

**PRACTICE AND CHALLENGES OF YOUTH FOOTBALL PROJECT:  
THE CASE OF ABICHU GNEA WOREDA, NORTH SHEWA, OROMIA  
REGIONAL STATE**

**MEd .THESIS**

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**HARAMAYA UNIVERSITY, HARAMAYA**

**Practice and Challenges of Youth Football Project: The Case of Abichu  
Gnea Woreda, North Shewa, Oromia Regional State**

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As thesis research advisors, we hereby certify that we have read and evaluated this thesis entitled: "**Practice and Challenges Of Youth Football Projects: The Case of Abichu Gnea Woreda ,NorthShewa Zone, Oromia Regional State**" prepared by Hagos Gidey Gebremedhin, we recommend that it can be submitted as fulfilling the thesis requirement.

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As member of the board of examiners of the Master of Education Thesis open defense examination, we certify that we have read, evaluated the thesis prepared by **Hagos Gidey Gebremedhin** 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.

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## **DEDICATION**

This thesis is dedicated to my brother, Gebreyohanes Gidey Gebremedhin, whom I pay tribute at every step in my life.

## STATEMENT OF THE AUTHOR

First, I declared that this thesis is my genuine work and that all sources of materials used for the thesis have been dully acknowledged. This thesis has been submitted in partial fulfillment of the requirement for the MEd. Degree in ""Teaching physical education"" at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any Academic degree, diploma, or certificate. Brief quotations from this are allowed without special permission if accurate acknowledgment of source is made. Requests for permission for extended question from or reproduction of this manuscript in whole or in part may be granted by the Head of the major department of the Dean of the Postgraduate Program Directorate when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instance, however permission must be obtain from the Author.

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## **BIOGRAPHICAL SKETCH**

The author Hagos Gidey was born on May 1980 GC in Axum, Tigray Regional State. He attended his elementary education and secondary school education from Second model School and Wukro Maray Secondary School and Axum Comprehensive School respectively. After completing high school education, and Preparatory Education, he joined BahirDar University and graduated with BSC in Sport science in 2003GC. He had been serving at Mendida Preparatory School for Three years and then he joined Haramaya University in 2014GC to pursue his Master of Education program as summer student.

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## ACRONYMES AND ABRIVATIONS

<b>BSC</b>	Bachelor of Science
<b>CSA</b>	Central Statically Agency
<b>DBF</b>	Detacher Fuss ball Bund
<b>FIFA</b>	Federation International De Football Association
<b>FYSA</b>	Florida Youth Soccer Association
<b>ME.d</b>	Master of Education
<b>STYSA</b>	South Texas Youth Soccer Association
<b>US</b>	United State
<b>USSF</b>	United State Soccer Association
<b>U-15</b>	Under15
<b>U-17</b>	Under17

## TABLE OF CONTENTS

<b>DEDICATION</b>	IV
<b>STATEMENT OF THE AUTHOR</b>	V
<b>BIOGRAPHICAL SKETCH</b>	VI
<b>ACKNOWLEDGEMENTS</b>	VII
<b>ACRONYMES AND ABRIVATIONS</b>	VIII
<b>LIST OF TABLES</b>	XII
<b>LIST OF FIGURES IN THE APPENDIX</b>	XIII
<b><i>ABSTRACT</i></b>	<i>XIV</i>
<b>1. INTRODUCTION</b>	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Scopes of the Study	4
1.4 . Significance of the Study	4
1.5 . Objectives of the Study	5
1.5.1. General Objective	5
1.5.2. Specific Objectives	5
<b>2. REVIEW OF RELATED LITERATURE</b>	5
2.1.The Development of Football Game	6
2.2.Characteristics of Youth Training	6
2.3.Style Football Coaching	10
2.4.Parent Role	12
2.5.Factors Which Influence for the Development of Youth Football Projects	12
2.6.Basic Facilities and Equipments of Football Training	13
2.7.Demands of Football Training	15
2.8.The Pillars of Football	18
2.8.1. Physical Training	18

## TABLES OF CONTENT *(Continued...)*

2.8.2 Technical Training	19
2.8.3 Tactical Training	21
2.8.4 Psychological Training	22
2.9. Player Coach Relationships	23
2.9.1 The Roles of the Coach	24
2.9.2 Criteria to Be Effective Coach	27
<b>3. MATERIALS AND METHODS</b>	<b>28</b>
3.1. Description of the study area	28
3.3. Sample Size and Sampling Techniques	29
3.4. Data Sources	29
3.5. Data Collection Instrument	29
3.5.1. Questionnaire	29
3.5.2. Observation	30
3.5.3. Interview	30
3.5.4. Pilot Study	30
3.6. Method Of Data Analysis	31
3.7. Ethical Consideration for Training	31
<b>4. RESULTS AND DISCUSSION</b>	<b>32</b>
4.1. Back Ground Information	32
4.2. Demographics of Sample and Reliabilities of the Instrument.	32
<b>5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>46</b>
5.1. Summary	46
5.2. Conclusions	48
5.3. Recommendations	49

**TABLE OF CONTENTS***(Continued...)*

<b>6. REFERENCES</b>	50
<b>7. APPENDICES</b>	53
APPENDIX- A	53
APPENDIX- B	55
APPENDIX -C	60
APPENDIX-D	63

## LIST OF TABLES

Tables	Page
4.1. Demographical characteristics of coaches	32
4.2 .Activities of the Sport Commission to the Project & the Coach	34
4.3 .Factors that Affect the Development of Youth Projects	37
4.4. Responses on Availability of Facilities and Equipment	38
4.5. Styles of Coaching	39
4.6. Criteria's of selection of players and coach's	41
4.7. The availability and supply of player's sports wears	42
4.8. Training Observation Check List	44

## **LIST OF FIGURES IN THE APPENDIX**

Figure 1: Map of the study site

70

**Practice and Challenges of Youth Football Project: The Case of Abichu Gnea Woreda,  
North Shewa, Oromia, Regional State**

***ABSTRACT***

*The purpose of this study was to exploring Practice and Challenges of Youth Football Project: The Case of Abichu Gnea Woreda, North Shewa, Oromia Regional State, and U-15 and U-17 male football project. For the implementation of the Study, a descriptive survey design was employed. Four sample youth projects with 25 players each were selected, from 7 Abichu Gnea Woreda North Shewa Zone participant project, using simple random sampling techniques. Thus, the subjects in the study were 100 players, 7 coaches, 4 administrative officials. Questionnaire was dominantly used as data collection instrument; unstructured interview and observation were also used in the process. The data gathered through questionnaires were analyzed by using frequency counts and their percentages; whereas the data gathered interview and observation through descriptive statement. The major finding include that players family influences, inappropriate or wrong method of coaching style, Lack of budget, using inappropriate scientific criteria's to select the players, technique & tactic development by players, lack of training field, facilities and equipments for training, are affect the development of youth projects.*

*Hence, to make the football youth project effective and successful the concerned body supply the project sufficient facilities and equipments, players should be get well assign educated or professional coaches, coaches should be use plan, apply better coaching style and sport office experts should attentively follow the training session and give high emphasis to the projects. To increase the contribution of youth football projects as a source of players, the sport commission Abichu Gnea woreda, top administrative staff, and the Project should crate suitable environment for players such as living in the camps nearer to the training area, or building football academies.*

**Key Words: Coaching style, Tactic, Technique, Facilities, Professional coaches, Practice.**



# 1. INTRODUCTION

This chapter deals with background of the study, statement of the study, scope of the study, significance of the study, and objective of the study.

## 1.1 Background of the Study

Football is the most popular sport in the world. It can be played by young and old, boys and girls, by elite and physically or mentally challenged and on small or wide field. Football is a famous and popularized sport loved by many people. Training of youth football/soccer program is the base and the main source for a club and the future elite athletes (players) will be equipped with the fundamental and basic components as technical, tactical, physical and psychological demands of the modern football. <http://www.fifa.com/classicfootball/history>].

Clubs to be a good competent and successful at national and international level, it is mandatory to train and cultivate youth athletes with such a continual and consecutive program. Since the demands of the main club in the modern football/soccer cannot be addressed with only a well structured program of youth football/soccer, the systematic control and assessment of the program in relation to its contribution to the main club is very important. In relation to this Hedstrom and Gould (2004:9) states that, “The youth sport coach can have a dramatic influence on young athlete’s development and enjoyment of sport.

The international DFB coaching course manual (2008:23) has stated that; Training nowadays is not just exercising anymore, but a very sophisticated process. Training has to distinguish from simple physical work by a more specific training objective. The quality of the football of tomorrow is very much a result of the quality of the complex practical training which is executed day by day thousands of coach’s country wide Richard Alagich (1996). Furthermore all the necessary facilities and equipments need to be made available and also it needs coaches who are competent.

The united state soccer federation (USSF) coaches manual (1973:8) explains: - It is clear that the coach must plan carefully to achieve goals and objectives, especially interims of player development. Coach need to make a plan of action at the beginning of each year or season. By

doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan especially youth levels often results in player not receiving instruction or practice in areas that are the bases for future development. They are generally important pillars in the development of football by producing players who are competent to play at national and international levels. A nation to scale up its football status by producing quality players who are capable to play world class football and compete at international level, the quality of its youth football development program and youth football centers or academies ought to be assessed, equipped and upgraded to a level where competent players and coaches who are capable of playing and coaching modern football, respectively can be produced Hedstrom& Gould,( 2004).

Since youth players are too much eager to learn and to know new knowledge's and skills, the coach should facilitate his/her training program by encouraging and creating good training environments that will help promote the players fast improvement and lifelong love of the sport. In relation to this, the South Texas Youth Soccer Association (STYSA) (2010:12) explains that, "The game of soccer is no different. There is a process by which to teach the kids in order for them to develop, so that with time, they can choose the path they want to take Bohlke and Robinson (2009) describe an elite sports system as the infra structure practices used to identify, develop and prepare athletes for sporting success. The high expectations from parents, coaches and clubs pushes the development of kids and putting above all else.

## **1.2 Statement of the Problem**

Developing elite players in the required number and quality is the vision of strong teams and projects of football. 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).

Sport training for youth football project is a very complex long and continuous educational process, (FIFA coaching manual (2004:2)). The aim of the process is making use of making

specific means; to contribute to the achievement of maximum sports performance by a player based on the balance development of his/ her entire personality. But it is actually fairly easy to understand when explained properly. As a result the main clubs and national team status can be raised. When youth project improve their status depending on the supply of their youth football projects this is also a direct impact on the development national league competition standard. Youth football projects that produce quality players who are suitable and fit with the modern football and competent in international level, the challenges in the training of its youth football project development program have to evaluate and maintain 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. Youth football projects as the site for symbolic struggles between representatives of “rival” working class communities is an appropriate and attractive venue for testing masculine identities, particularly at the level of town or city affiliation, but also at the national levels. Practice of youth football project is very important for developing their attitude, and participation of parents toward football game. In order to improve their league and national team standard the youth football project development program should be given more emphasis and it is mandatory to run a well organized and modern football project program investigate where there is lack of adequate trained man power in the area, scientifically select equipment corruption of the leadership in the project, equipments, and facilities, responsibility of parents coaching style of the coach, as well as lack of research works.

This study is an attempt to investigate practice and challenges of male youth football projects the case of AbichuGneaWoreda, and more ambitiously, to find out the effective solutions for coaching youth footballers successfully. The researcher attempted to seek answers to the following questions:

1. What are the factors which challenge in conducting the practice session in Abichu Gnea woreda?
2. Which style of coaching frequently used by coaches?
3. Does the parents support their children in the soccer participation?
4. What are the major problems that affect the development of youth football projects in Abichu GneaWoreda?

5. Are the facilities and equipments available to conduct or run a training session?

### **1.3. Scopes of the Study**

The scope of the study is bound in Abichu Gnea woreda, youth soccer development, in the case of 7 male youth football projects of under 15 and under 17 age level. The practice and challenges that the youth soccer faces are also intend to be seen in detail. Due to limitations of study time and financial resource, the study cannot include youth football projects located in other woredas, and issues related youth project.

### **1.4 . Significance of the Study**

The purpose of the study and the strong belief of the researcher is that the outcome or finding of this study will be able to fill the research gaps in the area of youth football and alleviate the lack of research based data concerning the problems of practice and challenges of male youth football projects in AbichuGneaWoreda. In general, the findings of the study have the following significances:-

- Identify the problems that affect practice and challenges of youth football projects.
- Give information about the relevancy of the training to youth (junior-B) project players.
- Advice people of Abichugnea woreda to be aware of the modern youth football development.
- Pave the way for individuals who need to conduct further research as on the same area.
- Suggest possible solutions to the challenges of the youth football projects.

## **1.5. Objectives of the Study**

### **1.5.1 General Objective**

To identify and evaluate practice and challenges of male youth football projects, the case of Abichu Gnea woreda.

### **1.5.2 Specific objectives**

- Assess the factors which challenge practice of youth football projects.
- To identify the coaching style of the coach, and the participation of the players.
- Identifying the extent to which parents support their children in the youth soccer participation.
- To investigate major problems that affects the development of youth football project at AbichuGneaWoreda.
- To identify the problems that affects the availability of equipments and facilities.

## **2 .REVIEW OF RELATED LITERATURE**

This chapter deals with the development of football game, characteristics of youth training, styles football coaching, parents role, factors which influences for the developments of youth foot ball projects, basic facilities and equipments of football, demands of football training, and the pillars of football.

### **2.1. The Development of Football Game**

Football the world's number one sport is an exciting and attractive sport and with this feature it is receiving a great deal of attention in relation with popularity and business. Soccer is the world most popular sport (Cary Rosenthal. (1973).

According to (Sam Snow, Director of Coaching February, 2012, p47-48) US youth soccer player development model, The game of football or soccer has long showed a tremendous change and development. With its perceptible change (development) and its incredible transformation, it places a great deal of demand on the players. As a result the training and the development of young players is becoming more sophisticated and dynamic. In supporting this idea the (FIFA coaching manual, 2006) has mentioned that "football is undergoing constant transformation. The level of training and development of young players has reached new heights in many countries." Adding to this, this manual has also stated that on the playing side as well, football is developing at a rapid pace: the game on the pitch is developing, the issues surrounding the game and the competitions are also developing and more recently, we have seen advances with the human- related factors and structures that lead to top quality performance.

### **2.2. Characteristics of Youth Training**

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

There are different characteristic features of each age group, similarly the content and characteristics of technical and tactical training also different. Houlihan and Green (2008) outline that 'elite' Sportsystems are concerned with the systematic and strategic development of elite athletic performance. This Furthermore, the detail of the organization of youth training depending on their age and characteristics of technical and tactical training is discussed as follows:

Infancy or Childhood stage (6-10 years)

In this stage children play football/soccer everywhere: in the streets, on lawns and any open space: this is because football/soccer attracts children and it offers many challenges. Young players have the will to win and enjoy the games unpredictably. This is the age of exploration where they like to experience their surroundings. Therefore encounter very wide range of coordination from player to player Herbst Dan (1999).

In this respect the coach have to give the children completion to keep their attention and enthusiasm. He/she should several means to keep them interested. There is room for sportive activity which is based on two objectives: on one side enjoyment in handling the ball with the feet and in playing; on the other side they want to move and enjoy themselves.

In this stage contents of fundamentals which govern performance in techniques and tactics are:

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

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

Characteristic features of players in this stage are:

Players are attentive and interested

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

Ante-puberty stage (10-12 years)

Players who are located in this stage are categorized under D-junior players. It is in this stage players show physical harmony, become well balanced and co-ordinate, and able to learn

difficult things or creativity. Moreover, players should be thought agility, dribbling and all the difficulties in the game with the ball.

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

#### **Age of puberty: 1st phase (13-14 years)**

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

- **Techniques:** all technical to be tried as tactical means in competition, like practicing and playing forms.
- **Tactics:** tactics also include introduction, tactical means of attack and defense, and teach teamwork.

#### **Age of puberty: 2nd phase (15-16 years)**

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

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

Youth: (17-18 years)

As the International DFB-Coaching Course Manual (B-license) (2008:92) notes that; it is in this age group that the consolidation of previously established performance ground is takes place. Training bad devised to support and to foster the natural biological development must create the prior conditions for ensuring that the youth can smoothly join the ranks of senior

football. This training bad is even aimed to physically adjust players to the diversity of the challenges posed by competition, but equally applies to the intellectual-mental sphere.

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

As players graduate to the junior level, they should become comfortable with the ball and have an insight into the game that will allow them to deal with the increasing pace of the game (both in athletic and speed of decisions). Thus, the goal at this point in a player's development is to begin expanding his/her understanding of the game as much as his/her technical and game maturity will allow.

With all these capabilities which have been developed through the different stages, players are ready to play top level football/soccer, provided that these talents are guided and developed with the right type of training.

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

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

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

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

A democratic coach places more trust in the abilities of the players, which has a very positive effect on their self images. As well, this coaching style improves communications between the players and the coach and improves the motivation of the athletes to achieve and feel more

personally satisfied with their participation. In a democratic coaching style act as a teacher, an organizer, as a friend and as leader (Lewin, et al, 1939, p.272).

### **2.3. Style Football Coaching**

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles. Dewitt J. (2001:8) also states that coaching philosophy is the set of beliefs that guide the coach as he/she coach and administer his/her team. Many of the coaches philosophies will come from his/her own personal experience. When looking the coaching style and its effect on the degree of success, it is difficult to identify effective coaching style (Chelladurai,1990).

#### **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 confirm. Many authoritarian coaches have enjoyed success using a particular method or approach and believe that there is no need to try other methods or playing styles (Weinberg and Gould, (2003).

#### **Democratic coaching style**

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

A democratic coaching style is most appropriate in achieving these goals. Coaches who use this style understand their responsibilities in providing leadership and direction to their athletes while allowing the athletes the opportunity to share in the decision making and responsibilities (B.Woods, 1998)

#### **Casual coaching styles**

The casual coach generally allows the players to run the program and determine his coaching. He tends to make as few decisions as possible as his approach presents little or no direction,

discipline, or instruction. It surely may be the least difficult style to put into action and is often utilized by coaches that happen to be inexperienced or very naive about coaching (Chelladurai and Doherty, 1998).

### **Cooperative coaching styles**

A coach who implements this style is one who guides and shares the decision-making process with the players, while recognizing the responsibility to provide leadership with the goal being to form a 'team'. Through the use of questions, he also helps to set out objectives and goals on what to do, and how to do it in cooperation with his players. As result they will work harder to achieve these goals set by the team and will show more respect (Crust and Lawrence, 2006).

### **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.

### **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

## **2.4. Parent Role**

According to (Gary White, 1974) Technical Director Washington youth soccer -Parents play a vital role in supporting their children's long term soccer development.

According to (Baker et al., 2003:3) the availability of essential resources, such as coaching and parental support, can significantly influence the ability to engaging the required amounts of high quality training and developing elite soccer players. 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. The research of Bloom (1985) and Cote (1999).demonstrates how parental support help performers and elite athletes.

## **2.5. Factors Which Influence the Development of Youth Football Projects**

1. Coaches caching motives styles: - the reasons why you take up coaching will undoubtedly affect how you coach. For example, if you wish to see young people develop socially and

learn new skills, you will adopt a supportive educational approach to coaching and place an emphasis on personal development rather than competitive success (Goleman, 2000).

2. The athletes: if you adopt an athlete – centered approach, as is recommended, you should adopt your coaching style to meet the specific needs of your athletes (Jowett and Ntoumanis, 2001).
3. The situation: there are some situation in which a particular style of coaching is more appropriate than another. In certain contexts for example, where safety is an important issue, it might be more appropriate to adopt a directive approach to coaching in order to maintain control and ensure that accidents to do not happen and athletes behave in an appropriate manner (Williams and Deci, 1996).
4. Coach’s personality: coaches are human beings and therefore have individual personalities. Some coaches may be extroverts outgoing and lively in there and go about their coaching in a quit, calm manner. In truth personality does not matter provided that appropriate actions and behaviors are maintained, which relate to the situation (Reeve et al, 199).
5. (Bloom.G, 1997) States that” Coaches’ knowledge: the more knowledgeable you are as a coach, the more options you will have available to you to plan and deliver effective sessions. Knowledge will also help you to feel confident and create a positive environment for your athletes. A coach lacking in knowledge may come across as low in confidence and may be perceived as lacking skills or the ability of knowing how to deal with certain situations.

The football coaching style a coach adopts will very much be based upon the football coaches own personality, the age and ability of the players being coached, the numbers of players in the group, health and safety and the kind of session / technique/ skill being coached. The ability of the football coach to identify and use a particular style of football coaching is a skill on its own (Smoll and Smith, 1996).

## **2.6. Basic Facilities and Equipments of Football Training**

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

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

### **Field of play**

According to (Frank F. Diclemente, 1995:8) the foot ball/ soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the foundation soccer coaching manual (2008: 192) describes that the field of play must be rectangular; its length 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.

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

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

**Shin Guards:-**The shin guard is to promote the lower leg from impact injuries. This injuries can range from sever to the minor bruises and scratches. The shin guard offers protection from some of the injuries. In relation to this idea, lees A. (1996:47) describes that the shin guard can reduce the effect bruising glancing blow and scraping by the ground or an opponent's studs. It is un likely 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 equipment for the players.

**Shirts and shorts:-**Players need to have uniform (shirts and shorts) to play foot ball game or during training session. Furthermore, the official US Youth soccer (foot ball coaching manual (2012:22) 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 colored shirts to eliminate confusion. A team should have at least as many practice bibs as it have players on the team, in to 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.

## 2.7. Demands of Football Training

So as to gain the full cumulative effects of training or to gain an improvement in performance, training has to meet certain criteria. Further to this, the development or the game has made it more demanding than it was ever. "Training now a days is not just exercising any more, but a very sophisticated process. The development of performance is influenced by many factors, which require a lot of expert knowledge from the coach" The Detachers Fuss ball Bund (DFB international coaching course manual (B-License) (2008:23)).Up on explaining the above idea this manual has stated that a training has to be distinguished from a simple physical work by a more specific emphasis on training and learning objectives, principle of training have to be fully understood and executed as an adoption process of a variety of hyper compensations process, coaches should be aware of the gradual process. In order to make further increase in performance possible, it is necessary to adjust the training to the new performance level. Players should have the physical abilities and the readiness to perform well. A demand of football trainings from the coach's aspect since one of the main responsibility of the coach is

to plan and conduct training. Thus, planning and conducting appropriate training is in charge of the coach. As a coach, soccer coaches need to be fit of certain demands of soccer training. Therefore, "to coach one needs the teaching skill of an educator and the training expertise of a physiologist..." (Roy Rees and Van Deer Meer (1997:29)). Coaching on the pitch takes up the lion's share of the time that the coach spends with the players (the FIFA coaching manual (2006)).

Generally, in relation to the demands of soccer training from the coach, the Detachers Fuss ball Bund DFB international coaching course manual (2008:24) has mentioned the following points.

1. Know what type of training concerning load, intensity and duration.
2. Ability to read the game and to adjust it in training and competitive situations.
3. The coach must inform the players what to do in short and precise form of explanation for easy understanding; in advance knowledge is given to the players.
4. Training must be game oriented, the players try to perform it, look for solutions and thereby gain experience.
5. The coach must treat players with a certain respect, this in turn is complimented back to you, and it establishes a working relationship between the coach and the players.
6. The coach must have expert knowledge; then players will respect him.
7. The coach has to take into account the players individual characteristics.
8. The coach must have the ability to demonstrate. Players do not trust coaches who cannot demonstrate.

Now a day's soccer is a very complex game. "The game of football has become more and more complex, due to the various systems constantly introduced and this has made the demand to players and specially coaches the More over this manual stated/indicated that "with this complexity, the demand has become great. The tactical aspect must be improved, the physical aspect to perform must be always at its peak, and the players must also fulfill the tactical demands of the game, in order to show more variety, and spring surprises to beat opponents and to score." Thus, in order to be successful in modern soccer, the demands of the complex

today's soccer game must be satisfied. And in turn, so as to satisfy these demands, practice sessions should be at a level, which are capable of developing (cultivating) players' performance to the level of the demands of today's complex and demanding soccer. For this, those main principles of soccer training (practice) sessions should be satisfied. And these principles (guidelines) are mentioned and discussed here under.

### **I. Economical practice**

Practice should not be on contents or activities which are of no value for players' performance development and for matches. In addition to this, practice should be geared towards improving areas which has been observed weak in (from) previous matches or games. In line with this idea, (Roy Rees and Van Deer Meer, 1997: 76) indicated that:

The observations made in the match will set the schedule for the next practice, since it is impossible to coach effectively during a soccer match, the practice must duplicate match conditions. The best way you can do that is by distinguishing small sided, conditioned games that highlight a technique or tactic that needs attention. The method is often referred to as the whole part-whole method. That is observe the whole, see the problem, isolate the problem, and designs a realistic game that allows the players to work on the problem. Once the players master the problem in the small sided, take it back into the match, the whole. Thus, the observation that the coach made during a match and those problems or weaknesses that he/she observes (feels), should be analyzed and utilized to dictate the training or practice that he/she will plan and conduct. With this approach, the coach should use small-sided games to improve problem or to work with weak area of an individual player or group of players or the team as a whole. This is just because of the importance (value) of small-sided games to work with all the components of football

### **ii. Small-Sided Games**

A small sided game is a miniature version of soccer in which the players play in various combinations (William Thomas (1988:8)). As it is explained above, small- sided games are means's by which those perceived weakness of an individual player, or group or players or the team as a whole and players of each position can be practiced and improved. In addition to this, the coach also has the opportunity to put his instruction and feedback and in turn the coach can make adjustments to maintain an appropriate level of challenge and fun, with an intention of making a challenging and enjoyable practice. Supporting this idea the Detacher

Fuss Bund (DFB) international coaching course manual (2008:38) has mentioned that "In order to make a further increase in performance possible it is necessary to adjust the training to the new performance level". Up on explaining the above idea Dewit John (2001:69) has mentioned the following:

Small sided, conditioned games are best coaching tool. The coach determines the number of player that will be involved based on the component he or she wants to improve. Small sided, conditioning games are match oriented (i.e. games for the sake of improving weak side of a player or a team). They allow players to practice a technique, tactic or physical fitness under match like pressure (challenge). For this a small-sided conditioned game must include opposition, a counter attack, and a goal.

## **2.8. The Pillars of Football**

According to (Federico Addiechi ,(2011), FIFA football for development practical manual (, p5) Football has become a vital instrument for hundreds of social development programmers run by nongovernmental and community based organizations all around the world.

Football is a game which needs diverse qualities from the players. For players to be successful as soccer players he/she needs to meet these diverse demands of the game. Thus, the players needs to be physically fit, technically proficient (skilful), tactically well equipped and well psyched up to resist the pressure of the game. The way by which these demands of the game can be met is via well planned and conducted trainings. Therefore, training should be programmed to make the players fit of all these qualities. As a result soccer training should address all these components as physical, technical, tactical and psychological aspects.

### **2.8.1. Physical Training**

Condition or physical fitness is the basement for all of the rest components of soccer training. Think of fitness or fitness level as the ingredients necessary to move and perform the techniques and tactic of soccer for an extended period of time (Dewit Jhon (2001:80)). In line with this idea the (Detacher Fuss ball Bund (DFB) international coaching course manual ,2008) has stated that condition is the physical and psychical foundation which is acquired during training to meet the requirements of competition. General conditioning is directed toward a balanced development of all capacities related to a player's physical condition but

conditioning need to be oriented towards competition, too and contains the elements which it demands.

Match it is a well known fact that physical fitness has numerous advantages for a player in particular and a team in general. "If fit, the players vision, awareness, instinct reactions, adaptability, inventiveness, composure, skill, confidence, decision making hardiness all benefit and fit player is much less likely to be injured and when injured will recover quickly (Roy Rees and Van Der Meer,1997:58)). Adding to this they indicated **that** if as soccer player is not fit his technique will suffer, especially late in the. Because of its invaluable role, physical fitness need to be given due emphasis. Physical fitness should be developed with the aid of a well designed training and training program. After all, such a developed physical fitness has to be maintained throughout a season and this can be done or training, win my contrary, sometimes physical fitness perceived as a static condition. As it cannot be lost, as once it is developed. And sometimes, it is perceived as a quality that can be developed overnight. "Some players and coaches view fitness as a static condition and they believe that you can start a fitness program at the first practice and then peak at the first match a few weeks later Dewit John(2001:80)). However, physical fitness is an ongoing challenge in which the serious athletes constantly try for improvement and fitness is not a steady state: maintaining or improving it is a dynamic year round process (Roy Rees and Van Der Meer (1997:68-69)).

### **2.8.2. Technical Training**

Techniques or skills of soccer are the fundamental elements of the game. Wondemu and Damen (2004:26) also states that, technique is evidently of fundamental importance. Soccer techniques, or the skills used to play the game, are the fundamentals of soccer. The techniques of soccer comprise the most important aspect of soccer. Without technique mastery of other components becomes useless (Dawit John (2001:70)). "... and, if a players technique is not nearly perfect working on tactic, no matter how simple, it is a waste of time "(Roy Rees and Van Der Meer ,1997:58)). It is a waste a time to develop strategies of play, to work on your player's fitness level if they are not able to pass, dribble or control the ball. Once your players become familiar with the basic techniques of the game more emphasis can be placed on other components (Dewit Jhon, 2001:76)).

Training (practice) should be scheduled and dictated to develop and maintain the technical aspect of soccer, in order to impart the maximum benefit of being skillful. For this all the procedures of technical training should be satisfied or followed. The (Detachers Fuss ball Bund (DFB) international coaching course manual, 2008:96-97) has indicated ten fundamentals of teaching and learning of skills. And these fundamentals or procedures are mentioned and discussed here under.

### **What are the methods to make the players mental aspect of competing high?**

One method used by coaches and athletes to address the mental aspects of competing involves goal setting. You can use individual goals and team goals to both motivate and encourage your players (Dewit John, 2001:81)). Moreover the FIFA coaching manual (2006) has indicated the following points as the means to rise (improve) soccer players mental (psychological) aspect.

Provide specific exercise to develop mental strength (free play on a reduced size pitch).

Work out and include tactical (technical) solution for the players by using attack versus defense practice games.

Allow time for the training to be geared to the player's individual needs (each player has to work on his strengths and weakness himself)

Encourage players to take risks, to try out something new, do not hamper them by giving instruction and that are too inhibiting.

Allow the players to practice dead ball situation individually.

Reward teams that score after an outstanding move or an exceptional piece of technical skill.

Encourage players to visualize images in their mind.

To sum up, in order to produce a player (players) who are capable of playing

1. Technical training should be started as early as possible and to be continued for improvement of all specific techniques throughout-out a player career. In line with this idea Dewit John ,2001:79) has wrote that technical mastery takes years for a player to perfect. Be patient when teaching your players. Many times, the work that you do with players one season does not reveal itself until a few seasons later.

2. When introducing a technique pay high attention to its correct execution, because it is difficult to correct and change if bad habits have been imprinted.

3. Instructions, demonstrations and corrections have to be applied in such a way that important items of a technique are understood and the participants make good use of it through the right visualization of the movement coupled with execution.
4. Training technique should initially not be done under fatigue because only a fresh body allows optimum co-ordination of movement in technique.
5. But on a higher performance level it is very important to strengthen the sequence of movement under conditions and in situations which are similar to those of the competition. In these match oriented exercises; technique training should be applied under pressure of time, space and opponent.
6. Skills training have to be practiced in the introduction stage, in the advanced stage and in the competition stage.
7. One ball should be made available to one or at least to every two players. In agreement with this idea (Dawit John, 2001:76) has indicated that "all techniques involve at least one player and a soccer ball."
8. The Coach should know in advance the most likely faults which might occur.
9. Comparison between 'right' and Wong' 'on-the-spot connection' are the best methods of correction.
10. A Coach who is able to demonstrate techniques will win the respect of his pleasers.

### **2.8.3. Tactical Training**

As the development and change of the game tactics in soccer is becoming more sophisticated and complicated. "Soccer tactics are increasingly becoming sophisticated and an understanding of it is essential for a good player and for the informed spectator." (Sean Gallery ,1991:23)).

Tactic is the way by which your technical skills and your physical fitness are used as successfully as possible and it refers to a system of planned actions and decision alter; to behave and respond in any given situation in a match players must be talented and be able to develop their intellectual ability to play (the DFB international coaching course manual ,2002:21)). Soccer tactics are simply the plan and sub plans of decisions to which an individual player, a group of players or a team works. It ranges from getting the ball into the

opposing penalty area or build moves from the back four; to move detailed instructions such as force their left winger infield and keep a man their key player. And this aspect of the game of soccer involves individual, small group, and team tactics, for both defending and attacking tactics. As a decision in soccer game, system of play (team formation) is an ingredient of soccer tactics. As a result, each player of the team is required to have an understanding of soccer tactics. Team formation is a fascinating element in soccer tactics that require a good understanding of the game from all the players involved

#### **2.8.4. Psychological Training**

The psychological component of soccer concerns how you deal with your players and how they deal with each other and also it concerns how they react to the pressures and stress of competition and to the success and failures associated with competing (Dewit Jhon ,2001:81)). Thus, the psychological aspect of soccer players is one determining factor for being successful in his/her career. Therefore with training the players' psychology need to be improved and maintained as other components of soccer. Up on explaining this idea Dewit Jhon (2001:81-83) wrote the following: you must be willing to spend the time first to develop the athletes physical condition and then to develop the players technical abilities. Only after doing that can you worry about the team's tactical development. While doing all that, you should so realize that the development of any athlete is not complete without building the athletes confidence and self- esteem. This is particularly important for soccer players. Thus, without developing the psychology of our players the improvement and maintenance of all other components of soccer as physical fitness, technique and tactic will be no value. For this reason, all measures during training and out of training need to be taken to psych up our players.

### **2.9. Player Coach Relationships**

I am sure many of you are wondering why I am writing a blog about building solid relationships, where I will certainly elaborate on my thoughts, I truly believe that everything in life comes down to relationships. Everything, to be successful in any walks of life, from football to business, you have to know how to build and maintain solid relationships. As author Jeffery Giotmer said, a quality relationships lead to success wealth, and fulfillment

sometimes I think football players and coaches take this for granted and forget how important it is to have a sound relationship with each other, both on and off the court. My goal with my weekly blog is to cover as many topics as possible that deal with success, and in my opinion, nothing is more important than developing relationships. While there are numerous relationships that directly affect and impact football players and coaches, this article will focus more specifically on their relationship with each other. The player to coach (and coach to player) relationship is fundamental for ultimate success.

### **Coach and player relationship**

As a coach, whether at a small high school or a major university, you should get to know your players, know what is going on in their life, find out what makes them tick, and do your best to stay up with the times (Deci et al, 1982). And while I will reiterate, it is not the coach job to neither be friends with his players nor try to emulate them in how they dress or speak, but a coach should make every attempt to be likeable and show that he cares. The coach can also help players to his/her best and push you're his/her limits without injury. Many coaches have completed courses in athletics health care. They are trained in injury prevention measures, including warm –up activities, tapes, bandages and wraps. Additionally, they are educated in assessing and ensuring a player gets the best treatment for an injury if an accident outside the game). Off the playing field, coaches can be good mentors and advisers, offering an adult perspective on one sport problems or questions. (Many Olympic and professional athletes have had strong relationships with their coaches outside the game). Relationship with your coach can be different from relationships you have with your parents or teacher. Those relationships follow a more established structure, whereas a coach is usually closer to your level, working equally with you toward a common goal. You might feel more comfortable opening up to your coach about all sorts of things, from problems at home to difficulties in school.

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

same friends (Anshel, 1990) attempting to manage a social and coach – player relationship simultaneously can negatively influence the coach – player relationship, or the friendship, or both. Effective coaches are approachable. (Anshel, 1990) states that a coach – player relationship built on honesty, disclosure of feelings, and support can be healthy with limits. The coach, however, is responsible for setting the boundaries in the relationship. Most coaches have had players share emotional, personal, and social concerns with them (Anshel, 1990). This seems inevitable because physical performance is profoundly affected by motivation levels and emotional health. Sometimes players will report emotional difficulties among teammates to anticipate that service or when players resist being referred to professional counselors. However, hatreds result when coaches serve as counselors. The friendly coach is one who places a priority on relationships on individuals. The friendly coaches treat all players as individuals. Unfortunately, being a friendly coach is sometimes ineffective because the line of authority is blurring red. A friendly coach works well when the players need to feel that they have someone whom they can turn to for understanding and support. But a coach is a person who makes others do things that they do not want to do in order for them to improve.

### **2.9.1 The Roles of the Coach**

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

The three major roles of the coach are

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

### **A- The coach as leader**

An important role of the coach is to be an effective leader. As a leader the coach must be able to: establish seasonal goals and objectives and use a democratic coaching style. Establish seasonal goals and objectives:-Start by suggesting five or six general goals that you want your athletes to be able to achieve by the end of the season. These goal should reflect your leagues philosophy, and should be consistent with the general goals could be: The players will be able to demonstrate 1) basic hockey skill necessary to participate in practices and games at a level appropriate languages, c) control of emotions, and d) play by the rules. Set both short and long\_ term goals. The attainment of short – term goals provides feedback of improvement to the athletes and charts progress toward the attainment of an ultimate long-term goals. Also, remember that the goals you and your athletes set should be challenging but realistically attainable. A democratic coaching style is most appropriate in achieving these goals. Coaches who use this style understand their responsibilities in providing leadership and direction to their athletes while allowing the athletes the opportunity to share in the decision making and responsibilities. As expressed in the unpublished document Wondmu Taddesse (pro) using a democratic coaching style does not mean that the athletes have input on all the decisions made. It is necessary for you to provide an appropriate amount of structure and rules to allow for the optimal total development of your athletes. In so doing, you give direction and make decisions when it is necessary, but you also realize when it is more beneficial to let the athletes make to decision and take the responsibilities. Of structure that is optimal for the athletes you coach is the objective of the democratic coaching style.

### **B The coach as a teacher**

Being an effective teacher is an important role of the coach. As a teacher the coach must be able to teach skills using the proper sequence and progressions, teach skills using understandable language, understand the athletes differ in their readiness and understand that athletes acquire skills at different degrees. Develop a list of the skills to be taught and identify the order in which they should be taught. Basic skills (e.g., skating, passing, shooting) should be taught first. Not all basic skills are easy to learn. The most fundamental skill in football is skating but it is a difficult skill to learn. The most fundamental skill in football is skating but it

is difficult skill to learn well. After teaching the basic skills, the remaining skills should then be taught in the order of simple (e.g. back checking) to more complexes (e.g., positional and team play).

### **C. The coach as an organizer**

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

#### **2.9.2 Criteria to Be Effective Coach**

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

1. Know you self: - it takes honest assessment to admit to having weaknesses but we all have them. We just do not want be able to identify, consistent ways to coach that utilize those strengths. Are you good teacher or motivator or academic or communicator or are you dynamic or easy going or hard notes or open and friendly? Use your strength to your advantage. By taking time to make a serious assessment of your strength and weaknesses and recognizing your morals values and beliefs, you are able to adapt your own style to athlete being coached. Knowing what you are up against enables you to tailor your training program

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

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

### **3. MATERIALS AND METHODS**

This chapter deals with description of the study, the research design, sample and sampling techniques, data sources, data collection instrument, methods of data analysis.

#### **3.1. Description of the study Area**

Abichu Gnea is one woreda of Oromia regional state it had border in the west by the Wachale woreda, on the south by Jida and Kimbibit District, on the east and north by Amhara regional state. The attitude was estimated to be 2000M-2500M above sea level.

The district receives an annual rainfall that varies from 1400mm- 1800mm. The mean temperature ranges from 15-20 degree centigrade. Like the other part of the region, the rainy season (summer) from June- August, (autumn) from September-November, the dry season (winter) from December -February and (spring) from March -May. Except Dry season (winter) all of which are equally important for cultivation of crop, availability of water and pasture for livestock.

According to the estimates of CSA (2007), the total population of the Abichu and Gnea District was about 74,376 people which 37,092 or (49.87%) of the total population were female, and 37284,618 or (50.12%) of the total population were male) while the rural and urban population were 69, 315 and 5,061 respectively. The map of Study site is indicated on the Appendix.

#### **3.1 Research Design**

The main objective of this study was identified to investigate and evaluate the practice and challenges of youth football projects. To this effect, descriptive survey method was employed. This method was selected because it was helpful to identified present conditions and point to present needs, immediate status of a phenomenon and facts findings (Yougesh, 2006:105). Moreover, it was economical and rapid turned round in data collection and identified attribute of a large population from a small group of individuals (Kothari, 2004:35). Therefore, the first approach of the date study was to gather data, to examine the practice and challenges of youth football projects and its contribution to the main club.

## **3.2 Sample and Sampling Techniques**

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

In AbichuGneaWoreda, there were 7 male youth football projects, each of which has 25 players or a total of 175 players. In this study 100 (57%) of players or 4 youth projects, 7 coaches, and 4 administrative staffs were include. The selection of 4 youth projects was conducted by simple random sampling techniques. This sampling technique was selected because it gives equal and independent chance for all projects or clubs in the define population of being select as a sample.

## **3.3 Data Sources**

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

## **3.4 Data Collection Instrument**

The main focus on the study was to investigate and evaluate practice and challenges of male youth football projects. In order to collect data necessary for analysis the researcher was used observation, questionnaire and unstructured interview. Triangulation a multi method approach was implemented to maintain the validity of the study and to acquire information from different sources. The uses of different tools help see the situation in-depth. The detail of each data collection instruments were discussed as follows.

### **1.5.1. Questionnaire**

Questionnaires were also used to collect relevant information from players, coaches and from their administrative staffs. Open and close ended questions were distributed and collected

from the respondents. Out of from the total questionnaires distributed to the target population 100 (57%) from players and 7(100%) from coaches were returned, and then the analysis was made used to the responses of 100 players and 7 coaches. The questionnaires are prepared by English and Amharic language.

### **1.5.2. Observation**

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

### **1.5.3. Interview**

Interview guide was prepared unstructured and conduct 4 administrative staffs in order to gained information about the availability of facilities, equipments, qualification level of the coaches, relationships of the coach's with sport commission, current level of coaching license, education levels and their specialization and number of players also obtained from administrative officials and coaches.

### **1.5.4. Pilot Study**

Before the actual study was carried out, a pilot study was conduct with 10 respondents who were not part of the sample group. The purpose of the pilot study was to assess the relevance of the questionnaires design to collect data for the study.

The objective was also to check the clarity of the questionnaire items. Accordingly, 10 questionnaires were distributed to 10 respondents. On the bases of the feedback of the pilot study and expert's comments some modification was made on the questionnaire.

### **3.6. Method of Data Analysis**

Data analysis has been done by systematically arranging and organizing the data which was obtained through observation, questionnaire, interview, and document analysis. Thus, the data which was gathered with those of the above mentioned tools was grouped in their own categories and the presentation had not necessarily referred to each individual item. Related items have been treated together. This was just for the purpose of convenience. The quantitative aspect of the collected and organized data was analyzed by using Percentage, count, and descriptive statements. While the qualitative aspect of the data was analyzed with a narrative approach.

### **3.7. Ethical Consideration for Training**

The main purpose of this study was to identify the practice and challenges of Youth Football Projects in Abichu Gnea Woreda. The questionnaire filled by individuals who were concerned for this study. The study dealt with ethical issues related to the investigation. It can make grantees and confidentiality of information that was given by the participants. Therefore, the study was conducted at all actions based on the university rules, code of conduct and policies concerning research ethics.

## 4. RESULTS AND DISCUSSIONS

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

### 4.1. Back Ground Information

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

### 4.2. Demographics of Sample and Reliabilities of the Instrument.

**Table 4.1 Demographical characteristics of coaches**

No	Demographics Profile of Coach		No	%
1	Sex	Male	7	100
		Female	-	-
2	Age	20-30	2	28.5
		31-40	3	43
		41 and above	2	28.5
3	Marital status	Single	2	28.5
		Married	5	71.4
4	Working experience in football coaching	0-4 years	3	42.8
		5-10 years	4	57
		11-15 years	-	-

5	Education level and qualification	Grade 10 <sup>th</sup> completed	-	-
		Grade 12 <sup>th</sup> completed	-	-
		Certificate level	2	28.5
		Diploma	5	71.4
		Degree	-	-
		Masters	-	-
6	Coaching Level	First level	1	14.28
		Second level	5	71.4
		Intermediate	1	14.28
		C-level	-	-
7	Specializations	Teaching other subject area	1	14.28
		Teaching physical education and sport	4	57.14
		Coaching other sport areas	-	-
		Coaching in football	2	28.57

As table 4.1(Q1-7) presents that 7(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, 2(28.57%) of found from 20-30, 3 (43 %) of coaches found 31-40 and only 2 (28.5%) of coaches has greater than 41 years. Regarding to marital status 2 (28.5%) of coaches are single and 5 (71.4%) of coaches are marriage. This information shows that the majority coaches' marital statuses are married. This helps to avoid sexual harassment. Table 4.1 reveals that 2 are found in single and married respectively. This shows that the majority of the youth project coaches are found in married status. With regard to their experience in coaching as a coach, 3(42.8%), and 4(57%) of coaches found in the range between 0-4 years, and 5-10 years respectively. Pertaining the education level and qualification, table 4.1 depicts 2(28.5%) and 5(71.4%) of the coaches have certificate level and diploma respectively, and their current coaching license is 1(14.28%),5(71.4%),and 1(14.28) of the coaches have certificate level, first level, and second level respectively, and

their specializations are 1(14.28%), 4(57.14%) and 2(28.57%) of the coaches have found in teaching other subject, teaching in physical education and diploma football coaching. From this one can conclude 2(28.57%), 3(43%) and 2(28.57%) of the coaches are founded in between the age of 20-30, 31-40 and 41-50 respectively. From this one can concluded that the majority of the coaches are found in adult age levels. Their Educational level and qualification shows that 2(28.57%) and 5(71.14%) of the coaches the majority of the youth project coaches have found in diploma levels with other subjects them coaching. With regarding to the license of coaching 1(14.28%) of coaches have certificate coaching license, 5(71.14%) of coaches have first level coaching license, and 1(14.28%) of coaches have second level coaching license. From this one can conclude that the majority of coaches have found at the first level of coaching license.

As table 4.1 (Q7) shows that 4(57.14%) of coaches have specialized in physical education & sport, 1(14.28%) of coaches have diploma in other subject area, 2(28.57%) of coaches have coaching in football. From this one can conclude that the coaches of youth football projects are dominated by physical education and sport area.

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

No	Items	Alternatives	Coaches	
			No of responders	%
1	Did you have chance of getting a course to upgrade yourself?	1, yes	3	42.85
		2, No	4	57.14
2	How many times you getting performance up grade course per year	1, No at all	-	-
		2, once	5	71.42
		3, twice	2	28.57
		4, three times &	-	-
3	Did you have an assistant coach?	1, yes	-	-
		2, No	7	100
4	How many competitions do you have	1, No	-	-

	per year	2, once	5	71.14
		3, twice	-	-
		4, three & above	2	28.57
5	The availabilities of facilities and equipment.	1, very low	7	100
		2, low	-	-
		3, sufficient	-	-
		4, very high	-	-
6	Method of your player talent identification mainly focused on	1, technical	5	71.4
		2, tactical	-	-
		3, physical appearance	2	28.57
7	The relationship with the sport commission and the executive committee	1, bad	-	-
		2, smoothly	5	71.14
		3, very good	2	28.57
8	Implementation of your annual plan	1, not implemented	2	28.57
		2, partially implemented	3	42.87
		3, mostly implemented	2	28.57
9	Goals of your project(team)	1, not successful	2	28.57
		2, partially successful	5	71.14
		3, very successful	-	-

As table 4.2 (Item-1) shows that 3(42.85%) of coaches have got a chance to upgrade themselves and other 4(57.14%) 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 4.2 (Item -2) –shows 5(71.14%) of the coaches get a chance of performance enhancing courses once pre a year, while the other 2(28.57%) of coaches get a chance of performance

enhancing courses two times per a year. This shows that there is shortage of performance enhancing courses.

As table 4.2 (Item-3) shows that almost all coaches 7(100%) have no assistant coach. From this one can conclude that a single coach can't be effective why because varieties of ideas score better result.

As table 4.2 (Item-4) shows that 5(71.14%) of projects have participated in competitions once per year while 2(28.57%) of projects have participated in competitions three times per year. This shows that projects participation in competitions is very low. As table 4.2 (Item-6) show that 5(71.14%) of the coaches have used player's technique to identifies his/her player talent, while 2(28.57%) of coaches used physical appearance to identify his/her players. From this one can conclude that the majority of the coaches are used technical skills to identify their players talent. As table 4.2 (Item-7) shows 5(71.14%) of the coaches relationship with their sport commission is smooth while the other 2(28.57) of coach have very good relationship with their sport commissions. This shows that the majority of coaches and sport commission relationship is smooth. As table 4.2 (Item-8) shows 3(42.87%) and 2(28.57) of the coaches have implemented their plans partially and mostly respectively, while 2(28.57%) of the coaches did not implemented their plans. From this one can conclude the majorities of the coach didn't mostly implement their plans in the projects. As table 4.2 (Item-9) shows that 2(28.57%) of the goal of the project were not successful, and 5(71.14. %) of the goal of the project is partially successful. From this one can conclude that the projects didn't fulfill the necessary materials.

**Table 4.3 Factors That Affect the Development of Youth Projects**

No	Items Your youth football project affected by	Alternative and its percentage (%)				
		Never	rarely	Some times	Often	Most Often
1	Lack of budget?	0%	5%	5%	25%	65%
2	Lack of professional coach?	25.5%	15%	15%	15%	21.7%
3	Lack of suitable training field / courts?	7	3%	5%	25%	60%
4	Lack of responsible supporters?	10%	15%	10%	25%	40%
5	Coach's coaching style?	50%	37.5%	5%	2.5%	5%
6	Player's family influences?	37%	23%	22.5%	7.5%	5%
7	Training method and schedule?	22.5%	37%	27.5%	8%	-
8	Coordination of players in the field?	20%	42%	20%	13%	5%
9	Players faced frequently injured	17.5%	40%	25%	7.5%	10%
10	Players faced performance fluctuation	17.5%	40%	27.5%	10%	5%

As table 4.3 (Q-1, 3&4) show budget 65(65%), training field 60 (60%), responsible and supporters 40 (40%) of the players responded that the projects affects frequently but not always. This shows that budget, training fields & responsible supporters are the major factors that affect the youth projects. Table 4.3 (Q-2, 5&6) also shows, professional coaches 22(22%), 5(5%) coaching style and family influence 37(37.5%) have no effect on the development of youth football projects.

Table 4.3. Shows (Q-7, 8,9&10) training method 37(37%) & schedule co-ordination of players in the plating court 42(42%), injury of players 40(40%) and fluctuation of players performance

40(40%) affects the development of youth football projects rarely. This shows that, projects are mainly affected by budget, training field and responsible supports or bodies.

**Table 4.4 Responses on Availability of Facilities and Equipments**

NO	Item	Alternatives	Players	
			No of Respondents	%
1	Does your project have its own playing (training) field?	1.Yes	40	40
		2. No	60	60
2	Does the playing (training) field have two permanent goal posts?	1.Yes	100	100
		2. No		
3	Do you think that the field is suitable for every activity?	1.Yes	14	14
		2. No	86	86
4	Do the goals have nets?	1.Yes	50	50
		2. No	50	50
5	Do you have enough amounts of balls for training?	1.Yes		
		2. No	100	100

The data available in table 4.4 shows the responses on the availability of facilities and equipments. Accordingly, 40 (40%) of respondents (players) have responded that their project have its own playing (training) field and 60 (60%) of respondents (players) have replied that their project have no its own playing (training) field. This shows that most youth football projects in Abichu Gnea Woreda have no its own playing (training) field. The data gathered from observation also indicates that out of four projects (Tesfa Youth Football Projects, Key Meskel Youth football Project, Abebe Bikila Youth Football Project, and Mendida Catholic

Church youth Football Project) only two projects, Mendida Chatolic church and Tesfa, have their own training field. However, Abebe Bikila and Key meskel are dependent on “Mendida Technical college” playing field and “mendida preparatory school” playing fields respectively. Even if the above two projects, MC and Tesfa, have their own training filed they could run their training session only if it is not occupied by their main team.

In relation to the permanent goal posts, 100 (100%) of respondents (players) responded that the playing fields have permanent goals. But, the majority 86 (86%) of players counter that the playing fields are not suitable to apply or practice all types of skills and 14 (14%) of players responded that it is suitable. Regarding to the nets for goals, 50 (50%) of respondents indicates that goals have nets and 50 (50%) of the respondents responded that goals have no nets. In general, the data on items shows that there are no necessary and standardized facilities and equipments for training.

With regard to the number of balls, 100 (100%) of respondents or players replied that they have not enough amount of balls for training session. However, none of the players have their own ball to use at any time. Concerning the advantage of having players their own ball, the Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time because learning and mastering football/soccer techniques requires repetition.

**Table 4.5 Styles of Coaching**

No	Items	Alternative and its percentage (%)				
		Never	Rarely	Some times	Often	Most Often
1	Your Coach's relationship with you is like a friend.	5%	5%	10%	52%	28%
2	Your coach's relationship with you is like a manager.	7%	18%	3%	25%	37%
3	Your coach's relationship with you is like a teacher.	3%	8%	12%	25%	52%

4	Your coach tries to relate your previous talent with your current playing position.	13%	27%	18%	15%	32%
5	Your coach's skill of training system is enough for your project levels.	3%	5%	12%	18%	62%
6	Your coach implemented (used) his plan Appropriately.	0.8%	8%	13%	35%	50%
7	Your coaches match training system is based on player's sex, age and performance level.	2%	7%	23%	42%	25%
8	Your coach always follows up autocratic coaching style.	45%	18%	2%	25%	10%
9	Your coach always follows up democratic coaching style.	20%	20%	-	34%	35%
10	Your coach follows up laziest fair coaching style.	55%	20%	8%	2%	10%
11	Your coach's goal is process Vs product oriented.	10%	8%	5%	12%	65%
12	Your coach's goal is only focus on product oriented.	10%	10%	20%	27%	30%
13	Your coach's training systems and methods are very suitable to the players.	10%	8%	10%	35%	62%
14	Your coach's training system is motivating the creativity of player.	2%	1%	0.8%	54%	41%

As table 4.5 (Item 1-3) shows that 52(52%) of players responds that the relationship with their coach is as friend and as a teacher, but 37(37%) of the players asserted that their relationship with their coach is as a manager. This shows that most coaches have act as friend & teacher with their players. As table 4.5 (Item 4-6 and 11-13) shows that the coaching style is to relate the pervious talent with current playing position 32(32%), the coach skill is enough for the project 62 (62%), appropriately implemented his/her plan 50(50%), follow up democratic coaching styles 35(35%), process Vs product oriented goal 65(65%), only product oriented 30(30%) and training system & methods are suitable for the players 62(62%) are frequently practiced in Abichu Gnea Woreda youth football projects. As table 4.5 (Item 7-10 and 14) shows that the coaching style i.e. matching the training system with his/her players sex, age & performance level 42(42%) and motivating the creativity of players often during the training session. As table 4.5 show that coaches follow autocratic & laissez-faire coaching style.

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

No	Items	Alternative and its percentage (%)				
		Never	Rarely	Some times	Often	Most often
15	Your coach Selects players based on scientific criteria and the current performance levels.	7%	3%	5%	35%	50%
16	Your coach select players by giving priority for projects result.	3%	2%	-%	27%	68%

As table 4.6 (Q-15) shows that 50(50%) the coaches are frequently applies scientific criteria and the current performance levels to select the players. As table 4.6 (Q-16) shows that 68(68%) of the coaches frequently gives priority for the project's result during the selection of player

#### 4.7 The availability and supply of player's sports wears

No	Items	Players		
		Alternative	No of respondents	%
1	The availability of shirts and shorts.	1. Not at all	50	50
		2. Very low	10	10
		3. Low	15	15
		4. High	25	25
2	The supply of football shoes.	1. Not at all	50	50
		2. Very low	9	9
		3. Low	16	16 k
		4. High	25	25
3	The availability (supply) of shin guard (pad).	1. Not at all	49	49
		2. Very low	6	6
		3. Low	15	15
		4. High	30	30
4	The quality of shirts and shorts.	1. Not at all	55	55
		2. Very low	10	10
		3. Low	15	15
		4. High	20	20
5	The quality and durability of football shoes.	1. Not at all	60	60
		2. Very low	5	5
		3. Low	15	15
		4. High	20	20
6	The quality of shin guard.	1. No at all	48	48
		2. Very low	12	12

To assess the availability of player's sportswear, data was gathered from respondents by using questionnaire. Based on this, out of 100 players, the availability of shirts and shorts calculated as 50(50%), 10(10%), 15(15%) and 25(25%) are not at all, very low, low, and high respectively. This implies that most of the respondents have no any supply, few respondents are not satisfied with the supply and some of them also satisfied with the availability and supply of shirts and shorts for training session. The availability (supply) of football/soccer shoe also has found not at all 50(50%), very low 9(9%), low 16(16%), and high 25(25%). Based on the information gained from interview there is no supply of shoe for training. However, during the match or completion they are given shoes but after the end of the competition they return it to the store. In addition to the above sportswear, the availability of shin guard (pad) also indicates 49(49%) not at all, 6(6%) very low, 15(15%) low, and 30(30%) high. Moreover, information from observation and open-ended comments, the majority of players were attending their training with different color, quality and standards of sportswear. As information gained through the above instruments, player's sportswear is supplied from their family. The quality and standard of sportswear also differs based on the supply of their family. However, the players are given sportswear from their project only for the purpose of competition. Therefore, obsolete training equipment, and lack of their quality are some of the factors that combine to reduce the effectiveness of the training, on meeting the required abilities and skills, even hinders the contribution of the project.

**Table 4.8. Training Observation Check List**

Name of Observer\_\_ HAGOS GIDEY

Date of observation—1/04/2009E.C,3/04/2009E.C,6/08/2009E.

Project— (A),Tesfa football project (B),Mendida catholic church football project (C), Abebe bekila football project (D) ,Keymeskel football project

Time of observation---10:00----starting-10:00-ending—12:00

No	Item	Excellent	V good	satisfactory	unsatisfactory
1	Punctuality of the Coach		X		
2	Punctuality of the trainees			X	
3	Conduciveness of the field for training activity				X
4	Attentiveness of the trainees			X	
5	The instruction of the coach			X	
6	Audibility of the coach's voice to the trainees			X	
7	Availability of the training materials, like balls, cones and etc.			X	
8	The training plan of the coach				X
9	Usage of decisive material like watch and whistle by the coach			X	
10	The coach's wearing style for training		X		
11	Usage of training techniques by the coach		X		
12	Consideration of age level for training plan				X
13	Planning of training activities in terms of time			X	
14	Design of activities and specific out come			X	

Source: Field Survey, November, 2016 by the researcher

The checklist above table shows that the coach's punctuality is very good and the players are satisfied. However, the playing fields were not satisfactory as for the coaches and players as well. The trainees listen to their coaches and implement the practice accordingly, coaches used clear and precise instructions, the voices of the coaches are audible to all the trainees and the training material were satisfactory, to some extent. In addition training activities were organized in terms of time and activities designed to develop the specific outcomes, were satisfactory. The coaches plan, and all included activities were not designed based on the trainee's age level and that made them feel unsatisfied.

From the Interview questionnaires that obscure the youth soccer development of specifically with reference to Abichu Gnea Wereda officers were interviewed:

As a sport commission, do you work cooperatively with stakeholders to improve the status of the youth soccer development?

100% of the respondents stated that the Abichu Gnea Wereda sport commission worked jointly with the stakeholders through they should work hard to increase the youth soccer project development.

What are the most challenges that affect practice of youth football project in Abichu Gneawereda?

The majority of the respondents pointed out regarding the problems that they face during the activities as:-

Lack of economical reward to motivate the players

Stakeholders are not willing to support youth soccer clubs.

The goal of organizing the youth soccer project is to lay a base /foundation that feed the main team. Having this concept in mind what is the role of your administration?

Based on the above interview question, 90% of the respondent replied that, it was clear that the existence of youth soccer development is to contribute quality player to the clubs and furthermore to the national level, but to sustain the contribution of the development, Abichu Gnea Wereda and the concerned bodies should play the following roles; they are expected:

Work with the stakeholders jointly.

Should work with regional sport commission cooperatively.

Give in-service coaching training workshops for coaches. Should establish strong controlling, and supervising mechanisms in the regional youth soccer development.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

### 5.1. Summary

The purpose of this study was to exploring Practice and Challenges of Youth Football Project: The Case of Abichu Gnea Woreda, North Shewa, Oromia Regional State, and U-15 and U-17 male football project. For the implementation of the Study, a descriptive survey design was employed. Four sample youth projects with 25 players each were selected, from 7 Abichu Gnea Woreda North Shewa Zone participant projects, (Tesfa Football Project, Keymeskel Football Project, Abebe Bikila Football Project, and Mendida Catholic Church Football Project) youth project using simple random sampling techniques. Thus, the subjects in the study were 100 players, 7 coaches, 4 administrative officials. Questionnaire was dominantly used as data collection instrument; unstructured interview and observation were also used in the process. The data gathered through questionnaires were analyzed by using frequency counts and their percentages; whereas the data gathered interview and observation through descriptive statement. For the data analysis the major finding obtained are summarized as follows:

1. Although all of the coaches satisfy the qualification level which the program deserves, all of (100%) the coaches did not have an assistant coach and an assistant who support during the training session (table 4.2).
2. With regard to year of experience in coaching from the total of 7 coaches, 3 (42.8%) less than 4 year, 4 (57 %) also above 5-10 years of experience in coaching.
3. The availability facilities and equipments of players sportswear for the training session, balls, playing fields, shirts and shorts, indicated that 50 (50%), 10 (10%), 15 (15%), and 25 (25%) are not at all, very low, low, and high respectively. It has been observed that players were wear different color, quality and standards of shirts and shorts. With regard to availability or supply of football shoe, 50 (50%) not at all, 9 (9%) very low, 16 (16%) low, and 25 (25%) responded high. From the observation of the training session, majority of players

have seen with different standard and quality football shoe. In addition to the above sportswear, the availability or supply of shin guard or pad also indicated that 49 (49%) not at all, 6 (6%) very low, 15 (15%) low, and 30 (30%) high. But, during competition it has been observed that only the first 11 players were wear shin guard or pad for completion and reserve players take shin guard from their reserves while they substituted.

4. With regard to the education level and qualification of coaches, 2 (28.5%) are certificate level Completed 5(71.4%) diploma in physical education and sports diploma in football coaching. In addition to this, the study indicate that, one coach have got two times performance enhancement course the others five have no opportunity of performance enhancing courses, so as to these, the chance is very low.

5. As table 4.5 (Item 8-10) shows that the autocratic coaching style of the coach 45%,18%,2%,25%,10% never, rarely, sometimes, often, most often, Democratic coaching style,20%,20%,0%, 34% 35% never, rarely, sometimes, often, most often ,and Laziest fair coaching style 55%,20%,8%, 2% 15% never, rarely, sometimes, often, most often respectively.

6. With regard to the participation of the year 2(28.5%) coaches have had four time and the other 5(71.4%) have had participated only one times that is in the absence of budgeted.

7. With regard players family influences 37%, 23%, 22.5%, 7.5%, 5%, never, rarely, some time, often, and most often. Not all families of players, but some of them help players by supplying and washing sport wear, giving positive advice which improve their performance, supplying balanced diet, they should not force them to do other extra home work and provided financial support. It encourages them to be committed to their objective without common family interferences. According to the data some parents could help the players and some could not.

8. There is lack of perception about youth soccer training for successful performance. The way players are selected, and the way coaches assess their training affected the youth soccer development. They do not have well planned activities to work for the tangible changes required. The coaches had less or no relation and communication with parents and stake holders to follow up their training performances. The coaches had less or no relation and communication with parents and stake holders to follow up their training performances.

## 5.2 Conclusions

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

- The number of players in each project reaches 25 or more, however, regardless of this all of the coaches do not have an assistant coach during the training session. Thus the program has found weak in this regard.
- The existence of unfavorable conditions as well as shortage of facilities like playing field, ball, football shoes, shirts and shorts, shin guards, goal, nets, and portable goals contributed to poor or low contribution of youth projects as a main source of players to the main clubs. In addition to these, low supply of player's sportswear for training session is also another factor which affects the training session.
- It is proved that yielding qualified human powers that can play a great role in youth football projects.
- The majority of participants of the sample projects were indicated that their coaches are democratic in some case. But the coaches also have short coming in few cases while applying democratic behavior. Because they are not participating players in some important decision making activities, and encouraging to comment on training program and its load. More ever, a challenge for the coaches was to find a leadership style that is conducive for the project. Therefore, the coaches of the project were faced the problem of using fixed leadership style to satisfy their players because of players individual difference.
- All of players' family does not encourage players to improve their performance in Football.
- The other major problem of development of youth football project is lack of building football academies; lack of training field is the major factors which can affect the development of youth projects in Abichu Gnea Woreda. In General the Abichu Gnea Woreda youth football project is highly affected by:-Absence of training field, lack of responsible (governmental or none governmental) body, shortage of facilities and equipments for the training session.
- The other major problem of the project is the lack of budget to motivate players during training and after training to develop the ability of players.

### 5.3. Recommendations

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

- The study has shown that the number of players in a project reaches twenty five or more. But all these trainees coached and train together in a session by only a coach. It is apparent that it is too difficult to organize and instruct this number of trainees for a coach. As a result it is recommended to lower coach trainee ratio by providing assistant coaches or by employing any other approaches.
- Any training can be successful and effective if it supported with appropriate facilities and equipments. For example, if every player have a ball to use at every practice. So much more can be engaged in play as the same time. This also helps to improve different skills. Therefore, top administrative officials or management groups should give emphases to their youth football projects try to accommodate and supply facilities and equipments.
- The coach is the most important resource in training system of modern society. He/she play a major role in the delivery of quality training which has a scientific base. But their chance of getting performance enhancing courses from the football federation is very low. If it has improved by concerned bodies should be highly recommended to give performance enhancing courses.
- Among the rooted problems, as indicated by this research are challenges to use fixed coaching style that can best suit with players satisfaction, therefore caches of the project were more preferred democratic coaching styles as democratic coach, they should be give a chance for their players to participate in decision making processed, and should encourage players to comment on training programs and other affairs.
- Coaches and sport commission managers should organize the awareness program with families of players to support players to be effective in Football performance.
- To increase the development youth football projects, the Abichugnea woreda sport commission , and the project should crate suitable environment for players such as living in the camps nearer to the training area, or building football academies. In addition to these, all should exert unreserved effort to create suitable situation and training environment.
- TO improve the participation of projects in the woreda. The sport commission should be contribute enough budgets to all projects.

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## 7. APPENDICES

### APPENDIX- A

#### Questionnaires to be filled by coaches

This Questionnaire is designed to gather data on practice and challenges of male youth projects and its prospective the case AbichuGneaWoreda. Science the successes of the study depend up on the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure that your response and answer remain strictly confidential.

Thank you in advance for your time

#### Part one general information

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

1. Name of your project (team) \_\_\_\_\_
2. Sex M  F
3. Age \_\_\_\_\_
4. Marital status  
Single  Married
5. How many years of experience do you have in coaching  
1-4 year  5-10year  11-15year  above 15 years
6. What is your current Coaching level license?  
First level  second level  Intimidate  C-level   
B-level  A-level
7. What is your educational level?  
Grade 10 complete  Diploma  Grade 12 complete  Degree   
Master and above
8. If your education level is diploma and above, what is your specialization  
teaching in other subject  coaching other sport field

physical education and sport  football coaching

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

Yes  No

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

---

11. Do you have an assistant coach? Yes  No

12. How many competitions do you have per year?

Once  Two times

Three times  four and above

13. What is your relationship with your players like?

As a teacher  as a manager  as a leader

14. How is the availability of equipments and facilities?

Very low  sufficient  very high

15. What is your method of identifying player's talent based on?

Technical based  tactical based  physical appearance based

16. How is your relationship with the sport commission and the executive committee?

Bad  smoothly  very good

17. How did your annual plan go?

Not implemented  partially implemented  exactly implemented

18. How do you evaluate your project?

Not successful  partially successful  exactly successful

Source: Self Development and peer prepare

**APPENDIX- B****Questionnaire to Be Filled By Youth Football Project Players**

**Dear players,**

The objective of these questionnaires is to collect data on practice and challenges of youth football project player's.

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

**General Information**

1. Name of your project (team) -----

2. Sex    Male                       Female

3. Age level -----

4. Your education level    Elementary                       Secondary

   Preparatory                       College

Source: Asrat Abate AdisAbeba University 2014

### Part One: - Project Effectiveness

**Direction 1:-**The following items are about your football projects which are used to assess different aspects about the project effectiveness. Please indicate the frequency of different variables during the training session.

- √ If the item describe a character that is never made by your project circle the scale representing never.
- √ If the item describes a character once in a while by your project circle the scale representing rarely.
- √ If the item describes a character more than rarely and less then often by your project circle the scale representing sometimes.
- √ If the item describes a character more than sometimes but not usually by your project circle the scale representing often.
- √ If the item describes a character almost always by your project circle the scale representing most often

NO	I Items your youth football project affected by	Never	Rarely	Some Times	Often	Most Often
1	Lack of budget?	1	2	3	4	5
2	Lack of professional coach?	1	2	3	4	5
3	Lack of suitable training field / courts?	1	2	3	4	5
4	Lack of responsible supporters?	1	2	3	4	5
5	Coach's coaching style?	1	2	3	4	5
6	Player's family influences?	1	2	3	4	5
7	Training method and schedule?	1	2	3	4	5
8	Coordination of players in the field?	1	2	3	4	5
9	players faced frequently injured	1	2	3	4	5

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

Source: Self and peer prepared

### Part two the style of coaching and Relationship with you

**Direction 2:-** I kindly request you to rate the work of your coach according to the direction given hereunder. The following items are about your coaches which are used to assess different coaching styles and relationship with you. Please indicate the degree of agreements about your coaching style of different variables during the training session. 1 strongly disagree 2 disagree 3 undetermined 4 agree 5 strongly agree.

NO	Items	Strongly disagree	Disagree	Undetermined	Agree	Strongly agree
1	Your Coach's relationship with you is like a friend.					
2	Your coach's relationship with you is like a manager.					
3	Your coach's relationship with you is like a teacher.					
4	Your coach tries to relate your previous talent with your current playing position.					
5	Your coach's skill of training system is enough for your project levels.					
6	Your coach implemented (used) his plan Appropriately.					
7	Your coaches match training system is based on player's sex,					

	age and performance level.					
8	Your coach always follows up autocratic coaching style.					
9	Your coach always follows up democratic coaching style.					
10	Your coach follows up laziest fair coaching style.					
11	Your coach's goal is process Vs product oriented.					
12	Your coach's goal is only focus on product oriented.					
13	Your coach's training systems and methods are very suitable to the players.					
14	Your coach's training system is motivating the creativity of player.					
15	Your coach Selects players based on scientific criteria and the current performance levels.					
16	Your coach select players by giving priority for projects result.					

Source: Self Development and peer prepared

## APPENDIX C

### TRAINING OBSERVATION CHECK LIST

Name of observer-----

Date of observation-----

Project-----

Time of observation-----starting-----ending-----

No	Item	Excellent	V .good	satisfactory	unsatisfactory
1	Punctuality of the Coach				
2	Punctuality of the trainees				
3	Conduciveness of the field for training activity				
4	Attentiveness of the trainees				
5	The instruction of the coach				
6	Audibility of the coach's voice to the trainees				
7	Availability of the training materials, like balls, cones and etc.				
8	The training plan of the coach				
9	Usage of decisive material like watch and whistle by the coach				
10	The coach's wearing style for training				
11	Usage of training techniques by the coach				
12	Consideration of age level for training plan				
13	Planning of training activities in terms of time				
14	Design of activities and specific out come				

Source: Field Survey, November, 2016 by the Researcher

**Direction 3:** The following questions are about the facilities and equipments of training for youth project trainees and the coach(s). Please write “√” mark that best describes your answer.

1. Does the main team prepare the playing (training) field for your project?

Yes  No

2. Does the training (playing) field have goal posts?

Yes  No

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

Yes  No

4. Do the goals have nets?

Yes  No

5. Do you have shortage of balls for training?

Yes  No

6. How many balls do you have for training?

Less than 6  6-10 balls  above 10 balls

7. What do you think about the quality of the balls?

Very high  high  low  Very low  No at all

8. Do you think that availability (supply) of equipments and facilities increases or decreases your interest during the training session?

Yes  No

9. If your answer for question number 8 is no, please write your reason

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No	Items	Not at all	Very low	Low	High
1	The availability of shirts and shorts.				
2	The supply of football shoes.				
3	The availability (supply) of shin guard (pad).				
4	The quality of shirts and shorts.				
5	The quality and durability of football shoes.				
6	The quality of shin guard.				

Source: self and peer prepared

## **APPENDIX-D**

### **INTERVIEW FOR SPORT COMMISSION OFFICERS**

1. As a sport commission, do you work cooperatively with stakeholders to improve the status of the youth soccer development?
2. What are the most challenges that affect practice of youth football project in AbichuGneawereda?
3. To what extent do the trainers and coaches are close to the modern training techniques?
4. The goal of organizing the youth soccer project is to lay a base /foundation that feed the main team. Having this concept in mind what is the role of your administration?

Source: Self Prepared and peer prepared

### በአሰልጣኞች የሚሞላ

ይህ መጠይቅ የተዘጋጀው በአብቹ እና ኘአ ወረዳ በፕሮጀክት ታቅፍው ለሚገኙ በተዳጊ ወጣት ፕሮጀክት ቡድን ላይ ለሚሳተፉ የስልጠና ሂደት እና ፕሮጀክት ለዋናው ቡድን በሚሰጡት ጠቃሚ ትምህርት መረጃዎችን ለማሰባሰብ ነው። በመሆኑም ከስር ለተዘረዘሩት እያንዳንዱ መጠይቆችን ለማንበብ ትክክልኛውን ምላሽ ይጻፍ። የዚህ ጥናት ውጤታማነት የተመሰረተው በእርሶው መልስ ላይ በመሆኑ ትክክልኛና ምስጥራዊ ይሆኑ።

ለመልካም ትብብር እና መስግናለን.

ጠቅላላ መረጃ

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

1. የሚያስለጥኑት የፕሮጀክት (ቡድን) ስም -----  
--

2. ጻፉ ወንድ  ሴት

3. እድሜ -----

4. የጋብቻ ሁኔታ :- ያላገባ  ያገባ

5. በአሰልጣኝ የሰንት ዓመት ልምድ አለህ?

ከ0-4ዓመት  ከ5-10ዓመት  ከ11-15ዓመት  ከ15ዓመት በላይ

6. በአሁኑ ሰአት ያላሕ የአሰልጣኝነት ደረጃ ምንድን ነው?

አንደኛ ደረጃ  ሁለተኛ ደረጃ  ደረጃ-B  ደረጃ - A  ደረጃ -C

7. ያለዎት የትምህርት ደረጃ

10ኛ ክፍል ያጠናቀቀ  ድፕሎማ

12ኛ ክፍል ያጠናቀቀ  ዲግሪ

ሰርትፍኬት  2ኛ ዲግሪ

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

አስተማሪነት በሌላ የትምህርት ዘርፍ

አሰልጣኝነት በሌላ ስፖርት

አስተማሪነት በሰውነት ማሳልመሻ

አሰልጣኝነት በእግር ኳስ

9. የሙያና የብቃት ማሻሻያ ስልጠናዎችን የማግኘት እድል አለህ?

አዎ

አላገኘም

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

እባክዎትን በክፍት ቦታዎ ላይ ይግለፁት -----  
-----::

11. ረዳት አሰልጠኝ አለዎት? አዎ  የለኝም

12. በዓመት ምን ይህል ወድድሮችን ያደርጋሉ?

አንድጊዜ  ሁለትጊዜ  ሶስትጊዜ  አራትጊዜናከዚያበላይ

13. ከተጨዋቶች ህጋር ያለህ ግንኙነት ምን ይመስላል?

እንደ ጋደኛ  እንደ መምህር /አስተማሪ

እንደ ሥራ አስኪያጅ  እንደ አለቃ ወይም እንደ መሪ

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

በጣም እናሳ  አናሳ  በጣም ከፍትኛ

15. የተጨዋቶችህን ተሰጥአዊ ችሎታ የምትለይበት መንገድ ምንድን ነው?

ታክቲካል ብቃት ላይ ያተኮረ ነው  ተክለ ሰውነት ላይ ያተኮረ ነው

ቲክኒካል ብቃት ላይ ያተኮረ ነው

16. ከስፖርት ኮሚኒሽኑና ከእግር ኳስ ኮሚቴው ጋር ያለህ ግንኙነት ምን ዓይነት ነው?

መጥፎ  የለሰለሰ  በጣም ጥሩ

17. የአመታዊ ፕላን (ዕቅድ) አተገባበር

አይተገበርም  በከፊል ይተገበራል  ሙሉ-በሙሉ ይተገበራል

18. የፕሮጀክቱ ግብ ወይም አላማ አፈፃፀም

አልተሳካም  በከፊል ተሳክቷል ሙሉ-በሙሉ  ተሳክቷል



	አለመኖሩ					
5	የአሰልጣኝህ የአሰላጣጠን ዘዴ ማነሳ	1	2	3	4	5
6	የተጫዋቾች ቤተሠቦች ተፅእኖ ማድረጋቸው	1	2	3	4	5
7	የልልምድ ዘዴወ. እና መርሀ-ግብር(የጊዜ ሰሌዳ) አለመመቻት	1	2	3	4	5
8	ተጫዋቾች በሜዳ ውስጥ አለመናበባቸው	1	2	3	4	5
9	ክልምምድ በፊትና ክልምምድ በኋላ በቂናየ ተመጣጠነ ምግብ ያቀርባል/ያዘጋጃል	1	2	3	4	5
10	ተጨዋቾችን ለዋናው ቡድን አስተዋኦ ያበረክታል	1	2	3	4	5
11	ተጨዋቾች በዋና የቡድንአሰልጮች እና መመልማዮች ይጎበኛሉ	1	2	3	4	5
13	በተጨዋቾች የአቋም መዋገርቅ	1	2	3	4	5

**ክፍል ሁለት :-የአሰላጣጠን ዘዴወና ግንኙነቱ**

ትዕዛዝ 2: ከዚህ በታች ያሉት መጠይቆች በፕሮጀክቱ ውስጥ ስለሚካሄደው የአሰላጣጠን ዘዴና የአሰልጣኝ ተጨዋቾች ግንኙነት ላይ ያተኮሩ ናቸው። በመሆኑም እባክዎን ጥያቄዎችን በጥንቃቄ ያንቡቡና ትክክለኛውን መልስ የክብ ምልክት ወይም «√ » በመጠቀምበመልስ መስጫ ክፍት ቦታ ላይ ይጻፍ።

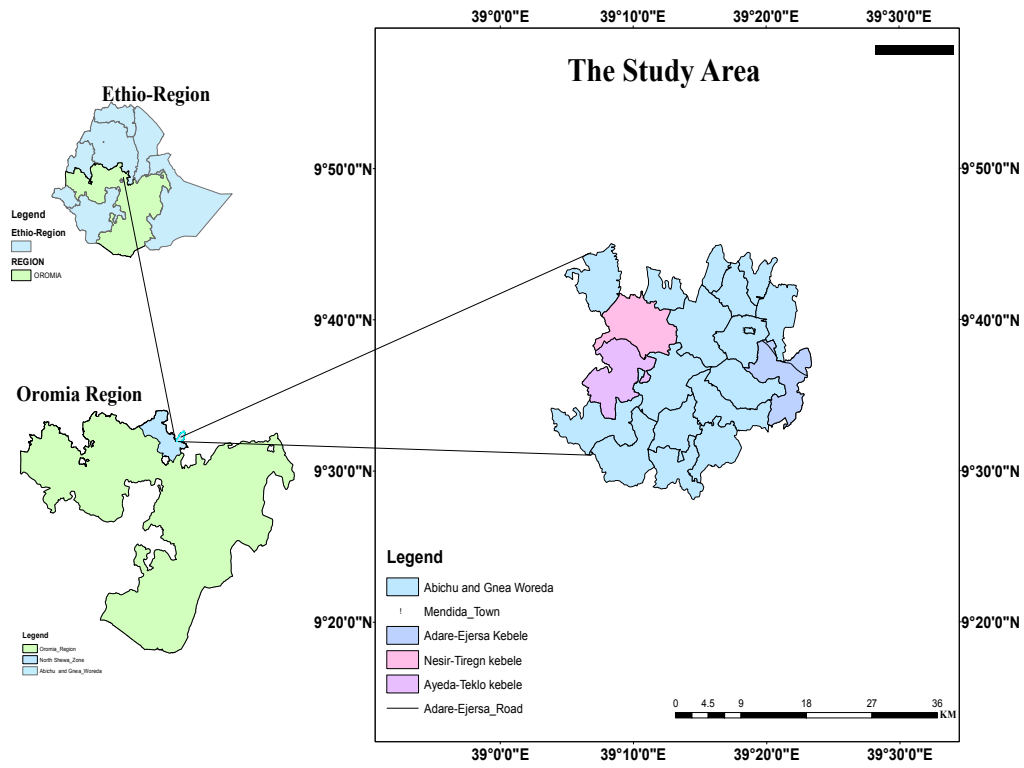
ተ.ቁ	የአንተ ቡድን (ፕሮጀክት) አሰልጣኝ	በጣም አልሰማ	አልሰማም	አላውቅም	እስረማልሁ	በጣም እስረማልሁ
1	ካንተ ጋር ያለው ግንኙነት እንደ ጋደኛ ነው	1	2	3	4	5

2	ካንተ ጋር ያለው ግንኙነት እንደ አለቃ /ኃላፊ ነው	1	2	3	4	5
3	ካንተ ጋር ያለው ግንኙነት እንደ አስተማሪ/መምህር ነው	1	2	3	4	5
4	ያስተምሩ የቀድሞ ችሎት አሁን ካለህበት	1	2	3	4	5
5	የአሰልጣኝነቱ ክህሎት ለፕሮጀክት ደረጃ ይመጥናል	1	2	3	4	5
6	እቅዱን በትክክል ይተገብራል (ይጠቀማል)	1	2	3	4	5
7	የሰልጠናውን የክንውን ስርዓት ከተጨማሪያ ሆኖ፣ እድሜ እና የብቃት ደረጃ ጋር ዕድገት ይሰራል	1	2	3	4	5
8	ተጨማሪያ ሲመረጥ የተጨማሪያ ወቅታዊ ብቃት ላይ መሰረት በማድረግ ነው	1	2	3	4	5
9	ተጨማሪያ ሲመረጥ ለቡድኑ ወጤት ቅድሚያ በመስጠት ነው	1	2	3	4	5
10	ሁል ጊዜ ፈላጭ ቆራጭ የአሰልጣጡን ባህርን ይጠቀማል	1	2	3	4	5
11	ሁል ጊዜ ዲሞክራሲያዊ አመራርን ይተገብራል ወይም ይከተላል	1	2	3	4	5
12	ሁል ጊዜ ትኩረት የአሰልጣጡን ባህርን ያሳያል	1	2	3	4	5
13	አለማዊ በሃደት ወጤት ማምጣት ላይ ያተኮረ ነው	1	2	3	4	5
14	አለማዊ ወጤት ላይ ብቻ ያተኮረ ነው	1	2	3	4	5
15	የልምምዱ ስልት ለተጨማሪያ ምቹ	1	2	3	4	5

	ነወ					
16	ልምምድ ተጨዋቶችን ወደ ተሻሻለ የብቃት ደረጃ የሚያደርደስ ነወ	1	2	3	4	5
17	የልምምዱ ስረከት የተጨዋቶችን የፈጠራ ስራ የሚያበረታታ ነወ	1	2	3	4	5

## LIST OF FIGURE IN THE APPENDIX

Figure 1: Map of the study site



SOURCE: GIS, 2016