

*CHALLENGES IN IMPLIMENTATION OF FOOTBALL PROJECT
IN ADDIS ABABA ADMINISTRATIVE REGION; THE CASE OF
GULLELE AND ADDIS KETTEMA SUB-CITY*

BY

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*A THESIS SUBMMTED TO SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCE.*

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

MAY 2018

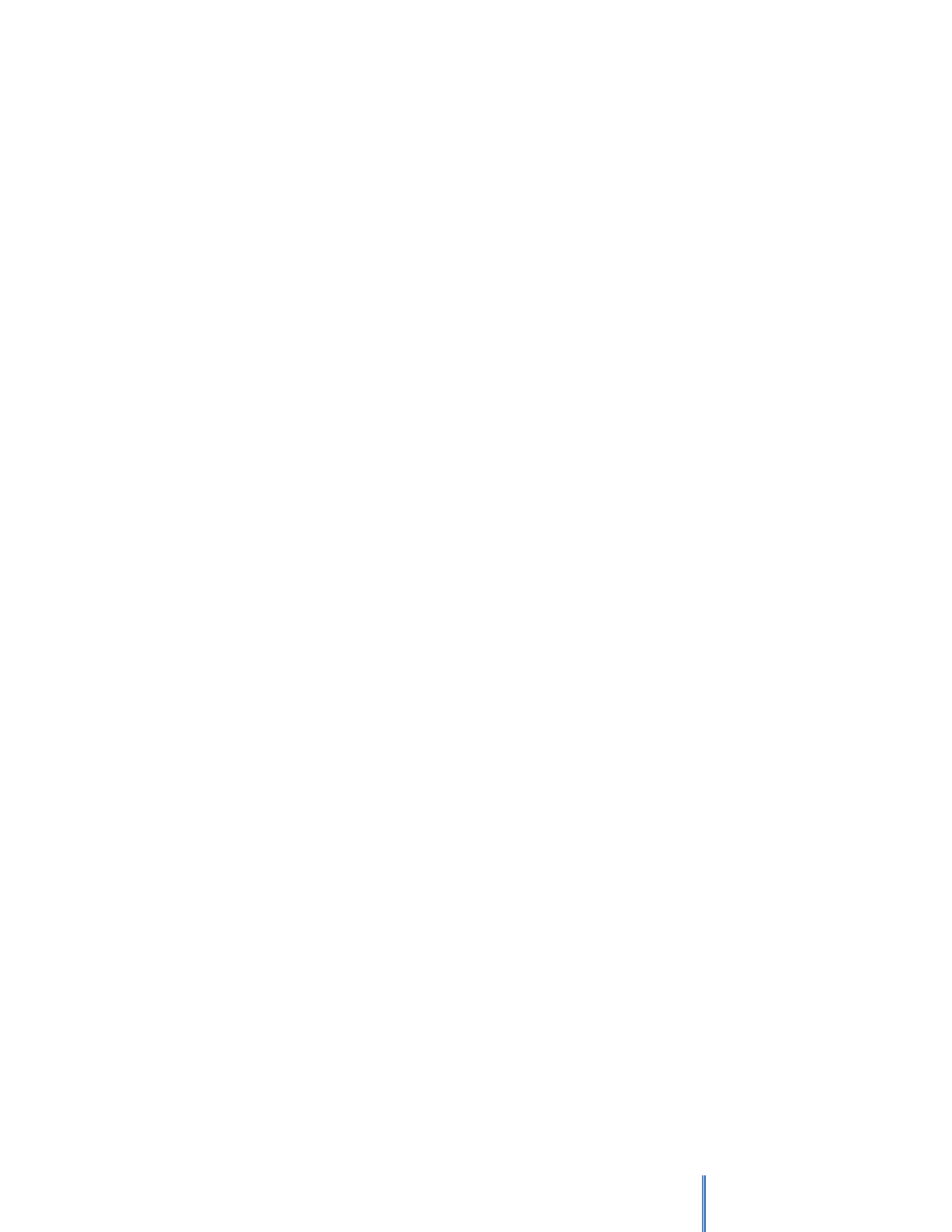
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ACKNOWLEDGEMENT

I would like to record my appreciations and thanks to persons who in one way or another way assisted me during the course of this study. First and for most, I would like to express my sincere and deepest gratefulness to my advisor Dr. Sahilemichael Bezuneh for his invaluable and constructive comments and suggestions through that my study. Had it not been his critical comments and unreserved guidance, this thesis would not have been shaped in the present form.

Finally I would like to thanks for all individuals who participated in this study directly and indirectly.

ACRONYMS

LSS= leadership scale for sport

CBAS= coaching behavior assessment system

USSF- united states soccer federation

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Abstract

Youth football project development program is the most vital and important means in which players acquire different skills, technique, tactic, ability and knowledge that facilitate the important and development of player's performance for youth football project is a very complex, long and continues educational process.

This research in made with an aim of assessing the challenge of the implementation of youth sport program in perspective of organizational approach and capacity building, particularly youth football projects in Gullele and Addis kettema sub-cities of Addis Ababa City Administration.

A total of 150 questionnaires have been distributed to respondents from four projects, 4 coaches, 2 sub-city sport officers were interviewed. A descriptive research method has been implemented and date gathered has been presented and analyzed in descriptive methods.

Accordingly the research revealed that training facilities and equipments were not in the expected level for the trainees and coaches, no a predetermined coaching style evidenced in the projects, Lack of training manual, trainee selection, availability of required training facilities and equipments, lack of proper follow-up and coach's knowledge have been considered as factors affecting the effectiveness of the projects and absence of a unique selection criteria has been used in selecting trainees for the projects.

To adequately improve the standard of sports and efficiency in implementing programs, training and development opportunities must be provided to sports practitioners, manuals and coaching kits shall be available, trainee selection criteria shall be designed and implemented.

Key words: *football, sport, coaching, challenge, leadership*

CHAPTER ONE

Introduction

1.1 Background of the study

Football refers a number of sports that involve the verifying degree kicking a ball with the foot to score a goal. The most popular of these sports world wide is association football more commonly known as just football or soccer unqualified the word football is the applied to which ever from of football is the most popular in the regional context in which the word appears including association of football. Most often the word football is used to refer to the code of football that is considered dominate with in a particular region so effectively. For most it could be easily grasped in a simple form. This can be achieved through a well-organized and structured youth football projects development program.

Youth football project programs are often viewed as a prime safe venue for teaching and practice important social values and life skills to youth lives.

(Getent bekele 2017)

As described in Britannica encyclopedia, “soccer” in some countries football is the most popular outdoor game /sport requiring absolute athleticism as players has to hustle and run across the field with the ball throughout the game. The name of the sport was derived by the way it is played.

It can be played by young and old, boys and girls, by elite and physically or mentally challenged and on small or wide field. It has attracted a large amount of faithful fans that will do their best to support it. People prefer to watch the exciting football game irrespective of race, color, and nationality and or even learn playing it

Youth football project program are often viewed as a prime safe venue for teaching and practice important social values and life skills to youth that will benefit them well in to their youth lives.

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

As explained by the United State Soccer Federation (USSF) Coaches' manual (1973:8) it is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development, coaches need to make a plan of action at the beginnings of each year or season.

Efficiently run youth sports programs are able to have more positive impact on the lives of children than are less efficient programs because the former are able to better control the variables that would otherwise negatively affect such programs.

Youth football project in Ethiopia has its root since the late 1980's EC when youth projects were established throughout the country. In Addis Ababa City administration, it was also started the same time and is still working with schools and funds from the international community.

When properly supervised sports can help promote positive growth, however, discrepancies within youth sport structure and implementation have been cited as main cause of the ill effects associated with participation.

In 1997 E.C the government again tried to formulate better strategies to implement in the same field and add five different sports. By the same time, the first step taken is included the former youth sport program in the school based and the follow-ups are done to keep them continued in their successful way.

Despite all efforts, the desired effects could not be achieved due to many reasons. The reservations about the ways in which organization operate of these

organization affected the implementation, outcomes, continuity and reactions of the sport administrator. These resulted in lack of the desired objectives from this area.

SCORE (2005) argues that:-

“The issue of internal capacity at Organizational Level is one of the greatest challenges for the effective implementation and sustainability of projects, Sufficient internal capacity is essential for long term success and stronger organizations will lead to better implemented projects and better results and the long term”

Hence, this research intends to assess the implementation and challenges of youth football coaching projects in Addis Ababa taking two Sub Cities – Addis Ketema and Gullele.

1.2 Statements of the problem

For any sport activity to be efficient it has to fit with the factors that affect its performance like program design Parental influences, coach influences, adult influences (muluken 2005).

as shown in the background section, youth football project development program is the most vital and important means in which players acquire different skills, technique, tactic, ability and knowledge that facilitate the important and development of players performance for youth football project is a very complex long continues educational process (FIFA coaching manual, 2004:2).

Youth sport organizations can have tremendous effect on the development the individual people within the community in particular and on the development of the community in general.

Training programs that have been held at the national and other levels have been perceived as they have failed to bring for the intended changes. Zinabu (2014) conclude that the activities were not implemented AS

In this regard Crabbe (2009) emphasized the importance of staff members and instructors who were imbedded in this local community and shared “cultural capital” with the local youth.

This research focuses on challenge in implementation of youth sport program in perspective of organizational approach and capacity building, particularly youth football projects in Addis Ababa, Ethiopia.

Therefore the researcher wants to study the challenges in implementation of football project in Addis Ababa administrative region: - the case of Gullele and Addis kettema sub-cities.

Football development is one of FIFA core missions along with regulating and organizing the game worldwide and organizing international competitions.

It is no coincidence that FIFA choose to hold the first of these sessions on the topic of youth football as it is the enthusiasm of young people for football worldwide, regardless of gender, culture, social, upbringing, etc. that will determine whether the game remains the most popular sport in the world.

1.3 Research Question

1. What is the adequately available facilities equipment in the sub-city?
2. What are the major factors that affect the developments of youth football projects?
3. Do coaches use different scientific criteria to select players in the project?

1.4 Objective of the study

1.4.1. General Objectives

The general objective of the study is to assess the challenges in implementation of football project in Addis Ababa administrative region: - the case of Gullele and Addis kettema sub-cities.

1.4.2. Specific Objective

- To assess the availability of facilities and equipment's in practice and challenges at Gullele and Addis kettema youth project.
- To assess major factors that affect the development of youth football project
- To assess players selection criteria.

1.5 Significance of the study

The study will have the following significances:

- Identification of the major the challenges in implementation of football project in Addis Ababa administrative region: - the case of Gullele and Addis kettema sub-cities.
- It also identifies the major factors that affect the development of youth football project.
- Beyond its academic importance, this study is believed to help the sub City in finding out some of the problems and challenges of the project and make some adjustments to make the project sustainable and successful.
- Moreover it will let other researchers make further assessment on the issue

1.6 Delimitation of the study

In order to carry out any research, it is important to delimit the scope of the study to manageable size. Due to financial and time constraints the scope of the study was delimited to Gullele and Addis Ketema sub-cities U-15 and U-17 youth football projects in Addis Ababa.

1.7 Limitation of the study

The availability of the reliable data for any research is an important for the success and achievement of the outcomes of the research work any study undertaken for the first time depends to large on previous knowledge the ability

of up to date and pertinent research materials journal articles and other essential devices the availability of information dealing with these things word helps relevant research materials, lack of infrastructures, organizational structure of the projects and environments are the limitations encountered in this study. In addition the scarcity of sufficient books and literature in the area of study was the major short coming that the researcher encountered during the execution of the study

1.8 Definitions and explanation and operational terms

Equipment: - Coaching and other learning materials produced, to the input (resources such as staff and finance) used to produce them

Facility: - football field, Play ground

Project: a piece of youth football work planned with a particular aim and involving research

Communities youth development programs: are purposeful environments that provide beneficial, positive and encouraging positive relationships with adults and peers that are sustained

Coaching:- is the term covering involved in the work of the coach training, and development, directing, advising and correcting players and helping them to progress (soccer glossary).

Football:- a game played by two teams of 11 players using a round ball which players kick up and down the playing field,. Teams try to kick the ball in to the others team goal (oxford dictionary).

Performance: - is an observable behavior on the playground. It is the fact or action of doing a task (Collins Cobild English dictionary).

1.9 Organization of the study

This has five chapters. The first chapter deals with background of the study. Statement of the problem, basic questions of the study, objective of the study, delimitation of the study, limitation of the study, and definition of some key terms and concepts.

Chapter two:- deals with review of related literature, which consists concepts of leadership style, sport specific approach of coach, coaching interventions methods, development depends on the players not the environment, multidimensional model of leadership, basic facilities and equipment's of the football training, parent's involvement and support, nutrition and diet, the coach, training plan in football, scientific criteria's p select football players, style football coaching strategic planning, programme, implementation and approach factor affecting effectiveness of youth sport, coaching philosophy chapter three comprises methods and procedures of the study. While chapter four deals with presentation, analysis and conclusion of findings. Eventually, chapter five provides summary of the findings, conclusions reached on and recommendation made on the bases of the conclusions from the data analyzed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Sports and youth

Sport activities especially, football serves a positive role in the overall development of children offering many additional benefits not offered in other organized child activities. The game of soccer gives each child a dynamic activity with continuous action. Each child can participate and get maximum benefit from each day's participation as long as the coach/facilitator plans age appropriate activities and allows each player to participate to the full extent. Football also offers children the best opportunity to participate in a team sport when compared to other team sports. Other team sports do not meet the needs of the children when large motor skills, the children's attention span, and financial commitments are considered.

As put in the Canadian Policy Research Networks, the individual benefits of involving youth in sporting activities transcend into benefits for the community as a whole. Participants experience a high degree of interaction with other individuals within their community, which not only benefits the child, but such interactions also translate into the community's socio and economic development. Thus, in addition to the personal benefits for the child, youth involvement in sports also has a broader impact on the overall community. Participation in sport has a positive effect on reducing the involvement and exposure youths may have to violence and unethical activity. Sports offer children a positive alternative to idleness, which, if a child is consistently left without constructive activity, can often lead to violence. A lack of activity and idleness can lead to a lack of understanding between different ethnic groups (Canadian Policy Research; Robert, 2006; UN, 2002). Sports help to eliminate these racial and cultural barriers by removing the separation between such groups through healthy competition and the realization of shared goals.

There is one FA coaching philosophy which recognizes the need for coaches to adapt to the ages and stages of development of the players in their charge.

Effective coaches are those who adapt their behavior to meet the demands of their particular coaching environment. Mastery of all different coaching methods and communication style is the mark of a gifted coach and will be an essential requirement for the coach of the future. (Nash and Sproule (2009) career development of expert coaches.

Intervention strategies known as five pillars will be used selectively by coaches as appropriate. Each defined strategy will have greater or lesser relevance based on the situational dynamics (players, age group, situation, etc.) with each intervention being unique, and therefore cannot be prescriptive.

*"Effective coaches are
Those who adapt their
Behavior to meet the
Demands of their particular
Coaching environment.
Mastery of all different
Coaching methods and communications
Styles is the mark of a gifted
Coach and will be an essential.
Requirement for
The coach of the future"*

Nash and Sproule (2009) career development of expert coaches.

The challenges for coaches is to pick the right intervention for the right players (s) at the right time

Take from: the FA licensed tutor club 2012.

➤ **COMMAND**

Players /coach intervention:

Coach tells and shows required solution

Example:

"I want you to"

Description

Coach tells explains and shows how to do something provides examples /pictures/ may set boundaries (standards /values) reduced creativity as may copy coach /may affect motivation (less choice)

➤ **Question and Answer**

Players /coach intervention:

Coach leads with a question to gain response

Example:

"What do you think?"

Description:

Coach poses question and players (s) offer verbal solution

Encourages players reflection can deepen level of understanding of understanding /Awareness open or closed may affect boundaries / individual or group may limit response.

➤ **Observation and feed back**

Player/coach intervention:

Coach and player(s) observe

Example:

"Let's watch this."

Description:-

Coach and player's observation and discuss feedback.

Positive feedback can develop confidence / observe and review examples

Creativity may stop as praise wanted / negative feedback may lower self-esteem

➤ **Guided discovery**

Player/ coach intervention

Coach asks a question or issues a challenge

Example:

Description:-

Coach challenges and players offer visual solution(s) gives players creative frame work / give players ownership and guidance may not get instant result / motivation may dip if task is too difficult (frustrated)

➤ **Trial and error**

Player / coach intervention:

Players and or coach decided on the challenges (s)

Example:-

"Try to...."

Description:

Players are encouraged to find solutions with minimal support wider set/no boundaries /deeper long term understanding needs patience from coach / may need a reference point (if something new)

2.2. Four corner interventions

In the past coaches have predominantly focused their coaching intervention on the technical and tactical aspects of the game. Coaches in the modern game now work in a multidisciplinary environment where they must be able to support their players technically and socially. Communication is required

across departments and specialist staff (i.e. coach, strength and conditioning coach, physiotherapist, sports psychologist) to help interventions to focus on individual needs across the four corner model of long term player development.

An "intervention wheel" has been used to visually represent how selecting an intervention strategies might look based on situation, circumstance and individual needs across all four corners. It also shows that each methods is equally as valid to begin; the slices of the pie then change dependent all those factors previously mentioned.

2.1.1. Intervention wheel

- ❖ Try to take your first touch away from pressure

- ❖ Try to lower

 - Your center of gravity when you are shielding the ball

- ❖ Try to decide when to support in front or behind the ball

- ❖ I want you to receive with the foot furthest from the defendr

- ❖ You are good enough to keep the ball :-

 - Demands

 - Whenever

 - Possible

When "x" is

Outnumbered I want you to move where they can see your feet

 - Trial and error

 - Command

- ❖ Show me how use your body to protect the ball

- ❖ Show me when its best to retain or release the ball

- ❖ Shoe me how to react positively if you lose possession

Football has become a vital instrument for hundreds of social development programs run by non-governmental and community based organizations all around the world.

In 2005, FIFA and street football world jointly began to bring such organization together, strengthen their programs through direct support and increase their visibility.

Development depends on the players not the coach or the environment?

An interesting similarity between the coaches in the different studies is their focus on the player's responsibility for their own development. Few of the coaches mention the sociological factors as one of the most important in talent identification. In fact, the elite coaches describe this factors as the least important (saether 2004) even so, these coaches highlight the holistic perspective if this process in terms of looking at the players situation both an and off the pitch. Furthermore, Christiansen (2011) found that development coaches regarded the sociological factor as most important eve if they also considered the tactical psychological, technical and physiological factors as almost equally important.

Norwegaian soccer coaches seem to have clear views on how to identify the most talented players. However , comparing the various findings both with in and between the different studies, the coaches demonstrate difficulties in defining which criteria that could or should be used to identify the most talented players as Christensen (2009) has shown a study among Danish national youth coaches, bearing in mind that most of the predicting factors from the model of Williams and Franks (1998) were mentioned by the coaches, this could indicate that these factors are indeed seen as essential however the coaches also focus on factors which could be described as secondary in the same model. Not surprisingly, most coaches were mainly focused on player skills, even if there some differences regarding the importance of physical skills and the focus on basic or specific skills.

2.3. Football and youth project

Football and is one of the most popular games in U.S today (Arnold, Coke.T.P and Nucgeku, R.P, 1977). The history of football goes in back as early as 500 b.c. it is believed by many historians to have its roots in the Greek and Roman culture. We know that English laid the blue print for this sport around 1600 AD. In the 1868; Henry Chadwick presented the game of football to the United States. No one expected this game to be as popular as it is today. After World War I football began to show signs of popularity among the people (Arnodet.At, 1977).

Since the game of football is very popular the thought is that there would be a large body of research devoted to this popular sport. However, the reality is that there is very little research available in this area.

"Football is the last studied sport in U.S today. We have very little direct significance evidence on the physical demands of the sport the recovery process, the effect of long- term participation" (Kraemer, 1997,131)

Research report: decking university 2001 participation drop-out begins after the under 125 and accelerates through the teanag years. While social issues are major factor accelerates the drop-out rate due to inflexible youth competition the football structures. In pursuance of the agreement concerning cultural cooperation between the federal between the federal republic of Germany and the Republic of Namibia of 5 June 1991 and describing to strengthen the existing bilateral relations cooperation in the field of sports, the parties have agreed on a youth football long term project.

The training session

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

Basic facilities and equipment's of football training

Different pieces of equipment's are needed during football training. In line with idea, Dawitt J. (2001:55) states that "you may find it convenient to own your equipment's 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.

Soccer ball (football)

The official U.S youth soccer coaching manual (2002:19 suggest 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 technique requires repetition, which requires touching the ball. However, players have only for limited time each week; b 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) explains that typical football shoes is one which is made from leather and cut below the on kles and with a hard out sole to which study are attached. Moreover, Dawitt. J (2001:5) explains three basic styles of football soccer shoe.

Shin Guards

The shin guards to promote the lower leg from impact injuries. This injuries can range from sever to the minor bruises and scratches. The shin guards offers protection from some of the injuries. In relation to this idea, lees A. (1996:47) describe that the shin guards can reduce the effect bruising glancing and scraping by the ground or an opponent's studs

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 scrambling. The players 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

2.4. Factors Affecting Effectiveness of Youth Sport

2.4.1. Parent's involvement and support

While sports can be positive and beneficial for children and teenagers, a parent's involvement in the child's sports participation can either be positive or negative. For a child who receives positive attention without pressure from the parent, this can be a good experience. However, a number of youth feel pressured by their parents to become college and professional athletes. For these children and teens, sports can become stressful and unenjoyable. While parental involvement is always encouraged, it must be done in a way that benefits the child. Children love to hear that their parents are sincerely proud of them.

2.4.2. Nutrition and Diet

A good diet will not make a poor player into a star but poor food choices will certainly result in poor performance (PremierSkills, 2011).

Carefully planned nutrition must provide an energy balance and a nutrient balance.

The nutrients are (Premier Skills, 2011; MACKENZIE, 1997):

- **Proteins** - essential to growth and repair of muscle and other body tissues
- **Fats** - one source of energy and important in relation to fat soluble vitamins
- **Carbohydrates** - our main source of energy
- **Minerals** - those inorganic elements occurring in the body and which are critical to its normal functions

- **Vitamins** - water and fat soluble vitamins play important roles in many chemical processes in the body
- **Water** - essential to normal body function - as a vehicle for carrying other nutrients and because 60% of the human body is water
- **Roughage** - the fibrous indigestible portion of our diet essential to health of the digestive system

2.4.3. The Coach

Coaches affect the effectiveness of a training program and hence an effective coach should exhibit the following attributes to be effective in their work (Premiers kills, 2011; AFL, 2004))

- **Knowledge**

Knowledge related to youth psychology, health, coaching principles are the important aspects of knowledge that are required by the coach to be success full in coaching youth.

- **Motivation**

The coach need to have motivation and commitment to the profession and towards working with children. If the coach fails to have motivation, the challenges coming from other sides of the practice will hinder him/her not challenge and be effective.

- **Planning and Organizational skill**

A coach needs to be a good planner and organizer. Here the issues of time management can be raised and the coach is responsible to manage the once time properly and the trainees too.

- **Communication skill**

Coaching is all about communication and hence the coach needs to exhibit this skill to understand the trainees and to pass what is inside to others, persuade, motivate, understand trainees. Communication is a two way process and

understanding other and being understood in the vital concept in communication.

Sports coaches are also expected to conform to the following standards (MACKENZIE, 2000) in a number of areas:

- **Humanity**

Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, coaches must treat everyone equitably and sensitively, within the context of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation.

- **Relationship**

The good coach will be concerned primarily with the well-being, safety, protection and future of the individual performer. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individual.

A key element in a coaching relationship is the development of independence. Performers must be encouraged and guided to accept responsibility for their own behavior and performance in training, in competition, and in their domestic, academic or business life.

- **Commitment**

Coaches should clarify in advance with performers (and/or employers) the number of sessions, fees (if any) and method of payment. They should explore with performers (and/or employers) the expectation of the outcome of coaching. Written contracts may be appropriate in some circumstances.

Coaches have a responsibility to declare to their performers and/or employers any other current coaching commitments. They should also find out if any prospective client is receiving instruction from another teacher/coach. If so, the teacher/coach should be contacted to discuss the situation.

- **Co-operation**

Coaches should communicate and co-operate with other sports and allied professions in the best interests of their performers. An example of such contact could be the seeking of:

Educational and career counseling for young performers whose involvement in sport impinges upon their studies

Coaches must communicate and co-operate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

- **Integrity**

Coaches must not encourage performers to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage performers to obey the spirit of the rules.

Coaches must not compromise their performers by advocating measures that could constitute unfair advantage. They must not adopt practices to accelerate performance improvement that might jeopardize the safety, total well-being and future participation of the performer. Coaches must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances.

Coaches must ensure that the activities, training and competition programs they advocate and direct are appropriate for the age, maturity, experience and ability of the individual performer.

Coaches must treat opponents with due respect, both in victory and defeat, and should encourage their performers to act in a similar manner. A key role for a coach is to prepare performers to respond to success and failure in a dignified manner.

Coaches must accept responsibility for the conduct of their performers and discourage inappropriate behavior in training, competition, and away from the sporting arena.

Extensive research examining the key factors and circumstances associated with youth participation in football has come out with the following elements (AFL, 2004; UN, 2002)

➤ **The motivators**

Football is fun and fast.

It is high scoring.

It is considered very skillful.

It provides recognition.

➤ **The competition**

- Other team sports offered.
- Duration of games compared with other sports.

➤ **The coach**

The coach is perhaps the most important variable influencing a player's participation football.

- Coaching plans and preparation is critical.

➤ **Participation**

- Low involvement through poorly structured participation is one of the most serious de-motivators.
- Not enough time on ground.

➤ **Training and games**

- Games can be fun and rewarding, but if training is dull, too hard or too serious then dropout is likely.
- Games are often not competitive (more important to parents than players).

➤ Parents are concerned about grading.

2.5. Training plan in football

International DFB – coaching course (B-license) 2008:72) defines that; periodization as the whole training and competition year is divided in to periods in order to establish and improve performance towards a specific aim where by means of training, loading and contents have to be taken in to consideration. Similarly, FIFA coaching manual (2004:1) define periodization as a technique of planning so that the annual training plan is a succession of "periods" each of which has a different style of activity.

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

In line with this idea the DFB – international coaching course manual (B-license) (2008:23) has states that: football training is a complex serious of action aimed at influencing the development of performance in a systematic and goal oriented way.

2.5.1. Annual plan /one-year plan

According to FIFA coaching manual (2004:2) annual training plan (one year) is on the basis for all scheduled training activity, 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.

As suggested in FIFA coaching manual (2004:3) the following criteria's should be taken in to account when drawing up on Annual training plan:

- ❖ The social environment of players (family school, place of residence life style habits).

- ❖ The coaching staff available (coaches, medical support, administration manager, sports psychologist)
- ❖ The number of players (squad size)
- ❖ Playing level, performance age and training age.

2.5.2. The preparation period

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

2.6. Coaching philosophy

Philosophy is a Greek work which is derived from word philosophy, which means love of wisdom. Philosophy can be defined as the study of truth, through the systematic investigation of reality, knowledge, means and values, it is also defined as the study of nature of reality and values of movement for all participants, debates critical issues believes of reality and values released to football coaching, it influence through, actions and decisions in coaching professionals endeavors. Philosophy provides direction; it enables the use of knowledge and skills in the most effective manner. A well formulated philosophy promotes the development and classification of belief and values. Which serve as a foundation of behavior? Philosophy aids in decision making: morals and value that guide our conduct not only in our professional capacity but also in our daily living Richmann and Katherine (1999) define philosophy as the study of problems which are ultimate abstract general. These problems are concerned with the nature of existence knowledge morality, reasons and human purpose sir Alex Ferguson:-"playing wining backs, while using three central defenders, represents a Fairless aggressive attacking philosophy than operation with wingers."

ROY HODGSON: - "he modern coach needs a philosophy, an expert eye and intuition."

2.6.1. RMHS boys' varsity soccer 2010 selection criteria

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

1 Technical (the "how " of soccer):-

- ❖ Passing (with both feet) short and long range, different surface of the foot, bending balls with both the left and right foot;
- ❖ Chipping- short and long range
- ❖ Heading-offensive and defensive
- ❖ Shooting- accurate and power
- ❖ Goal keeping-catching ability, dive, collapse.

1. Tactical /decision making.....the "why "of soccer.

- ❖ Execution of set plays and team strategies and formations
- ❖ Decision about which skill (pass, receive, dribble, chip, shoot, heading, tackling)

3. Physical fitness:-

- ❖ Cardiovascular fitness- measured by the coopers test and beep test
- ❖ Speed and quickness, ability to cover a distance in a short period of time
- ❖ Agility- ability to change the position-our body and control the movement of our wheel body
- ❖ Balance- the ability to keep an upright posture while stationary or moving.
- ❖ Coordination- integration of eye and hand and foot movements.
- ❖ Power- the ability to perform at strength at rapid pace.

4. mental/psychological /emotional

- ❖ Concentration/focus
- ❖ Self-control and restraint
- ❖ Composure on the field and bench
- ❖ Truth fullness, reliability, responsibility
- ❖ Leadership
- ❖ Team concept (team goals before personal goals)

- ❖ Mental toughness (ability to endure temporary physical, mental psychological or even emotional discomfort for the greater good of the team.
- ❖ Game mentality (100% effort and competitiveness in every situation)

2.7. Football coaching style

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles. Dewitt J.(2001:8) also states that coaching philosophy is the set of beliefs that guide the coach as he/she coach and administrate his/her own personal experience, when looking the coaching style and its effect on the degree of success, it is difficult to idea Borrie A. (1996:748) comments: as follows:

2.7.1. An authoritarian coach

An authoritarian coach makes all the decision 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 is his/her role to tell athlete what to do. There for, it is the athlete's role to listen, absorb and performs. Tgere 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 expert's players to confirm. Many authoritarian coaches have enjoyed success using a particular method or approach believes that there is no need to try other methods or playing style.

2.7.2. Democratic coaching style

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

- To assist athletes to develop physically (e.g. to learn basic hokey skills). Psychological (e.g. to develop positive self-images) and socially (e.g. to learn cooperative with each other in practices and games)
- to have fun
- To win the match, democratic coaching style is most appropriate in achieving these goals. Coaches who use this style.

2.7.3. Player coach relation

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, 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, 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 that directly affect and impact football players and coaches, this article will focus more specifically on their relationships with each other. The player to coach (and coach to player) relationship is fundamental for ultimate success on the court. There are several components to any quality relationship, but the characteristics I am going to focus on between coaches and players are respect, trust communication, and compromise.

2.7.4. Coach and player's 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.

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, bandage and warps. Coach and players 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 players relationship simultaneously can negatively influence the coach-player relationships, or the friendship, or both.

Effective coaches are approachable. Anshel(1990) states that a coach-player relationships built on honest, 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 motivational level and emotional health.

2.8. Strategic planning

2.8.1. Policy and sport development models

Youth sport, wealth organized by physical education teachers, youth development workers, coaches and sports animators or the police, was and still is defined as a crucial setting to re-establish moral values, healthy life style and so rebuild fragment communities and avoid social exclusion. These themes have been popularized by Robert Putnam's (2000) idea of social capital; US bowling leagues had acted as social glue, binding together healthy community and sporting opportunities all served to build local relations of trust; good neighboring suppressed high rates of family breakdown, of crime, delinquency and social disorder.

Conservation valued the vocabulary sector in sports organization (see Roberts, 2004). Particularly traditional 'male' 'English' team games such as cricket, rugby and football.

2.9. Developing effective policies and programs

2.9.1. The strategic challenge

All government plays an active and crucial role on developing and supporting the sporting life of their nations. This is true at the high-performance level and in community sport for systems for people of all ages and abilities. Sport for development and peace approaches must be accepted and integrated in to the border development tool kit, and the necessary national polices, investment, and capacity must be in place to permit programs to be sacked-up on a national basis. Sport for development and peace programs will involve mobilizing partnership with a broad range of actors, including sport organization, NGO's the private sector, and multilateral agencies to harness expertise, leverage resources and coordinate capacity- building and program activity.

2.10. Adoption and implementation of sport for development and peace

The process of adopting and implementing sport for development and peace policies and practices will differ from country to country. The process will depend, among other factors, on the current country can text, the history of the government's involvement in the issue, the existing political frame work and the government's public police development process.

2.10.1. Youth development through sport

The vast majority youth a sport program is designed to introduce participants to a specific sport or structured recreational activity that satisfies the desire for belonging, physical fitness and sun. Although these types of programs, may espouse specific values or characteristics, it has been estimated that 90% of youth sport coaches in the united states do not have formal training in coach education or youth development (Ewing et...1996). Without trained leadership, it is doubtful that life skills and other positive characteristics are taught in a systematic way. These youth sport programs make an effort to teach sport skills and life skills concurrently and they contain clear expectation for achievement

and learning although relatively few in number. These programs promote academic, social, and personal development as this primary focus and not only teach sport and life skills directly.

The first tee (Petlichkoff, 2004), play it smart (Petitpas-van Raalte, Cornelius, and Presbrey, 2004) personal-social responsibility model (Hellison and Walsh, 2002). And PER (Danish, Fazio, Nellen, and Ownes, 2002) are example of youth sport programs that fit this description

2.10.2. Program implementation and approach

As detailed in the literature review, organizational, approach can be related to various characteristics such as collaborative efforts. Centralization and hierarchical structures (Lindsey and Banda, 2010; Lindsey and Grattan, 2012)

2.10.3. Sport in development

At the world sport's forum in March 2000 Louise Frechette, the UN deputy secretary general stated that "the power of sports is for more than symbolic. You are engines of economic growth. You can set an advocate a strong and effective united nations." In 2002 at the Olympic aid round table forum in salt lake city Kofi Annan.

"Sport can play a role in improving the lives of individuals, not only individuals but whole communities. In November 2003 he general assembly of the unite nations adopted a resolution affirming is commitment to sport as a means to promote education health development and peace and to include sport and to includes physical education as a tool to contribute towards achieving the internationally agreed development goals. The United Nations declared 2005 to be the year of sport and physical education.

2.10.4. Positive youth development through sport

The challenge for policy-makers, sport organizations, coaches, and parents is to assure that youth's experiences and outcomes are positive rather than negative. Youth participation in an activity does not automatically assure the acquisition

particular habits and dispositions, but rather programs need to be explicitly designed to teach these habits and critical life skills (NRCIM, 2002), the coaches need to play an active role in appropriate implementation.

2.10.5. Organizational /process out comes

An important set of objective- through not always recognized as such-relates to the need to influence partner organizations. A sports development program usually depends on partnership and cooperation with other organizations.

For example: - in certain cases, development officers may act mainly as "brokers; ensuring access to arrange of existing programme and facilities or persuading certain organization to extend their provision. In fact the integration of sport in to their polices may be a major objective of programme. Consequently, the success of programmes in extending sporting inclusion and their longer terms sustainability often depends on achieving such organization, or process; outcomes.

2.10.6. Sport and youth

Sport activities especially, football serves as a positive role on the overall development of children offering many additional benefits not offered in other organized child activities. The game of soccer gives each child a dynamic activity with continuous action each child can participate and get maximum benefit from each day's participation as long as the coach /facilitators plans age appropriates activities and allows each player to participate to the full extent. Football also offers children the best opportunity to participate in a team sport when compared to other team sports. Other team sports do not meet the needs the children when large motor skills, the children's attention span and financial commitments are considered.

As put in the Canadian policy research networks, the individual benefits of involving youth in sporting activities transcend ion to benefits for the community as a whole. A participant experiences a high degree of interaction with other individuals with on their community, which not only benefits the child, but such

interactions also translate in to the community's socio and economic development. Thus, in additions to the personal benefits for the child, youth involvement in sports also has a broader impact on the overall community. Participation in sport has a positive effect on reducing the involvement and exposure youth may have to violence and unethical activity. Sports offer children a positive alternative to idleness, which, if a children is consistently left without constrictive activity, can often lead to violence (Canadian policy research; Rebert, 2006; UN, 2002).

2.11. Long term player development

"The fight is won and lost far away from witnesses Behind the lines, in the gym and on the road, long before I dance under those lights" (Muhammad Ali)

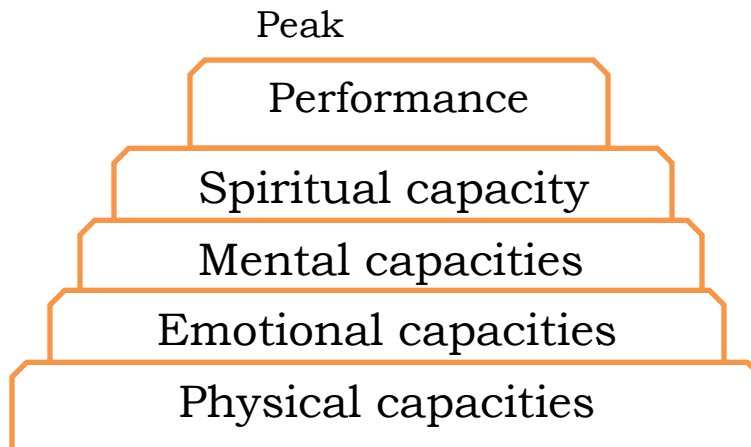
- ❖ player development at the core coaching the whole person player development
- ❖ is about accelerating growth and learning on many levels
- ❖ Growth as a person and as a player
- ❖ Both should not operate in conflict
- ❖ Any compromise in personal development will compromise player development
- ❖ Good coaches will recognize that long term football success begins and ends with strong fully developed people
- ❖ If player development is to be effective it must address the needs of the complete person.

"Perhaps the single most important element in mastering the techniques and tactics of racing is experience. But once you have the fundamental, accruing the experience is a matter of time" (Gregle mond; world cycling champion).

- ❖ Growth expands capacity
- ❖ Capacity for football and capacity for life
- ❖ The objective in high-level development squad training is to expand the capacities at all levels of the performance pyramid

- ❖ Training concept is simple- no stress=no growth; no recovery- no growth
- ❖ Stress and recovery must be applied by the coach in all phase of development

2.12. High performance pyramids



2.13. Expanding physical capacity

- At the base of the pyramid and of player development
- Coaches spend hours honing these capacities i.e. cardio-respiratory fitness, flexibility and physical recovery skills.
- Training stress applied by the coach prepares the players to execute frame skills under pressure
- Importances are; diet sleep, rest and hydration and down the pyramid.

2.14. Expanding mental capacity

- To help players concentrate fully during competition
- Applies on and with field-up and down pyramid
- Coach must work with players/parents to ensure hobbies/friends/work exist
- Important to build in mental recovery-nonstop thinking of games stimulated

- Sloppy approach in this can affect players ability to perform under pressure (moving forward together) comhairle ulaah games, community, coaching, partnership.

2.15. Coach

"One who instruct players in the fundamentals of a competitive sport and directs team strategy

2.15.1. Roles of the coach

- Educator
- Fitness advisor
- Motivator
- Disciplinarian
- Organizer
- Public relations officer
- Planner
- Fund riser
- Counselor
- friend
- scientist
- students
- role model
- assessor
- facilitator
- strategist and tactician
- nutrition

CHAPTER THREE

RESEARCH DESIGN AND METHOD

3.1. Design of the Study

As the main objective this study is to identify and examine the challenges in implementing football project development, a descriptive survey method will be employed. This method is selected because it is helpful to identify the root problems of the youth projects, the present conditions. Moreover, it is economical and rapid in data collection from a small group of individuals (kothri 2004: 35).

3.2. Research Method

The research method to be used in this study will be mixed research method. Data is collected through to qualitative and quantitative methods

3.3. Source of Data

The sources of data for the research are primary data. The primary data is gathered through questioners from selected participants, constituting of coaches and students. Interviews is made with representatives and participating organizations.

In youth sport program activities at Addis Ababa the case of Gullele and Addis kettema sub-city sport commission level, the selection of respondents as source of data depends on the expectation that they had better information and experience about youth sport program strategies, implementation and challenges.

3.4. Sampling Techniques and Sample Size

The sample sizes for this study were all football youth projects that are found in Gullele sub-city and Addis Ketema sub-city. In these two sub-cities there are eight football youth projects. For the purpose of this study all the eight youth projects are included in this study because their number is small. However, each

project is composed of coaches, trainers and expertise or officials. To make the research manageable the researcher has taken four coaches, two officials from each sub-city using purposive sampling technique. As the number of trainees is large which 240 are, the researcher has applied Taro yemane's formula to determine the samples and the samples were selected by simple random sampling technique. According to Taro yeman (1973) a simplified formula for the sample selection is $n=N/1+N*(0.05)^2$

This means 95% confidence level and 5% acceptable sampling error.

So $n= 240/1+240(0.05)^2 = 240/1.6 = 150$ participants are taken from trainees.

3.5. Data collection instruments

3.5.1. Questionnaire

According to best and kahn (2005); questionnaire is a highly appropriate data collection tool to get wider information from widely dispersed sample population and expense and provides a high proportion of usable response beside the questionnaire is found to be more advantageous in a sense that participants can respond to question with in assurance that their response is anonymous, and they may be more truthful, then they would be in a personal interview particularly when they are taking about sensitive or controversial issues(leedy and ormord, 2005).

3.5.2. Observation

Observation has been employed as data gathering tool in this study to check the availability and safety of practice facility and sport materials for the implementation of football development in the sample project center.

As to Best and kahn (2005), the data from direct observations consist of detailed description of peoples activities, actions and the full range of interpersonal process that are pan of observable human experience, so, check-list has been prepared by the researcher on football training facilities, equipment and supplies in the implementation of football training.

3.5.3. Interview

Kothari (2004) opined that data collection through interview method involve oral-verbal stimuli and replay in terms of oral-verbal responses. In this study the research has collected information directly from coaches; sub-city officer through interview method. The interview is carried out in a semi-structured way. This is one by one personality the questions to the targeted coaches and sub-city officers.

3.6. Research site of the study

The research has carried out in four youth football project of Gullele sub-city and Addis Kettema sub-city.

The researcher choses Gullele and Addis Kettema sub-city because the researcher is familiar with the area.

3.7. Data Collection

Both qualitative and quantitative data have been used for the study which is sourced from primary sources. With regard to the data collection instrument, a structured questionnaire has been used to collect data from trainees and an interview has been conducted with officials in the sub city and coaches.

3.8. Method of Data Analysis

Data collected has been presented using tables, charts, graphs and narrative descriptions. The analysis part of this study is carried out mostly through descriptive analysis and since the data that collected is both qualitative and quantitative, both quantitative and qualitative analysis of data is used.

3.9. Pilot study

Pilot testing the question helps determine whether the individuals in the sample are capable of completing the survey and that they can understanding the question based on the feedback obtained from small number of individuals who complete and evaluate the instrument, the researcher made modifications, change or exclusion from the final sample for the study.

Pilot study has been carried out to check the reliability of the data collection instruments. Questionnaires were prepared by the researcher and have been distributed to 30 football youth project trainees which were not part of the study and 2 officers, 2 coaches of Gullele and Addis Ketema sub-city are intended to be target areas for the study.

3.10. Validity and reliability

According to best and kahn (2005), reliability and validity are essential to the effectiveness of any data gathering procedure.

The research, question and after review 8 available related literature were used as response format to collect the answer from respondents.

3.10.1. Validity

According to best and kahn (2005) validity refers to the degree to which evidence and theory support the interpretation of result scores entailed by proposed uses of results. The session validity of the instrument will be established for it helps to checks the operationalization (the translation of an idea or construct in to something real or concrete) against the relevant practical content for the construct. Experts were requested to comment and make corrections on the instrument. The researcher has given draft copies of the instrument for the experts and the final copies were used by including the suggestions and corrections forward by experts.

3.10.2. Reliability

Reliability is the degree of constancy that the instrument or procedure demonstrates according to Trochim (2004) reliability has to do with in the quality of measurement in its everyday sense; reliability is the consistency or repeatability of measures. Considered reliable if it gives the same result over and over again; assuming that weather are measuring is not changing.

Any observation is composed of the true value plus some error value. Errors in measures play a key role in degradation liability the responsibility of the

researcher reduce measurement error. To do so the research conducted pilot test of instrument to get feedback from respondents regarding how easy or hard measure is questioner was prepared and distributed for 2 coaches, 30 trainees and 2 sub-city officers.

The information obtained was used for improvement purpose. For assistance teacher (coaches) through training was given so that they will not in advertently introduce errors concerning the reliability of the questionnaire the research used cronbach's alpha and the result was 0.84. Coaches were trained so that they will not in advertently concerning the reliability of the questionnaire the research will be estimate of reliability

3.11. Ethical consideration

Ethical issues in research are concerned with the creation of trusting relationship between those researched and the researcher. Stevens (2003) indicated that the dignity, rights, safety and will being of participants must be the primary consideration in any research study.

To establish trust and minimize risks, the information that will be obtained from participants will be kept confidentially and used for this research purpose only.

In this regard the researcher will inform participants about the purpose of the study. Ask their willingness to participate and reach verbal agreement, if not signed. All information obtained in this study will be confidential unless required by law. In order to protect participants privacy and identity, all records of their name no to allow any one identify them personally. Permission from concerned bodies will be asked. Everyone who contributes for the fulfillment of this research will be acknowledged.

Coach's sex, age, material status, level of coaches and qualification, working experience and specialization of coaches in addition players attitude are insure the reliability of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Characteristics of Data and participants

As described in the Methodology part, the study data was collected from Trainees, coaches and government Officials responsible for the project through questionnaire and interview. The researcher also has tried to observe the status of the project. The data collected is presented and analyzed in this chapter using simple statistical tools like frequency and mean and narration also is used to present the data gathered through interview and observation.

For the research purpose, 150 questionnaires were distributed to the participants of the projects and all were filled and returned. The respondents for this study were selected from four projects (centers) in the sub cities. The coaches in the four centers have also participated in the study and four questionnaires were distributed for four coaches and all have been returned.

4.1.1. Demographic Characteristics of Participants (Trainees)

Age	No	%	Gender	Frequency	%
u-15	39	26	male	120	80
u-17	111	74	female	30	20
Total	150	100	Total	150	100

Table 1 Demographic variables

As it can be seen from the above table, participants can be categorized on to two groups as Under 15 years old (39/ 26%) and Under 17 years old (111/ 74%). With regard to sex, 80 %were male and the remaining 20% were females.

4.1.2. Characteristics of Participants (Coaches)

The researcher has also collected data from four project coaches and the demographic characteristics of the participants in this regard are represented below.

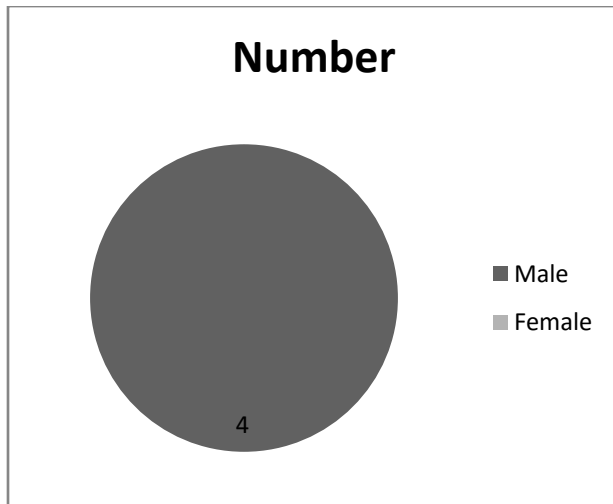


Figure 1 Gender of participants (Coaches)

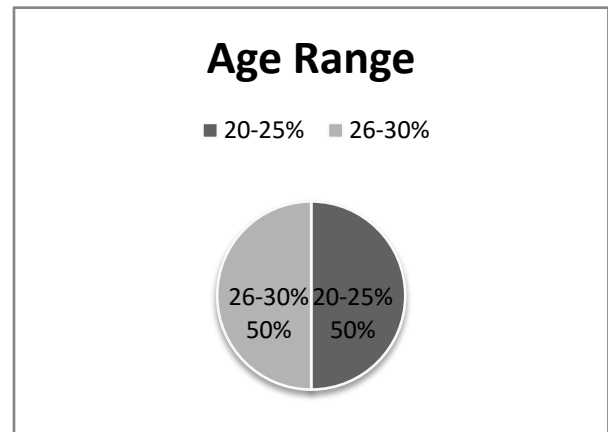


Figure 2 Age range of Participants (Coaches)

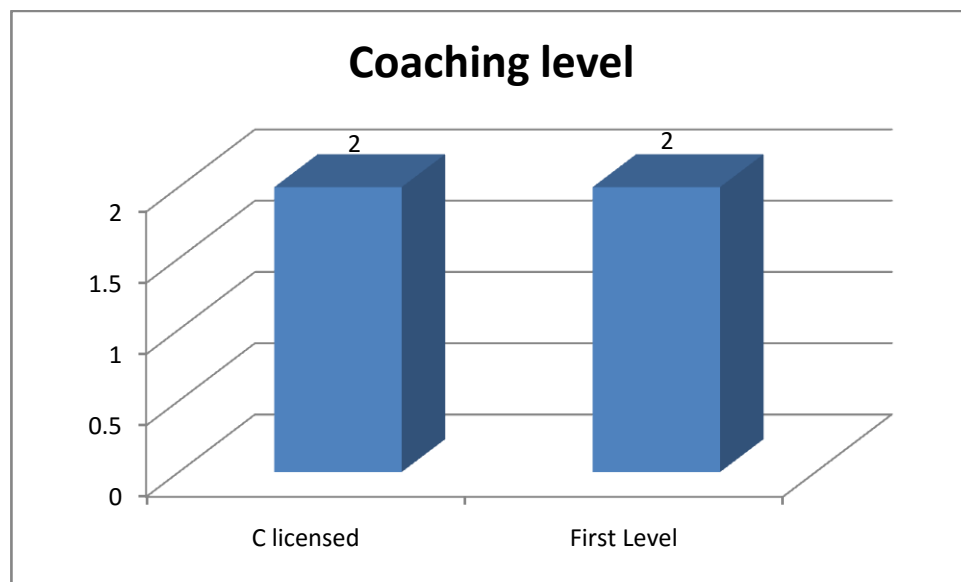


Figure 3 Coaching level

As presented above, the participating coaches are all male and two of them are C licensed coaches and the rest two are first level coaches. With regard to the age of the coaches [participating in this study, the coaches' age ranges from 20 – 30 with a data of 2 for 20-25 years old and 2 for 26-30 years old.

4.1.3. Training Center

Center	Frequency	Valid Percent
Getchew academy	30	20
03 center	38	25.33
DilBer	36	24
Dagmawi birehan	46	30.67
Total	150	100

Table 2 Participants in Training Center

The research participants were drawn from four training centers(Projects) and the data presented in the above table shows that Getachew Academy, 03 Center, Dil Ber and Dagmawi Birhan having 30, 38, 36, and 46 participants respectively for the study.

4.2. Training Facility and Tools

Item	strongly disagree	disagree	undecided	agree	strongly agree	mean	Mean overall
There is fulfill football training equipment	55 36.67%	49 32.67%	13 8.67%	5 3.33%	28 18.67%	2.35	2.30
Coaches using all training materials	37 24.67%	39 26.00%	12 8.00%	16 10.67%	46 30.67%	2.97	
Training field playground comfortable	43 28.67%	52 34.67%	8 5.33%	8 5.33%	39 26.00%	2.65	
There is shower service after training	71 47.33%	45 30.00%	9 6.00%	5 3.33%	20 13.33%	2.05	
Soccer ball (football) are adequately available	58 38.67%	39 26.00%	7 4.67%	9 6.00%	37 24.67%	2.52	
Using shin guard during training and game	63 42.00%	52 34.67%	8 5.33%	12 8.00%	15 10.00%	2.09	
Using quick ladder during training session	50 33.33%	48 32.00%	9 6.00%	15 10.00%	28 18.67%	2.49	
There is a locker to change sport wears	67 44.67%	52 34.67%	6 4.00%	13 8.67%	12 8.00%	2.01	
Currently comfortable a playground /field	58 38.67%	46 30.67%	9 6.00%	5 3.33%	32 21.33%	2.38	
Training equipment scientifically	48 32.00%	53 35.33%	17 11.33%	15 10.00%	17 11.33%	2.33	
All trainee have enough sport wears	58 38.67%	48 32.00%	16 10.67%	7 4.67%	21 14.00%	2.23	
Using wheat board and marker explanation during training session	60 40.00%	53 35.33%	10 6.67%	10 6.67%	17 11.33%	2.14	
Using coaching manual	56 37.33%	43 28.67%	19 12.67%	19 12.67%	13 8.67%	2.27	
Using ladders and rings during training session	58 38.67%	54 36.00%	16 10.67%	12 8.00%	10 6.67%	2.08	
Using rebounded during goal keepers training	66 44.00%	50 33.33%	12 8.00%	11 7.33%	11 7.33%	2.01	
Using different materials during fitness test	62 41.33%	42 28.00%	11 7.33%	15 10.00%	20 13.33%	2.26	

Table 3.1 Availability of training facility and tools (Trainee)

As it is put in different literatures, availability of training facilities and equipments are very important for a success of community development projects. And hence: availability and use of these facilities and tools has been assessed through the questionnaire.

As to the response from the trainees, the availability and usage of training facilities and tools is low having a mean scale value of 2.30 in general.

To see in detail item by item, availability of place to change clothes and Using rebounded during goal keepers training have the lowest mean scale and it can be inferred that the availability of these tools low.

Training equipment sufficiency is also lay with a mean of 2.33 meaning that the trainees disagree with the availability.

From the response of the coaches, is also recorded that the majority have rated disagree for the item in this parameter. For example, 3 of the 4 coaches say that there is no enough facility and equipment for the projects (See table below).

No	Facilities and equipments	1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Is there fulfill football equipment	3 75%				1 25%
2	Coaches using all training materials	3 75%			1 25%	
3	Training field playground comfortable	3 75%	1 25%			
4	Is there shower satirize after training	4 100%				
5	Coach football are adequately available	4 100%				
6	Using shin guard during training and game	2 50%	2 50%			
7	Using quick ladder during training session	1 25%	2 50%	1 25%		
8	Is there a locker to change sport wears	4 100%				
9	Currently comfortable a play ground (field)		3 75%			1 25%
10	Training equipment scientifically	2 50%	1 25%			1 25%
11	All trained are fulfill training /sport wears/	4 100%				
12	Using what board and marker explanation during training session		4 100%			
13	Using coaching manual	1 25%	1 25%	1 25%		1 25%
14	Using rebounded during goal keepers training	1 25%	3 75%			
15	Using ladder and rings during session	1 25%	3 75%			
16	Using different materials during fitness test	2 50%	1 25%	1 25%		

Table 3.2 Availability of training facility and tools (Coaches)

Response from Coaches

4.3. Coaching style and Philosophy

Table 4.1 Coaching Style (Trainee)

Item	strongly disagree	disagree	undecided	agree	strongly agree	Mean Individual	Mean Scale
Uses democratic training	50	38	12	7	43	2.7	2.55
	33.33%	25.33%	8.00%	4.67%	28.67%		
Uses autocratic training	43	50	13	12	32	2.6	
	28.67%	33.33%	8.67%	8.00%	21.33%		
Uses leas-fair training	52	56	10	17	15	2.25	
	34.67%	37.33%	6.67%	11.33%	10.00%		
Uses scientific training methods	42	41	16	9	42	2.79	
	28.00%	27.33%	10.67%	6.00%	28.00%		
Uses boring Training methods	62	44	14	11	19	2.21	
	41.33%	29.33%	9.33%	7.33%	12.67%		
uses always the same training methods	52	56	11	9	22	2.29	
	34.67%	37.33%	7.33%	6.00%	14.67%		
Uses new training methods	41	41	11	13	44	2.85	
	27.33%	27.33%	7.33%	8.67%	29.33%		
Uses different materials & training methods	49	48	9	13	31	2.53	
	32.67%	32.00%	6.00%	8.67%	20.67%		
Uses different demonstration and give feed back	42	34	15	4	55	2.97	
	28.00%	22.67%	10.00%	2.67%	36.67%		
Takes feed back to players	48	31	7	6	58	2.97	
	32.00%	20.67%	4.67%	4.00%	38.67%		
Uses discrimination	54	48	20	12	16	2.25	
	36.00%	32.00%	13.33%	8.00%	10.67%		
Limited Relationship b/n players & coach exists	46	44	17	10	33	2.6	
	30.67%	29.33%	11.33%	6.67%	22.00%		
Unlimited Relationship b/n players & coach exists	58	59	18	6	9	1.99	
	38.67%	39.33%	12.00%	4.00%	6.00%		

The other factor influencing the performance of a youth sport program is coaches' coaching style. As per the data collected, the mean for the items shows between 1.9 to 2.9, inclining to "Disagree".

In items "the coach accepts feedback from trainees" and "the coach trains with practicing" have got relatively the highest rates though it is "undecided" response.

As the mean scale of the items (2.55) shows, the coaching style and methods of the coaches is below the expectation of the trainees hence the responses lay on or below "undecided".

This can be seen also from the responses of the coaches for similar questions with in which the majority of the respondents put their choice for Disagree and Strongly Disagree.

The response of the coaches in this regard is also analyzed and 50 % of the coaches have rated **Uses democratic training Uses different materials & training methods** and **Uses different demonstration and give feedback** items (See table below). This item also have relatively high rate in the response of the trainees.

No	Items	1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Using democracy training methods	1 25%	1 25%			2 50%
2	Using autocratic training methods	1 25%	2 50%			1 25%
3	Coach use less fair training methods	1 25%	1 25%			2 50%
4	Coach use scientific training methods	2 50%	1 25%			1 25%
5	Coach use board training methods	2 50%	2 50%			
6	Coach use always the same training methods	3 75%	1 25%			
7	Coach use new training methods	3 75%	1 25%			
8	Coach use different materials and training methods	2 50%	2 50%			
9	Coach use different demonstration and give feedback	1 25%	1 25%			2 50%
10	Coach take feedback to players	2 50%	1 25%		1 25%	
11	Coach use discrimination relationship		3 75%			1 25%
12	Coach use players and coach limited	3 75%	1 25%			
13	Coach use unlimited relationship in player and coach	1 25%	1 25%			2 50%

Table 4.2 Coaching Style (Coaches)

Response from Coaches

4.4 Factors that Affect the Developments of Youth Football Projects

As it is presented in the table below, it is tried to assess the factors that affect the effectiveness of the projects. In this regard, thirteen items (questions) were used to assess which items have more effect on the effectiveness of the projects.

The response the researcher got from respondents shows lower agreement level inclining to “Undecided”, with a mean scale of 2.6.

Table 5.1 Factors Affecting development of Football Project (Trainee)

Item	strongly disagree	disagree	undecided	Agree	strongly agree	mean	Mean overall
Lack of facilities and equipment	51.00	39.00	15.00	11.00	34.00	2.59	2.60
	34.00%	26.00%	10.00%	7.33%	22.67%		
Coaches’ approach/methods	43.00	40.00	11.00	11.00	45.00	2.83	
	28.67%	26.67%	7.33%	7.33%	30.00%		
Coaches’ knowledge	39.00	36.00	17.00	7.00	51.00	2.97	
	26.00%	24.00%	11.33%	4.67%	34.00%		
Lack per follow up (supervision)	43.00	35.00	10.00	13.00	49.00	2.93	
	28.67%	23.33%	6.67%	8.67%	32.67%		
Age difference of trainee	47.00	44.00	22.00	18.00	19.00	2.45	
	31.33%	29.33%	14.67%	12.00%	12.67%		
Regular of training according to the age of trainees	46.00	49.00	20.00	20.00	15.00	2.39	
	30.67%	32.67%	13.33%	13.33%	10.00%		
Lack of training manual that are scientifically prepared	41.00	46.00	18.00	18.00	27.00	2.63	
	27.33%	30.67%	12.00%	12.00%	18.00%		
Problems of selection of trainees	50.00	36.00	14.00	12.00	38.00	2.68	
	33.33%	24.00%	9.33%	8.00%	25.33%		
Missing regular training	47.00	44.00	12.00	17.00	30.00	2.59	
	31.33%	29.33%	8.00%	11.33%	20.00%		
Lack of competition experience	54.00	41.00	18.00	14.00	23.00	2.41	
	36.00%	27.33%	12.00%	9.33%	15.33%		
Lack of training materials	44.00	46.00	22.00	17.00	21.00	2.50	
	29.33%	30.67%	14.67%	11.33%	14.00%		
There is rule and regulation the players future pillar	49.00	40.00	23.00	16.00	22.00	2.48	
	32.67%	26.67%	15.33%	10.67%	14.67%		
Players under influence their interest	55.00	41.00	15.00	14.00	25.00	2.42	
	36.67%	27.33%	10.00%	9.33%	16.67%		

As presented in table 5, 60% of the respondents disagree with the scarcity of play ground and training equipments, more that 60% of the respondents believe that coaches’ coaching style and methods do not affect the development of the football projects. Moreover, we can infer from the table above that respondents are in different on the impact of the items listed on the development of football projects or they did not believe that the item have been impacting the projects.

Lack of facilities and equipment, Coaches' knowledge, Missing regular training and Players under influence their interest been rated by the half of the coaches participating in this study having impact in the development of the football projects (See table below).

No	Items	1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Lack of facilities and equipment	2 50%				2 50%
2	Coaches approach /methods		4 100%			
3	Coaches knowledge		4 100%			
4	Lack of follow-up (supervision)	2 50%	1 25%			1 25%
5	Age different of trainee	3 75%	1 25%			
6	To the age of trainee regular of training according that are scientifically prepared	1 25%	2 50%	1 25%		
7	Lack of training manual	2 50%				2 50%
8	Trainees which is based problems of selection of	2 50%				2 50%
9	Missing regular training	2 50%				2 50%
10	Lack of competition experience	4 100%				
11	Lack of training materials		4 100%			
12	There is rule and regulation the players future pillar	1 25%	3 75%			
13	Players under influence this interest	1 25%	1 25%			2 50%

Table 5.2 Factors Affecting development of Football Project (Coaches)

Response from Coaches

4.4. Trainee Selection criteria

Criteria in selection of trainees are also one of the factors influencing the effectiveness of the project. And for this factor question related to trainee selection criteria was raised. And hence; it has been seen having a mean scale of 2.63. Having a mean of 2.63 means that the preference of the participants in responding was undecided and Disagree. The majority did not agree in the criteria put in selecting trainees for the projects.

Table 6.1 Trainee Selection Criteria (Trainee)

Item	strongly disagree	disagree	undecided	agree	strongly agree	mean	Mean overall
Coach Uses MRI Checkup	59.00 39.33%	40.00 26.67%	17.00 11.33%	15.00 10.00%	19.00 12.67%	2.30	2.63
Coach Uses counting Number of teeth	45.00 30.00%	40.00 26.67%	15.00 10.00%	12.00 8.00%	38.00 25.33%	2.72	
Coach Uses secondary sexual characteristic symptoms of the players	58.00 38.67%	39.00 26.00%	20.00 13.33%	8.00 5.33%	25.00 16.67%	2.35	
Coach Uses birthday certification	44.00 29.33%	39.00 26.00%	18.00 12.00%	10.00 6.67%	39.00 26.00%	2.74	
Coach Uses plovers Wight & height	40.00 26.67%	50.00 33.33%	19.00 12.67%	8.00 5.33%	33.00 22.00%	2.63	
Coach Uses hearth experts/doctors age approval documents	45.00 30.00%	48.00 32.00%	15.00 10.00%	17.00 11.33%	25.00 16.67%	2.53	
Coach Uses players academicals report card	41.00 27.33%	46.00 30.67%	11.00 7.33%	12.00 8.00%	40.00 26.67%	2.76	
Coach Uses players fitness	39.00 26.00%	39.00 26.00%	16.00 10.67%	9.00 6.00%	47.00 31.33%	2.91	
Coach Uses players big muscles observation	50.00 33.33%	39.00 26.00%	18.00 12.00%	13.00 8.67%	30.00 20.00%	2.56	
Coach uses Asking players parents	41.00 27.33%	43.00 28.67%	15.00 10.00%	12.00 8.00%	39.00 26.00%	2.77	

As presented in the table above, neither of the trainee selection criteria have failed to get a positive response from the participants and hence, we can say that the there is not a well articulated trainee selection criteria used by coaches in selecting trainees. As presented in the next table, the responses of the coaches is similar t the responses of the Trainees.

No	Items	1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Coach use MRI check up of teeth	4 100%				
2	Coach use counting number the players	3 75%				1 25%
3	Characteristics symptoms and coach use secondary sexual	1 25%				3 75%
4	Coach use birthday certification	3 75%				1 25%
5	Coach use players weight and height	3 75%				1 25%
6	Coach use health experts / doctor age approval document		4 100%			
7	Coach use players academically report card	4 100%				
8	Coach use players fitruse	1 25%			3 75%	
9	Coach use players big muscles observation	2 50%	1 25%	1 25%		
10	Coach use asking players parents		1 25%			3 75%

Table 6.2 Trainee Selection Criteria (Coaches)

Response from Coaches

4.5. Interview and Observation

Interview results

The researcher has interviewed Official of the Sub Cities and has gathered the following information in relation to the projects.

a. Factors affecting football coaching session

The interviewees have agreed that the major factors affecting the training sessions are; facilities, parents, absence of fulltime coach (coached are employees in other institutions and they coach as a volunteer)

b. coaching styles and players satisfaction

The response in relation to coaching style has evidenced that the coaching style of a coach has an important impact on the satisfaction of the training. “Since the coach and the training in the projects age all

voluntaries, what hold them stay together is the relationship they do have with the coach. Kids won't stay with coaches whose style and methods satisfies them", one interviewee said.

c. Strategic and session training plan

The officers in the Sub Cities have not seen any official training plan from the coaches as they responded to the interview. I think they may have a plan to work on but I did not receive or see formally formulated plans from the coaches" said one participant to the study. This also tells us that the projects might have been challenged by absence of strategic plans for the projects.

Observation finding on the coaching practices

No	Good coach practice	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Good observation					✓
2	Coach is aware of safety				✓	
3	Clear instruction				✓	
4	Excellent plan preparation			✓		
5	Communication coach is aware of individuals				✓	
6	Good change of pace and intensity					✓
7	Well organized				✓	
8	The coach in control				✓	

Result of the observation has been presented in the above table and it shows that the football projects assessed are on low performance in relation to the checklists like: Safety, preparation, communication organizations and coach control. This will support the responses of the trainees in relation to coach's skill and coaching style. And we can say that the projects are being challenged in these issues too.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The research reveals that training facilities and equipments are not in the expected level for the trainees and coaches. As the response from the interview testifies, coaches use their personal tools for the projects and they use what is available only.

The projects are working on limited facilities with in which there is no shower, place to change clothes, sports wears and other important training facilities and equipments.

As to the coaching style and philosophy, there is no a predetermined coaching style evidenced in the projects. Since participants rated all coaching style and philosophy related items “undecided” we can say that the style of the coaches is not well identified by the trainees. The response we got from the coaches also reveals the same.

Lack of training manual, trainee selection, availability of required training facilities and equipments, lack of proper follow-up and coach’s knowledge have been considered as factors affecting the effectiveness of the projects.

Since the participants of this study failed to identify a selection criterion with positive response, it is believed that the projects used none of the listed selection criteria in selecting trainees for the projects. Thus, we can say that trainees are being selected for projects without any criteria.

5.2. Conclusion

- Training facilities are not sufficient for the projects and it is believed that it has impacted its effectiveness.
- No selection criteria was implemented other than the physical fitness and age.
- The implementation of the projects is facing challenges in relation to consistency of schedules, game and completions for trainees, absence of training selection criteria.
- There is no enough supply of equipment and training aids for the training.
- There is no a unique coaching style /Philosophy in the projects.

5.3. Recommendations

From the current study the above findings have been gained. Hence; in this section the possible recommendation will be drawn as follows

- Training facilities shall be availed by the sponsoring body so as to make the projects effective.
- Coaches need to have skills upgrading opportunities and there shall be a consistent coaching practice in the city.
- Coaches also need to update the training manuals as their capacity to make the manuals fit the need of the project than working on the previous manuals.
- Standard trainee selection criteria shall be emplaced for the projects.

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Appendices

APPENDIX-I
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDENTS
FACULTY OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by coaches

Dear respondents

The purpose of this questionnaire is to collect data related to "challenges of implementation long term football development in Addis Ababa administrative region; the case of Gulele and Addis Ketema sub city" the information obtained through this questionnaire will be used only for research purpose. Your genuine concern and cooperation in providing relevant information are core determinants to accomplish this study successfully.

Therefore, you are kindly requested to assist the study by responding according to the instruction given.

No need of writing your name

Your response will be kept strictly confidential

Thank you in advance!

General direction please use "√" mark on the space provided for the table form items personal information

1. Age group :- 20-25 26-30
31-35 36-45
2. Sex male female
3. qualification : Diploma
 : Certificate
 : BA and above
4. work experience: 1-3 years
 : 4-5 years
 : 6-10 years
 : 11-and above
- 5 coach level: C licensed
 : B licensed

No	Facility and equipment	Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly disagree 5
1	is there fulfill football training equipment					
2	coaches using all training materials					
3	training field playground comfortable					
4	is there shower service after training					
5	soccer ball (football) are adequately available					
6	using shin guard during training and game					
7	using quick ladder during training session					
8	is there a locker to change sport wears					
9	currently comfortable a playground /field					
10	training equipment scientifically					
11	all trainee are fulfill sport wears					
12	using wheat board and marker explanation during training session					
13	using coaching manual					
14	using ladders and rings during training session					
15	using rebounded during goal keepers training					
16	using different materials during fitness test					

No	Factor Affecting development of football projects	Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly disagree 5
1	lack of facilities and equipment					
2	coaches approach/ methods					
3	coaches knowledge					
4	lack per follow up (supervision)					
5	age difference of trainee					
6	regular of training according to the age of trainees					
7	lack of training manual that are scientifically prepared					
8	problems of selection of trainees which is based					
9	missing regular training					
10	lack of competition experience					
11	lack of training materials					
12	there is rule and regulation the players future pillar					
13	players under influence their interest					
No	Trainee selection criteria	Strongly disagree	Disagree	undecided	agree	Strongly disagree
1	Coach Use MRI Checkup					
2	Coach Use counting Number of teeth					
3	Coach Use secondary sexual characteristic symptoms of the players					
4	Coach Use birthday certification					
5	C5 = Coach Use plovers Wight & height					
6	Coach Use hearth experts/doctors age approval documents					
7	Coach Use players academics report card					
8	Coach Use players fitness					
9	Coach Use players big muscles observation					
10	Coach use Asking players parents					

No	Coaching Style /Philosophy	Strongly disagree	Disagree	undecided	agree	Strongly disagree
1	Using democracy training methods					
2	Using autocratic training methods					
3	Coach Use leas-fair training methods					
4	Coach Use scientific training methods					
5	Coach Use boring Training methods					
6	Coach use always the same training methods					
7	Coach Use new training methods					
8	coach use different materials & training methods					
9	Coach Use different demonstration and give feed back					
10	Coach Take feedback to players					
11	Coach Use discrimination					
12	Coach use players and coach limited relationship					
13	Coach use Unlimited Relationship b/n players & coach					

APPENDIX-II
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDENTS
FACULTY OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by trainees

Dear respondents

The purpose of this questionnaire is to collect data related to "challenges of implementation long term football development in Addis Ababa administrative region; the case of Gulele and Addis Ketema sub city" the information obtained through this questionnaire will be used only for research purpose. Your genuine concern and cooperation in providing relevant information are core determinants to accomplish this study successfully.

Therefore, you are kindly requested to assist the study by responding according to the instruction given.

No need of writing your name

Your response will be kept strictly confidential

Thank you in advance!

General direction please use "√" mark on the space provided for the table form items personal information

2. Age group :- 20-25 26-30
31-35 36-45
2. Sex male female
4. qualification : Diploma
: Certificate
: BA and above
- work experience: 1-3 years
: 4-5 years
: 6-10 years
: 11-and above
- 5 coach level: C licensed
: B licensed

No	Facility and equipment	Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly disagree 5
1	is there fulfill football training equipment					
2	coaches using all training materials					
3	training field playground comfortable					
4	is there shower service after training					
5	soccer ball (football) are adequately available					
6	using shin guard during training and game					
7	using quick ladder during training session					
8	is there a locker to change sport wears					
9	currently comfortable a playground /field					
10	training equipment scientifically					
11	all trainee are fulfill sport wears					
12	using wheat board and marker explanation during training session					
13	using coaching manual					
14	using ladders and rings during training session					
15	using rebounded during goal keepers training					
16	using different materials during fitness test					

No	Factor Affecting development of football projects	Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly disagree 5
1	lack of facilities and equipment					
2	coaches approach/ methods					
3	coaches knowledge					
4	lack per follow up (supervision)					
5	age difference of trainee					
6	regular of training according to the age of trainees					
7	lack of training manual that are scientifically prepared					
8	problems of selection of trainees which is based					
9	missing regular training					
10	lack of competition experience					
11	lack of training materials					
12	there is rule and regulation the players future pillar					
13	players under influence their interest					
No	Trainee selection criteria	Strongly disagree	Disagree	undecided	agree	Strongly disagree
1	Coach Use MRI Checkup					
2	Coach Use counting Number of teeth					
3	Coach Use secondary sexual characteristic symptoms of the players					
4	Coach Use birthday certification					
5	C5 = Coach Use plovers Wight & height					
6	Coach Use hearth experts/doctors age approval documents					
7	Coach Use players academics report card					
8	Coach Use players fitness					
9	Coach Use players big muscles observation					
10	Coach use Asking players parents					

No	Coaching Style /Philosophy	Strongly disagree	Disagree	undecided	agree	Strongly disagree
1	Using democracy training methods					
2	Using autocratic training methods					
3	Coach Use leas-fair training methods					
4	Coach Use scientific training methods					
5	Coach Use boring Training methods					
6	Coach use always the same training methods					
7	Coach Use new training methods					
8	coach use different materials & training methods					
9	Coach Use different demonstration and give feed back					
10	Coach Take feedback to players					
11	Coach Use discrimination					
12	Coach use players and coach limited relationship					
13	Coach use Unlimited Relationship b/n players & coach					

APPENDIX-III

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የስፖርት ሳይንስ ትምህርት ክፍል

በሠልጠኞች የሚሞላ መጠየቅ

የዚህ መጠየቅ ዋና ዓላማ በጉለሌና በአዲስ ከተማ ክፍለ ከተማ የሚገኙ የታዳጊ የእግር ኳስ ፕሮጀክት ችግሮችና አተገባበሩን ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው።

ከመጠይቁ የተገኙ ማንኛውም መረጃ ለጥናት ስራ ብቻ የሚውል መሆኑን ተረድተሽ/ህ ሀሳብሽ/ህ በቅንነት በሙሉ እምነት እንድታጋሩኝ በትህትና እጠይቃለሁ።

ለሚደረግልኝ ትብብር በቅድሚያ አመሠግናለሁ።

ክፍል አንድ :- አጠቃላይ መረጃ

ጾታና የምስለጥንበት የስፖርት አይነት _____ ሴት ወንድ

የምስለጥንበት የጣቢያ ስም _____

ዕድሜ _____ በስልጠና የቆየህበት ጊዜ _____.

ክፍል ሁለት

ከዚህ ቀጥሎ ለቀረቡት ጥያቄዎች እንደስምምነትሽ/ህ መጠን በተሰጠው ሠንጠረዥ የ.....

ምልክት በመስቀመየጥ ግለጭ/ጥ እንዲሁም ተጨማሪ ሀሳብ ለሚጠይቁ መጠይቆች በተሠጠው

ክፍት ቦታ ላይ በዝርዝር ጻፊ/ፍ።

በሰልጣኞች የሚሞላ

ተ.ቁ	የስልጠና ቦታዎችና ቁሳቁሶች	5	4	3	2	1
1.	እግር ኳስ ስልጠናን ለማሰራት የሚያስፈልጉ መሳሪያዎች ተሟልተው ይገኛሉ።					
2.	አሰልጣኞች ለስልጠና የሚያስፈልጉ የማሰልጠኛ መሳሪያዎችን ይጠቀማሉ።					
3.	ለስልጠና የሚጠቀሙበት ሜዳ ለስልጠናው በቂ ነው።					
4.	ከስልጠና በኋላ ለመጠጥና ለመታጠቢያ የሚሆን ውሃ አለ።					
5.	የተለያዩ የቴክኒክ ሥራዎችን ለማሰራት የኳስ አቅርቦት በቂ ነው።					
6.	የቅልጥም መከላከያ በስልጠና በውድድር ጊዜ ሁሉም ሠልጣኞች ይጠቀማሉ።					
7.	የተለያዩ የፍጥነትና የቅልጥፍ ሥራዎችን ለማሰራት የሚጠቅሙ መሳሪያዎችን ይጠቀማሉ።					
8.	የስፖርት ትጥቅ መቀየሪያ ለሠልጣኞች ተዘጋጅቶ ይገኛል።					
9.	አሁን ያለው የስልጠና ሜዳ ለስልጠና ምቹ ነው።					
10.	የማሰልጠኛ መሳሪያዎች ደረጃቸውን የጠበቁ ናቸው።					
11.	ሁሉም ሰልጣኝ ልጆች የተሟላ ትጥቅ አላቸው።					
12.	አሰልጣኞች ለገለጸ የሚሆን ማርከር ወይም ነጭ ሠሌዳ ይጠቀማሉ።					
13.	ሳይንሳዊ የማሰልጠኛ ማኑዋል ይጠቀማሉ።					
14.	ለስልጠና የሚሆኑ መሠላል ይጠቀማሉ።					
15.	ለበረኛ ማሰልጠኛ የሚሆኑ እንደ አግዳሚ ጣውላና መረብ ይጠቀማሉ።					
16.	የተለያዩ የአካል ብቃት ፈተናዎችን ለመፈተን የሚጠቅሙ መሳሪያዎችን ይጠቀማሉ ለምሳሌ ሜትር ፣ ሰዓት ።					

ተ.ቁ	የአሰላጣጠን ስነ-ዘዴዎችና ፍልስፍና።	5	4	3	2	1
1.	ዲሞክራሲያዊ የሆነ የአሰላጣጠን ዘዴ ይጠቀማሉ።					
2.	አውቶ ክራት/ፈላጭ ቆራጭ/ የሆነ የአሰላጣጠን ዘዴ ይጠቀማሉ።					
3.	ቸልተኝነት የበዛበት የአሰላጣጠን ዘዴ ይከታተል።					
4.	የስልጠናው አሰጣጥ ሳይንሳዊ ነው።					
5.	የስልጠናው አሰጣጥ አሰልፎ ነው።					
6.	የስልጠናው አሰጣጥ ሁልጊዜ ተመሳሳይነት ያለው ነው።					
7.	የስልጠናው አሰጣጥ አዳዲስ ነገሮችን የያዘ ነው።					
8.	ለስልጠናው የሚሆኑ መሳሪያዎችን በብዛት ይጠቀማል።					
9.	አሰልጣኙ ብዙ ጊዜ ሰርቶ ማሳየትና እየተከታተለ ማስተካከያ ይሠጣል።					
10.	የሠልጣኞችን አስተያየት ይቀበላል።					
11.	ለአንዳንድ ሠልጣኞች ያልተገባ እንክብካቤ ያደርጋል።					
12.	ሠልጣኝና አሰልጣኝ ያላቸው ግንኙነት የተገደበ ነው።					
13.	ሠልጣኝና አሰልጣኝ ያላቸው ግንኙነት ያልተገደበ ነው።					

ተ.ቁ	ለእግር ኳስ ስልጠና እና እድገት ዋናው ችግር ምንድን ነው	5	4	3	2	1
1.	የማሰልጠኛ ቦታና ቁሳቁስ እጥረት።					
2.	የአሰልጣኝ አቀራረብና የአሰልጣጠን ስነ-ዘዴዎች።					
3.	የአሰልጣኝ ዕውቀት ማነስ ።					
4.	የስልጠናው ቁጥጥርና ክትትል አደራረግ።					
5.	የሰልጣኞች የዕድሜ ልዩነት።					
6.	ተከታታይነት ያለው የሥልጠና ሂደት አለመኖሩ።					
7.	ሳይንሳዊ መንገድን የተከተለ የማሰልጠኛ ማንዋል አለመዘጋጀቱ።					
8.	የሰልጣኞች የአመላመል ችግር።					
9.	የሥልጠና ፕሮግራም መቆራረጥ።					
10.	የሰልጣኞች የውድድር ልምድ ማነስ።					
11.	ዘመናዊ የሆኑ የማሰልጠኛ ማቴሪያሎችን አለመጠቀም።					
12.	የሰልጣኞች የወደፊት እጣ ፈንታ የሚያረጋግጥ አውታር አለመኖሩ።					
13.	የሰልጣኝ ልጆች ፍላጎት በተፅዕኖ ውስጥ በመሆኑ					

ተ.ቁ	የሰልጣኝ ልጆች የምልመላ መስፈርት ከእድሜ አኳያ	5	4	3	2	1
1.	አሰልጣኞች ዘመናዊ የሆነ MRI ይጠቅማል።					
2.	አሰልጣኝ የሰልጣኞችን የጥርስ ብዛት በመቁጠር።					
3.	አሰልጣኞች የጉርምስናና የኮረዳነት ጊዜ ምልክቶች በማየት።					
4.	የልደት ካርድ በማየት።					
5.	አሰልጣኞች የሰልጣኞች ቁመትና ክብደት በማየት።					
6.	ሀኪሞች የዕድሜ ማጣሪያ ያረጋገጡበትን መረጃ በማየት።					
7.	የትምህርት የጀመሩበትን ካርድ በማየት።					
8.	የሰልጣኞችን የአካል ብቃት እንቅስቃሴ በተግባር በማየት።					
9.	ትልልቅ ጡንቻዎችን በማየት።					
10.	ቤተሠቦቹን/ቿን በመጠየቅ					

መፍቻ

1: በጣም አልሰማማም 2: አልሰማማም 3: አላውቅም 4: እስማማለሁ 5: በጣም እስማማለሁ

APPENDIX-IV

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDENTS

FACULTY OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

OBSERVATION CHECK LIST

Name of observer _____ Date _____

Name of Training center _____ Time _____ sign of observer _____

No	Good coach practice	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Good observation					
2	Coach is aware of safety					
3	Clear instruction					
4	Excellent plan preparation					
5	Communication coach is aware of individuals					
6	Good change of pace and intensity					
7	Well organized					
8	The coach in control					

APPENDIX-V
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview guide for sport officers

1. What are the major factors which affect football coaching session?
2. How much different coaching styles can be correlated to the players satisfaction?
3. Do you think coaches have a strategic and unit training plan?

Declaration

I declared that this thesis is my own original work and has not been presented for a degree in any other university, and that all source of materials used for the study have been duly acknowledge

Name:- _____

Signature: - _____

Date: - _____

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

Name:- _____

Signature:- _____

Date:- _____