

**CHALLENGES OF MALE FOOTBALL PROJECT COACHING
IN CASE OF TEMBEN ABI-ADI TOWN; CENTRAL ZONE, TIGRAY
REGIONAL STATE OF NORTHERN ETHIOPIA**

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TIKUE ASFAW ABRHA

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**Challenges of Male Football Project Coaching In Case of Temben Abi-
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Tikue Asfaw

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HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

As thesis research advisors, we here by certify that we have read and evaluated this thesis entitled: “**Challenges of Male Football Project Coaching in Case of Temben Abi-Adi Town; Central Zone, Tigray Regional State, Northern Ethiopia,**” prepared under our guidance by **Tikue Asfaw**. We recommend that it be submitted as fulfilling the thesis requirement.

<u>Shemelis Mekonnen(PhD)</u>	_____	_____
Major Advisor	Signature	Date
<u>Wegene Waltenegus (PhD)</u>	_____	_____
Co Advisor	Signature	Date

As member of the board of examiners of the MEd. Thesis Open Defence Examination, we certify that we have read, evaluated the Thesis prepared by **Tikue Asfaw Abrha** and examined the candidate. We recommended that the thesis be accepted as fulfilling the Thesis requirement for the degree of Master of Education in Teaching Physical Education.

_____	_____	_____
Chair Man	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

DEDICATION

I dedicate this thesis to my mother W/ro Mamu Wele-abzgi in sprit of memorial of affection though she is not a live for all her unselfish love and loyalty she had sacrificed in seeks of my successful future.

STATEMENT OF THE AUTHOR

First, I declared that this thesis is my original work and that all source of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfilment of the requirement for an advanced M.Sc. degree at Haramaya University in ‘MEd In Teaching Physical Education’ and deposited at the university library to be made available to borrowers under rules of library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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Name: Tikue Asfaw

Signature: _____

Date of Submission: _____

Department: Sport Science

BIOGRAPHICAL SKETCH

The author Tikue Asfaw was born in 1980 in Tahtay-machew District, Central Zone, nearby Axum town. He completed his elementary school in Mirena1-8 primary school, junior and Senior Secondary School in Axum town. After completing, he joined to Haramaya University and graduated with degree in health and physical education in 2002 E.C. He began practicing his career by teaching in Chet high school in Amhara Regional State for two consecutive years, and then he joined woreda Tanqa-Abergelle of Tigray Regional State, since 2005-2007E.C. After graduation he was recruited as member of teaching staff in Abergelle and served for five years, and then in 2007E.C by the sponsor of MoE he joined Haramaya University postgraduate program to pursue his MEd in Teaching Physical education.

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ACRONYMS AND ABBREVIATIONS

FFG	Football for Good
CSA	Central Statically Agency
FIFA	Federation International De Football Association
EFF	Ethiopian Foot Ball Federation
IFNA	International of Football National Association
UNFPA	Union of National De Football Poverty Association
DBF	Detacher Fuss ball Fuss
P.E	Physical Education
SPSS	Statically Package of Social Science
GIS	Geographical Information System

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**CHALLENGES OF MALE FOOTBALL PROJECT COACHING IN CASE OF
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NORTHERN ETHIOPIA**

ABSTRACT

The primary purpose of this study was to investigate the challenges of male football project coaching. The participants of the study were 6 young male soccer projects were selected as study subjects from the eight football projects; their age is range between (U-15) and (U-17) ages, and 6 coaches with their age difference from 15-30 and 31-55, 2 administrative staff. The purpose of this study is to explore the current problems of male youth football projects. Youth project was using purposive sampling techniques. In this study descriptive survey method was employed. Questionnaire was dominantly used as data collection instrument. The data gathered through questionnaires, interviews, observation and checklist were analyzed by using frequency counts and percentages by using SPSS version-20 software; whereas the data gathered interviews to sport administration staff through qualitative or descriptive statement. The major findings include that the project players and coaches face resistance when trying to implement football project coaching; but they are devised at the recommendation like; making coaching philosophy update and scientific, making strong discussion with players and coach, budgeting, controlling the increasing number of participating teams and players by building temporary sport fields, making awareness to the parent's unethical behavior on football project players and coaches, to understand some problems and get their work in all necessary contests.

Keywords: *challenges, controversies, male, football, coaching and project*

1. INTRODUCTION

This section the thesis consists of: back ground of the study, statement of the problem, research question, and objectives of the study, scope of the study, significance of the study, limitation of the study, and organization of the study.

1.1. Background of the Study

Soccer is the world's most popular sport with competitors of all and abilities. Many of these participants, at even a young age, train and compete at intense levels, striving to improve their performance and become at top, unbeatable player. At high levels of play, the demands of soccer require a player to be exceptionally fit both aerobically and an aerobically, Studies show that in a 90-minute match of the game elite males run between 8 to 13 km and expend about 800-1500 calories. (Kim, 2001)

Football is one of the most difficult games to learn and master. The range of skills and techniques required using almost every part of the body, to control and move the ball through a 360-degree spectrum of possibilities, under regular pressure from opponents, means that a lengthy period of practice, training and development is necessary for each individual player. Players also need to learn how to function as part of a team, interacting with their ten team-mates while dealing with the actions of their eleven opponents; they need to be aware of the various tasks required of the team, and the many and varied individual player tasks. It is perhaps stating the obvious to the reader when I stress how difficult it is to play football. However, despite the widely-held acceptance that it takes a long time to learn how to play football, there seems to be a very common perception that it should not take very long to learn how to coach it. (Anonymous, n'd.)

If it takes around ten solid years of effort and practice to learn how to play, mastering perhaps one or two positions in the team, why should it take any less than that to be the one who knows every one's role, the one who makes the tick, the one whole team who can plan and conduct training sessions to make the whole team better , th

e one who can observe and analyse whole team performance on match-day, seeing the problems and identifying solutions, the one who drives, inspires and develops all players and staff , with a special combination of planning, communication and

leadership skills? It is clear that learning to be an effective team coach, like learning to be a player, is a process that takes a lot of time, effort and practice. (The updated national football curriculum, 2013)

Football is a competitive game, and staying ahead of the curve is therefore a constant focus for all of the game's stakeholders. Every team, manager, player and organisation is trying to gain an edge on their competitors and maintain this edge to compete.

On the pitch, this translates into training methods, innovative tactics and other ways to improve the results of the team. Off the pitch, one of the means of staying ahead is investing in research and development. (Anonymous, n'd.)

Youth football development is one of the paramount objectives of any football governing body. It equips young boys and girls with football skills, and values such as friendship, respect, fair-play, competition or commitment which are put into practice through youth football competitions. Ensuring that these can take place on a regular basis is a key precondition for widespread participation in organised football and the promise of ensuring sustainable development of youth football around the globe. Unfortunately, evidence shows that at national level, football governing bodies are not always able to guarantee regular playing opportunities for several age groups and gender categories. (Anonymous, n'd.)

Football in Ethiopia: had a long history for above about century. Even though there is not a clear documented record about when football is started in Ethiopia, (the Journal of Ethiopia Football, 1908:7) indicates that some foreigners were planning the game as clearly as 1908, as explained by a group of Ethiopia have been documented is the Addis Ababa selected team which was established in 1935, by a group of Ethiopia and Armenians.

Football is the most popular sport in Ethiopia. Although not one of the leading football nations in Africa, Ethiopia has produced some outstanding teams at both club and international level as well as some talented individual players. Football in Ethiopia came under the control of the Ethiopian Football Federation (EFF) when that organization was founded in 1943. The EFF affiliated to FIFA in 1953 and to the Confederation of African Football in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40

seasons in the provinces of Harar, Amhara, Shewia, Oromo and Sidamo as part of the Italian occupation. (<http://en.wikipedia.org/>).

Coaching: is a complex and multifaceted construct and has often been defined according to one's theoretical position; virtually all definitions share the view that coaching involves a process of influence. The integration of major coaching theories has served to highlight coaching not as an individual characteristic, but as dyadic, relational, strategic, and a complex social dynamic similarly, sport coaching has been defined as a complex social process that is constituted and maintained by a set of reciprocal, interpersonal relationships and permeated by contextual constraints. As coaching is often assumed to be synonymous with leadership, it is unsurprising that the scientific understanding of these processes is similar. Consequently, coaching has been argued to be the essential and indispensable element of coaching practice. This makes the coherent application of coach leadership models to coaching practice an important and necessary endeavour. Coaching is a profession, and a difficult one; however, we believe that our role in Coach Education is to make sure that learning the trade is not any more difficult than it needs to modify. (International Journal of Sports Science & Coaching, 2010)

1.2 Statement of the Problem

Coaching for youth football project is a very complex long and continuous process. The aim of the process is making use of specific means; to contribute to the achievement of maximum sports performance by a player based on the balanced development of their entire personality. When youth project improve their status depending on the supply of their youth football projects this is also a direct impact on the development of national league competition standard. Developing elite players in the required number and quality is the vision of strong teams and projects. When developing youth football players, the players in a team come with different characteristics at different age and require different needs at different ages in order to be elite players. The best mechanism of developing elite players is to train from grass root level by age bracket based on the characteristics of players at different age. (US youth soccer player development model, 2012)

Youth football projects that produce quality players who are suitable and fit with the modern football and competent in international level. The problems in the training of its

youth football project development program have to be assessed and maintained to a level which can produce great competent players who are capable of modern football. However, countries like Ethiopia in process and with several difficulties to develop their leagues and national team standards. The important training and development of future professional players are of course fully justified because insures that they are better prepared to face playing at the top level. It however, essential to remember that the game of football has a wider role to play and that it has to provide a real school of life school that is know the problem then improve and develop not only the elite players of tomorrow but also all of these young esters who are passionate about the game and who from the base of the football pyramid that the game needs to ensure its continued progresses. Coaching is the site of symbolic straggles between representatives of “rival” working class communities is an appropriate and attractive venue for testing masculine identities, particularly at the level of town or city affiliation. (FIFA coaching manual, 2004:2)

The researcher reacts different reasons was to find the main challenges football project coaching in Temben Abi- Adi town. The study focus on; with the budget administrations, problems in conducting training session, instability of training environment, effects of perceptions and preference youth football project coaches frequently used to players.

In case of Temben Abi-Adi football project coaching the performance of the trainer’s were very passive; due different problems in conducting training session, budget administration and instability of training environment even though fixed players and coaches are on the way stop in this involvement. But, they are advised to understand some problems and get their work in all necessary contests that the researcher mentioned at the recommendation because of content and contextual differences.

1.2.1. Research Questions

In the line of the objectives below, the following basic research questions are formulated.

1. What are the major problems that affect youth football coaching?
2. What are the major constraints regarding the contribution budget of youth project coaching?

3. Does the project coaching make the players, in training environment and after training session appropriate?
4. What effects of perceptions and preference youth football project coaches frequently used to players?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to explore the factors affecting male football project coaching in Temben Abi-Adi, Tigray regional state of Northern Ethiopia.

1.3.2. Specific Objectives

Specifically, the following specific purpose were under taken:

- 1 To identify the major problems that affect youth football project coaching,
- 2 To generate negotiating ideas for budget administration and other concerned bodies to give attention for the development of foot ball.
3. To know the environmental challenges in the football project coaching.
4. To forward possible solution on effects of perceptions and preference used to suggest recommendation overcome the problems.

1.4. Scope of the Study

The study was delimited to Temben Abi-Adi woreda, male football project coaching challenges in case of 6 youth football projects of (U-15) and (U-17) age levels. The challenges of that faced in football project are also intended to be seeing in detail. Due to limitation of study time and lack of financial resource; the study can't include youth football projects coaching located in other regions or towns of Ethiopia, except Tigray regional state of Abi-Adi town.

1.5. Significance of the Study

The main purpose of the study was to investigate challenges and prospective of male football project coaching in Temben Abi-Adi town. Hence this study is beloved to make

the following contributions: the study will have significance for football project coaching organizations particularly for Abi-Adi town, in order to provide the problems that affect coaching practice in football project coaches. The findings of this study will be used as to know the implication of the benefits from the involvement in coaching football project, to assess the stability of training environment to apply appropriate training and to give feedback for possible solution in the challenges of football project coaches

In order to provide accurate facts for the better methods of coaching youth football project through giving the soft copy and final hard copy of the study to that project. In connection to that the study organized to inform the project designers on the need to establish football project for Abi-Adi town. Moreover, the research will help to the football project players, coaches, sport administration staff, investors, parents, governmental and non-governmental organization to their roles in the project of Abi-Adi.

Finally, the study may also encourage other researchers to conduct further research on the problem.

1.6. Limitation of the study

During conducting this study the researcher faced the following limitations, scarcity of materials, financial problems, and its shortage of time, in addition, the absence of adequate and comprehensive domestic research work. The above constraints would affect the qualities of the study.

1.7. Organization of the study

The final research paper is organized into five chapters. The first chapter includes background of the study, Statements of the problems, research question, objective of the study, and scope of the study, significance of the study, limitation of the study and organization of the study. The second chapter consists of related Literature. The third chapter of the study deals the Research methodology and design of the study, description of study area, Research Design, sampling techniques, and instruments of

data collection (observation, questioner and interview) method of data analysis. While the fourth chapter of the study covers data analysis and discussion or the interpretation of the data collection, and finally the last or chapter 5 include the summery, conclusion, recommendation of the study. References and appendices, which include questionnaire, interviews, checklists, and other related materials, are parts of the document.

2. REVIEW OF RELATED LITERATURE

In this chapter the research questions begin to unfold, using literature review as the vehicle. This literature review assists in giving a clear picture of what do expected in the challenges and problems of coaching practice investigation.

The purpose of this chapter is to explain the concepts of coaching, the role of the coach and to give a clear understanding of the nature of the problem being challenge in the researcher, in which factors that affect coaching practice position of football project. It was also discussed the contribution of effective coaching for football development, the characteristics of good coach, facilities and equipments of football training, benefits of Youth sports and reasons children participation and the role of investment for football project. (Anonymous, n'd.)

2.1. History of Football Different Parts of the Worlds

Football development is one of FIFA's core missions, along with regulating and organising the game worldwide and organising international competitions. Football is a competitive game, and staying ahead of the curve is therefore a constant focus for all of the game's stakeholders. Every team, manager, player and organisation is trying to gain an edge on their competitors and maintain this edge to compete. On the pitch, this translates into training methods, innovative tactics and other ways to improve the results of the team. (Anonymous, n'd.)

With this in mind, in 2014, FIFA decided to create and finance reflection sessions on global football development, organised together, with the objective of fostering in innovative ideas in football development. It is no coincidence that FIFA chose to hold the first of these sessions on the topic of youth football, as it is the enthusiasm of young people for football worldwide, regardless of gender, culture, social upbringing, etc... That would determine whether the game remains the most popular sport in the world. (World Bank, 2015)

According to (Guttmann, 1994) on the continent of Europe, it was the anglophile segments of the upper classes that initially responded to the new game, the middle classes responded by spreading the word and the arrival of the working class at the soccer pitch completed the process of diffusion. It therefore, seems very clear, the football percolated into differing social situations all over Europe and South America because of the missionary zeal of the travelling Englishmen anxious to play their national game and equally anxious to encourage locals to play with them. The international nature of the game developed from these small, accidental and often unusual personal beginnings.

2.2. Concepts of Coaching

2.2.1. Coaching

Coaching is a behavioural process that is used to increase athlete performance and satisfaction. Problems arise with this definition due to the broad nature of the specified outcomes. While in theory the outcomes of performance and satisfaction are terms loosely used to encompass the totality of athlete outcomes, it is the attempt to capture the totality of athlete experience which has led to insufficient definition and has confused the measurement of coach leadership. The measurement of leadership in terms of athlete outcomes is an essential step in establishing the reliability of future coach leadership research. The first goal of coach leadership researchers should be to clarify a set of clearly articulated outcomes that are relevant over various coaching contexts. (Walvin, 1975)

2.2.2. Coach

Is a person who takes care of the coaching and training of the team and who prepares them for developing performances? Those to achieve results, the coach are a specialist in technical and tactical training and psychological and physical developments. His tasks also may be extended, depending on his particular skill. Coach is Teacher, Organizer, Selector, Philosopher, Psychologist, Student Mentor, Trainer, Mum/Dad Planner, Motivator, Manager, Instructor, Public relations person. (IFNA basic coaching manual, 2008) Recommends coach's tasks are those of observation, analysis and correction. There are two distinct roles played by the coach and the player. The coach

sees a movement and is responsible for the correct technical implementation of the skill. The players believe when the movement is correct. It is when a movement both looks and feels good that there is a successful partnership between coach and player. (IFNA basic coaching manual, 2008)

2.3. Developing a Coaching Philosophy

2.3.1. Coaching Philosophy

Is a Greek word which is derived from the word philosophy, which means love of wisdom? Philosophy can be defined as the study of truth, through the systematic investigation of reality, knowledge, means and values. It is also defined as the study of nature of reality and values of movement for all participants, debates critical issues believes of reality and values released to football coaching, it influence through, actions and decisions in coaching professional endeavours. Philosophy provides direction; it enables the use of knowledge and skills in the most effective manner. A well formulated philosophy promotes the development and classification of belief and values. (Anonymous, n'd.)

The two most important considerations in developing a personal coaching philosophy are determining coaching objectives and coaching style. Coaching objectives could include improving the program's win/loss record, winning a league title, placing among the top six teams in the section or town championships, showing significant individual and team improvement, making the program fun for all the athletes, or teaching the athletes to compete well. (Anonymous, n'd.)

High school coaches often believe their first responsibility is to produce winning teams; however, winning should not be the single measure of success for the coach or the athletes. An overemphasis on winning can produce such negative responses in young athletes as anxiety, fear of failure, reduced self-esteem and a loss of motivation. Coaching success should be measured in a variety of ways other than a state ranking, win/loss record, or a high place in the league meet. The number of athletes attracted to the program, the athlete's enthusiasm for track and field, the improvement the team shows through the course of the season and the amount of parental/community/ school interest and support generated for the program are equally important measures of

success. Winning the majority of the meets during the season does not necessarily make any coach a good leader or positive role model for young athletes. A coach's actions speak louder than words, especially during competition. Coaches must teach respect for the rules, the opponents and the judgment and integrity of officials by example through their behaviour. (Johan Amneus, 1995)

2.4. Sports Coaching

2.4.1. Coaching Technique

Is largely an individual and personal skill that is acquired, enhanced and modified in the light of experience and experiment? For some time, coaching scholars have searched for and proposed sports of the coaching process. This includes models that are prescriptive, idealistic representations of the coaching process and models that are empirically grounded in research. Models of the coaching process allow coaching practitioners to base their behaviours and objectives on definitive principles, rather than improvised on the basis of feelings, emotions, intuition, and experience. (Anonymous, n'd.)

The coaching process can also be used to inform coach education programs, which are currently argued to be based on general guidelines, and are consequently neither informative nor influential. Models also allow coaching scholars and educators to better understand how and why contextually-relevant, real-world decisions are made. Despite the use of many and varied theoretical position, the coaching process lacks a sound conceptual basis and definitive set of principles. This may have lead coaching practitioners to view coaching research as irrelevant, and removed from real-world coaching practice. Coaches have suffered from a positivistic approach to modelling the coaching process, which has as its aim the reduction of a complex process into simple and causal components. The result has been models that are reduced in complexity and not representative of coaching practice. (Anonymous, n.d.)

The underestimation of the complexity of the coaching process has seen coaches struggle to practice according to these frameworks. Accordingly, it is fair to say that models of the coaching process have not been as influential as they could have been when it comes to coaching practice. Despite a similar understanding of both coaching and leadership as complex social processes, models of leadership developed for an

organizational setting have had a substantial impact on the practice and training of organisational leadership practice in the real world. The evidence presented above suggests that models of coach leadership may not hold the same applied value to coaching practitioners, despite coach leadership and coaching effectiveness models being formulated and tested in the sport setting. Despite facing the same problems of a complex and messy reality, models of organisational leadership are highly influential and applicable, and have been shown to consistently inform organisational leadership practice and education that leads to improved leadership effectiveness. (Anonymous, n'd.)

However, it must be noted that the theoretical models and frameworks reviewed below have not been generated as models for immediate use by coaching practitioners. Indeed, they have served their purpose well in enabling researchers to both identify relevant factors affecting coach behavior, and test the impact of coach behavior on athlete performance and development. Therefore, it is suggested that while these models serve their intended purpose, they are confusing for coaching practitioners and coach educators who are trying to base their behavior and programs on such models. Consequently, a more practitioner-oriented model is needed because such a model would be of more use to coaching practice. Some suggestions to increase the applicability of these models are to further highlight the reciprocal interaction between coach and athlete. (Anonymous, n'd.)

2.5. Style of Football Coaching

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles and also states that coaching philosophy is the set of beliefs that guide the coach as he/she coach and administer his/her team. Many of the coaches philosophies will come from his/her own personal experience. When looking the coaching style and its effect on the degree of success, it is difficult to identify effective coaching styles. (chelladuri, 1990)

2.5.1. An Authoritarian Coach

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

2.5.2. Democratic Coaching Style

The goals you want athletes to achieve are expressed through your coaching style and behaviors. Most coaches will indicate the following goals in the priorities order given:

- a) To assist athletes to develop physically (e.g., to learn basic health related fitness and skill related fitness), especially power, speed, endurance and agility etc.....
- b) To have fun (e.g., psychologically to develop positive self-images),
- c) To win the match (e.g., to learn cooperate with each other in practices and games).

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

2.5.3. Laziest faire coaching style

Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style. <http://www.linked.com>

2.5. Perspective Plan

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

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

2.6. Parent Role

According to -Gary White, Technical Director Washington youth soccer -Parents play a vital role in supporting their children's long term soccer development! Gary White, Technical Director Washington Youth Soccer's Long Term Player Development Plan was not only created for clubs and coaches in order to support the growth of their programs, but also to expose parents to the most comprehensive holistic modern day player centric developmental methods & ideology used by industry experts & successful countries across the globe. By describing the correct areas of focus at each stage of a player's development, parents now can insure that their children's education is being correctly facilitated by their coach and club. With the facts clearly stated, parents will now be able to hold clubs more accountable for the services they render. Parents have a big responsibility in eradicating touchline abuse during games and educating their children in the importance of fair play. This responsibility also includes increasing their knowledge and understanding of what is chronologically appropriate in terms of training and education in order to allow their children to enjoy longevity in the game and achieve everlasting positive memories. (Bloom, 1985 and Cote, 1999)

2.7. Coaches and Sport Administrators

There are two important principles for sport administrators to consider:

- ✓ The first is the athlete coach relationships are the most important for the development of the athlete.
- ✓ The second is the sport administrator exists to support the athlete and coaches and to develop their sport.

It has been said that the more sports administrators can nourish and develop the training environment, the more successful they are in performing their essential tasks. If administrators and club officials can provide good facilities and equipment organize good competition, raise fund, secure assistance or experts and assist in promoting

success, then they are contributing to the athlete and coaches the coach must constantly strive to work cooperatively with parents, club officials and so on. Often establishing good and productive relationships requires a considerable amount of effort, patience and cooperation. What ties all these groups together are common goals-to provide good experiences for youngster in sport? (www.olympic.org/solidarity).

2.8. Training Plan in Football Coaching

(International DFB-Coaching Course B-license, 2008:72) defines that; periodisation as the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and contents have to be taken into consideration. Similarly, (FIFA Coaching Manual, 2004:1) defines periodisation as a technique of planning the process of training and competition so that the annual training plan is a succession of “periods”, each of which has a different style of activity. As described in the (FIFA Coaching Manual, 2004:1) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. In line with this idea the (DFB-International Coaching Course Manual B-license, 2008:23) has states that; football training is a complex series of action aimed at influencing the development of performance in a systematic and goal oriented way.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan. Adding to this idea, suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. However, as (FIFA Coaching Manual, 2004:1) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved. Perspective Plan The assumption is that long-term plan of the training, which is based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the success of the training in the long-

run. Such kind of plan is mostly planned for world cup (four-year plan), African cup of nations (two- year plan) and youth project plan.

2.8.1. Annual-Plan/One-Year Plan

According to (FIFA Coaching Manual, 2004:2) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations. As suggested in (FIFA Coaching Manual, 2004:3) the following criteria's should be taken into account when drawing up an annual training plan:

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

For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances. (The Training Session FIFA Coaching Manual, 2004:14) explains that the training session forms part of the micro-cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team.

2.9. Criteria to Be Effective Coach

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

2.9.1. Know You Self

It takes honest assessment to admit to having weaknesses but we all have them. We just do not want be able to identify, consistent ways to coach that utilize those strengths. Are you good teacher or motivator or academic or communicator or are you dynamic or easy going or hard notes or open and friendly? Use your strength to your advantage. By taking time to make a serious assessment of your strength and weaknesses and recognizing your morals values and beliefs, you are able to adapt your own style to athlete being coached. In addition, you will answer the important questions on why you are a coach, how you actually deliver as a coach and what objectives you are typing to accomplish. Self – knowledge leads to self – confidence and you want to cover you believe in one other point to consider that how do others perceive want to covey what you believe in one other point to consider that how do others perceive you. Anonymous (n.d)

2.9.2. Know What You Are Up Against – Your Coaching Context

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

training program to the specific needs of the athletes you have under your charge. By understanding the outside influence which affects your program, you can incorporate all good practices. Such as policies on safety and behaviour adapt to others that restrict your ability to be the do it all coach such as lack funds, equipment or services and minimize negative obstacles that will affect your personality or an athlete on your team or your team in general. Anonymous (n.d)

2.9.3. Understand your athlete's interest

It is important to talk to your athletes individually to determine what their values and beliefs are what their will not work properly. As a coach, you must be an influential role model and you can have a tremendous influence on your athletes. Take the time to known all athletes just as if you examined your own values beliefs and habits once you take the time to known all athletes just as if you athletes their strength weakness abilities and skills then you develop approach to coach them. Will you focus on the stars will you treat everyone equal in terms of your attention and help? Paths the teamwork approach was work for you. (Anonymous, n.d.)

2.9.4. Process versus Product Orientation

Every coaching philosophy should have a major statement on how the coach views the results process of development and how they performed in important to focus on athletes process of development and how they informed in competition rather than the result or outcomes that they achieved. In football contest there can be only one winner. Does these mean every else is a loser? No. therefore, to build confidence, sees measurable progress, and learns positively from mistakes made. (Anonymous, n'd.)

2.10. The Role of Coaching

The multi-dimensional model of coaching asserts that there are three states of leadership behaviour:

1. the required coach behavior,
2. the athlete's preferred coach behavior,
3. Actual coach behavior.

Each of these states is influenced by three antecedent variables that represent the characteristics of the situation, the coach, and the athlete. The basic premise of the model is that athlete performance and satisfaction are positively related to the congruence between the three states of coaching behaviours. Alternatively, Small and Smith proposes a cognitive-meditational model of coach leadership. The basic assumption of this model is that in addition to the influence of situational factors, cognitive processes and individual difference variables will mediate the relationship between coach behaviour and athlete outcomes. More recently, authors have favoured new models of leadership. Bear in mind your individual role within the team and how you might use the pointers given here to display true leadership. (Anonymous, n'd.)

2.10.1. Feedback and Performance Measurement

A feedback mechanism should be established at the start of any mentoring or coaching programme. This enables the mentor or coach to evaluate honestly whether the programme is successful or not. It is helpful to seek informal feedback at all stages of the programme so that any changes or problems can be addressed. At the outset, the mentor or coach and protégé should agree the assessment and standards criteria to measure the programme's success. The objective(s), standard target(s), assessment and evaluation need to be clearly stated so that the protégé's achievement can be reviewed easily.

Traditionally, feedback has involved the protégé completing a questionnaire. However, feedback can also be obtained through formal or informal discussions between the protégé and his or her mentor or coach. The results of the programme should be recorded in a written report, along with a set of recommendations and protégé feedback. (Green.M, 2007)

At the end (or before the end) of the programme, all progress should be checked against the agreed criteria. Usually there is a de-briefing session between the mentor or coach and the protégé which should:

- discuss how far the objectives and standard target(s) have been met
- evaluate the overall success of the programme
- make any further recommendations as necessary.

2.11. The Role of Sport Administration Staff

The establishment of the sport administration staff where as the promotion of sports makes significant contributions to communities, specially the youth to maintain healthy physique and brain, and there by facilitate their active participation in the football completion. The sport administration staff primary responsibility is one of trusteeship on behalf of state holders, ensuring the legal entity, the, company or the association, remains viable and effective in the present and tor the future. The sport administration staffs are ultimately accountable for all organizational matters. The administration job is to create the future, not the shop john carver, commissions that make a difference. (San France and Jose-Bass, 1991)

The sport administration staffs have a number of key roles:-

- ❖ Strategic planning: defining, driving and monitoring the organization's strategic direction, priorities and results.
- ❖ Stakeholder involvement: defining key relationship, interacting with stakeholders to inform them of achievements and ensuring that stake holders have input into determining strategic goals and directions.
- ❖ Enhancing the organization's public image: promoting the organization in a positive light and performing "ambassadorial" duties.
- ❖ Organizational performance: reviewing, monitoring and ensuring management and organizational performance.
- ❖ Reporting: - reporting to members and stake holders at the annual general meeting.
- ❖ Policy formulation: establishing the board-level policy frame work for governing the organization from which all operational policies and actions are developed.
- ❖ Management of chief executive officer: appointment, performance management and review, providing advice and guidance and rewarding the chief executive officer as appropriate.
- ❖ Legal compliance: monitoring organizational compliance with relevant federal, state and local legless lotion, and the organization's constitution.
- ❖ Management of financial resource: approving the allocation of funds through the annual budget, striving to secure the resources required and ensuring sound financial management of the organization.

- ❖ Risk management: ensuring the risks facing the organization are identified and assessed, ensuring a risk management plan is established, regularly reviewing this plan to ensure its effectiveness, and monitoring compliance with it.

2.12. Basic Facilities and Equipments of Football Training

2.12.1. Field of play

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

- ❖ Soccer Ball: (The official U.S youth soccer coaching manual, 2002:19) suggests that: every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/ Soccer techniques requires repetition, which requires touching the ball. However, players have only for limited time each week: they need to maximize the amount of ball touches per practice.
- ❖ When each player has, she/ he own ball, more players can be working on individual skills at any given time.
- ❖ Shin Guards:-The shin guard is to protect the lower leg from impact injuries. This injuries can range from severe to the minor bruises and scratches. The shin guard offers protection from some of the injuries. It is unlikely to be effective against high energy direct blows which may lead to fracture. Nevertheless the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.
- ❖ Shirts and shorts:-Players need to have uniform (shirts and shorts) to play football game or during training session. Furthermore, (the official US Youth soccer football

coaching manual, 2002:22) suggests that, uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

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

2.13. The Role of Budget Administration and Investment in Football Project

Investment in sports is the exchange of benefit between investors and the sports institution in achieving the focused objective, profit or return (Alshafey and Amin, 2010). Alshafey and Amin comment that there is an opportunity for growth and investment if there is an exploitation of government funding. This assertion states the existence of a win-win situation, when it comes to football investment; and also the opportunities that exist from government in investing in sports.

Investment in football is not only limited to just individual investors and sponsorship, but ticket sales can serve as a model of investment. (Porter and Pinnuck, 2006, p 502) describe ticket sale as a model for financial performance to a club. In relation to this research, ticket sales can serve as a model of investment since it serves as a source of generating income to boost the performance of the project coaching. Increase in ticket sales are realized mostly with “Big Matches”. In the case of Ghana, A match between same festivity and holydays is considered a “Big Match” since it causes an increase in ticket sales. This is because a match between these two rivals can see the stadium filled up to capacity sponsors as football investors describes sponsorship as “a business relationship between a corporation and an individual, event or organization that is based on an exchange relationship between the sponsor and the sponsored, and where marketing communication objectives are pursued through associations” (Dolles, Soderman and Tsiotsou 2005 et.al, 2011, p. 557).

Give an example by stating that, “Manchester United’s objective in creating global sponsorship alliances is to seek alliances that will encourage and reward investment. Corporate Sponsors such as Nike, Samsung and Adidas are investors who seek to

increase their brand awareness through football. Manchester City football club's 400 million pounds sterling deal with Etihad-Airline creates benefits for both parties.

(Thwaites and Chadwick, 2006) identify three determinants of sponsorship in football. They are: shared value, perceived benefit and opportunistic behaviour. Other researchers suggest that not all sponsors who invest in football clubs do it to satisfy a mutual agreement. This is what Thwaites and Chadwick term as "opportunistic behaviour". Thwaite and Chadwick further state: "if, say, the sponsor is opportunistic, this will undermine their commitment to their relationship with projects". Intention so investors in football, therefore, are not always a mutual one.

2.13.1 Relationship between investment and football project coaching success

The theoretical frame work of the literature is backed by the fact that investment in football clubs leads to the success of that football club. Financial literature shows there is a relationship between team success and financial performance. This includes the works of (Carmichael and McHaleand Thomas, 2010). They state: "Revenue shares are, in turn, positively related to higher output, investments in human capital (players) are related positively to increases in revenue, and wages are systematically linked to playing skills and performances.

2.14 Factors that contribute for the development of football

The contribution of effective coaching for football:

Coaching effectively is essential in improving performance. (Gallwey, 2000) cited by (Whitmore, 2002) defines effective coaching as '...unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.' (Whitmore, 2002) describes coaching as '...the essential management style or tool for optimizing people's potential and performance. Commanding, demanding, instructing, persuading with threats, overt or covert, cannot produce sustainable optimal performance, even though they may get the job done.' Coaching essentially involves planning, delivering and evaluating and an effective coach will excel in these main areas. (The Sports Coach Foundation, 2002) believes that to be an effective coach it is important for the coach to: 'Analyze their performance against a checklist to identify areas of strengths and weaknesses Recognize the different behaviors exhibited in their

own coaching Devise and implementing an action plan to change aspects of your own coaching behaviour wherever required Monitor any improvements in their coaching practice'

Effective Coach Qualities

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

Effective Planning for football development

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

Planning is essential to performance as (Parks, 2000) explains. 'Whether we see our athletes 2-3 times per week, or 10-12 times per week, they can't possibly work on all the things they need to work on in a single training session. Instead we need to focus on different aspects of our athletes' performances. It is how we prioritize and sequence these components of training that is vital if we are going to take advantage of what sport science calls training adaptation. Perhaps more importantly as coaches, one of our goals should be to structure our practices, weeks of practice, months and phases of training and the competition season to maximize every moment of training and to bring our athletes to their peak performance level at the appropriate time in the season.' Without planning the coach '...runs the risk of wasting time, or worse - an inappropriate or poorly thought out plan may in fact cause injury, long term damage, and/or may force the athlete to quit your program altogether.' (Parks, 2000) 'A professional coach must leave absolutely nothing to chance; every contingency has to be covered.' (Wade, 1997) an athlete should only be expects to concentrate on one thing, practice. They should not have to worry about the facilities being free next week or equipment. Vision and imagination within drills and training situations will keep athletes both mentally and physically fresh. An effective coach ensures that boredom.

Effective Delivery

A player must know that they will receive the same treatment as any other athlete regardless of how important they are to the club or coach. This integrity is especially important during times of criticism. Reliability must accompany integrity. The coach, who is ever faithful with their timekeeping, may also in still confidence. 'Even dishonest players value honesty in their coach, and they absolutely demand reliability. They will even accept open criticism so long as it is phrased constructively. Coaches become recipients of many personal secrets or confidences; their players must be totally certain of the coach's reliability in protecting those confidences.' (Wade,1997) Decisive coach will gather player confidence.

(Wade, 1997) describes this as 'performer coach relationship confidence'. To be decisive requires positive language and communication with the player or athlete, not just verbally but also through body language. An effective coach '...applies intelligence to leadership and can involve persuasion and compelling players to go along with them.' (Wade, 1997) if a player or athlete is not led or guided appropriately through training they may feel unsure of what the coach is trying to achieve and reluctant to change their training or technique. A controlled enthusiastic approach can lift a team. 'A coach who is other than consistently enthusiastic, whatever the team's results or mood is in the wrong job. (Wade, 1997)

Effective Analyzing

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

2.15. Factors Influencing Foot Ball Performance

Factors that influence effective and meaningful youth participation

1. Organizational policies or program me mandate were often quoted by respondents to be among the key influencers for adults to involve young people.
2. Younger / youth-friendly staffs were another factor that enabled trust in young (err) people's abilities and reduced the youth-adult divide.
3. Young people's belief in their own leadership was clearly seen across the board. Young people really believed in their own potential, were extremely perceptive of the fact that the adults did not see their potential as well, and in some cases, expressed their frustration with not being provided the opportunities to take charge.
4. Opportunities for leadership and meaningful youth participation, including capacity building are needed. Where they were provided, young people were demonstrating their capacities for meaningful contributions to the program me.
5. Communication mechanisms and transparency are required both ways, i.e. adults need to be able to communicate clearly and comprehensively about the organization program me goals, objectives, strategies, etc. so that young people understand and are able to contribute meaningfully.
6. Lack of adequate knowledge of the program me objectives and reinforcement of the same resulted in young people's primary concerns revolving around the activities, the youth centers and materials and equipments available, rather than programmatic strategies ,access to adequate information and services, youth-friendliness of adults, etc. thus, hampering their ability to contribute meaningfully to the program .
7. Reimbursement of out of pocket expenses was seen as a controversial issue by many adults. On the other hand, where there were budgets provided for this, young people did not express any frustration or feelings of being 'used as cheap labor'.
Receiving satisfaction through helping others, building awareness, making sure that other young people do not face the problems that they have faced themselves, were all motivating factors for young people to remain engaged. (UNFPA, 2010)

3. MATERIALS AND METHODS

3.1 Description of the Study Area

3.1.1 Location

The Temben Abi-Adi weroda is found in central zone, Tigray regional State of Northern Ethiopia and which is located around 42 km farway from Mekelle the capital city of Tigray Regional State and around 880 km far from Addis Ababa, the capital city of Ethiopia and 1457km faraway from Haramaya University. It is one of the reform towns in Tigray Regional Government. Abi-Adi has a potential in different sport activities, the town is very known by sport like traditional games and football; and which is bordered in the North by Gobo-Dramba woreda, in south by Tanqua-Abergelle, in west by Kola-Temben and in the East by woreda Degua-Temben. The altitude is estimated to be 1800-1850m above sea level and the map of the study area were found on page 74. (Anonymous, n'd.)

3.1.2. Climate

The woreda receives an annual rainfall that varies from 500mm- 800mm. The mean temperature ranges averagely from 10-30 °c at summer and at winter. Like the other part of the region, the rain season is at summer from June- August, (autumn) and sometimes up to September and October, but the rest season is dry (winter) season. (Anonymous, n'd.)

3.1.3. Population of the study

No	Study Population	Sampling Method
1	Project players	Purposive
2	Coaches	Purposive
3	Sport administrative staff	Convince/ available

3.2. Research Design

Descriptive survey method was used to conduct this research and to describing facts and telling the existing condition of the issues under investigation .i.e. challenges of coaching practice in football with specific references Abi-Adi football project. Together

relevant information for the research, it is vital to identify an appropriate research method. For this, a quantitative research method (descriptive method: such as percentage and frequency count) and a qualitative approach (content analysis) was used and questionnaires to the project players were translated in to Amharic language.

3.3. Sources of Data

Appropriate and relevant data was collected from players, coaches, and sport administrative staff. The purpose of triangulation “using different methods and /or techniques” (questionnaires, interviews, and pilot study analysis is to certain validity of data findings. In the study too, the following technique were applied: Questionnaire and interview; besides, in order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

- ❖ Primary Data: the primary data were collected through structured questionnaire and interview.

The primary data were employed to generate both qualitative and quantitative data relevant to the demographic, social and economic characteristics of the sample population. For this purpose, the questionnaire was designed comprising of both open-ended and close-ended questions. Pre-test questionnaire was carried out to determine the clarity of instruction and to ensure the reliability of the research instrument.

- ❖ Secondary Data: The secondary sources of information were obtained from published and unpublished documents.

3.4. Sampling Techniques and Producers

The samples were obtained through the researcher’s contacts was used purposive sampling method. The samples were selected to represent a broad representation of challenging coaches with different characteristics; for example, coaching experience, types of sport they coach, factors they limits the in football project coaching and others.

In Temben Abi-Adi town, there are 8 youth football projects, each of which has 18 players or a total of 144 players. In this study 108 (67%) of players or 6 youth projects

with 18 players in each teams, 6 coaches, and 2 sport administrative staffs are include. The selection of 6 youth projects was conducted by using purposive sampling techniques.

The participant's data set consist questioners, interviews and with all players, coaches and all sport administration staff. The age of the participants were range from, (U-15) and (U-17) year's old; 15-30 and 31-55 years old of the coaches and sport administration staff. Their coaching experiences expectation was approximately from 2 to 10 years.

3.5. Data collection instruments

The study was used both primary and secondary data .The primary data was obtained through coaches, players, and sport administration staff; while secondary data were found from published documents, un published documents and journal reports. It is proposed that the study was conducted within the qualitative and quantitative approaches to this end; questioners, interviews were used as the main source of data gathering instruments.

3.5.1 Questionnaire

A questionnaire was also used to collect relevant information from players and coaches. Open and close ended questions were going to be distributed and collected from the respondents. Out of the total questionnaires distributed to the whole population, 6 projects of (67%) from players and (100%) from coaches were returned. Since all of the players and coaches returned the questionnaire analysis were made by using the responses of players and coaches in SPSS version20, software.

3.5.2. Interview

Interview were prepared and conducted for coaches, project players and sport administration staff.

In order to gained information about: -

- ❖ Current challenges and controversies of football project coaching,
- ❖ The philosophy of the coach either process oriented or product oriented on his training program, training field, and family influence,
- ❖ How should the training program of the project proceed in the future?

- ❖ Does the sport administrative staff give incentives for coaches, players; and plan to investors to invest in football project.

What solutions to be made on the factors of football project coaching? (Anonymous, n'd.)

3.5.3. Pilot Study

A pilot study was conducted with 5 respondents who are not part of the sample group. The purpose of the pilot study was to design the relevance of the questionnaires before the actual study is carried out. The purpose is also to check the clarity of the questionnaire items. Accordingly, 5 questionnaires were distributed to 5 respondents. On the bases of the feedback of the pilot study and expert's comments some modification was making on the researchers questionnaire.

3.6. Method of Data Analysis

The information that collected from opinion gathered through questionnaire is structured the data sources organized and some statistical method percentage were used to questions that require quantitative measurement. Accordingly, the table were used tabulating the results and analysing in SPSS version-20, software, for the quantitative and content analysis for the qualitative methods of research analysis.

3.7. Operational Definition of Terms

Coach is a professional head of a team who is responsible for the preparation and performance of a single athlete or a team as a whole.

Coaching The term covers everything involved in the work of the coach: training and developing, directing, advising and correcting players and helping them to progress.

Coaching Philosophy Is a Greek word which is derived from the word philosophy, which means love of wisdom. Philosophy can be defined as the study of truth, through the systematic investigation of reality, knowledge, means and values.

Coaching Technique Is largely an individual and personal skill that is acquired, enhanced and modified in the light of experience and experiment?

3.8. Ethical issues and code of conduct

This study was in line with ethical issues .the privacy of the participants were protected. Generally the research has conduct as pre rule, politics, & research ethics of Haramaya University. The protocol was approved by the university guide lines. The participants were informed earliest with a written letter.

4. RESULTS AND DISCUSSIONS

This part of the study deals with the results and discussion of the data gathered through the questionnaire, interviews, from different sources followed by discussion of the findings. Furthermore, the main findings of the study are presented with the help of tables follow for the frequency and descriptive statement analysis for the open-ended to give answers on basic questions set in the study.

The total population of this study was 113 and of these, 108 were football project players, 6 coaches, and 2 from sport administrative staff. All of the respondents were selected according to their usability that purposively. Applying percentage was employed in the analysis of the data gathered and the data gathered are organized using tables and then followed by descriptions of the results.

Table 1 Demographical information of coaches

N ^o	Background	Items	coaches	
			Frequency	Percentage
1	Sex	A/ Male	6	100%
		B/ Female	-	-
		Total	6	100
2	Age	A/ 15-30	2	33.3%
		B/ 31-55	4	66.7%
		Total	6	100
3	What is your current level of coaching licence?	A/ Certificate level	6	100%
		B/ First level	-	-
		C/ Second level	-	-
		Total	6	100
4	What is your educational level and qualification in foot ball coaching?	A/Grade 10 complete	1	16.7%
		B/Grade 12 complete	2	33.3%
		C/Diploma	2	33.3%
		D/Degree	1	16.7%
		Total	6	100
5	If you education level is diploma and above, what is you subjects specialization?	A/Teaching in other	1	16.7%
		B/Physical education and sport	4	66.7%
		C/Coaching other sport events	1	16.7%
		Total	6	100%

As table 1(Q-1) presents that 6(100%) of coaches are male. This shows that football /soccer coaching of youth projects is dominated by male coaches. Concerning that age of the coaches, two of found from 15-30 or (33.3%) 4 out of 6 coaches found 31-55(66.7%) or about 66.7.

With regard to their current level of coaching licence in coaching as a coach, 6 coaches (100%) are in certificate level. This information shows that the majority coaches' all of them are in certificate level so that the researcher concluded all the coaches in Temen Abi Adi do not get the chance to upgrade coaching licence as result their coaching tactic and technique were not update and scientific. Pertaining the educational level and qualification, table 1 depicts 1(16.7%) grade 10, 2(33.3%) grade12, 2(33.3%) diploma, and 1(16.7%) respectively. Their Educational level and qualification shows that 2(33.3%) and 2(33.3%) of the coaches the majority of the youth project coaches have found in grade 12 and diploma levels. But, 1(16.7%) are equally grade 10 and one degree; from this the researcher understood that there is no co-ordination with town administrator, sport administrative staff to help football project players and the coaches to lead their activity.

As table 1 (Q-5) shows educational level of the coach's shows that, 1(16.7%) Teaching in other subjects, 4(66.7%) Physical education and sport and 1(16.7%), Coaching other sport. From this one the researcher concludes that the majority of coaches with educational level and qualification show that they are found in Physical education and sport.

Table2 Questioners with the coaches based on the factors of football project coaching

No	Coaches activity to do	Alternatives	Coaches	
			respondents	Percentage
1	Did you have a chance of getting course to upgrade your-self?	A/Yes	2	33.3%
		B/ No	4	66.7%
		Total	6	100
2.	Is there any difficulty in your coaching philosophy?	A/ Yes	2	33.3%
		B/ No	4	66.7%
		Total	6	100
3.	Does your youth football affected by lack of budgets?	A/Yes	5	83.3%
		B/ No	1	16.7%
		Total	6	100
4.	Does your youth football affected lack of responsible supports?	A/Yes	4	66.7%
		B/ No	2	33.3%
		Total	6	100
5.	Does your youth football affected by players family influences?	A/Yes	1	16.7%
		B/ No	5	83.3%
		Total	6	100
6.	Does your youth football affected lack of suitable training field?	A/Yes	1	16.7%
		B/ No	5	83.3%
		Total	6	100
7.	Did you get best solution to the challenges of football project coaching?	A/Yes	2	33.3%
		B/ No	4	66.7%
		Total	6	100

As table 2 (activity-1) shows that 2(33.3%) of coaches have got a chance to upgrade themselves and other 4(66.7%) of coaches didn't get a chance to upgrade themselves. This shows that, there is a shortage of getting a chance for coaches to upgrade themselves. As table 2 (activity -2) –shows that 2(33.3%) of the coaches get difficulty in their coaching philosophy due to different problems but the majority has not getting coaching difficulty in their football project coaching. As table 2 (Q-3) shows that 5(83.3%), Temben Abi-Adi football project were affected by the lack of budget in

training field but not one project 1(16.7%). As table 2 (Q-4) 4(66.7%) affected by the lack of responsible supporters but not always the two football projects 2(33.3%). This shows that budget, training fields & responsible supporters are the major factors that affect the youth projects. Table 2 (Q-5) also shows, youth football affected by players family influences in one project 1(16.7%) but not the five youth football projects 5(83.3). from this frequency the researcher conclude that family influence have no effect on the development of youth football projects. As table 2 Shows (Q-6), 5(83.3%) of doesn't get lack suitable training fields. Table2 Shows (Q-7) in this question 2(33.3%) gets best solution to the challenges of football project caching but not the majority one or the four projects 4(66.7%) do not get best solutions. The result of this study was agreed with the findings of Cronin and Hansen (2005). This shows that, projects are mainly affected by budget, lack of getting to upgrade the course and due to shortage of responsible supports or bodies.

Table3: Coach's response on the Challenges and prospective of Football Project Coaching

No	Items	Alternatives and its percentage		
		Alternatives	Frequency	Percentage
1	Do you get players go well with your coaching methods?	A/always	5	83.7%
		B/sometimes	1	16.7%
		C/never	-	-
		Total	6	100
2	What coaching style do you follow?	A /autocrat	3	50%
		B /lessees-fair	1	16.7%
		C /democrat	2	33.3%
		D /All in the above	-	-
		Total	6	100
3	How do you rate the support and motivation of your players?	A/ Poor	-	-
		B/satisfactory	-	-
		C/Good	1	16.7%
		D/Very Good	5	83.3%

		Total	6	100
4	For how many times are you performing training per-week?	A/ 1-2 Times per week	4	66.7%
		B/ 3-4 times per week	2	33.3%
		C / more than 4 times per week	-	-
		Total	6	100
5	How long do you spend your time on training session?	A /<30minutes	-	-
		B /30-45 minutes	-	-
		C /60 minutes	-	-
		D /90&above	6	100%
		Total	6	100
6	How long the experience of your coaching life in football?	< 2-year	2	33.3%
		3-4 year	3	50%
		5-8year	1	16.7%
		More than 8 year	-	-
		Total	6	100
7	Are you interested in your method of coaching?	A /yes	6	100%
		B /no	-	-
		Total	6	100
8	Do you have full involvement in sport vacation?	A /yes	4	66.7%
		B /no	2	33.3%
		Total	6	100
9	Do you have training programs or plans?	A /yes	6	100%
		B/no	-	-
		Total	6	100
10	Do you think that, your training system is up-to-	A yes	6	100%
		B /no	-	-

	date and scientific?	Total	6	100
11	Where do you conduct your training session?	A /gym or indoor	-	-
		B /outdoor/field	6	100%
		C/outdoor/court	-	-
		Total	6	100
12	Do you thing that, there are frequent competitions in your town?	A /yes	4	66.7%
		B/no	2	33.3%
		Total	6	100
13	Is there appropriate playing ground/field/ in your town?	A /yes	4	66.7%
		B /no	2	33.3%
		Total	6	100
14	Do thing that, the equipment & facility are appropriate and sufficient?	A /yes	2	33.3%
		B /no	4	66.7%
		Total	6	100

As table 4 (Q-1) shows that 5(83.3%) of players go well with the coaching methods, 1(16.7%) changes their behaviour sometimes. This result shows that coaching philosophy were valuable to the football project players; but not one project coaches.

As table 3 (Item -2) –shows 3(50%) of the coaches were autocrat, 1(16.7%) lassies-fair while two project coaches 2(33.3%) were democratic. As table 3 (Item -3) –shows 1(16.7%) the support and motivation of their players were in good manner; while majority players in frequency 5(83.3%) of project players was in a very good behaviour. The researchers concluded the project player’s ethics were good and coaching philosophy satiable to the majority of players. As table 3 (Item -4) –shows 4(66.7%) of project players and coaches perfumes football project training per week, 2(33.3) of project players and coaches perfumes football project training per week. Form this one can conclude that the majority of projects have not the problems training facility. As

table3 (Item -5) –shows 6(100%) of project players and coaches almost all spends their training sessions for about 90 minutes.

□ As table 3 (Item -6) –shows 2(33.3%) less than two year of coaching experience, 3(50%) 3-4 years coaching experience; while 1(16.7%) 5-8 year of coaching experience. As table3 (Item -7) –shows almost all 6(100%) of project coaches was interested by their method coaching. With regard table 3 (Item -8) –shows 4(66.7%) spends their time with full involvement in sport vacation, while the other 2(33.3%) spends their time with full involvement in sport vacation. As table 3 (Item -9) –shows 6(100%) of project coaches almost all have training programs or plans. From this one can conclude the almost all of the coaches implemented their training programmes and plans to the projects.

Table (Item -10) –shows almost all 6(100%) of project coaches have their training system is up-to-date and scientific. From this one can conclude training system is up-to-date and scientific to all players. 3 (Item -11) –shows almost all 6(100%) of project coaches have conduct their training session in the outdoor/field. With regard table 3 (Item -12) –shows 4(66.7%) gets frequent competitions in their town, while the other 2(33.3%) doesn't get frequent competitions in their town. As table 3 (Item -13) –shows 4(66.7%) have appropriate playing ground/field/ in their town, while the other 2(33.3%) doesn't get appropriate playing ground/field/ in their town. With regard table 3 (Item -14) –shows 2(33.3%) of the coaches thing that, the equipment & facility are appropriate and sufficient, while the other 4(66.7%) suggests that, there is no appropriate equipment and facility.

Table4: Demographical Information Youth Football Project Player

N^o	Youth football project player profiles	Items	Freque ncy	Percentag e (%)
	Age	<13	-	-
		13-15	41	38%
		15-17	67	62%
		18 and above	-	-
		Total	108	100
	Educational status	High school	69	63.9%
		College level	25	23.1%
		Grade12 complete	14	13%
		Total	108	100

Regarding to the age of the respondents 41(38%) of the players age is from 13-15 years. However, 67(62%) of players age is from 15-17 years. Finally, the educational status of the respondents 69(63.9%) of the respondents are high school, 25(23.1%) of the respondents college level and the remaining 14(13%) of the respondents are grade 12 completed.

Table5: football project player's activity and what factors that limits them

No	Players activity	Items	Frequency	%
1	Why did you choose football as your preferred sport?	A/ for fun	64	59.3%
		B/ for earning money	1	0.9%
		C/ to be professional player	43	39.8%
		Total	108	100
2	Where did you begin playing football?	A/ School	10	9.3%
		B/ Local area	89	82.4%
		C/Sport field	7	6.5%
		D/College	2	1.9%
Total	108	100		
3	How long you have been playing football?	A/Less than one year's	19	17.6%
		B /2-5 years	28	25.9%
		C/ above 5- years	61	56.5%
		Total	108	100
4	How often do you use supportive training equipments?	A/ always	-	-
		B/sometimes	28	25.9%
		C/ rarely	58	53.7%
		D/ none	22	20.4%
Total	108	100		
5	How do you see the coaching methodology of your coach?	A/Poor	8	7.4%
		B/ Satisfactory	16	14.8%
		C/good	20	18.5%
		D/Very good	64	59.3%
Total	108	100		
6	For how many times are you performing training per-week?	A /1-2 times per week	77	71.3%
		B/ 3-4 times per week	31	28.7%
		C/more than 4 times	-	-
		Total	108	100
7	How do you rate the support and motivation of your coach?	A /Poor	12	11.1%
		B/Satisfactory	18	16.7%
		C/Good	38	35.2%
		D/Very good	40	37%
Total	108	100		

As it is indicated in table 5 item 1, 64(59.3%) of the respondents replied they play Football just for fun, and 1(0.9%) play football for earning money in the opposite of this view 43(39.8%) of players were replied yes as they play Football for status of professional purpose. But no one was participating without purpose.

As concerning in the same table item 2 shows 10(9.3%) of the respondents replied as they started play Football at school level, However 89(82.4%) of the respondent is start play Football from local area, 7(6.5%) of the respondents replied they started football at the training field and 2(1.9%) started at college level. This imply that the respondents /the majority/ of the players start play Football in Local area.

On the same table 5 item 3 where 19(17.6%) of respondents are replied they have been playing Football less than one year however, 28(25.9%) of the respondent is respond they have been playing Football for 2-5 years, and the remaining 61(56.5%) of the respondents replied they have playing Football above 5- years. Based on the information gained from the above table 6 item 4 where 28(25.9) of the respondents are replied gets sometimes supportive equipments, 58(53.7%) replies rarely gets supportive equipments and 22(20.4%) were not getting supportive materials.

According to table 5 item N^o 5, from the given alternatives 5 (7.4%) of the respondent is the coaching methodology of coaches are poor. on the other hand 16(14.8%) of the respondents responds coaching methodology of the coach is satisfactory, and 20(18.5%) of the respondent is responded coaching methodology is good, but the majority 64(59.3%) of the respondents responded coaching methodology of the coach is very good. based on the information gained from the above table 5 item N^o 6, 77(71.3%) of the respondents to make training times per week, however 31(28.7%) of the respondents is make training 3-4 times and above per week.

As indicated on the above table 5, 12(11.1%) of the respondents the coach support and motivation is poor whereas 18(16.7%) replied that the coach support and motivation is Satisfactory and 38(35.2%) of respondent replied that the coach support and motivation is good and the rest 40(37%) of the majority respondent replied that the coach support and motivation is Very good.

Table6: player's activity and factors that affect the development of youth projects

No	Items	Alternatives and its percentage				
		Strongly agree	Agree	Dis-agree	Strongly disagree	Unknown
		%	%	%	%	%
1	Do you respect your training program?	81(75%)	21(19.4%)	6(5.6%)	-	-
2	Are you interested in coaching mechanisms of your coach's?	70(64.4%)	30(27.8%)	6(5.6%)	2(1.9%)	-
3	Does your coach is appropriate implemented or used his plan?	78(72.2%)	26(24.1%)	4(3.7%)	-	-
4	Does your coaches philosophy is preferable to you	83(76.9%)	15(13.9%)	8(7.4%)	2(1.9%)	-
5	Is there positive relationship among team players?	94(87%)	12(11.1%)	-	-	2(1.9%)
6	Is there good communication between your team and sport commotion officers?	39(36.1%)	24(22.2%)	41(38%)	-	4(3.7%)
7	Do you think that, there are frequent completions in town?	66(61.1%)	20(18.5%)	14(13%)	8(7.4%)	-
8	Do you think that, training system is up-to-date and scientific?	76(70.4%)	20(18.5%)	10(9.3%)	2(1.9%)	-
9	Do you think that equipment and facilities are appropriate and sufficient?	84(77.8%)	16(14.8%)	8(7.4%)	-	-

As table6 (Q-1) Shows 81(75%), strongly agree with respecting of their training program, 21(19.4%) of respondents responds respect their training program, but 6(5.6%) the minority respondents responds dis-agree with their training program. The result of this study was agreed with the findings of FIFA coaching manual (2004:1).

As it is indicated in table 6 item 2, 70(64.8%) are interested in coaching mechanisms of their coach's, 30(27.8%) of the respondents are interested with the strategies of the coaching methods, 6(5.6%) of the respondents disagree with the strategies of the coaching methods. But, the minority of the respondents strongly disagree with coaching programmes. The result of this study was mostly agreed with the findings Vella.S et al (2010). As indicated in table 6 item 6, 39(36.1%) strongly agree with the good communication between football project teams and sport communication officers, 24(22.2%) of the respondents agreed coaches communication between football project teams and sport communication officers, 41(38%) disagree by the As concerning in the same table 6 item 3 shows 78 (72.2%) of the respondents replied as they strongly agree with the implementation of coaches plan, 26(24.1%) of the respondents agreed implementation plan, but rest one 4(3.7%), disagree by the implementation plan of coaches. As it is indicated in table 6 item 4, 83(76.9%) of the respondents replied as they strongly agree with the philosophy of the coaches, 15(13.9%) of the respondents agreed coaches philosophy, 8(7.4%) disagree by the coaching philosophy, but the minority 2(1.9%) of respondents strongly disagree with the coaching philosophy.

As table 6 (Q-5) Shows 94(87%), strongly agree with the positive relationship among team players, 12(11.1%) of the respondents agreed of the respondents agreed, but the remaining 2(1.9%) responds we don't know with this question. As it coaching communication between football project teams and sport communication officers, but the remains responds 4(3.7%) responds we don't know with this question. The result of this study was dis- agreed with the findings of Green, M (2007).

As table 6 (Q-7) Shows 66(61.1%), strongly agree with the frequent completions at their town, 20(18.5%) of the respondents agreed frequent completions at that town, 14(13%) of the respondents disagree with is there frequent completions in town, but the remaining 8(7.4%) answers UN known concept with this questions. As table 6 (Q-8) Shows 76(70.4%), strongly agree with the training system is up-to-date and scientific, 20(18.5%) of the respondents agreed with the training system is up-to-date and scientific, 10(9.3%) of the respondents disagree with the training system is up-to-date and scientific, but the remaining 2(1.9%) of the respondents strongly disagree with the training system is up-to-date and scientific. As table 6 (Q-9) Shows 84(77.8%), strongly agree with the equipment and facilities are appropriate and sufficient, 16(14.8%) of the respondents agreed with the equipment and

facilities are appropriate and sufficient, but 8(7.4%) the minority respondents responds dis-agree with their appropriate and sufficient facilities.

Response for the Open –Ended Questions on factors of project players

1. Would you list major problems you face during training session?

There are so many problems facing during training in football project: - like... parent's unethical behavior, strong differences in the performance levels, lack of (adequate) infrastructures, lack of (skilled) coaches, competition with private academies, lack of communication with players and coach, unpredictable weather, increasing number of participating teams and players.

2. What Solutions would you suggest to solve the problems you listed above?

The following are the best solution that listed in the above; such as:-

Making awareness, parent's unethical behavior on football project players, upgrading the project players, reducing strong differences in the performance levels before and after training or competitions, fulfilling the lack of (adequate) infrastructures, upgrading of coaching skill, making many opportunity to compete with private academies, making strong discussion with players and coach, controlling the unpredictable weather by making training program arrangement, controlling the increasing number of participating teams and building temporary sport fields.

Interview for sport administrative staff

1. How do you describe the philosophy of the football project coaches?

As the researchers interpretation from the respondents was as follows:-

There is no more motivation to their project players, Project coaches doesn't decide on the misbehavior players, tactics and techniques of the coach were not scientific and systematic during training and competitions, there is problem in team organizations Less communication skill before and after training to the players.

With regard of this (Q-1) the majority of the interviewer suggests there is a problem on coaching philosophy as stated below:-

- ✓ There is no more motivation to their project players

- ✓ Tactics & techniques of the coach were not scientific and systematic during training and competitions
- ✓ There is problem in team organizations
- ✓ Less communication skill before and after training to the players), but two of them replies there is problem on the decision of misbehaved players.

3. In your opinion what factors affected to the football coaching?

Based on the question the respondents respond that; there is shortage of football playing facility or training environment, lack of budget, less communication skill of the coaches with the players, sport commotions and other stake holders, coaching philosophy is not smart, lack of awareness in the society about the advantage of sports activity to individuals and as the whole country and Players discipline during competitions.

4. If factors you list in question number ‘2’ what is the solution to solve those problems?

With regard of the interview what factors affected to the football project coaching in Temben Abi-Adi for (Q-2) in question number ‘2’ putts their solutions about 1(50%); as shown below:-

- Building additional temporary football playing fields.
- Budgeting money for the sports activity by sport commotions & ministry of education bureau in that district.
- creating awareness the advantage of sport to all citizens
- preparing many indoor & outdoor competitions
- Trying to be well disciplined athlete, if not give suspensions regarding his fault.

4. Do you have well structured and organized with the football project and coaching challenges? If your answer is “Yes” in what point

- ❖ In building additional temporary football playing fields.
- ❖ Budgeting money for the sports activity like; intra and extra-mural programs. Creating panel discussion with the society and different stake holders.
- ❖ Creating awareness about the advantage of sport activity to the whole society
- ❖ Trying to be well disciplined athlete, if not give suspensions regarding his fault.

- ❖ Giving different training aspects to the coaches about coaching philosophy, discipline, motivations & on moral values e.t.c

Table7: Interview to sport administrative staff based on their contributions to football project coaching

No	Items to sport commotion	Alternatives and its percentage		
		Alternatives	frequency	%
1	Does the sport administration or office prepare a competition games for the project?	A/ Yes	2	100%
		B/No	-	-
		Total	2	100
2	Did you encourage and give incentives for football project coaches and players during their championship session?	A/ Yes	1	50%
		B/No	1	50%
		Total	2	100
3	Does your staff member design a plan (project) to investors to invest for football project and to the coaches as incentives?	A/ Yes	1	50%
		B/No	1	50%
		Total	2	100

As table7 (Item -1) –shows almost all 2(100%) the sport administration or office prepare a competition games for the project. The result of this study was mostly agreed with the findings san France and Jose-Bass (1991).

As table7 (Item -2) –shows half or 1(50%) making the opportunity to encourage and give incentives for football project coaches and players during their championship session. The result of this study was agreed half of them with the Thwaites and Chadwich (2006) idea.

As table7 (Item -3) –shows half of or 1(50%) staff member design a plan (project) to investors to invest for football project and to the coaches as incentives. The result of this study was agreed half of them with the FIFA coaching manual (2004:3) idea.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1. Summary

The main purpose of this study was the challenges of male football project coaching in case of Temben Abi-Adi town.

In this study all possible problems were more to get the most probable answers to the basic questions by making strong review of related literature, collecting relevant information through interview, questionnaire.

From the basic questions formulated, the data collected through interview and questionnaire the findings obtained, the following summaries were made. The data were mainly collected from questionnaire and interviews; questionnaire was dominantly used. To this end, this study has the following specific objectives specifically, the following specific purpose where under taken:

1. To identify the major problems that affect youth football project coaching,
2. To generate negotiating ideas for budget administration and other concerned bodies to give to attention for the development of foot ball.
3. To know the environmental challenges in the football project coaching.
4. To forward possible solution on effects of perceptions and preference used suggest recommendation overcome the problems.

In the line of the objectives basically the study tried to assess the following basic research questions formulated.

1. What are the major problems that affect youth football coaching?
2. What are the major constraints regarding the contribution budget of youth project coaching?
3. Does the project coaching make the players, in training environment and after training session appropriate?

4. What effects of perceptions and preference youth football project coaches frequently used to players?

In the study descriptive survey method was employed in the relevant literature were reviewed and data collecting instruments were designed and used to collect information from different sources. Questionnaire was the major instrument of data collection.

To increase the clarity of questionnaires, the clarity of thesis a pilot testing has been carried out. After collecting the responses from the respondents, necessary correction and modifications were made before distribution of the actual data gathering. Two participants' of sport administrative staff were at Abi-Adi town; 6 coaches, project players were included in the sample area of the study. The subjects of the study were 108 which were selected from six youth football projects included as a source of information.

Form the data analysis the major finding was obtained from the four specific objectives summarized as follows:-

The first objective was to assess challenges of football project coaching in Temben Abi-Adi town. The findings indicate that, 5(83.3%), Temben Abi-Adi football project were affected by the lack of budget in training field but not one project. 4(66.7%) affected by the lack of responsible supporters but not always the two football projects 2(33.3%). Regarding to the coaches activity, 5(83.3%) of players go well with the coaching methods, 3(50%) of the coaches were autocrat, the project player's ethics were good and coaching philosophy satiable to the majority of players, the majority of projects have not the problems training facility

The second objective was to investigate the effects of perceptions and preference of project coaching on players Temben Abi-Adi town. The finding showed that, youth football affected by players family influences in one project, Parent's unethical behaviour, strong differences in the performance levels, lack of (adequate) infrastructures, lack of (skilled) coaches, lack of communication with players and coach, no properties, increasing number of participating teams and players disaffection of coaches.

The 3rd objective was designed to know the environmental challenges in the football project coaching, 6(100%) of project players and coaches almost all spends their training sessions for about 90 minutes, almost all of the coaches implemented their training programmers and plans to the projects.

The fourth objective of the study was to evaluate the challenges of budget administration in football project coaching. The finding indicate that, there is a problem in budget administration

5.2. Conclusions

Based on the summary made above, the following conclusion was drawn from the respondents.

The main goals or targets of the study were to find the main challenges football project coaching in Temben Abi- Adi town. The study focus on the, coaching philosophy, training field and the major factors that affects football project coaching in Temben Abi-Adi.

- ✓ The result of the study dictated that most of the project players do not agree with the Parent's unethical behavior, strong differences in the performance levels, lack of (adequate) infrastructures, lack of (skilled) coaches, competition with private academies, lack of communication with players and coach, no properties, unpredictable weather, increasing number of participating teams and player's disaffection of coaches.
- ✓ The findings of the study also revealed that Temben Abi-Adi football project was highly affected by: training field, lack of responsible (governmental or none governmental) body, shortage of facilities and equipments for the training session and, coaches, players and other factors were of coaches and project player's participation.

5.3. Recommendation

Finally, based on the data collected and conclusions derived, the finding of the data analyzed and the following recommendations were made as possible ways of solving the problems forwarded:

Many project players and coaches face resistance when trying to implement football project coaching; but they are advised to understand some problems and get their work in all necessary contexts as follows:

- ❖ Upgrading the project players of strong differences in the performance levels before and after training or competitions.
- ❖ Fulfilling the lack of facilities
- ❖ Making strong discussion with players and coach
- ❖ Controlling the increasing number of participating teams and players by building temporary sport fields
- ❖ Allocating enough money for the sports activity like; intra and extra-mural programs.
- ❖ Trying to be well disciplined athlete, if not give suspensions regarding his fault.
- ❖ creating panel discussion with different stake holders
- ❖ Making coaching philosophy update and scientific during training and competitions.

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7. APPENDICES

APPENDIX-I
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIROCTARATE
DEPARTMENT OF SPORT SCIENCE
2017/2018

Interview to the coaches

Dear coaches!

The objectives of these interviews is to collect the data on the challenges of male football project coaching professional level of coaches, coaching style, coaching philosophy, training plan and method of train for the youth football project.

The information were only be used for solving problems and to complete MEd thesis and to find out the challenges of football coaching projects for the development of professional coaches. In improvement coach's professional development, coaching style, training and method of training which can help the achievement of coaching philosophy.

Therefore, the researcher kindly requests your earnest effort to complete each item of the interview objectively.

Please do not write your name in only of the sections the investment to maintain anonymity or confidential.

These interviews designed to gather data on challenges of male foot ball project coaching and its perspective the case Temben Abi-Adi wereda. Since the successes of the study depends on the response that you provide the researcher would ask your genuine and accurate response to each the items the researcher would like to assure that your response and answer remain restrict confidential.

Thank you in advance for your time!

Direction One: the researcher Kindly Request You to Give the General Information about Yourself and Make It 'X' At the Given Dash.

1. Sex A/ Male ----- B/ Female -----

2. Age A/ 15-30 ----- B/ 31-55-----
3. What is your current level of coaching license?
 A/ Certificate level----- B/ first level----- C/ second level-----
4. What is your educational levels and qualification in football coaching?
 A/ Grade 10 complete ----- C/ Diploma-----
 Grade 12 complete ----- D/ Degree -----
5. If your education level diploma and above, what is your specialization?
 A/ Teaching in other subject ----- C/ coaching other sport field -----
 B/ Physical education and sport----- D/ football coaching-----

No	Coaches activity to do	Yes	No
1	Did you have a chance of getting a course to upgrade yourself?		
2	Is there any difficulty in your coaching philosophy?		
3	Does your youth football project affected by lack of budget?		
4	Does your youth football project affected by lack of responsible supports?		
5	Does your youth football project affected by players family influences?		
6	Does your youth football projects affected lack of suitable training field or court?		
7	Did you get best solution to the challenges Of football project coaching?		

APPENDIX-II
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIROCTARATE
DEPARTMENT OF SPORT SCIENCE
2017/2018

Questioner to Be Filled By the Coaches

Dear Coach!

The objective of this questionnaire is to gather information on the challenges and controversies of coaching football project, with specific references. Thus, it is initiated to obtain necessary data from you as a vital source of information and to point out the challenges and controversies of coaching football project, with specific references of possible solution and recommendations. You are kindly requested to be honest and frank in your response as this will have direct bearing on the success of the research.

General information

Please, indicate your response by marking “ x” according to the instruction provided there.

For **open ended** question(s) write your short response. Dear respondent upon completing filling in these questionnaires, you are kindly requested to return it to the researcher after you replied in one days.

Writing your name is not necessary!

Thank you in advance for your cooperation!

Instruction 1:- Indicate Your Response by Putting ‘IN-CERCLE’ Under One of the given Alternatives.

1. Do you get players go well with your coaching methods?

A/always

B/sometimes

C/never

2. What leadership style do you follow?

A/Autocrat

B/Less is-fair

C/Democratic

D/All of the above

3. How do you rate the support and motivation of your players?
A/ Poor B/satisfactory C/Good D/Very Good
4. For how many times are you performing training per-week?
A/ 1-2 Times per week B/ 3-4 times per week C/ more than 4 times per week
5. How long do you spend your time on training sessions?
A/ less than 30 minutes B/ 30-45 minutes C/ 60 minutes D/ 90 minutes & above
6. How long the experiences of you in coaching Football?
A/ less than two years B/3-4 years C/ 5-8 years D/ more than 8 years
7. Are you interested in your method of coaching?
A/Yes B/No
8. Do you have full involvement in sport vacation?
A/Yes B/No
9. Do you have training program plans?
A/Yes B/No
10. Do think that, your training system is up-to-date and scientific?
A/Yes B/No
11. Where do conduct your training session?
A/ gym or indoor B/ outdoor/ field C/ outdoor/court
12. Do you think that, there are frequent competitions in town?
A/Yes B/No
13. Is there appropriate playing ground / field / in your town?
A/Yes B/No
14. Do you think that the equipment and facilities are appropriate and sufficient?
A/Yes B/No

APPENDIX –III
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POSTGRADUATE PROGRAM DIROCTARATE
DEPARTMENT OF SPORT SCIENCE
2017/2018

ለእግርኳስ ተጨዋቾች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በተምቤን ዓብይ ዓዲ ወረዳ በከነማው ለእግር ኳስ ማሰልጠን ማነቆ የሆኑ ችግሮችን ለመለየትና ለወደፊት የሚያደግበትን አቅጣጫ ለማስቀመጥ ይቻላል ዘንድ መረጃ መሰብሰብ ነው። መረጃው የተሟላ እንዲሆን የእርሶን አመለካከትና ሃሳብ በትክክል ያንጸባርቅልኛል ብለው ያመኑበትን አማራጭ ለያንዳንዱ ጥያቄ በታማኝነት ለይተው እንዲመለከቱ በተህትና እጠይቃለሁኝ።

መመርያ

- ስም መፃፍ አያስፈልግም
 - አስተያየትዎን በባዶ ቦታ ላይ በአጭሩ ይፃፉ።
- ለትብብርዎ በቅድምያ እናመስግናለን**

መመርያ አንድ፦ ከቀረቡት አማራጮች መካከል መልስ ይሆናል ያሉትን ክፍት ቦታ ላይ "X" ምልክት በማድረግ ይመልሱ።

1. ዕድሜ ሀ/ ከ13 በታች----- ለ/ከ13-15----- ሐ/15-17----- መ/18ና ከዛ በላይ----
2. የትምህርት ደረጃ ሀ/ ሃይስኩል----- ለ/ኮሌጅ ----- ሐ/12ኛ ያጠናቀቀ-----

መመርያ ሁለት፦ ከቀረቡት አማራጮች መካከል መልስ ይሆናል ያሉትን የ" ክብ" ምልክት በማድረግ ይመልሱ።

1. ለምንድ ነው የእግር ኳስ እንቅስቃሴ /ስፖርት/ የመረጣከው?
 ሀ/ ለመዝናናት ለ/ ገንዘብ ለማግኘት ሐ/ ፕሮፎሺናል ተጨዋቾች ለመሆን መ/ የለም
2. የእግር ኳስ ጨዋታ ከየት ነው የጀመርከው?
 ሀ/ ትምህርት ቤት ለ/ ከሰፈር ሐ/ ስፖርት ሜዳ መ/ ኮሌጅ
3. እግር ኳስ ለስንት አመት ያህል ተጫውተሃል?
 ሀ/ ከ1 አመት በታች ለ/ ከ 2-5 አመት ሐ/ ከ 5 ዓመት በላይ
4. ለስንት ጊዜ ያህል የስፖርት ትጥቅ ድጋፍ ተደርግላቸዋል?
 ሀ/ ሁሉ ጊዜ ለ/ አንድአንዴ ሐ/ በጣም ትንሽ መ/ አልተደረገልንም

5. የአሰልጣኞቹ የሰልጠና መላ እንዴት ታይዋለህ?
 ሀ/ ደካማ ለ/ ደና ሐ/ ጥሩ መ/ በጣም ጥሩ
6. በሳምንት ስንት ጊዜ ልምምድ ትሰራላቸው?
 ሀ/ 1-2 ቀን ለ/ 3-4 ቀን ሐ/ ከ4ቀን በላይ
7. የአሰልጣኞቹ መበራታትና ድጋፍ እንዴት ታየዋለህ?
 ሀ/ ደካማ ለ/ አይከፋም ሐ/ ጥሩ መ/ በጣም ጥሩ

መመርያ 3:- መልስ መሰጫ ሳጥን ዉስጥ ከቀረቡት አማራጮች መካከለ መልስ ይሆናል ያሉትን ሳጥን ዉስጥ X ምልክት በማድረግ ይመልሱ።

- በጣም እስማማለሁ (5)
- እስማማለሁ (4)
- አልስማማም (3)
- በጣም አልስማማም (2)
- መልስ የለኝም (1)

ተ.ቁ	የተጫዋቾች እንቅስቃሴ	5	4	3	2	1
1	የልምምድ ፕሮግራም ታከብራለህ?					
2	በአሰልጣኞቹ አሰለጣጠን ተረካለህ?					
3	አሰልጣኞቹ በፕሮግራም ሁሉ ይመራል?					
4	የአሰልጣኞቹ የአሰለጣጠን ፍልፍና ይመቻሃል?					
5	እርስ በእርሳቸው ጥሩ ግንኙነት አላቸው?					
6	ከስፖርት ኮምሽን ጥሩ ግንኙነት አላቸው?					
7	በከተማቸው ዉስጥ ብዙ ዉድድሮች ታካሄደላቸው?					
8	የአሰለጣጠናቸው መላ ሳይንሰቂ ነዉ ትላለህ?					
9	ለሰልጠናቸው በቂ የሆነ ቦታና ማተሪያል ታገኛላቸው?					

መመርያ 4:- ከዚህ በታች ለተጠየቁ ተጠያቂዎች የእርሶን መልስ ያስቀምጡ /የዘርዘሩ/።

1. እግር ካስ ስትሰለጥኑ እንቅፋት ካጋጠማጬቹ ዋናዎቻቸው ዘርዘሩ?
 A).....
 B).....
 C).....
 D).....
 E).....
2. ከላይ ከጠቀሳቸው ሹግሮች መፍትሄ ምንድን ነዉ ትላለህ?
 A).....
 B).....
 C).....
 D).....

APPENDIX –IV
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2017/2018

Open - ended questions based on the factors of football project players

1. Would you list the major problems you face during training session? If more write on the free space!

- a) -----
- b) -----
- c) -----
- d) -----
- e) -----
- f) -----

2. What solutions would you suggest to solve the problems you listed in the above? If more write on the free space!

- a) -----
- b) -----
- c) -----
- d) -----
- e) -----
- f) -----

APPENDIX-V
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DEPARTMENT OF SPORT SCIENCE
2017/2018

Interview to Sport administrative staff

1. How do you describe the philosophy of the football project coaches?

2. In your opinion what factors affected to the football coaching?

- a) -----
b) -----
c) -----
d) -----

3. If factors you list in question number '2' what is the solution to solve those problems?

- a) -----
b) -----
c) -----

4. Do you have well structured and organized with the football project and coaching challenges? If your answer is "Yes" in what point.

APPENDIX- VI
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIROCTARATE
DEPARTMENT OF SPORT SCIENCE
2017/2018

Participant information in this research thesis

Researcher's name: - Tikue Asfaw

Major advisor: - Dr. Shemelis Mekonnen

Co- Advisor: - Dr. Wegene Waltengus

Thesis Title: Challenges of Male Football Project Coaching in Temben Abi- Adi Town; Central Zone Tigray Regional State of Ethiopia.

1. Purpose of the study: The purpose of this study is to investigate the challenges male of football project coaching in Temben abi-adi town; central zone Tigray Regional State of Ethiopia.

2. Confidentiality: The information obtained from the participants (you) will be kept in confidence, but it will be free to release to their own owners, to the local district, sport administrative offices if it is needed. And all the collected information will be used only for descriptive purpose through grouping without identifying them as an individual challenges.

3. Contact address: If there are any questions or enquires any time about the study or the procedures, please contact in the following address:

Institutional research ethics review committee (IRERC) at +251256661899

Shemelis Mekonnen (PhD) (Major Advisor) +251913893850

Email: shemelismm@gmail.com

Wegene Waltengus (PhD) (Co-Advisor) +251923670360

Email: Wegu2045@gmail.com

Tikue Asfaw (Investigator) +251910456158

Email tikueasfaw1045@gmail.com

4. Declaration of informed voluntary consent

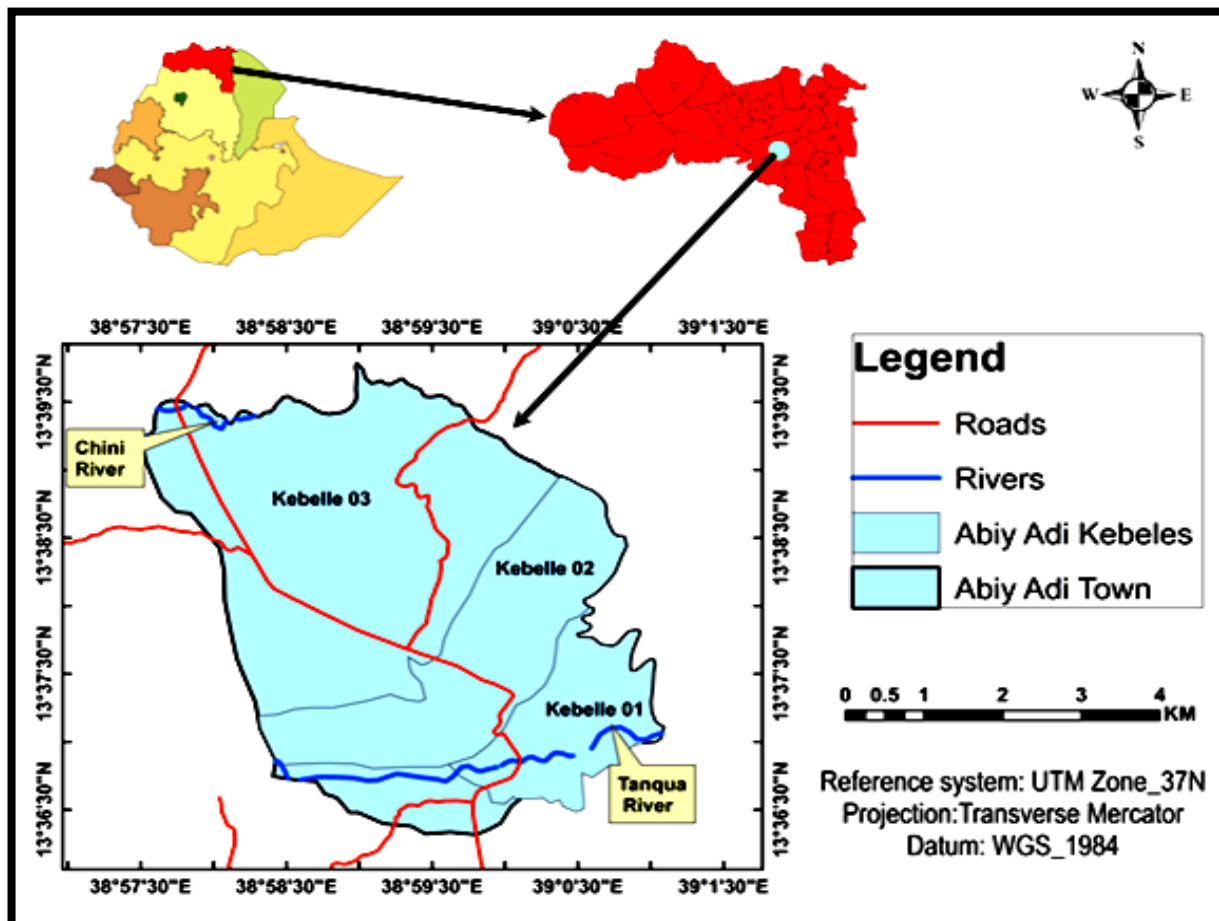
We read the participant information sheet we clearly understand the purpose of the research, issues of confidentiality, and the contact address for any queries. We informed as our project player have the right to with draw from the study at any time during the collection of data. Therefore, we declare our voluntary consents for the members to participate in the study with our signature as indicate below.

Name of the project coach _____signature_____ Date _____

Name of investigator _____ Signature _____ Date _____

APPENDIX-VII

Regional map of Tigray



Source: - GIS 2017/2018

