

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**  
**SCHOOL OF GRADUATE STUDY**



**TRAINING OF YOUTH FOOTBALL PROJECTS STATES IN KEFA  
ZONE AND ITS CONTRIBUTION TO THE KAFABUNA NATIONAL  
LEAGUE PARTICIPANTE CLUBS**

**BY:**  
**SHIFERAW GEBRE TSADICK WANO**

**June, 2015**  
**Jimma, Ethiopia**

**TRAINING OF YOUTH FOOTBALL PROJECTS STATES IN KEFA  
ZONE AND ITS CONTRIBUTION TO THE KAFABUNA NATIONAL  
LEAGUE PARTICIPANTE CLUBS**

**BY:**

**SHIFERAW GEBRE TSADICK WANO**

**Advisor: - Dr Asim Khan**

**Co. Advisor: - Gemechu Beker**

**June, 2015  
Jimma, Ethiopia**

**TRAINING OF YOUTH FOOTBALL PROJECTS STATES IN KEFA  
ZONE AND ITS CONTRIBUTION TO THE Kafa BUNA NATIONAL  
LEAGUE PARTICIPANTE CLUBS**

**BY:  
SHIFERAW GEBRE TSADICK WANO**

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF  
JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN  
FOOTBALL COACHING**

**SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF SPORT SCIENCE**

**June, 2015  
Jimma, Ethiopia**

**JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE  
SCHOOL OF GRADUATE STUDY**

**TRAINING OF YOUTH FOOTBALL PROJECTS STATES IN KEFA ZONE AND  
ITS CONTRIBUTION TO THE KAFABUNA NATIONAL  
LEAGUE PARTICIPANTE CLUBS**

**BY:**

**SHIFERAW GEBRE TSADICK WANO**

**Approved by the Board of examiners**

**Chairman**-----Signature -----Date -----

**Principal Adviser** -----Signature -----Date -----

**Co- Adviser** -----Signature -----Date -----

**Internal examiner**-----Signature -----Date -----

**External examiner** -----Signature -----Date -----

**Department**-----Signature -----Date -----

## **ACKNOWLEDGMENTS**

I would like to express my special thanks and sincere appreciation to Dr Asim Khan and Mr. Gemechu Beker (MSc) my thesis advisors, for their constructive suggestions, critical comments and scholarly advice that have shaped this thesis immeasurably. With out theirs proper guidance, the study would never have seen in the light of today.

Special thanks should also go to my friends, Mr. Mekoya Mengesha, and Mr Alemayehu Kebede for their various types of contributions in editing and moral support for the success of this thesis.

My heart felt thanks go to my friends Abune Markos G/Medhin, Aba.Aklilu,W/G, Ato Aklilu Hayile, Ato Kochito W/G, Ato Muluken Worku and Genet W/G for their material and financial support in order to make this thesis successful.

Eventually, I would like to thank my family and friends for their valuable encouragement and support during my study.

I.

| <b><u>Table of Content</u></b>                             | <b><u>Page</u></b> |
|--|--------------------|
| Acknowledgements-----                                      | I                  |
| Table of Content-----                                      | II                 |
| List of Table-----   | IV                 |
| List of Figure -----                                       | IV                 |
| List of Appendix -----                                     | IV                 |
| Abbreviation -----   | V                  |
| Abstract -----   | VI                 |
| <b>CHAPTER ONE</b>   |                    |
| <b>INTRODUCTION</b> -----                                  | 1                  |
| 1.1 Background of the Study-----                           | 1                  |
| 1.2Statement of the Problem -----                          | 3                  |
| 1.3ResearchQuestions -----                                 | 4                  |
| 1.4 Objective of the Study -----                           | 4                  |
| 1.5 Significance of the Study -----                        | 5                  |
| 1.6 Delimitation of the Study -----                        | 5                  |
| 1.7 Limitation of the Study -----                          | 6                  |
| 1.8 Organization of the Study -----                        | 6                  |
| 1.9Definitions of Terms as used in the Research-----       | 6                  |
| <b>CHAPTER TWO</b>   |                    |
| <b>REVIEW OF RELATED LITRATURE</b> -----                   | 8                  |
| 2.1. Concepts of Football Training-----                    | 8                  |
| 2.2. Characteristics of the Modern Football-----           | 9                  |
| 2.3. Basic Principles of Football Training -----           | 10                 |
| 2.4. Components (Pillars) of Football Training -----       | 12                 |
| 2.5. Methods of Football Training-----                     | 18                 |
| 2.6. Characteristics of Youth Training-----                | 19                 |
| 2.7. Training for Goalkeeper -----                         | 22                 |
| 2.8. Training Plan in Football -----                       | 24                 |
| 2.9. Football Coaching Style -----                         | 29                 |
| 2.10. Facilities and Equipments of Football Training ----- | 31                 |
| 2.11. Fluids importance -----                              | 34                 |
| 2.12. Contribution of Youth foot-ball projects -----       | 35                 |
| <b>CHAPTER THREE</b>                                       |                    |
| <b>MATERIALS AND METODOLOGY</b> -----                      | 36                 |
| 3.1. The Research Design-----                              | 36                 |
| 3.2. The Study area -----                                  | 36                 |
| 3.3. Population -----                                      | 37                 |
| 3.4. Sample and Sampling Techniques -----                  | 37                 |
| 3.5. Data Collection Instruments -----                     | 37                 |
| 3.6. Procedures of Data Collection -----                   | 38                 |
| 3.7 Pilot Study -----                                      | 38                 |
| 3.8 Methods of Data Analysis -----                         | 38                 |

3.9 Ethical Consideration -----39

II.

**CHAPTER FOUR**  
**PRESENTATION AND ANALYSIS OF DATA -----40**  
4.1 Background Information ----- 40  
4.2 Availability of Facilities and Equipment ----- 42  
4.3 Application of Warm-up or Limbering-Up Exercise ----- 44  
4.4 Application of Cooring-down Exercise ----- 45  
4.5 Availability of Players Sports Wear ----- 46  
4.6 Water Intake of Players during Training Session ----- 48  
4.7 Contribution of Youth Projects ----- 49  
4.8Desiccation-----51  
**CHAPTER FIVE**  
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS -----51**  
5.1SUMMARY -----51  
5.2CONCLUSION -----57  
5.3 RECOMMENDATIONS -----58  
**REFERENCE -----59**  
**APPENDIX-----61**

### III.

| <b><u>List of Tables</u></b>  | <b><u>Page</u></b> |
|---|--------------------|
| Table 1: Background Information of the Coaches -----                  | 41                 |
| Table 2: Performance Enhancing courses -----                          | 42                 |
| Table 3: Responses on Availability of Facilities and Equipments ----- | 43                 |
| Table 4: Responses on Application of Warm-up Exercise -----           | 44                 |
| Table 5: Responses on Application of Cool-down Exercise -----         | 45                 |
| Table 6: Responses on Availability of Players Sports wear -----       | 47                 |
| Table 7: Water Intake of Players during Training Session -----        | 49                 |
| Table 8: Players come through the Clubs own Junior Ranks-----         | 50                 |



IV.

**ACRONYMS AND ABRIVATIONS**

**FIFA** - Federation of International Football Association

**FYSA**- Florida Youth Soccer Association

**GK**- Goal keeper

**U**- Under

**U.S** - United States

**USSF**- United States Soccer Association

**STYSA**- South Texas Youth Soccer Association

V.

### **List of Appendices**

**Appendix-1** Questionnaire provided for Coaches

**Appendix-2** Questionnaire for Players

**Appendix-3** Questionnaire provided for Coaches (Amharic version)

**Appendix-4** Questionnaire for Players (Amharic version)

**Appendix-5** Observation Check List

**Appendix-6** Interview for Coaches and Administrative Officials

## VI.

### **Abstract**

*This study is conducted with ultimate objective of exploring the training of youth football projects states in Kafa Zone and its contribution to the Kafabuna national league participant club. Three sample youth projects were selected, from five Kafa Zone youth football projects using simple random sampling technique. Thus, the subjects in the study were seventy five players, three coaches, and three administrative officials. In this study descriptive survey method was employed. Questionnaire was dominantly used as data collection instrument; unstructured interview and observation were also used in the process. The data gathered through interview and observation was analyzed through descriptive statements. The major findings include that failure of coaches to manage and follow players throughout the training session, inappropriate or wrong methods of warm-up and cool-down by players and lack of facilities and equipments for training, affect the training of youth projects and its contribution to the main clubs. In addition to these, none of players drink water during the training session. These are also one of the major constraints regarding the success of the training of youth projects as a source of players. In general the training of youth football projects which are administered or governed under Kafa Zone sport office were affected by shortage of available facilities and equipments for the training session*

**Key words:** Training, Youth football Projects, Facilities, Equipments and Contribution

## VII.

### CHAPTER ONE

#### 1. INTRODUCTION

##### 1.1 Background of the Study

Training of youth football program is the base and the main source for a club and the future elite athletes (players) will be equipped with the fundamental and basic components as technical, tactical, physical and psychological demands of the modern football. Therefore, highly organized and well structured youth foot ball training program is crucial. Clubs to be a good competent and successful at national and international level, it is mandatory to train and cultivate youth athletes with such a continual and consecutive program Since the demands of the main club in the modern football cannot be addressed with only a well structured program of youth football, the systematic control and assessment of the program in relation to its contribution to the main club is very important.

In relation to this Hedstrom and Gould (2004:9) states that, “The youth sport coach can have a Dramatic influence on young athlete’s development and enjoyment of sport”

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

Besides, beyond this, Florida Youth football Association (FYSA) Coaches Handbook (2010:8) states: The youth level is where we need to realize that the game we play is not the “adult game.” Age appropriate training is crucial at each age group to much the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. The activities need to be a purpose. Thus, because of its impact on the development of youth football players and their upgrading and contribution to the main clubs in relation to their performance should be give due attention. It is the training which is being conducted by coaches that determine the performance of players and the development of main clubs status. Therefore, coaches are required to approach each training session with a well structured plan and method of training.

The United States Soccer Federation (USSF) Coaches Manual (1973:8) explains: It is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development. Coaches need to make a plan of action at the beginning of each year or season. By doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan, especially youth levels often results in players not receiving instruction or practice in areas that are the bases for future development.

Thus, because planning prior to a training session coaches should prepare a practice plan that out lines 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. In regards to this idea Dewitt J. (2005:74) states that; the age and development state of players should be taken into account to determine and addresses each components during each practice session. Based on the ground of such arguments on the training of youth football players, it is the purpose of the training to develop players to the main club. Player development should be the main focus of our administration, leagues, clubs and teams.

The goal here is to develop players so that as they progress to the next level of the game, they are ready and prepared.

Further more, FYSA. Coaching manual. (2010:11) recommends that, “At the junior (ages 13-17) level, ball skills; enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and results are a key. At this point, any success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development.” Therefore, in order to achieve and succeed the plan of the project, coaching methods and styles should be given more emphasizes.

In relation to this, the U.S. Soccer “C” license Coaching manual. (2008:3) suggests that, “*It is important to consider coaching methods and styles to be part of a broad continuum that ranges from directive to guide. In the course of a season, and certainly depending on the age of the players, a coach can use all methods and styles effectively. A balanced approach that employs each method and style appropriately and at the right moment is always best.*” Generally, in order to develop and increase the contribution of youth projects to the main clubs, the development and improvement of players is crucial. Moreover, player’s technical, tactical, physical and psychological developments are fundamentals. However, these improvements are achieved the preparation of training plan and its application by using important methods and styles of training depending on the age of the players.

The researcher was eager and enthusiastic to evaluate and understand the ways of training of youth projects particularly the junior level (ages 13-17) and their contribution to the main clubs. Because, the importance of training for youth project players is to improve their competitive behavior and to make them a good source of players in relation to their contribution to the main clubs. Since youth players are too much eager to learn and to know new knowledge’s and skills, the coach should facilitate his/her training program by encouraging and creating good training environments that will help promote the players fast improvement and lifelong love of the sport.

In relation to this, the South Texas Youth Soccer Association (STYSA) (2010:12) explains that, “The game of soccer is no different. There is a process by which to teach the kids in order for them to develop, so that with time, they can choose the path they want to take. The high expectations from parents, coaches and clubs pushes the development of kids and putting above all else.” As a result, youth trainees should be given good guidance, and their training should be

appropriate with their age levels with good facilities and equipments. Therefore, this was the issue which the researcher assessed and evaluated.

## **1.2 Statement of the Problem**

As showed in the background section, youth football development program is the most important time in which players acquire different skills and knowledge that facilitates the development of player's performance. As a result, the main clubs status can be raised. When clubs improve their status depending on the supply of their youth projects this also has a direct impact on the development of national league competitions standard.

Clubs that produce quality players who are suitable and fit with the modern football, and Competent in international level, the training of its youth football development program have to be assessed and maintained to a level which can produce competent players who are capable of modern football, however, countries like Ethiopia are in processes and with several difficulties to improve their Leagues standard.

On this issue FIFA Coaching Manual (2004:2) has the following to note: The training and developing of future professional players is, of course, fully Justified, because it ensures that they are better prepared to face playing at the Top level. It is, however, essential to remember that the game of football has a wider role to play and that it has to provide a real School of Life, a school that is prepared to train and develop not only the elite players of tomorrow, but also all of these youngsters who are passionate about the game and who form them base of the football pyramid that the game needs to ensure its continued progress.

In order to improve their league standard the youth football development program should be given more emphasis and it is mandatory to run a well organized and modern training program. In this study the problems to be investigated were there is lack of adequate trained man-power in the area, lack of facilities and equipments as well as lack of research works. That's why I have selected the topic on training of youth football projects status in Kafa Zone and its contribution to the Kafabuna national league participant club.

## **1.3. Research Questions**

1. Are the facilities and equipments available for a training session?
2. What are factors that challenge in conducting the training session?
3. What are the major constraints regarding the contribution of youth projects to the main club

4. What solution and alternatives should be taken for the improvement of the training of youth foot ball projects in Kafa Zone?

### **1.4 Objective of the study**

The objective of this study states the aims and the goals of the research and what will be achieved generally and specifically at the end of the study.

#### **1.4.1. General Objective:**

The general objective of this study was to investigate the training of youth football projects and its contribution to the main clubs and also to recommend corrective measures to be taken in order to alleviate the encountered problems.

#### **1.4.2 Specific Objectives**

The specific objectives of the study were to:

1. Assess the availability of equipments and facilities for youth foot ball projects in Kafa Zone.
2. Describe factors that challenge youth football projects in conducting the training session in Kafa Zone.
3. Identify the contribution of youth foot ball projects to the main club of Kafa buna National league participant clubs.
4. Suggest possible solution for the improvement of training of youth football projects in Kafa Zone.

### **1.5. Significance of the Study**

Designing suitable training program and procedures is needed in recurring and producing potential youth project and candidate for the main clubs. Such kinds of procedures may be useful for decision making regarding admission and predicting the success of the players in pursuing training program and their success of their performance latter. Hence, it is essential to study the training of youth football projects and its contribution in order to find the extent of the adequacy of the criteria

In general, the findings of this might help to:

1. Assessed and evaluate the suitability of the training environment to apply appropriate training.



2. Give an insight about the contribution of youth projects to the main club of Kafabuna National league participant clubs.
3. Initiate concerned and interested researchers in the area to expand findings and to come up with new ideas and suggestions that can be contributed to the betterment of the training in particular and its contribution to the main clubs in general.

In this regard the study could play an important role in the provision of data and nominating the strong as well as the weak side of the training.

### **1.6 Delimitation of the Study**

For the sake of assessing and evaluating the over all program, it seems mandatory and invaluable to make the study at a national level. However, because of the resource and financial constraints the researcher has obliged to under take the study only on three youth Football projects of Kafa Zone found in Gimbo, Chena, and Gesha woreda. Though the researcher has intended and planed to work with those three youth projects. In relation to the researcher interest competence, financial power, and time constraints the study had been delimited only to the issue of the relevancy of the training and the suitability of the training environment to apply appropriate training and the availability of facilities and equipments.

### **1.7 Limitation of the Study**

The availability of reliable data for any research is an important input for success and Achievement of the final outcome of the research work any study under taken for the first time depends to a large extent on previous knowledge, the availability of up-to-date and pertinent Research materials, journal articles and other essential devises. The availability of information dealing with these things would help to facilitate and strengthen the study under consideration. It should be noted that it is common to encountered a problem related to data not being easily Available and at times even if the data are available they may not be reliable because the Instruments used may not themselves be absolutely accurate. In addition, data may not be Obtained or properly kept as much as one expects to have them for research purposes. In other words, there usually constraints which may influence in one way or another any undertaking in a Research study dealing with prediction

Inadequacy of available relevant research materials is one of the limitations encountered in this study. In addition, the scarcity of sufficient books and literature in the area of study was the Major short coming that the researcher encountered during the execution of the study.

## **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 Which consists of concepts, characteristic, principles, and components of football training, characteristics of youth training, coaching styles, facilities and equipments of football training. Chapter three comprises methods and procedures of the study while chapter four deals with data analysis, interpretation and presentation of findings. Eventually, chapter five provides summery of the findings, conclusions reached on and recommendation made on the bases of the conclusions from the data analyzed.

## **1.9 Definitions 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.

**Cool-down:** slow jogging or movement with or without the ball to make the heart rate and body temperature normal after training. Michael and Helen (2000:226)

**Equipment:** materials used to facilitate football training session successful. Dewitt J. (2001:55)

**Training:** is long and complex scientific process to produce skilled and talented players. Kacany (1987:33)

**Warm-up:** is a very important preparatory exercise which is done in order to make ready, body and mind, to the training session. Honey Bourne et al. (2000:224)

**Water:** is part of nutrition used to protect the body from dehydration, tired or fatigue. The Official U.S. Youth Soccer Coaching Manual (2002:76)

**Youth:** young people who played in under age - 17 categories. FYSA (2010:11)

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITRATURE**

This chapter discusses about concepts, characteristics, principles, and components of football training, characteristics of youth training, coaching styles, facilities and equipments of football training for youth football projects.

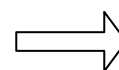
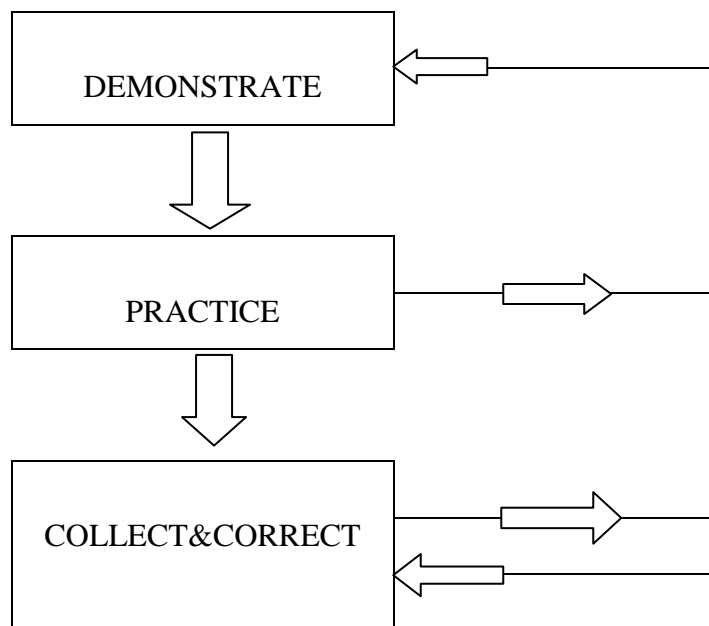
#### **2.1 Concepts of Football Training**

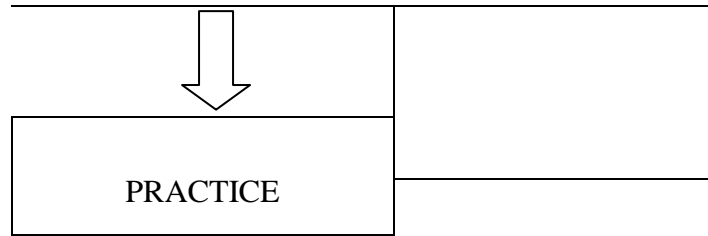
There are a lot of explanations about the concept of training. For example, the International DFB-Coaching Course Manual (B-license) (2008:22) defines it as follows: “Training is all measures taken to build up, to improve and to stabilize the quality of performance in football in a systematic and objective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

In relation to these concepts Dewitt J. (2001:85) suggests: When learning a new skill or method, correct repetition is most important. As you probably know from experience, a physical skill, like kicking a ball, or a mental skill, like reading or writing, is mastered by performing the skill over and over until mistakes are reduced or eliminating. You probably were not constantly able to perform the skill correctly at first. Instead you made mistakes and then reduced.

The number of mistakes until you mastered the skill. Even then, you still made mistakes, but they were few and far between. The same will be true when you teach a new concept for your players. It is okay if your players make many mistakes when learning a new concept or skill. Your job is to help the players eliminate mistakes so they can become better players. In addition to the above concepts, training is described as a complex serious of actions aimed at influencing the development of performance in a systematic and goal oriented way.

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





**Figure 1. The Teaching Process Adapted from Coaching Girls' Soccer (2001:85)**

## **2.2 Characteristics of the Modern Football**

As defined by Dewitt J. (2001:54) soccer/football is a ball game played between two teams of 11 players, each attempting to win by scoring more goals than their opponent a goal results when the ball passes over the goal line between the goal-posts and under the crossbar. In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goals than the opponent team. Getting the ball between the goal posts and into the goal scores a point. While playing the ball, players may use any body part except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in [http// www.wordiq.com](http://www.wordiq.com). A survey conducted by Federation International de Football Association (FIFA), the sports governing body, published in the spring of 2001; over 240 million people regularly play football/soccer in more than 200 countries in every part of the world. Its simple rules and minimal equipment requirements have no doubt aided its spread and growth in popularity. In this regard Reilly T. (1996:1) expresses that;

Football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer game and its rule have a great role for the popularity and development of modern football/soccer throughout the world.

## **2.3 Basic Principles of Football Training**

Kacany (1987:33) (as cited in Wondimu and Damen, 2004:41) defines training as a complex, long and conscious educational process, with the aim of making use of specific means, to contribute to the achievement of maximum sports performance by a player on the basis of balanced development of his/her personality and further explains training as a systematic process of repetitive, progressive exercise and acclimatization. For this purpose, the principles of training help ensure that sensible, realistic and safe training programs are developed.

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

### **2.3.1. Principles of Specificity:**

Every activity requires a specific mix of fitness components and the training should reflect the contribution made by each component. However, before attempt any specific training it is mandatory to develop a general level of fitness. Here, three main factors must be considered:

- **The individual:** Training should be specific to the individual. It is important to assess the initial stage of fitness so that the workload can be accurately estimated.
- **The activity:** First identify the mix of fitness components required and then identify the major joints and muscles that are used or more active.
- **The energy systems:** Identify the energy systems used during the activity and their overall contribution to total energy expenditure.

### **2.3.2 Principles of Overload:-**

This principle indicates that whole point of training is to improve level of fitness, but the level of fitness will improved only if the body is overloaded. In other words, the body should work harder than normal by increasing the amount of work to be performed.

This can be applied through:

- Increasing the number of times (frequency: F) of the training.
- Increasing the intensity (intensity: I) of the activity.
- Increasing the duration (time: T) of each individual session.

### **2.3.3 Principles of Progression:-**

Regarding this principle, the body will improve only if it put under stress, but the principle of progression underlines the fact that the amount of overload attempted should be progressively made more difficult. The workload should be increased only once some adaptations have occurred, so it is important to monitor the players or trainees performance closely so that the coach does not put too much stress on the players too soon.

### **2.3.4 Principles of Variance:-**

Variety is the spice of life! Doing the same thing week after week becomes monotonous and boring. The principle of variance suggests that a training program should include a variety of

training methods. This will help to maintain interest and motivation, and makes sure that the loads of training are varied.

### **2.3.5 Principles of Long-term Training:-**

Footballers experience long-term training effects by overloading regularly and progressively their body systems. Gradual improvements in Physiological parameters contribute to enhanced performances. This principle reminds coaches to be patient as they monitor the progress of the footballers and cautions them against pushing youngsters too hard, too fast and too soon (Wondimu and Damen, 2004).

In general, the principles of training are used as guidelines to assess the appropriateness of the training session. In addition to the above principles the U.S. Youth Soccer Coaching Manual (2010:11) recommends the following principles for the success of youth training sessions. The details of each principle are discussed as follows:

**2.3.5.1 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 players' abilities.

**2.3.5.2 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.

**2.3.5.3 Simple to Complex:** Are the activities presented in a way that allows for ongoing modifications and new challenges to meet the player's interest and abilities.

**2.3.5.4 Safe and Appropriate Training Area:** The area should be free of hazardous materials such as glass, stones, branches, holes and be safe from traffic or other environmental dangers. The training environment should be psychologically safe.

**2.3.5.5 Decision Making:** Decisions may be spatial (where to run or pass), temporal (when do I pass or run), or kinesthetic (how do I handle the ball)? These need to be present in all activities for learning to occur. Remember that learning is not efficient, and that effective learning may be the result of inefficient trials.

**2.3.5.6 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. However,

the implications for the game are even 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.

## **2.4 Components (Pillars) of Football Training**

U.S. Soccer “C” License Course Candidate Manual (2008:13) suggests that it is important to clearly understand the components of coaching soccer and how to apply the methodology of teaching both technique and tactics through economical training. The coach must apply these principles to solve problems identified in the game to develop appropriate training sessions that allow the coach to coach the players, not the method. The components/pillars of coaching football/soccer are: technique, tactics, physical fitness and psychology. The order of priority of these components/pillars differs depending upon the age and ability of the players. In addition to this Dewitt J. (2001:74) states that, “When determining which of the components you will address during each practice session, you must take into account the ages and stages of development of your players”. The details of each component has discussed as follows:

### **2.4.1 Technical Preparation:**

As defined in Cambridge Youth Soccer Coaches Manual (2007:6) technique is the skills used to play the game. Dewitt J. (2001:76) also explains about technique as follows:

In soccer/football, the most important element is technique. Techniques are the Skills of soccer. Without technique, it does not matter how well you make Decisions (tactics), how long you can run (endurance, nor how you deal with the stress of competition (psychology). When working with players of all levels, technique must be the emphasis of your coaching. Wondimu Tadesse (ass.professor} and Damen (2004:26) football performance. Also states that, technique is evidently of fundamental importance. It forms the bases for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control, he/she will never be able to control a game.

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

#### **2.4.1.1 Juggling:**



A player juggles a ball when he/ she repeatedly keep the ball from hitting the ground by using various parts of his/ her body. He/she juggles with his/ her feet, thighs, chest, head, and shoulders. A player starts juggling by lifting the ball off the ground without using his/ her hands (a technique called a pickup).Although juggling may not occur often during a game. Players juggle to increase their ability to control the ball, so it is worthwhile to practice.

#### **2.4.1.2 Dribbling:**

Dribbling involves keeping possession of the ball with your feet. Various Surfaces of the feet are used, including the inside, outside, instep, and soles. Players dribble to go past opponents (beat them) to go away from opponents or sidelines and to move quickly in open spaces, each type of dribbling requires a different technique. Dribbling technique also involves body feints and tricks to fool opponents. Players use their heads, shoulders, legs, and small touches of the ball to fake opponents by beating them with a dribble.

#### **2.4.1.3 Passing:**

Players pass the ball to move it from one part of the field to another. There are various types of passes. Short passes usually remain on the ground, while long passes may be on the ground or in the air. Balls might be driven, lofted, or curved (bent). Each type of pass requires a slightly different technique.

#### **2.4.1.4 Ball control:**

Receiving the ball is important for maintaining possession. When players control the ball, they may use various body parts, such as their feet, thighs, chests, and heads. They might also use different surfaces of each body part. For example, a player might use the inside or outside of his/ her foot when receiving a pass on the ground, or He/she might use the instep or sole of his/ her foot when receiving a ball out of the air.

#### **2.4.1.5 Heading:**

Players head the ball with their foreheads. Heading may be used for attacking or defending. A player might try to head the ball in to the goal or to pass it to another player. Soccer players also use their heads defensively to hit the ball away or to clear the ball. Players who are standing, jumping, or diving might attempt headers.

#### **2.4.1.6 Finishing:**

Players finish scoring goals. Finishing might be better described as a pass into the goal. The techniques used when finishing are very similar to those used when Passing. Players must work on striking a ball that is rolling, bouncing, or in the air. A ball struck just after it bounces is called a half volley, while a ball struck out of the air is considered a full vole. In addition to mastering how to finish a ball that is rolling, bouncing, or in the air, players also need to work finishing balls coming toward them, moving away from them, or coming from the side.

#### **2.4.1.7 Tackling:**

Players tackle the ball to dispossess another player. A tackle occurs when a Defending player knocks the ball away from an opponent who is in possession. In Football a player tackles the ball, not another player. There are several ways to tackle the ball, including block tackle, slide tackle, and the side tackles. When a player tackles the ball, his/her intent should be to get the ball away from an opponent, but not necessarily the ball herself. Tackling is the only technique that is used solely for defensive purposes. You would never tackle a teammate.

#### **2.4.2 Tactical Preparation:-**

In U.S. Soccer “C” License Candidate Manual tactic defined as player decisions within the game. Furthermore, as described by Dewitt J. (2001:78) football tactics are the strategies that players and teams use to play the game.

When the coach teaches eutectics to his/her players, he/she is actually teaching them how to make correct decisions. During a match a player needs to make many decisions, usually with very little time to think. Teach and reinforce tactics by coaching exercises that require the players to make decision, or face the same problem, repeatedly.

In addition to this Wondimu and Damen (2004:26) states: Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the play ground. The aim of good tactics is to put emphasis on the positive qualities of one’s own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself. Tactics can be applied individually, in small group and large group, while both in attacking and defending. However, Dewitt J. (2001:79) suggests that “When working with your players on tactics, focus more on individual and small group tactics than one large group tactics for both attacking and defending.” For this also the following reasons are discussed as follows:

- Individual and small group tactics are less complex and simpler to understand than large group tactics.
- By mastering individual and small group tactics players will inherently begin to develop large group tactics.
- No matter how many players are on the field, when analyzing play it is possible to reduce the big game to a 1V1 or 2V1 situation involving the ball. The team that wins more of the 1V1 or 2V1 situations throughout a match is more likely to be the winner of the game. According to Cambridge Youth Soccer Coaches Manual (2007:6) tactics for youth football or soccer focuses largely on decision making, i.e. how players can make the correct decision given a particular situation. Coaches should try to understand the progression of tactics and coach the players in the proper sequence, so that players are comfortable in solving easier problems as (1V1, 2V1) before they move on to solve more complex ones (4V4). Thus, as youth football/soccer coach, it is mandatory to consider and identify the age and level of trainees before planning training. Characteristics of the training for youth players depending on their age level are expressed as follows:

#### **2.4.2.1 Basic Tactics (U8-U10)**

- (U6, U8) knowing which direction to attack and which goal to defend.
- Understanding their options when they have the ball pass, dribble, and shoot in 1V1, 2V1 and 2V2 situations Basic defending technique

#### **2.4.2.2 Intermediate Tactics (U10-U14)**

- Understanding Basic role of defenders, midfielders and forwards
- Knowing their options when they have the ball (pass, dribble, shoot) in 1V1, 2V1 and 2V2, 3V3 and 4V4 situation Defending technique
- Understanding the thirds of the field (attacking third, middle third and defending third) And preferred options in each “third”
- Combination plays (wall pass, take over’s). Defending in pairs

#### **2.4.2.3 Advanced Tactics (U14 and above)**

- Continue emphasis on fundamental and intermediate tactics
- Overall team strategy (offside traps)
- Understanding role of specific positions (left winger, center forward, center defender).

**2.4.3 Physical Preparation:** according to John, Michael and Helen (2000:33) physical fitness is defined as the ability to cope effectively with the stress of everyday life.

Dewitt J. (2001:79) describes that many people associated fitness with the ability to run for a long time (aerobic fitness); football/soccer players actually have a few more requirements. However, when we are thinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Furthermore, U.S. Soccer/football Coaching Manual (2010:12) recognizes that; football/soccer is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class football/soccer players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of football/soccer and maintain high technical ability and decision-making quality throughout a match. Every football/soccer player, regardless of standard of play, can benefit from a fitness training program based on football/soccer-specific exercises. For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner.

As indicated in U.S. Soccer Coaching Manual (2010:12) Bangsbo J. provides the following insight on fitness training for youth:

There is evidence to suggest that training of youth players does not need to be focused on improving physical performance. Often young players get sufficient physical training by regular drills and games. In a Danish study, 132 young players from football clubs, in which fitness training was not performed with players under 15 years of age, were tested using a football specific endurance test. For boys younger than 15 years there was a pronounced increase in performance with age despite the fact that they did not perform any specific fitness training. Furthermore, results of 18 year old players were as high as those of the senior league players. It appears that a player can reach a top-class level as senior player without performing specific fitness training during the younger years. The time saved by excluding fitness training should be spent on training to improve technical skills, as the players greatly benefit from this type of training when they become seniors. When training young players one should be aware that there

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

Training for young players, prior to and during early puberty, should not be focused on the physical aspect, but should mainly emphasize technical training. Children are very sensitive to the physical and psychological stresses imposed by a demanding training and competition schedule. They are especially susceptible to injury or burn-out during growth spurts and puberty. Youth coaches must take into consideration the positive effects of adequate rest periods during training, alternating hard and light practices through the season and allowing days off and time away from football/soccer to recuperate and rekindle passion for the game.

**2.4.4 Psychological Preparation:** when the coach plans the training session for psychological preparation he/she considers the development of both the mental and cognitive skill. Moreover, FIFA Coaching Manual (2004:1) explains that mental training is aimed at improving mental attitudes, but also at aiding the improvement of performance related elements through techniques that utilize the qualities and resources of our brain. The development and improvement of mental attitudes can start as early as the pre-training/development stage with youngsters. By giving the players specific rules and instructions during training sessions, it is possible to stimulate the development of their mental approach. However, cognitive skill knows how to read the game, having good all-round vision, being able to see more quickly and make the right choice of move more rapidly are all signs of a good tactical awareness that sets the great players apart from the rest. Furthermore, in the same manual cognitive skills are defined as the instructive tendencies that allow a motivated and committed player to assess situation through a process of knowledge acquisition (attention/ concentration/ perception/ anticipation).

It therefore encompasses everything that the player’s intelligence allows him/her to understand so that he/she can exploit a given situation or action in the best possible manner.

## **2.5 Methods of Football Training**

Every coach needs a Variety of coaching methods to use as tools with their teams. When Developing and executing appropriate and effective training sessions, it is helpful to consider different coaching methods. In line with this idea, the U.S. Soccer/football “C” license (2008:1) states the following five points as tool kits of coaching methods:

### **2.5.1 Coach within the flow of the game:**

This is successful with players whose technique allows them to process and play at the same time. The coach provides clear, brief instruction to individuals or small groups of players as the ball is moving. This is not an ongoing monologue, but rather instructions at a critical time to influence play. The caution here is to not let this become noise.

### **2.5.2 Coach the individual player as the game continues:**

Here the coach stops an individual player to make a coaching point, but does not stop the activity. While the coach interacts with the player, the team plays a “man down” Obviously the interaction must be brief and concise to get the player back into the activity.

### **2.5.3 Coach at natural stoppages:**

Here the coach addresses groups of players during times when the game is still, e.g. when the ball goes out of bounds; at water breaks; change over. While being brief and concise is always important, here it is important to focus on a problem that is fresh in the player’s mind.

### **2.5.4 Allowing the conditions of the activity to coach the them :**

Here the conditions of the activity provide the problem for the players to solve.

### **2.5.5 Coach using the “freeze” method:**

Here the coach “freezes” the game to make his/her coaching point. This allows the coach to “paint” a very visual picture for the players. Use this option with care, because if used too often it can disrupt the game and frustrate the players. A technical freeze allows the coach to correct incorrect technique and is coach directed. Here the coach can demonstrate proper technique and have the player rehearse the technique. A tactical freeze is often coach directed, but can benefit from guided questions as well. While coaching youth players it is important to consider the methods how to develop familiarity of players with the ball through repetition and some necessary directions.

The U.S. Soccer “C” license (2008:3) suggests important methods for coaching youth players:

- Making players something to emulate from older players, TV and highlights.

- Using direct method of coaching for technique.
- Trying to make the whole process to be aided by energy and passion from the coach.

## **2.6 Characteristics of Youth Training**

Characteristics of youth training is depends upon the age level of players, since the capacity of players to learn different techniques and tactics is directly related to their age. As a result the International DFB-Coaching Course Manual (B-license) (2008:87) indicates that the organization of youth football training in relation to their age group.

There are different characteristic features of each age group, similarly the content and Characteristics of technical and tactical training also different. Furthermore, the detail of the organization of youth training depending on their age and characteristics of technical and tactical training is discussed as follows:

### **2.6.1 Infancy or Childhood stage (6-10 years)**

In this stage children play football/soccer everywhere: in the streets, on lawns and any open space: this is because football/soccer attracts children and it offers many challenges. Young players have the will to win and enjoy the games unpredictably. This is the age of exploration where they like to experience their surroundings. In this respect the coach have to give the children completion to keep their attention and Enthusiasm. He/she should several means to keep them interested. There is room for sportive activity which is based on two objectives: on one side enjoyment in handling the ball with the feet and in playing; on the other side they want to move and enjoy themselves. In this stage contents of fundamentals which govern performance in techniques and tactics are:

#### **2.6.1.1 Technique:**

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

#### **2.6.1.2 Tactics:**

For this stage also include to score and to prevent goals as the objective, to get used to keep positions, a feeling of covering and to learn the rules in a simple way.

Characteristic features of players in this stage are:

- ✚ Players are attentive and interested
- ✚ Players like to move and play

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

### **2.6.2 Ante-puberty stage (10-12 years)**

Players who are located in this stage are categorized under D-junior players. It is in this stage players show physical harmony, become well balanced and co-ordinate, and able to learn difficult things or creativity. Moreover, players should be thought agility, dribbling and all the difficulties in the game with the ball.

- **Techniques:** All technical elements are clearly demonstrated and practiced alone, with partner or in a group. Exercises can be introduced first in stationary position and then with mobility.
- **Tactics:** Learning by practice of general tactical means such as to run free, support, and not to let the ball bounce. And dribbling and tackling as technical means in combat.

### **2.6.3 Age of puberty: 1<sup>st</sup> phase (13-14 years)**

This stage is discussed as a growing stage, where the player's co-ordination is very much affected. In this stage players would not be react as quickly as before and their balance is no longer steady.

- **Techniques:** All technical to be tried as tactical means in competition, like practicing and playing forms. In psychic unstable phases to practice techniques in simple forms in order to stabilize the movement.
- **Tactics:** Tactics also include introduction, tactical means of attack and defense, and teach teamwork.

### **2.6.4 Age of puberty: 2<sup>nd</sup> phase (15-16 years)**

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

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

### **2.6.5 Youth: (17-18 years)**



As the International DFB-Coaching Course Manual (B-license) (2008:92) notes that; it is in this age group that the consolidation of previously established performance ground is takes place. Training bad devised to support and to foster the natural biological development must create the prior conditions for ensuring that the youth can smoothly join the ranks of senior football. This training bad is even aimed to physically adjust players to the diversity of the challenges posed by competition, but equally applies to the intellectual-mental sphere.

According to FYSA Coaches Manual (2010:11) at the junior level, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and results are a key. At this point, any success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development than on team building.

As players graduate to the junior level, they should become comfortable with the ball and have an insight into the game that will allow them to deal with the increasing pace of the game (both in athletic and speed of decisions).

Thus, the goal at this point in a player's development is to begin expanding his/her understanding of the game as much as his/her technical and game maturity will allow. With all these capabilities which have been developed through the different stages, players are ready to play top level football/soccer, provided that these talents are guided and developed with the right type of training.

- **Technique:** Automatisation and variation of all skills in complex forms, and improvement of attacking and defending behavior.
- **Tactics:** In this stage players are trained to improve the ability to take risks and to decide spontaneously, and match analysis in team meetings with discussions.

In general it is vitally important that younger players learn and practice more and new technical skills while older players need to practice and rehearse the basic technical skills to ensure continued success

## **2.7 Training for Goalkeeper (GK)**

Goalkeeper is the most important player in football/soccer game, since the last line of defense that saves the team from attack of the opponent team.

In addition to this idea, as expressed in FIFA Coaching Manual (2004:1) there are specialists who feel that the goalkeeper has a special place in the team because his/her performance can determine whether his/her team wins or loses.

Moreover, Rees, R. and Meer, V. (1997:75) explains that it is virtually impossible to have a successful team with a below average goalkeeper. The goalkeeper is a special case in the team yet is a vital team member. He/she is expected to rescue the team with saves when defensive lapses have occurred and at the same time be an integral part of the defense by organizing the players in front of the goal.

During most warm-ups the coach can include some GK work with the field player's workout. For this purpose, **Bert Van Lingen (1997:213)** gives the following suggestions:

✚ All players are dribbling in an area. The designated GKs are jogging around and call for a ball from a dribbler. The dribbler makes a ground pass to the GK who runs through the pickup and returns the ball to the dribbler. The coach could make this a team-wide exercise—the GK that picks up the ball now is a dribbler and the passer becomes the GK. As the skill level increases, the dribbler can "shoot" a catchable ball at the GK.

✚ All players are passing and moving in pairs. The designated GK calls for the ball from a dribbler who passes to his partner, who "shoots" a catchable ball at the GK. The GK distributes back to one of the players and finds another pair to receive a shot; or the GK distributes to and pairs up with the original dribbler as the shooter becomes the new GK. The above exercises could be where only the GK has the ball and distributes to a player for a one-touch return or a pass over to his/her partner for a shot on the GK.

GK play can be incorporated into passing warm-ups and exercises. For example, in pass and change lines, the GK can use this exercise to pick up ground passes. At times, the passer may "shoot" a ball off the ground for the GK to catch.

Specific training for youth GKs should start with basic catching technique. As a result the following are important coaching points for youth Goalkeepers:

- ✓ Hands move together, both behind the ball; the thumbs should be close, the index fingers slightly turned towards each other.
- ✓ Elbows are in front of the torso and close together
- ✓ Hands are forward and fingers high on the ball
- ✓ The GK should constantly be bouncing on the balls of the feet and moving the

Body behind any balls to the side the hands move together for all catches; if the ball is below the chest, the hands should be extended and turned to where the little fingers and sides of the palm are touching; the elbows especially should be very close on this catch.

- ✓ on a ground pickup, the GK should step one foot beside the ball, lower one knee Close to but not touching the ground behind the ball and scoop the pickup, continuing in a forward run after the pickup (this is called running through the pickup).

**Sample exercises** include:

- 2-man pass and catch,
- short ball serve, followed by a high ball; the GK should be made to move

**Forward, then backwards,**

- 2-man pass and catch with moving side to side or forwards and backwards,
- GK in the middle with 2 servers alternating,
- GK forward pickup with server moving backwards laying ground passes off at

**Different angles,**

- GK sit-ups with ball, coach kicks ball as GK brings it forward; this is to teach

Proper hand position and give the GK confidence in his/her grip.

Footwork is the next area of GK training. Sideways shuffling between cones or quick steps forward and backwards between cones is the first part.

The youth GK should be taught to move from post to post in an arc that extends about 2-3 yards out from the center of the goal. This can be taught with two servers that are positioned several yards out, say at the top of the penalty area and wide of each post. As they pass the ball back and forth, the GK moves on his/her arc.

Forward movement can be taught with a gate several yards in front of the GKs arc. Balls are played from some distance so that the GK can pickup the serves before they reach the gate. If the coach have a couple of GKs, a fun exercise is to have a "goal-line" that is as wide as a goal. Place two gates a couple of yards shorter than the goal width about 3-4 yards in front and back of the goal-line. The GKs take "shots", beginning with ground balls, from the servers in front of each gate. After each "shot," the GKs trade sides and catch the next serve before it passes through the gate.

## **2.8 Training Plan in Football**

International DFB-Coaching Course (B-license) (2008:72) defines that; Periodisation as the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and contents have to be taken into consideration.

Similarly, FIFA Coaching Manual (2004:1) defines Periodisation as a technique of planning the process of training and competition so that the annual training plan is a succession of “periods”, each of which has a different style of activity.

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

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

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

The coach can control the success rate of his/her players. He/she can stop the players at practice when they make mistakes to provide them with the vital feedback that is necessary to learning.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan.

Adding to this idea, Dewitt J. (2001:89) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan.

However, as FIFA Coaching Manual (2004:1) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

### **2.8.1 Perspective Plan**

The assumption is that long-term planning of training, which is based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the

success of the training in the long-run. Such kind of plan is mostly planned for world cup (four year plan), African cup of nations (two-year plan) and youth project plan. In addition to this idea Dewitt J. (2001:89) recommends that a long-term plan should reflect priorities, philosophies, and goals for the team, club or project.

### **2.8.2 Annual-Plan/One-year Plan**

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

Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given

Country, or because of cultural, weather and even financial considerations

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

- Playing level, performance age and training age.
- The number of players (squad size) available.
- The fixture list.
- The objectives for performance on the pitch for the season.
- The infrastructure, equipment and conditions available for training.
- The coaching staff available (coaches, medical support, administration manager, sports psychologist).
- Analysis and assessment of past performances.
- The social environment of players (family, school, place of residence, lifestyle habits).

For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

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

1. Preparatory period
2. 1<sup>st</sup> competition period
3. Minor transition period

4. 2<sup>nd</sup> competition period

5. Major transition period

However, FIFA Coaching Manual (2004:2) divided the annual training plan into three micro cycles:

1. Preparation (pre-season) period

2. Competition period

3. Transition (wind-down) period

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

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

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

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

### **2.8.3 The Competition Micro-cycle**

The micro-cycle, which is a short, weekly training cycle, stretches over several days and often a whole week. The micro-cycle should not be merely a repetition of the previous cycle: it has to have a new foundation, and this also implies some of the process, methods and forms of training have to be revamped or repaired as well. Micro-cycles that are linked together over a 3 to 4 week period (there by forming a meso-cycle) can differ from one week to the next.

The content of micro-cycle is often determined by the team's result, but also by other factors, such as the performance level of the team as a whole or of individual players, or the weather.

With young players at the learning stage, the micro-cycle also has to take into account whatever learning objectives have been fixed for the cycle.

### **2.8.3.1 The Training Session**

FIFA Coaching Manual (2004:14) explains that the training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team.

The training session has to be varied-not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned. It should last between 80 and 100 minutes in total, depending on the type of session, the objectives and the training cycle.

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

### **2.8.3.2 The warm-up or limbering-up phase**

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

Besides, John, Michael and Helen (2000:224) describe three phases of warm-up or limbering-up. Phase one involves a continuous, sub-maximal whole body activity, such as jogging, to gently raise the pulse rate. This is followed by a stretch session, in which particular attention should be paid to the joints and muscles that will be most active. Finally, specifically rehearse the movement patterns that will be performed.

In addition to this, FIFA Coaching Manual (2004:14) express warm-up or limbering-up as the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination exercises; the tempo is then gradually increased with exercises specifically adapted for football based on technical skills or on different game situations. When working with young players, separate

coordination and integrated co-ordinate work with the ball must be included in the limbering-up phase. There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase.

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

### **2.8.3.3 The performance phase**

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards volume, but also the duration and intensity of the activities.

Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players.

At training/development level, but mainly at pre-training/pre-development level, the football played must be at the heart of the whole training process. It should take up between 50% and 60% of the total duration of the session, although the coach must also ensure that the players' equip themselves with the necessary technical, tactical and mental skills using progressive, analytical exercises.

In training, play improves when there is a better distribution between practice games on large and reduced-size pitches and training exercises. It is up to the coach to work out an optimum combination alternating between practice games, analytical exercises and other forms of playing, or between separate forms of training without the ball and integrated forms of training with the ball. In this phase of acquisition and training, the quality of the coaching (i.e. the commitment shown by the coach, his/her ability to intervene in the right place and at the right time, the precision of the corrections that he/she makes and his/her overall dynamism) will ensure active commitment on the part of the players and the success of the training objectives set.

The duration of this phase varies. It generally lasts 50-60 minutes or up to 70 minutes, depending on the objectives, the day on which the session is being held, the weather conditions, local customers, and even how the coach feels.

### **2.8.3.4 The cooling-down phase**



This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The players then have hydration or energy drinks as the first step to aid recovery.

John, Michael and Helen (2000:226) notes that cool-down prevents blood pooling because during the main session 85% of the blood volume is distributed to the working muscles and one of the main ways of maintain blood flow back to the heart by the skeletal pump mechanism. If muscle action stops suddenly the amount of blood returning to the heart drops dramatically. This in turn reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed.

A cool-down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage. This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his/her assessment of the session, to fix new objectives or simply to communicate with the players. The duration for the cooling-down phase also varies between 10 and 15 minutes.

## **2.9 Football Coaching Style**

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles. Dewitt J. (2001:8) also states that coaching philosophy is the set of beliefs that guide the coach as he/she coach and administer his/her team. Many of the coaches philosophies will come from his/her own personal experience. When looking the coaching style and its effect on the degree of success, it is difficult to identify effective coaching style.

In relation to this idea Borrie A. (1996:248) comments:

It is now accepted that there is no universal behavior pattern that produces optimal coaching effectiveness in all situations. The majority of researchers now agree that three factors interact in determining what pattern of coaching behavior will produce the best results. These interacting variables are the coach, the player who being coached and the situation in which the coaching is done. All these have an influence on the effectiveness of various coaching styles in producing good competitive performance and satisfied players. Thus, coaching styles have their role in the outcome or success of the training program.

According to Dewitt J. (2001:9) there are three types of coaching styles. The details of each

Coaching styles is discussed as follows:

### **2.9.1 An Authoritarian Coach**

An authoritarian coach makes all the decisions for the team. There are little or no rooms for questioning, and players must complete every task the coach assigns. The coach is the boss, and it is his/her role to tell athletes what to do. Therefore, it is the athlete's role to listen, absorb, and perform. There are times when an authoritarian is necessary and desirable, such as when a new skill is being introduced or when the team is having trouble concentrating. The authoritarian coach has firm beliefs on how things should be done and expects players to conform. Many authoritarian coaches have enjoyed success using a particular method or approach and believe that there is no need to try other methods or playing styles.

### **2.9.2 The Chief Executive Officer (CEO)**

The chief executive officer is one who runs his/her team as if it were a corporation. The bottom line for the CEO Coach is production, and production is determined by the coach's philosophy. The CEO Coach is very flexible, willing to try new and different methods to increase or enhance productivity, he/she always be the person making the final decision. It is not uncommon for a CEO Coach to ask for suggestions from colleagues or players. The CEO approach works well when the coach wants to give players the opportunity to feel empowered and to be a part of the decision-making process.

### **2.9.3 The Friendly Coach**

The friendly coach is one who places a priority on relationships on individuals. The friendly coaches treat all players as individuals. Unfortunately, being a friendly coach is sometimes ineffective because the line of authority is blurred. A friendly coach works well when the players need to feel that they have someone whom they can turn to for understanding and support. But a coach is a person who makes others do things that they do not want to do in order for them to improve.

## **2.10. Facilities and Equipments of Football Training**

Different pieces of equipments are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it

is mandatory to consider the basic training equipments. As a result, the following lists of materials are the most important parts for successful training.

### **2.10.1 Field of play**

According to Frank F. Diclemente (1995:8) the football playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards.

In other words the Foundation Soccer Coaching Manual (2008:192) describes that; the field of play must be rectangular, its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway

Line and center circle. Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

### **2.10.2 Soccer Ball**

The Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if every one can be engaged in play at the same time. Learning and mastering football techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice. When each player has his/her own ball, more players can be working on individual skills at any given time.

### **2.10.3 Cones or Field Markers**

After soccer balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down.

Cones are used to define the playing areas, known as “grids.” Unless a team is lucky enough to have its own practice field, it will probably have to share space on a soccer field with one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team’s area. The cones also mark boundaries and serve as

goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the teams practice.

#### **2.10.4 Air Pump**

Keep an air pump with the extra balls or in the medical kit. A coach need to make sure that he/she have the needles required for inflating the balls. A simple check prior to the beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly.

#### **2.10.5 Practice bibs**

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

#### **2.10.6 Football Shoe**

As Adrian Lees (1996:141) explains that a typical football shoe is one which is made from leather and cut below the ankles and with a hard outsole to which studs are attached. Moreover, Dewitt J. (2001:5) explains three basic styles of football/soccer shoes. These are discussed as follows:

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

#### **2.10.7 Shin Guards**

The shin guard is used to protect the lower leg from impact injuries. These injuries can range from sever to the minor bruises and scratches. The shin guard offers protection from some of these injuries. In relation to this idea, Lees A. (1996:147) describes that the shin guard can reduce the effect of bruising, glancing blows and scraping by the ground or an opponent's studs. It is unlikely to be effective against high energy direct blows which may lead to fracture.

Nevertheless the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.

### **2.10.8 Shirts and Shorts**

Players need to have uniforms (shirts and shorts) to play football game or during training session. Furthermore, the Official U.S. Youth Soccer/football Coaching Manual (2002:22) suggests that uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

### **2.10.9 Note book**

A coach need to get a notebook or three-ring binder to keep pertinent information together. If a coach has injury waiver forms for each player, place them in the notebook so he/she has easy access to them in case of injury. He/she need to keep the practice plans and notes in the notebook, and use the binder to stay organized.

### **2.10.10 Net for a Football Goal**

If a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot.

### **2.10 11 Portable Goals**

Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small.

### **2.10.12 Whistle**

Whistles are great tools for signaling the start and stop of activities. They are listed as Supplemental equipment, however, because it is not necessary that coaches use a whistle. Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play. Therefore, the players will have to become proficient at processing information while playing the game.

In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a whistle during practice, they are training the players to respond to them

## **2.11. Fluids and Their Importance**

The Official U.S. Youth Soccer Coaching Manual (2002:76) states that, at a level of only 1-2% dehydration, a young football/soccer player will start to feel prematurely tired or fatigued. In addition to this, Foundation Soccer Coaching Manual (2008:248) explains that, dehydration, the loss of body water, impairs exercise performance and increase the risk of heat injury.

Furthermore, Jack H. Wilmore and David L. Costill (1999) elucidates that minimal changes in body's water content can impair endurance performance. Without adequate fluid replacement, exercise tolerance shows a pronounced decrease during long term activity because of water loss through sweating.

Therefore, at rest players should drink adequate amount of water in order to control their body temperature during training, for eliminate of waste products from metabolism and for energy production. Moreover, the Official U.S. Youth Soccer Coaching Manual (2002:76) recommends That drinking before, during, and after a game of football as follows:

- Before a training session, drink 2 cups of fluid one hour prior to playing.
- During a training session, make an effort to drink 0.5 cup of fluid every 15-20 minutes of training or play time.
- After training or at the end of the training session, drink immediately and often until urine color is very light yellow to clear.

## **2.12. Contribution of Youth football projects**

Junior and youth football projects are the base, the source and ground for main clubs. Moreover, projects or youth academes are used as a source of producing players that have played professionally overseas and represented their country at youth and international level.

In relation to this idea, the internet source through the free encyclopedia expresses that, "Sydney United football club, a dominant club in Australian National Football League, the majority of its players had come through the club's own junior ranks. Many of these players now play their tread in some of the best football leagues around the world and are still an integral part of the Australian national squad." ([Http: // www. Wikipedia.com](http://www.Wikipedia.com))

Further more, in Europe, Barcelona's long tradition of successfully bringing young players from its lower ranks make the team one of the world's successful football team. In line with this idea, the internet sources through the same free encyclopedia states the club as follows:

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

All the above information implies that, in order to increase and develop the contribution of youth football project, the main team should give more emphasis to youth players. This means players should bring through and educated in the academy.

Similarly, as the internet source of the free encyclopedia states, about Liverpool football club youth academy, Scouts attend many local youth matches looking for talented boys. A boy will then be invited to attend training sessions at the Academy. They are taken in as young as the age of eight and the boys start by simply attending after-school training sessions, but as they reach their middle-teens, their academic needs will be taken over by the Academy if they are deemed athletically talented enough. As such, the Academy has a lecture theatre and a computer equipped classroom. ([http:// www .Wikipedia.com](http://www.Wikipedia.com))

Generally, at the junior level ball skills should be refined. Players should begin to develop an insight to the game and an overall passion to the game. Player development should occur through a systematic approach and the project (club) should serve every facilities and equipments for players instead of their family or parents

## **CHAPTER THREE**

### **3. MATERIALS AND METODOLOGY**

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

#### **3.1. The Research Design**

In this study qualitative and quantitative research design, was used. Mostly the researcher was used qualitative design because, this method was very important to gather or collect more tangible data about the issues, such as observation, questionnaire and unstructured interview.. Through observation the researcher was collected data about availability of facilities and equipments, principles of training which was applied by the coach., Supply of sport equipments,

qualification level of the coaches, and the contribution of those projects to the main club information or data was collected through interview from administrative officials and coaches. Finally, by distributing the questionnaire the researcher was collected data about the educational status and experience of the coaches, facility and equipments for training and the availability, quality and the durability of sport wears.

To this effect, descriptive survey method was employed. This method is selected because it is helpful to identify present conditions and point out to present needs, immediate status of a phenomenon and facts findings. (Youesh, 2006:105). Moreover, it is economical and rapid turn around in data collection and identifying attribute of a large population from a small group of individuals (Kothari 2004:35). Therefore, the first approach of the data study was gathered data, to examine the training of youth football projects and its contribution to the main club.

### **3.2. The study area**

Thus study was conducted in Kafa Zone which is one of the administrative provinces in South Nation Nationalities of Peoples Reign /SNNPR/ of Ethiopia. The capital city of Kafa Zone, Bonga, is found in a distance of 449 km from Addis Ababa, and 750km from Hawasa which is the capital city of the region /SNNPR/. Kafa Zone were around 70% of the land has temperature type where as the remaining 4% and 26 % have highland and climate condition, respectively.

### **3.3. Population**

In Kafa Zone, there are five youth football projects, each of which has 25 players or a total of 125 players, their three coaches and three administrative staffs or totally 131 populations were included in this study.

### **3.4. Sample size and Sampling Techniques**

The sample size of each target population was determined by what Kothari (2004:58) suggest, “The ideal sample size of a target population is large to serve as an adequate representative and small enough to be selected economically in terms of both time and complexity of analysis.”

In Kafa Zone, there were 5 youth football projects, each of which has 25 players or a total of 125 players,3 Coaches and 3 administrative staffs are the total population. In this study 84 (65%) of players or three projects and their three coaches and three administrative staffs were included.



The selection of three youth projects was conducted using simple random sampling techniques. This sampling technique is selected by lottery system because it gives equal and independent chance for all projects or clubs in the defined population of being selected as a sample.

### **3.5. Data Collection Instruments**

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

#### **3.5.1 Observation**

In order to obtain information about the availability of facilities, equipments and principles of training which applied by the coaches in the training session the observation has been made two times for two hours in each projects. The researcher was did the observation through observing and capturing photo when the coach was conducting the training.

#### **3.5.2 Questionnaire**

Questionnaires were also used to collect relevant information from players and coaches. Open and close-ended questions were distributed to seventy five players, three coaches and three administrative officials. Out of the total questionnaires distributed to the target participants, 60(80%) from players and three (100%) from coaches and three (100%) from administrative officials the data were full field and responded. But the rest fifteen participants were not returned back because of their absences. Since the majority of players and all of the coaches returned the questionnaires. Then the analysis was made by using the responses of sixty players, three coaches and three administrative officials.

#### **3.5.3 Interview`**

Interview guide has been prepared and conducted in order to gained information about Availability of facilities and equipments, qualification level of the coaches, and number of players who are upgraded to the main team Information also obtained from administrative officials.

### **3.6. Procedures of Data Collection**

After designing the research instruments (observation checklist, questionnaire and interview) the research sites and sample size of participants were identified. Then, observation of the training

session took the first step in data collection. This is because to gained first hand information the usual principles, method and character of the team and the coach during the training session.

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

### **3.7. Pilot Study**

Before the actual study was carried out, a pilot study was conducted on one football project from Bonga town with ten respondents who were not part of the sample group. The purpose of the pilot study was to asses the relevance of the questionnaires designed to collect data for the study. The objective was also to check the clarity of the questionnaire items. Accordingly, ten Questionnaires were distributed to ten players. On the bases of the feedback of the pilot study and expert's comments some modification was made on the questionnaire.

### **3.8. Data Analysis**

Thematic analysis was used to analyze data collected through observation checklist, questionnaire and interview. The collected data from primary sources were transcribed after repeated listening, reading and watching of the recorded data. The data was gathered by using some variables such as equipments facilities and training session etc. which are stated in the appendix. The data gathered through different tools was matched and categorized to define the research questions according to the similarity and difference of the idea, opinions, and belief toward the concerned issues.

### **3.9 Ethical consideration**

Permission letter was taken from the university. Then participants were asked their willingness and participation was based on their voluntary basis. The researcher also explains the purpose of research, method of research and data collection procedures to gain informed consent. The privacy and confidentiality of participants were protected through keeping the information in secret and maintaining anonymity.

## **CHAPTER FOUR**

### **4. DATA ANALYSIS, INTERPITATION AND PRESENTATION**

This chapter deals with presentation and analyzing of the data collected through questionnaire, observation and interview. The data are presented in tables, analyzed using percentage and textual description. To supplement and enrich the information, drawn using questionnaire, the data from open-ended questionnaires, interviews and observation checklists were used.

#### **4.1 Background Information**

Coaches were asked to indicate their background information through questionnaire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses are summarized in table 1.

**Table 1: Responses Background Information of the Coaches**

| No- | Item                | Alternatives          | Coaches   |            |
|-----|---------------------|-----------------------|-----------|------------|
|     |                     |                       | Frequency | Percentage |
| 1   | Sex                 | Female                | --        | --         |
|     |                     | Male                  | 3         | 100        |
| 2   | Age                 | 30- 40                | 2         | 67         |
|     |                     | 41-50                 | 1         | 33         |
| 3   | Coaching Experience | 1. Less than one year | --        | --         |
|     |                     | 2. 1-4 years          | 2         | 67         |

|   |                        |                                 |    |     |
|---|------------------------|---------------------------------|----|-----|
|   |                        | 3. 5-10 years                   | 1  | 33  |
| 4 | Coaching license level | 1. First level                  | 2  | 67  |
|   |                        | 2. Second level                 | 1  | 33  |
| 5 | Educational level      | 4. Diploma level                | -- | --  |
|   |                        | 5. Degree                       | 3  | 100 |
|   |                        | 6. Masters                      | -- | --  |
| 6 | Field of study         | 1. Physical education and sport | 2  | 67  |
|   |                        | 2. Football Coaching            | -- | --  |
|   |                        | 3. Teaching other subjects      | 1  | 33  |

**Table 2: performance Enhancing courses**

| No- | Item  | Alternatives        | Coaches   |            |
|-----|---|---------------------|-----------|------------|
|     |   |                     | Frequency | Percentage |
| 7   | Did you have a chance of getting performance Enhancing courses      | 1. Yes              | 1         | 33         |
|     |   | 2. No               | 2         | 67         |
| 8   | If your answer for question number 7 is yes, how Many times a year? | 1. It is not known  | --        | --         |
|     |   | 2. One times a year | 1         | 33         |
|     |   | 3. Two times a year | --        | --         |

Table1, Presents that, 3(100%) of the coaches are male. This shows that football/soccer coaching of youth projects is dominated by male coaches. Concerning the age of coaches, table 1 reveals that 2(67%) of the coaches and 1(33%) of the coaches are found between the age of 30-40 and 41-50 respectively. From this, one can conclude that the majority of the coaches are found in the adult age.

With regard to their experience in coaching as a main coach, 2(67%) have an experience of range between 1-4 year, and 1(33%) of the coaches have an experience of more than 5-10 year. Pertaining the educational qualification, table1, Depicts, 3(100%) of the coaches have degree in educational level. But two of them have degree in physical education and sports, and the one has degree with the other subject.

However, as shown on the above table 2, reveals that 1(33%) of the coach have got performance Enhancing course and 2(67%) doesn't have a chance. In general, the data on items shows that their chance or opportunity of getting performance enhancing courses from the Football Federation is very low.

#### 4.2 Availability of Facilities and Equipments

Facilities are the prerequisites and preconditions to run the training session smoothly and effectively. In order to improve performance in sport facilities should considered and fulfilled at the onset of the project. Based on the types and characteristics of sports, facilities are different and constructed and build for permanent use.

**Table 3: Responses on Availability of Facilities and Equipments**

| No- | Item   | Alternatives | Players   |             |
|-----|--|--------------|-----------|-------------|
|     |  |              | Frequency | Percentage  |
| 1   | Does your project have its own Playing (training) field? | 1.Yes        | 55        | 92          |
|     |  | 2. No        | 5         | 8           |
|     |  | <b>Total</b> | <b>60</b> | <b>100%</b> |
| 2   | Does the playing (training) field have two               | 1.Yes        | 60        | 100         |
|     |  | 2. No        | --        | --          |

|   |   |              |           |             |
|---|---|--------------|-----------|-------------|
|   | permanent goal posts?                                       | <b>Total</b> | <b>60</b> | <b>100%</b> |
| 3 | Do you think that the field is Suitable for every activity? | 1.Yes        | 8         | 13          |
|   |   | 2. No        | 52        | 87          |
|   |   | <b>Total</b> | <b>60</b> | <b>100%</b> |
| 4 | Do the goals have nets?                                     | 1.Yes        | 5         | 8           |
|   |   | 2. No        | 55        | 92          |
|   |   | <b>Total</b> | <b>60</b> | <b>100%</b> |
| 5 | Do you have enough amounts of Balls for training?           | 1.Yes        | 7         | 12          |
|   |   | 2. No        | 53        | 88          |
|   |   | <b>Total</b> | <b>60</b> | <b>100%</b> |

The data available in table 3, shows the responses on the availability of facilities and Equipments accordingly, 55 (92%) of respondents (players) have responded that their project have its own playing (training) field and 5 (8%) of respondents (players) have replied that their project have no its own playing (training) field. This shows that most youth football projects in kafa zone have its own playing (training) field. But, the majority 52 (87%) of players counter that the playing fields are not suitable to apply or practice all types of skills and 8 (13%) of players responded that it is suitable.

In relation to the permanent goal posts, 60(100%) of respondents (players) responded that the playing fields have permanent goals. Regarding to the nets for goals, 55 (92%) of respondents indicates that goals have nets and 5 (8%) of the respondents responded that goals have no nets.

In general, the data on items shows that there are no necessary and standardized facilities and equipments for training. With regard to the number of footballs, 7 (12%) of respondents or players replied that they have enough amount of balls and 53 (88%) of respondents or the most players replied that they have no enough amount of balls for training session. However, none of the players have their own ball to use at any time. Concerning the advantage of having players their own ball, the Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if every one

can be engaged in play at the same time because learning and mastering football/soccer techniques requires repetition.

### 4.3 Application of Warm-up or Limbering-Up Exercise

The warm-up or limbering-up is part of the training session, which is practiced at the beginning of the training. This phase or part of the training session has both physiological and psychological benefits by gently raising the pulse rate to increase the cardiac output and rate of ventilation.

Therefore, application of warm-up or limbering-up exercise is presented below in the table.

**Table 4: Responses on Application of Warm-up Exercise**

| No- | Item   | Alternatives     | Players   |            |
|-----|--|------------------|-----------|------------|
|     |  |                  | Frequency | Percentage |
| 1   | Did you always warm-up your body before the training session?      | 1. Yes           | 60        | 100        |
|     |  | 2. No            | --        | --         |
| 2   | If your answer for question number 1 is yes, for how many minutes? | 1. 10-15 minutes | 17        | 28         |
|     |  | 2. 15-20 minutes | 28        | 47         |
|     |  | 3. 20-25 minutes | 15        | 25         |

As depicted in table 4, application of warm-up or limbering-up exercise, 60(100%) of players (trainees) were responded that they warm-up their body before the performance phase or the main session. With regard to the duration (time) of warm-up phase, 17(28%), 28(47%) and 15(25%) of players were responded 10-15 minutes, 15-20 minutes and 20-25 minutes respectively.

In addition, data from open-ended questions shows awareness difference or gap among trainees (Players) about warm-up. From observation in the training area, coaches do not lead and follow the warm-up phase. As a result players were not warm-up properly merely they stretch without proper jogging and rushing to the balls.

However, John, Michael and Helen (2000:224) suggest that warm-up should start with jogging to gently raise the pulse rate. And this is followed by stretching by giving particular attention to joints and muscles that will be most active. Therefore, coaches should follow and guide while



player's warm-up and create awareness about the advantage of proper warm-up or limbering-up exercise.

#### 4.4 Application of Cooling-down Exercise

Cool-down exercise is the third phase of the training session. This exercise has been done at the end of the training session because it helps to prevent players (trainees) from blood pooling and muscle damage. It is in this phase players are relaxed both physically and mentally from the stress of the main session. Thus, the application of cool-down is presented below in the table.

**Table 5: Responses on Application of Cooling-down Exercise**

| No- | Item  | Alternatives | Players   |            |
|-----|---|--------------|-----------|------------|
|     |   |              | Frequency | Percentage |
| 1   | Did you always cool-down your body after the end of the training session? | 1. Yes       | 60        | 100        |
|     |   | 2. No        | --        | --         |

As it shown on the above table 5, the responses on doing cool-down exercise at the end of the training session, 60(100%) of respondents attend the cooling-down session. However, players who have been done the Cooling-down exercise at the end of the session were improper. In support of the above explanation, the observation indicates that after the end of the training session the majority of players were started to stretch before simple jogging.

This implies that players could easily susceptible to dizziness and muscle damage. So coaches should follow and guide while player's cool-down and create awareness about the advantage of proper cooling-down exercise.

In line with this idea, John, Michael and Helen (2000:226) states that if muscle action stops suddenly the amount of blood returning from skeletal muscle to the heart drops dramatically. This intern reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed.

#### 4.5 Availability of Players Sport Wear

Players sports wear are materials which players or trainees wear during the practical training session. The uses of sports wear in various formats that will enrich and support the training and

personal needs of trainees or players varied interests, abilities and safety during the training session. These sports wear stimulate youth players to develop different skills, and develop a lifelong appreciation for football play.

**Table 6: Responses on Availability of Players Sports Wear**

| No- | Item   | Alternatives | Players   |            |
|-----|--|--------------|-----------|------------|
|     |  |              | Frequency | Percentage |
| 1   | What do you think about the availability of shirts and shorts? | 1. No at all | 20        | 33         |
|     |  | 2. Very low  | 5         | 8          |
|     |  | 3. Low       | 28        | 47         |
|     |  | 4. High      | 7         | 12         |
| 2   | What do you think about  | 1. No at all | 20        | 33         |

|   |   |              |    |     |
|---|---|--------------|----|-----|
|   | the supply of Football shoes?   | 2. Very low  | 28 | 47  |
|   |   | 3. Low       | 10 | 17  |
|   |   | 4. High      | 2  | 3   |
| 3 | What do you think about the availability (Supply) of shin guard?      | 1. No at all | 60 | 100 |
|   |   | 2. Very low  | -- | --  |
|   |   | 3. Low       | -- | --  |
|   |   | 4. High      | -- | --  |
| 4 | What do you think about the quality of Shirts and shorts?             | 1. No at all | 19 | 32  |
|   |   | 2. Very low  | 13 | 22  |
|   |   | 3. Low       | 21 | 35  |
|   |   | 4. High      | 7  | 12  |
| 5 | What do you think about the quality and durability of football shoes? | 1. No at all | 20 | 33  |
|   |   | 2. Very low  | 36 | 60  |
|   |   | 3. Low       | 3  | 5   |
|   |   | 4. High      | 1  | 2   |
| 6 | What do you think about the quality of Shin guards (pads)?            | 1. No at all | 60 | 60  |
|   |   | 2. Very low  | -- | --  |
|   |   | 3. Low       | -- | --  |
|   |   | 4. High      | -- | --  |

To assess the availability of players sports wear, data was gathered from respondents by using questionnaire. Based on this, As it shown on the above table 6, out of 60 players, the availability of sport wear calculated as 20(33%), 5(8%), 28(47%) and 7(12%) are not at all, very low, low, and high respectively. This implies that most of the respondents have low supply; some respondents are not satisfied with the availability of and a few of sport wear them are satisfied with supply of sport wear for training session.

The availability (supply) of football/soccer shoes also has found not at all 20(33%), very low 28(47%), low 10(17%), and high 2(3%). This shows the availability (supply) of Football shoes were not encourage the trainers. .

In addition to the above sports wear, the availability of shin guard (pad) also indicates 60 (100%) players were respond not at all. This implies that all of them have no any availability (Supply) of shin guard.

Moreover, information from observation and open-ended comments, the majority of players were attending their training with low quality and standards of sports wear. As information gained through the above instruments, player's sport wear is supplied ones in the year from south nation nationality of peoples reign (SNNPR) sport commission.

#### **4.6 Water Intake of Players during Training Session**

Water is an important part of successful training because it helps to protect players from Dehydration or loss of body water and recover after exercise. Furthermore, when players drink water during the training session, they can protect loss of water from their body and impairment in performance.

**Table 7: Responses on Water Intake of Players during Training Session**

| No- | Item                  | Alternates | Players   |            |
|-----|-----------------------|------------|-----------|------------|
|     |                       |            | Frequency | percentage |
| 1   | Drink in every 10-15' | 1. Yes     | --        | --         |
|     |                       | 2. No      | 60        | 100        |
| 2   | Drink in every 15-20  | 1. Yes     | --        | --         |
|     |                       | 2. No      | 60        | 100        |
| 3   | Drink in every 20-25' | 1. Yes     | --        | --         |

|   |                       |        |    |     |
|---|-----------------------|--------|----|-----|
|   |                       | 2. No  | 60 | 100 |
| 4 | Drink in every 25-30' | 1. Yes | -- | --  |
|   |                       | 2. No  | 60 | 100 |
| 5 | Drink in every 30-35' | 1. Yes | -- | --  |
|   |                       | 2. No  | 60 | 100 |

As indicated by the Official U.S. Youth Soccer Coaching Manual (2002:76) at a level of only 1-2% dehydration, a young football player will start to feel prematurely tired or fatigued.

Therefore, players should drink up to 0.5 cup of water in every 15-20 minutes during the training session. Though this is the fact that, as the researcher actual field observation depicted in the above table 7, 60(100%) or none of the players drink water while they were in training session. However, few players were drink at the end of the training. This shows that players have no any information or idea about the advantage of drinking water during the training session.

#### 4.7 Contribution of Youth Projects

Projects or youth academes are used as a source of producing players that have played professionally overseas, represented the main team and their country at youth and international level. The extent to which how youth project contributed to the main team as a source of players is described below:

**Table 8: Responses on Contribution of youth projects**

| No- | Item  | Alternatives | Coaches   |            |
|-----|---|--------------|-----------|------------|
|     |   |              | Frequency | Percentage |
| 1   | The contribution of youth projects to the main Club | 1. High      | --        | --         |
|     |   | 2. Medium    | --        | --         |
|     |   | 3. Low       | 3         | 100        |
|     |   | <b>Total</b> | <b>3</b>  | <b>100</b> |

Table 8, presents the contributions of youth projects to the main club, of which 3(100%) of coaches were responded low. This indicates that youth football/soccer projects which are located under Kafa Zone were contributed low to the main club. In other words, opportunity of youth players to upgrade into their own main club rank is low.

Furthermore, information from interview and observation implied different factors for low Contribution of youth foot-ball project players to the main club. In relation to this idea, there are different factors, the first factor is top management and administrative officials do not relay on the project as a source of players to the main club, because majority of players in the main clubs were transferred from other national league participant clubs especially, from clubs which are living outside Kafa Zone. As a result, the top management and administrative officials which are starting from up to bottom do not care about most facilities and equipments of youth football projects. Moreover, information from open-ended questionnaires and interview indicates that, the sources of player's equipment such as sports wear are low availability of facilities because all those project trainers are living with their families (parents). Thus, the players have no spare time to practice and develop different skills by their own. Therefore, the opportunity of players to be part of the main team decreases and affects the contribution of the project to the main club.

However, the internet source of the free encyclopedia explains that the majority of players of the current first team squad of Barcelona Football Club players have come up through the junior ranks of its own youth football academy.

In addition to this, as the internet source of the free encyclopedia says Liverpool Football Club youth academy scouts attend local youth matches looking for talented boys. Then, talented boys taken in as young as the age of eight and they simply start after-school training sessions, but as they reach their middle-teens, their academic needs will be taken over by the academy.

## **Discussion**

Based on the result obtained from research findings the following discussion was forwarded

The present study found that that, coaches under youth football projectiles appeared well experienced and they have enough educational level, these was supported by different study which was conducted regarding to coaching qualifications, according to FDOE, (2004) "Discretionary qualifications," included credentials and/or experience in specific content areas in which coaching may occur strong personal literacy and communication skills, excellent presentation skills, and excellent interpersonal skills. A minimum of a bachelor's degree, "highly

recommended” advanced coursework in reading, and also required that a coach had or was working toward a state reading endorsement or certification (FDOE, 2004)

Literature suggests that coach knowledge, skills, and expertise contribute to coaches’ work. Studies identify the importance of interpersonal skills, often noting that supportiveness, respectfulness, approachability, accessibility, flexibility, tactfulness, and the ability to build relationships are key characteristics of successful coaches (Brown et al., 2006; Poglinco et al., 2003; Wong & Nicotera, 2006; Ertmer et al., 2005).

In a 2003 survey of 31 professional development coaches, the most frequently mentioned characteristic of an effective coach was “people skills,” including the ability to build relationships, establish trust and credibility, and tailor assistance to individual educators’ needs. Coaches themselves ranked interpersonal capabilities higher in importance than content and pedagogical knowledge; they believed they could improve their content expertise through training but people skills would be more difficult to acquire (Ertmer et al., 2005). We are not aware of any studies, however, that link these coach characteristics to more objective measures of effects.

Regarding to performance enhancement course, there was no adequate training provided for youth football coach’s who was participant of the present study, this affect highly the success of players in football. Similarly investigation conducted by Brookfield, 1986; Knowles, (1980) stated that to strengthen the field of coaching, it behooves researchers and educators to better define what it means to be competent working with adult learners and the pedagogical knowledge and skills needed to ensure this competence. Research on adult learning might be particularly useful. With this foundation, administrators can identify effective modes of instilling this knowledge and skills in coaches via high-quality state- and district-sponsored preparation and ongoing professional development.

Regarding to the availability facilities and equipments, the present study shows that, there was the great shortage of facilities and equipments in kafa zone youth football projects. Facilities are the prerequisites and preconditions to run the training session smoothly and effectively. In order to improve performance in sport facilities should considered and fulfilled at the onset of the project.

Different pieces of equipments are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of

your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments.

With regard to the duration (time) of warm-up phase, from open-ended questions shows awareness difference or gap among trainees (Players) about warm-up. From observation in the training area, coaches do not lead and follow the warm-up phase. As a result players were not warm-up properly merely they stretch without proper jogging and rushing to the balls. In line to this idea Honey Bourne et al. (2000:224) explains that the warm-up or limbering-up exercise helps to prepare the body for the physical exertion. By gently raise the pulse rate to increase the cardiac output and rate of ventilation. The vasomotor center is making sure that more blood is being distributed to the working muscle

Besides, John, Michael and Helen (2000:224) describe three phases of warm-up or limbering-up. Phase one involves a continuous, sub-maximal whole body activity, such as jogging, to gently raise the pulse rate. This is followed by a stretch session, in which particular attention should be paid to the joints and muscles that will be most active. Finally, specifically rehearse the movement patterns that will be performed.

In addition to this, FIFA Coaching Manual (2004:14) express warm-up or limbering-up as the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems In general warm-up helps to prepare mentally and physically for the activity, a warm-up considerably reduce the risk of injury. Depending upon the weather condition, the duration for this phase is also lasts between 15 and 20 minutes.

Regarding to cooling down exercise players who have been done the Cooling-down exercise at the end of the session was improper. In support of the above explanation, the observation indicates that after the end of the training session the majority of players were started to stretch before simple jogging. This implies that players could easily susceptible to dizziness and muscle damage.

In line with this idea, John, Michael and Helen (2000:226) states that if muscle action stops suddenly the amount of blood returning from skeletal muscle to the heart drops dramatically. This intern reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed.



In addition to this John, Michael and Helen (2000:226) notes that cool-down prevents blood pooling because during the main session 85% of the blood volume is distributed to the working muscles and one of the main ways of maintain blood flow back to the heart by the skeletal pump mechanism. A cool-down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage. This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his/her assessment of the session, to fix new objectives or simply to communicate with the players. The duration for the cooling-down phase also varies between 10 and 15 minutes.

Regarding to Water Intake of Players during Training Session is an important part of successful training because it helps to protect players from Dehydration or loss of body water and recover after exercise. Furthermore, when players drink water during the training session, they can protect loss of water from their body and impairment in performance.

As shown on the above result none of the players drink water while they were in training session. However, few players were drink at the end of the training. This shows that players have no any information or idea about the advantage of drinking water during the training session.

In line with this idea, Jack H. Wilmore and David L. Costill (1999) elucidates that minimal changes in body's water content can impair endurance performance. Without adequate fluid replacement, exercise tolerance shows a pronounced decrease during long term activity because of water loss through sweating.

Moreover, the Official U.S. Youth Soccer Coaching Manual (2002:76) recommends That drinking before, during, and after a game of football as follows:

- Before a training session, drink 2 cups of fluid one hour prior to playing.
- During a training session, make an effort to drink 0.5 cup of fluid every 15-20 minutes of training or play time.
- After training or at the end of the training session, drink immediately and often until urine color is very light yellow to clear.

Regarding to Contribution of Youth Projects, youth Projects or academes are used as a source of producing players that have played professionally overseas, represented the main team and their country at youth and international level. As shown on youth football projects which are located

under Kafa Zone were contributed low to the main club. In other words, opportunity of youth players to upgrade into their own main club rank is low.

In line with this idea, the internet source of the free encyclopedia explains that the majority of players of the current first team squad of Barcelona Football Club players have come up through the junior ranks of its own youth football academy.

In addition to this, as the internet source of the free encyclopedia says Liverpool Football Club youth academy scouts attend local youth matches looking for talented boys. Then, talented boys taken in as young as the age of eight and they simply start after-school training sessions, but as they reach their middle-teens, their academic needs will be taken over by the academy.

Further more, in Europe, Barcelona's long tradition of successfully bringing young players from its lower ranks make the team one of the world's successful football team.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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

#### **5.1 SUMMARY**

The purpose of this study was assessing the training of youth foot-ball projects and its contribution to the Kafabuna national league participant clubs in Kafa Zone.

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 has the following specific objectives:

- Assess the availability of equipments and facilities.
- Describe factors that challenge youth football projects in conducting the training session.
- Identify the contribution of youth football projects to the main club.
- Suggest possible solution for the improvement of current situation.

The study tried to assess the following basic questions:

1. Are the facilities and equipments available for a training session?
2. What are factors that challenge in conducting the training session?
3. What are the major constraints regarding the contribution of youth projects to the main club?

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 modifications were made before distribution of the actual data gathering.

The subjects of the study were selected from three youth foot-ball Projects such as Gimbo, Cena and Gesha 75 youth players, 3 coaches and 3 administrative officials were included as a source of information for the study. From the data analysis the major findings obtained are summarized as follows:

1. 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, from the total of three coaches, 1(33%) was 1-4 year and 2(67%) also between 5-10 years of experience in coaching.
3. While the current level of the coaches license indicated that, 2(67%) of coaches have Second level, and 1(33%) of coaches also have first level coaching license.

4. With regard to the educational level and qualification of coaches, 3 (100%) degree in physical education and sports. In addition to this, the study indicated that, all coaches have opportunity of performance enhancing courses, but the chance is very low.
5. It was responded that all players warm-up their body before the performance phase or the main session. However, with regard to the duration or time of warm-up phase , 17 (28%), 28 (47%), and 15 (25%) of the players were responded 10-15 minutes, 15-20 minutes, and 20-25 minutes respectively. This indicated that, all players have no the same knowledge regarding the duration of warm-up. This means, the procedures of warm-up or limbering-up exercise was applied poorly. It implies that the effectiveness of the warm-up phase was very low.
6. Regarding the application of cooling-down exercise after the end of performance phase or main session, 60 (100%) of players cool-down their body. It has been observed that players were seen directly stretch their body without any simple jogging. This implies that their muscle do not turn to its normal temperature slowly. As a result a sudden drop in muscle temperature could cause damage players muscle.
7. The availability of players sports wear for the training session, shirts and shorts, indicated that 20 (33%), 5 (8%), 28 (47%), and 7 (12%) are not at all, very low, low, and high respectively. It has been observed that players were wear different color, quality and standards of shirts and shorts. With regard to availability or supply of football shoe, 20 (33%) not at all, 28 (47%) very low, 10 (17%) low, and 2 (3%) responded high. From the observation of the training session, majority of players have seen with different standard and quality football shoe. In addition to the above sports wear, the availability or supply of shin guard or pad also indicated that 60 (100%) responded not at all. This shows that the great risk of lower leg from impact injuries.
8. Regarding to the contribution of youth projects to the main clubs, 60 (100%) of trainers responded low, in addition, the information gained from interview indicates that the majority of youth projects were founded in recent years. As a result, majority of top administrative officials used other national league participant clubs as a source of player rather than their youth projects.
9. As it has been observed in all training sessions, all of 60(100%) of players were not drink water or any fluid with in 15-20 minutes during the training session. This shows

that none of the players have any idea about the advantage of drinking water during the training session.

## **5.2 CONCLUSION**

Youth football projects are the base, the source and ground for main clubs. Moreover, projects or youth academes are used as a source of producing players that have played professionally overseas and represented their country at youth and international level.

When we come to Kafa Zone youth football project training, the findings show that, those projects have low contribution as a main source of players to the main club. This means they don't contribute better and enough skilled players to Kafabuna which is the national league participant club. Because, there was shortage of available facilities and equipment such as uncomfortable playing field, goal, goal nets, low supply of players sport wears and poor way of training session.

The study has indicated that the training session going with the problem of lack of appropriate warming-up at the beginning and cooling-down at the end. Thus, the training session such as in technical-tactical application and relevant skill development with various training create negative effect on the success of the training.

In addition to these, none of players drink water during the training session. These are also one of the major constraints regarding the success of the training of youth projects as a source of players. In general the training of youth football projects which are administered or governed under Kafa Zone sport office were affected by shortage of available facilities and equipments for the training session

## **5.3 RECOMMENDATIONS**

Based on the conclusions derived from the findings 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. For example, if every player have a ball to use at every practice. So much more can be engaged in play at the same time. This also helps to improve different skills.

Therefore, sport commissions, top administrative officials or management groups should give emphases to their youth football projects try to accommodate and supply facilities and equipments.

- As findings indicated there is a problem in the application of warming-up before the beginning of the main session and cooling-down exercise at the end of the training session. Therefore, it recommended that, firstly coaches should create awareness on their players about the advantage of warming-up exercise and cooling-down exercise as well as its duration and procedure. Secondly, starting from the beginning of the training session up to the end coaches should follow and lead players.
- The aim of drinking water during the training session helps to protect players from Dehydration or loss of body water and after exercise. Therefore, it is suggested that, players should drink water in every 15-20 minutes during the training session.
- It was founded that the contribution of majority youth foot-ball projects as a source of Players for the main clubs was low. Therefore, to increase the contribution of youth projects as a source of players, sport commissions, administrative officials and top management groups should crate suitable environment for players such as living in the camps nearer to the training area or building football academies. In addition to these, all concerned bodies should exert unreserved effort to create suitable training environment.

# References

- Adrian, L. (1996:141). *The Shoe in Sport*, Wolfe Publishing, London
- Brown, D., Reumann-Moore, R., Hugh, R., du Plessis, P., & Christman, J. B. (2006). *Promisinginroads: Year one of the Pennsylvania High School Coaching Initiative*. Philadelphia, PA: Research for Action.
- Cambridge *Youth Soccer Coaches Manual* (2007:6)
- C.k. Kothari (2004:35). *Research Methodology New Age international Publisher Ltd*
- Dewitt, J. (2001:85). *Coaching Girls' Soccer Three Rivers Press, New York*
- Dewitt, J. (2005:74). *Coaching Girls' Soccer Three Rivers Pess, New York*
- DFB-Coaching Course Manual (B-license)* (2008:22)
- Ertmer, P. A., Richardson, J., Cramer, J., Hanson, L., Huang,W., Lee, Y., O'Connor, D., Ulmer, J., &Um, E. J. (2005). Professional development coaches: Perceptions of critical characteristics. *Journal of School Leadership 15*(1), 52–75.
- FIFA Coaching Manual* (2004:12)
- Florida Youth Soccer Association (*DYSA Coaches Handbook* (2010:8). *Foundation Soccer Coaching Manual* (2008:234) Florida Department of Education. (2004). Just Read, Florida! Middle School Reading Coach Grant: Request for Application. Retrieved October 22, 2011, from <http://www.justreadflorida.org/grants/MRC-RFP.asp>
- Frank F. Diclemente (1955). *Soccer illustrated. A.S. Barnes and Company, Inc.*
- FYSA Coaching Manual* (2010:11)
- Hedstrom,R.and Gould, D. (2004:9). *Research in Youth Sports Michigan State University Press*
- ([Http: // www. Wikipedia.com](http://www.Wikipedia.com))
- International *DFB-Coaching Course Manual* (license) (2008)
- International de Football Association (FIFA)(2001

Jack H. Wilmore and David L. Costill (1999). *Physiology of Sport and Exercise Human Kinetics, USA*

John H. Michael H. and Helen M. (2000) *Advanced physical Education and Sport, Stanley Thornes (publisher) Ltd*

John, J. (1978). *Junior Soccer Film type Services Ltd. Great Britain.*

Kacany (1987:33) (as cited in Wondimu and Damen, (2004:41)

Official U.S. Youth Soccer Coaching Manual (2002:76)

Official U.S. Soccer Rees, R. and Meer, V. Cor. (1997) *Coaching Soccer Successfully. Human kinetic*

Poglinco, S. M., Bach, A. J., Hovde, K., Rosenbaum, S., Saunders, M., & Supovitz, J. A. (2003).  
*The heart of the matter: The coaching model in America's choice schools.*  
 Philadelphia, PA:  
 Consortium for Policy Research in Education, University of Pennsylvania Graduate School of Education.

Reill, T(1996) *Science and Soccer, Liverpool John Moores University, UK.*

Reilly T. (1996:1) Rees, R. and Meer, V. (1997:75)  
 (STYSA Coaching Manual) 2010:12)

U.S. Soccer Coaching Manual (2010:13)

U.S. Soccer "C" License Course Candidate Manual (2008:13)

United States Soccer Federation (USSF) *Coaches Manual* (1973:8)

Wondemu and Damen (2004:41) *Football Performance-with Specific Reference to the National Team of Ethiopia (Unpublished)*

Wong, K., & Nicotera, A. (2006). Peer coaching as a strategy to build instructional capacity in lowperforming schools. In K. Wong and S. Rutledge (Eds.), *System-wide efforts to improve studentachievement.* Greenwich, CT: Information Age Publishing..

Yougesh,K. Singh (2006:105) *Research Methodology and statistics. New Age International Publisher Ltd.*



**Appendix-1**  
**JIMMA UNIVERSITY**  
**School of Graduate Studies**  
**Faculty of Natural Science**  
**Department of Sport Science**

**Questionnaire provided for coaches**

This questionnaire is designed to gather data on training of youth projects and its contribution to the main club: The case of Addis Ababa premier league participant clubs. Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

**Part One: Background information.**

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

1. Name of your team (project) \_\_\_\_\_
2. Sex;      M\_\_\_\_\_      F\_\_\_\_\_
3. Age; \_\_\_\_\_
4. Marital statues never married \_\_\_\_\_      Windowed \_\_\_\_\_      Divorced \_\_\_\_\_
5. How many years of experience do you have in coaching?  
Less than one year \_\_\_\_\_      1-4 years \_\_\_\_\_      5-10 years \_\_\_\_\_      above 10 years \_\_\_\_\_
6. What is your current level of coaching license? First level Second level if any please write it  
\_\_\_\_\_
7. What is your educational level and qualification? Grade ten complete \_\_\_\_\_      twelve complete \_\_\_\_\_  
certificate level \_\_\_\_\_      Diploma \_\_\_\_\_      Degree \_\_\_\_\_      Masters and above \_\_\_\_\_
8. If your educational level is above diploma, what was your area of study?  
Physical education and sports teaching \_\_\_\_\_      in other subject \_\_\_\_\_      Coaching \_\_\_\_\_  
If it is out of teaching please write it \_\_\_\_\_

**Part two: performance Enhancing courses**

**Direction 2:** Given below are about the performance of Enhancing courses. Please indicate your response by writing “x” make that best describe your opinion based on your own judgment.

9. Did you have a chance of getting performance enhancing courses? Yes\_\_ No\_\_\_\_

10. If your answer is yes for question number 9, how many times a year? Please specify it \_\_\_\_\_

**Questionnaire provided for coaches**

**Part Two: Contribution of youth projects**

**Direction 1:** Given below are about Players come through the Club’s on Junior Ranks. Please indicate your response by writing “x” make that best describe your opinion based on your own judgment.

| No | Item  | Alternatives | Players   |            |
|----|---|--------------|-----------|------------|
|    |   |              | Frequency | Percentage |
| 1  | The contribution of youth projects clubs to the main Club | 1. High      |           |            |
|    |   | 2. Medium    |           |            |
|    |   | 3. Low       |           |            |
|    |   | Total        |           |            |

## Appendix- 2

### Questionnaire provided for players

This questionnaire is designed to gather data on training of youth projects and its contribution to the main club: The case of Addis Ababa premier league participant clubs. Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

### Part One

**Direction 1:** The following questions are about the facilities and equipments of training for youth project trainees and the coach(s). Please write “x” mark that best describes your answer.

1. Does the main team prepare the playing (training) field for your project? Yes \_\_\_ No \_\_\_\_\_
2. Does the training (playing) field have goal posts? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you think that the playing (training) field is suitable for training? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do the goals have nets? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you have shortage of balls for training? Yes \_\_\_\_\_ No \_\_\_\_\_
6. How many balls do you have for training?  
Less than 6 \_\_\_\_\_ 6-10 balls \_\_\_\_\_ above 10 balls \_\_\_\_\_
7. What do you think about the quality of the balls?  
Very high \_\_\_ High \_\_\_ low \_\_\_ Very low \_\_\_ No at all \_\_\_\_\_
8. Do you think that availability (supply) of equipments and facilities increases or decreases your interest during the training session? Yes \_\_\_\_\_ No \_\_\_\_\_
9. If your answer for question number 8 is no, please write your reason

---

---

## Part Two

**Direction 2:** Given below are about availability of players sports wears. Please indicate your response by writing “x” make that best describe your opinion based on your own judgment.

| No | No Items  | No at all | Very low | Low | High |
|----|---|-----------|----------|-----|------|
| 1  | What do you think about the availability of sport wears?                                  |           |          |     |      |
| 2  | What do you think about the supply of football?   |           |          |     |      |
| 3  | What do you think about the availability (supply) of shin guard (pad) from the main team? |           |          |     |      |
| 4  | What do you think about the quality of shirts and shorts?                                 |           |          |     |      |
| 5  | What do you think about the quality and durability of football shoes?                     |           |          |     |      |
| 6  | What do you think about the quality of shin guard?  |           |          |     |      |

### Part three

**Direction 3: Read the following questions and fill the appropriate answer or “x” mark on the space provided.**

1. Does your families support or help you before and after training? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If your answer for question number 1 is yes, please list (describe) it. \_\_\_\_\_

---

3. If your answer for question number 1 is no, please describe the reason.

---

---

4. How does your coach motivate you during the training session?

---

---

5. If your answer for question number 4 is no, please describe the reason \_\_\_\_\_.

---

6. Is the time and day of the training session suitable for you? Yes \_\_\_\_\_ No \_\_\_\_\_

7. If your answer for question number 5 is no, please write your reasons. \_\_\_\_\_

---

8. Did you always warm-up your body before the training session? Yes \_\_\_\_ No \_\_\_\_\_

9. If your answer for question number 7 is yes, for how many minutes? Please describe it.

---

---

10. Did you always cool-down your body after the end of the training session?

Yes \_\_\_\_ No \_\_\_\_\_

11. If your answer for question number 9 is yes, for how many minutes? Please describe it.

---

---

## Part Four

**Direction 4** Given below are about water in take of Players during Training Session. Please indicate your response by writing “x” make that best describe your opinion based on your own judgment.

| No | Item                  | Alternates | Players   |            |
|----|-----------------------|------------|-----------|------------|
|    |                       |            | Frequency | Percentage |
| 1  | Drink in every 10-15' | 1. Yes     |           |            |
|    |                       | 2. No      |           |            |
| 2  | Drink in every 15-20  | 1. Yes     |           |            |
|    |                       | 2. No      |           |            |
| 3  | Drink in every 20-25' | 1. Yes     |           |            |
|    |                       | 2. No      |           |            |
| 4  | Drink in every 25-30' | 1. Yes     |           |            |
|    |                       | 2. No      |           |            |
| 5  | Drink in every 30-35' | 1. Yes     |           |            |
|    |                       | 2. No      |           |            |



አንደኛ ደረጃ  ሁለተኛ ደረጃ

ከዚህ ወጭ ከሆነ እባክዎትን በተሰጠው ክፍት ቦታ ላይ ይጻፉት /ይግለጹ/

7/ የት/ት ደረጃዎ?

አስረኛ ክፍል ያጠፍቀቀ/ች/  አስራ ሁለተኛ ክፍል ያጠፍቀቀ/ች/

ሰርተፍኬት  ዲፕሎማ  ዲግሪ  ሁለተኛ ዲግሪና ከዛ በላይ

8/ የትምህርት ደረጃዎ ከዲፕሎማ በላይ ከሆነ ከሚከተሉት ወስጥ በየትኛው የትምህርት ዘርፍ ነዎ?

የሰውነት ማክላሚት ስፖርት  ሌላ የትምህርት ዘርፍ አስተማሪነት  ቺንግ

ከሚከተሉት  ከሆነ እባክዎን በክፍት ቦታው ላይ ይጻፉት /ይግለጹት/

9/ የጥጭ ማሻሻያ ስልጠናዎችን ታገኛለህ/ሽ/ አዎ  አላገኝም

10/ለተራ ቁጥር 9 መልስህ/ሽ/አዎ ከሆነ ከዓመት ስንት ጊዜ ነው? እባክዎ በክፍት ቦታው ላይ ይጻፉት/ይግለጹት/

11/ ረዳት አሰልጣኝ አለህ/ሽ/ አዎ  የለኝም

12/ለተራ ቁጥር 11 መልስህ/ሽ/አዎ ከሆነ የትምህርት ደረጃው /ዋ/ ምን ያህል ነው?

አስረኛ ክፍል ያጠፍቀቀ/ች/  አስራ ሁለተኛ ያጠፍቀቀ/ች/

ሰርተፍኬት  ዲፕሎማ  ዲግሪና ከዚያ በላይ

### Appendix-4

#### ጂማ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ት ክፍል

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ት/ት ክፍል



**በስልጣኞች/በተማሪዎች/የማህላ መጠይቅ**

ይህ መጠይቅ የተዘጋጀው በካፋ ወስጥ ለሚገኙ የታዳጊ ወጣት ኘሮጀክቶች የስልጠና ሂደትና ኘሮጀክቶቹ በብሔራዊ ሊግ ወስጥ በመሳተፍ ላይ ስላለው የካፋ በና ክለብ በሚሰጡ ጠቅሚያ ዙሪያ ሚጃዎችን ለማስታወስ ነው። በመሆኑም ከስር ለተዘረዘሩት እያንዳንዱን መጠይቆች በማንበብ ትክክለኛውን ምላሽ ይጻፉ። የጥናቱ ወጠታዊነት የተመሰረተው በእርስዎ መልስ ላይ በመሆኑ መልስዎ ማህተራዊ ይሁን።

አመሰግናለሁ!

**ክፍል አንድ**

**ትዕዛዝ 1:** የሚከተሉት ጥያቄዎች ለልምድ ስለማይስፈልጉ ቅድመ ሁኔታዎችና የሠልጣኞችን ትጥቅ በተመለከተ የሚጠየቁ ናቸው። እባክዎ ጥያቄውን በትክክል በማንበብ መልስዎን በተሰጠው ሣጥን ወስጥ “√” ምልክት በመጻፍ ያመልክቱ።

- 1/ የራሳችሁ የሆነ የመጠመቻ ማዘጋጀት አላችሁ? አዎ  የለንም
- 2/ የመጠመቻ ማዘጋጀት ሁለት ቋሚ ጎሎች አሉት? አዎ  ወይም
- 3/ ልምድ የምትሰሩበት ቦታ አመቺነት አለው? አዎ  የለውም
- 4/ ልምድ የምትሰሩበት ማዘጋጀት ለጎሉ የሚሆን ሚብ አለው? አዎ  ወይም
- 5/ ለልምድ የሚሆን በቂ ኳስ አላችሁ? አዎ  የለም
- 6/ አጠቃላይ ያላችሁ የስ ብዛት? ከ6 በታች  ከ6-10  ከ10 የሚበልጡ ኳሶች
- 7/ የኳሶች ጥራትና የአገልግሎት መጠን ምን ያህል ነው?  
 በጣም ከፍተኛ  ከፍተኛ  መካከለኛ  ዝቅተኛ  በጣም ዝቅተኛ
- 8/ ለልምድ የሚሆኑ ቅድመ ሁኔታዎች እና ቁሳቁሶች አለመሟላት በልምድ ወቅት ፍላጎት ላይ ተጽዕኖ አለው? አዎ  የለም
- 9/ በተራ ቁጥር 8 መልስህ /ሽ/ የለም ከሆነ ምክንያቱን በተሰጠው ክፍት ቦታ ላይ ግለፅ

**ክፍል ሁለት**

**ትእዛዝ 2:** ከዚህ በታች የተዘረዘሩትን ጥያቄዎች በማንበብ መልስዎን \*√\* ምልክት በመጻፍ ወይም በተሰጠው ክፍት ቦታ ላይ በመተንተን ጻፍ/ፊ/

- 1/ በተሰጠው ሁኔታ/ሽ/ ከልምድ በፊትና ከልምድ በኋላ ትብብር ያደርጉልሃል/ሻል/?  
 አዎ  የለም

2/ በተራ ቁጥር 1 የተጠየቀው ጥያቄ መልስህ/ሽ/ አዎ ከሆነ እባክህ/ሽ/የሚደርጉልህን /ሽን/የትብብር ዓይነት ተንትነህ/ሽ/ጻፈው/ፊው -----  
 -----  
 -----  
 -----

3/ በተቁጥር 1 ለተጠየቀው ጥያቄ መልስህ/ሽ/የለም ከሆነ እባክህ/ሽ/ምክንያቱን ጻፍ/ፊ/

4/ ልምድ የምትሰሩበት ሰዓት አሰልጣኛችሁ ያበረታታችኋል? አዎ

5/ በተራ ቁጥር የተጠየቀው ጥያቄ መልስህ/ሽ/የለም ከሆነ እባክህ/ሽ/ ምክንያቱን ጻፈ

---

6/ ልምድ ከመጀመሪያችሁ በፊት የሰውነት ማጥፊያ እንቅስቃሴ ትሰራላችሁ? አዎ የለ

7/ በተራ ቁጥር 6 ለተጠየቀው ጥያቄ መልስህ/ሽ/የለም ከሆነ እባክህ/ሽ/ ምክንያቱን ጻፍ/ፊ/

8/ ልምድ ከመጀመሪያችሁ በፊት የሰውነት ማጥፊያ እንቅስቃሴ ትሰራላችሁ?

አዎ  የለም

9/ በተራ ቁጥር 8 ለተጠየቀው ጥያቄ መልስህ/ሽ/ አዎ ከሆነ እባክህ/ሽ/ለስንት ደቂቃ እንደምትሰሩ ጻፍ/ፊ/

10/ ልምድ ከጨሳችሁ በኋላ የሰውነት ማቀጠያ እንቅስቃሴ ትሰራላችሁ?

አዎ  የለም

11/ በተራ ቁጥር 10 ለተጠየቀው ጥያቄ መልስህ/ሽ/ የለም ከሆነ እባክህ/ሽ ምክንያቱን ጻፍ/ፊ/

---

**ክፍል ሶስት**

**ትእዛዝ 3 :** ከዚህ በታች ያሉት መጠይቆች ስለ ተጫዋቾች የልምድ ትጥቅ ይመለከታሉ፡፡

በመሆኑም ከስር በሰንጠረዥ ውስጥ ያሉ መጠይቆችን በትክክል በማንበብ መልስዎን ከተሰጠች አሜሬኛ ውስጥ \* √\* በመጻፍ ያመልክቱ

| ተ/ቁ |  | የለም | በዝቅተኛ | መካከለኛ ሁኔታ | በከፍተኛ |
|-----|--|-----|-------|-----------|-------|
|     |  |     |       |           |       |

|          |   |  | ሁኔታ |  | ሁኔታ |
|----------|---|--|-----|--|-----|
| 1        | ለልምዕድ የሚሆኑ በቂ ቲሽርቶችና ቁምጣ ይሰጣቸዋል             |  |     |  |     |
| <u>2</u> | ለልምዕድ የሚሆኑ በቂ ጭቃዎች ይሰጣቸዋል?                  |  |     |  |     |
| <u>3</u> | በልምዕድ ጊዜ የምትጠቀሙበት መጋጫ /shin guard/ይሰጣቸዋል    |  |     |  |     |
| <u>4</u> | በልምዕድ ጊዜ የምትጠቀሙበት ቲሽርቶችና ቁምጣ ምቹትና ጥራት አላቸው? |  |     |  |     |
| <u>5</u> | <u>ለልምዕድ የምትጠቀሙበት ጭፍ ጥራት አለው?</u>           |  |     |  |     |
| <u>6</u> | በልምዕድ ጊዜ የምትጠቀሙበት መጋጫ /Shin guard/ ጥራት አለው? |  |     |  |     |

**Appendix-5**

**JIMMA UNIVERSITY**  
**School of Graduate Studies**  
**Faculty of Natural Science**  
**Department of Sport Science**

**Observation Checklist**

| No | Items          | Alternatives |    |
|----|----------------|--------------|----|
|    |                | Yes          | No |
| 1. | 1.1 Facilities |              |    |

|                             |   |  |  |
|-----------------------------|---|--|--|
|                             | Does all playing fields are comfortable to apply all techniques and tactics?  |  |  |
| <b>1.2 Equipments</b>       |   |  |  |
| 1                           | Do all players have warm-up suits?  |  |  |
| 2                           | Do all players properly wear their sports wear during the training session?   |  |  |
| 3                           | Do the clubs have practice bibs?  |  |  |
| 4                           | Does the number of balls enough preferably one for each or one between two?   |  |  |
| 5                           | Do the projects have enough amounts of cones?                                 |  |  |
| 6                           | Do coaches have whistle for signaling the start and stop of activities during |  |  |
| <b>1.3 Training Session</b> |   |  |  |
| 1                           | Do coaches follow players during warm-up and cool-down?                       |  |  |
| 2                           | Do players warm-up by using proper techniques 15-20 minutes?                  |  |  |
| 3                           | Do players cool-down by using proper techniques 10-15 minutes?                |  |  |
| 4                           | Do players drink water between 15-20 minutes during training?                 |  |  |

**Appendix-6**

**JIMMA UNIVERSITY**  
**School of Graduate Studies**  
**Faculty of Natural Science**  
**Department of Sport Science**

**Unstructured Interview Guide for Administrative Officials and coaches**

1. Is there any supply or availability of food for your players before and after the training? -----
2. Do your players drink any fluid during the training session? -----
3. What do you think about the contribution of your project to the main team as a source of players? -----

4. Is there availability or supply of sport equipments for players? -----

### **Declaration**

I declared that this thesis is my own original work and has not been presented for any degree and that all sources of materials used for the study have been duly acknowledged.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_

This thesis has been submitted for examination with my approval as a university advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_