

**THE CURRENT PROBLEMS AND PROSPECTIVE OF YOUTH
FOOTBALL PROJECTES WITH A SPECIFIC REFERENCE IN
NORTH SHOA ADMINISTRATIVE ZONE**

BY

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**This thesis has been submitted for examination with my approved as a
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ACRONYMES AND ABBREVIATIONS

DBF: Deutscher Bund Fussball

FIFA: Federation International de Football Association

FYSA: Florida Youth Soccer Association

YDF: Youth Development Football

US: United State

STYSA: South Texas Youth Soccer Association

USSF: United State Soccer Association

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ABSTRACT

The purpose of this study is to explore the current problems and prospective of youth football projects and its contribution to the main clubs with the case of Amhara league and division two premier league participant clubs in North Shoa Administrated zone. Six sample youth projects were selected, from forty three North Shoa Administrative zone participant projects, (Muluwongel and Adarie from Mehal Meda, Addis Kidan from Ataye, Tesfa Lehitsanat from Molale and Mekaneyesus and Kalehiwot from Debre Birhan) youth project using simple random sampling techniques. Thus, the subjects in the study were 120 players, 6 coaches, 3 administrative officials. In this study distractive 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 questionnaires were analyzed by using frequency counts and their percentages; where as the data gathered interview and observation through descriptive statement. The major finding include that failure of players performance level, inappropriate or wrong method of coaching style, using inappropriate scientific criteria's to select the players, technique & tactic development by players, lack of training field, facilities and equipments for training, and absences' of nutritional are affect the development of youth projects a its contribution to the main clubs.

Hence, to make the football youth project effective and successful the concerned body supply the project sufficient facilities and equipments, players should be get well balance diet/nutrition, assign educated or professional coaches, coaches should be use plan, apply better coaching style and sport office experts should attentively follow the training session and give high emphasis to the projects.

Key words:- philosophy, facilities and equipments, nutrition, style , technique and contributions.

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study.

Football refers a number of sports that involve the varying degrees kicking a ball with the foot to score a goal. The most popular of these sports world wide is association football more commonly known as just football or soccer unqualified the word football applied to which ever form of football is the most popular in the regional context in which the word appears including association of football. Most often the word football is used to refer to the code of football that is considered dominant with in a particular region so effectively.

Football is essentially a simple game based on intelligent interposing. For most easily grasped in a simple form. However the program of youth football project should be producing players who are beneficial to the main club and national team. This can be achieved through a well organized and structured youth football projects development program.

The impact on the development of youth football projects and their upgrading and contribution the main clubs and national team in relation to their performance should be given due attention.

Youth football project programs are often viewed as a prime safe venue for teaching and practice important social values and life skills to youth that will benefit them well in to their youth lives. While youth are the extended recipients of the projects available in youth football projects. By virtue of the leadership positions as league organizations coaches, players, officials, parents and supporting spectators. These projects are transmitted by young players through the purposeful professional performance contained in such areas as playing rules and regulation.

The emergency of youth football project organizations is found to have contributed to the establishment of sub communities in America during the 19th century (Radar:1977) football project as a discipline there for contribute lowers the development of communities as large by putting people with similar interest from different backgrounds together.

This finding is not unique to American researchers have found similar results in communities in Australia (bergin 2002). Thailand, (Jonson, 2005) & South Africa (pelock 2005).The united state soccer federation (USSF) coaches manual (1973:8) explains:- It is clear that the coach must plan carefully to achieve goals and objectives, specially interims of player development. Coach 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 player not receiving instruction or practice in areas that are the bases for future development.

Generally in order to develop and increase the contribution of youth football projects to the main clubs and national team, the development and improvement of players performance is crucial more over players technical tactical physical moral and psychological development are vitals and fundamentals. The researcher will be eager and enthusiastic to evaluate, assess and understand the current problems and prospective of the youth football projects and this contribution to the main clubs and national team.

The high expectations from parents, coaches, federations and clubs pushes the development of kinds and putting above all else.

1.2 Statement of the Problem.

As shown in the background section youth football project development program is the most vital and important time in which players acquire different skills technique, tactics, abilities and knowledge that facilitate the important and development of player's performance.

Sport training for youth football project is a very complex long and continuous educational process, FIFA coaching manual (2004:2). The aim of the process is making use of making specific means; to contribute to the achievement of maximum sports performance by a player based on the balanced development of his/ her entire personality. But it is actually fairly easy to understand when explained properly. As a result the main clubs and national team status can be raised. When youth project improve their status depending on the supply of their youth football projects this is also a direct impact on the development national league competition standard.

Youth football projects that produce quality players who are suitable and fit with the modern football and competent in international level, the problems in the training of its youth football project development program have to be assessed and maintained to a level which can produce great competent players who are capable of modern football, however, countries like Ethiopia are in process and with several difficulties to develop their leagues and national team standards. On this issue FIFA coaching manual (2004:2) has the following to note.

The important training and development of future professional players are 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 school that is know the problem then improve and develop not only the elite players of tomorrow but also all of these youngsters who are passionate about the game and who form the base of the football pyramid that the game needs to ensure its continued progress.

Youth football projects as the site for symbolic struggles between representatives of “rival” working class communities is an appropriate and attractive venue for testing masculine identities, particularly at the level of town or city affiliation, but also at the national levels.

Youth football project and the coaching process and coaching styles including coaching practice are characterized by a number of complex interactions between the coach the player and the project environment (John, J (1978) Junior soccer; Smith & Small (1999)).

In order to improve their league and national team standard the youth football project development program should be given more emphasis and it is mandatory to run a well organized and modern football project program investigated where there is lack of adequate trained man power in the area scientifically selector equipment corruption of the leadership in the project as well as lack of research works.

1.3. Objective of the Study

1.3.1 General Objectives

To identify and evaluate the current problems of youth football projects and its prospects as well as contributions to the main clubs and national team.

1.3.2 Specific objectives

- ✘ To assess and evaluate the current problems of youth football project in North Shoa
- ✘ To investigate the availability of equipments and facilities covering the projects.
- ✘ To assess the coaching style of the coach, talent identification of players
- ✘ To forward possible solution used suggest recommendation overcome the problems.

1.4. Research questions

1. What are the major factors that affect the development of youth football projects?
2. Does the project make the players to eat appropriate diet before, in training and after training session?
3. Do coaches use different scientific criteria to select players in the project?
4. Which style of coaching frequently used by coaches?
5. What are the major constraints regarding the contribution of youth project to the main clubs?

1.5. Significance of the Study

As a pioneer study in the zone and as the study that to designing and planning the suitable and important coaching style, scheduled of practice and training program and procedures is needed in recurring and producing wonder full potation youth football project and candidate for the main clubs as well as for the nationalized them. Such kind of procedures may be use full for decision making regarding admission and predicating the success of the players in pursuing better coaching style scientific train gong and practicing program and their success of their high performance latter. Hence it is essential and vital to study the style of coaching methods of training and also system of selecting players of youth football projects and its contribution in order to find the extent of the adequacy of the criteria.

1.6. Delimitation of the Study

The scope of this research is delimited in the North Shoa administrative zone youth football projects; therefore at the Ethiopian premier league consists of sixteen (16) participant clubs all over the country; because from these sixteen clubs north Shoa (Debre Birhan Kenema football club) not including in the premier league. For the sake of assessing and evaluating the overall program, it seems mandatory and vital to make the study a motivational level however, because of the resource and financial constraints the research has obliged to undertake the study only on youth football projects (Junior – B) of north Shoa administrative zone (Debre Birhan). Though the researcher has intended and planned to work with those youth football project players (junior-B). In relation to the researcher interest competence, financial power, and time researcher interest competence financial power and time constraints the study has been delimited only issues (problems) of the relevance of coaching style and training method and the suitability of practicing environment to apply appropriate coaching style. Scientifically selected players, training method and the availability of facilities, nutrition and equipments.

1.7. Limitation of the Study

The availability of reliable data for any research is an important factor for the success and achievement of the outcomes of the research work any study undertaken for the first time depends to a large extent on previous knowledge the ability of access to data and pertinent research materials Journal articles and other essential devices the availability of information dealing with these things will help to facilitate and strengthen the study under consideration.

Inadequacy of available relevant research materials, time, sufficient books and references are the limitations encountered in this study. In addition the scarcity of sufficient books and literature in the area of study was the major shortcoming that the researcher encountered during the execution of the study.

1.8. Definitions of Terms as Used in the Research Document

- ❖ **Equipment:** - raw materials which used to facilitate football practice session successfully.
- ❖ **Facility:**-a building and service to providing for the development of youth projects.
- ❖ **Nutrition:** - a substance that essential for players to build and repair their body and reenergizing
- ❖ **Philosophy:**-the study of the fundamental nature of knowledge, reality and existence of the players
- ❖ **Plan:**-a proposal for doing and achieving for the development of youth projects.
- ❖ **Project:**-a piece of youth football work planned with a particular aim and involving research.
- ❖ **Pursuing:** - follow in order to catch or attack and try to achieve a goal.
- ❖ Research design and methodology
- ❖ **Style:**-a way of doing football training by designing and arranging the situations.
- ❖ **Tactic:**-an action intended to achieve skills of the aims of youth projects
- ❖ **Technique:**-a way of doing practical skills of youth football game.
- ❖ **Training:** - is long and complex scientific process which uses to produce skills, techniques, tactics and talent players.
- ❖ **Youth:** - young people who played in under age of 18 categories

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 analysis.

1.9. Organization of the Study

This thesis has organized under five chapters. The first chapter deals with background of the study, statement of the problems, objective of the study ,delimitation of the study, limitation of the study and definition of terms. Chapter two which consists of youth football project, current situations north shoa project, role of sport commission, factors which influence youth football projects, training plan in football, coaching philosophy, scientific criteria to select foot ballplayers, basic facilities and equipments of football training, style of football coach, player-coach relationship, the role of the coach, sport nutrition, criteria to be effective coach, method of technical and tactical development and contribution of youth projects.

Chapter three comprises methods, prospects and procedures of the study while chapter four deals with presentation, analysis and conclusion of findings eventually, conclusions reached on and recommendation made on the base of the conclusions from the data analyzed.

CHAPTER TWO

REVIEW LITRATUR

2.1 Football and Youth Project

Football is one of the most popular games in U.S today (Arnold, coker. T.P & Nucgeku, R.P, 1977). The history of football goes in back as early as 500 BC. It is believed by many historians to have its roots in the Greek and Roman culture. We know that English laid the blue print for this sport around 1600 AD. In the 1868; Henry Chadwick presented the game of football to the United States. No one expected this game to be as popular as it is today. After World War I football began to show signs of popularity among the people (Arnold et al, 1977). The game has changed dramatically since those early days on the gridiron. Many people are attracted to the game by the size and the pure athletic ability of the athletes. One of the most significant changes has been the addition of the strength and conditioning program to help the athletes obtain superior strength and conditioning status. Unlike the athletes that are not being trained college football is big business in this modern times. Many athletic departments a tremendous amount of money in order to support this sport. The hope and determination of the athletic department is to receive monetary returns in the success of their football program. Athletes and coaches are always looking for ways to gain an edge on their competition. In the last few decades, this edge has been sought through the strength and conditioning programs. Since the game of football is very popular the thought is that there would be a large body of research devoted to this popular sport. However, the reality is that there is very little research available in this area. "Football is the least studied sport in U.S. Today. We have very little direct significance evidence on the physical demands of the sport the recovery process, the effect of long-term participation" (Kraemer, 1997, P, 131).

Obviously that football at the top club level is now highly internationalized whether in terms of player transfers, club ownership and broadcasting rights. Football clubs are therefore increasingly dealing with foreign clubs, individuals and other bodies. For mid teens, study, social, activities and part time work pressures are increasing. Furthermore, entertainment opportunities such as movies, music and online games compete with the AFL for spectator interest. According to latest research, there are two dropout critical transition periods

coincide with “intrusive” changes in football playing conditions, such as a dramatic change in the rules of the game and the movement from first squad to second squad, which affects kind around 12-13 years of age. And then the movement from junior to a senior club which affects the 17-18 year olds.

Limited opportunities to play, or a product, which does not meet the expectations or needs of the youth accelerate the drop out.... Saturday morning football UN cool`. (South Australian Football league youth participation).

Research Report: Decker university 2001) participation drop-out begins after the under 125 & accelerates through the teenage years. While social issues are major factor, the football structure accelerates the drop-out rate due to inflexible youth competition structures.

In pursuance of the agreement concerning cultural cooperation between the Federal between the Federal Republic of Germany and the Republic of Namibia of 5 June 1991 and desiring to strengthen the existing bilateral relations cooperation in the field of sports, the parties have agreed on a youth football long term project.

2.2 The Current Situation of North Shoa Youth Projects

The current situation of north shoa youth project staffs (Ato Zerhun Girma, Ato Ashenafie Endrise and Ato Solomon Digaonaly) Saide that :- “ when we see the current situations of North shoa youth projects since 1997 up to 2005 E.C (up to today) we do have 80 project situations that opened with the support of by the region zone and woreda sport commissions (sport offices) with fulfilled the trainees profiles (means it contains the name of the athlete, date of birth, mane of his / her families and their address the place of the training going on, the types of sport that they are practicing , and name of their projects) were as this project training run in a sports suen as football volley ball basketball badment, athletics, world tecuando, Para Olympics and Gymnastics are included in the school and outside the school in both sexes” .

2.3. The Role of Sport Commission

The role of north Shoa sport commissions as said the sport commission president Ato Solomon “ when we see the role of the North Shoa sport commission:-

- ❖ It organizes the woreda sport office work on youth project training, winter and summer training, and competition, collecting money from farmers, governmental bodies, non-governmental bodies, merchants and other well voluntary bodies and by planning project well as from the kebele, woreda, zonal and regional different types of sport competition by organized governmental bodies.
- ❖ It makes beneficial for the societies in sport social, economical, mental and physical well being.
- ❖ It selects players from different woredas to be competent in the regional level in cultural and modern sport competitions.
- ❖ It gives different short & long coaching enhancing courses for coaches and referee (officials).
- ❖ It works with different governmental and nongovernmental sectors vertically and horizontally for the development of youth projects and to become a good competent in the zone and regional levels. Whatever we did these much efforts happened still now budget, training field, equipment and facilities and specialized coaches are the shortage and factors of the sport commission to enrich a good result.

The North Shoa Sport commission is committed to leading and growing an innovative zonal sport sector that embraces knowledge creation and sharing and continues to produce national leading sport science and research outcomes for the benefited and the Ethiopian nation. The establishment of the sport commission where as the promotion of sports makes significant contributions to communities, specially the youth to maintain healthy physique and brain, and there by facilitate their active participation in the football completion.

The commission's job is to govern the sports organizations; management's job is to run it. The sport commission primary responsibility is one of trusteeship on behalf of state holders, ensuring the legal entity, the, company or the association, remains viable and effective in the present and for the future. The sport commission is ultimately accountable for all organizational matters. The commission job is to create the future, not the shop john carver, commissions that make a difference, San France.(Jose-Bass, 1991).

The sport commission has a number of key roles:-

- ❖ Strategic planning: defining, driving and monitoring the organization's strategic direction, priorities and results.

- ❖ Stakeholder involvement: defining key relationship, interacting with stakeholders to inform them of achievements and ensuring that stake holders have input into determining strategic goals and directions.
- ❖ Enhancing the organization's public image: promoting the organization in a positive light and performing "ambassadorial" duties.
- ❖ Organizational performance: reviewing, monitoring and ensuring management and organizational performance.
- ❖ Reporting: - reporting to members and stake holders at the annual general meeting.
- ❖ Policy formulation: establishing the board-level policy frame work for governing the organization from which all operational policies and actions are developed.
- ❖ Management of chief executive officer: appointment, performance management and review, providing advice and guidance and rewarding the chief executive officer as appropriate.
- ❖ Legal compliance: monitoring organizational compliance with relevant federal, state and local legless lotion, and the organization's constitution.
- ❖ Management of financial resource: approving the allocation of funds through the annual budget, striving to secure the resources required and ensuring sound financial management of the organization.
- ❖ Riske management: ensuring the risks facing the organization are identified and assessed, ensuring a risk management plan is established, regularly reviewing this plan to ensure its effectiveness, and monitoring compliance with it.
- ❖ Commission's Effectiveness: carrying out board business through productive meetings, engaging in regular self-assessment and evaluation, and initiating board development activities, to strengthen its effectiveness.

2.4 Factors Which Influence for the Development of Youth Football Projects

1. Coaches coaching motives styles: - the reasons why you take up coaching will undoubtedly affect how you coach. For example, if you wish to see young people develop socially and learn new skills, you will adopt a supportive educational approach to coaching and place an emphasis on personal development rather than competitive success.
2. The athletes: if you adopt an athlete – centered approach, as is recommended, you should adopt your coaching style to meet the specific needs of your athletes.
3. The situation: there are some situation in which a particular style of coaching is more appropriate than another. In certain contexts for example, where safety is an important issue, it might be more appropriate to adopt a directive approach to coaching in order to maintain control and ensure that accidents do not happen and athletes behave in an appropriate manner.
4. Coach's personality: coaches are human beings and therefore have individual personalities. Some coaches may be extroverts outgoing and lively in there and go about their coaching in a quit, calm manner. In truth personality does not matter provided that appropriate actions and behaviors are maintained, which relate to the situation.
5. Coaches' knowledge: the more knowledgeable you are as a coach, the more options you will have available to you to plan and deliver effective sessions. Knowledge will also help you to feel confident and create a positive environment for your athletes. A coach lacking in knowledge may come across as low in confidence and may be perceived as lacking skills or the ability of knowing how to deal with certain situations.

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

2.5 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 serious of action aimed at influencing the development of performance in a systematic and goal oriented way.

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

Perspective Plan

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

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

Annual-Plan/One-year Plan

According to FIFA Coaching Manual (2004:2) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations.

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

- Playing level, performance age and training age.
 - The number of players (squad size) available.
 - The fixture list.
 - The objectives for performance on the pitch for the season.
 - The infrastructure, equipment and conditions available for training.
 - The coaching staff available (coaches, medical support, administration manager, 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:

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

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

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

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

The preparation period

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

The competition period

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

The transition period

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

The Competition Micro-cycle

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

The Training Session

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

2.6 Coaching Philosophy

Philosophy is a Greek word which is derived from the word philosophy, which means love of wisdom. Philosophy can be defined as the study of truth, through the systematic investigation of reality, knowledge, means and values. It is also defined as the study of nature of reality and values of movement for all participants, debates critical issues believes of reality and values released to football coaching, it influence through, actions and decisions in coaching professional endeavors. Philosophy provides direction; it enables the use of knowledge and skills in the most effective manner. A well formulated philosophy promotes the development and classification of belief and values. Which serve as a foundation of behavior? Philosophy aids in decision making: morals and values that guide our conduct not only in our professional capacity but also in our daily living Rechmann and Katherine (1999) define philosophy as the study of problems which are ultimate abstract and general. These problems are concerned with the nature of existence knowledge, morality, reason and human purpose

Sir Alex Ferguson:-“playing wining backs, while using three central defenders, represents a Fairless aggressive attacking philosophy than operation with wingers”.

Roy Hodgson: “The modern coach needs a philosophy, an expert eye and intuition”.

2.7 Basic Facilities and Equipments of Football Training.

Different pieces of equipments are needed during football training. In line with idea, Dawitt J.(2001:55) states that, “you may find it convenient to own your own equipments. Regardless of your situation, basic source of equipment will make teaching and coaching easier”. There fore, to make the training session effective through the application of different technical

tactical skills it is mandatory to consider the basic training equipment. As a result, the following list of materials is the most important parts for successful training.

Field of play

According to Frank F. Diclemente (1995:8) the foot ball/ soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the foundation soccer coaching manual (2008: 192) describes that the field of play must be rectangular, its length can not be more than 130 yards nor less than 100 yards. Its width can not be more than 100 yards nor less than 50 yards. One goal must be a chord at each end of the field. The field with corner areas, goal lines, touch lines (side lines), half way lines and center circle.

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/ Soccer techniques requires repetition, which requires touching the ball. However, players have only for limited time each week: they need to maximize the amount of ball touches per practice.

When each player has, she/ he own ball, more players can be working on individual skills at any given time.

As Adrian Lees (1996: 141) explain that a typical foot ball shoe is one which is made from leather and cut below the ongles and with a hard out sole to which studs are attached. Moreover, Dawitt J (2001:5) explains three basic styles of foot ball/ soccer shoe. These are discussed as follows:

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

Shin Guards:-The shin guard is to protect the lower leg from impact injuries. These injuries can range from severe to the minor bruises and scratches. The shin guard offers protection from some of the injuries. In relation to this idea, Lees A. (1996:47) 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.

Shirts and shorts:-Players need to have uniform (shirts and shorts) to play football game or during training sessions. Furthermore, the official US 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.

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 has players on the team, in separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another color.

2.8 Scientific Criteria's to select Football Players

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

Arsen Wenger: "You must love the game and want to share with the players a certain way of life, a way of select soccer".

RMHS BOYS VARSITY SOCCER 2010 SELECTION CRITERIA

Selection to the varsity Boys soccer team will be determined by each player's performance and consistency in the following four areas of soccer.

1. TECHNICAL (The "how" of soccer):

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

2. TACTICAL /Decision Making... The "why" of soccer):

- 1st Attacker -1 V 1 to beat opponent, recognizing when to hold or penetrate, when to dribble, pass or shoot.
- 2nd /3rd Attacker- supporting roles, positioning on the ball, combination play (wall pass, over lap, take over).
- 1st Defender- pressuring the ball, timing of defensive tackles.
- 2nd /3rd Defender- positioning on the field, movement off the ball, balancing, communication, field vision with out the ball.
- Execution of set plays and team strategies and formations.
- Decision about which skill (pass, receive, dribble, chip, shoot, head, tackle) to execute in response in a given situation (speed of thought).
- Goal keeping- positioning and angles, decision about when to set and dive, stay on your feet, leave box, ext.

Physical

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

2. Mental/ Psychological/ Emotional.

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

2.9 Style Football Coaching

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles. Dewitt J. (2001:8) 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: as follows.

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, absorbs, and performs .There are times when an authoritarian is necessary and desirable, such as when a new skill is being introduced . The authoritarian coach has firm beliefs on how things should be done and expects players to confirm. 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.

Democratic coaching style

The goals you want athletes to achieve are expressed through your coaching style and behaviors. Most coaches will indicate the following goals in the priorities order given: a) to assist athletes to develop physically (e.g., to learn basic hockey skills), psychologically (e.g., to develop positive self-images), and socially (e.g., to learn cooperate with each other in practices and games), b) to have fun, and c) to win the match.

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

Using democratic coaching style does not mean that the athletes have input on all the decision made. It is necessary for you to provide an appropriate amount of structure and rules to allow for the optimal total development of your athletes.

In so doing, you give direction and make decision when it is necessary, but you also realize when it is more beneficial to let the athletes make the decisions and make the responsibilities.

If you provide too much structure an autocratic coaching style will become your dominant coaching style and will result in decreasing the satisfaction athletes could receive from their participation. Providing just the right amount of structure that is optimal for the athletes you coach is the objectives of the democratic coaching style.

Using democratic coaching style will enhance your players' abilities to make decisions and become responsible, independent adults. A democratic coach places more trust in the abilities of the players, which has a very positive effect on their self images. As well, this coaching style improves communications between the players and the coach and improves the motivation of the athletes to achieve and feel more personally satisfied with their participation. In a democratic coaching style act as a teacher, an organizer, as a friend and as leader.

2.10 Player Coach Relationships

I am sure many of you are wondering why I am writing a blog about building solid relationships, where I will certainly elaborate on my thoughts, I truly believe that everything in life comes down to relationships. Everything, to be successful in any walks of life, from football to business, you have to know how to build and maintain solid relationships. As author Jeffery Giotmer said, a quality relationships lead to success wealth, and fulfillment sometimes I think football players and coaches take this for granted and forget how important it is to have a sound relationship with each other, both on and off the court. My goal with my weekly blog is to cover as many topics as possible that deal with success, and in my opinion, nothing is more important than developing relationships.

While there are numerous relationships that directly affect and impact football players and coaches, this article will focus more specifically on their relationship with each other. The players to coach (and coach to player) relationship is fundamental for ultimate success on the

court. There are several components to any quality relationship, but the characteristics I am going to focus on between coaches and players are respect, trust, communication, and compromise.

Coach and player relationship

As a coach, whether at a small high school or a major university, you should get to know your players, know what is going on in their life, find out what makes them tick, and do your best to stay up with the times. And while I will reiterate, it is not the coach job to be friends with his players nor try to emulate them in how they dress or speak, but a coach should make every attempt to be likeable and show that he cares.

The coach can also help players to his/her best and push you're his/her limits with out injury. Many coaches have completed courses in athletics health care. They are trained in injury prevention measures, including warm –up activities, tapes, bandages and warps. Additionally, they are educated in assessing and ensuring a player gets the best treatment for an injury if an accident outside the game).

Off the playing field, coaches can be good mentors and advisers, offering an adult perspective on one – sports problems or questions. (Many Olympic and professional athletes have had strong relationships with their coaches outside the game).

Relationship with your coach can be different from relationships you have with your parents or teacher. Those relationships follow a more established structure, whereas a coach is usually closer to your level, working equally with you toward a common goal. You might feel more comfortable opening up to your coach about all sorts of things, from problems at home to difficulties in school.

Ideally, a relationship between a coach and an athlete is based on mutual respect and trust. You can make a good impression by showing up for practice on time, abiding by team rules, and always putting a lot of effort in to your performance, whether it's workout or a game, meet or match Social relationship (socializing at times beyond the usual coaching functions) can interfere with the coach – player relationship. Coaches and athletes should not relate to one another as through they are in the same peer group, have similar interests, and share the same friends (Anshel, 1990) attempting to manage a social and coach – player relationship simultaneously can negatively influence the coach – player relationship, or the friendship, or both.

Effective coaches are approachable. Anshel (1990) states that a coach – player relationship built on honesty, disclosure of feelings, and support can be healthy with limits. The coach, however, is responsible for setting the boundaries in the relationship. Most coaches have had players share emotional, personal, and social concerns with them (Anshel, 1990). This seems inevitable because physical performance is profoundly affected by motivation levels and emotional health. Sometimes players will report emotional difficulties among teammates to anticipate that service or when players resist being referred to professional counselors. However, hatreds result when coaches serve as counselors.

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 blurring red. 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.

2.11 The Roles of the Coach

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

The three major roles of the coach are

- A-** The coach as leader
- B-** The coach as a teacher
- C-**The coach as an organizer

A-The coach as a leader

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

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

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

Hockey skills), psychologically (e.g, to develop positive self-images), and socially (e.g to learn to cooperate with each other in practices and games) ;b) to have fun and c) to win.

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

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

B The coach as a teacher he

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

The skills using the proper sequences and progress

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

C. The coach as an organizer

An important role of the coach is to be an effective organizer. As an organizer the coach must be able to: plan effective practices, select assistant coaches who will provide maximum benefit to yourself and your payers.

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

2.12 Criteria to Be Effective Coach

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

1. Know you self: - it takes honest assessment to admit to having weaknesses but we all have them. We just do not want be able to identify, consistent ways to coach that utilize those strengths. Are you good teacher or motivator or academic or communicator or are you dynamic or easy going or hard notes or open and friendly? Use your strength to your

advantage. By taking time to make a serious assessment of your strength and weaknesses and recognizing your morals values and beliefs, you are able to adapt your own style to athlete being coached. In addition, you will answer the important questions on why you are a coach, how you actually deliver as a coach and what objectives you are trying to accomplish. Self – knowledge leads to self – confidence and you want to cover you believe in one other point to consider that how do others perceive want to convey what you believe in one other point to consider that how do others perceive you.

2. Known what you are up against – your coaching context:- as important as it is to understand what makes you tick, it is equally important to understand the confines on your coaching context. A good understanding of the age, gender and training level of the athletes you coach. How much time you and your athletes have available to train and complete? What is your development program plan based upon and how far can you take it by enhancing and sophisticated technique analysis? What funding facilities serve as and equipment are at your disposal? In addition what are your short medium and long term goals for your athletes? There could be other restrictions that will affect your coaching delivery. These includes laws or policies on safe participate club or school rules of behavior competition with other sports, school pressures and outside activities or performance standards to qualify for teams and competitions.

Knowing what you are up against enables you to tailor your training program to the specific needs of the athletes you have under your charge. By understanding the outside influence which affects your program, you can incorporate all good practices. Such as policies on safety and behavior adapt to others that restrict your ability to be the do it all coach such as lack funds, equipment or services and minimize negative obstacles that will affect your personality or an athlete on your team or your team in general (adopted from unpublished document Wondmu Taddesse (pro).

3. Understand your athletes: Communication vital in coach football. It is important to talk to your athletes individually to determine what their values and beliefs are what their will not work properly. As a coach, you must be an influential role model and you can have a tremendous influence on your athletes. Take the time to know all athletes just as if you examined your own values beliefs and habits once you take the time to know all athletes

just as if you athletes their strength weakness abilities and skills then you develop approach to coach them. Will you focus on the stars will you treat everyone equal in terms of your attention and help? Paths the teamwork approach will work for you.

4. Process versus product orientation:- every coaching philosophy should have a major statement on how the coach views the results process of development and how they performed in important to focus on athletes process of development and how they informed in competition rather than the result or outcomes that they achieved. In football contest there can be only one winner. Does these mean every else is a loser? No. there fore, to build confidence, sees measurable progress, and learns positively from mistakes made.

Rinus Michals :- “Those who focused on the result rather than the best soccer were vulnerable than others”.

2.13 Method of Technical Tactical Development

Technical and tactical preparation forms the nucleus of sports training for football. Here, the technical and tactical aspects of individual play activities are thought, play combinations and play systems are practiced and perfected while at the same time the special knowledge, skills and creativity of the players are added to. Technique is obviously of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in different play situation and for using it to good advantage. Good technical skill adapted to any particular situation with enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control, he will never really be able to control a game.

It is the ability to execute a solitary action in isolation from the game such as a control with the chest, a pass or a volleyed shot. The player is only concerned with executing the action without the distractions of other players. Technique also refers to the relationship and harmony.

Technical Preparation

Technique in football is the skill of being able to move with and without the ball economically and with purpose. This is the basis of a good performance. Football pus very complex technical demands on the player. The player has to control the ball, run with it pass

the ball to another player with precision, and score goals by means of well-placed shots. He has to be able to carry out all these duties from a standing position, on the run and often under hard pressure from his opponent. The player's technique, the feeling a player has for the ball decides whether he/she is able to carry out whether or not he/she is able to carry out all these demands of the game of the game. The basic requirement for all position technique is an exceptional control of the body or body technique, being able to control the ball the ball and a good feeling for the ball is, however, certainly not all there is to football. Statistical observations have shown that even top players like Béchamel and do not have possessions of the ball for more than 3 minutes during a game. During the other 87 minutes they have to move without the ball, trying to position them so that they can ask for the ball from another player, or trying to get it away from their opponents.

Skill is the ability to be in the right place at the right time and to be able to select and correctly employ the required technique on demand as result of the information provided to the player by the game situation. Skill contains several important components such as physical fitness, mental approach, technique and decision making which are all interrelated in a complex pattern. Some players may have an excellent and wide-ranging technique but struggle to use this ability in a game situation. A game environment is more challenging due to its unpredictability and the decisions that have to be taken in relation to both teammates and opponents.

Through watching, the game the coach may realize that the player has regularly failed a particular skill. Players often need help in making the correct decisions, whether of a skilful or technical nature. Failure can be at any of the three levels mentioned above. A regular example seen in football is when a player unsuccessfully attempts to beat his defender by dribbling. The coach must identify where the player is making the mistake:

- ✓ The player may not get his head up enough to evaluate other options;
- ✓ He may have seen a good opportunity if he can beat the defender but his technique or a lack of confidence lets him down;
- ✓ He may be using the wrong technique, he tries to beat the defender for pace on the outside but the defender is always quicker;

- ✓ The opposition use two or more players to close him down and do not allow the player the chance to execute his technique

Football is a game that requires endurance, speed, strength, skill and mobility. On the field of play, complex situations may arise that require quick thinking and maneuvering, which are not always covered by rules of techniques. This makes that game interesting and challenging.

The primary characteristic of football technique is the fact that it can be observed directly and it is perceptible. A spectator can also judge the degree of technical preparedness of a player. In mastering technique, players are generally hampered by the uneven ground and the fact that, with the exception of the goalkeeper, they are usually in possession of the ball for only a few seconds at a time. With regard to technique, there are three problems with the coach has to fact:

- ✓ Technical skill is not a single element which can be defined in conclusive terms; in fact, it is constantly developing. Compared with the football played in years gone by, the modern game requires players to do things quite differently. For example, the act of ``trapping`` the balls have virtually disappeared and has been replaced by a technique in which the ball is brought' under control and played all in one movement. Moreover, technical skill is useless if the player cannot use it in difficult match situations.
- ✓ There is no form of technical skill which is universally valid for every player. There are, however, a few basic rules, and if a player does not follow these, the coach must correct him. However, the important thing is for the coach to perceive each player's own individual technical qualities and the ways in which these skills may be developed.
- ✓ The coach must make sure that technical skill never becomes something which a player performs for his own sake. Skill of these kind is rather something which is to be put at the disposal of the team as a whole, as a contribution to the collective success. Technically rich players often have tendency to keep the ball excessively themselves, thus taunting the opposing and trying to make themselves appear more important. This tendency must always very discourage.

Tactical preparation

- ✓ Tactics is the organization and execution of the sporting contest. Tactics means the art, by which the players own technical and conditional skills are used as successfully as possible. Tactics are used to score goals, prevent goals, to win games and achieve the best possible result at the end of the season. Tactics in addition to technique and fitness, play a major role in achieving success. Tactics described as systematic success-orientated maneuverings and methods used to achieve a desired goal. The tactics used depend on whether or not the team has possession. It is simpler to define tactics by distinguishing between individual. Group and team tactics.
- ✓ Adopted from unpublished document (2004) Wondmu Taddesse (pro) describes that, the tactical aspect of play activities comprises the choice and adaption of technique in the given play situation. For this reason, it is impossible to treat tactical aspect separate from technique. Players learn to make a rapid and creative choice from the techniques they have been taught, selecting those that are most effective in the given situation. Practice and perfection of play combinations, cooperation between players is in effect the same as practice and perfection of individual play activities. The climax of tactical preparation is the practice and perfection of the play system. The play system represents action at high level by the player. Adapted to the needs and abilities of the entire team.
- ✓ Adopted from unpublished document (2004) Wondmu Taddesse (pro) and Kachani (1986) describes that the number of choices and possibilities faced by a player when simply receiving the ball are enormous, should he dribble then pass, simply dribble and try to beat the player, or pass directly? If he passes directly, is the receiver moving and at what speed, should he hit the pass along the ground etc. Below (Fig 2.14.1) shows.
- ✓ Individual tactics are based on how the individual player reacts in certain match situations are often used when in contact with an opposing player, e.g. making space, player marking, tackling. Group tactics are based on co-operation between several members of the same team who work together to achieve their goal, e.g. offside trap, space coverage, wall passes. Team tactics are methods adopted by the team as a whole to counter the opposition's game plan, e.g. playing for time, counterattacks. The aim of tactical training is to improve the choice and use of actions within different playing situations. The coach must define offensive and defensive tactics for the team, groups of players and for the individual.

Players must aim to take advantage of opponent weaknesses and to seize on occasions that arise.

- The basis of the methodology of technical and tactical preparation is the practice and perfection of individual play activities, play combinations and ply systems and at the same time the specialized knowledge of the player is increased and his creativity developed. The rational methodology must always conform to the game itself. We can express it as follows:

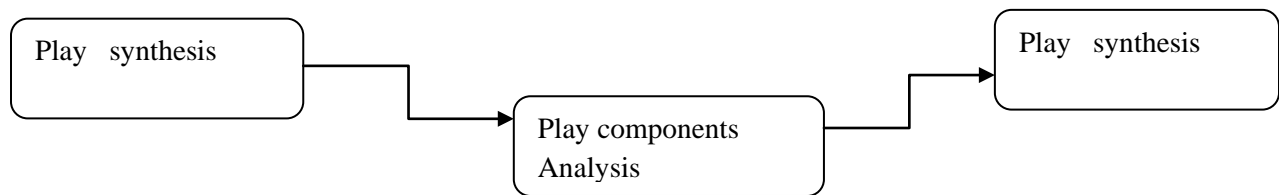


Figure 2.14. 1. Play analysis, Adopted from unpublished Wndmu Taddesse (pro)

The method of technical and tactical preparation of football consists of:-

- Teaching of special knowledge and skills;
- Practice and perfection of individual play activities and play combinations, and play system;
- Development of the player's creativity.

2.14 Sport Nutrition

As expressed in Foundation Soccer Coaching Manual (2008:234) and adopted from unpublished document (2004) Wondmu Taddesse (pro), nutrition is an important part of any successful training program. Food is the fuel of athletic performance. Though the coach cannot control his/her athlete's food, rather he/she can guide them toward healthy eating. For this purpose, the coach should be acquainted with the basic of proper nutrition. In line with this view, Foundation Soccer Coaching Manual (2008:236) states that, "success in sport is determined primarily by athletic ability and proper training; nutrition affects the athlete in many ways.

Nutrition is important for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. So the coach can have a positive influence on his/her athletes' attitude about nutrition as well as their eating habits.

Young athletes, in particular, respect, admire and seek advice from their coaches.

Coaches often want to know exactly what constitutes a “balanced diet”. A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. Moreover, the Foundation Soccer Coaching Manual has expressed that most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance.

Calorie Requirements for Athletes

Calorie intake of athletes is different depending up on the type and level of physical activities (duration and intensity), and the age and body size. This indicates that the calorie intake and expenditure of athletes has a direct reaction with the type of activity they do, their body size and age. To strengthen this idea, Foundation Soccer Coaching Manual (2008:237) expresses that; calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily calorie requirement for athletes. Some athletes have a hard time increasing their calorie intake because the volume of a larger meal causes them discomfort, especially if they are training soon after eating. Athletes juggling a heavy academic schedule with training and part-time job may have difficulty finding the time to eat. These athletes benefit from eating several small meals and snacks throughout the day.

Training Diet for Players

The Official U.S. Youth Soccer Coaching Manual (2002:73) suggests that, “As a coach, parent, or athlete, you have to have enough information about food and nutrition to create a good training diet. The training diet is the foundation for feeling on top of your game during practice or during a game.”

During football/soccer training as well as during the match in order to persist in continuous training or game, players should take much amount of carbohydrate.

Since carbohydrates are immediate sources of energy, foods in players diet especially before training should be dominated by carbohydrate. Because, when players eat more

carbohydrates, their glycogen level increases and stored in muscles and liver. As a result they can be sustained for long duration of training with enough amount of energy. In supporting this idea, the Official U.S. Youth Soccer Coaching Manual (2002:73) recommends: How much energy a player has at practice determines how much work can be done on the playing field or in a weight room. If inadequate carbohydrate is in the diet glycogen levels, the storage form of carbohydrate will be low and energy levels will be low. On the other hand, if glycogen levels are high because of a good food selection and appropriate timing of meals, energy reserve levels will increase.

So as to store enough amount of glycogen to be used as an immediate source of energy (fuel) during training or a much time, players should eat carbohydrate rich foods such as breads, pasta, rice and cereals. In addition to carbohydrate, protein should be given more emphasis while preparing or sharing athlete's diet because, it has important nutrients which are used to repair body, and growth of tissues. In line with this idea, Foundation Soccer Coaching Manual (2008:243) has states.

Protein is the major structural component of all the body tissues and is required for muscle growth and repair. Protein is not a significant energy source during rest or exercise. Although athletes have slightly higher protein requirements than non-athletes, athletes usually consume enough protein unless they are not eating enough calories. Protein requirement increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair.

Pre-Training Diet

The two key nutrients important before exercise are water and carbohydrate. Examples of carbohydrate-rich foods that can easily be eaten as an early morning, mid-morning, afternoon or early evening pre-exercise meal include.

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

In order to sustain for prolonged period of physical exercise (activity), players should eat much amount of carbohydrate foods than proteins and fats because carbohydrate is an immediate source of energy. In relation to this, MacLaren D. Expresses, in Reilly T (1996:114) that the most important aspects of pre-competition meals are to elevate the

body's carbohydrate stores, ensure hydration and yet provide satisfaction for the player. However, while eating (taking) carbohydrate foods before training it is important to eat three hours before the training session. Moreover, he states that; soccer /football players should leave at list a 3-hour interval between a full meal and competition in order to minimize gastrointestinal problems such as nausea and a feeling of fullness.

According to the Official U.S Youth Soccer Coaching Manual (2002:71) the two key nutrients important before training or competition are carbohydrate and water. More specifically, as sited in Reilly T (1996:112) explains that; the meal should be high in carbohydrates, preferably complex carbohydrates such as bread, cereals, pasta, rice, potatoes, fruits and vegetables.

Post -Training Diet

The major considerations after competition are to replenish carbohydrate and fluid losses. As already mentioned, it is important to consume carbohydrates as soon as possible after exercise in order to achieve a quick and complete glycogen restoration (Don MacLaren, sited in Reilly T. (1996)). In this regard the Official U.S. Youth Soccer Coaching Manual (2002:75) indicates that, what is eaten after exercise determines how quickly the young athlete recovers and is able to perform either the next day or during a consecutive game. First carbohydrate rich foods eaten within the first two hours after intense physical activity restore glycogen, the body's storage form of carbohydrate.

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

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) ex plains 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/soccer 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.

Vitamins and Minerals

As indicated in the Official U.S. Youth Soccer Coaching Manual (2002:78) Vitamins and minerals do not provide energy. Carbohydrates, proteins, and fats are the energy nutrients. But, vitamins and minerals play key roles in helping the body breakdown carbohydrates, proteins, and fats for energy and build other body structure.

2.15. Contribution of Youth Projects To the Main Club

Junior and youth football projects are the base, the source and ground for main clubs. Moreover, projects or youth academes are used as a source of producing players that have played professionally overseas and represented their country at youth and international level. In relation to this idea, the internet source through the free encyclopedia expresses that, "Sydney United football club, a dominant club in Australian National Football League, the majority of its players had come through the club's own junior ranks. Many of these players now play their tread in some of the best football leagues around the world and are still an integral part of the Australian national squad." ([Http: // www. Wikipedia.com](http://www.Wikipedia.com)) 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 brought 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 Lovis Van Gaal:-“I don't think it is fair to judge coaches purely on results, you have to see how they work”.

CHAPTER THREE

RESEARCH METHODOLOGY

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

3.1 The Research Design

The main objective of this study was identified and examines the current problems and prospective of youth football projects and its contribution to the main clubs as well as the national team. To this effect, descriptive survey method was employed. This method was selected because it was helpful to identified the root problems of the youth projects, the present conditions and point to present needs, immediate status of a phenomena and facts findings (Youesh, 2006:105) moreover, it was economical and rapid turned round in data collection and identified attribute of a large population from a small group of individuals (Kothri 2004:35) therefore the first approach of the date study was gather data to examine the current problems and prospects of youth football projects and its contribution to the main clubs and to the national team. This method was intentionally done so as to get tangible data from coaches and players in the projects.

3.2 Research Method

In order to attain objectives of the study, information was gathered from different sources. Besides, triangularly questionnaire, interview and observation of data gather tools were used to obtain relevant information through process. Intensive review of related literatures was made to support the study with empirical knowledge the area.

3.3 Sample and Sampling Techniques

The study was conducted in North Shoa Administrated Zone youth football projects. The sample size of each target population was determined by what Kothari (2004:58) suggest the ideal sample size of a target population was large to serve as an adequate representative and small enough to be selected economically in terms of both time and complexity of analysis.

In North Shoa (Debere Birhan) zone there are below 13 years $N_{\underline{0}}= 25$, below 15 years $N_{\underline{0}}= 9$ and below 17 years $N_{\underline{0}}=9$ generally 43 youth football projects and each of which have 25 players or a total of 1075 players. In this study 120 (12%) of players projects and their coaches and were selected as a sample. The selection of 6 youth football projects were conducted by simple random sampling techniques.

This sampling technique was selected because it gave equal and independent chance for all projects players in the field population of being selected as a sample.

3.4 Data Sources

Both primary and secondary sources were used to secure sufficient data or information. Primary data were collected from coaches, players and sport commission through questionnaires. Secondary data were collected from the youth projects like, different administrated staff interview and different projects activities were observed in the training session.

3.5 Data Collection Instrument

The main focus on the study was to identify the current problems and its contribution to the main clubs and make them to develop their projects. In order collect data necessary for analysis the researcher were used observation, questionnaire and unstructured interview. Triangulation a multi method approach was implemented to maintain the validity of the study and to acquire information from different sources. The uses of different tools help see the situation in-depth. The detail of each data collection instruments were discussed as follows.

3.5.1. Questionnaire

Questionnaires were also used to collect relevant information from players, coaches and from their administrative staffs. Open and close ended questions were distributed and collected from the respondents. Out of from the total questionnaires distributed to the targeted population 120 (100%) from players and 6(100%) from coaches were returned, and then the analysis was made used to the responses of 120 players and 6 coaches.

3.5.2. Observation

In order to obtain information about the current problems of the youth football project about coaching style training methods, availabilities of training field, facilities and equipments observation was employed two-two times by the researcher in each the samples youth projects. However, some of the projects have been find completely out of training during their program based on this schedules of plan. Therefore, this problems have contributed for the number of observations make to be more than three consecutive training session about the practice method and coaching sty.

3.5.3. Interview

Interview guide was prepared and conducted for 6 coaches and 3 sport staffs in order to gained information about the availability of facilities, equipments, qualification level of the coaches, relationships of the coach's with sport commission, current level of coaching license, education levels and their specialization and number of players also obtained from administrative officials and coaches.

3.6 Procedures of Data Collection

After the designing the research instruments (observation, questionnaire and interview) the research sites and sample size of participants was identified, then observation of the training session took the first step in data collection on a 6 youth projects about 6 coaches, 120 players and 3 sport staffs. This was because to gained first hand information the usual principles, methods and character of the team and the coach during the training session. Secondly data and times of contact were determined and questionnaires were distributed to selected team players and their coaches. The interview session followed with coaches and some of the administrated staff's .After completed the data collection processing raw data or analysis follow suit.

3.7 Methods of Data Analysis

The data was collected through different instrument and was analyzed by used percentage and qualitative data analysis techniques after the researcher gathered the data by used questionnaire and interview and to show the relationship among the variables.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

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

4.1. Back Ground Information

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

4.2. Demographics of Sample and Reliabilities of the Instrument.

Table 4.1 Coach's Sex, Age, Marital Status, Current Level of Coaching License, Education Levels and Qualification, Working Experience and Specialization

No	Demographics Profile of Coach		No	%
1	Sex	Male	6	100
		Female	-	-
2	Age	20-30	2	33.3
		31-40	3	50
		41 and above	1	16.5
3	Marital status	Single	2	33.3
		Married	4	67
4	Working experience in football coaching	0-4 years	2	33.3
		5-10 years	4	67
		11-15 years	-	-
		Above 15 year	-	-
5	Education levels & qualifications	Grade 10 th completed	1	16.5
		Grade 12 th completed	-	-
		Certificate level	-	-
		Diploma	5	83.5
		Degree	-	-
		Masters	-	-
6	Current level of coaching license	Certificate level	1	16.5
		First level	4	67
		Second level	-	-
		High level (CAF)	1	16.5
7	Specializations	Teaching other subject area	1	16.5
		Teaching physical education & sport	3	50
		Coaching other sport areas	-	-
		Coaching in football	1	16.5

As table 4.1(Q1-6) presents that 6(100%) of coaches are male. This shows that football /soccer coaching of youth projects is dominated by male coaches. Concerning that age of the coaches, two of found from 20-30, 3 (5- %) of coaches found 31-40 and only 1 (16.5%) of coaches has greater than 41 years. Regarding to martial status 2 (33.3%) of coaches are single and 4 (67%) of coaches are marriage. This information shows that the majority coaches'

marital statuses are married. This helps to avoid sexual harassment. Table 4.1 reveals that 2 are found in single and married respectively. This shows that the majority of the youth project coaches are found in married status.

With regard to their experience in coaching as a coach, 2(33.3%) and 4(67%) of coaches found in the range between 0-4 years and 5-10 years respectively. Pertaining the education level and qualification, table 4.1 depicts 1(16.5%) and 5(83.5%) of the coaches have certificate level and diploma respectively, and their specializations are 2(33.3%), 2(33.3%) and 2(33.3%) of the coaches have found in teaching other subject, teaching in physical education and diploma football coaching. From this one can conclude (33.3%), 3(50%) and 1(16.5%) of the coaches are founded in between the age of 20-30, 31-40 and 41-50 respectively. From this one can concluded that the majority of the coaches are found in adult age levels. Their Educational level and qualification shows that 2(33.3%) and 4(67%) of the coaches the majority of the youth project coaches have found in diploma levels with other subjects them coaching.

With regarding to the license of coaching 1(16.5%) of coaches have certificate coaching license, 4(67%) of coaches have first level coaching license, and 1(16.5%) of coaches have high level or (CAF) coaching license. From this one can conclude that the majority of coaches have found at the first level of coaching license.

As table 4.1 (Q7) shows that 3(50%) of coaches have specialized in physical education & sport, 1(16.5%) of coaches have diploma in other subject area, 1(16.5%) and 1(16.5%) of coaches have simple certificate levels. From this one can conclude that the coaches of youth football projects are dominated by other subject specialize.

Table 4.2 Activities of the Sport Commission to the Project & the Coach

No	Items	Alternatives	Coaches	
			No of responders	%
1	Did you a chance of getting a course to up grade your self?	1, yes	3	50
		2, No	3	50
2	How many times you getting performance chancing course per year	1, No at all	-	-
		2, once	5	83.5
		3, twice	1	16.5
		4, three times & above	-	-
3	Did you have an assist coach?	1, yes	-	-
		2, No	6	100
4	How many competitions do you have per year	1, No	-	-
		2, once	5	83.5
		3, twice	-	-
		4, three & above	1	16.5
5	What is the availabilities of facilities and equipment?	1, very low	6	100
		2, low	-	-
		3, sufficient	-	-
		4, very high	-	-
6	Method of your player talent identification mainly focused on	1, technical	5	83.5
		2, tactical		
		3, physical appearance	1	16.5
7	The relationship with the sport commission and the executive committee	1, bad	-	-
		2, smoothly	5	83.5
		3, very good	1	16.5
8	Implementation of your annual plan	1, not implemented	2	33.3
		2, partial implemented	3	50
		3, mostly implemented	1	16.5
9	Goals of your project(team)	1, not successful	2	33.3
		2, partially successful	4	76.3
		3, very successful	-	-

As table 4.2 (Item-1) shows that 3(50%) of coaches have got a chance to up grade themselves and other 3(50%) of coaches didn't get a chance to up grade themselves. This shows that, there is a shortage of getting a chance for coaches to up grade themselves.

- ✓ As table 4.2 (Item -2) –shows 5(83.5%) of the coaches get a chance of performance enhancing courses once pre a year, while the other 1(16.5%) of coaches get a chance of performance enhancing courses two times per a year. This shows that there is shortage of performance enhancing courses.
- ✓ As table 4.2 (Item-3) shows that almost all coaches 6(100%) have no assist coach. Form this one can conclude that a single coach can't be effective why because varieties of ideas score better result.
- ✓ As table 4.2 (Item-4) shows that 5(83.5%) of projects have participated in competitions once per year while 1(16.5%) of projects have participated in competitions three times per year. This shows that projects participation in competitions is very low
- ✓ As table 4.2 (Iten-6) show that 5(83.5%) of the coaches have used player's technique to identifies his/her player talent, while 1(16.5%) of coaches used physical appearance to identify his/her players. Form this one can conclude that the majority of the coaches are used technical skills to identify their players talent.
- ✓ As table 4.2 (Item-7) shows 5(83.5%) of the coaches relationship with their sport commission is smooth while the other 1(16.5) of coach have very good relationship with their sport commissions. This shows that the majority of coaches and sport commission relationship is smooth.
- ✓ As table 4.2 (Iten-8) shows 3(50%) and 1(16.5) of the coaches have implemented their plans partially and mostly respectively, while 2(33.3%) of the coaches did not implemented their plans. From this one can conclude the majorities of the coach didn't mostly implemented their plans in the projects.
- ✓ As table 4.2 (Iten-9) shows that 2(33.3%) of the goal of the project were not successful, and 4(76.3%) of the goal of the project is partially successful. From this one can conclude that the projects didn't fulfill the necessary materials.

Table 4.3 Factors That Affect the Development of Youth Projects

No	Items Does your youth football project affected by	Alternative and its percentage (%)				
		Never	rarely	Some times	Often	Frequently but not always
1	Lack of budget?	0%	5%	5%	25%	65%
2	Lack of professional coach?	25.5%	15%	15%	15%	21.7%
3	Lack of suitable training field / courts?	-	2.5%	5%	25%	67.55%
4	Lack of responsible supporters?	10%	15%	10%	25%	40%
5	Coach's coaching style?	50%	37.5%	5%	2.5%	5%
6	Player's family influences?	37.5%	22.5%	22.5%	7.5%	5%
7	Training method and schedule?	22.5%	37.5%	27.5%	7.5%	-
8	Coordination of players in the field?	20%	42.5%	20%	12.5%	5%
9	Players faced frequently injured	17.5%	40%	25%	7.5%	10%
10	Players faced performance fluctuation	17.5%	40%	27.5%	10%	5%

As table 4.3 (Q-1, 3&4) show budget 78(65%), training field 81(67.5%), responsible and supporters 48(40%) of the players responded that the projects affects frequently but not always. This shows that budget, training fields & responsible supporters are the major factors that affect the youth projects.

Table 4.3 (Q-2, 5&6) also shows, professional coaches 27(22.5) 5(5%) coaching style (5%) and family influence 45(37.5%) have no effect on the development of youth football projects.

Table 4.3. Shows (Q-7, 8,9&10) training method 45(37.5) & schedule co-ordination of players in the plating court 51(42.5), injury of players 48(40) and fluctuation of players performance 48(40) affects the development of youth football projects rarely. This shows that, projects are mainly affected by budget, training field and responsible supports or bodies.

Table 4.4 Players Diet/Nutrition

No	Items	Alternative and its percentage (%)				
		Never	Rarely	Some times	Often	Frequently but not always
11	Supply enough and appropriate balance diet nutrients before and after the training session	32.5%	57.5%	10%	-	-
12	Supply pure drinking water for players before, during & after the training session	55%	27.5%	7.5	5%	5%

As table 4.4 (item-11) show that 69(57.5%) of the project rarely supply enough & appropriate nutrients before and after the training session. From this One conclude there is a shortage of supply of nutrients for the players. And also this shows that the sport commission doesn't emphasis to the projects.

In table shows above that 66(55%) of the project players asserted that never supply of pure drinking water for players before, during & after the training session. This shows that projects do not supply purer drinking water for their players and coaches in the training session and players did not understand the advantage of drinking pure water before, during and after the training session.

Table 4.5 Styles of Coaching

No	Items Does your coach's	Alternative and its percentage (%)				
		Never	Rarely	Some times	Often	Frequently but not always
1	relationship with you is as a friendly?	5%	5%	10%	52.5%	27.5%
2	relationship with you is as a manager?	7.5%	17.5%	2.5%	25%	37.5%
3	relationship with you is a teacher?	2.5%	7.5%	12.5%	25%	52%
4	try to relate your previous talent with your current playing position ?	12.5%	27.5%	17.5%	15%	32.5%
5	skill of training system is enough for your project levels?	2.5%	5%	12.5%	17.5%	62.5%
6	Appropriately implemented (used) his/hers plans?	0.8%	8.8%	13.3%	35%	50%
7	match the training system with the players sex, age and performance level ?	1.7%	7.5%	22.5%	42.5%	25%
8	Always follow up autocratic coaching style?	45%	17.5%	2.5%	25%	10%
9	Always follow up democratic coaching style?	20%	20%	-	34%	35%
10	Follow up laziest fair coaching style?	55%	20%	7.5%	2.5%	10%
11	Goal is process Vs product oriented?	10%	7.5%	5%	12.5%	65%
12	Goal is only focus on product oriented?	10%	10%	20%	27.5%	30%
13	Training systems and methods are very suitable to the players?	10%	7.5%	10%	35%	62.5%
14	Training system is motivate the creativity of players?	1.7%	1.7%	0.8%	54%	41.7%

As table 4.5 (Item 1-3) shows that 63(52.5%) of players responds that the relationship with their coach is as friend and as a teacher, but 45(37.5%) of the players asserted that their relationship with their coach is as a manager. This shows that most coaches have act as friend & teacher with their players.

As table 4.5 (Item 4-6 and 11-13) shows that the coaching style is to relate the pervious talent with current playing position 39(32.5%), the coach skill is enough for the project 75(62.5%), appropriately implemented his/her plan 60(50%), follow up democratic coaching styles 43(35%), process Vs product oriented goal 78(65%), only product oriented 36(30%) and training system & methods are suitable for the players(62.5%) are frequently practiced in North Shao youth football projects.

As table 4.5 (Item 7-10 and 14) shows that the coaching style i.e. matching the training system with his/her players sex, age & performance level 51(42.5%) and motivating the creativity of players often during the training session. As table 4.1.5 show that coaches follow autocratic & laissez-faire coaching style.

Table 4.6 criteria's of the selection of players and effective coach's

No	Items	Alternative and its percentage (%)				
		Never	Rarely	Some times	Often	Frequently but not always
15	Select players based on scientific criteria and the current performance levels?	7.5%	2.5%	5%	35%	50%
16	Select players by giving priority for projects result?	2.5%	2.5%	-%	27%	68.3%

As table 4.6 (Q-15) shows that 3(50%) the coaches are frequently applies scientific criteria and the current performance levels to select the players.

As table 4.6 (Q-16) shows that 82(68.3%) of the coaches frequently gives priority for the project's result during the of selection of players.

Table 4.7 Contribution of youth projects to the man club: sows that constraints & contribution of youth football project to main club

No	Items	Alternative and its percentage (%)				
		Never	rarely	Some times	Often	Frequently but not always
17	training activity will be addressing players to a high performance levels?	25%	40%	25%	5%	2.5%
18	supply players for the main club	2.5%	36.7%	0.8%	12.5%	27.5%

As table 4.7 (Item 17) shows 48(40%) of the players respond that their torching activity rarely address them to a high performance level.

As table 4.1.7 (Item 18) shows that 44(36.7%) of players respond that their project rarely supply players for the main club.

Table 4.1.8 Observation Checklist

No	Item	Alternatives	
		Yes	No
1	fulfill strategically, suitable and available playing field for the training?	-	6(100%)
2	Fulfill practice bibs during the training session?	6 (100%)	-
3	Fulfill sufficient soccer balls during the training session?	1(23%)	5(76.3%)
4	Fulfill football shoe during the training session?	2(36.3%)	4(64.3%)
5	Fulfill shin guards during the training session?	-	6(100%)
6	Fulfill goal nets during the training session?	3(50%)	3(50%)
7	Coaches and players show positive relationship with each other?	4(64.3%)	2(36.3%)

From the observation the following qualitative datum were collected and analyzed or summarized as follow;-

Football youth projects didn't fulfill strategically, suitable and available playing field for the training, sufficient soccer balls during the training session, football shoe during the training session, shin guards during the training session, goal nets during the training session. From this one conclude that football Youth projects didn't equipped with the necessary materials and equipment for training

CHARTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1. Summary

From the basic questions formulated, the data collected triangularly through questionnaire, interview and unstructured observation and from the findings obtained, the following summaries were made. The data were mainly collected from questionnaire, interviews and unstructured observation; questionnaire was dominantly used. The he purpose of this study was assessing the current problems of youth projects and its contribution to the main clubs in North Shoa Administrated zone.

In this study all possible effects were mare to get the most probable answers to the basic questions buy 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

- ❖ Assets and evaluate the current problems of youth football project in North shoa.
- ❖ To investigate the availability of equipment and facilities covering the projects.
- ❖ To state the coaching style of the coach, telnet in deification of player.
- ❖ To forward possible solutions and suggest recommendation overcome the problems.

Basically the study tried to assess valuate and the following basic questions. These are:

1. What are the major factors that can affect the development of youth football project?
2. Does the project make the players to eat appropriate diet before and after training session?
3. Does a coach use different scientific criteria to select players in the project?
4. Which style of coaching frequently used by coach?
5. What are the major constraints regarding the contribution of youth project to the main clubs?

In the study descriptive survey method was employed in the relevant literature 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 the respondents, necessary correction and modifications were made before distribution of the actual data gathering. Six zonal participants' projects (Muluucangd, Adarea, Mekaneyesus, Kalehiwot, Addiskidan and Tesfalehitsanat) of North shoa Administrative zone youth projects were included in the sample area of the study. The subjects of the study were selected from six youth football projects. 120 youth players. Players, 6 coaches and 3 administrative officials were included as a source of information to study.

For the data analysis the major finding 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 6 coaches, 2 (33.5%) less than 4 year, 4 (67 %) also between 31 – 40 years and 1(16.5)% above 15 years of experience in coaching.
3. While the current level of the coaches license indicate that 1 (16.5 %) of coaches have Grade 10th completed level, 4 (67%) of coaches have diploma level and 1 (16.5%) also have higher (CAF) level of coaching license.
4. With regard to the education level and qualification of coaches, 1 (16.5%) grade 10th Completed 2(33.3) % diplomatic physical education and sports 3 (50 %) diploma in football coaching. In addition to this, the study indict that, one coach have got two times performance enhancement course the others four have no opportunity of performance enhancing courses, so as to these, the chance is very low
5. Findings indicters that, 6(100%) coaches said that, food items totally no supply for the players before and after the training session. This shows that none of the player as well as the coaches have no any idea about the advantage of taking nutrients before and after the training scission.
6. With regard to the participation of the year 1(16.5%) coaches have had four time and the other 5(83.5%) have had participated only one times that is in the absence of budgeted.
7. The availability of facilities & equipments (players sports work for training session, shirts, shorts, shin guard and football shoe) indicated that, 120 (100%) players and 6(100%)

coaches were responded there was no any facilities and equipments during the practice session.

8. Regarding to the contribution of youth projects to the main clubs, 3(2.5%) of respondents responded frequently but not always, 6 (5%) responded often, 30(16.6) responded never, 30(16.6) responded sometimes and 48(40) responded rarely in addition the information pained from the interview and questionnaire indicates that the majority of youth projects were founded in recent years. As a result, majority of top administrative officials not give that match emphasis and not used as a source of players.
9. As it has been observed in all training session, all of 120 (100) of players were not drink water or any fluid with in 15-20 minutes during the training session; Even if after training that when I was observed. This shows that none of the player as well as the coaches have no any idea about the advantage of drinking water during the training scission.

5.2 CONCLUSION

Based on the findings, the following conclusion were drawn;-

The main goals or targets of youth football/soccer project should be the development of youth projects players' performance levels. This program must be contribute the main clubs as a source of best players, hence, it should focus on the training and the coach's coaching style & coaching philosophy, administrators and players need to keep in mind in decisions that are made at the projects.

The existence of unfavorable conditions as well as shortage of facilities and equip mentions such as playing field, balls, football shoe, practice bibs and shin guard contributed to poorly or low contributions of youth projects as main source of payers to the main club. In addition to these, low supply of player's nutrition before and after the training scission is also another factor which affects the development of youth projects. Lack of training field and absences of sport nutrition's are the major factors which can affect the development of youth projects in North shoa Administrative zone.

In General the North shoa administrated zone youth football project highly affected by:-
Absence training field, lack of responsible (governmental or none governmental) body, shortage of facilities and equipments for the training session, lack of nutrition to the players before and after the training session.

5.3 RECOMMENDATION

Based on the conclusions derived from the finding of the data analyzed, the

Following recommendations were made as possible ways of curbing the problems observed.

- ❖ Any youth project can be successful and effective if it is supported with appropriate facilities, and equipments, sport nutrition, assigned educated or professional coach who specialized football coaching and when the coaches use well plan, develop coaching philosophy, applied better coach style and assigned a responsible body who have an interesting of the profession. For example, if every player has ball to use at very practice, the coach have getting performance enhancement courses, and develops his/her coaching philosophy. So much more can be engaged in play as the same time. This also helps to improve the success of youth projects skills development. Therefore, top administrative officials should be give high emphasis to their youth football projects try to accommodate and supply facilities, equipments and performance enhancing courses to the coaches.
- ❖ The coach should be creating awareness through meeting and discussion about nutrition and food supplies which should be eaten before and after the training session for the sport commission.
- ❖ The administrative officials should supply pure drinking water, the coach should advice the players to drink the water and the players should drink water in every 15-20 minutes during the training scission.
- ❖ The governmental body should be assigned who can take the responsibility of the problems that made in the project, especially who specialized the professions.
- ❖ To increase the contribution of youth football projects as a source of players, governmental bodies, top administrative staff, and the club 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 situation and training environment.
- ❖ The players should be also challenging the above listed problems for the responsible governmental body.

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APPENDIX-1

ADDIS ABABA UNIVERSITY

SCHOOL OF POST GRADUATE PROGRAM

FACULTY OF LIFE SCIENCE

DEPARTMENT OF SPORT SCIENCE

2013

Interview for youth football project coaches

Dear coaches

The objective of these interviews is to collect data on the current of youth foot boll projects professional levels of coaches, coaching style, systems of selecting players and in the project.

The information will only be used for solving problems and to complete MA thesis and to find out the contribution of youth foot ball projects for the main clubs as well as the national team. In improvement coach's professional development, coaching style, scientific methods to select the player and diets of players fore and after training which can help the achievement of the projects.

So your genuine participation in providing objective data is very help full to both the successful completion of the study and addressing the problems under investigations.

I therefore, kindly requests your earnest effort to complete each item of the questionnaire objectively. Please do not write your name in only of the sections the instrument to maintain anonymity or confidentiality.

Interview provided for coaches

This **interview** is designed to gather data on the current problems of youth projects and its prospective the case of North Shoa participant clubs. Science the successes of the study depend up on the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure that your response and answer remain strictly confidential.

Thank you in advance for your time

Part one general information

Direction one: I kindly request you to give the general information about your self

1. Name of your project (team) _____

2. Sex M F

3. Age _____

4. Marital status

Single Married

5. How many years of experience do you have in coaching

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

6. What is your current level of coaching license?

Certificate level first level second level heir (CAF) level

If any place write it _____

7. What is your educational levels and qualification in football coaching?

Grade 10 complete Diploma Grade 12 complete Degree

Certificate level Master and above

8. If your education level diploma and above, what is your specialization
teaching in other subject coaching other sport field

physical education and sport football coaching

9. Did you have a chance of getting a course to upgrade yourself?

Yes No

10. If your answer is no for question number 9, describe what was the reason.

11. Do you have an assist coach? Yes No

12. How many competitions do you have per year?

Once Two times

Three times Four and above

13. What is the age of your players?

Ante puberty stage (10_12) Age of puberty second phase (15_16)

Age puberty first phase (13_14) Youth (17_18)

14. What is your relationship with your players?

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

15. What is the availability of equipments and facilities?

Very low low sufficient very high

16. Method of your players' talent identifying mainly focus on:-

technical based tactical based physical appearance based

17. Your relationship with the sport commission and the executive committee is

Bad smoothly very good

18. Your annual plan is:-

not implemented Partially implemented exactly implemented

19. The goal of your project is:

Not successful partially successful exactly successful

APPENDIX-2

ADDIS ABABA UNIVERSITY

SCHOOL OF POST GRADUATE PROGRAM

FACULTY OF LIFE SCIENCE

DEPARTMENT OF SPORT SCIENCE

2013

Questionnaire to be filed by youth football project players

Dear players,

The objective of these questionnaires is to collect data on the current of youth foot boll projects player's .administrator staffs, nutrition of players professional levels of coaches, coaching style, systems of selecting players and in the project.

The information will only be used for solving problems and to complete MA thesis and to find out the contribution of youth foot ball projects for the main clubs as well as the national team. In improvement coaches' professional development, coaching style, scientific methods to select the player and diets of players fore and after training which can help the achievement of the projects.

So your genuine participation in providing objective data is very help full to both the successful completion of the study and addressing the problems under investigations

I therefore, kindly request your earnest effort to complete each item of the questionnaire objectively. Please do not write your name in only of the sections the instrument to maintain anonymity or confidentiality

Direction 1:- I kindly request you to give the general information about your self based on the direction.

No	I Items does your youth football project affected by	Never	Rarely	Some Times	Often	Frequently if not always
	lack of budget?	1	2	3	4	5
	lack of professional coach?	1	2	3	4	5
3	lack of suitable training field / courts?	1	2	3	4	5
4	Lack of responsible supporters?	1	2	3	4	5
5	Coach's coaching style?	1	2	3	4	5
6	Player's family influences?	1	2	3	4	5
7	Training method and schedule?	1	2	3	4	5
8	Coordination of players in the field?	1	2	3	4	5

No	Items	<i>Never</i> 1	<i>Rarely</i> 2	<i>Sometimes</i> 3	<i>Often</i> 4	<i>Most often</i> 5
9	Do your team project players faced frequently injured	1	2	3	4	5
10	Players faced performance fluctuation	1		3	4	5

Diet

Does your project

11	Supply enough and appropriate balance diet nutrients before and after the training session	1	2	3	4	5
12	Supply pure drinking water for players before, during & after the training session	1	2	3	4	5

Part two the style of coaching and Relationship with you

Direction 2:- I kindly request you to rate the work of your coach according to the direction given hereunder.

The following items are about your coaches which are used to assess different coaching styles and relationship with you. Please indicate the degree of agreements about your coaching style of different variables during the training session.

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

No	Items	strongly disagree	disagree	Undetermined	agree	strongly agree
1	Does your coach's relationship with you is as a friendly?	1	2	3	4	5
2	relationship with you is as a manager?	1	2	3	4	5
3	relationship with you is a teacher?	1	2	3	4	5
4	try to relate your previous talent with your current playing position?	1	2	3	4	5
5	skill of training system is enough for your project levels ?	1	2	3	4	5
6	appropriately implemented (used) his/hers plans ?	1	2	3	4	5
7	match the training system with the players sex, age and performance level ?	1	2	3	4	5
8	Always follow up autocratic coaching style?	1	2	3	4	5
9	Always follow up democratic coaching style?	1	2	3	4	5
10	Follow up laziest fair coaching style?	1	2	3	4	5
11	Goal is process Vs product oriented?	1	2	3	4	5
12	Goal is only focus on product oriented?	1	2	3	4	5

13	Training systems and methods are very suitable to the players?	1	2	3	4	5
14	Training system is motivate the creativity of players?	1	2	3	4	5
15	Select players based on scientific criteria and the current performance levels?	1	2	3	4	5
16	Select players by giving priority for projects result?	1	2	3	4	5
17	Training activity will be addressing players to a high performance levels?	1	2	3	4	5
18	Supply players for the main club	1	2	3	4	5

APPENDIX-3

ADDIS ABABA UNIVERSITY

SCHOOL OF POST GRADUATE PROGRAM

FACULTY OF LIFE SCIENCE

DEPARTMENT OF SPORT SCIENCE

2013

Instructed Observation Checklist guide for Projects

No	Activities	YES	NO
	Do the projects		
1	Fulfill strategically, suitable and available playing field for the training?		
2	Fulfill practice bibs during the training session?		
3	Fulfill sufficient soccer balls during the training session?		
4	Fulfill football shoe during the training session?		
5	Fulfill shin guards during the training session?		
6	Fulfill goal nets during the training session?		
7	Coach's and players show positive relationship with each other?		

APPENDIX-4

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሣይንስ ኮሌጅ

የስፖርት ሳይንስ ክፍል

2005

በአሰልጣኞች የሚሞላ

ይህ መጠይቅ የተዘጋጀው በሰሜን ሸዋ ዞን ውስጥ በተለያዩ ወረዳዎች በፕሮጀክት ታቅፍው ለሚገኙ በተዳጊ ወጣት ፕሮጀክት ቡድን ላይ ለሚሳተፉ የስልጠና ሂደት እና ፕሮጀክት ለዋናው ቡድን በሚሰጡት ጠቃሚታ ዙሪያ መረጃዎችን ለማሰባሰብ ነው። በመሆኑም ከስር በ ለተዘረዘሩት እያንዳንዱ መጠይቆችን ለማንበብ ትክክልኛውን ምላሽ ይጻፍ። የዚህ ጥናት ውጤታማነት የተመሰረተው በእርሶው መልስ ላይ በመሆኑ ትክክልኛና ምስጢራዊ ይሆኑ።

ለመልካም ትብብር እና መስጫ ለን.

ጠቅላላ መረጃ

ትዕዛዝ 1:- እባክዎ የሚከተሉትን ጥያቄዎች በትክክል ያንብቡና ትክክልኛውን መልስ በተጠሰው የመልስ የመስጫ ክፍት ቦታ ላይ በመጻፍ ወይም "√" ምልክት በመልስ መስጫ ሳጥን ውስጥ ይጻፍ።

1. የሚያስለጥኑት የፕሮጀክት (ቡድን) ስም -----

2. ጎታ ወንድ ሴት

3. እድሜ -----

4. የጋብቻ ሁኔታ :- ያላገባ ያገባ

5. በአሰልጣኝ የሰንት ዓመት ልምድ አለህ/ሽ

ከ0-4ዓመት ከ5-10ዓመት ከ11-15ዓመት ከ15ዓመት በላይ

6. በአሁኑ ሰአት ያላሕ/ሽ የአሰልጣኝነት ደረጃ ምንድን ነው?

ሰርተፊኬት አንደኛ ደረጃ ሁለተኛ ደረጃ ከፍተኛ (CAF) ደረጃ

7. ያለዎት የትምህርት ደረጃ

10ኛ ክፍል ያጠናቀቀ/ች ድፕሎማ

12ኛ ክፍል ያጠናቀቀ/ች ዲግሪ

ሰርትፍኬት 2ኛ ዲግሪ

8. የትምህርት ደረጃዎ ዲፎማ ና ከዚያ በላይ ከሆነ ከሚከተሉት በየትኛው የትምህርት ዘርፍ ነው.

አስተማሪነት በሌላ የትምህርት ዘርፍ አሰልጣኝነት በሌላ ስፖርት

አስተማሪነት በሰውነት ማሳልመሻ አሰልጣኝነት በእግር ኳስ

9. የሙያና የብቃት ማሻሻያ ስልጠናዎችን የማግኘት እድል አለህ/ሽ?

አዎ አላገኘም

10. ለተራ ቁጥር 9 መልስዎ አዎ ከሆነ ፤ በዓመት ስንት ጊዜ;

እባክዎትን በክፍት ቦታዎ ላይ ይግለጹት -----
-----::

11 ረዳት አሰልጠኝ አለዎት? አዎ የለኝም

12. በዓመት ምን ይህል ወደድሮችን ያደርጋሉ?

አንድ ጊዜ ሁለት ጊዜ ሶስት ጊዜ አራት ጊዜና ከዚያ በላይ

13. የምታሰለጥናቸው የተጨማሪ ፊደላት ምን ያህል ነው.

ከ10-12 ዓመት ከ15-16 ዓመት

13-14ዓመት ከ17-18ዓመት

14. ከተጨማሪ ህ/ሽ ጋር ያለህ ግንኙነት ምን ይመስላል?

እንደ ጋደኛ እንደ መምህር /አስተማሪ

እንደ ሥራ አስኪያጅ እንደ አለቃ ወይም እንደ መሪ

15. ተግባራዊነት ያላቸውን የስፖርት ትጥቆችንና የተለያዩ ቁሳቁሶችን አቅርቦት ምን ይመስላል?

በጣም እናሳ እናሳ በቂ በጣም ከፍተኛ

16. የተጫዋቶችህን/ሽን/ ተሰጥአዊ ችሎታ የምትለይበት መንገድ ምንድን ነው?

ታክቲካል ብቃት ላይ ያተኮረ ነው ተክለ ሰውነት ላይ ያተኮረ ነው

ቴክኒካል ብቃት ላይ ያተኮረ ነው

17. ከስፖርት ኮሚዒሽኑና ከእግር ኳስ ኮሚቴው ጋር ያለህ ግንኙነት ምን ዓይነት ነው?

መጥፎ የለሰለሰ በጣም ጥሩ

18. የአመታዊ ፕላን (ዕቅድ) አተገባበር

አይተገበርም በከፊል ይተገበታል ሙሉ-በሙሉ ይተገበራል

19. የፕሮጀክቱ ግብ ወይም አላማ አፈፃፀም

አልተሳካም በከፊል ተሳክቷል ሙሉ-በሙሉ ተሳክቷል

APPENDIX-5

አዲስ አበባ ዩኒቨርሲቲይ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሳይንስ ኮሎጅ

የስፖርት ሳይንስ ክፍል

2005

በተጫዋቶች (በሰልጣኞች) የሚሞላ

ይህ መጠይቅ የተዘጋጀው በሰሜን ሸዋ ዞን ውስጥ በተለያዩ ወረዳዎች በፕሮጀክት ታቅፍው ለሚገኙ ታዳጊ ወጣት ፕሮጀክት የሥልጠና ሂደትና ፕሮጀክቱ ለዋናው ቡድን በሚያበራክተው አስተዋጽኦ ዙሪያ መረጃ ለመሰብሰብ ነው። በመሆኑም ከዚህ በታች ለተዘረዘሩት እያንዳንዱ መጠይቆች በጥንቃቄ በማንበብ ትክክለኛውን ምላሽ ይጻፉ። የዚህ ጥናት ውጤታማነት የተመሰረተው በእርስዎ መልስ ላይ በመሆኑ መልስዎ ትክክለኛና ምስጢራዊ ይሁን።

ለመልካም ትብብርዎ እናመሰግናለን።

ጠቅላላ መረጃ

ከዚህ በታች ያሉት መጠይቆች ፕሮጀክት ማሟላት ስላለበት ቅድመ ሁኔታዎች ፣ ስፖርታዊ ቁሳቁሳች በመሆኑም እባክዎን ከተሰጡት አማራጮች ውስጥ የክብ ወይም የ« » ምልክት በመጻፍ ያመልክቱ

1. የምትጫ ወትበት ፕሮጀክት /ቡድን ስም-----

2. ጾታ ወንድ ሴት

3. የዕድሜ ደረጃ ከ10-12ዓመት ከ13-14ዓመት
 ከ15-16ዓመት ከ17-18ዓመት

4.የትምህርት ደረጃ :- ከ6ኛ -8ኛ ክፍል ከ8ኛ -10ኛ ክፍል

ከ11ኛ -12 ኛ ክፍል

ክፍል አንድ :- የፕሮጀክቱ ወጤታማነት

ትዕዛዝ 1 :- ከዚህ በታች ላሉት መጠይቆች በጥንቃቄ ከነበብህ/ሽ በኋላ :-በፍጹም፤ በጥቂቱ፤ አንዳንድ ጊዜ፤ ብዙ ጊዜ፤በጣም ብዙጊዜ በማለት የ #√» ወይም የክብ ምልክት በመጠቀም ትክክለኛን መልስ ስጡ።

ተ.ቁ	አንተ/ቺ የምትጫወት/ቺበት የእግር ኳስ ቡድን ላይ ተፅእኖ የሚያደርስበት	በፍጹም	በጥቂቱ	አንዳንድ ጊዜ	ብዙ ጊዜ	በጣም ብዙጊዜ
1	በበጀት እጥረት	1	2	3	4	5
2	ፕሮፌሽናል አሰልጣኝ አለመኖር	1	2	3	4	5
3	በቁና አመቺ የሆነ የመለማመጃ ሜዳ አለመኖር	1	2	3	4	5
4	ኃላፊነቱን ወስዶ የሚደግፍ አካል አለመኖሩ	1	2	3	4	5
5	የአሰልጣኝህ የአሰላጣጠን ዘዴ ማነሳ	1	2	3	4	5
6	የተጫዋቾቹ ቤተሠቦች ተፅእኖ ማድረጋቸዉ	1	2	3	4	5
7	የልልምድ ዘዴዉ እና መርሀ-ግብር(የጊዜ ሰሌዳ) አለመመቻት	1	2	3	4	5
8	ተጫዋቾች በሜዳ ዉስጥ አለመናበባቸዉ	1	2	3	4	5

	<u>አንተ/ች የምትጫወት/ት/ችበት የአግር ኳስ ቡድን</u>	በፍጹም	በጥቂቱ	አንዳንድ ጊዜ	ብዙ ጊዜ	በጣም ብዙ ጊዜ
9	ከልምምድ በፊትና ከልምምድ በኋላ በቂናየ ተመጣጠነ ምግብ ያቀርባል/ያዘጋጃል	1	2	3	4	5
10	ከልምምድ በፊትና በኋላ ንጹህ የመጠጥ ውሃና የመታጠቢያ ውሃ ያቀርባል	1	2	3	4	5
11	ተጨዋቶችን ለዋናው ቡድን አስተዋኦ ያበረክታል	1	2	3	4	5
12	ተጨዋቶች በዋና የቡድን አሰልጣኞች እና መመልማዮች ይጎበኛሉ	1	2	3	4	5
13	በተጨዋቶች የአቋም መዋገር ቅ	1	2	3	4	5

ክፍል ሁለት :-የአሠላጣጠን ዘዴውና ግንኙነቱ

ትዕዛዝ 2: ከዚህ በታች ያሉት መጠይቆች በፕሮጀክቱ ውስጥ ስለሚካሄደው የአሠላጣጠን ዘዴና የአሰልጣኝ ተጨዋቶች ግንኙነት ላይ ያተኮሩ ናቸው። በመሆኑም እባክዎን ጥያቄዎችን በጥንቃቄ ያንቡቡና ትክክለኛውን መልስ የክብ ምልክት ወይም « >> በመጠቀም በመልስ መስጫ ክፍት በታ ላይ ይጻፍ።

ተ.ቁ	የአንተ/ች ቡድን (ፕሮጀክት) አሰጣጥ	በጣም አልሰማ	አልሰማም	አላውቅም	እስማማለሁ	በጣም እስማማለሁ
1	ካንተ/ች ጋር ያለው ግንኙነት እንደ ጋደኛ ነው	1	2	3	4	5
2	ካንተ/ች ጋር ያለው ግንኙነት እንደ አለቃ /ጋላሬ ነው	1	2	3	4	5
3	ካንተ /ች ጋር ያለው ግንኙነት እንደ አስተማሪ/መምህር ነው	1	2	3	4	5
4	ያዘናተ/ችን የቀድሞ ችሎት አሁን ካለህበት የመጫወቻ በታ ጋር ለማዛመድ ይሞክራል	1	2	3	4	5
5	የአሰልጣኝነቱ ክህሎት ለፕሮጀክት ደረጃ ይመጥናል	1	2	3	4	5
6	እቅዱን በትክክል ይተገብራል (ይጠቀማል)	1	2	3	4	5
7	የስልጠናውን የክንውን ስርዓት ከተጨዋቶች ያታ፣ እድሜ እና የብቃት ደረጃ ጋር ዕድገት ይሰራል	1	2	3	4	5
8	ተጨማሪ ስራዎችን የተጨዋቶቹን ወቅታዊ ብቃት ላይ መሰረት በማድረግ ነው	1	2	3	4	5
9	ተጨማሪ ስራዎችን ለቡድኑ ውጤት ቅድሚያ በመስጠት ነው	1	2	3	4	5

10	ሁል ጊዜ ፈላጭ ቆራጭ የአሰለጣጠን ባህርን ይጠቀማል	1	2	3	4	5
11	ሁልጊዜ ዲሞክራሲያዊ አመራርን ይተገብራል ወይም ይከተላል	1	2	3	4	5
12	ሁልጊዜ ቸልተኝነት የአሰለጣጠን ባህርን ያሳያል	1	2	3	4	5
13	አለማወ. በሃደት ወ.ጤት ማምጣት ላይ ያተኮረ ነው.	1	2	3	4	5
14	አለማ ወ. ጤት ላይ ብቻ ያተኮረ ነው.	1	2	3	4	5
15	የልምምዱ ስልት ለተጨዋቶች ምቹ ነው.	1	2	3	4	5
16	ልምምድ ተጨዋቶችን ወደ ተሻለ የብቃት ደረጃ የሚያደርጋል ነው.	1	2	3	4	5
17	የልምምዱ ስረአት የተጨዋቶችን የፈጠራ ስራ የሚያበረታታ ነው.	1	2	3	4	5

APPENDIX-6

INTERVIEW FOR SPORT COMMISSION OFFICERS

1. What are the main activities of the sport commission in supporting the youth football projects?
2. What is the current situation of youth foot ball project in the zone?
3. Does the sport commission or office prepare a competition games for the project?

Declaration

I declared that this thesis is my original work and has not been presented 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