basic questions by making strong review of related literature, collecting relevant information through questionnaire, unstructured interview and observation. To this end, this study will be specific objectives:

- To assess the training of youth project
- To identify the challenges of youth training project.
- Assess the availability of equipment and facilities, and

The study employed descriptive survey method. Relevant literatures were reviewed and data collecting instruments were designed and used to collect information from different sources, Questionnaire was the major instrument of data collection. To increase the clarity of questionnaires, check the clarity of language and pilot testing has been carried out. After collecting the responses from respondents, necessary correction and modification were made before distribution of the actual data gathering.

Six school youth football training project teams EwketAmbe school project (Gulela), Yemneberhan school project (kolfakernehu), kokebesebhat school project (Yeka), Derartuschool project (AkakieKalete), Tesfakokeb school project (Ledta) and Abhiotkerse school project (Cherkose) of Addis Ababa Administrative city were included as a source of information for the study.

From the data analysis the major finding obtained are summarized as follows:

1. In terms of gender the study showed that all coaches have similar sex, even if they are found between different age levels.

2. With regard to year of experience in coaching, 1(16.7%), half 3(50%), 1(16.7%), and 1(16.7%) of the coaches were responded less than year, 1-4 years, 5-10 years, and above 10 years respectively. It implies that the majority of coaches lack of specific experience.

3. While the current level of the coaches license indicate that, 3(50%) of coaches have 'E' level, 1(16.7%) of coaches have 'B' level, and 2(33.3%) of coaches have not any license. In addition, the information gained from interview indicates that, some of youth coaches developing coaching experience as a player in the sport. Thus, this indicates that some of youth coaches in Addis Ababa sub-cities have not license.

4. With regard to the educational level and qualification of coaches, the majority 4(66.7%) degree in sport science, and 2(33.3%) diploma in teaching other subject.

5. The availability of training field, indicated that 68(45.3%) and half 3(50%) of respondents of players and coaches were respectively responded that their project have its own playing (training) field, while 82(54.7%) and half 3(50%) of respondents of players and coaches were respectively responded that their project have no own playing (training) field. From observation of training session, even if some project have its own training field they could run their training session only if it is no occupied by their other team. With regard to the suitability's of training field, majority 93(62%) of player, and 4(66.7%) of coaches were respectively responded that, the playing fields are not suitable. While 57(38%) of players and 2(33%) of respondents of players and coaches were respectively responded that, the playing (training) fields are suitable. It has been observed that, the area should be not free of hazardous materials such as stones, holes and branches. This indicated that, training fields are not suitable to applied or practice any type of technical and tactical activities.

6. The amount of balls for training majority 138(92%) and all 6(100%) of respondents of players and coaches were respectively responded that their project have not enough amounts of balls for

training session. It has been observed that, none of players have their own ball to practice individual skills at any given time.

7. The availability of food after training and competition, all 150(100) of the respondents of players replied that the project (sport commission) do not provide any food after training and competition. More, information from interview indicates that there is no any supply of food but they have plan for the future by searching funds from some stakeholders.

8. The availability (supply) of players sport wear for the training (competition), the availability of shirts and shorts calculated as 21(14%), 52(34.7%), 74(49.3%) and 3(2%) are not at all, low, medium and high respectively. This implies that most of the respondents have no any supply, some respondents are not satisfied with the supply and few are satisfied with the supply. With regard, the availability (supply) of football /soccer shoe also has found, half 75(50%), 51(34%), 23(15.3) and 1(0.7%) are not at all, low, medium, and high respectively. Moreover, information from the observation of the training session, majority of players have seen with different standard and quality of sport wear.

9. The availability of medical (first aid) services, the vast majority 132(88%) of players answered that the project do not provide supply of medical (first aid) services during and after training and competition. Whereas, 18(12%) of the respondents replied that the project provide medical (first aid) service during, after training and competition.

10. Regarding the relationship of coaches with player's parent and administrative officials. With regarding the relationship of coaches with players, 4(66.7%) of the respondents of coaches answered that "very high", while 2(33.3%) of the respondents of coaches answered that "high". With regarding the relationship of coaches with players parents, half of 3(50%) of the respondents of coaches response that "very low", whereas 2(33.3%) of the respondents of coaches responses that "low", and the rest 1(16.7%) of the respondents of coaches responses that "medium". With regard to the relationship of coaches with administrative officials, half 3(50%) of the respondents of coaches responses that "low", 2(33.3%) of the respondents of coaches response that "very low" and the rest 1(16.7%) of the respondents of coaches responses that "medium". This implies that there is weak relation coaches with players parents and administrative officials.

11. Regarding coach monthly salary, all(100%) of coaches having a regular salary paid by sport commission. In addition, the information gained from open ended question about the amount of salary is very low.

12. Concerning drill creativity of the coaches the majority 81(54%) of respondents of players replied that the coaches does not created several of drill during the training session, while 69(46%) of respondents of coaches to created various of drills during the training session. This implies that most of coaches do not follow scientific methods of training.

13. Concerning skill development courses given to coaches, all 6(100%) of the respondents of coaches answered that” yes” the skill development courses to provides by sport commission. However, sport commission has not provided them the necessary up-dating courses regularly. Moreover, information from interview sport commission have plan for the future to give skill development course regularly for coaches by searching funds from some stakeholders.

14.Regarding the effort made for youth players to have a chance to get involved in different club after completing their trainings, 5(83.3%) of the respondents of coaches acknowledge that there is not effort made for youth players get involved in different clubs. While, 1(16.7%) of the respondents of coaches answered that there is the effort made for youth players get involved in different club. This indicates that, opportunity of youth players to transfer in to club is very low. Moreover, information from open- ended question and interview asked about for youth players to have low chance to get involved in different clubs, there are two main factors, the first factor is might not be frequently organized youth football competition among youth project teams for following different times, The second factor is top management and administrative officials of club do not relay on the project as a source of players to main club. Thus, this indicates that this is also one of the potential barriers for the youth players in Addis Ababa sub- cities youth football training project.

15.The availability of annual budget for youth training program, all 6(100%) of coaches respond that their project have no sufficient budget. Based on the information gained from open-ended question and interview indicates that their sport commission have no sufficient annual budget for youth football training program. Thus, this indicates that the sport commission has no enough budgets to support the project. This insufficient the project not to have adequate materials and

facilities which in turn discourages coaches and players to be enthusiastic and helpful. Therefore, project runs without sufficient budget.

16. Regarding the interest of players and coaches to involving in football training project, 96(64%) and 1(16.7%) of the respondents of players and coaches were respectively responded that fully interest to participate in football training program, while 54(36%) and 5(83.3%) of the respondents of players and coaches were respectively responded that they are not fully to participate in youth football training project program. Furthermore, information from open-ended questioned about low interest of players participation football training project, most of the respondents of players responded that there are two main reason. The first reason is having insufficient food before and after training (competition). This indicates that the availability of balanced diet is very low. The second reason is not satisfied with the availability and supply of shirts, shorts and shoe for training (competition). Moreover, information from open-ended question and interview of coaches about the low interest of participates in football training project there are suggested two reason. The first reason is not having sufficient of facilities and equipment and its leads to wastage of time to address every single player in the project as much training as every players is needed. The second reason, they are not satisfy by the amount of salary that it leads to looking for other means of generating income better that this which may result losing moral and interest for training.

6.2. Conclusion

- Effective youth football development program should be give more emphasis and it is mandatory to run a well-organized and modern training program. Therefore, the availability of sport facilities and equipment's has a tremendous effect on the development of a given sport. If facilities and equipment are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national of international level.
- The existence of unfavorable conditions as well as shortage of facilities and equipment's like playing field, ball and sport wear. In addition to these, there is not supply of food before training and competitions also another factor which affects the training session.
- The relationship of coaches with player parents and administrative official is weak. These are also one of the problems to success of the training of youth project.
- The other major challenges associate with practice youth football training projects are, less amount of monthly coach salary, less experience of coaches, coaches have not any coaches license, un scientific method of training, not regular skill development courses for coaches, less supply of firs aid service, less effort was made for project players to involved in main club, no sufficient budget for training project and less interest of coaches to participate in training.

6.3. Recommendations

Based on the conclusions derived from the finding of the data analyzed, the following recommendations were made as possible ways of curbing the problems observed.

Any training can be successful and effective if it supported with appropriate facilities and equipments. Such as insufficient number of ball for training, shortage of field for training and competition, sport wear, the absence of food after training and competition and absence of supply first-aid service. Therefore, top administrative officials or management should give emphases to their youth football projects try to accommodate and supply facilities and equipments.

As finding indicated there is a weak relation and communication among coaches with players parent and administrative official. Therefore it is suggested that, if there is any conflict among stakeholder concerned body should solve the problem through meeting and discussion. In addition to these, all concerned bodies should exert unreserved effort to create suitable training environment.

Finding revealed that there were the absences of regular skill development courses for coaches. Therefore, to have acquaintance with the ever growing scientific training coaches should get training on regular bases or providing appropriate and sufficient training for coaches.

Youth football training project in school is one of the main sources of players who can show highest performance at national of international level. Therefore, coaches and administrator should prepare organizes regular competition among sub-cities youth football project team. This also to give chance for select young talented players.

Sufficient wages and incentives for coaches should be giving the utmost attention by sport commission.

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[http://www.us youth soccer.org/](http://www.usyouthsoccer.org/)

APPENDIXES

Appendix -1

Jimma University

School of Graduate studies

Department of sport science

Questionnaire provided for coach

This questionnaire is designed to gather data in practice and challenges of youth football training under age 15 Addis Ababa sub-city training project. Since the success of the study depends up on the genuine and accurate response to each of the items. I would like to assure you that your responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Part One: Background information

Direction 1: please respond the following question by writing the appropriate information on the space provided or by writing “√” mark in one the boxes provided.

1. Name of your team (project) _____
2. Sex M F
3. Age _____
4. How many years of experience do you have be in coaching?
Less than one year 1-4 years
5-10 years above 10 year
5. What is your current level of coaching license?
First level Second level high level
If any please write it _____
6. What is your educational level and qualification?
Grade ten complete twelve complete certificate level
Diploma Degree Masters and Above
6.1.If your educational level is above diploma, what was your area of study?
Physical education and sport Teaching in other in other subject Coaching
If it is out of teaching please write it _____

Part two

Direction 2: Give below are about the relationship with players, players family and people working sub-city (federation) sport office.

No	Item	Very low	Low	Medium	High	Very high
1	How do you describe your relationship with players?					
2	How do you describe your relationship with player's family?					
3	How do you describe be your relationship with people working sub city (federation) sport office?					

Part Three

Direction 3: read the following questions and fill the appropriate answer or “✓” mark on the space provided.

1. Does your project have own relative training field?

Yes No

2. Do you think that the playing (training) field is suitable for training?

Yes No

3. Do you have shortage of balls for trainings?

Yes No

4. Does the federation sport office to provide performance enhancing courses?

Yes No

4.1. If your answer for question number “5” is “Yes”, for how many time intervals was given? _____.

5. Is there any effort made for the players to have a chance to get involved indifferent football clubs after completing their training? Yes No

5.1. If your answer for question number “6” is “no”, describe the reason?

6. Does your project have sufficient budget for training?

Yes No

7. Are you paid for coaching football in this project?

Yes No

8. What are the major challenges that hinder effectiveness of youth football training project?

9. How do you describe the current status of youth football training in your projects?

10. Finally if you have anything to suggest about youth football training program?

Thank you!!

Appendix-2

Jimma University
School of Graduate studies
Department of sport science

Questionnaire provided for player

This questionnaire is designed to gather data in practice and challenges of youth football training under age 15 Addis Ababa sub-city elementary (grade 5-8) school project team. Since the success of the study depends up on the genuine and accurate response to each of the items. I would like to assure you that your responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

N.B no need of writing your name

Part One: Background of players

1. Name of your team (project) _____
2. Sex M F
3. Age _____
4. How long have you played football in this project?
Less than one year 3-4 years
1-2 Years above 5 years
5. Education level
Below grade 5 Grade 6 Grade 7
Grade 8 Above Grade 9

Part Two

Direction 2: The following questions are about the facilities and equipment of training for youth project trainees and the coach. Please “✓” mark that the best describes your answer.

1. Does your project have own training field? Yes No
2. Do you think that the playing (Training) field is suitable for training?
Yes No

3. Do you have a shortage of balls for training?

Yes No

4. Does your project to provide sufficient food after training and competition?

Yes No

5. Does your project provide medical (first aid) services?

Yes No

Part Three

Direction 3: Give below is about availability of players sports wears. Please indicative your response by writing “√” make that best describe your opinion based on your own judgment.

No	Item	Not at all	Low	Medium	High
1	What do you think about the availability of shirts and shorts?				
2	What do you think about the supply of football shoes form the main team?				
3	What do you think about the of shirts and shorts?				
4	What do you think about the quality and durability of football shoes?				

Part Four

Direction 4: give below is about the relationship of players with team mate, coach and your family.

No	Item	Very high	Low	Medium	High	Very high
1	How do you describe your relationship with team mate?					
2	How do you describe your relationship with coach?					
3	How do you describe your relationship with family?					

Part Five

Direction 5: Read the following questions and fill the appropriate answer or “✓” mark on the space provided.

1. Do you have fully interest toward involving in the football training project?

Yes No

1.1.If your answer for question number “1” “no”, please write your reasons>

2. Does your coaches creating Varity of drill during the training section?

Yes No

2.1.If your answer for question number “2” is “no”, please write your reasons?

3. What are major problem that hinder your participate in your football training project?

4. What do you recommend to improve football training program?

Thank You!!

Appendix-3

Jimma University

School of Graduate Studies

Department of Sport Science

Interview for Sport Office Expertise and Administrative Bodies

1. Educational background _____
2. Occupation _____
3. Working experience Position Related Working experience
4. Work position _____
5. Are you providing the referees, coaches and other employees working under the sub-city football federation with the necessary training to improve their skill?

6. Is there any effort made for youth football players to have a chance to get involved in different football clubs after completing their training?

7. Is there any supply or availability of food for your players before and after the training?

8. What is the benefit of including youth football training program in school?

9. Please mention factors that affecting the practice of youth football training projects

10. How do you describe the development of youth football training your projects?

Thank You!!

Appendix -4

Observation checklist

No	Items	Alternative	
		Yes	No
1	Does all playing fields are comfortable to apply all techniques and tactics?		
2	Do all players properly wear their sportswear during the training session?		
3	Does the number of footballs enough preferably one for each or one between two?		
4	Does the training given by the coach follow scientific method?		
5	Do you think there is good relationship layer with coach and among teams?		