

**THE CURRENT SITUATION OF YOUTH FOOTBALL  
PROJECTS AND ITS CONTRIBUTION TO THE MAIN  
CLUBS: IN THE CASE OF SOME SELECTED PROJECT  
AREAS IN ARSI ZONE, ETHIOPIA**

By

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## **DECLARATION**

This thesis is my original work and has not been presented for a master in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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**The Current Situation of Youth Football  
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# Acronyms

CAF: Confederation of African de football

FC: football club

FIFA : Federation International de Football Association

FYSA: Florida Youth Soccer Association

SU: Soviet union

UK: United Kingdom

US: United States

## **Abstract**

*The main purpose of this study was to study the current situation of youth football project and its contribution to the main clubs in some selected training centers in Arsi zone. The participants in this research were consisted of 32 youth players, all 6 coaches of the teams and 2 main club coaches. The participants were selected by purposive and random sampling method. The major instruments in this study were questionnaire, interview and field observation. The questionnaires were administered for both youth football players and coaches of the team. To consolidate the information obtained from the questionnaire, structured interview was conducted with 2 main clubs and non participatory observation was used. The major finding of the study related to the current situation of youth training centers indicated that, absence of experienced and well educated coach, poor relationship and communication among youth football project, main club staff and sport administrators, inadequate sport facilities and dominance of coach centered coaching. These findings will be useful to coaches and players of other teams in Arsi zone and enable them to implement the strategies and procedures perceived to lead youth football players to success and future related research.*

### **Key words**

*Athlete and coach centered coaching, interrelationship, Main club Method of coaching, Role of youth football project,*



# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

Now a day's football is one of the leading games in the world in terms of spectators attend different competition held at global, national and regional level. Soccer or association football, as it is more formally known, is arguably the world's most popular sport, and is a sport in which the financial rewards for success are considerable for performers of the highest standard (Reilly), Bangsbo and Franks, 2000 a). The financial rewards associated with the sport are also one of the primary reasons why scouts of the various internationally renowned, and therefore the most financially sound, football clubs continuously scour the globe searching for new talent to add to their club's considerable riches. Consequently, young, emerging and talented players are a precious commodity in the world today.

This is why soccer centers of development such as schools of excellence are essential to ensure that potential future elite players are given the necessary training and sport science support to ensure optimal player development and ultimate success at the highest level of play. Ethiopian football team was one among the team established in Africa. Even though Ethiopia was the founder of CAF in 1957 and host in 1962, it took only one cap. As the founder of CAF the development couldn't be exhibits the expected improvement. Training of youth football program is the backbone and main source for regional and national clubs and it is a school of excellence where elite players will master technical, physical as well as psychological

demands of scientific or modern football. Therefore, children's should be hugged in youth football project centers.

According to miller and Kerr 2002 states the athlete-centered model of sport is based on the premise that optimal sport performance is influenced by and dependent on the holistic development and growth of the athlete.

To create a competent and successful regional club and national and world wide team, youth should be cultivated through process and consecutive program rather than product oriented.

As Mohammed Nasir sited FYSA coaches Handbook 2010:8 states:-

*The youth level is where we need to realize that the game we play is not the "adult game", age appropriate training is crucial at each age group to much the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm fight so they continue to junior level. The activities need to be a purposive.*

Numerous authors (Clarke, smith and Thibault; kidd, 2006; kidman; miller and kerr, 2002) have suggested that athlete-centered sport is the framework that best supports the pursuit of performance excellence and personal excellence and acknowledges the need for the athlete to be an active participant within the coach-athlete relationship. According to FYSA (2010:11) suggestion at junior (ages 13-17) level, ball skills enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness ad results are key. At this point, any success in winning matches should begin to be product of a consistent and systematic approach to the game that

focuses more on player development." Thus, winning matches most of the time depends on consistent and automatic approach to the game focusing on fitness, mental toughness, technical and tactical preparation.

In order to develop and increase the contribution of youth projects to the main clubs, there should be communication between main team and the youth team staff. In relation to this, Richardson et al., (2004) explains that young players would benefit from a structured and coherent development approach with elements of socio-psychological support.

Therefore based on this assumption this paper explored the current situation of youth football projects and its contribution to main clubs.

## **1.2 Statement of the Problem**

The issue of up and down of players' performance particularly in football has become a concern in many countries. It is a severe problem in developing nation like Ethiopia where there is lack of facilities and equipment, inadequate of modern playing field, socio cultural problems, lack of educated coach and the existence of little research in the area, the gap of communication between youth football project staffs and main clubs.

According to Reilly et al., 2000 a recommendations the financial rewards associated with the sport are also one of the primary reasons why scouts of the various internationally renowned, and therefore the most financially sound, soccer clubs continuously scour the globe searching for new talent to add to their clubs

considerable riches, consequently young, emerging and talented players are a precious commodity in the world today. The need for professional clubs to constantly find the under developed future stars of the game and then subsequently further develop their obvious soccer talent has led to the emergence of “schools” as “centers of excellence” attached to professional clubs worldwide with the intention of serving as feeder programmes to these clubs.

The existing studies undertaken at country level limited in their area of focus. Although Researcher for instance, Mohammed(2011) have studied on youth football projects of availblity of equipment, exersice setion and nutrition, the studies however, gave less attention to the role of communication among different stakeholders, methods of coaching employed and the role of qualified coach to address future stars.

Unlike the above researchs this study strives to assess the implementation of athlete centered coaching, communications among youth, mainclub staff and sport administrators and major challenges of training centers in comprehensive manner by taking Assela, Huruta and Iteya towns, Arsi zone of oromia regional state as case study.

### **1.3 Objectives of the study**

#### ***1.3.1 General objectives***

To investigate the current situation of youth football projects and its contribution to the main clubs in some selected project areas in Arsi zone oromia regional state.

### **1.3.2 Specific Objective**

- To assess the challenges that affect youth football training centers.
- To evaluate the implementation of athlete centered practice in youth football projects.
- To investigate the relationship between main clubs and youth team staff in transition of young players in Arsi zone.
- To provide basic solutions and suggestion for the challenges of youth football project players.

### **1.4 Basic Research Questions**

The study attempted or tried to answer the following basic questions.

1. Do the youth football projects of Arsi zone have qualified coaches?
2. What are the challenges of youth football project centers?
3. DO the practiced coaching methodologies address to create new elite football player?
4. Is there a communication between main club and the youth team staff in transition of young player?
5. How do the problems be over come?

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

This study helps as a base for further researches in the areas of youth football project in other areas of Ethiopia in general and in Arsi zone in particular.

The finding of the study inform the stakeholders about the current situation of youth football training centers. It further enlightens the

strength and weakness of youth training centers mainly the role of youth football project as a feeder of main clubs. This would be enormous significance for the stakeholders to take the peculiar circumstances of the area into account in devising and implementing case specific intervention plans. It may help as an input information for other researchers who want to conduct further studies on similar or related issues. The result of the study will empower interested researchers to expand the findings and to come up with new ideas, suggestions that contribute to the betterment of youth football project players and sustain the development of football in the country.

### **1.6 Scope of the Study**

It is difficult and unmanageable to conduct research on the youth training centers among different clubs. Therefore, because of resource, time and other constraints the researcher restricted in only three woreda above 10 and under 18 years male youth football project players in arsi zone and their coaches. This study did not incorporate female youth football players.

### **1.7 Limitations of the Study**

In conducting the study researcher has faced the following limiting factors:

- The lack of enough reference materials and other additional studies on the area related to the role of youth football project centers.
- The shortage of time and budget or finance
- Unwilling of the participants in filling the questioners

- Absence of literatures explicitly to this research in the study area
- A small sample size

## 1.8 Operational Definitions

**Athlete centered coaching:** is a method of coaching applied for the holistic development and growth of the football player.

**Coach:-** is a professional head of the team who is responsible for the preparation and performance of single player or a team as a whole.

**Development:-** the Creation of an environment in which individuals can strive to reach their full potential, and to expand the choices they have that may lead to the lives they value.

**Elite:-** Best, or more talented, privileged, or highly trained than others soccer players.

**Football:-** is a ball game played between two teams of 11 players, each attempting to win by scoring more goals than their opponent.

**Training center:** refers a place where youths who work in a particular profession go for long periods of training.

**Youth:** - the term youth in this report generally refers to persons between the ages of 10 and 18.

## **1.9 Organization of the study**

The study was organized into five main chapters, chapter one to five. In the first chapter the introduction in which the background, statement of the problem, objectives, significances, delimitation and limitations of the study were included. In the second chapter the review of related literature was presented. The third chapter is concerned with the methodology of the study in which the design of the study, study population, sample and sampling techniques, data collection, analysis and interpretation methods are included. The last chapter is concerned with the summary, conclusion and recommendation of the study.



## **CHAPTER TWO**

### **Review of Related Literature**

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

Football is the world's most popular form of sport, being played in every nation without exception. The most widespread code is association football or soccer. The sport has a rich history though it was formalized as we know it today by the establishment of the Football Association in 1863. The game soon spread to continental European countries and later to South America and the other continents. The world's governing body, the Federation of the International Football Association (FIFA), was set up in 1904 and the first Olympic soccer competition was held 4 years later. The United Kingdom (UK) won the final 2-0, defeating Denmark, another nation playing a leading role in the popularization of the game. Uruguay played host to the first World Cup tournament in 1930. This competition is held every 4 years and is arguably the tournament with the most fanatical hold on its spectators and television audiences. So far, only seven nations have won the tournament – Uruguay, Argentina, Brazil, Germany, England, Italy and France. Whilst they may represent the top teams at elite level, the popularity of the game is reflected in the millions who participate in soccer at lower levels of play.

As defined by Dewitt J. (2001:54) soccer/football is a ball game played between two teams of 11 players, each attempting to win by scoring more goals than their opponent. A goal results when the ball passes over the goal line between the goal-posts and under

the crossbar.

In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goals than the opponent team. Getting the ball between the goal posts and into the goal scores a point. While playing the ball, players may use any body part except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in [http:// www.wordiq.com.](http://www.wordiq.com), a survey conducted by Federation International de Football Association (FIFA), the sport's governing body, published in the spring of 2001, over 240 million people regularly play football/soccer in more than 200 countries in every part of the world. Its simple rules and minimal equipment requirements have no doubt aided its spread and growth in popularity. In this regard Reilly T. (1996:1) expresses that; football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer game and its rule have a great role for the popularity and development of modern football/soccer throughout the world.

## **2.2 Long-term football player Development**

Scientific research has concluded that it takes eight-to-twelve years of training for a talented player/athlete to reach elite levels. This is called the ten-year or 10,000 hour rule, which translates to slightly more than three hours of practice daily for ten years (Ericsson, et al., 1993; Ericsson and Charness, 1994, Bloom, 1985; Salmela et

al., 1998). Unfortunately, parents and coaches in many sports still approach training with an attitude best characterized as "peaking by Friday," where a short-term approach is taken to training and performance with an over-emphasis on immediate results. We now know that a long-term commitment to practice and training is required to produce elite players/athletes in all sports.

In the words of Bobby Howe, former us soccer national director of coaching education.

There is no magic formula or shortcut to successful development, coaching at youth levels is all about working with players to improve performance, not about recruiting players to build teams to win championships. Soccer is a player's game and players should be considered first when political, administrative and coaching decisions are made."

At this point, any success in winning matches should begin to be the product of consistent and systematic approach to the game that focuses more on player development.

### **2.3 The Coach-football player Relationship**

The coach-football player relationship is considered to be the foundation of the coaching process and the most meaningful interpersonal relationship in sport because its nature is likely to determine the athlete's development, satisfaction, self-esteem, confidence and performance accomplishments (Jowett & Cockerill, 2003; Jowett, 2005b; Lyle, 1999b). The coach-athlete relationship has the ability to play a significant role in many of the decision-making processes which ultimately determine the athletes' ability

to develop and perform both on and off of the playing field. Therefore, it is not surprising that the coach-athlete relationship is considered to be particularly crucial. Jowett explained "now that the coach-athlete relationship is recognized as the foundation of coaching and a major force in promoting the development of players' physical and psychosocial skills, the coaches' ability to create perfect working partnerships with their athlete becomes paramount" (2005b, p.412).

The "athlete (football player) and coach are mutually dependent" (Phillippe & Seiler, 2006, p.160). Whether the sporting experience is positive or negative depends largely on the coaches' philosophy and coaching behaviors. Coaches and athletes in negative relationships have identified experiences such as, hurt feelings; minimized time spent together, limited verbal exchanges, tension, avoidance, unfulfilled expectations, poor communication, lack of commitment and dissatisfaction, as well as various abuses of power and discomfort (Poczwadowski, Barrot, & Henschen, 2002). Jowett (2003) added that feelings such as being unattached, distant, having competing interests, conflicting goals, lack of understanding, and incompatible roles, tasks and support can all negatively affect coach- athlete relationships.

Conversely, effective coaches are individuals who are able to provide a positive and supportive environment in which their coaching practices significantly enhance their athletes' performance, personal and professional development. As a result, the relationship that a coach has with an athlete is of

paramount importance to the pursuit of excellence in sport.

The coach-athlete relationship is based on interconnected and interdependent thoughts, feelings and behaviors of both the coach and the athlete (Jowett, 2005b). These attributes “have been operationalized and systematically studied through the constructs of closeness, commitment and complementary” and co-orientation, and are often referred to as the “3 C’s (closeness, commitment, complementary) + 1 C (co-orientation)” (Jowett, p.413). Closeness is the emotional tone that coaches and athletes refer to as interpersonal liking, trust and respect within their relationship and sporting experience.

Commitment is a measure of the coaches’ and athletes’ intention and desire to maintain their relationship. Complementary refers to the qualities of the behavioral interaction between coaches and athletes, which include cooperation, affiliation, responsibility, easiness, willingness, and friendliness. Co-orientation focuses on uncovering both the coaches’ and athletes’ perceptions of each other, as a means of communicating and working towards shared goals, beliefs, values, and expectations. Recent studies by Jowett and colleagues have demonstrated that high scores along the 3 C’s [closeness, commitment and complementary and co-orientation] dimensions are associated with higher level of satisfaction with performance and personal treatment, higher levels of team cohesion, higher levels of harmonious passion toward activity – as opposed to obsessive passion, and lower levels of role ambiguity in team sports” (Jowett, p.414).

Even at the elite level of training and competition, the coach-

athlete relationship is one of the most important and influential factors that contributes to the coach and athlete's closeness, commitment, complementary, co-orientation, as well as the athlete's pursuit of performance and personal excellence (Jowett). While the 3 C's provide a framework to measure elements of the coach-athlete relationship, they do not outline specific coaching behaviors or address the power differential that inherently exists between a coach and an athlete.

## **2.4 The Role of Communication between Youth Football Project and Main Club Staff**

In transferring youth star player to main club there should a bridge between youth and main club staff. Young players would benefit from a structured and coherent development approach with elements of socio-psychological support (Richardson et al., 2004), however the findings of this study showed difficulty in the communication between the 1st team and the youth team staff that may hinder a successful transition of the young players (Wylleman et al., 2004). Such communication difficulties were an element of staff dissatisfaction.

### **Power within the Coach-youth football player Relationship**

Given the interpersonal nature of the relationship between elite coaches and athletes, it is not surprising that the issue of power is of particular interest to sports psychologists and sociologists, coaches and athletes. In sport, where coaches have considerable power, this term is synonymous with action. The challenge for coaches is taking the right actions – actions that contribute to

the all-around development of athletes, both while they participate in sport and throughout the rest of their lives (Tomlinson & Strachan, 1996, p.5).

Therefore, coaches must find ways to positively use their power to promote the pursuit of both excellences within the coach-athlete relationship. Grounded in the fields of ethics and sexual exploitation in sport, Brackenridge (2001) describes two broad interpretations of power and also provides an overview of the types of power and how they are specifically applied to sport (summarized in Table 2).

First, the traditional structural concept of power implies “a hierarchy, in that there are the powerful and the powerless” whereby power is a possession that is “acquired through one’s position or status within a social hierarchy” (Brackenridge, p.83). For example, “women ... are inevitably oppressed by patriarchy and have little possibility of resisting or challenging the power of those (men) above them in the hierarchy” (Brackenridge, p.83). Second, power is also experienced as an effect and a “relational process, continuously in flux and expressed in negotiations between people” in which “the power of the coach is sustained because he (and usually is ‘he’) has the skills and abilities to develop, enhance and maintain success and a strong reputation for the sport” for example (Brackenridge, p.83).

It is also important to address the various sources of power in sport (Brackenridge, 2001; Tomlinson & Strachan, 1996). Table 2 outlines eleven types of power: enabling, expert, referent, legitimate, coercive, reward, positional, information, relationship

and charismatic/personal power. Within the athlete-centered philosophy, coaches are in the primary position to focus on enabling power by using their ability to facilitate team and athlete progress and development by giving their athletes a voice in team meetings and decision-making processes. Coaches also need to be aware of how they use their expert (e.g., coaching specialization in demonstrating and developing a technically advanced skill), resource (e.g., applying more sophisticated tactical awareness and knowledge of the sport), referent (e.g., using their network to contact the additional support staff), information (e.g., using previously gathered scouting knowledge) and legitimate power (e.g., using the title of head coach advantageously to gain additional opportunities) as means of providing positive sporting experiences to their athletes (Tomlinson & Strachan). In addition, coaches must understand the possible negative implications of exerting coercive, reward, relationship and charismatic/personal power over their athletes, such as bullying, cessation of sport, harassment and abuse (Brackenridge).

Tomlinson and Strachan (1996) identified two approaches to understanding the imbalance of power which exists between coaches and athletes: "power-over" and "power-to" (p.6). The more dominant and controlling coaching styles (i.e., authoritarian, benevolent dictatorship) are often referred to as power-over relationships in which the coach exerts power over his or her athletes (Tomlinson & Strachan). Another example of this would be "a coach-centered coach – that is, a person who coaches for himself or herself, uses power to dominate and considers the



athlete (whether consciously or unconsciously) as only a means to an end" (Kidman, 2005, p.16). Furthermore, a coach-centered coach controls every aspect of their athletes' behavior, disembowels the athlete by taking away ownership of the team, encourages athletes to be robotic in their actions and thinking, and does not allow athletes to be active or contribute to their learning or development (Kidman).

On the other hand, a coach who uses a power-to style actively shares power and responsibility, thereby fostering freedom, facilitating the empowerment of the athletes, and supporting the athletes' social, psychological, and physical growth and development (Tomlinson & Strachan, 1996). Of significance to creating and maintaining healthy coach-athlete relationships is the recognition that the power-to and power-over approaches are not mutually exclusive. Many coach- athlete partnerships use a subtle mix of both approaches (Tomlinson & Strachan).

Although coaches are typically in a more powerful position relative to the athlete, the ability of coaches to share power with the athlete is of paramount importance. The athlete-centred coach-athlete relationship, which will be discussed in the next section, is characterized by a power-to approach to coaching.

## **2.5 The Coach-football player Relationship in Athlete-Centered sport**

Despite a paucity of research on the athlete-centered coach-athlete relationships, other models and coaching styles attempt to describe effective, successful, helpful and healthy coach-athlete

relationships that may also be considered athlete-centered in nature. Coach-athlete relationships that combine the pursuit of personal and performance excellence, share power, form a partnership, and are humanistic and empowering, exemplify characteristics that are also part of athlete-centered coaching.

The nature and quality of the interpersonal relationship that exists between coaches and athletes has the potential to impact many different aspects of the athlete's sporting and personal life (Poczwardowski, Barrot, & Peregoy, 2002). 'It is perhaps surprising then that, historically, coaching has been preoccupied with merely enhancing athletes' physical, technical and strategic skills' and focusing on performance excellence, while simultaneously disregarding the value of developing the athletes' psychological, social, emotional, and personal excellence (Jowett, 2005b, p.412). Bloom, Durand-Bush, Schinke, and Salmela (1998) and Jowett and Cockerill (2003) suggested that coach- athlete relationships should be "reciprocal, trusting, genuine, and helping in nature and go beyond merely teaching and instructing skills, techniques and tactics" (p.314).

Furthermore, Olympic medalists identified successful coaches as people "who can provide technical instruction in a manner that inspires and nurtures the athlete" thereby combining the pursuit of personal and performance excellence within the coach-athlete relationship (Jowett & Cockerill, p.324).

Coaching in which the coach-athlete relationship is contained is capable to promote not only the [athlete's] skills in terms of

performance improvements (e.g. break personal bests and win medals), but also the [athlete's] skills in terms of personal and social development (e.g. feel satisfied, worthy, and self-reliant; Phillippe & Seiler, 2006, p.160).

Athlete-centered coaching recognizes that athletes are more than just physical beings and as such, coaches' roles and responsibilities extend far beyond the traditional training of the athletes' performance skills (Bloom, Durand-Bush, Schinke, & Salmela, 1998; Miller & Kerr, 2002).

By implementing this power-to approach in which power is shared, athletes become partners within the coach-athlete relationship (Tomlinson & Strachan, 1996). The coaches' ability to create positive, working partnerships with their athletes is of prime importance in the promotion of the athletes' physical and psychosocial skills (Jowett, 2005b). As a result, Phillippe and Seiler (2006) suggested that the coaches and athletes should develop a professional partnership relationship which focuses on the athlete's training and performance results, as well as other aspects related to the personal life of the athlete.

### **Humanistic Coaching**

The humanistic model of athletic coaching, which is based on the work of Rogers (1969) is also "athlete-centered, and focused on enhancing the self-awareness, and growth and development" across the athletes' cognitive, affective and psychomotor domains of learning (Lombardo, 1999, p.4). Many aspects of this model are also applicable and transferable to athlete-centered coaching

whereby the needs, goals, values and the total development of the athlete are of utmost importance. As a result "the humanistic side of coaching may be associated with the display of a deep interest in the welfare and development of the athlete on the part of the coach" (Jowett & Cockerill, 2003, p.320). In addition, Lombardo suggests that humanistic coaches are authentic, real and empathic people who actively remember what it was like to be an athlete, and therefore draw on their positive playing experiences as a means of influencing their behaviors as a coach. In this regard, it is not surprising that athletes who participate in a humanistic sporting system are more likely to be excited and remain enthusiastic about their sporting experiences (Lombardo). Effective athlete-centered coach-athlete relationships use these humanistic characteristics to help create a sporting environment that supports and encourages personal, as well as performance excellence (Jowett & Cockerill). Lyle (1999b) provided a similar description whereby, the humanistic approach to coaching views the sporting context and the athlete's training and performance as a vehicle through which the athlete can be influenced to develop and grow. The technical aspect of improving performance and taking part in competition is perceived to be just one aspect of a process involving interpersonal relationships, social meaning, relationships to other parts of the athlete's life and an emotional and psychological engagement in the commitment to the process" (p.38).

In addition, Lyle suggested that coaching practices that are more directive and focus only on performance, and therefore are not humanistic, may stifle the athlete's development and undervalue

the coach-athlete relationship. Positive developmental and interpersonal experiences in sport have the capacity to foster athlete success in both personal and performance outcomes.

Even though the humanistic model is considered to foster athlete empowerment and to be athlete-centered, there are some limitations. Lyle (1999b) suggested that promoting humanistic coach education and training can be problematic, as it seems easier to proscribe inappropriate coaching practices than specify appropriate humanistic coaching behaviors. For example, Lyle outlined twelve truly humanistic coaching practices, some of which describe what coaches should not do or are phrased in the negative, such as, do not use the threat of disapproval or punishment to coerce athletes to behave in a way that the coach perceives to be appropriate, ... value each individual's contribution equally (this does not mean that they each make the same contribution to performance), ... actively discouraging all forms of cheating, ... do not allow the athlete to become too dependent on the coach, ... [and] never fail to exercise a caring, athlete-welfare centred approach (p.39-40). A humanistic approach is geared towards promoting the athlete's growth and development through sport; however, the aforementioned coaching practices do not provide coaches with a positive and enabling set of principles to follow, but rather a list of non-humanistic behaviors to avoid. Educating coaches what not to do, does not ensure that they are supporting humanistic or athlete-centered philosophies.

Furthermore, Lombardo (1999) concluded that, "the humanistic model requires a major shift in the thinking and actions of sport leaders. However, such changes would make sport much more congruent with the needs of the athletes and also respond to demands of society in the 21<sup>st</sup> century" (p.5). While Lombardo acknowledged the shift in coaching practices towards a more modern humanistic and athlete-centered approach to sport, it is unclear what demands he was referring to in this statement. To suggest that this change in coaching practices will better address the societal demands of the 21<sup>st</sup> century is a generalization which places undue pressure on coaches, athletes and sport culture. However, the humanistic model of coaching and its athlete-centered values has the potential to become more widely accepted and practiced in the future if greater positive attention is given to encouraging both competitive performance and interpersonal success in elite sport.

Kidman (2007) uses the terms athlete-centered and humanistic coaching interchangeably. The humanistic model and athlete-centered coaching share the same focus of the pursuit of personal and performance excellence through sport. The humanistic model includes many athlete-centered characteristics, such as recognizing athletes as whole and developing people; whereas, athlete-centered coaching highlights the importance of building humanistic interpersonal relationships. Both value holism within the process of athlete development.

**Table 1: Practices that characterize coach-centered and athlete-centered coaches**

<b>Coach-Centered Coach</b>	<b>Athlete-Centered Coach</b>
<ul style="list-style-type: none"> <li>• provides an environment of dependency</li> <li>• expects the team to conform to his/her ways of doing</li> <li>• speaks to rather than listens to the athletes</li> <li>• tells athletes only what he/she thinks they need to know to suit his/her needs</li> <li>• expects athletes to conform to values established by him/her</li> <li>• has a 'winning at all costs' attitude, which promotes unfair or illegal practices</li> <li>• does not actively discourage acts</li> </ul>	<ul style="list-style-type: none"> <li>• provides a safe and confirming environment</li> <li>• encourages wairua (a spirituality Maori term encompassing all aspects of ensuring oneness within a team)</li> <li>• is empathetic and caring towards his/her athletes</li> <li>• listens to athletes and takes them seriously</li> <li>• is honest and open</li> <li>• reinforces values and morals through facilitation of teams' goals and the coach's own actions (role model)</li> </ul>

**Table 2 A comparisons of characteristics of athletes who are coached by athlete-centered and coach-centered coaches**

<b>Coach-centered Athletes often:</b>	<b>Athlete-centered Athletes often:</b>
<ul style="list-style-type: none"> <li>• have their goals set for them</li> <li>• feel as if they don't have a say in any direction</li> <li>• lack enthusiasm</li> <li>• are treated as a means to an end</li> <li>• make no decisions</li> </ul>	<ul style="list-style-type: none"> <li>• set their own goals and have an intrinsic desire to reach them</li> <li>• enjoy their sport</li> <li>• show enthusiasm</li> <li>• develop self-efficacy and confidence in their ability and are enabled to control results</li> </ul>

Adapted from Kidman, L. and Davis, W. (2006), Empowerment in Coaching, In J. Broadhead and W. Davis (Eds) , *Ecological Task Analysis Perspectives on Movement*, Champaign, IL: Human Kinetics.

## **2.6 The Benefits of Youth Sport (football)**

### **Participation**

With so many youth participating in sports, either in school or agency-sponsored programs, it is important to examine the possible benefits of this involvement. The benefits and detriments of youth sport participation have been a topic of debate within the research and policy literature; however, numerous benefits have been identified. For instance, Seefeldt, Ewing, and Walk (1992) have identified the following possible benefits associated with



competition:

- Learning physical skills. Young athletes learn both fundamental motor skills (e.g., running, jumping and hopping) and sport-specific skills (e.g., how to putt a golf ball or shoot a jump shot in basketball) that allow them to stay active.
- Appreciation of fitness. Two of the motives for participation identified by children is “to get exercise” and “stay in shape” (Ewing & Seefeldt; 1989); participating in sports offers this benefit.
- Sense of belonging. Another strong motive of participation is social interaction.
- Sports can provide peer interaction through both teammates and healthy competition (see Weiss & Stuntz, 2004 for a review of the literature).
- Acquiring sport skills for leisure. Learning the fundamental motor skills through sport (e.g., proprioception, coordination) can aid in skill development, but can also be transferred to other sports and leisure activities, promoting increased participation and involvement.

In a review of current trends and literature in youth sport, Malina and Cumming (2003) outlined other possible benefits of participation:

- Growth and maturation effects
- Regular physical activity leading to increased fitness

- Self-concept or self-worth effects
- Social competence
- Moral development

Of this list, the benefit of *moral development* has been most debated. Researchers have questioned the notion that “sports builds character” as an automatic by-product of sport participation (Coakley, 2004; Weiss & Smith, 2002). Rather, character must be specifically “taught” versus “caught” (Hodge, 1989). Moreover, research has demonstrated that when fair play, sportsmanship and moral development information is systematically and consistently taught to children in sport and physical education settings, character can be enhanced (Bredemeier, Weiss, Shields, & Shewchuk, 1986; Gibbins, Ebbeck, & Weiss, 1995).

Broader than the moral development literature is the recent focus on teaching underserved youth life skills through after school physical activity programs. For example, Hellison (1995) has developed and tested a model for teaching youth social- emotional skills such as responsibility in after-school activity programs for underserved youth. After a recent review of this research, Hellison and Walsh (2002) concluded that while none of the studies contained sufficient controls to permit generalizations, evidence provides some support for the utility of teaching responsibility (e.g., respect for the rights of others, effort and teamwork, self-direction and goal setting, and leadership) to youth through means like awareness talks, group meetings, and reflection time. It is important to note, however, that these programs were not typical

youth sports programs. Rather, they were specially designed after-school "life skill training" programs for underserved youth.

Youth development experts outside of the sports sciences have also begun to study how participation in sport and other leisure time activities influence youth development. Larson (2000), for instance, has suggested that extracurricular and community-based after school activities foster motivation and intense concentration in adolescents. For these reasons, it has been suggested that after school activities may be particularly useful promoting skills such as initiative and the ability to set and achieve goals.

This assertion was supported in a recent study of 55 high school adolescents involved in extracurricular and community based activities (72% were involved in sport). Dworkin, Larson, and Hansen (2003) found that these young people viewed extracurricular activities as an important growth experience in which psychological skills such as goal setting, time management, and emotional control were learned. In a second more comprehensive investigation, Hansen, Larson, and Dworkin (2003) studied 450 high school students who reported the developmental gains they associated with involvement in a variety of extracurricular activities, including sports. Results revealed that these youth reported higher rates of learning experiences such as identity exploration, reflection, and team skills in sports and extracurricular activities versus participation in regular school classes and unsupervised time with friends. Sports were thus identified as a context for identity work and emotional development. However, participation in sports was also associated with negative

experiences like peer pressure and inappropriate adult behaviors.

Finally, Steen, Kachorek, and Peterson (2003) found that adolescents reported characteristics like leadership, wisdom, and social intelligence were acquired through life experiences fostered by extracurricular activities.

### **2.6.1 Youth football (Sports): Involvement, Participation and Dropout**

With millions of children participating in youth sports each year, it is vital to understand the motives for, predictors of, and detractors to involvement. Children participate in youth sports for a variety of reasons and have multiple reasons for involvement (Gould & Petlichkoff, 1988). For example, the largest study of its type conducted to date (surveying 8000 youth) identified the reasons children report for participating in sport (Seefeldt, Ewing, & Walk, 1992). These reasons included:

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

These motives for participation are interesting for several reasons. First, regardless of gender, the most important reason for participating is to have fun. Second, most young athletes have multiple motives for involvement; there is interplay of skill

development, physical development, and social interaction. Finally, "to win" is rated 8<sup>th</sup> in participation motives for school-sponsored sports and was not even listed by non-school sport participants (Seefeldt, Ewing, & Walk, 1992).

While the identification of key motives for youth sports participation are important for helping researchers understand why children participate in sport, they have not been found to tell the entire story. Researchers have discovered that there are deeper motives for youth sport participation (Gould & Petlichkoff, 1988).

Chief among these are young athletes' perceptions of competence or ability. Children who feel competent about their physical abilities have been found to more often participate and persist in physical activity whereas children who do not have that sense of competence are more likely to not become involved or to discontinue involvement (see Weiss & Ferrer-Caja, 2002 for a detailed review). Thus, helping children to feel "competent" is seen as critical for sport participation and involvement.

Overall participation patterns in youth sports are difficult to gauge. Ewing and Seefeldt (2002) reported that between 1987-1999 basketball had the highest participation increase of all team sports (39.2% of youth, 10% increase over this period). In fact, most team sports surveyed had a negative shift in participation during this time period. When examining the difference between school-sponsored and agency-sponsored programs there are also interesting findings (Ewing & Seefeldt, 2002):

- Overall, minorities participate less in both school and agency-sponsored programs.
- Minorities participate in school-sponsored programs more than agency-sponsored programs.
- Boys, regardless of race, participate in both types of programs at a higher rate than girls.

As important as understanding why children participate in sports is understanding why they discontinue involvement. It is estimated that around 35% of children drop out of sport each year, although some children dropout of one sport and still participate in other sports while other young athletes discontinue sports completely (Gould & Petlichkoff, 1988).

The onset of adolescence (ages 11 -12) is a time when discontinuation of sport participation is at its highest level. An example of this comes from the sport of gymnastics. In a group of youth sport participants, 25.3% of children participated at the age of 10 while only 3.3% of these athletes were still involved at age 18 (Seefeldt, Ewing, & Walk, 1992).

Interviews with athletes who discontinued their sport participation have revealed numerous reasons for their decision with the major reason being changing interests or interest in some other type of activity. Overall, reasons for dropping out of both school and agency-sponsored youth sport programs have been found to be (Seefeldt, Ewing, & Walk, 1992):

- No longer interested in the sport (highest for both boys and girls).
- It was no longer fun.
- The coach played favorites/was a poor teacher.
- Wanting to participate in other activities.

This last motive for discontinuation of participation provides a note of explanation. Many studies examining youth sport attrition have found that a large number of those dropping out are either trying other sports or continuing the same sport at a later time (Gould, Feltz, Horn, & Weiss, 1982; Klint & Weiss, 1986). This poses an interesting issue for those studying youth sport attrition. It has become important to distinguish between those athletes who drop out of all sports and those that go on to sample others; Gould and Petlichkoff (1988) would call these sport-specific and domain-general forms of sport withdrawal.

An especially interesting reason cited for dropping out of sport has been the influence of leadership. An early investigation (Orlick, 1973) into youth sport attrition found that athletes were concerned with the overemphasis of competition they experienced within sport. The participants were frustrated with not getting to play and not having a chance to learn the appropriate skills to gain experience. Further, most blamed the coach for these concerns. In another study (Gould, Feltz, Horn & Weiss, 1982) children cited dislike of their coach and not enough fun as significant motives for discontinuing.

Examining why participants drop out of youth sports is a major concern in both research and policy. Especially with the increase of inactivity and health risks to youth, understanding how to keep children involved in physical activity is critical. Further, understanding the interplay of personal factors (e.g., self-esteem, skill competence) and social factors (e.g., coach-athlete interactions, peer relations) could aid in providing a program focused on sustaining participation and involvement.

### **2.6.2 The Role of Parents in Children's football**

A parent's role in his or her child's sport experience may range from something as simple as being a driver to and from practices and games to something more complex such as being a coach or official. Parents also shape a child's psychological development through their involvement in their child's athletic experience (Côté & Hay, 2002). While research is only starting to emerge on the role parents play in children's sports, research has shown that parents affect young athletes' motivation and competence, as well as emotional responses.

#### **Motivation and Competence**

Existing research has shown that parents can influence a child's motivation, perceived competence, and enjoyment of sports (Brustad, Babkes, & Smith, 2001). The feedback and behavior of a parent can affect how long a child stays involved in a sport as well as how a child perceives his or her abilities. The outcome a parent emphasizes and reinforces, such as winning or improving skills, can have a major effect on what a child deems as success in sports.



Moreover, how a parent acts before, during, and after a practice or game can cause a great deal of anxiety in the child. As a result, a child's performance and enjoyment can be impacted.

The motivational climate that a parent creates can have enduring effects on a child. The climate created can be based on an extrinsic goal focus, where external rewards such as trophies or recognition are emphasized, or an intrinsic goal orientation, where satisfaction comes from skill mastery and personal improvement.

Parents knowingly and unknowingly create motivational climates that can have enduring effects on a child. For instance, when a child plays sports, competence is reinforced by his or her parents and as a result the child will become more confident and motivated to perform these skills. Children also look to parents for information regarding judgments on ability and decisions about future participatory behavior (Weiss & Ferrer- Caja, 2002). As a result, parents are thought to play an important role in the development of perceived competence, intrinsic motivation, and emotional development. Researchers have generally supported these contentions. For example, it has been found that:

- "Parental expectations and orientations towards achievement are related to children's perceptions and motivated behavior" (Brustad, 1992, p. 72).
- Parental influences are conveyed through modeling and reinforcement (Brustad, 1988; Swain & Harwood, 1996; Yusuff, 1991).
- Parents are the main socializers influencing children's sport

involvement. Fathers have typically been found to be the most important socialization influence for both boys and girls (Greendorfer, Lewko, & Rosengren, 1996).

- Children's perceptions of their parents' level of interest in their sport are predictive of children's initial and sustained involvement (Greendorfer et al., 1996).
- Low perceived parental pressure was found to be associated with higher enjoyment of a season (Brustad, 1988).
- The greater the value placed on the outcome of the swim race by a significant other, the more the race outcome mattered to youth swimmers. Moreover, if swimmers perceived their parent as being more concerned with the swimmer's mastery of skills, the swimmer also became more intrinsically motivated (Swain & Harwood, 1996).

Although the research is not abundant regarding parental influences on their children in the arena of physical activity or sports, the above research does provide evidence that parents are very influential in terms of influencing children's motivational goal orientations and subsequent performance.

### **Emotional Outcomes**

In addition to motivation and competence, parents have been shown to be tremendously influential in shaping children's emotional outcomes from sport participation. Parents have been identified as a common theme in research examining sources of stress for youth sport participants (Gould, Eklund, Petlichkoff, Peterson, & Bump, 1991; Gould, Wilson, Tuffey, & Lochbaum, 1993; Scanlan &

Lewthwaite, 1984). Thus, research on children's emotional outcomes has focused on and been linked to how children perceive parental pressure, expectations, and evaluation.

The most frequently studied emotional responses to sport participation for youth have been anxiety and enjoyment, which parents commonly influence. Administering anxiety assessments before and after matches, Scanlan and Lewthwaite (1984) examined the factors that influenced competitive stress of 9- to 14-year-old wrestlers. Children's perceptions of significant adult influences were shown to be a predictor of pre- and post- match anxiety. Specifically, the authors indicated that "prematch worries about failure and perceived parental pressure to participate" were predictors of pre-match stress (p.208). Young wrestlers who perceived high levels of parental pressure to wrestle were found to have high state anxiety prior to competition, thus, emphasizing the influence parents can have on their children's emotional and affective responses to sport participation.

In addition to perceived parental pressure to participate in a sport, parents can influence their children's emotional responses through evaluation, particularly unfavorable evaluations, and the expectations they have for their children. Passer (1983) found that "fear of failure and fear of evaluation are significant sources of threat in competitive trait-anxious children" (p. 172). In particular, children with high competitive trait anxiety (a personality orientation that predisposes one to see evaluative situations as threatening) worried more often about receiving negative evaluations from significant others than their low competitive trait

anxious peers. It was also found that players with high trait anxiety worried more than players with low trait anxiety about “not playing well, losing, and being evaluated by parents, coaches, and teammates” (p. 172), which emphasizes how significant others, including parents, can influence a child’s affect related to sport participation.

A young athlete’s emotional response was further shown to be related to his or her perceptions of parental pressure by Hellstedt (1988). Hellstedt (1988) found that the “degree of parental pressure is related to the type of affective reaction from the young athlete” (p. 143), with high levels of parental pressure related to negative athlete response. The athletes were also shown to be apprehensive about how their parents would react emotionally, such as with disappointment or disapproval, when they did not perform well. In addition, according to these young athletes, continued sport participation was due, in part, to the desire to please their parents, further emphasizing the strong influence parents have on their children’s sport participation as well as their emotional responses to such participation.

Although parental influences and behaviors can have negative effects on a young athlete’s sporting experience, these behaviors can also be perceived as encouraging and positive and result in positive affective responses. For instance, even though Hellstedt’s (1988) study on parental pressure on young ski racers found negative affective responses to parental pressure, he also found that those skiers who perceived their parent’s involvement as supportive and positive had more positive reactions to sport participation. Skiers

that indicated they were “very pleased” with their parents’ attitude and involvement felt that their parents would not be upset when they did not perform well and showed enthusiasm for sport participation.

In addition, Scanlan and Lethwaite (1986) found that the youth wrestlers who perceived “greater parental and coach satisfaction with their season’s performance... and more positive adult sport involvement and interactions” felt greater enjoyment and satisfaction throughout the season whereas those wrestlers who did not have the same perceptions of significant others did not enjoy those benefits (Scanlan & Lewthwaite, 1989, p. 25). Furthermore, the researchers also found that if wrestlers perceived less pressure from their mothers as well as fewer negative maternal reactions to their performance, they experienced more season-long enjoyment.

## **2.8 Talent Development and Sports (football) Specialization**

### **2.8.1 Athletic (football players) Talent Development**

Youth sport participation not only provides a developmentally sound and rewarding experience for children in which they can develop numerous physical, social, and psychological benefits, but for some children it serves as an important opportunity to develop athletic talent. It is ironic, then, that the athletic talent development process is seldom understood and this often results in inappropriate practices (Gould & Carson, 2004).

While more research is needed in this area, especially in relation to how athletic talent is cultivated and developed by parents and coaches, several large-scale studies (Bloom, 1985; Csikszentmihalyi,

Rathunde, Whalen, & Wong, 1993) on talent development across a variety of domains (e.g., music, art, science, sport) have provided a foundation to this knowledge base.

Bloom (1985) was one of the first to study talent development in world-class performers. Specifically, 120 individuals (renowned artists, academicians, musicians, mathematicians, swimmers, tennis players) at the top of their fields were studied. A good deal of consistency was found across domains in terms of the investments of tangible and intangible resources found to be essential in nurturing promising individuals with talent. In addition to financial support and transportation to numerous competitions and performances, parents found ways to provide social-emotional support (e.g., facilitating a disciplined involvement while avoiding excessive expectations and pressure). The parents also served as models for disciplined independence and fostered disciplined independence in their talented children. That is, parents often modeled hard work while supporting their children; parents reinforced their children for working independently and expected those behaviors from them.

Bloom's results, then, clearly show that talent development is a long-term process that involves more than just the talented person, but also a strong support system with parents playing a primary role.

Interestingly, Bloom (1985) also found that these talented individuals' careers fell into three distinct stages:

- The early years, or what has been labeled the Romance Phase;
- The middle years, labeled the Precision Phase; and,
- The later years or the Integration Phase.

In the early years (Romance Phase) the child developed a love for the activity, had a great deal of fun, received encouragement from significant others, was free to explore the activity, and achieved a good deal of success. Parents also instilled the value of hard work and doing things well during this time.

In the Precision Phase, an experienced coach or teacher promoted long-term systematic skill learning in the talented individual. The focus was on technical mastery, technique, and excellence in skill development.

Finally, in the later years or the Integration Phase an individual continued to work with a master teacher (coach) and practiced many hours a day to turn training and technical skills into optimal performance. There was a realization that the practiced activity was significant in one's life. These phases occurred over a 15 to 20 year time period and each person moved through each phase in a developmental sequence, without skipping phases.

More recently, Csikszentmihalyi, Rathunde, Whalen, and Wong (1993) chronicled the development of 208 outstanding high school students who were identified by their teachers as having strong talent in art, athletics, mathematics, music, or science. These students were tracked from their first to final years of high school for the purpose of determining how they differed from their peers whose talents were more average.

These investigators also wanted to determine why some of the students developed their talent and others failed to do so. Based on their findings, it was concluded that talent must be viewed as a developmental process rather than an all-or-nothing phenomenon and it cannot be developed unless it is valued by society and recognized and nurtured by parents, teachers, and coaches. Specifically, these investigators suggested that for talent to develop information or knowledge relative to the tools of the domain must be provided. Motivation is also needed and is greatly influenced by support and encouragement of those in the field and family members. Finally, discipline is needed that allows the talented teen to study their domain long enough to acquire the skills needed for superior performance.

Csikszentmihalyi and colleagues' (1993) also found that talent development involves the acquisition of a mature personality during the teenage years – a personality that allows the individual to cope with all the opportunities and obstacles that they will face in their chosen endeavor. To nurture his or her gift, the talented teen must have discipline, as well as talent. Talented individuals were also found to spend more time practicing the activity, less time working outside of school, less time socializing with friends, more time on hobbies, and less time doing chores than their less talented counterparts.

### **2.8.2 Early Sport Specialization**

A topic related to talent development in young athletes is early specialization and year round training in one sport. Over the last two decades the practice of specializing in a single sport on a year-



round basis has increased. In a survey of 152 high school athletic directors, for example, over 70 percent of the respondents felt that sport specialization was on the rise (Hill & Simons, 1989). Moreover, the most important factors identified as contributing to the increased emphasis on specialization included:

- Pressure from coaches
- High parental expectations
- players desire to participate in championships
- Encouragement from college recruiters; and
- A societal emphasis on specialization

While specialization is certainly on the rise, the exact number of young athletes specializing is not known and research on the topic is badly needed. In one of the few studies conducted on the topic, Hill and Hansen (1987) found that 101 high school football coaches felt that athletes who specialize are more likely to have refined athletic skills, participate in an all-star game, and receive a college scholarship. However, these same coaches also indicated that athletes who specialize are under more pressure to excel, experience fewer meaningful social interactions, and experience a less diversified high school sports experience.

Other concerns voiced in response to specialization include the fact that athletic performance at one age in childhood does not accurately predict performance at a later age. Thus, one might not specialize in the sport they have the ultimate potential, seeing that 98% of athletes who specialize will never reach the highest levels of

the sport (Wiersma, 2000). From a sociological perspective, early specialization is thought to isolate the young athlete from peers and interfere with normal identity development.

Finally, early specialization is thought to be related to an increase in burnout or withdrawal from sport as a result of chronic stress (Wiersma, 2000).

Some of the most interesting studies on early sport specialization were conducted in the former Soviet Union, which extensively practice the early identification of athletes and selection into single sports. Barynina and Vaitsekhovvski (1992) reported that age group swimmers who specialized at a later age advanced at a greater rate than swimmers who specialized early. Similarly, Bompa (1995) cited several Soviet studies that showed early sport specialization did not lead to the performance advantages people thought, and in fact, there was an advantage to early sport diversification.

This literature does not suggest that individuals not specialize in sport. Indeed, given Ericsson's (1996) work on the amount of time it takes to develop expertise (10 years of 10,000 hours of deliberate practice) and what has been learned from tracking stages of elite athletes' development (Bloom, 1985; Cote, 1999) in order to develop their talents, athletes must and should specialize. The critical question is at what age young athletes should do so. Professionals are concerned that specialization is occurring at too early of an age. Moreover, little scientific evidence is available to support or refute the risks that may be involved in early specialization. Preliminary evidence does indicate that while early specialization has some distinct advantages, it may have negative physical, psychological,

and social effects on a child. For this reason, groups such as the American Academy of Pediatrics (2000) urge caution when it comes to early sport specialization.

They also stress the importance of making efforts to provide young athletes, their parents, and coaches with knowledge and recommendations that will help them avoid the pitfalls of early specialization.

## **2.9 The role of Youth Training centers for Main Clubs**

Junior and youth football projects are the base, the source and ground for main clubs. Moreover, projects or youth academies 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 trade 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>)

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

*Barcelona's youth football academes consist of 290 players and 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>).

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.

## **2.10 Access to Facilities and Equipment**

To create competent players there should be adequate facilities and equipment like balls, shin guard, sport wear, football shoe, and comfortable football field. Well-developed and sport-specific facilities and equipment, which allow athletes to train and improve in their chosen sport, are important. According to Kuijer (2007), heavy investments have been made by Ajax FC in the creation of a perfect training environment for their elite athletes. According to Ajax FC, these investments in high-quality facilities are necessary, as the quality of the academy determines the number of players that will make it towards becoming a professional player (Kuijer, 2007). In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1 Research Design**

In order to have a clear picture about the current situation and the existing nature of youth football project players and its contribution for main clubs, descriptive survey method was employed. The method is appropriate to describe, understand and define the problems around the youth training center. Descriptive research involves a collection of techniques used to specify, eliminate or describe occurring phenomena without experimental manipulation. It shares characteristics with both qualitative and quantitative research designs. So that mixed approach is applied in this research.

#### **3.2 Description of study area**

Arsi is one of the zones of the Oromia region in Ethiopia. Arsi is bordered on the south by Bale, on the southwest by the mirab Arsi zone, on the north west by misraq (East) Shewa, on the north by the Afar region and on the east by mirab (west) Hararghe. The highest point in Arsi is mount Chilalo; other notable mountains in this zone include mount Kaka and mount GuGu.

The administrative center of this zone is in Assela; other towns in this zone include Abomsa, Assasa, Bokoji, sagure, Kersa, Dhera, Etaya, Arsi Robe, Huruta etc. Some woredas at the southern part of zone were separated from Arsi zone to create mirab Arsi zone. Assela is a town and separate woreda in central Ethiopia, located in the Arsi zone of the Oromia region about 175 km from Addis Ababa. Assela

has been the home of many Ethiopian tracker athletes including Haile Gebreselassie, kenenisa Bekele, Tirunesh Dibaba and Derartu Tulu etc.

### **3.3 Sources of Data**

Any research needs source to collect data, analysis, present and interpret it to make the expected findings being fruitful. Primary and secondary sources were used. So, the researcher purposely made the target population on youth football project player and coaches since they can provide the relevant and necessary information. Therefore, the subjects of the study were some selected youth project area in Arsi zone. Besides these published and unpublished documents i.e. indexes, computer searches, bolographs, underground press, journal articles, edited collections, books are the main sources of review of literature of this study too.

### **3.4 Sampling Methods**

The researcher selected 3 woreda youth football projects purposefully based on their access to transport and availability of time to collect data. These were Assela, Huruta and iteya ypuh football projects. Among the total 80 of youth football project players 32(40%) and all 6(100%) youth fotball coaches were selected. In order to choose representative sample of players which are the target for the study were selected by using random sampling. In addition to these, the study involved 2 main club football coaches.

**Table3. The detail of the teams was given by the table below.**

S.N	Name of the project	Number of players	Number of coaches	Total
1	Assela youth football project	30	2	32
2	Huruta youth football project	26	2	28
3	Iteya youth football project	24	2	26
4	Main club coach		2	2
		80	8	88

### **3.5 Data Collection Instrument**

The instruments used for data collection were both open and closed ended questionnaires, interviews and non participatory observation. To ensure the appropriateness of the items, a pilot study was carried out in one selected youth football project for 10 players and questionnaire also administered to 3 coaches who were selected for pilot study.

Based on the response obtained from pilot study, correction and revision made in order to avoid ambiguity of questionnaire items and to maintain the validity and reliability of the language coherence.



After that the questionnaire was distributed for selected youth football projects.

### **3.6 Method of Data Analysis and Interpretation**

Data analysis is the process of systematically searching, arranging and organizing the questionnaire, interview, observation and other materials that collected for intended study. The data collected through questionnaire was organized in the form of tables. The organized data was presented, and analyzed quantitatively by the methods of descriptive statistics such as percentage. The analyzed data was then discussed and interpreted. Observation and interviews analyzed qualitatively. Finally, conclusions and recommendations were drawn from the interpreted data.

## CHAPTER FOUR

### Analysis and Interpretation of Data

In order to commence analysis and interpretation of the data, the researcher needed to organize, manage, and retrieve the most meaningful bits of data in order to identify key themes and patterns using questionnaires distributed. The results of data have been mostly presented by using tables and percentages that refer to all variables collected in the questionnaire.

#### 4.1 Background Information of the Respondents

**Table 4 Age category of respondents**

Age of respondents	Number	percentage
10-12	11	34.4%
13-15	14	43.7%
16-18	7	21.9%

Table 4 shows that the age category of the respondents, 11 (34.4%) of the respondents are between 10 – 12, 14 (43.7%) of them are between the ages of 13 – 15, and 7 (21.9%) of the respondents are between 16-18. This shows that all the respondents were young majority of them are 13-15. This indicates their appropriate age to provide current and up to date information about the youth football project.

## 4.2 Analysis of Response of Players towards a Study on Youth Football Training Centers and Its Contribution to the Main Clubs in Arsi Zone

**Table 5: Players' response towards their progress and the atmosphere with their team**

Variables	Response	Number	Percentage
What do you think about your progress currently compared to the past year?	Very good	8	25%
	Good	10	31.25%
	medium	14	43.75%
	Bad	-	-
How is the atmosphere with your team right now	Great	2	6.2%
	Good	19	59.4%
	Ok	10	31.3%
	Not good	1	3.1%

As shown in table 5, above 14 (43.75%) of respondents are replied that their progress currently compared to the past year was medium where as 10 (31.25%) of respondent their progress is good and the rest of them 8 (25%) their progress was very good. This shows as that the improvement of players from year to year is not as much as expected.

Regarding the atmosphere with their team right now, majority of respondent 19 (59.4%) mentioned that as it was good and 10 (31.3%) said it ok while the rest of 2 (6.2%) agree that it was great and only 1 (3.1%) said not well.

**Table 6: Player’s response towards parents support**

Variable	response	Number	Percentage
Does your family support you?	Yes	11	34.4%
	No	21	65.6%

Based on the information provided above in table 6, regarding parental or families support majority of players 21 (65.5%) mentioned that there is not adequate support provided for them from their family and others 11 (34.4%) of player gain support from their family.

In relation to this one respondent said that the reason why their parents didn't support them is because of lack of awareness about football, in adequate income and their parents need their children to focus only on education.

**Table7: Player’s response towards currently implemented method of coaching**

Variables	Response	Number	Percentage
Do you think currently implemented method of coaching address to be elite football players in the future?	yes	19	59.4%
	no	13	40.6%

In Table 7 above the obtained result shows that, 19 (59.4%) of respondent agree that currently implemented method of coaching did not address to be elite player because of most of the time the coach provide coach centered and related training and the rest of 13 (40.6%) respondent like the implemented method of training to be elite future player.

**Table 8: Players’ Response towards the Relation of their Project with Main Clubs Staff and Sport Beraous**

Variable	Response	Number	Percentage
Do main club staff and youth of sport biroues have a strong relation with your project?	Yes	6	18.8%
	No	26	81.2%

On the basis of the respondents reaction to the relation between youth football project and main club staff 6 (18.8%) players said that there is medium relationship or not that much interesting and

majority 26 (81.2%) stated that there is no strong relationship between youth football project and main club staff.

**Table9:Player’s response towards the importance of communication in transferring them to main club**

Variable	Response	Number	Percentage
What do you say about communication in transferring you to main club?	Very important	27	84.4%
	Little important	5	15.6%
	Important	-	-
	Not important	-	-

Based on the information’s provided above in table 9 from respondents, concerning the importance of communication (relationship) with main club in transferring youth player 27 (84.4%) of majority player said it is very important while the rest of 5 (15.6%) player agree with its little importance.

Based on this one can conclude that apposite relationship (communication) is very important to transfer young star player to main clubs.

**Table 10: Players' response towards dropout and motivation in their participation**

Variable	Response	Number	Percentages
Do players dropout from the youth training center?	Yes	28	87.5%
	No	4	12.5%
How much are you motivated in participating in this training center?	Very motivated	5	15.6%
	motivated	10	31.3%
	Little motivated	15	46.9%
	Not motivated	2	6.2%

As the respondent mentioned above in table 10, concerning players dropout from the youth training center 28 (85.7%) of respondent said that dropout of player is the major problem and others 4 (12.5%) of respondent said that no dropout they observed in their stay in the project.

According to one respondent the reason why player's dropout from the youth training center is because of lack of support from family, poor relationship with their coach and no motives is provided from concerned body.

**Table 11: Players' response towards their familiarity about transferring to main clubs**

Variable	Response	Number	Percentage
Are you familiar about transferring to main clubs?	Yes	25	78.1%
	No	7	21.9%

Based on the information provided above in table 11, regarding their familiarity of transferring to main club 25 (78.1%) respondents have a good understanding of transferring from youth to main club where as a few 7 (21.9%) respondents didn't know about transferring from youth to main clubs.



**Table 12: Player response towards knowledge of their coach, relationship with their coach**

Variable	Response	Number	Percentage
	Highly experienced	-	-
How do you rate knowledge of coaching your trainer?	Experienced	4	12.5%
	Little experienced	20	62.5%
	Not experienced	8	25%
How is your relationship with your coach?	Very good	6	18.8%
	Good	13	40.6%
	Bad	10	31.3%
	Too worse	3	9.3%

On the basis of the respondents reaction to each of specific item in the above table 12, concerning the knowledge of their trainer 20 (62.5%) of respondent mentioned that their coach is little experienced and 8 (25%) of them said that not experienced. The rest of them 4 (12.5%) player is appreciate the knowledge of their coach.

Regarding the relationship they have with their coach 13 (40.6%) players said that as they have a good relationship with their coach. While 6 (18.8%) of them have very good relationship. On the other

hand 10 (31.3%), 3 (9.3%) respondents said there is bad and too worse relationship with their coach respectively.

### 4.3 Background Information of the Respondents of Coaches

The demographic characteristics Sex, Age and educational background of the respondents of coaches are presented as follows.

**Table 13: Sex and age category of respondents**

Sex	Numbers	Percentage
Male	6	100%
Female	-	-
Age of respondents	Number	Percentage
20-25	3	50%
26-30	2	33.3%
31-40	1	16.7%
>41	-	-

The obtained result shows that 13 (100%) of respondent are male and there were no female respondent.

Concerning the age category of the respondents, 3 (50%) of them are between ages of 20-25, 2 (33.3%) of them are between ages of 26-30 and 1 (16.7%) of them are between ages of 26-30 and 1 (16.7%) of them are between ages of 31-40.

Thus, based on the above data collected and analysis made one can conclude that majority of respondents coach are too young.

**Table 14: Educational Level of the Respondents and year of Service**

educational level	Number	Percentage
Certificate	2	33.3%
Diploma	3	50%
Degree	1	16.7%
Masters	-	-
<b>Year of service</b>	Number	Percentage
1-2	3	50%
3-5	2	33.3%
6-8	-	-
>9	1	16.7%

Regarding the educational background of the respondents, out of 6 coaches 2 (33.3%) of them are certificate holder, 3 (50%) half of them are acquired diploma, only 1 (16.7%) of them are achieved degree and there is no master qualified coach.

Regarding year of service, 3 (50%) of them have 1-2 years experience 2 (33.3%) of them have 3-5 years of experience and only 1 (16.7%) of

them have greater than 9 year experience. This clearly shows that majority of them are little experienced.

**Table 15: Progress of player compared to past year, atmosphere of the team**

Variable	Response	Number	Percentage
What do you think about the performance of your players currently compared to past year?	Very good	2	33.3%
	Good	4	66.7%
	Bad	-	-
	To worse	-	-
How is the atmosphere with your team right now?	terrible	-	-
	Not good	-	-
	Ok	4	66.6%
	Good	2	33.3%
	Great	-	-

As the respondents mentioned above in table 15, concerning the progress of players compared to past year, 4 (66.7%) of them said that it is good and 2 (33.3%) of them mentioned that the progress of their player is very good. No respondent said it is bad and too worse. Regarding the atmosphere with their team, majority of them 4 (66.6%) said it is ok and the rest 2 (33.3%) of them said well.

**Table16: Motivation of concerned body for youth project players**

Variable	Response	Number	Percentage
Do you gain football related motives from concerned body now a day?	Yes	2	33.3%
	No	4	66.7%

On the basis of respondents reaction to each of specific item in the above table 16, concerning the motivation supplied for them from concerned body majority of coach 4 (66.7%) said that there is no adequate motives provided for both players as well as coaches and only 2 (33.3%) of respondents said that gain minimum motives.

**Table 17: Method of Training Implemented to Create New Elite Player, in Training Session Method of Coaching Applied**

Variable	response	number	Percentage
Do you think currently implemented method of training address to create new elite football player?	Yes	4	66.7%
	No	2	33.3%
Which method of coaching most of the time you apply to in training session?	Athlete centered coaching	1	16.7%
	Coach centered coaching	3	50%
	Both method of coaching	2	33.3%

As the respondents mentioned above in table 17, concerning the implemented method of coaching implemented to address future elite player, 4 (66.7%) of them believe that it address to create new future elite players while 2 (33.3%) of them in doubt whether it creates for not futures star.

Regarding the methods employed in training session, 3 (50%) of coaches are use coach centered method of coaching and 2 (33.3%) of them used mixed both athlete centered and coach centered method of coaching on the other hand only 1 (16.7%) coaches employ athlete centered coaching in training session.

Thus, one can conclude that most of the time coaches employed in training session were the traditional method of coaching which is coach centered method rather than athlete centered coaching.

**Table 18: The Relationship between Youth Football Project Staff and Main Club**

Variable	Response	Number	Percentage
Is there a positive relationship between youth football coaching staff and main clubs?	Yes	4	66.6%
	No	2	33.3%
What do you say about communication in transferring youth football players to main clubs?	Very important	6	100%
	Important	-	-
	Little important	-	-
	Not important	-	-
Do you believe that youth football projects play an important role for main club?	Yes	5	83.3%
	It brings no change	1	16.3%

Does your football project have an experience of transferring to main clubs?	Yes	4	66.7%
	No	2	33.3%
How is the motivation of your players?	Very great	1	16.6%
	Good	4	66.7%
	Bad	1	16.7%
	Too worse	-	-

Based on the information provided above in table 18, regarding the relationship between their team and main club staff, 4 (66.6%) of them said that there is relationship however not strong and others 2 (33.3%) of them said almost no relationship. Concerning the role of youth football project player for main club, 5(83.3%) majority of respondent believe that youth training centers have importance for main club and 1(16.3%) respondent said it brings no change.

Regarding the experience of youth football project for main clubs, 4(66.7%) of respondent said that players have transferred to main club where as 2(33.3%) of them said no player recruited from the center. Finally concerning the motivation of players majority 4(66.6%) said well on the other hand 1(16.7%) of them said bad and 1(16.6%) said great.

### **4.3 Analyses of findings obtained through interview with main club coaches**



This part analyzes interview taken from main club coaches. The interview is prepared and conducted face to face manner to get additional information about the role of youth training centers. Two main clubs coach are interviewed in this study. Thus, responses are summarized in the following way.

The main club coach is asked about the relationship they have with youth football project staff and sport administrators, respondents replied that to some extent there is relationship among their club, youth training centers and sport administrators. However according to the respondents their relationship is based on competition advantage then after their relationship decline if there were no tournament.

The challenges they face in training center is other item forwarded for the coaches. The respondent replied that the major challenges they face were listed below.

- Overlap of training due to shortage of football field
- Up and down of players performance
- Players discipline
- Shortage of sport facilities such as modern football field, balls, shin guard, football shoes, sport wear and financial budget.

In relation to this the observation check list shows that the availability of facilities in the sample training center is not adequate. For instance sport wear, soaks, football shoes, shirts, bibs, shin guard, balls, availability of liquids are extremely to low in all sampled training centers.

The ways recruit players for their club is the third item interviewed for the coaches. The respondent replied that recruit players when competition is held at *woreda* and *kebele* level rarely from the youth football project centers.

The fourth item is the role of youth football project for main clubs. For this item the coaches replied that If youths are cultivated through process and scientific training, they play a paramount role in feeding main clubs.

Provision of short and long term training related to coaching of football from sport administrators is the last question interviewed to the main club coaches. To this question the respondent said that no access provided to upgrade their knowledge. According to the respondent they train their players only from their experience because of limited access for further education.

#### **4.4 Analysis of findings obtained through observation check list**

**N.B** very good = 3      Good=2      Poor=1

Number of players observed in Assela 30 Huruta 26 Iteya 24

**Table 19: Observation checklist**

No	Activities	Assela			Huruta			Iteya		
		3	2	1	3	2	1	3	2	1
1	Interest of players		√				√		√	
2	Ability of the coach to demonstrate the activity	√				√			√	
3	Coaches motivation in each training session		√		√				√	
4	The feedbacks provided for players		√			√			√	
5	Practice of proper warming up and cooling down activity	√				√				√
6	Players relation with coach and each other		√				√			√
7	Confidence of player in doing the activity			√			√			√
8	Implementation of athlete centered coaching		√				√			√
9	Sport wear of coaches	√				√				√

As it is mentioned in the methodology section, non participatory observation was done. The observation check list involved the

activities of both players and coaches. From table 19 indicated above, the researcher summarized the following.

Both Assela and Iteya youth players interest are good whereas Huruta youth players have poor interest.

Concerning the ability of coach to demonstrate players the activity in case of Assela very good and in the rest of two training center is good.

The motives provided from the coach to players during practical activity, in case of Huruta very good, in the remaining two training center it is good.

Provision of feedback according to the above table, it clearly shows that in all training center is good.

Regarding warm up and cool down activity, in Assela youth football project very good, in Huruta good and in Iteya youth football project is poor.

Players relationship with each other and their coach in case of Assela is good and in the rest of both Huruta and Iteya youth football project poor. Confidence of players in doing different activity sated by their coach, in all youth project center is poor. Regarding the implementation of athlete centered coaching in both Iteya and Huruta is poor and in Assela it is good. Concerning Sport wear of coaches Assela youth football project dressed well and in remaining youth training centers coaches are not dress well.

## **CHAPTER FIVE**

### **Summary Conclusion and Recommendation**

## 5.1 Summary

This study was conducted in Assela, Hurata and Iteya woreda, Arsi zone oromia regional state with the main objective of assessing the current situation of youth football training centers and its contribution to the main clubs. Specifically, this research tried to investigate the coach's qualification, availability of facilities, implementation of coach centered method of coaching, the relationship between youth football project and main staff and the role of youth football project centers for main club.

To this end, to address the above stated objectives both qualitative and quantitative methodology was employed in the aforementioned woreda. Different data collection instruments are used such as structured interviews, non-participant observation and both closed and open ended questionnaire. The data obtained through questionnaire was analyzed quantitatively. On the other hand observations and interview were analyzed qualitatively. Accordingly, the major findings of the study are given below.

- The findings indicate that, youth football coaches are little experienced. In addition the information gained from interview indicates that concerned body did not provide for them short and long term training related to coaching. Most coaches are acquired diploma and have 1-2 year of experience.
- Both coaches and players revealed that, there are challenges in training center such as,
  - Overlap of training due to shortage of football field

- Shortage of sport infrastructures and facilities
  - Poor interrelationship
  - Lack of motives
  - Dropout of players
  - Lack of families support for players
  - Financial constraints
- The findings indicate that, majority of trainees performance is medium compared to the past year. Thus, the improvement of players from year to year is not as much as expected.
  - From the result obtained through questionnaire shows that currently implemented method of coaching may not address to be elite football player because most of the time the coach provide coach centered coaching rather than athlete centered coaching.
  - Most of participant both players and coaches state that there is poor communication (relationship) among the youth football project, main club and stakeholders.
  - Regarding to all team members opinion in order to improve the current situation of youth football project as a source of future star players
  - Providing scientific and modern training and motivation

- Strengthening interrelationships through clothing the gap reorganizing the existing project with the current method of coaching and required sport facilities.

## **5.2 Conclusion**

In this study, an attempt has been made to examine the current situation of youth football project and its contribution to the main clubs. Based on the findings of the investigation, the researcher drew the following conclusions.

The main factors influencing the youth football project players are:-

- Absence of experienced and well educated coaches
- Youth players have no good encouragement from community, family and sport administrators
- Currently implemented method of coaching is coach centered and it may not address to create future elite players.
- Each training centers have minimum sport facilities due to absence of enough financial support
- There is gap of communication and interrelationship among youth football project, main club and sport administrators

## **5.3 Recommendation**

- The qualification of coach should be improved so as to have in providing modern and scientific coaching.
- The role that a parent plays in his or her child's youth football experience can have a profound influence on the child's reaction to football.
- Parents are expected to encourage and support their children's.
- Scarcity of sport materials and sport fields discourage youths football players therefore stakeholders such as municipals, sport administrations of woreda should allocate budget to purchase sport materials, including coaches sport suit, to construct sport fields and to prepare intramural football competition and should include in their annual plan.
- Currently implemented coach centered coaching is expected to change into athlete centered coaching to address future star players
- Youth football, main club staff and sport administrators of each woreda must have strong relationship to close communication gaps
- Sport and youth office are expected to give due attention to youth football training centers since they are a feeder to main clubs.



- Investors should be invited to involve in youth football projects for the development of football in the region.
- Arsi zone administrators, woreda officials and community are expected to work cooperatively to build football academy at woreda.

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**Appendix A**  
**Addis Ababa University**  
**Post graduate Program**  
**Department of Sport**  
**Science Studies**

**1. Questionnaire filled by coaches**

A. Introduction

These questions are prepared to gather coach's opinions about the current situation of youth football training centers and its contribution to the main clubs and to undertake survey study. The opinions you provide are very important to forward constructive suggestions to create future football star players. It is not necessary to write your name on question paper.

Thank you for your co-operation

Indicate your response by making circle or "X" in one of the box provided

B. Basic information

Sex: male

Female

Age: 20-25

26-30

31-40

>41



6. Give your own idea if your answer is "A" for question 5

---

---

---

7. Which method of coaching most of the time you apply in training session?

A. Athlete centered coaching

B. Coach centered coaching

C. Both method of coaching

8. Is there positive relation between youth football coaching staff and main clubs?

A. Yes

B. No

9. If your answer for question 8 above is "No" what do you think the reason was

---

---

10. How is the motivation supplied by main club staff and sport administrative to youth football project staffs?

A. Very good

C. Bad

B. Good

D. too worse

11. Is there a gap between you and main club staffs?

A. Yes

B.No



18. Do your player are familiar about transferring?

A. yes

B. no

19. How is your relationship with your player?

A. terrible

C. Ok

B. not good

D. Good

E. great

20. If your answer for question 19 above is b or c what are the  
Problems you face in training?

---

---

## Appendix B

Addis Ababa University

Post graduate Program

Department of Sport Science Studies

2. Questionnaire filled by youth football project players

A. Introduction

These questions are prepared to gather player's opinions about the current situation of youth football training centers and its contribution to the main clubs and to undertake survey study. The opinions you provide are very important to forward constructive suggestions to create future star football players. It is not necessary to write your name on question paper.

Thank you for your co-operation

Indicate your response by making circle in one of the box provided

B. Basic information

Sex: male

Female

Age: 10-12

13-15

16-18

## Questions

1. What do you think about your progress currently compared to the past year?

- A. Very good                      B. Good                      C. Bad                      D. Worse

2. What is the atmosphere with your team right now?

- A. Great                      B. Good                      C. OK  
D. Not Good                      E. Terrible

3. Do your families support you?

- A. Yes                      B. No

4. If your answer for question 3 above is "yes" list them

---

---

5. Do your answer for question 3 above is "No" please describe the reason

---

---

6. Do you think currently implemented method of coaching address to be elite football players in the future?

- A. Yes                      B. No



7. Give your own idea if your answer is "B" for question

---

---

8. Do main club staff and youth and sport berous have a strong relation with you?

A. Yes

B. No

9. If your answer for question 8 above is "No" what do you think the reason was

---

---

10. What do you say about communication in transferring you to main club?

A. Very important

C. Important

B. Little important

D. Not important

11. Do players dropout from the youth training center?

A. Yes

B. No

12. If your answer for question 11 above is "yes" what do you think the reason was.

---

---

13. How much are you motivated in participating in this center?

A. Very interested      B. Interested      C. Little interested

D. Not interested

14. Are you familiar about transferring to main clubs?

A. Yes      B. No

15. How do you rate knowledge of coaching your trainer?

A. Highly experienced      B. Experienced

C. Little experienced      D. Not experienced

16. How is your relationship with your coach?

A. Very good      B. Good      C. Bad      D. Too worse

17. During your stay in project have you seen players transferring to main clubs?      A. Yes      B. No

## Appendix c

### Observation checklist

**N.B** very good = 3 Good=2 Poor=1

Name of the clubs\_\_\_\_\_

Region\_\_\_\_\_ zone\_\_\_\_\_ woreda\_\_\_\_\_

No of player observed in Assela\_\_\_\_\_ Huruta\_\_\_\_\_ Iteya\_\_\_\_\_

No	Activities	Assela			Huruta			Iteya		
		3	2	1	3	2	1	3	2	1
1	Interest of players		√				√		√	
2	Ability of the coach to demonstrate the activity	√				√			√	
3	Coaches motivation in each training session		√		√				√	
4	The feedbacks provided for players		√			√			√	
5	Practice of proper warming up and cooling down activity	√				√				√
6	Players relation with coach and each other		√				√			√
7	Confidence of player in doing the activity			√			√			√
8	Implementation of athlete centered coaching		√				√			√
9	Sport wear of coaches	√				√				√

## Appendix D

### Youth football project facilities in the sample training center

Facilities	Sampled youth football project								
	Assela			Huruta			Iteya		
	Adeq uate	Mini mum	Not. Av	Adeq uate	Mini mum	Not .av	Adeq uate	Mini mum	Not. av
1.1 Football field	√				√			√	
1.2 Football net	√			√					√
1.3 Balls		√			√			√	
1.4 Cones	√					√		√	
2. Sport wear		√			√			√	
2.1 Shirts		√			√			√	
2.2 Soaks	√				√			√	
2.3 Football shoes		√			√			√	
2.4 Short	√				√			√	
2.5 Bibs	√				√			√	
2.6 Shin guard		√				√			√
3. Liquids									
3.1 Packed water			√			√			√
3.2 Unpacked water		√				√		√	

## **Appendix E**

### **Interview questions for main club coaches**

1. Do you think your relationship is good with youth football project staff and sport administrators?
2. Do you face challenges in training center? If any would you mention it?
3. Would you tell me the ways you recruit or select players for your club?
4. Is there provision of short and long term training related to coaching course from sport administrators?
5. Would you please explain the role of youth football project centers for main clubs?

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