

**SURVEY STUDY ON THE PROBLEMS OF COACHING  
FOOTBALL IN THE CASE OF MALE FOOTBALL  
PROJECT IN ADDIS ABABA CITY ADMINISTRATION**

**BY**

**SIRANEH TAMIRU**

**ATHESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS  
OF SCIENCE IN FOOTBALL COACHING**

**MAY, 2014**

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**Approved by board of examiners**

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# Abbreviation

<b>CEO</b>	Chief Executive Officer
<b>DFB</b>	Deutscher Fussball Bund
<b>FIFA</b>	Federation International Football Association
<b>U</b>	Under
<b>U.S.</b>	United States
<b>USSF</b>	United States Soccer Association
<b>STYSA</b>	South Texas Youth Soccer Association

## Abstract

This study is conducted with ultimate objective of exploring Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration. Four (4) sample U-17 youth projects were selected, from eight (8) Addis Ababa Administrative city youth projects

Using simpler random sampling technique. The project stations located in different sub-city of Addis Ababa administrative city, which is Yeka, Akaki, Arda and Ledeta sub city. Thus, the subjects in the study were 100 players, 4 coaches, and 4 administrative experts. In this study descriptive survey method was employed.

Questionnaire was dominantly used as data collection instrument; unstructured interview and observation were also used in the process. The data gathered through questionnaires were analyzed by using frequency counts and their percentages;

whereas the data gathered through interview and observation were analyzed through descriptive statements. The major findings include that failure of coaches to manage and follow players throughout the training session, inappropriate or wrong methods of warm-up and cool-

down by players, lack of facilities and equipment's for training, and nutritional after training affect the training of youth projects. Hence, it could be concluded that the training of U-17 youth projects which are administered by Addis Ababa sport commission highly affected by shortage of facilities and equipment's. In addition to these inappropriate or wrong methods of warming-up and cooling-down also some of the constraints of the training session.

**Key words:** youth project.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Football is the most popular sport in our planet amongst the other type of sport and taking leading position. It shows dramatic progress or development in different parts of the world. It has also large media converge and public attention. Forexample, when continental and international competitions are held every attention will be towards the direction of the competition.

Even in our country the game became popular starting from early 1940s us I seen from Addis Ababa football federation documents. But now the progress and result is steadily going down. Ethiopian football federation aiming at lifting up the declined and dead football standard had designed and distributed youth football project training program throughout the country. The project helps to produced trained and skilled football players that could be competent starting from Keble level up to National level. The federation established several project stations throughout the country and 8 project stations in Addis Ababa with the same categories that are under 17 years to give basic and essential, technical and tactical knowledge.

Football is essentially

a simple game based on intelligent interposing. For youth players (clubs

and projects) skills, techniques

and good movement

are most easily grasped in a simple form.

However, the program of youth

football training should be capable of producing players who are

beneficial

to the main club. This can be achieved through a well-organized

and structured youth football development program.

Besides, beyond this, Florida Youth Soccer Association (FYSA) Coaches Handbook (2010:8) states:

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

This idea implies to be effective the training system should start from youths.

There for to alleviate our football program and to lay a stable foundation, the project is the only solution.

However, the football project in Addis Ababa could not be effective according to the objective of the project designed in the national level. The study tried to focus on Survey Study on the Problems of Coaching Football in Male Football Project at Addis Ababa City Administration.

## **1.2 Statement of the problem**

Football has got the highest acceptance among various kind of sport practiced by people of the world. Football game helped by individual techniques of group tactics, this could be achieved through conductive training by qualified coaches. Coaching is all about helping athletes achieved their dreams. It should be done positively, smartly and with passion. The positive role model,

following a well-defined coaching philosophy, style will be a key ingredient in success of the program in general and the athletes in particular. However in my observation I had experience restrictions and problems faced for the unsuccessful the youth football coaching project in Addis Ababa this trigger me to study the Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration.

### **1.3. Research Questions**

The following leading questions are prepared by the researcher to answer the coaching problems.

1. What are the factors which challenge in conducting the training session?
2. Are the facilities and equipment's available to conduct or run a training session?
3. Do the players eat appropriate diet before and after the training session?
4. What are the major criteria for selecting the football project player?
5. Do athletes respect the training program which is given by their Coaches?

## **1.4.Objective of the research**

### **1.4.1General objectives:-**

- The general objectives of this study are to find out and evaluate the current Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration and to recommend corrective measures to minimize the encountered problems.

### **1.4.2 Specific Objectives**

- To examine the source of problems of youth football project coaching.
- To Assess and evaluate the current Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration,
- Recommend possible solution to minimize the problem's, and
- Provide information for further study.

## **1.5 Significant of the study**

Conducting research onevaluate Survey Study on the Problems of Coaching Football in Male Football Project at Addis Ababa City Administration will be an indicator to improve awareness on the problems and of male football project coaching. In addition to this, the study will particularly expect to have the following importance:-

- Give an insight about the problem of football coaching in some youth football projects.
- Assessed and evaluate the suitability of the training environment to apply appropriate training.
- It may insist other researchers to do further investigation of similar issues.
- To provide accurate facts for the better methods of coaching youth football project.

## 1.6 Delimitation of the study

- It focus on youth football project
- The scope of the study focuses only U-17
- The study also focus four (4) project stations located in different sub-city of Addis Ababa administrative city, which is Yeka, Akaki, Arda and Ledeta sub city.
- It focuses only male players.

## 1.7 Limitation of the study

Inadequacy

of available relevant research materials is one of the limitations encountered in this study. In addition, the scarcity (shortage) of sufficient books and literature in the area of study was the major shortcoming that the researcher encountered during the execution of the study.

## 1.8 Operational definition

The following key terms were used throughout this document and to ensure clarity of meanings and usages, the terms are defined below.

**Carbohydrate:** types of food digested easily and used as primary source of energy.

**Cool-**

**down:** slow jogging or movement with or without the ball to make the heart rate and body temperature normal after training.

**Equipment:** materials used to facilitate football training sessions successful.

**Facility:** Something designed, built, installed etc. to serve a specific function affording a convenience or service:

**Protein:** types of food used to build and repaired the body.

**Tactics:** -is a term used to describe the combination of skills applied to a given set of circumstance.

**Training:** is long and complex scientific process to produce skilled and talented players.

**Techniques:** -a way of carrying out a particular task.

**Warm-up:** is a very important preparatory exercise which is done in order to make ready, body and mind, to the training session.

**Water:** is part of nutrition used to protect the body from dehydration, tired or fatigue

**Youth:** young people who played in under age 17 categories.

## **1.9 Organization of the Study**

This thesis has five chapters. The first chapter deals with background of the study, statement of the problem, Objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of key terms and concepts. Chapter two deals with review of related literature, which consists of concepts, characteristic, principles, and components of football training, characteristics of youth training, coaching styles, experience of the coaches, family/community supports sports nutrition, and facilities and equipment's of football training. 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 Concepts of Football Training**

There are a lot of explanations about the concept of training. For example, the International DFB-Coaching Course Manual (B-license) (2008:22) defines it as follows: "Training is all measures taken to build up, to improve and to stabilize the quality of performance in football in a systematic and objective oriented way". Moreover, in the above manual training expressed as a physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives. In relation to these concepts Dewitt J. (2001:85) suggests:

When learning a new skill or method, correct repetition is most important. As you probably know from experience, a physical skill, like kicking a ball, or a mental skill, like reading or writing, is mastered by performing the skill over and over until mistakes are reduced or eliminated. You probably were not constantly able to perform the skill correctly at first. Instead you made mistakes and then reduced the number of mistakes until you mastered the skill. Even then, you still made mistakes, but they were few and far between. The same will be true when you teach a new concept for your players. It is okay if your players make many mistakes when learning a new concept or skill. Your job is to help the players eliminate mistakes so they can become better players.

In addition to the above concepts, training is described as a complex series of actions aimed at influencing the development of performance in a systematic and goal-oriented way.

Thus, when teaching a skill or concept, the coach should follow a logical teaching process, the coach will demonstrate the skill and then let the players practice while he/she determines and analyzes correct and incorrect performance, providing feedback about their mistakes, and allow them to practice over and over again.

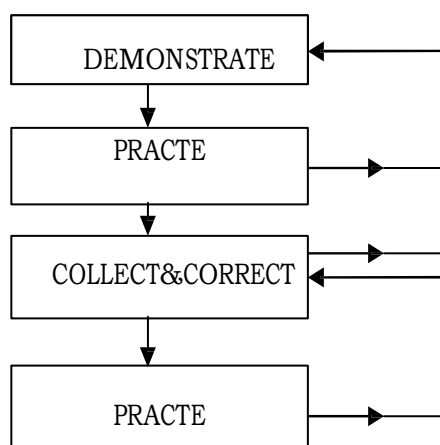


Figure 1. The Teaching Process Adapted from Coaching Girls' Soccer (2001:85)

## 2.2 Characteristics of the Modern Football

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

In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goals than the opponent team. Getting the ball between the goalposts and into the goal scores a point. While playing the ball, players may use anybody

part except their hands.

However, the goalkeeper may use his/her hands while inside the penalty area/box of his own team's court.

This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in <http://www.wordiq.com>, a survey conducted by Federation

International de Football Association (FIFA), the sport's governing body, published in the spring of 2001, over 240 million people regularly play football/soccer in more than 200 countries in

every part of the world. Its simpler rules and minimal equipment requirements have no doubt aided its spread and growth in popularity.

In this regard Reilly T. (1996:1) expressed that; football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer

game and its rule have a great role for the

popularity and development of modern football/soccer throughout the world.

### **2.3 Basic Principles of Football Training**

Kacany (1987:33) (as cited in Wondimu and Damen, 2004:41) defines training as a complex, long and conscious educational process, with the aim of making use of specific means, to

contribute to the achievement of maximum sports performance

by a player on the basis of balanced development of his/her personality and

further explain training as a systematic process of

repetitive, progressive exercise and acclimatization. For this

purpose, the principles of training

help ensure that sensible, realistic and safe training programs are developed.

Therefore, the principles of specificity, overload, progression,

variance, and principles of long-

term training are the basic principles of training specific to football/soccer.

The details of each principle are discussed as follows:

## **Principles of**

**Specificity:** every activity requires a specific mix of fitness components and the trainings should reflect the contribution made by each component. However, before attempting any specific training it is mandatory to develop a general level of fitness. Here, three main factors must be considered:

- **The individual:** training should be specific to the individual. It is important to assess the initial stage of fitness so that the workload can be accurately estimated.
- **The activity:** first identify the mix of fitness components required and then identify the major joints and muscles that are used or more active.
- **The energy systems:** identify the energy systems used during the activity and their overall contribution to total energy expenditure.

## **Principles of Overload:**

this principle indicates that the whole point of training is to improve level of fitness, but the level of fitness will improve only if the body is overloaded. In other words, the body should work harder than normal by increasing the amount of work to be performed. This can be applied through:

- Increasing the number of times (frequency: F) of the training.
- Increasing the intensity (intensity: I) of the activity.
- Increasing the duration (time: T) of each individual session.

## **Principles of Progression:**

regarding this principle, the body will improve only if it is put under stress, but the principle of progression underlines the fact that the amount of overload attempted should be progressively made more difficult. The workload should be increased only

ncesome adaptations have occurred, so it is important to monitor the players or trainees performance closely so that the coach does not put too much stress on the players too soon.

**Principles of Variance:** variety

is the spice of life! Doing the same thing week after week becomes monotonous and boring. The principle of variance suggests that a training program should include a variety of training methods. This will help to maintain interest and motivation, and make sure that the loads of training are varied.

**Principles of Long-term**

**Training:** footballer experience long-

term training effects by overloading regularly and progressively their body systems. Gradual improvements in

physiological parameters contribute to enhanced performances. This principle reminds coaches to be patient as they

monitor the progress of the footballers and care for them against pushing

youngsters too hard, too fast and too soon (Wondimu and Damen, 2004).

In general, the principles of training are used as guidelines to assess the appropriateness of the

training session. In addition to the above principles the U.S. Youth Soccer Coaching Manual (2010:11) recommends

the following principles for the success of youth training sessions. The details of each principle are discussed as follows:

• **Developmentally Appropriate:** this challenges the coach to examine the appropriateness of the activity. The requirements or demands of the activity should fall within the range of players' abilities.

• **Clear, Concise and Correct Information:** how instructions are given is crucial when dealing with young children. Too much information overwhelms them and too little information doesn't give them enough to get started. Provide enough information to get them started and then add new challenges.

•**Simple to Complex:** are the activities presented in a way that allows for ongoing modifications and new challenges to meet the players' interest and abilities.

•**Safe and Appropriate Training Area:** the area should be free of hazardous materials such as glass, stones, branches, holes and be safe from traffic or other environmental dangers. The training environments should be psychologically safe.

•**Decision Making:** decisions may be spatial (where to run or pass), temporal (when to pass or run), or kinesthetic (how do I handle the ball)? These need to be present in all activities for learning to occur. Remember that learning is not efficient, and that effective learning may be the result of inefficient trials.

•**Implications for the Game:** the activities presented in a training session must in some way reflect the demands a player faces in the game. The younger the player the less clear this may seem, while the older the player (i.e. 10 or older), the more clear it will become.

However, the implications for the game are even more important for the younger players. The coach at this level is providing the foundational movement and thinking skills that will enable the player to later solve more complex problems.

## 2.4 Components (Pillars) of Football Training

U.S. Soccer "C" License Course Candidate Manual (2008: 13) suggests that it is important to clearly understand the components of coaching soccer and how to apply the methodology of teaching both technique and tactics through economical training. The coach must apply these principles to solve problems identified in the game to develop appropriate training sessions that

allow the coach to coach the players, not the method. The components/pillars of coaching football/soccer are: technique, tactics, physical fitness and psychology. The order of priority of these components/pillars differs depending upon the age and ability of the players. In addition to this Dewitt J. (2001:74) states that, "When determining which of the components you will address during each practice session, you must take into account the ages and stages of development of your players". The details of each component has discussed as follows:

**Technical Preparation:** as defined in Cambridge Youth Soccer Coaches Manual (2007:6) technique is the skills used to play the game. Dewitt J. (2001:76) also explains about technique as follows:

In soccer/football, the most important element is technique. Techniques are the skills of soccer. Without technique, it does not matter how well you make decisions (tactics), how long you can run (endurance), nor how you deal with the stress of competition (psychology). When working with players of all levels, technique must be the emphasis of your coaching.

Wondemu and Damen (2004:26) also state that, technique is evidently of fundamental importance. It forms the bases for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control, he/she will never be able to control a game.

Since techniques or the skills used to play the game are the fundamentals of football game. Therefore every technique used by players fall under one of the fundamental skills. Following is

a description given by Dewitt J. (2001:76-77) about fundamentals of football/soccer game:

- **Juggling:** a player juggles a ball when he/she repeatedly keeps the ball from hitting the ground by using various parts of his/her body. He/she juggles with his/her feet, thighs, chest, head, and shoulders. A player starts juggling by lifting the ball off the ground without using his/her hands (a technique called a pickup). Although juggling may not occur often during a game, players juggle to increase their ability to control the ball, so it is worthwhile to practice.
- **Dribbling:** dribbling involves keeping possession of the ball with your feet. Various surfaces of the feet are used, including the inside, outside, instep, and soles. Players dribble to go past opponents (beat them), to go away from opponents or sidelines, and to move quickly in open spaces. Each type of dribbling requires a different technique. Dribbling technique also involves body feints and tricks to fool opponents. Players use their heads, shoulders, legs, and small touches of the ball to fake opponents by beating them with a dribble.
- **Passing:** players pass the ball to move it from one part of the field to another. There are various types of passes. Short passes usually remain on the ground, while long passes may be on the ground or in the air. Balls might be driven, lofted, or curved (bent). Each type of pass requires a slightly different technique.
- **Ball control:** receiving the ball is important for maintaining possession. When players control the ball, they may use various body parts, such as their feet, thighs, chests, and heads. They might also use different surfaces of each body part. For example, a player might use the inside or outside of his/her foot when receiving a pass on the ground, or he/she might use the instep or sole of his/her foot when receiving a ball out of the air.

• **Heading:** players head the ball with their foreheads. Heading may be used for attacking or defending. A player might try to head the ball into the goal or to pass it to another player. Soccer players also use their heads defensively to hit the ball away or to clear the ball. Players who are standing, jumping, or diving might attempt headers.

• **Finishing:** players finish to score goals. Finishing might be better described as a pass into the goal. The techniques used when finishing are very similar to those used when passing. Players must work on striking a ball that is rolling, bouncing, or in the air. A ball struck just after it bounces is called a half volley, while a ball struck out of the air is considered a full volley. In addition to mastering how to finish a ball that is rolling, bouncing, or in the air, players also need to work on finishing balls coming toward them, moving away from them, or coming from the side.

•

**Tackling:** players tackle the ball to dispossess another player. A tackle occurs when a defending player knocks the ball away from an opponent who is in possession. In football/soccer, a player tackles the ball, not another player. There are several ways to tackle the ball, including block tackle, slide tackle, and the side tackle. When a player tackles the ball, his/her intent should be to get the ball away from an opponent, but not necessarily the ball herself. Tackling is the only technique that is used solely for defensive purposes. You would never tackle a teammate.

**Tactical Preparation:** in U.S. Soccer “C” License Candidate

Manual tactic defined as player decisions within the game. Furthermore, as described by Dewitt J. (2001:78) football/soccer tactics are the strategies that players and teams use to play the game. When the coach teaches tactic to his/her players, he/she is actually teaching them how to make correct decisions. During a match a player needs to make many decisions, usually with very little time to think. Teach and reinforce tactics by coaching exercises that require the player to make a decision, or face the same problem, repeatedly. In addition to this Wondimu and Damen (2004:26) states:

Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the playground. The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself.

Tactics can be applied individually, in small group and large group, while both in attacking and defending. However, Dewitt J. (2001:79) suggests that “When working with your player, focus more on individual and small group tactics than on large group tactics for both attacking and defending.” For this also the following reasons are discussed as follows:

- Individual and small group tactics are less complex and simpler to understand than large group tactics.
- By mastering individual and small group tactics players will inherently begin to develop large group tactics.

- No matter how many players are on the field, when analyzing play it is possible to reduce the big game to a 1V1 or 2V1 situation involving the ball. The team that wins more of the 1V1 or 2V1 situations throughout a match is more likely to be the winner of the game.

According to Cambridge Youth Soccer Coaches Manual (2007:6) tactics for youth football or soccer focuses largely on decision making, i.e. how players can make the correct decision given a particular situation. Coaches should try to understand the progression of tactics and coach the players in the proper sequence, so that players are comfortable in solving easier problems (1V1, 2V1) before they move on to solve more complex ones (4V4). Thus, as a youth football/soccer coach, it is mandatory to consider and identify the age and level of trainees before planning training.

Characteristics of the training for youth players depending on their age level are expressed as follows:

### **Basic Tactics (U8-U10)**

- (U6, U8) knowing which direction to attack and which goal to defend.
  - Understanding their options when they have the ball (pass, dribble, and shoot) in 1V1, 2V1 and 2V2 situations.
- Basic defending technique.

### **Intermediate Tactics (U10-U14)**

- Understanding basic role of defenders, midfielders and forwards.
- Knowing their options when they have the ball (pass, dribble, shoot) in 1V1, 2V1 and 2V2, 3V3 and 4V4 situations. Defending technique.
- Understanding the thirds of the field (attacking third, middle third and defending third) and preferred options in each "third".
- Combination plays (wall pass, takeovers). Defending in pairs.

### **Advanced Tactics (U14 and above)**

- Continue emphasis on fundamental and intermediate tactics.
- Overall team strategy (offside traps).
- Understanding role of specific positions (left winger, center forward, center defender).

**Physical Preparation:** according to John, Michael and Helen (2000:33) physical fitness is defined as the ability to cope effectively with the stress of everyday life.

Dewitt J. (2001:79) describes that many people associate fitness with the ability to run for a long time (aerobic fitness); football/soccer players actually have a few more requirements. However, when we are rethinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Furthermore, Dewitt J. (2001:79) recognizes that; football/soccer is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class football/soccer players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of football/soccer and maintain high technical ability and decision-making quality throughout a match. Every football/soccer player, regardless of standard of play, can benefit from a fitness training program based on football/soccer-specific exercises.

For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner.

J. provides the following insight on fitness training for youth:

There is evidence to suggest that training of youth players does not need to be focused on improving physical performance. Often young players get sufficient physical training by regular drills and games. In a Danish study, 132 young players from football clubs, in which fitness training was not performed with players under 15 years of age, were tested using a football-specific endurance test. For boys younger than 15 years there was a pronounced increase in performance with age despite the fact that they did not perform any specific fitness training. Furthermore, results of 18-year-old players were as high as those of the senior league players. It appears that a player can reach a top-class level as a senior player without performing specific fitness training during the younger years. The time saved by excluding fitness training should be spent on training to improve technical skills, as the players greatly benefit from this type of training when they become seniors. When training young players one should be aware that there is a large difference in individual maturation within a given age group. The adolescent growth spurt may start as early as the age of ten or may not start until the age of sixteen. On average, girls mature about two years earlier than boys. As maturation status can have a profound effect on physical performance, care should be taken not to underestimate genuine football talents due to physical immaturity in comparison to other players in the same age group. Another important aspect of youth training is the amount and intensity of training. The coach should carefully observe how the individual players respond to the training, as young players can easily "overtrain."

Training for young players, prior to and during early puberty, should not be focused on the physical aspect, but should mainly emphasize technical training. Children are very

sensitive to the physical and psychological stresses imposed by a demanding training and competition schedule.

They are especially susceptible to injury or burn-out during growth spurts and puberty. Youth coaches must take into consideration the positive effects of adequate rest periods during training, alternating hard and light practices through the season and allowing days off and time away from football/soccer to recuperate and rekindle passion for the game.

### **Psychological Preparation:**

When the coach plans the training session for psychological preparation he/she considers the development of both the mental and cognitive skill. Moreover, FIFA Coaching Manual (2004:1) explains that mental training is aimed at improving mental attitudes, but also at aiding the improvement of performance related elements through techniques that utilize the qualities and resources of our brain. The development and improvement of mental attitudes can start as early as the pre-training/development stage with youngsters. By giving the players specific rules and instructions during training sessions, it is possible to stimulate the development of their mental approach. However, cognitive skill knows how to read the game, having good all-round vision, being able to see more quickly and make the right choice of move more rapidly are all signs of a good tactical awareness that sets the great players apart from the rest. Furthermore, in the same manual cognitive skills are defined as the instructive tendencies that allow a motivated and committed player to assess a situation through a process of knowledge acquisition (attention/concentration/perception/anticipation).

It therefore encompasses everything that the player's intelligence allows him/her to understand so that he/she can exploit a given situation or action in the best possible manner.

## **2.5 Methods of Football Training**

Every coach needs a variety of coaching methods to use as tools with their teams. When developing and executing appropriate and effective training sessions, it is helpful to consider different coaching methods. In line with this idea, the U.S. Soccer/football "C" license (2008: 1) states the following five points as toolkits of coaching methods:

- **Coach within the flow of the game:** this is successful with players whose technique allows them to process and play at the same time. The coach provides clear, brief instruction to individuals or small groups of players as the ball is moving. This is not an ongoing monologue, but rather instructions at a critical time to influence play. The caution here is to not let this become noise.
- **Coach the individual player as the game continues:** here the coach stops an individual player to make a coaching point, but does not stop the activity. While the coach interacts with the player, the team plays a "man down." Obviously the interaction must be brief and concise to get the player back into the activity.
- **Coach at natural stoppages:** here the coach addresses groups of players during times when the game is still, e.g. when the ball goes out of bounds; at water breaks; change over. While being brief and concise is always important, here it is important to focus on a problem that is fresh in the player's mind.

- **Allowing the condition of the activity to coach the theme:** here the condition of the activity provides the problem for the players to solve.

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**Coaching the “freeze” method:** here the coach “freezes” the game to make his/her coaching point. This allows the coach to “paint” a very visual picture for the players. Use this option with care, because if used too often it can disrupt the game and frustrate the players.

A technical freeze allows the coach to correct incorrect technique and is coach directed. Here the

coach can demonstrate proper technique and have the player rehearse the technique.

A tactical freeze is often coach directed, but can benefit from guided questions as well. While coaching youth players it is important to consider the method show to develop familiarity of players with the ball through repetition and some necessary directions.

The U.S. Soccer “C” license (2008:3) suggests important methods for coaching youth players:

- Making players something to emulate from older players, TV and highlights.
- Using direct method of coaching for technique.
- Trying to make the whole process to be aided by energy and passion from the coach.

## **2.6 Characteristics of Youth Training**

Characteristics of youth training is depends upon the age level of players, since the capacity of

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

There are different characteristic features of each age group, similarly the content and characteristics of technical and tactical training are also different.

Furthermore, the detail of the organization of youth training depending on their age and characteristics of technical and tactical training is discussed as follows:

### **Infancy or Childhood stage (6-10 years)**

In this stage children play football / soccer everywhere: in the streets, on lawns and in an open space: this is because football / soccer attracts children and it offers many challenges. Young players have the will to win and enjoy the games unpredictably. This is the age of exploration where they like to experience their surroundings. In this respect the coach has to give the children completion to keep their attention and enthusiasm. He / she should do several things to keep them interested. There is room for sportive activity which is based on two objectives: on one side enjoyment in handling the ball with the feet and in playing; on the other side they want to move and enjoy themselves. In this stage content of fundamentals which govern performance in techniques and tactics are:

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

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

Characteristic features of players in this stage are:

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

### **Ante-puberty stage (10-12 years)**

Players who are located in this stage are categorized under D-junior players. It is in this stage that players show physical harmony, become well balanced and co-ordinate, and are able to learn difficult things or creativity. Moreover, players should be thought of agility, dribbling and all the difficulties in the game with the ball.

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

### **Age of puberty: 1<sup>st</sup> phase (13-14 years)**

This stage is discussed as a growing stage, where the players' co-ordination is very much

affected. In this stage, players would not be as quick as before and their balance is no longer steady.

- **Techniques:** all technical to be tried as tactical means in competition, like practicing and playing forms. In a psychically unstable phase, stop practicing techniques in simple forms in order to stabilize the movement.

- 

**Tactics:** tactics also include introduction, tactical means of attack and defense, and teach teamwork.

## **Age of puberty: 2<sup>nd</sup> phase (15-16 years)**

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

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

## **Youth : ( 17-18 years)**

As the International DFB-Coaching Course Manual (B-license) (2008:92) notes that, it is in this age group that the consolidation of previously established performance ground takes place. Training bad devised to support and to foster the natural biological development must create the prior conditions for ensuring that the youth can smoothly join the ranks of senior football. This training bad is even aimed to physically adjust players to the diversity of the challenges posed by competition, but equally applied to the intellectual-mental sphere.

According to FYSACoaches Manual (2010:11) at the junior level, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and

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

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

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

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

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

## **2.7 Training Plan in Football**

International DFB-Coaching Course (B-license) (2008:72) defines that; periodization as the whole training and competition year is divided into periods in order to establish and improve

performance towards a specific aim where by means of training, loading and contents have to be taken into consideration. Similarly, FIFA Coaching Manual (2004:1) defines periodization as a technique of planning the process of training and competition so that the annual training plan is a succession of "periods", each of which has a different style of activity.

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

In line with this idea the DFB-International Coaching Course Manual (B-license) (2008:23) has stated that; football training is a complex serious of actions aimed at influencing the development of performance in a systematic and goal oriented way.

In addition to the above Dewitt J. (2001:89) recommends of all duties and roles that one fulfills when coaching, the task that he/she will do more than any other will be planning and running training sessions. It is in these training sessions that the coach will do practically all of his/her teaching, because he/she can completely control the environment of these sessions. The coach can control the success rate of his/her players. He/she can stop the players at practice when they make mistakes to provide them with the vital feedback that is necessary to learning.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the

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

### **Perspective Plan**

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

### **Annual-Plan/One-year Plan**

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

fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations.

As suggested in FIFA Coaching

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

- Playing level, performance age and training age.
- The number of players (squad size) available.
- The fixture list.
- The objectives for performance on the pitch for the season.
- The infrastructure, equipment and conditions available for training.
- 

The coaching staff available (coaches, medical support, administration manager, sports psychologist).

- Analysis and assessment of past performances.
- The social environment of players (family, school, place of residence, Lifestyle habits).

For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

The International DFB-Coaching Course (B-License) (2008:73)

recommends that; one-year plan to be divided into the following five micro-cycles:

- Preparatory period
- 1<sup>st</sup> competition period
- Minor transition period
- 2<sup>nd</sup> competition period
- Major transition period

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

- Preparation (pre-season) period
- Competition period

- Transition(wind-down)period

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

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

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

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

### **The Competition Micro-cycle**

The micro-cycle, which is a short, weekly training cycle, stretches over several days and often a whole week. The micro-cycle should not be merely a repetition of the previous cycle: it has to have a new foundation, and this also implies some of the process, methods

and forms of training have to be revamped or repaired as well. Micro-cycles that are linked together over a 3 to 4 week period (thereby forming a meso-cycle) can differ from one week to the next. The content of a micro-cycle is often determined by the team's result, but also by other factors, such as the performance level of the team as a whole or of individual players, or the weather. With young players at the learning stage, the micro-cycle also has to take into account whatever learning objectives have been fixed for the cycle.

### **The Training Session**

FIFA Coaching Manual (2004: 14) explains that the training session forms part of the micro-cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/hersession around his/her objectives for the day, his/her medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team. The training session has to be varied - not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned. It should last between 80 and 100 minutes in total, depending on the type of session, the objectives and the training cycle.

As expressed in the FIFA Coaching Manual (2004: 14) the training session comprises three phases. These three phases are also applied for different objectives with different durations.

The details of the phases are discussed as follows:

#### **The warm-up or limbering-up phase**

The warm-up or limbering-up exercise is part of the training session, which is practiced at the beginning of the training session.

As Honey Bourne et al. (2000:224) explain that the warm-up or limbering-up exercise helps to prepare the body for the physical exertion. By gently raising the pulse rate to increase the cardiac output and rate of ventilation. The vasomotor center is making sure that more blood is being distributed to the working muscle. The combined effect is to increase the amount of oxygen being delivered to the muscle cells, which will help to reduce the oxygen deficit when it is time to start the performance phase or main activity.

Besides, John, Michael and Helen (2000:224) describe three phases of warm-up or limbering-up. Phase one involves a continuous, sub-maximal whole body activity, such as jogging, to gently raise the pulse rate. This is followed by a stretch session, in which particular attention should be paid to the joints and muscles that will be most active. Finally, specifically rehearse the movement patterns that will be performed.

In addition to this, FIFA Coaching Manual (2004:14) express warm-up or limbering-up as the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination exercises; the tempo is then gradually increased with exercises specifically adapted for football/soccer based on technical skills or on different game situations. When working with young players, separate co-ordination and integrated co-ordinate work with the ball must be included in the limbering-up phase.

There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase. In general warm-up helps to prepare mentally and physically for the activity, a warm-up considerably reduces the risk of injury.

Depending upon the weather condition, the duration for this phase is also lasts between 15 and 20 minutes.

### **The performance phase**

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards volume, but also the duration and intensity of the activities. Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players.

At training/development level, but mainly at pre-training/pre-development level, the football player must be at the heart of the whole training process. It should take up between 50% and 60% of the total duration of the session, although the coach must also ensure that the players' equip themselves with the necessary technical, tactical and mental skills using progressive, analytical exercises. In training, play improves when there is a better distribution between practice games on large and reduced-size pitches and training exercises.

It is up to the coach to work out an optimum combination alternating between practice games, analytical exercises and other forms of playing, or between separate forms of training without the ball and integrated forms of training with the ball.

In this phase of acquisition and training, the quality of the coaching (i.e. the commitments shown

by the coach, his/her ability to intervene in the right place and at the right time, the precision of the corrections that he/she makes and his/her overall dynamism) will ensure active commitment on the part of the players and the success of the training objectives set. The duration of this phase varies. It generally lasts 50-60 minutes or up to 70 minutes, depending on the objectives, the day on which the session is being held, the weather conditions, local customs, and even how the coach feels.

### **The cooling-down phase**

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The player then have hydration or energy drinks as the first step to aid recovery.

John, Michael and Helen (2000:226) note that cool-down prevents blood pooling because during the main session 85% of the blood volume is distributed to the working muscles and one of the main ways of maintaining blood flow back to the heart by the skeletal pump mechanism. If muscle action stops suddenly the amount of blood returning to the heart drops dramatically. This in turn reduces the stroke volume and causes a drop in blood pressure, making the athlete dizzy and lightheaded.

A cool-down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage.

This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach

to give his/her assessment of the session, to fix new objectives or simply to communicate with the players.

The duration for the cooling-down phase also varies between 10 and 15 minutes.

## **2.8 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 hand

administer his/her team. Many of the coaches' philosophies will come from his/her own personal experience.

When looking

the coaching style and its effect on the degree of success, it is difficult to identify effective coaching style. In relation to this idea Borrie A. (1996:248) comments:

It is now accepted that there is no universal behavior pattern that produces optimal coaching effectiveness in all situations.

The majority of researchers now agree that three factors interact in determining what pattern of coaching behavior will produce the best results. These

interacting variables are the coach, the player who is being coached and the situation in which the

coaching is done. All these have an influence on the effectiveness of various

coaching styles in producing good competitive performance and satisfied players.

Thus, coaching

styles have their role in the outcome or success of the training program.

According to Dewitt J. (2001:9) there are three types of coaching styles. The details of each coaching style is discussed as follows:

## **An Authoritarian Coach**

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

## **The Chief Executive Officer (CEO)**

The chief executive officer is one who runs his/her team as if it were a corporation. The bottom line for the CEO Coach is production, and production is determined by the coach's philosophy. The CEO Coach is very flexible, willing to try new and different methods to increase or enhance productivity, he/she always be the person making the final decision. It is not uncommon for a CEO Coach to ask for suggestions from colleagues or players. The CEO approach works well when the coach wants to give players the opportunity to feel empowered and to be a part of the decision-making process.

## **The Friendly Coach**

The friendly coach is one who places a priority on relationships on individuals. The friendly coach treats all players as individuals. Unfortunately, being a friendly coach is sometimes ineffective because the line of authority is blurred. A friendly coach works well when the players

need to feel that they have someone whom they can turn to for understanding and support. But a coach is a person whom others do things that they do not want to do in order for them to improve.

## **2.9 Experience of the coaches**

In every training program the role of the coach is high because he/she is the only individual who has close contact with the trainees, regarding training program so that can develop their talent and skill by using various techniques, take most of his time for the overall development of the trainees.

George C. Kraff (1985) states the role of the coach as follows:-

«Coaches substitute's parents are guidance counselors and public relation demanding sociological and psychological course, and have willingness to work hard. Also they made themselves as a model and apply variety of techniques to develop trainee's ability/skill. »

This implies that for the effectiveness of the training a coach should devote himself for the training purpose. Coaching needs experience to be effective. It is an art learned by experience sharing with others, and taking up-to-date course/ training. Roy Rees (1997) says «The coach ability to improve performance depends up on the ability to communicate with others experience sharing give/take.

Experienced coach every time deals with others for better developments of the trainees. He has to discuss with parents, responsible officials and his colleagues about the diet, training processes, supply of sport administration manual (1998:298) says «Coach must work cooperatively with parents, official to provide good experience of youngster». Moreover, youth soccer magazine supports this idea that «Coach should meet parents and responsible bodies for mutual aim that is for the progress of the players.

The above idea indicates that one quality of experienced coach is the way of communicating others with respect to the training process.

A coach must also know what, how and when to give training for the trainees. As he is expected man for the trainees he has to come up with knowledge and variety of methods to apply the training.

Sport manual (1998:365) explains this idea much more as follows.

«If coaching is highly knowledgeable, motivated intense, sensitive to individual need and successful in solving problems, the training environments should penetrate much success for trainees».

Also Rainer martens (1990:15) explain about performance of coaching as follows.

Successful coach s that who can learn new skills, flexible, accept ideas, and evaluate himself. And also have knowledge of sport, motivation about the task, and possess empathy/the way to understand trainees.

The above two ideas indicate that the coach, should have knowledge of the sport in which he is giving trainings, devoted for his tasks, the trainees in order to be successful. Sport administration manual (373) strengthened this idea that, a coach should be a resource person to assist the trainees, develop their potential, and self-dependence.

Generally, experience of coach is essential for the process of the training so that they must be knowledgeable about their specific task, develop themselves with up-to-date training and perform their tasks accordingly. But if a coach a

## **2.10Family/community support**

When project trainings are organized first there must be communication with parents. Parents should involve in the process of training by counseling their children, providing proper diet and clothing. This can be by a good communication between parents and coach. Beginning coaching manual (1990:15) states that, the overall support of parents can be gained through understanding and communication. But if the training process ignores parents,

there will be resistance and affect the training program. So, it is essential to aware parents and participants them.

Reuben(1988:293)Say, “If communication with society developed, makes link and respect, the object will be achieved. ”

Moreover, football talents scouting development project manual states the following.

“When a coach establishes communication, can get information about available of diet, out of training activity and can give about the progress of the youth. This helps to modify the training system and helps to share responsibility with regard to the overall developments of the youth,”

Generally, for training to be effective there must be communication with parents to have their support. ”

## **2.11 Sports Nutrition**

As expressed in Foundation Soccer Coaching Manual(2008:234), nutrition is an important part

of any successful training program. Food is the fuel of athletic performance.

Though the coach cannot control his/her athlete's food, rather he/she can guide them toward healthy eating. For this purpose, the coach should be acquainted with the basic of proper nutrition. In line with this view, Foundation Soccer Coaching Manual(2008:236) states that, “success in sport is determined primarily

by athletic ability and proper training; nutrition affects the athlete in many ways.

Nutrition is important for maintaining

good health. A healthy athlete feels better, train harder,

recovers more quickly and is less susceptible to illness. So the coach can have a positive

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influence on his/her athlete's attitude about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches.

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

## **Calorie Requirements for Athletes**

Calorie intake of athletes is different depending upon the type and level of physical activities (duration and intensity), and the age and body size. This indicates that the calorie intake and expenditure of athletes has a direct reaction with the type of activity they do, their body size and age.

To strengthen this idea, Foundation Soccer Coaching Manual (2008:237) expresses that; calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily calorie requirement for athletes. Some athletes have a hard time increasing their calorie intake because the volume of a larger meal causes them discomfort, especially if they are training soon after eating. Athletes juggling a heavy academic schedule with training and part-time job may have difficulty finding the time to

eat. These athletes benefit from eating several small meals and snacks throughout the day.

## **Training Diet for Players**

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

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

Since carbohydrates are immediate sources of energy, foods in players' diets especially before training should be dominated by carbohydrate. Because, when players eat more carbohydrates, their glycogen level increases and is stored in muscles and liver. As a result they can be sustained for long duration of training with enough amount of energy. In supporting this idea, the Official U.S. Youth Soccer Coaching Manual (2002:73) recommends:

How much energy a player has at practice determines how much work can be done on the playing field or in a weight room. If inadequate carbohydrate is in the diet glycogen levels, the storage form of carbohydrate will be low and energy levels will be low. On the other hand, if glycogen levels are high because of a good food selection and appropriate timing of meals, energy reserve levels will increase.

So to store enough amount of glycogen to be used as an immediate source of energy (fuel) during training or a much time, players should eat carbohydrate rich foods such as breads, pasta, rice and cereals.

In addition to carbohydrate, protein should be given more emphasis while preparing or sharing

athlete's diet because, it has important nutrients which are used to repair body, and growth of tissues.

In line with this idea, Foundation Soccer Coaching Manual (2008:243) has states:

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

Protein can be gained from both animals and plants. However, protein gained from animals has all the nine essential amino acids but not from plants. The major sources of proteins are meat, fish, egg, dairy products, beans, and grains.

Fat is used as the second source of energy next to carbohydrate. In addition to this fat is used to protect different body organs.

## **Pre-Training Diet**

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

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

In order to sustain for prolonged period of physical exercise (activity), players should eat much

amount of carbohydrate foods than proteins and fats because carbohydrate is an immediate source of energy. In relation to this, MacLaren D. expresses, in Reilly T. (1996: 114) that the most important aspects of pre-competition meals are to elevate the body's carbohydrate stores, ensure hydration and yet provide satisfaction for the player.

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

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

### **Post -Training Diet**

The major considerations after competition are to replenish carbohydrate and fluid losses. As already mentioned, it is important to consume carbohydrates as soon as possible after exercise in order to achieve a quick and complete glycogen restoration (Don MacLaren, cited in Reilly T. (1996)).

In this regard the Official U.S. Youth Soccer Coaching Manual (2002:75) indicates that, what is eaten after exercised determines how quickly

the young athlete recovers and is able to perform either the next day or during a consecutive game. First carbohydrate rich food eaten within the first two hours after intense physical activity restore glycogen, the body's storage form of carbohydrate.

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

## **Fluids and Their Importance**

The Official U.S. Youth Soccer Coaching Manual (2002:76) states that, at a level of only 1-2% dehydration, a young football/soccer player will start to feel prematurely tired or fatigued. In addition to this, Foundation Soccer Coaching Manual (2008:248) explains that, dehydration, the loss of body water, impairs exercise performance and increases the risk of heat injury. Furthermore, Jack H. Wilmore and David L. Costill (1999) elucidate that minimal changes in body's water content can impair endurance performance. Without adequate fluid replacement, exercise tolerance shows a pronounced decrease during long term activity because of water loss through sweating.

Therefore, at rest players should drink an adequate amount of water in order to control their body

temperature during training, to eliminate waste products from metabolism and for energy production. Moreover, the Official U.S. Youth Soccer Coaching Manual (2002:76) recommends that drinking before, during, and after a game of football/soccer as follows:

Before a training session, drink 2 cups of fluid one hour prior to playing.

- During a training session, make an effort to drink 0.5 cup of fluid every 15-20 minutes of training or play time.
- After training or at the end of the training session, drink immediately and often until urine color is very light yellow to clear.

### **Vitamins and Minerals**

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

### **2.12 Facilities and Equipment's of Football Training**

Different pieces of equipment's are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipment's. Regardless of your situation, basic source equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment's. As a result, the following list of materials are the most important parts for successful training.

#### **Field of play**

According to Frank F. Diclemente (1995:8) the football/soccer playing field can be made from a rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the Foundation Soccer Coaching Manual (2008:192) describes that; the field of play must be rectangular, its length can not be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle. Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

### **Soccer Ball**

The Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if every one can be engaged in play at the same time. Learning and mastering football/soccer techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice.

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

### **Cones or Field Markers**

After soccer balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat

cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down.

Cones are used to define the playing areas, known as "grids." Unless a team is lucky enough to have its own practice field, it will probably have to share space on a soccer field with one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team's area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the team's practice.

### **Air Pump**

Keep an air pump with the extra balls or in the medical kit. A coach needs to make sure that he/she has the needles required for inflating the balls. A simple check prior to the beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly.

### **Practice Bibs**

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

### **Football Shoe**

As Adrian Lees (1996: 141) explains that a typical football shoe is one which is made from leather and cut below the ankles and with a hard outsole to which studs are attached. Moreover, Dewitt J. (2001: 5) explains three basic styles of football/soccer shoes. These are discussed as follows:

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

### **Shin Guards**

The shin guard is used to protect the lower leg from impact injuries. These injuries can range from severe to the minor bruises and scratches. The shin guard offers protection from some of these injuries. In relation to this idea, Lees A. (1996: 147) describes that the shin guard can reduce the effect of bruising, glancing blows and scraping by the ground or an opponent's studs. It is unlikely to be effective against high energy direct blows which may lead to fracture. Nevertheless the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.

### **Shirts and Shorts**

Players need to have uniforms (shirts and shorts) to play football game or during training session. Furthermore, the Official U.S. Youth Soccer/football Coaching Manual (2002:22) suggests that uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

### **Notebook**

A coach needs to get a notebook or three-ring binder to keep pertinent information together. If a coach has an injury waiver form for each player, place them in the notebook so he/she has easy access to them in case of injury. He/she needs to keep the practice plans and notes in the notebook, and use the binder to stay organized.

### **Net for a Soccer Goal**

If a team practices on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot.

### **Portable Goals**

Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small.

### **Whistles**

Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle. Actually, using coach's voice may

be better training for the players. When coaching during a game, many of the tips will be given during the flow of play. Therefore, the players will have to become proficient at processing information while playing the game. In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a whistle during practice, they are training the players to respond to them.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

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

#### **3.1 The Research Design**

In these researches descriptive survey method was employed. This method is selected because it is helpful to identify present conditions and point to present needs, immediate status of a phenomenon and facts findings (Yousef, 2006: 105). Moreover, it is economical and rapid turnaround in data collection and identifying attribute of

a large population from a small group of individuals (Kothari 2004:35). Therefore, the first approach of the data study was to gather data, to examine the Survey Study on the Problems of Coaching Football in Male Football Project at Addis Ababa City Administration.

### **3.2 Research Method**

In order to attain objectives of the study, valuable information was gathered from different sources. Besides, triangulation of various data gathering tools was used to obtain relevant information. Intensive review of related literatures was made to support the study with empirical knowledge in the area.

### **3.3 Sample and Sampling Techniques**

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

In Addis Ababa, there were 8 youth football project stations, each of which has 25 players or a total of 200 players. In this study 100 (50%) of players or 4 projects and their head coaches and administrative staffs were included. The selection of 4 youth projects was conducted using simple random sampling techniques. This sampling technique is selected because it gives equal and

independent chance for all projects in the defined population of being selected as a sample.

### **3.4 Data Collection Instruments**

In order to collect the data necessary for analysis, the researcher used observation, questionnaire and unstructured interview. Triangulation, a multi-method approach is implemented to maintain the validity of the study and to acquire information from different sources. The use of different tools helped to see the situation in-depth. The detail of each data collection instruments is discussed as follows:

#### **Observation**

In order to obtain information about availability of facilities, equipment's, and some principles of training applied by the coaches, observation has been used by the researcher.

#### **Questionnaire**

Questionnaires were also used to collect relevant information from players and coaches. Open and close-ended questions were distributed and collected from the respondents.

Out of the total questionnaires distributed to the target population, 100(100%) from players and 4(100%) from coaches were returned. Since the all of the players and all of the coaches returned the questionnaire then the analysis was made using the responses of 100 players and 4 coaches.

#### **Interview**

Interview has been prepared and conducted for coaches and administrative experts in order to gain information about:-

- current problems of the project
- The philosophy of the coach either process oriented or product oriented on his training program
- How should the training program of the project proceed in the future?

### **3.5 Procedures of Data Collection**

After designing the research instruments (observation checklist, questionnaire and interview) the research sites and sample size of participants were identified. Then, observation of the training session took the first step in data collection. This is because to gain first-hand information about usual principles, method, character of the team and the coach during the training session.

Secondly, date and times of contact were determined and questionnaires were distributed to selected team players and their coaches. The interview session followed with coaches and administrative experts. After completing the data collection processing the raw data or analysis follows suit.

### **3.6 Methods of Data Analysis**

The information obtained from relevant documents, the opinion gathered through interview and data collected through questionnaire were structured, organized and framed to suit analysis and inference or conclusion. When interpreting the data percentage was used to questions that require quantitative measurements and description were used to qualitative measurements. Accordingly some were used in tabulating the results. Finally based on the findings and conclusions reached, recommendations are proposed as research output.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with presentation and analyzing of the data collected through questionnaire, observation and interview. The data are represented in tables, analyzed using percentages and textual description. To supplement and enrich the information, drawn using questionnaire, the data from open-ended questionnaires, interviews and observation checklists were used.

#### **4.1 Background Information**

Coaches were asked to indicate their background information through questionnaire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification are summarized in table 4.1.

**Table 4.1: Responses on Background Information of the Coaches**

No	Items	Alternatives		
			No Respondents	%
1	Sex	1. Female		
		2. Male	4	100
2	Age	1. 20-35	3	75
		2. 36-45	1	25
		3. Above 46	-	-
3	How many years of experiencedo you have in Coaching?	1. Less than one year	1	25
		2. 1-4 years	3	75
		3. 5-10 years		
		4. Above 10 years		
4	What is your current level of coaching license?	1. First level	3	75
		2. Second level	1	25
		3. Higher level		
5	What is your educational level and qualification?	1. Grade 10 complete		
		2. Grade 12 complete		
		3. Certificate level		
		4. Diploma level	2	50
		5. Degree	2	50
		6. Masters		
6	If your educational level is above diploma, what was your area of study?	1. Physical education and	4	100
		2. Football Coaching		
		3. Teaching other subjects		

The above table described that 4(100%) of the coaches are male. This shows that football/soccer coaching of youth projects is dominated by male coaches. Concerning the age of coaches, 3(75%) of the coaches and 1(25%) of the coaches are found between the age of 20-35 and 36-45 respectively. From this point of view, the researcher concluded that the majority of the coaches are found in the adult age.

With regard to their experience in coaching as a main coach, 3(75%) have less than one year, and 1(25%) have an experience of range between 1-4 year, so we can conclude that most of the coaches are less experience.

Regarding to the educational qualification, the respondents indicated that 2(50%) of the coaches have a degree and 2(50%) diploma in physical education and sports.

**Table 4.2 Responses on Availability of materials.**

No	Items	Alternatives	No of Respondents	%
1	Do you get adequate or available materials that help you in training of youth players?	Yes, I get enough amount		
		No, I don't get		
		I get some	4	100

The above table shows, the coaches get very limited materials that could help them in the training of youth football players. This shows that there is limited support from the concerned bodies.

**Table 4.3 Responses on Availability of materials.**

No	Items	Alternatives		No of Respondents	%
2	Do you have enough amount of balls for training?	Yes	43	43	
		No	57	57	

As the above table shows the number of footballs, 43(43%) of respondents or players replied that they have enough amount of balls for training session. And 57(57%) of respondents or players replied that they have no enough amount of balls for training session. However, none of the players have their own ball to use at any time. Concerning the advantage of having players their own ball, the Official U.S. Youth Soccer Coaching Manual (2002: 19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time because learning and mastering football/soccer techniques requires repetition.

**Table 4.4 Responses on Facilities of the project.**

No	Items	Alternatives	No of Respondents	%
3	The youth project teams has its own training field	Yes		
		No	100	

As the above table indicates 100(100%) of respondents have responded that their project have not its own playing (training) field. This shows that most youth football projects in Addis Ababa have no its own playing (training) field. The data gathered from observation also indicates that out of four projects all of them have not their own training field, the four projects are dependent on other training fields all of them are practice in governmental schools they could run their training session only if it is not occupied by school students.

**Table 4.5 Responses training plan preparation.**

No	Items	Alternatives	No of Respondents	%
4	Do you prepare daily, weekly and annual plan that helps you in training?	Yes	3	75
		No		
		Some times	1	25

As the above table shows 75% of the respondents said that they prepare daily, weekly and annual plan that helps for training, And 25 percent of the respondents sometimes developing daily, weekly and annual plan. This indicates that no commitment from the coaches to developing the training plan.

**Table 4.6 Responses on problem solution.**

No	Items	Alternatives	No of Respondents	%
5	When you face problems during the training how do you cope with them?	I discuss with the trainees	1	25
		I present the case to the concerned body	1	25

		I find solution by my own	2	50
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Regarding to problem solution 50%of the respondents indicated that they find solution by their own, and 25percent said that present the case to the concerned body and discuss with the trainees respectively.

**Table 4.7 Responses on project team criteria.**

No	Items	Alternatives	No of Respondents	%
6	Does your project team have formal criteria to select new players?	Yes	2	50
		No	2	50

As the above table indicates that 50 percent of the respondents indicated that the project teams have not formal criteria of player selection and 50 percent have formal criteria of player evaluation and selection.

**Table 4.8 Responses on player's selection is free from favoritism.**

No	Items	Alternatives	No of Respondents	%
7	In your opinion the A.A youth football project team players selection is free from favoritism?	Yes		
		Absolutely no	3	75
		It depends on the selector	1	25

The above table's shows out of the 3(75percent) coaches indicated or said that there is no favoritism in selection of the youth project team players. and 1(25percent) the respondent indicated that It depends on the selector. From

these we can say the respondents agree on the fairness of the youth project team players selection was good.

**Table 4.9 Responses on football coaching manual.**

No	Items	Alternatives	No of Respondents	%
8	Does your project have a formal football coaching manual?	Yes	1	25
		No	2	75

Regarding the coaching manual preparation as it clearly seen in percentile explanation from the above table 25percent of the respondents said the projects have formal coaching manual and 75percent of the respondents said the projects have not formal coaching manual.

**Table 4.10 Responses on motive to join youth football coaching.**

No	Items	Alternatives	No of Respondents	%
9	What is your motive to join youth football coaching?	To benefit from the project		
		To upgrade coaching skills and knowledge.	3	75
		For mental satisfaction.	1	25

With regarding to the motive to join youth football coaching, 75percent indicated that they join to upgrade coaching skills and knowledge on the other hand, 25percent of the respondents indicated that they join tofor only mental satisfaction.

**Table 4.11 Responses on concerned body follows the processes of training.**

No	Items	Alternatives	No of Respondents	%
10	Do you think that is a concerned body that follows the processes of training?	Yes	1	25
		No	3	75

According to data the above table 4.8 shows 25 percent said that the project leader visited or follow their activities and 75 percent of them reported or said that the absence of visit or follow up from the part of project leaders or experts. It seems that project leaders are not sufficiently carrying out their responsibility in this regard.

**Question numbers 11-15 are open ended**

11. If you were player how much would your experience help you in coaching at present?

Regarding to the Q. No 11 4(100 present) of the respondents said that they benefited from their playing experience.so we can say playing experience is important for football coaching.

12.If a coach had not been a football player before he/she engaged in coaching, what do you will be the result?

Regarding to the Q. No12 3(75present) of the respondents said that playing experience is vital or good to help coaching activities but playing experience

only does not guarantee for successful coaching. so if the coach is known scientific coaching methods he/she can do better but the respondents opinion playing experience plus scientific coaching methods are better to be successful. And 1(25percent) if the coach had not football player before he/she does not effective in their coaching.

13. What are the relationship between coaches, players, families and administrative staff's experts the process and progress of the players or the trainees?

Regarding to the Q.No13 3(75present) of the respondents said that the relationship between coaches, players and administrative staff's experts are not good relationship. And 1(25percents) have good relationship.

14. Does the project show progress?

100 percent of the respondents indicated or show that the project did not show progress.

15. If your Answer is no what is the reasons?

Almost all respondents indicated the reasons was shortage of Sport facilities, materials and no concerned bodies that follows the training activities and also most coaches do not have interests to coach the players because they do not pay enough money for the coaches.

## **Results of the data gathered through the questionnaire from players (trainees).**

To get reliable and relevant information and to avoid misunderstanding the researcher has also distributed questionnaire written in Amharic for youth players.

100 Players have randomly selected and participated as respondents.15 questions were given for each players and 100 percent of them were filed and returned.

Question number 1-10 in the questionnaire are provided with choice and

Question number 11and12 are an opened.The following tables present the results of the closed –ended items of second part of the questionnaires.

**Table.1 Responses on willing and interested a football project trainee/Player**

No	Items	Alternatives	Noof Respondents	%
1	Are you willing and interested a football project trainee/Player/?	Yes	92	92
		No	8	8

As we seen from the above table on among 100 trainees 92 percent of the trainees are interested and have willing to be a football project player.8percent of the player are not interested and have not willing to be a football project player.so we can conclude the willing a football project trainee/Player/is positive outlook for their football project.

**Table.2 Responses on nutrition.**

No	Items	Alternatives	No of Respondents	%
2	Do you get sufficient balance diet after training?	Yes	-	-
		No	100	100

As the above table shows that 4(100Percents) of the respondents indicated the players do not take sufficient balance diet after training.

**Table.3 Responses on concerned body follows the process of the training.**

No	Items	Alternatives	No of Respondents	%
3	Do you think that there is a concerned body that follows the process of the training?	Yes	28	
		No	72	

According to data the above table shows 28 percent said that the project leader visited or follow their activities and 72 percent of them reported or said that the absence of visit or follow up from the part of project leaders or experts. It seems that project leaders are not sufficiently carrying out their responsibility in this regard.

**Table.4 Responses on training materials.**

No	Items	Alternatives	Noof Respondents	%
4	During your training session you get enough training materials?	Yes	26	26
		No	74	74

The above table shows 74percent of the players indicated or said that they have not get enough training materials that could help them in the training session. And 24percent of the respondents indicted this shows that there is limited support from the concerned bodies

**Table.5 Responses on training materials.**

No	Items	Alternatives	Noof Respondents	%
5	Do you have enough amountsof ballsfortraining?	Yes	100	100
		No	-	

As the above tables indicated that thenumberoffootballs,100(100%)ofrespondentsorplayersrepliedthatthey havenot enoughamountofballsfortraining session and noneoftheplayershavetheirown balltouseatanytime.Concerning theadvantageofhavingplayerstherownball,theOfficial U.S.YouthSoccerCoachingManual(2002:19)suggeststhat;everyplayermusthave aballto useateverypractice.Somuchmorecanbeaccomplishedifeveryonecanbeengagedin playat

thesametimebecauselearningandmasteringfootball/soccertechniquesrequiresr  
epetition.

**Table.6 Responses on training facilities.**

No	Items	Alternatives	Noof Respondents	%
6	Do you think that the playing (training) field is suitable for training?	Yes	22	22
		No	78	78

At the above table indicatedthatmajority78(78%)ofplayerssaid thatthe playingfieldsarenotsuitabletoapplyorpracticealltypesofskillsand22(22%)ofplaye  
rs respondedthatitissuitable.

**Table.7 Responses on applying warm-up**

No	Items	Alternatives	Noof Respondents	%
7	Didyoualwayswarm-upyourbodybeforethetra iningssession?	Yes	100	100
		No		

Asshown intableapplicationofwarm-upexercise,100(100%)ofplayers (trainees)wererespondedthattheywarm-uptheirbodybeforetheperformancephaseorthemainsession.

Fromobservation inthetrainingarea,coachesdonotleadandfollow thewarm-upphase.Asareultplayerswerenotwarm-upproperly merelytheystretchwithout properjoggingand simply move totheballs.

However,John,MichaelandHelen(2000:224)suggestthatwarm-upshouldstartwithjoggingto gently raisethepulserate.Andthisisfollowed

by stretching by giving particular attention to joints and muscles that will be most active. Therefore, coaches should follow a guide while player's warm-up and create awareness about the advantage of proper warm-up exercise.

**Table.8 Responses on applying cool-down**

No	Items	Alternatives	No of Respondents	%
8	Did you always cool-down your body after the end of the training session?	Yes	88	88
		No	12	12

As can be shown on table, the responses on doing cool-down exercise at the end of the training session, 88 (88%) of respondents attend the cooling-down session, 12 (12%) of respondents do not attend the cooling-down session. However, players who have been on the cooling-down exercise at the end of the session were improper. In support of the above explanation, the observation indicates that after the end of the training session a majority of players were started to stretch before simple jogging.

This implies that players could easily be susceptible to dizziness and muscle damage. In line with this idea, John, Michael and Helen (2000:226) state that if muscle action stops suddenly the amount of blood returning from skeletal muscle to the heart drops dramatically. This in turn

reduces the stroke volume and causes a drop in blood pressure, making the athlete dizzy and lightheaded.

**Table.9 Responses on benefited from training regarding to their performances.**

No	Items	Alternatives	No of Respondents	%
9	Are the youth football payers benefited from training regarding to their performances?	Yes	62	63
		No this much	38	37
		No response		

60 percent of the respondents said that were benefited from the training 40 percent of respondents not this much benefited.

**Table.10 Responses on time.**

No	Items	Alternatives	No of Respondents	%
10	Is training time is covenant of the players?	Yes	97	97
		No	3	3

97% of the respondents replied that the training time is convenient. 3 percent replied not convenient.

### **Question numbers 11 and 12 are open ended**

11. Did families, managements and coaches discuss on the process and Progress of the players or the trainees?

100 percent of the respondents indicated that there was no discussion between families, managements and coaches.

12. Does the project show progress?

92 (92 percent) of the respondents indicated that the project did not show progress and 8 percent of the respondents said that there is a progress in the football project.

## **Qualitative and quantitative interpretation of Unstructured Interviews for project coaches and project experts.**

1) The philosophy of the coach is processes oriented or product oriented on the training program?

All (100%) of the project coaches replied that, the philosophy they follows are processes oriented and their reasons are as follow:-

- To achieve the goal of the organization ( the project center)
- According to the objective of project athlete first result second
- They should pass through intermediate skills and tactics of the football activities and gradually reach in to advance level
- Their physical qualities, psychological maturity , and game reading capability should develop gradually

And also most of the project expert's said that the philosophy of the coaches are focused on product oriented because no more objects or hopes to go with their trainees. So the response of the coach and experts are contradicts.

2) How should the training project proceed in the future?

The general concepts of the respondents were as follow:-

- The stakeholders should be working jointly
- Sport commission works accordingly the mission and objectives of the project.
- Allocate High amount Budgets for the projects, especially for training facilities and materials.
- Good payments for coaches and motivate the players.

3) What are the current problems facing the football project?

- The project administrator are not highly committed
- Shortage of training equipment and materials like training field, ball and in general sport wears.
- Poor budgeting.
- The amounts of salary for the coaches are only 400birr
- Transportation problems to visit the trainees.
- Most of the youth players where from lower living families, that they were not proper nutrition after training due to this factor, it'simpossible to give proper training depending on training principles these problems also affects their performance.

### **Qualitative Interpretation of observation**

Inordertoobtaininformationaboutavailability offacilitiesandequipment's,principlesof trainingappliedbythecoaches,and the availability of first Aid for the players during the training session, observationhasbeen usedbytheresearcher.However,someof the teamshavebeenfoundcompletely outoftrainingduringtheirprogramofthetrainingsession.

This was because of the occupation of their training field by the worda teams and some high school student participant teams which come from different nearby worda.. And even the training fields are not comfortable to apply all techniques and tactics and also the availability of equipment's are not enough to make the training. Therefore, these problems have contributed for the declination of the youth projects. Number of observations made to be more than three consecutive training sessions each project center.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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

#### **5.1 SUMMARY**

The purpose of this study was assessing the Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration. In this study all possible efforts were made to get the most probable answer to the basic questions by making strong review of related literature, collecting relevant information through questionnaire, unstructured interview and observation. To this end, this study has the following specific objectives:

- To understand the source problem's youth football project
- Assess and evaluate Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration,
- To give possible suggestion, and

- To provide information for further study.

The study tried to assess or find out the Problems of Coaching Football in Male Football Project at Addis Ababa City Administration.

The study employed descriptive survey method. Relevant literatures were reviewed and data collecting instruments were designed and used to collect information from different sources. Questionnaire was the major instrument of data collection.

The 4 (four) Addis Ababa Administrative city youth football project stations were included in the sample area of the study. The subjects of the study were selected from four youth projects. 100 youth project players, 4 coaches and 4 administrative officials were included as a source of information for the study.

**From the data analysis the major findings obtained are summarized as follows:**

1. The study showed that all coaches have similar sex, even if they are found between different age levels.
2. With regard to year of experience in coaching, from the total of four coaches, 1 (25%) less than one year, 1 (75%) also between 1-4 years of experience in coaching.
3. While the current level of the coaches license indicated that, 3 (75%) of coaches have first level, and 1 (25%) of coaches also have second level coaching license.
4. With regard to the educational level and qualification of coaches, 2 (50%) diploma

physical education and sports, 2 (50%) degree in physical education and sports

5. Findings indicated that majority 78 (78%) of players said that the playing fields are not suitable to apply or practice all types of skills and.

6. Findings

indicates 100 (100%) of respondents have responded that their project have not its own playing (training) field. This shows that most youth football projects in Addis Ababa have no its own playing (training) field. The data gathered from observation also indicates that out of four projects all of them have not their own training field, the four projects are dependent on other training fields all of them are practice in governmental schools they could run their training session only if it is not occupied by school students.

7. Regarding to training materials 74 percent of the players indicated or said that they have not get enough training materials that could help them in the training session. Different pieces of equipment's are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipment's.

Regardless of

this situation, basic source equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment's. and when we see the number of footballs

specifically 100 (100%) of respondents or players replied that they have not enough amount of balls for training session and none of the players have their own ball to use at any time. Concerning the advantage of having players their own ball, the Official U.S. Youth Soccer Coaching Manual (2002: 19) suggests that; every player must have a ball to use at every practice.

So much more can be accomplished if everyone can be engaged in play at the same time because learning and mastering football/soccer techniques requires repetition.

8. From observation in the training area, coaches do not lead and follow the warm-up phase. As a result, players were not warm-up properly merely they stretch without proper jogging and simply move to the balls.

However, John, Michael and Helen (2000: 224) suggest that warm-up should start with jogging to gently raise the pulse rate. And this is followed by stretching by giving particular attention to joints and muscles that will be most active. Therefore, coaches should follow and guide while player's warm-up and create awareness about the advantage of proper warm-up exercise.

9. Regarding to the application of cooling-down. Players who have been done the cooling-down exercise at the end of the session were improper. Observation indicates that after the end of the training session the majority of players were started to stretch before simple jogging.

This implies that players could easily be susceptible to dizziness and muscle damage. In line with this idea, John, Michael and Helen (2000: 226) state that if muscle action stops suddenly the amount of blood returning from skeletal muscle to the heart drops dramatically. This intern

reduces the stroke volume and causes a drop in blood pressure, making the athlete dizzy and lightheaded.

10. Findings shows that 4(100 Percents) of the respondents indicated the players do not take sufficient balance diet after training.

As expressed in Foundation Soccer Coaching Manual (2008:234), nutrition is an important part of any successful training program. Food is the fuel of athletic performance. Though the coach cannot control his/her athlete's food, rather he/she can guide them toward healthy eating.

## **5. 2. CONCLUSIONS**

The main goal or objective of youth football projects should be the development of players. This program must be contributed to the national teams as a source of players; hence, it should focus on the training and coaches, administrators and players need to keep in mind in decisions that are made at the club or the team.

The reality of unfavorable conditions as well as shortage of facilities and materials like playing field, football, shoes, shirt and Shorts affects the development of youth projects players. In addition to these, the study has indicated that the training session going with the problem of lack of appropriate warming-up at the beginning and cooling-down at the end. Thus, the training sessions such as in technical-tactical application and

relevant skill development with various training create negative effect on the success of the training.

The nutrition that players eat after the training session has inadequate. These are also one of the major constraints regarding the success of the training of youth projects and also to achieve the goal of the youth project. In general the training of U-17 youth projects which are administered or governed under Addis Ababa Administrative city sport commission affected by shortage of facilities and equipment for the training session.

### 5.3 RECOMMENDATIONS

Based on the conclusions derived from the findings of the data analyzed, the following recommendations were made as possible ways of minimize the problems observed.

- Activities must be closely supervised because adequate supervision is necessary to ensure the practice environment is as safe as possible. Each sport will have its own specific requirements in this regard.
- Any training can be successful and effective if it is supported with appropriate facilities and equipment. For example, if every player has a ball to use at every practice. So much more can be engaged in play at the same time. This also helps to improve different skills. Therefore, top administrative officials or management groups should give emphasis to their youth football projects to try to accommodate and supply facilities and equipment.
- As findings indicated there is a problem in the application of warming-up before the beginning of the main session and cooling-down exercise at the end of the training session. Therefore, it is recommended that, firstly coaches should create awareness to their players about the advantage of warming-up exercise and cooling-down exercise as well as its duration and procedure. Secondly, starting from the beginning of the training session up to the end coaches should follow and lead players.
- Findings show that there was the scarcity (lack of) nutrition after training. Therefore, the coach and families should create or make meeting and discussion about the importance of nutrition after the training session.
- Findings also show that the current level of the coach's license indicated that, most of the coaches have first level so the Addis Ababa sport

commission (concerned) bodies should be give the training and upgrade licenses.

- Coaches should give chance to athletes to participate In outlining their training plans and encourage them to give comments on training.
- Players with an injury or incapacity should not be expected to perform any potentially harmful activity. Players should never be forced to take part in any activity that they do not wish to. Individual differences must be taken into account.
- Young players should be matched not only according to age, but also height, weight and maturity. Skill levels and experiences should also be considered.
- Existing codes and standards for equipment should be met and all equipment should be kept in good order. It should always be adequately repaired so that it is safe to use at all times.
- Coaches should know first-aid because Coachesshouldhaveknowledgeofbasicemergencyproceduresand keepuptodateonthem.CoachesshouldknowSTOP(Stop,Talk, Observe,Preventfurtherinjury)andRICER(Rest,Ice,Compression, ElevationandReferral)proceduresformanaginginjuries.Coaches shouldhaveawrittenemergencyplanandensurethatappropriate medicalassistanceisavailable.Attheveryleast,coachesshouldensure thatnothingisdonewhichcouldaggravateanyinjury.
- The qualification of coaches should improve so as to have proper concepts of coaching.

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# Appendix

## **Appendix A**

**Addis Ababa University**

**College of Education**

**School of graduate studies.**

### **Questionnaire provided for coaches**

This questionnaire is designed to gather data on the Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration.

Since the success of the study depends upon the responses that you provide, I will ask you genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

**Part One: Background information.**

**Direction 1:** Please respond to the following questions by writing the appropriate information on the space provided or by writing “√” mark in one of the boxes provided

1. Sex      Male       Female

2. Age  
20-35       20-35       Above 46

3. How many years of experience do you have in coaching?  
Less than one year       1-4 years       above 10 years

4. What is your current level of coaching license?  
First level       Second level       Higher level

5. What is your educational level and qualification?  
Grade 10 complete       Grade 12 complete Certificate level   
Diploma level       Degree       Masters

6. If your educational level is above diploma, what was your area of study?  
Physical education       Football Coaching       Teaching other subjects

## Part Two

Please indicate your response by placing “√” mark in corresponding box.

1. Do you get adequate or available materials that help you in training of Youth players?

Yes, I get enough amounts  No, I don't get  I get some

2. Do you have enough amounts of balls for training?

Yes  NO

3. The youth project teams has its own training filed?

Does your project team have formal criteria to select new players?

4. Do you prepare daily, weekly and annual plan that helps you in training?

Yes  NO  Some times

5. When you face problems during the training how do you cope with them?

I discuss with the trainees

I present the case to the concerned body

I find solution by my own

6. Does your project team have formal criteria to select new players?

Yes  NO

7. In your opinion the A.A youth football project team players selection is free from favoritism?

Yes  Absolutely no  It depends on the selector

8. Does your project have a formal football coaching manual?

Yes

NO

9. What is your motive to join youth football coaching?

To benefit from the project

To upgrade coaching skills and knowledge.

For mental satisfaction.

10. Do you think that is a concerned body that follows the processes of training? Yes  NO

11. If you were player how much would your experience help you in coaching at present?

12. If a coach had not been a football player before he/she engaged in coaching, what do you will be the result?

13. What are the relationship between coaches, players, families and administrative staff's expertsthe process and progress of the players or the trainees?

14. Does the project show progress?

15. If your answer is yes what is your reason?

## **Appendix B**

**AddisAbabaUniversity**

**College of Education**

**School of graduate studies.**

### **Questionnaireprovidedfor players**

Thisquestionnaireisdesignedtogatherdataonthe Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration.

Sincethesuccessof thestudydependsupontheresponsesthatyouprovide,Iwillaskyourgenuineandaccurate response toeachoftheitems.Iwouldliketoassureyouthatyourresponse andanswers remain strictlyconfidential.

Thankyou

## Part one

Please indicate your response by placing “√” mark in corresponding box.

1) Are you willing and interest to be a football project trainee?

yes  No

2) Do you get sufficient balanced diet after training?

yes  No

3) Do you think that there is a concerned body that follows the process of the training?

yes  No

4) During your training session you get enough training materials?

yes  No

5) Do you have enough amount of balls for training?

yes  No

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

yes  No

7) Did you always warm-up your body before the training session?

yes  No

8) Did you always cool-down your body after the end of the training session? yes No

9. Are the youth football payers benefited from training regarding to their performances?

yes

10. Is training time is covenant of the players?

yes

**Question numbers 11 and 12 are open ended**

11. Did families, managements and coaches discuss on the process and progress of the players or the trainees?

12. Does the project show progress?

## **Appendix C**

**AddisAbabaUniversity**

**College of Education**

**School of graduate studies.**

This unstructured interview is designed to gather data on the Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration.

### **Unstructured Interview Guide for Administrative Experts and coaches**

1. What is the Philosophy of the coach? Is processes oriented or product oriented on the training program?
2. How should the training project proceed in the future?
3. What are the current problems facing the football project?

## Appendix D

### Addis Ababa University

### College of Education

#### School of graduate studies.

This checklist is designed to gather data on the Survey Study on the Problems of Coaching Football in Some Male Football Project in Addis Ababa City Administration.

#### Observation Checklist

No	Items	Alternatives	
		Yes	No
1	Does all playing fields are comfortable to apply all techniques and tactics?		
2	Does the number of balls enough preferably one for each or one between two?		
3	Do the projects have enough amount of cones?		
4	Do coaches have whistle for signaling the start and stop of activities during training?		
5	Do coaches use notebook during training?		
6	Do all players have warm-ups suits?		
7	Do coaches follow players during warm-up and cool-down?		
8	Do players drink water during the training session?		
9	Do the projects have first Aid for their players during the training session?		

# Declaration

I declared that this thesis is my own original work and has not been presented for any degree and that all sources of materials used for the study have been duly acknowledged.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_

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

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_