

Assessment of Football Coaching Problems: With Specific
Reference to Selected Addis Ababa City U-15 Football Projects
which participate in Addis Ababa city football federation
Yearly tournament

Haftemaryam Kebede Fikadu

A Thesis Submitted To
The Department Of Sport Science

Presented in partial fulfillment of requirements' of the degree of
Master of Science In sport science

Addis Ababa University

Addis Ababa Ethiopia

May/ 2018

Addis Ababa University School of graduate students

This is to certify that the thesis is prepared by Haftemaryam Kebede, entitled: Assessment of coaching problems with specific reference to selected Addis Ababa city under 15 football projects and submitted in partial fulfillment of requirement degree of masters in sport science compiles with the regulation of the university and meets the accepted standard with respect to originality and quality.

Signed by Examining committee

Examiner

(Internal) _____ Signature _____ Date _____

Examiner

(External) _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to my advisor Dr Aschenaki Taddese for his unreserved guidance, polite and persistent encouragement throughout the course of my thesis work.

My deepest and heartfelt gratitude goes to my beloved mother Azmera Tsegay and my brother Teshome Kebede for their unreserved encouragement and moral support during my study.

DECLARATION

I hereby that this honors thesis represents my own work and had not been previously submitted to this or other institution for a degree, diploma or other qualification. Citations from the authors were listed in the references. A signature of confirmation by:

Name: Haftemariam Kebede Fikadu

Signature _____

Date _____

This thesis has been submitted for examination by my approval as a university adviser

Advisor name: Dr. _____

Signature _____

Date _____

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABBREVIATIONS AND ACRONYMS	ix
ABSTRACT.....	x

CHAPTER ONE

1. INTRODUCTION

1.1. Back Ground of the Study	1
1.2. Statement of the Problem.....	2
1.3. Research questions	4
1.4. Objectives of the study.....	4
1.4.1 General Objective	4
1.4.2 Specific objectives	4
1.5. Significance of the study	4
1.6. Scope of the study	5
1.7. limitation of the study	5
1.8. Opretional definition	6
1.9. organization of the study.....	5

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. What is player development.....	7
--------------------------------------	---

2.2. What is coaching.....	7
2.3. How to coach or how to teach football	8
2.4 Key methode of coaching.....	9
2.5. Mthode of practical soccer training.....	10
2.6 Ten succsesful coaching philosophis	12
2.7.Understandinig CAF course and greadining	12
2.8. Understandinig CAF course and greadining	12
2.8. Comunication for youth coaches.....	12
2.8.1. Non verbal comunication	12
2.8.1.1 four main areas of non verbal communicating	12
2.8.2. verbal comunication.....	12
2.8.3 Effective feedback	12
2.8.3.1concideretion to effective feedback	12
2.9. Basic facilities and equipmentes	19
2.9.1. The medical helps.....	20
2.9.2. The playing area or playing field	20
2.9.3. Soccerball	21
2.10. The practical session	24
2.11. Principal of effective training.....	25
2.11.1. Principle of effective training	25
2.11.2 training driles and practices	25
2.11.3. variation in training session	25
2.12. Coaches behaviour and effective coaching.....	24
2.12.1 coachining behaviour	25

2.12.2. characteristics of effective youth coach	25
2.13. coaching styles	25
2.14. players evaluation.....	25

CHAPTER THREE

RESEARCH METHOD

3.1 Research Site	47
3.2 Research Method.....	42
3.3 Sample and Sampling Techniques	43
3.4 Data Sources.....	44
3.5 Instrument of Data Collection.....	44
3.5.1 Questionnaire	44
3.5.2 Interview	44
3.5.3 Observation	45
3.5.4 Validity	45
3.5.5 Reliability.....	45
3.5.6 Pilot test	45
3.6 Procedures of Data Collection	46
3.7 Methods of Data Analysis.....	46
3.8 Ethical consideration.....	46
3.8.1 Informed consent	46
3.8.2 Voluntary participation	47
3.8.3 Anonymity and confidentiality	48
3.8.4 Permission to tape-record the interviews	48

CHAPTER FOUR

Presentation, analisis and interpretation of datas

4.1. Back ground information	49
4.2. Players and coaches respons tabel	50
4.3.Responsses for quetioner	61
4.4. responses for observation.....	62
4.4. Descation for quationerys, interview and observation.....	62

CHAPTER FIVE

Sumary, conculution, and recomendations

5.1. Summary	60
5.2 Conculution.....	61
5.3 rcomendation.....	61

Referencesh

Appendix

List of tables

Table 3.2.1 study participants.....	50
Table 4.1 Demographics of profile of coaches.....	50
Table 4.2 Coaches' response for current training system	50
Table 4.3 Coaches' response for facilities' materials and equipments'	51
Table 4.4 Coaches' response for scientific coaching method.....	51
Table 4.5 Players demographics of players.....	52
Table 4.6 Players response for current trained system	52
Table 4.7 Players' coaches' response for scientific coaching method.....	58

List of figures

Figure1 3.1 Map of Addis Abeba	34
Figure1 4.2 Player response for facilities and equipment.....	50
Figure1 4.2.1 Status of equipment 1	51
Figure1 4.2.2 Status of playing field 2.....	51
Figure1 4.2.3 Use supportive materials 3.....	58
Figure1 4.2.4 Playing gal status 4.....	51
Figure1 4.2.5 Use all available materials 5.....	58
Figure1 4.2.6 Status of medical equipment 6.....	51
Figure1 4.2.7 Ratio of training ball 7.....	58

List of acronyms' and Abbreviations

AA	Addis Ababa
AASC	Addis Ababa Spot Commission
EFF	Ethiopian Football Federation
FIFA	Federation of International Football Federation
USSF	unaided stat soccer federation
AFL	Australian foot ball league
TBFM	tender bay minor football association
CAF	confederation of African football
FA	federation association
FFA	Football Federation Australia
AFL	Australian Football League
IBID	system for in-text references where there has been a close previous citation from the same source material
U-15	under 15 (players age)

ABSTRACT

The main purpose of the study was to assess coaching problems of Addis Abeba city under -15 football projects which participate in the tournament. The researcher sought to answer the following questions: (1) how do the Addis Ababa U-15 football project coaches implement football training? , (2) Do they have enough facilities, materials and equipments to train football trainings?, (3) What problems do the Addis Abeba U-15 football projects coaches face to implement scientific method of football training? To answer these questions, qualitative and quantitative methods was used. And to select sample sizes from 4 projects' (100 players) 80 (80%) players was selected using Yamane Taro 1967 determination of sample size formula, to select players from each clubs simple random sampling technique was used, also to select coaches and assistant coaches' census was used and selected all 4 youth projects coaches and their assistants total number 6 of them (100%) were selected. After that primary source of data was collected there for data was analyzed using SPSS version 20. Then this study concluded by finding out the following findings: - lack of preparing annual, weekly and daily plan, lack of assistant coach, lack of selecting training type based up on players age and skill level, lack of coaches well preparation, lack of evaluating players' development, lack of facilities materials and equipments', lack of proper usage of time, lack of usage different training drills, lack of using supportive training aide, in general there is lack of scientific coaching method their fore the researcher suggested possible recommendation.

Key words: - drills, facilities, equipments and aide

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Football refers a number of sports that involve the varying degrees kicking a ball with the foot to score a goal. The most popular of these sports world wide is Association football more commonly known as just football or soccer unqualified the word football applied to which ever form of football is the most popular in the regional context in which the word appears including association of football also in Ethiopia this game is known as football.

Most often the word football is used to refer to the code of football that is considered dominant with in a particular region so effectively. Football is essentially a simple game based on intelligent interposing. However the program of youth football project should be producing players who are beneficial to the main club national team and to develop players who will play for the international clubs. This can be achieved through a well-organized and structured youth football projects development program and giving a good attention for the development.

As (FIFA coaching bible 2004) suggests in order to developing youth football players' first you must develop coaches' teaching capacity or coaches' knowledge is a key. The development of youth football projects helps to upgrading the main clubs and national team. Youth football project programs are often viewed as a prime safe venue for teaching and practice important social values and life skills to youth that will benefit them well in to their youth lives.

Youth are the extended recipients of the projects available in youth football projects these projects are transmitted by young players through the purposeful professional performance contained in such areas as playing with rules and regulation.

In order to developing youth players (USSF coaches manual 1973) suggest teaching Technical scientific method and fulfilling facilities' and equipments' helps players to improve their ability and master it in advance. In youth development programs coaches should focuses mainly on scientific trainings method with safe facilities' and

equipments'. Those coaches they must teach their players how to play the ball offensively and defensively or improve their individual ability without any injuries'. Specifically the coaches have taught to their players how to kick the ball, in which side of the foot, in which degree, with which part of the body and head how to win dual ball and how to be strong mental. From the researchers observation for more than 5 years in the Addis Ababa city football federation yearly youth tournaments there are a lot of coaching problems. Those problems are such as lack of knowledge the scientific coaching method, absence of facilities, equipment, and materials affect the players' development. Materials equipments and facilities' are very important for coaching football, those materials are the key to train and to bring solutions to coach effectively and demonstrate your method.

In the Addis Ababa city football federation tournament year to year with age category of under- 15 there are more than 10 clubs which participate on the tournament and the aim of this tournament is to develop youth players. Youth football development needs very series attention. Youth are the future, since those players are the future the development and improvement of teams and individuals players should to be seen very careful.

1.2 Statement of the Problem

The development of youth football in Ethiopia has both benefited and suffered from its own evolution. In many ways it has developed backwards in comparison to most Countries youth football development. Improving youth football project coaching has long been viewed as an important factor for the countries to be competent in the international level. That is why our country Ethiopia doesn't have coaches who have good quality and professionals' who coaches outside the country and as a whole in the international levels. In deferent programs and educating method the Ethiopian football federation is educates and gives coaching courses but still the method of teaching and enhancing coaches' knowledge is not successes full. In the other hand even the Ethiopian premier league coaches' knowledge also questioned by several stack holders. In develop professional players the coaches lack of coaches knowledge have a big effect. In other hand lack of materials facilities also affected the development of youth players. In Addis Ababa football projects those problems are existing, The development of Youth football needs more serious attention than others b/c the development of youth players and

improving youth football project coaching knowledge is correlated with elite performers, also the base to produce promising and elite players. Good coaching relies on an in-depth knowledge of psychology and pedagogy; its aim is to optimize the performance of the team and to develop the full potential of each player. But in case of Addis Ababa football projects' the development of the youth players and coaches is very low, to understand the players result our country Ethiopia don't have elite players who play for European times. Even in Ethiopian premier League Competition there are small numbers and the capacity of the players mentally physically and technical and tactically they are not as pick as the Europeans' and other African country who have developed their football such as Ghana, Ivory Coast, Nigeria, and other countries'. This problem is obvious problem as hole. And seemly in Addis Ababa it Show that players' number is too low in National and international levels. in Addis Ababa U-15 football projects there are different problems those problems are such as lack of coaches knowledge to teach, lack of facilities' lack of equipments', lack of materials and lack of demonstrations practical trainings.

In Addis Ababa youth football developments' a considerable gap is exists between the importance assigned to youth football project and the efforts to understand it. Research has, importantly failed to deal adequately with the subtlety and scope of youth football project coaching problems. This is problematic because it is argued that the scale and intensity of the coaching problems of youth football project coaching circumstances might be thought to provide a more fertile ground for highlighting the potentially problematic relationship between youth players and elite performers in general. Therefore, the problem is obvious.

1.3. Research questions

This study was attempt the assessment of football coaching problems: my research was sought to answer the following questions:

1. How do the Addis Ababa city U-15 football project coaches implement football training?
2. Do they have enough facilities, materials and equipment to train football trainings?
3. What problems do the Addis Ababa city U-15 football projects coaches' face to implement scientific method of football training?

1.4. Objectives of the study

1.4.1. General Objectives of the Study

The general objective of this research is to assess coaching problems of Addis Ababa U-15 youth football projects.

1.4.2. Specific objectives

1. To explore the current training method of coaching A.A U-15 football projects.
2. To identify the availability of enough facilities', materials and equipment for training.
3. To investigate the implementation of scientific coaching method.

1.5 Significance of the study

The purpose of the study was to find or to bring out com which will explore coaching problems and to fill the research gaps in the area of football coaching problems of Addis Abba U-15 youth football projects and to alleviate the lack of research based data concerning in Addis Ababa and Ethiopia as a whole. With this topic my research trays to see problems of Addis Ababa coaching, In deferent wyes and universities with this topic several researches' have done in different years and they explore problems and challenges of the projects' and coaches but my research will try to explore in different ways with specific or assessment practical coaching problems and lack of facilities', material and equipments', age, players and coaches gender and with the basic questions' deference. this research mainly sees based three (3) deferent equations' such as coaches

current coaching way, lack of facilities', equipments', materials and coaches implementation of scientific practical training. And the expected outcome of this study will also be a background resource for future studies in the area of coaching youth football. It will be also to provide useful ideas about the coaching problems and the study will be significant in identifying different challenges and opportunities to show the problems of youth coach in the governmental and nongovernmental project of Addis Ababa. The research will be helpful for different stakeholders and policy makers as a starting document to develop an intervention program by indicating the Problem of youth coaches. In general terms, the findings of this study will hopefully contribute its part by scrutinizing the main problems and identifying their nature which can be the basis in alleviation of the problems. (United States Soccer Federation Updated as of March 2007-2008)

1.6 Scope of the study

The scope of the study is restricted to the present Addis Ababa youth football project coaches who are taking part in coaching of under U-15 youth players and their players. Due to limitations of study time and financial resource, the study cannot include youth football projects located in Addis Ababa cities which don't participate in A.A federation tournament and in Ethiopia. In addition to that, due to the mentioned limitations of the study time and financial resource the scope of this study is obliged to focus only on male youth football projects.

1.7 Limitation of the study

This research limits other Addis Ababa projects which don't participate on the Addis Ababa football federation yearly tournament of under 15. The other limitation was the document analyses it was not included because the coaches were not interested to let the researcher check documents and also the researcher were not includes other coaching problems such as nutritional problems, financial problems and psychology problems.

1.7 Operational definition

- **Evaluation** a situation that requires careful evaluation determination of the value, nature, character, or quality of something or someone (<https://www.merriam-webster.com/dictionary/evaluation>)
- **Philosophy**:-the study of the fundamental nature of knowledge, reality and existence of the players (<https://en.wikipedia.org/wiki/Philosophy>)
- **Style**: - a way of doing football training by designing and arranging the situations. (<https://www.brianmac.co.uk/styles.htm>)
- **Technique**: - way of doing practical skills of youth football game. (<https://en.wikipedia.org>)
- **Youth**:- young people who played in under age of 18 categories' (<https://en.wikipedia.org/wiki/>)

1.9 Organization of the paper

This report has five chapters. The first chapter deals with introduction, covering background of the study, statement of the problem, objectives, scope and limitations and significance of the study. The second chapter reviews all available and relevant literature to formulate the conceptual framework of this study, while the third chapter explains the research methodology followed to generate necessary data. Data analysis and findings of the study are presented in chapter four. The fifth chapter contains summary and conclusions based on the analyses, along with recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The sports coaching literature includes a broad scope of areas, including the method and style of coaching, sport facilities', materials, equipments' and effective coaches. The majority of literature and studies focus on sports in several different settings. However, as there is a dearth of research specific to football coaching, this literature review will include studies in related sports which provide insight and consideration for coaching football at the youth level.

2.1 What is player development?

I believe that true player development is a progressive, functional training tool used to teach fundamental and advanced skills as well as game knowledge under the most important part. According to (United States Soccer Federation Updated as of /March 2008) every coach, regardless of the level of team they are working with, must be concerned about player development. For this reason, coaches need to consider how the issue of player development influences their philosophy of coaching. Decisions made about what is best for a young player have far reaching ramifications as the player grows older. Winning championships at ten years old may not translate into championships at twenty years old. Developing a "player development philosophy" begins with two simple questions. Do we have realistic expectations for our players? Does our philosophy reflect their age as well as their physical and psychological maturity? (Dr. Tomas.f, 2008)

2.2 What is coaching?

Player development is a long term process to achieve and develop players who will be elite athlete. The development of football has been a great rood to create and brining athletes with new skill and better performances. Coaches are essential for teaching and developing players at every level of football. To give their players the best advantage, coaches must be aware of the latest techniques and philosophies involved in coaching the game. This question is difficult to answer but the following is suggested. Depending upon the ages of the players, coaching may be seen as a management and facilitating process while others see it as developing and nurturing talent. Whatever the perspective, we can

answer the question simply by stating that coaching is an activity aimed at influencing the way soccer is played and the people who play it. The basis for coaching is observation. All coaching begins with an analysis of the game and the causes and effects which determine the eventual outcome of the game. The ability to articulate the events or actions seen in a game and re-create those situations in training requires the coach to have a keen sense of observation and a good memory. It can be said that a coach is like a camera - always taking pictures of situations within the game so they can accurately assess the needs of their players and team. (Dr. roneld,f, 2008)

Methods of practical Soccer Training

The amounts of time you are able to spend coaching your athletes are valuable. Your training program must include physical conditioning, skill development and tactical instruction for players at all positions. In order to get the most out of the time you spend on the field with your athletes, you need to combine the different methods of training. In Soccer parlance this approach is known as economical training. (Jacqueline Hansen, 2012)

2.3.1 The coach's work starts before arriving at the soccer field.

Planning the session correctly, for the week and the season, will help the coach identify the team's needs and deliver a more efficient training session. Properly preparing a training session gives the coach greater confidence with the players and a better understanding of how to adapt the exercises to the team's and players' needs on the field. A good coach is a good planner. Using the age appropriate season-plan provided in the coaching guides, the coach will have the key tools to organize and plan the training session for the team. The numbers 1 to 5 will designate the importance of different technical, tactical, physical and psychosocial aspects of the game. For example, a number 5 in passing and receiving for the U14 age group means that this element is extremely important at that age. Two teams of the same age group will have different ability levels and understanding of the game. In other words, even teams of the same age have different needs. For this reason, the exercises should be delivered according to a particular age group. This document contains the information necessary to create your own plan according to your team. These are the steps to follow when preparing a plan: (Dr. Javier 2008)

Warm-Up, Mobility and Flexibility Many Soccer coaches and players pay insufficient attention to processes of warming up, cooling down and training to increase flexibility. Players and coaches alike often do not approach these elements of training and competition seriously or systematically. Ignoring these elements predisposes your athletes to injury and reduces their effectiveness in training and competition. (Chapman Edward, 2012)

Fundamental Drills Fundamental drills are the most basic skills. They are done with limited movement and no pressure from a defender. Fundamental drills are most often used to teach new technique. Teach by the whole-part-whole method. When teaching new technique skills, first demonstrate the entire skill. This lets athletes create an accurate visual picture of what they are trying to accomplish. Then, break the skill into components parts. Use drills to teach the components of a skill. When your athletes have mastered the drills sufficiently, have them integrate the various drill components into a complete performance of the technique. **Match-Related Drills** Introduce match-related drills after players have developed a feel for the skill. Confine players to a limited area and place them under passive defensive opposition. Teach players to use runs to create good angles from which to pass and receive passes. **Match Condition** Match condition drills allow players to practice a skill or technique under full pressure from an opponent. Simulate game conditions by assigning players a goal to attack and a goal to defend. **COOL-DOWN** Every training session should be ended with a 5–10 minute cool-down of slow jogging and walking. The purpose of the cool-down is gradually to return heart rate, respiration rate and temperature to normal. A thorough cool-down also disperses most of the lactic acid that accumulates in the muscles during a hard workout. Not cooling down properly after intense exercise leads to stiff and painfully sore muscles the next day. Rapid body temperature cooling and pooled muscle lactate will only make the following day's workout more difficult and less productive. (Chapman Edward, 2012)

2.3 The structure of football

In football every players should to understand different situation , to win over his opponents as a team, group and individual he/she must be acquainted with three things those are when he gate ball, when he is in transition (before he gates the ball), after he

gates. There are two teams in a game of football and this of course keeps things interesting. However, the fact that there is only one ball makes it fascinating! This one ball can naturally only be in the possession of one team at a time; there will be times when team a has it, and times when team b has it. There are many variables here: how long do they have it? What do they do with it? How hard do they try to keep it? But the fact is, when your team is playing football, sometimes you have the ball and sometimes your opponents have the ball. These two 'moments' are defined as: Ball possession (bp for short) = we have the ball/ Ball possession opponent (bpo for short) = they have the ball When your team loses possession of the ball there is a period of time in which the team must change from its focus on its bp roles to a focus on functioning properly in bpo. instead of bp tasks (making forward runs, taking up supporting positions to receive a pass, etc), players must now perform the tasks required in bpo (marking opponents, closing down space, etc (Kelly Cross January, 2013)

2.4. Communication for Youth Coaches

Communication is the key to know whether your coaching is understood by the players you teach them and they know what you want to say verbally and non verbally in simple way. Good communication is an essential component of good coaching. Communication is a process that involves far more than the spoken word. It is the information link between coach and player which pulls together all aspects of coaching from sport science to team management. In the coaching environment, effective communication involves skill in sending messages and skill in interpreting messages. A coach may possess all the technical knowledge but without the ability to communicate this information, it is of little use. Communication skills, like all other skills in coaching, need to be practiced to improve your coaching effectiveness. (Lawrie Woodmen 2012)

Consider the following questions: How do your players know if what they are doing is actually what you want?, How do you correct a player's faults or weaknesses in a positive manner?, How do your players and your team improve by having you as a coach? Communication and feedback in coaching terms refers to information which is transferred from you as coach to your players, which is primarily aimed at improving both the individual's and team's performance. Coaches should remember that: Coaching

is a two-way process; clear and consistent messages help to avoid miss-communication, Open questions will glean more information from your players, ‘Good’ feedback will complement your coaching, ‘Active listening’ shows interest in your players and gains valuable information, Non-verbal communication is as important as verbal communication. Non-verbal communication Non-verbal communication refers to all information which is not presented verbally by the coach but has powerful messages that can bring about both positive and negative behaviors in players. Four main areas of non-verbal communication: Visual this includes all aspects of body language, such as posture, gestures, facial expressions and eye contact, **Touch:** Touch can be a very effective way of imparting meaning.) . **Voice expression** A phrase often said is ‘it’s not what you say, but how you say it’. The tone of voice, rate of speech and volume of voice can dramatically change what is being said, **Role model** this area covers the other things a coach can do to communicate to their players, i.e. arriving to training on time and being dressed for action. Making the effort to do these things communicates to the players that you are interested in what they are doing. Most of the ‘meaning’ we give to words comes not from the words themselves, but from the non-verbal factors, such as facial expressions, tone, body language etc. Using the SOLVER checklist is an easy way to remember how to use non-verbal communication in a positive manner. Lawire woodmen (2012))

S = squarely face the player. Face the player and move to their height level, **O** = Open posture. Crossed arms or legs puts up a barrier and suggests an unwillingness to listen, **L** = Lean slightly forward. Again this demonstrates interest and shows you are listening, **V** = Verbal comments are relevant. Comments should also support what the player is saying, **E** = Eye contact. Contact should be made and maintained, without overdoing it, **R** = Relax. Be comfortable and show it. **Verbal communication** through Demonstration Communicating to players by demonstrating or having someone else demonstrate while the coach instructs can be one of the most engaging ways to impart knowledge to a player of the team. An example based on correcting a player’s kicking style is outlined below:

Considerations to effective feedback, feedback should be: **Specific** – feedback should only relate to those components of a task that the player has been asked to attend to before performance. **Constructive** – if feedback is used to identify an error, it should

provide reasons for the error and possible solutions. **Immediate** – for a brief time after a performance, a player retains in their memory information about the performance. Therefore, the sooner feedback is presented; the more meaningful it will be to the player. **Clear** – when players perform rapid, complex movements, it is difficult to relate to them the nature of specific errors in performance. Therefore, to clarify feedback, it is sometimes necessary to use slow-motion video replay. Whatever the situation, players must understand exactly what is required. **Positive** – most feedback should serve to improve the quality of performance. Feedback should be positive and encouraging as this will generally hasten skill development. **Simple** – feedback should be brief and to the point to improve skill development and to avoid confusion between player and coach.

(Lawire woodmen (2012))

2.5 Basic Facilities and Equipments of Football Training.

Facilities' equipments' and materials are the basic Needs as human and food. To train football training fulfillment of equipments and facilities', materials are important for the sport and for the development of it. Without those needs the game will not achieve to insure that the needs are important Dewitt J. (2001:55) states that, "you may find it convenient to own your own equipments. Regardless of your situation, basic source of equipment will make teaching and coaching easier". Therefore, to make the training session effective through the application of different technical Tactical skills it is mandatory to consider the basic training equipment. As a result, the following list of materials is the most important parts for successful training. (Dewitt J. 2001:55)

Equipment: - Equipment for Soccer usually consists of uniforms-jerseys, shorts, warm-up suits, shoes as well as balls, cones, goals and nets. For openers, consider whether the uniforms you intend to purchase will be available for future reordering. Select a uniform manufacturer that has a consistent design and color selection if you want to be able to replace and add to your basic uniform inventory over several years.(Edward Derse, 1995)

Medical helps If you are an experienced physician, paramedic, nurse, or other medical personnel, then this section is probably not for you. The truth is that most coaches have no formal medical training, and yet, it is often the coach who is on the 'front line' for handling injuries in any sports activity. A youth coach should be prepared to deal with

simple injuries, recognize more serious injuries, and work with the child following return from injury. This may entail taking first aid classes and basic CPR classes (an excellent idea for all youth sports). In addition, coaches should always have copies of the medical release forms that most clubs use with them at all times. Besides insurance information and emergency numbers, these forms should have information on any medical conditions that the child has such as medication allergies, asthma, cardiac conditions, etc. The following information is meant to provide guidelines for the youth soccer coach in dealing with some of the problems that may arise during the course of a season. (John Wesson, (1999)

Rest, Ice, Compression, Elevation, "Rest" means keeping the injured relaxed and warm, usually lying down, and keeping the injured area still. If the weather is nasty, take steps to shelter the player, and if possible, get a coat or tarp tucked gently underneath them. **"Ice"** is straight forward - apply an ice pack (or ice inside a cloth) to the injury to minimize swelling. **"Compression"** means to apply gentle pressure to keep bleeding under control - note that internal bleeding is what causes swelling, so the same idea works for both. In the case where there is no external bleeding, a gentle but firm wrap with an elastic bandage will help control the swelling. John Wesson, (1999)

The playing area or playing Field The size and shape of a playing area is primarily dependent upon three factors: The number of players involved in the game or activity, the theme to be highlighted in the training session, the ability level of the players.

The shape most often used for a playing area is a rectangle. This shape mirrors the actual playing field and assists in providing the game with direction. We often refer to this playing area as a coaching grid. The natural markings and spaces on a field can easily be used to make smaller playing areas. Use of these natural markings allows the coach to quickly set up multiple practice areas. When marking playing areas with disc markers or cones, the coach should use the fewest number necessary to create a positive visual setting of the playing area. When setting up the grid, it is better to err toward a larger grid if the coach is unsure. If the skill level of the players allows them to play inside this area with no difficulty then the coach can reduce the size of playing area. As the skill level improves the size of the playing area must be reduced to further assist the development of

technical and tactical speed of play. This reduced “time and space relationship” assists the coach to develop these important skills. According to Frank F. Decrement (1995:8) the football/ soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the foundation soccer coaching manual (2008: 192) describes that the field of play must be rectangular; its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be a chord at each end of the field. The field with corner areas, goal lines, touch lines (side lines), half way lines and center circle. (Frank F 1995:8)

Soccer Ball The official U.S youth soccer coaching manual (2002:19) suggests that: every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/ Soccer techniques requires repetition, which requires touching the ball. However, players have only for limited time each week: they need to maximize the amount of ball touches per practice. When each player has, she/ he own ball, more players can be working on individual skills at any given time. As Adrian Lees (1996: 141) explain that a typical football shoe is one which is made from leather and cut below the on knees and with a hard out sole to which studs are attached. Moreover, Dawitt] (2001:5) explains three basic styles of football/ soccer shoe.

2.6 The practice session

The practical session must be flowed by the scientific way of training other ways the flow of the training will not be simple and injury free. According to (USSF/MARCH/2008 ‘‘C’’ license coaching manual) Once the goals and objectives for training have been determined, the coach needs to consider several factors relating to the organization and progression of the practice in order to be thoroughly prepared to conduct the session.

Organization Appropriate field size and location on the field, Necessary equipment, i.e., number of balls, pennies, cones, goals, Number of players and substitutes required for activities and/or games, Available amount of time for activity.

Progression Make sure practice flows in proper progression from simple to more complex; general to specific, Follow progression for teaching technique and tactics

together, The methodology for teaching technique and tactics together in the small-sided game model builds from simple to more complex. Specifically, the progression is: Technical warm-up, small-sided exercise (even or uneven numbers, one, two or more goals, etc), Expanded small-sided exercise (an exercise with direction, with more numbers, but not necessarily to big goals) 4) 7v7 to two big goals.

Demonstration What is focus of demonstration - paint a clear picture for players, What are key coaching points to highlight?, Explain the rules and objectives of the practice - give players a method to score (both attackers and defenders) Coaches must provide players with immediate feedback on performance (positive and negative). The observation and listening skills of a coach are important in determining whether something good or bad occurred during the activity. Good coaching assists the player to find solutions to problems encountered in the game.

When making corrections during games or activities there are several guidelines to follow. They are, when starting an activity allow players the opportunity to establish a playing rhythm before stopping the exercise, whenever possible, make your coaching points during natural stoppages, or during the run of play. When coaching during natural stoppages make your point quickly and then restart the activity as soon as possible, Assess you're coaching during the session. Ask yourself: is my coaching having a positive effect on the players or activity; do they understand the demands of the activity; are they improving?, Make your activity competitive, Finally, put activity into larger game - make it realistic. Prior to a training session coaches should prepare a practice plan that outlines the session. This plan should include the number of players needed or available, the amount of time allocated for each training activity and the objectives for each session. The plan should be flexible enough to allow for changes to the practice. During the course each candidate will be expected to prepare a practice plan for all their practical coaching sessions. These should be done in outline form and highlight the key coaching points of the session. Diagrams may be added to the back of the practice plan. It is important continually stress to players that through practice sessions they will be taught skills and techniques that will lead to individual improvement, and that it is an opportunity for the team to develop into a cohesive offensive and defensive unit. As part of effective coaching, coaches should follow the 'Plan – Act – Review' strategy, which

will set them on the correct path. Training activities may be planned to emphasize various components of the game, including skills and techniques and decision making and tactical thinking. (Istvan Bayli, 2011)

2.7 Principles of effective training

The coach needs to be aware of the general principles which ensure effective training. This makes it possible for coaches to formulate training programs and sessions which have a positive impact on both the team and individual. Coaches are able to design their training with appropriate consideration to the standard of the team. According to (Istvan Bayli, 2011) Keep all players active Maximize training time by keeping all players active and involved fun training . Give clear concise instructions Learning improves when players know what is expected of them. Demonstrations improve the accuracy of instructions Record progress Certain drills allow measurement by which coaches and players can assess progress. Give positive feedback Emphasize and reward good performances. Provide variety Maintain interest by using various skills. Encourages enjoyment Training sessions should be fun and enjoyable. Create progression Learning improves if progression occurs from the simple to the complex. Plan maximum use of resources Ensure that you have the correct equipment (footballs, markers etc). A ratio of one football to two players is ideal. Allow for individual differences Allow for different learning rates among players. Plan yet **flexible** If a planned drill is not working or circumstances have changed (e.g. weather), be prepared to change immediately (manual Istvan, 2011)

2.8 Training drills and practices

in football training drills are the more important than other works why, because every training should to have drills can teach players field restriction, field stretching, players movement limitation to restrict when player is with ball and without ball for every players for example goal and distains of goal kipper, distance of G/kipper with defender, defender with defensive midfielder, defensive midfielder with attacking midfielder, and attackers with winger and offensive midfielders can be improve players understanding of the game that it is deferent playing with fling and plying for life or as a job.

According to manual Istvan Bayli, Mark Boyce, Jim Cail, Andrew Dillon, (2011) the following are subjected Drills are the life blood of the training session and ultimately reflect in the team's on-field performance. A long list of drills and activities has been used over the years at all levels of football. It is not the intention of this section to describe specific drills; however there are some key fundamentals of training drills.

Types of drills: - Drills can be categorized under three main headings:

Individual Skill Drills These involve the basic skills and incorporate practice in kicking, marking, handball, etc.

Part of the Game Drills: - Drills in this category refer to certain parts of the game and include centre bounce practice and centering the ball from the forward pocket.

Team Pattern Drills These include activities which practice an overall system of play. For example: - moving the ball down the centre corridor.

Introducing a new drill Often coaches waste valuable time and become frustrated at their lack of success when introducing a drill for the first time. A simple procedure to follow is set out below:

Have all the equipment ready It may seem self-explanatory but it is an important part of running a successful coaching session. Coaches must be able to move players quickly from one drill to the next. A new drill can quickly lose its appeal, regardless of its value, if the appropriate preparation doesn't appear to have been made.

Rehearse selected players to go through the drills before the whole team is involved If certain players within the group have an understanding of the drill, they will quickly be able to explain to other players what needs to be done. Communication among players builds a sense of team. **Give the drill a name** This saves the coach having to remind players of the drill each time it is to be used. If players are aware of the name of the drill, the team can immediately move on to it. A continuous training session is of enormous value. (Andrew Dillon, 2011)

Explain the aim of the drill By explaining the aim of the drill, players will be able to see for themselves the inherent value of performing every part of the drill with enthusiasm. It

will also serve as a guide to the type of skills the coach believes the team needs to work on.

Select players to walk through the drill Similar to point two, players can observe for themselves the drill being performed, avoiding confusion which can quickly ruin a drill.

When the whole group is ready, begin by performing the drill slowly A new drill should be eased into so that players can gain confidence in the way it operates, and concentrate more on the skills they are trying to develop than the actual machinations of the training drill.

Gradually increase the tempo and degree of difficulty There are several ways to lift the pace: Adding more footballs, having fewer players at each marker. It is important to add variety to drills so that players believe they are continuing to gain value out of it. By adding more footballs you add to the pace at which the drill is performed, and players learn to quickly dispose of the ball. Having fewer players at the marker means that players have less time not participating in the drill, thus alleviating problems of boredom/cooling down, Players must concentrate at all times, which also replicates a match situation more closely, As the players become more confident and drills are known, they often do not need the markers or explanations before performing the drill.

Variation in training sessions The benefits of training indoors periodically or outside the normal training environment with footballs include: New venue and a break from normal routine, which can enhance player motivation levels, Smaller confined areas means skill level needs to be high and players need to focus on skill basics to ensure targets are hit, Smaller dimensions of distances between cones/lines can mean shorter recovery, which enhances aerobic conditioning, Indoor arena can lead to more noise being generated, which enhances morale and communication between players, Alternate training games and competitions can be used to enhance team morale throughout or at the end of the skill session, such as a volleyball competition or an indoor football game with a possession focus, where teams score a point by handballing the ball between a set of goals at each end. (Andrew Dillon, 2011)

2.9 Effective Coaching

Rightly or wrongly, evaluation of sports coaching effectiveness has focused on competitive performance results (Knowles, 2006). Of all sports coaching literature to date, Cote provides a comprehensive summary of coaching effectiveness. Coaching effectiveness is: “The consistent Application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection, and character in specific coaching contexts” (Cote, 2009, p.316). This definition incorporates three components: coach’s knowledge, athlete’s outcomes, and context. Professional knowledge is identified as the significant body of specialized information needed to be a coach. This knowledge encompasses sport specific, sports sciences, educational, and procedural knowledge (Cote, 2009).

Interpersonal knowledge is content based on systems of social interactions. These social interactions include relationships with athletes, parents, assistant coaches and support staff, as well as other coaches. Intrapersonal knowledge is the recognition and ability for introspection and reflection. Healthy application of all three sources of knowledge provides the coach with the ability to influence the athlete. The second component, the athletes’ outcomes, includes the four C’s of competence, confidence, connection, and character. As measured by different performance indicators, coaching has the most impact on an athlete’s level of competence (Cote, 2009). An athlete’s confidence, connection, and character are significantly influenced by a coach’s knowledge and behavior; thus a supportive climate is critical. Servant Leadership, a relatively new concept of leadership that has application to coaching, is behavior that demonstrates trust/inclusion, humility, and service. The Servant Leadership literature in sports indicates that coaches who produce robust athlete outcomes also appear to have strong professional, interpersonal, and intrapersonal knowledge (Cote, 2009). The third component of Cote’s coaching effectiveness definition is Context, referring to the setting. Cote’s research indicates that coaches are involved in either participation coaching or performance coaching. Participation coaching does not emphasize competition since the athletes are less engaged. Thus, the coach emphasizes athlete enjoyment. Performance coaching involves a highly intensive coaching plan and application since these athletes is

committed with a focus on competition. The review of the literature in this paper examines effective football coaching within the context of performance coaching. (Cote, 2009).

2.10 Coaching Behavior (Effective)

In developing a coaching philosophy, the coach can take the key components to his/ her best ability formulas a coaching philosophy with the aim to improve coach /athlete satisfaction and to achieve better results; adopted from These components are discussed below. In addition to this (Dr. Thomas Fleck, Virgil String field 2008) also explains as the flowing “If a coach is constantly talking or yelling at players during the game, it prevents your players from thinking for themselves.” Steve Sampson, Former Men’s National Team Coach, June 1998 you have just volunteered to become a soccer coach for a youth program in your community. Congratulations! You have just agreed to pursue one of the most rewarding and difficult challenges in which you have ever engaged. To enjoy the best possible experience, you need to adopt a number of characteristics and behaviors. Few of us possess all the abilities required to properly coach young children. (Dr. Thomas Fleck and Virgil String field 2008)

The youth sport experience is all about children. Being an effective soccer coach requires certain traits. You must be a responsible adult at all times. You must possess a strong desire to work with children and to understand the complexities that exist within children of different ages, levels of development and maturity. How can you provide the best environment for children to grow, develop, and have fun? (Dr. Thomas Fleck, 2008)

2.10.1 Characteristics of Effective Youth Coaches

There are dozens of positive characteristics that one must possess to become an effective youth soccer coach. Some are listed below: High moral and ethical standards are an appropriate role model, honesty. be fair, no one likes it if you cheat, respect of players, parents, and community, develop strategies to develop positive relationships with all involved, understanding readiness factors for participation maturation when to begin, how the game is structured, learning what are children able to comprehend and how do they learn, motivation internal desire to play and have fun, communication appropriate

verbal and nonverbal responses (body language & gestures) appropriate language (words, tone, volume, rhythm, articulation). Development of an appropriate temperament for coaching children will be sensitive to each child. Exhibit a calm personality, show patience, observe and guide; don't direct. use your normal voice, not a whistle, ability to motivate positively, develop high levels of self-confidence, positive coaching, don't yell, possess leadership qualities, be prepared, be organized, demonstrate discipline identify appropriate and inappropriate behavior and enforce team rules, learn to be critical of behavior, not a player's personality, be dedicated to child development and the sport of soccer, understand what is appropriate for different ages and levels of play, let every child play (and play a lot), be enthusiastic, your enthusiasm is contagious, celebrate! Have a good sense of humor. keep things light, have fun, smile and laugh, must have current knowledge of coaching youth soccer, learn about children and how they learn, learn the rules, learn appropriate practices, activities, and content, learn appropriate tactics and strategy, learn how to have fun. (william buren, 2008).

2.11 Coaching Styles

The research on sport leadership and coaching styles has varied greatly in an attempt to understand leadership in sport and the effects of sport leadership on performances. Researchers have often examined the forms or types of coaching styles, relying on a third party's descriptive, observational analysis of a coaching style. As a result, there are between three and six different coaching styles. However, the most commonly mentioned forms are autocrat "laissez-faire," democratic, and businesslike In any case, it is important to note that no one category completely describes the makeup of one single coach. Instead, a coach usually represents a large portion of the characteristics in one category along with a few of the characteristics from other categories. The most predominant categories found in the literature are

Authoritarian(autocrat) believing that people should obey authority and rules, even when these are unfair, and even if it means that they lose their personal freedom. The authoritative coaches are hard-driving and energetic people who demand certain responses from their players. They believe in strong discipline in order to accomplish the clearly stated team goals. They usually use punitive measures to enforce the rules they

established. They are often rigid about schedules and plans with little flexibility to be found on or off the field. Their personalities are not usually very warm and at times, they can be cruel and if not actually sadistic. They are well organized, prepared, and there is seldom any time that goes without unaccountability. They do not develop personal relationships with their athletes and may even use threats as motivation. While they may be religious and/or moralistic, they tend to be bigoted and prejudiced. This coaching style often produces a highly disciplined and well-organized team the athletes are infected with intensity and the devotion similar to that of the coach. This intensity normally manifests itself as a high degree of aggressiveness characterized by physical punishment of an opponent. The team's spirit is strong and positive as long as it continues to win. The team may be prone to dissension when competitions does not go as expected or desired. While few teams are adequately prepared to accept adversity and defeat, authoritarian leaders have more of a tendency to lose badly and the team members look for excuses or blame others for the failure. Athletes may drop-off the team if they do not choose to compete in an atmosphere where punishment and fear exists. In fact, many players develop a dislike for the coach because he or she represents authority that uses punitive measures to enforce rules and performance standards. (Legget, 1983)

Democratic The democratic coaches appear between the authoritarian and the laissez-faire type of coaches while maintaining their uniquely democratic make-up. They only use discipline when the situation truly warrants it. They strive to maintain structured schedules, but create a relaxed and positive environment simultaneously. The democratically led team works as a unit and most policies are a matter of group decisions. Democratic coaches constantly are seeking the input of team members concerning issues such as problem solving, tactics, rule setting, team personnel, and conditioning. This solicited input is the basis for the final decision made by the coach. The democratic style of coaching may generate a high degree of motivation in the team members. The team members become involved in decisions that affect them and their circumstances. There is a two-way flow of communication. The coach is often liked by a number of players because they are able to express their views and, as a result, the coach appears considerate of their needs. This style of coaching produces good team cohesiveness, a relaxed environment in which to perform, and athletes that produce more

than what is expected of them. Because the coach actively participates as just another voice in some decision making aspects, the greatest disadvantage to this style is the time it takes to initiate action and to formulate workable solutions to complex problems. This is a chance the coach takes because often there can be too much discussion and too many people sharing responsibility for major decisions. Another disadvantage to this style is that the athletes are not coaches. Most athletes do not possess the same level of knowledge and expertise as their coaches. Athletes have had to follow the instructions of their coaches for years and have limited exposure to the sport compared to their coaches. This does not qualify them to make team decisions as accurately and effectively as the coach. If their opinions and beliefs are used to make team decisions, there is a chance that the team decisions will be inaccurate (Legget, 1983; Straub, 1990).

Laissez-Faire "Laissez-faire" coaches, in many ways, are the exact opposite of the authoritarian type of coaches. They usually have relaxed personalities and give the impression that everything is under control. These coaches do not adhere to schedules, often preferring to leave things less structured and to be able to act as their mood dictates. This coaching style produces a relaxed atmosphere in which this freedom from stress often generates a positive attitude towards hard work. The players seem to profit more from the instruction and to retain it longer than they would in an atmosphere where instruction is repeatedly forced on. The laissez-faire coach believes that the athletes will produce better if motivation is derived from their own enthusiasm. If the team does not perform well, the disadvantages of this coaching style will be easily noticed. Because the pressures found in competition are not present in the daily practices, the team is not prepared to effectively handle the stress from competition. The athletes are apt to blame the coach when failure is present. They may think of him or her as being inadequate or uncaring and their coach's aloof and lackadaisical approach to coaching may cause team members to question their coach's commitment to their success. It is disheartening to athletes that their coach does not support them ardently and that the person they work for every day does not have their own degree of enthusiasm for the sport as they. (Driscoll, Dawson L. 2000).

2.12 Methods of Training

“The development of football talent is an on-going process; it truly is longitudinal. It is a process in which individuals’ progress gradually from simple to the more complex experiences that the game provides. The process of player development requires planning that has clarity and based upon a modern technical development ideas. This plan and direction needs to come from the technical people; coaches who are educated, experienced and knowledgeable. Anything less than a comprehensive and coordinated effort only means that player development is left to chance rather than being maximized as a result of coaching, programming, competition and well thought out planning.” (Simeone). What distinguishes athletes from non-athletes is their ability to perform various tasks that require multi-limb coordination and speed of performance. A lot of these psycho-motor skills have been identified to develop through ages of early puberty. Because of that, training at ages 6-12 has to be aimed at developing various types of speed movements and coordination. Many coaches claim that 90% of technical ability is acquired before the adolescent period (ages vary from individual to individual, but roughly through the age of 14 to 16) and that it is that factor that limits the potential of the player. Having in mind this concept of acquiring skills of ball handling, it is obvious that the time when the body is most sensitive to motor learning and creating patters of movement has to be used exactly for that. This means that before the age of adolescence, training of football players needs to have the primary focus of skill development. Players are constantly making decisions on where to run, when to run and what to do with the ball. Proper tactical training will aid in decision-making processes, allowing the player to use the tactical concepts to their advantage. These decisions should be based on the sound principles of attack and defense (support, depth, pressure, etc.) and introduced at the appropriate age to youngsters. The minds of children develop constantly and the tactical concepts (by their complexity) have to be adjusted to their readiness of acquiring them. All of these listed reasons urge for an introduction of an age-specific coaching curriculum which will ensure that appropriate skills are taught at appropriate age groups. This will also provide more specific goals within the domain of development. (Martens, 1987).

Football is a complex and demanding game requiring sophisticated training. To create a training program that addresses the multiple demands of the game, you must become familiar with the different methods of training for the sport of Football. Methods of training describes those activities athletes and coaches use to train for Football. Strictly speaking, methods of coaching refers to ways in which coaches communicate and teach the game of Football to their charges. The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of basic skills for beginners, to the more specialized physical, technical, tactical and psychological preparation of elite athletes (Martens, 1987).

To create a training program that addresses the multiple demands of the game, you must become familiar with the different methods of training for the sport of Football. Those methods fall into three general categories: fitness training, technique development and strategy and tactics. The amount of time you are able to spend coaching your athletes is valuable. Your training program must include physical conditioning, skill development and tactical instruction for players at all positions. In order to get the most out of the time you spend on the field with your athletes, you need to combine the different methods of training. (Martens, 1987)

2.13 Feedback

Timing of feedback should be carefully selected in order to allow for the natural flow within an exercise or competition. Appropriately timed, specific information and task-relevant cues seem to be most effective combination of instruction (Smith & Cushion, 2006). In a systematic observational study of professional youth football coaches during competition, feedback was usually provided immediately, but repeated points were communicated during half-time or breaks (Smith & Cushion, 2006). Interestingly, although most instruction related to correcting mistakes, coaches usually emphasized mistakes based on a pre-determined theme. For example, if the coach had emphasized attacking shape during the week of training leading up to the game, emphasis would be put on correcting attacking shape mistakes that occurred in the game. Once mistakes were identified, the coach offered a correctional strategy (Smith & Cushion, 2006).

Feedback comments post-competition are usually put together just a short time after the performance has ended. In his work exploring the pre and post-game activities for expert coaches, Bloom (1997) found that post-competition remarks were usually addressed to the team after the coach had taken time to regain his composure. In earlier research, for teams who won and played well, Martins recommends emphasizing effort and performance, not just the outcome (in Bloom,1997). For victorious athletes who performed poorly, coaches should emphasize areas needing improvement and acknowledge anyone who did play well (Martins in Bloom, 1997). For teams that played well yet lost, talks should emphasize skill improvement and the coach's satisfaction with effort and performance (Martins in Bloom, 1997). Martens recommends using comments that address improving players' physical and psychological skills, directing discontent towards inferior effort and performance, not the loss (in Bloom, 1997). In Bloom's study however, in post-competition team talks following a loss, coaches kept their feedback brief since athletes would not be receptive (Bloom, 1997).

2.14 Learning Environment

Becker states that great coaches foster three types of valuable environments: the general team environment, the one-on-one communication environment, and the practice environment (2009). The general team environment is the overall climate created by the coach. Ensuring that the players have the proper equipment and nutrition is one aspect of making the players feel comfortable in their environment. At its root, this environment is athlete-centered (Becker, 2009). Coaches who make themselves accessible and approachable create an environment conducive to one-on-one communication (Becker, 2009). Lastly, great coaches create a highly structured, well planned, competitive training environment (Becker, 2009). Competitive environments stress high standards that begin with individual technique and skill training through to game-realistic exercises and ending with proper recovery and regeneration practices. At the elite level, the proper climate, or culture, of the team is critical. Performance climate is characterized by interpersonal competition, social comparison, coach-emphasized "winning," achievement of outcomes, and public recognition of performance (Ames & Archer in Pensgaard,2002). Results are the chief reason for competing. Yet, overemphasizing outcomes and results,

even for elite athletes, can have adverse effects (Pensgaard, 2002). On the other hand, a mastery climate is characterized by learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach (Ames & Archer in Pensgaard, 2002). The mastery climate focuses on the process and the development of the individual. Often, when coaches enter a new setting, they hold a vision of what they want the team to look like. Vision is important in understanding how coaches operate. Vallée and Bloom (2005) discovered that coaches had a vision for their program early in their appointment. Elite coaches' early work looks to change past philosophies, set high standards and goals, and lead the team in a new direction. (Vallée and Bloom, 2005).

2.15 Credibility

Demonstrating a detailed knowledge of the game allows the coach to establish credibility with their players. Sport-specific knowledge can be drawn from many different learning opportunities. But, performance decisions cannot be made if the coach does not understand performance (Abraham, 2006). Therefore, a very high level of knowledge within the sport is required. Potrac's qualitative research of English football coach discovered that role, power, and social interaction were important facets in coaching behavior (2002). Within this context, professional football coaches need their players to believe that the coach possesses extensive football knowledge (Potrac, 2002). Building credibility occurs in numerous ways. High levels of instruction, demonstrations, and modeling are all techniques used to gain credibility as a coach (Potrac, 2002). Becker's research examining athletes' perceptions of great coaching emphasizes coaches' knowledge of the most current techniques and tactics of the game (2009). Managers need to be viewed as credible by their subordinates for them to accept advice and show modesty (Bridgewater, 2009). Passion for football and coaching, evidenced in a thirst for knowledge, appears to be an important trait of the coaches. This thirst for knowledge demonstrates to the players, the coach's desire to help them get better Cote's (2009). Becker's (2009) findings a coach's thirst for knowledge positively affects an athlete's confidence. It is important to note that coaches' thirst for knowledge isn't solely limited to learning from football. Coaches are very innovative in learning from other sports as well as other fields. Cote's (2009)

2.15.1 Goal Setting

Setting goals is a joint effort between the athlete and coach. Following are the main features of goal setting. Structured into short-term, intermediate and long-term, stepping stones to success, Must be accepted by the athlete, Vary in difficulty – easily attainable to challenging. Must be measurable

Assessing Goals Checklist

Write a goal statement, Does the goal sufficiently meet the athlete's needs?, Is the goal positively stated? If not, rewrite it, Is the goal under the athlete's control and does it focus on his/her goals and no one else's?, Is the goal a goal and not a result?, Is the goal important enough to the athlete that he/she will want to work toward achieving it? Have the time and energy to do it?, How will this goal make the athlete's life different?, What barriers might the athlete encounter in working toward this goal?, What does the athlete need to learn how to do?, What risks does the athlete need to take?

The coach's work starts before arriving at the soccer field. Planning the session correctly, for the week and the season, will help the coach identify the team's needs and deliver a more efficient training session. Properly preparing a training session gives the coach greater confidence with the players and a better understanding of how to adapt the exercises to the team's and players' needs on the field. A good coach is a good planner. Using the age appropriate season-plan provided in the coaching guides, the coach will have the key tools to organize and plan the training session for the team. The numbers 1 to 5 will designate the importance of different technical, tactical, physical and psychosocial aspects of the game. For example, a number 5 in passing and receiving for the U14 age group means that this element is extremely important at that age. Two teams of the same age group will have different ability levels and understanding of the game. In other words, even teams of the same age have different needs. For this reason, the exercises should be delivered according to a particular age group. This document contains the information necessary to create your own plan according to your team. These are the steps to follow when preparing aplan: (Dr. Javier, 2008)

2.16 Planning and Organizing

Coaches plan and organize after a proper analysis of the situation. The content of high-performance coaches' training sessions appears to stress decision-making. Great coaches

teach the details (Becker, 2009). Bloom et al propose that coaches at the elite team level seem to focus more practice time on tactical aspects of their sport (1999). Training session's progress from simple to complex with the same theme emphasized in each exercise (Becker, 2009). For performance to be effective, well-planned training sessions must recreate the demands of the game. Therefore, game-like practices are necessary (Becker, 2009). In these training sessions, exercises should be conducted at game speed. Instruction needs to be specific, concise, and simple (Jones et al, 2003). Ideally, through the organization of game like exercises combined with specific direction, players are put through repetitive decision-making opportunities that encourage quick responses and creativity.

2.16.1 Principles of planning training

Planning is based on biological, physiological and bioenergetics laws as well as on training: Principles centered on three main areas, (1)Overcompensation Blend of effort and recovery Training mix, (2) Criteria and planning stages Objectives and development of programs, (3)Training periods Annual training cycles

The annual planning is the basis of the entire training program built around the year of competition and is divided into three distinct periods:

1. Period of pre-season preparation

2. Period of competition

3. Period of transition or rest

Season plan This section will help the coach to quickly organize the season into competitive periods, transition periods (in between competitive periods) and offseason periods in the case of the older age groups. For younger groups, it will be even more essential to have a broader vision of the objectives, content, distribution and means of use during the season. (Dr. Javier Perez, 2008)

Macro cycle or 12-week program cycle the coach can use this plan as it is presented in this document. This 12-week distribution of content ensures that all key elements in the curriculum are covered for each stage and age group. It is organized in two-week periods to give the player enough time to show significant improvement in the specific

categories. Please note, this content distribution follows an appropriate order for developing the style and principles of play. (Ibid)

Micro cycle or week program This section helps the coach organize weekly training sessions. Each week has a main technical, tactical and physical objective specified in the macro cycle. However, each team is different and has its own learning dynamic. Therefore, the weekly plan is flexible. The team will evolve week after week and the coach must continually identify the team's needs. (Ibid)

Daily plan are the last step of the planning process. In this section the coach can see what sessions look-like for the different stages. Each session is structured the same way, including the following parts: warm-up, main part and scrimmage. The main part contains technical, tactical and physical exercises. The coach can use the exercises in the library to select appropriate drills for the team and create his/her own training sessions. Some of the specific organization for the season applies only to the intermediate and advanced stages. The advanced and intermediate stages may change training organization throughout the season in order to be more efficient in competition. The initial and basic stages emphasize development consistency of session structure, in order to consolidate the basics of soccer. Example structure for a season with three different periods for intermediate and advanced stages: Competitive: Period when the team is training and playing games regularly. Transition: Period when the team is training but not playing regularly, Off-season: Period when the team is not training or playing regularly. (Ibid)

2.17. Player evaluation

is not as easy as it might look. As a youth soccer coach for many years I have struggled to evaluate my own players and have seen how my soccer league evaluates players to place them on teams. As a professional learning and Performance consultant who has focused extensively on measurement and evaluation, I think we can all do better, I included to this end, I have spent the last two years creating a series of evaluation tools for use by coaches and youth soccer leagues. I'm sure these forms are not perfect, but I'm absolutely positive that they will be a huge improvement over the typical forms utilized by most youth soccer organizations. (Will Thalheimer, PhD. 2012)

The Goal: The four forms enable soccer coaches (and/or other evaluators) to evaluate the skills of youth soccer players. Why Evaluate? Evaluation is critical for a number of reasons. First, evaluation can help in team selection and recruitment. Evaluation can help coaches look for skill development opportunities for their teams and individual players. Finally, evaluation can be used as a baseline to help players focus on their own development. The Four Forms: Player Ranking Form: This form evaluates players on 26 soccer competencies and 4 player-comparison items, giving each player a numerical score based on these items and an overall rating. This form is intended to provide leagues with ranking information so that they can better place players on teams for the upcoming season. Player Development Form: This form evaluates players on the 26 soccer competencies. This form is intended for use by coaches to help support their players in development. Indeed, this form can be shared with players and parents to help players focus on their development needs. Team Evaluation Form: This form helps coach's use practices and games to evaluate their players on the 26 key competencies. Specifically, it enables them to use one two-page form to evaluate every player on their team. Field Evaluation Form: This form enables skilled evaluators to judge the performance of players during small-group scrimmages. Like the Player Ranking Form, it provides player-comparison information to leagues. (Will Thalheimer, PhD. 2012)

2.18. Technology

Technology have a big roll on developing the game and the training of football, some of the benefits are: meek the training better, simple, very attractive, and easily understudied all football training and the game. In additional to this Technology have very high important roll to see weakness strengths and analyses of all players movement with and without ball. This technology also can help players to learn skills from elite players by watching videos and other Meany benefits. According to Kelly Cross January, (2013) the following is listed as the benefit of technology for the game of football. In the last five to ten years, the digital age has transformed the way people live and especially how they communicate. People are able to keep in touch remotely, sharing photos and movies almost instantaneously and 'tweeting' their inner thoughts, amongst many other

developments. Slowly but surely, these technological advancements have been influencing the way the coach operates. Kelly Cross (2013)

Given the fact that young people are already spending lots of time looking at the screens of their computers and mobile devices, it is wise to consider how to use that time to help their football development.

Tomorrow's coach will utilize technology to assist him to do their job more effectively. Some suggestions follow below, although it is not an exhaustive or exclusive list:

- post clips from the match (or training) to his, or the Club's, YouTube channel, initiating player comment and feedback
- provide player feedback via blog or similar, allowing the player to give their thoughts too
- post clips of top teams, highlighting the key points with arrows, text boxes, etc, inviting the players' comments
- notify players in advance of the theme of tonight's session, giving them some points to focus on ahead of time
- send out team tasks or individual focus points before the match to assist players to prepare and focus
- film certain exercises at training on an i-pad or similar (smart phone, Flip camera), then immediately show the key players and discuss, using freeze/replay/slow motion/zoom functions; combined with question and answer in a problem-solving approach, the players could then return to the same exercise and try to get better outcomes
- players technical 'homework' online, with clips of model performance as a guide

(Kelly Cross January, 2013)

Age group days of training duration of training and ratio of training ball by (FIFA Coaching Manual , 2004)

Age Group	Frequency	Duration	Ratio
U-6	1 day per week	45 minutes	1:1*
U-8	1 day per week	45 to 60 minutes	1:1
U-10	2 days per week	60 to 75 minutes	1:1
U-12	2 to 3 days per week	75 minutes	1:1
U-14	3 days per week	75 to 90 minutes	1:1
U-16	3 days per week	90 minutes	1:1
U-18+	4 to 5 days per week	90 to 120 minutes	1:2 and above

Process versus product orientation;- every coaching philosophy should have a major statement on how the coach views the results process of development and how they performed in important to focus on athletes process of development and how they informed in competition rather than the result or outcomes that they achieved. In football contest there can be only one winner. Does these mean every else is a loser? No. therefore, to build confidence, sees measurable progress, and learns positively from mistakes made the players very strong so the coaches must follow process oriented. (FIFA Coaching Manual, 2004)

The assistant coach

The assistant coaches needed for the help of the coach to help the coach in deferent training environments to work to gather whenever there is a classification of works and will provide maximum benefit to yourself and your payers. Practices should provide athletes with an opportunity to maximize their learning in a fun and safe environment. Practices need to be well-organized to make effective use of practice time. Maximize the activity of your players while making the best possible use of the ice surface. Do not always view the ice as one large area but divide it in to sections using the markings that are already present on the ice surface. This will allow you to have a number of drills going at the same time. For example, you can divide the ice into stations with separate groups of player's simultaneously taking shots on your goalkeeper, practicing backward skating, and scrimmaging a cross-ice. This will allow you to efficiently utilize the ice surface, your assistant coaches, and also to have most of your player's active at any one time. (Knowles, 2006)

Trainability in Childhood and Adolescence

Late Specialization Model	Age	Objective
Fundamental Stage	Females 6-8 Males 6-9	Learn fundamental movement skills
Learning to Train Stage	Females 8-11 Males 9-12	Learn fundamental soccer skills
Training to Train Stage	Females 11-15 Males 12-16	Build the aerobic base and build strength toward the end of the phase and further develop soccer-specific skills
Training to Compete Stage	Females 15-17 Males 16-18	Optimize fitness preparation and sport, individual and position specific skills as well as performance
Training to Win Stage	Females 17+ Males 18+	Maximize fitness preparation and sport, individual and position specific skills as well as performance
Retention Stage	Competitive Retirement	Retain players for coaching, officials, administration, etc.

Coach's personality: coaches are human beings and therefore have individual personalities. Some coaches may be extroverts outgoing and lively in there and go about their coaching in a quit, calm manner. In truth personality does not matter provided that appropriate actions and behaviors are maintained, as a role model which relate to the situation. " (kraemer, 1997)

CHAPTER THREE

RESEARCH METHOD

In this chapter of the study the methods and procedures of sampling, data collection and analysis used are discussed in brief.

3.1 The Research design

The main objective of this study is to assess the problems of addis abeba city U-15 football project coaches to this effect descriptive survey method was employed. This method is selected because it is helpful to identified the root problems of the youth projects, moreover, it is economical and rapid turned round in data collection and identified attribute of a large population from a small group of individuals (Kothri 2004:35) therefore the first approach of the date study is to gather data, to examine the current problems and prospects of youth football projects coaches. This method is intentionally dose so as to get tangible data from coaches and players in the projects.



www.google.com

3.2. Study Participants

Participants in this study were coaches and players of four football projects of Addis Ababa city football federation of U-15 football tournament participating in 2010 E.C.

Table.No.1: Number of study participants

Clubs	Coaches	Players	Total
Ethiopian electric	1	25	26
Niyala sport club	1	25	26
Getachewu kechene project	2	25	27
Goh project	2	25	27
Total	6	100	106

3.3 Sample and Sampling Techniques

The study was conducted in Addis Ababa city U-15 youth football projects. The study sample is taken in line with Taro Yamane 1967. In Addis Ababa city football federation youth tournament (U-15) there are generally 4 youth football projects and each of which have 25 players or a total of sample 106. 4 of the projects all of them were selected census and also in this study 80 players of projects and their 4 coaches and their 2 assistant coaches were selected as a sample. The selection of 4 youth football projects was conducted by simple random sampling techniques. And the coaches also selected by senesce technique and selected all of 6 coaches 6. And to select players the researcher used the Yamane formula and from the selected by the formula from each club 20 players was selected randomly. (Formula by Yamane taro 1967) $n = N / 1 + N (e^2)$ $n =$ corrected sample size, $N =$ population size, and $e =$ Margin of error (MoE), $e = 0.05$

3.4 Sources of Data

Primary source of data were used to secure sufficient data or information.

- A. Primary data were collected from coaches and players through questionnaires interviews and observation.

3.5 Instrument of data Collection

The main focus on the study was to assess the current problems of the coaches that were a problem to apply the scientific method of training and see the shortage of facilities' materials and equipments'. In order collect necessary data for analysis the researcher was used questionnaire, observation and unstructured interview. Triangulation a multi method approach was implementing to maintain the validity of the study and to acquire information from different sources. The uses of different tools help to see the situation in-depth. The detail of each data collection instruments ware discussed as follows.

3.5.1 Questionnaire

The purposes of the Questionnaires were also used to collect relevant information from players, coaches and their assistant coaches. After the questioners interviews and observations cheek lists prepared language experts and sport professionals were send the document to cheek whether the questioner is proper and don't have speling errors. Open and close ended questions were distribute and collected from the respondents. For 20 players from each team 4 coaches and their 2 assistance. Were selected by Yamane taro 1967 and census technique and sense.

3.5.2 Observation

A critical observation were also undertaken to collect necessary data by preparing observation check list to get real information from the actual setting. Systematic observation allows observer to use a set of guidelines and procedures to observe the implementation, the current trained and the fulfillment of facility and equipments and to cheek whether the coaches response were right or wrong.

3.5.3 Interview

Interview guide were prepared and conducted for 4 head coaches in order to gained information about the current trained of coaching, the availability of facilities, equipments and the implementation of scientific training method.

3.5.4 Validity

In this study, two types of validity were tested: face validity and content validity. Face validity refers to the likelihood that questions in an instrument were misunderstood. To improve face validity a pilot study were conducted after the responses watched each item were scrutinize to identify any misunderstandings and ambiguity Items that were found to be misunderstood or ambiguous were modified thereby improving face validity. The other type of validity is content validity, refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches and pre-testing of open ended questions ware used to improve content validity.

3.5.5 Reliability

It is necessary that the research instruments are piloted as a way of finalizing them. This is vital as it enables the reliability of the instruments to be determined. Reliability is synonymous with repeatability or stability. A measurement that yields consistent results over time is said to be reliable (Wiersma, 1985). Then the pilots were cheeked with SPSS data analyses then the result was 0.78

3.6. Piloting

Before the actual data is collected, the researcher was conducting a pilot study in 4 football projects part of the research but not included as a sample or the players which were out of the random sampling from the 4 clubs 5 players' total 20 players, which was not included The purpose of the pilot study was to gain feedback on the time required to complete the questionnaire; gain feedback from the coaches and players respondents on the suitability of the questionnaire items and to cheek the reliability of the questioners; gain feedback regarding the appropriate time to conduct the data collection; and identify irrelevant items and after that I get sum feedback from the coaches such as typing errors, equations out of the topic,

3.7 Methods of Data Analysis

The data was collected through different instrument and analyzed by use qualitative (percentage, graphs) and data analysis techniques by statically packages' of SPSS. After

that the researcher gathered the data by used questionnaire and interview and to show the relationship among the variables by using quantitative for the questioners and observation.

3.8 Ethical consideration

3.8.1 Informed consent: Informed consent, according to DeMatteo, and Festinger (2005:245), is the system for communicating the research study to potential participants and providing them with the opportunity to make autonomous and informed decisions regarding whether to be participants in the study or not. It gives the participants the freedom and self-determination to participate or not. In addition, informed consent gives the participants the opportunity to understand the procedures to be employed, the risks, and the demands that may be made upon them (Best & Kahn, 2001:45). Thus, the researcher has to explain all the required information to his/her prospective participants, including the right to confidentiality, the non-disclosure of information, the right to withdraw from the research process at any time, and the benefits of the research. The researcher also provided the participants with the opportunity to ask questions.

3.8.1. Anonymity and confidentiality

The researcher is responsible for ensuring the confidentiality of the protected information, but also for maintaining the confidentiality of information with regard to the privacy and dignity of the participants. Thus, were confidentiality involves the players, coaches assistant coaches right to have control over the use of or access to his or her personal information, as well as the right to have the information that he or she shares with the researcher to be used anonymously and its source to be kept confidential (Marczyk, et al., 2005:244).

The researcher ware gives the participants full assurance that their names and the names ware not be revealed. In addition, they ware provide with safe places where the interviews will to be conducted. The questionnaires were complete anonymously. No one except the researcher ware allowed seeing the information provided by the participants. The researcher ware not releases any information regarding the participants without the participants' permission. (Iraki Margaret Wanjiku July 2013)

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF THE DATA

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

4.1. Back Ground Information

Coaches were asked to indicate their background information through interviews, responses on their sex, age, marital status, education level and qualification, year of experiences, current level of coaching license, availabilities of performance enhancing course, plans of annual, weekly, daily, and their implementation, methods of training, days of training, coaching principal, explanation of training goals or objectives be for the training starts, the feedback mechanism, statues of facility, equipments' and materials, usage of supportive training aid such as video books and LCD projectors, also statues of medical equipments', ratio of player to the ball, and focus of trainings, correction methods, measuring players skill developmental, training condition and coaching style and others were seen in this chapter.

Table 4.1. Demographics Profile of Coach

No	Demographics Profile of Coach		No	%
1	coach Gender	male	6	100.0
		Female	-	-
2	coach Age	18- 25	1	16.7
		26-35	1	16.7
		36-45	2	33.3
		46-50	1	16.7
		more than 50	1	16.7
3	Marital status of coaches	married	3	50.0
		single	3	50.0
4	Coach Educational level	High school	3	50.0
		College level	3	50.0
		university level	-	-
		other	-	-
5	coaching experience	1-4	1	16.7
		5-10	2	33.3
		11-15	2	33.3
		more than 15	1	16.7
6	Coaching certificate level	CAF A	-	-
		CAF B	4	66.7
		CAF C	2	33.3
		Other	-	-

Table 4.1 Response for (Question no 1) Addis abeba U-15 projects coaches' genders (6) Coaches 100% of them are male. Response for (Question no 2) age of addis abeba coaches (1) 16.7% is 18-25, (1)16.7% are 26-35, 33.3% are age 36-45, (1) 16.7% are 46- 50 and (1) 16.7% are more than 51. Response for (Question No 3) marital (3) 50%

is marred and (3) 50% are bachelors. Response for (Question no 4) Educational level of coaches (3) 50% Of the coaches are high school level and (3) 50% of them are college Level so this level should to be improved to be more effective. Responses for (Question no 5) coaching experiences (1) 16.7% have 0-4 years, (2) 33.3% 5-10 years, (2) 33.3% have 11-15 years and (1) 16.7%. Response for this shows that most of coaches have more than 5 years experiences (Question no 6) coaching certificate level (4) 66.3% have CAF B license and (2) 33.3% have CAF C license level. Of certification for coaches is good b/c all coaches are CAF certified.

Table 4.2. Current trained of A.A U-15 football projects coaches

No	Current trained of AA u-15 coaches	No	%
1	Days of training per week	1 times per week	-
		2 times per week	1
		3 times per week	5
		4 times and above	-
2	principle do you follow	Presses oriented	5
		Product oriented	1
		Other	-
3	Explain training goal before the training start	Yes	6
		Some times	-
		I never explained	-
4	Feedback mechanism	sandwich method	4
		street to the point	2
		as the condition	-
5	Coaching style	Autocrat	-
		Democrat	6
		Laissez-Faire	-
		other	-

Table 4.2(Question no 1) days of training per week, (1) 16.7% 2 times per week, (5) 83.3% times per week it is also good for the players to train more than 3 days so it is good. Response for (Question no 2) training focuses on (5) 88.3% process oriented and (1) 16.7% product oriented, the training is good b/c it shows that most of coaches

responds they follow process oriented, Response for (Question no 3) Explain training goal before the training start (6) 100% yes the number shows that all coaches explained the objective of the training. Response for (Question no 4) Feedback mechanism (4) 66.7% sandwich method and (4) 33.3% street to the point, numbers shows that most of Coaches' feedback mechanism is sandwich method (reinforcement feedback reinforcement). Response for (Question no 5) Coaching style Democrat (6) 100% it is to be democrat but the coach must follow as the condition.

Table 4.3. Coach response for facilities and equipments'

Response for (Question no1) Statues of equipment (1) 16.7% More than enough, medium (2) 33.3%, (3) 50.0% very Less number shows that the statues of equipment is very les so it is viewed as a problem for coaching . Response for (Question no 2) Statues of playing field, (1) 16.7% Medium, (4) 66.7% Unsuitable, (1) 16.7%, Very bad in this question the greatest response war for unsuitable so it is also a problem for coaching. Response for (Question No 3) Use supportive materials video, LCD projector 0 Always, (3) 50.0

No	coach response for facilities and equipments'		No	%
1	Statues of equipment	More than enough	1	16.7
		enough	-	-
		medium	2	33.3
		Less	-	-
		Very less	3	50.0
2	Statues of playing field	Suitable	-	-
		Medium	2	16.7
		Unsuitable	4	66.7
3	Use supportive materials video, LCD projector	Always		
		sometimes	3	50.0
		frequently	2	33.3
		I never use	1	16.7
4	Statues of medical equipments	More than enough	-	-
		Enough	-	-
		Medium	-	-
		les	1	16.7
		very les	5	83.3
5	Ratio of training ball	1:1	-	-
		1:2	2	33.3
		1:3	1	16.7
		1:4	2	33.3
		more than 1:5	1	16.7

sometimes, (2) 33.3% frequently, (1) 16.7% I never use coaches responds frequently and sometimes so this also a problem for the coaching. Response for (Question no 4) Statuses of medical equipments (1) 16.7% less, (5) 83.3% very Less his also viewed as coaching problem. Response for (Question no 5) Ratio of training ball (2) 33.3% 1:2, (1) 16.7% 1:3, (2) 33.3% 1:4, (1) 16.7% more than 1:5 this status is not enough b/c coaches responds that the ratio of ball is more than 1:3 then it is less and viewed as a problem.

Table 4.4 coaches' response for scientific coaching method

No	coaches' response for scientific coaching method		No	%
1	do you have assistant coach	yes	2	33.3
		no	4	66.7
2	prepare annual plan	Yes	2	33.3
		No	4	66.7
3	Prepare weekly plan	Yes	2	33.3
		No	4	66.7
4	Prepare daily plan	Yes	5	83.3
		No	1	16.7
5	Annual plan implementation	exactly	1	16.7
		Partially	2	33.3
		not implemented	3	50.0
6	Practical demonstration	By good player	2	33.3
		Show them my self	3	50.0
		Only by telling	-	-
		all	1	16.7
7	Training focus on	fitness and technique	4	66.7
		tactic and fitness	1	16.7
		technique and fitness	1	16.7
		all	-	-
8	gat coaching course	yes	5	83.3
		no	1	16.7
9	Correction meted	Immediately	6	100.0
		At water brake time	-	-
		Training finish	-	-
10	Measure players	yes	1	16.7
		Sometimes	5	83.3
		no	-	-
11	Training condition	fun	5	83.3
		as the condition	1	16.7
		Strict	-	-

Table 4.4 Response for (Question no 1) do you have assistant coach (4) 66.7% no, (2) 33.3% yes. Response for more of the coaches responds that they haven't assistants coach and viewed as a problem (Question no 2) prepare annual plan (2) 33.3% yes, (4) 66.7% no is also viewed as a coaching problem b/c they don't prepare annual plan . Response for (Question No 3) prepare weekly plan (2) 33.3% yes, (4) 66.7% No this also shows that most of the present show they don't prepare weekly plan and viewed as a problem. Response for (Question no 4) prepare daily (1) 16.7% yes, (5) 83. 3% no it is good that most of the coaches prepare daily plan bat still it is viewed as a problem b/c all coaches should prepare all planes every day. Responses for (Question no 5) Annual plan implementation, (1) 16.7% exactly implemented, (2) 33.3% partially implemented, and (3) 50.0% not implemented coach's responds mostly they don't implement it they respond this b/c they don't prepare it as question number 1 shows. Response for (Question no 6) Practical demonstration (2) 33.3% by good player, (3) 50.0% Show them myself, ALL (1) 16.7% in this question the coach must use all b/c it will be more essay to understand. Response for (Question no 7) Training focuses on technique and fitness (4) 66.7%, tactic and fitness 16.7%, 16.7% fitness and technique it is good to focus on those, All 0%. Response for it is good to focus on technique also good (Question no 8) gat coaching course, (5) 83.3% yes, (1) 16.7% no it is good that coaches are gaiting courses to update their knowledge. Response for (Question No 9) Correction meted, immediatly (6) 100% Response for it is good to solve problems immediatly. (Question no 10) Measure players, (5) 83.3% some times, no (1) 16.7% Yes Responses for this is viewed as a problem b/c players' development should be certainly (Question no 11) Training condition (5) 83.3% fun, (1) 16.7% as the condition it is good to focus on fun trainings b/c it can be interesting .

Table 4.5. Demographics Profile of players

No	Demographics Profile of players		No	%
1	Gender	male	80	100.0
		Female	-	-
2	Age	12	3	3.8
		13	21	26.3
		14	37	46.3
		15	19	23.8
		More than 15	-	-
3	Educational level	Elementary	80	100.0
		High school	-	-
		preparatory	-	-

Table 4.5 (Question no 1) for gender of U-15 players projects are all (80) 100% male players. (Question no 2) Concerning that age of the players (3) 3.8% are age 12, (21) 26.3% are age 13, (37) 46.3 are age 14, and (19) 23.8 are age of 15 it is good that the age of the players is less than or equal to the researcher expects. (Question No 3) Educational level of players is (80) 100% elementary.

Table4.5. Players response for current trained

No	Players response for current trained	No	%	
1	gives high attention	Never	1	1.3
		Rarely	5	6.3
		Some times	6	7.5
		Frequently	10	12.5
		Always	58	72.5
2	is aggressive	Never	34	42.5
		Rarely	15	18.8
		Some times	14	17.5
		Frequently	3	3.8
		Always	14	17.5
3	miss training	Never	26	32.5
		Rarely	21	26.3
		Some times	12	15.0
		Frequently	3	3.8
		Always	18	22.5
4	motivate players	Never	1	1.3
		Rarely	2	2.5
		Some times	5	6.3
		Frequently	9	11.3
		Always	63	78.8
5	Come well prepared	Never	40	50
		Rarely	28	35.1
		Some times	10	12.5
		Frequently	-	-
		Always	-	-
6	Caching style	Autocrat	42	52.5
		Democrat	29	36.2
		Laissez-Faire	9	11.3
		Autocrat	42	52.5

Table4.5Response for (Question no 1) gives high attention (1) 1.3% say never, (5) 6.1% rarely, (7) 7.5%some times, (10) 12.5% frequently, (58) 72.5% responds always also the coaches give for the training good attention is good. (Question no 2) Is aggressive never (14) 17.5%, (15) 18.8% rarely, (14) 17.5% some times, (3) 3.8%

frequently, (34) 42.5% always the coach aggressiveness is also showed as a problem b/c coaches should not be aggressive. (Question no 3) miss training (26) 32.5% never, (21) 26.3% rarely, (12)15.0% some times, (3) 3.8%frequently, (18) 22.5% always it also seen as a problem b/c more numbers show that they don't come to the training or miss training. (Question no4) motive players (1) 1.3%, (2) 2.5% rarely, (5) 6.3% some times, (9) 11.3 % frequently, always (63) 78.8% it is good that the coaches motivates the players. Response for (Question no 5) come well prepared, (40) 50.0% never, (28) 35.1% rarely, (10) 12.5% sometimes, and for this question players responds that they are 85% shows that the coaches don't come well prepared then it is also shown as a problem. Response for (Question no 6) coaching style, (36) 45.0% autocrat, (42) 52.5%democrat, (29) 36.2% democrat, (9) 11.3% laziest fire, 0% other and for this question players responds that they are deferent coaching style so it is good to use all.

Table 4.5 Players' response for facilities and equipments'

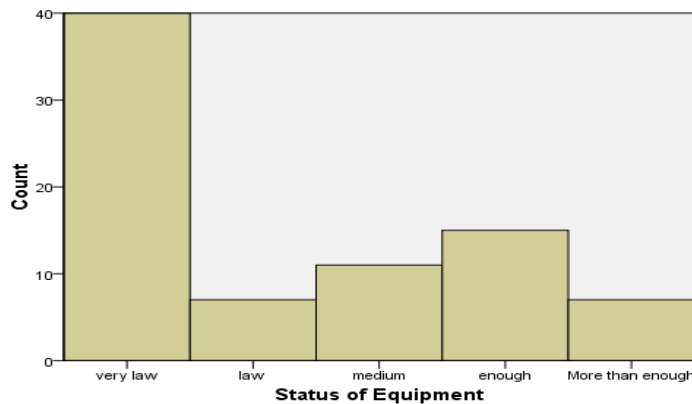


Figure1

Well as figure 1 indicate that of the respondents, 40 (50%) are indicated that statues of equipment is very low so this shows that less status of equipment is viewed as a coaching problem.

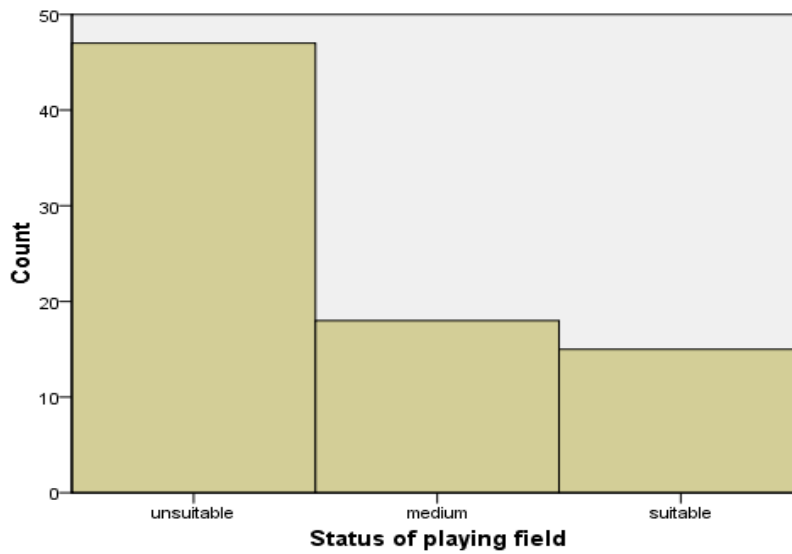


Figure 2

figure 2 indicates that of the respondents, (47) 58.8% of the player responds that statues of playing field are unsuitable also status of playing field viewed as coaching problem.

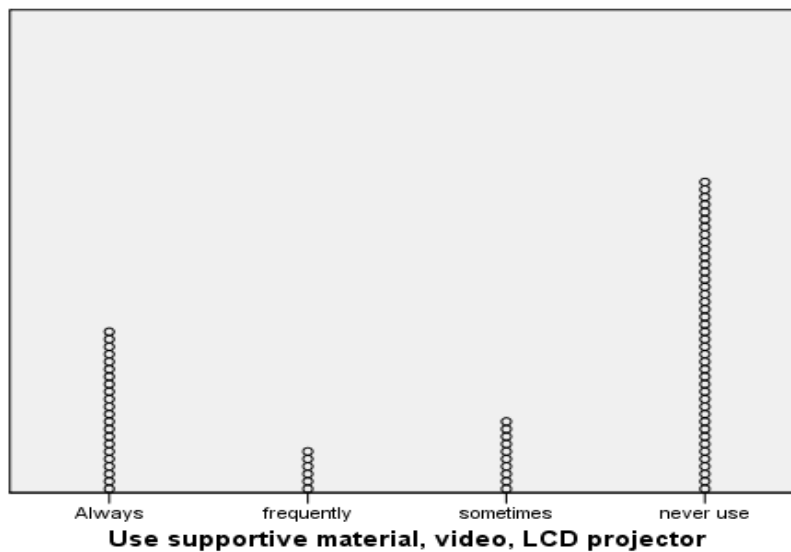


Figure 3

As well as figure 3 indicate that of the respondents, (42) 52.5% responds that they never use supportive training aids such as video, projector and viewed as problem.

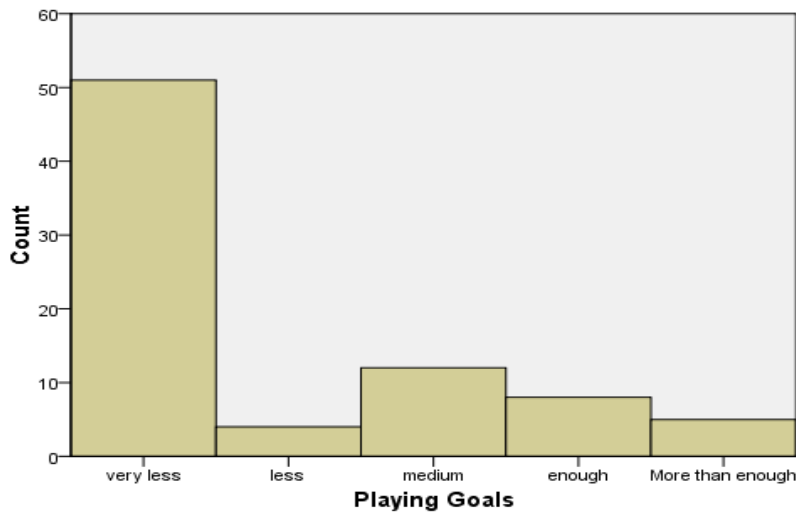


Figure 4

Figure 4 responses for statues of playing goals responds (51) 63.8% are very less and it is also showed coaching problem.

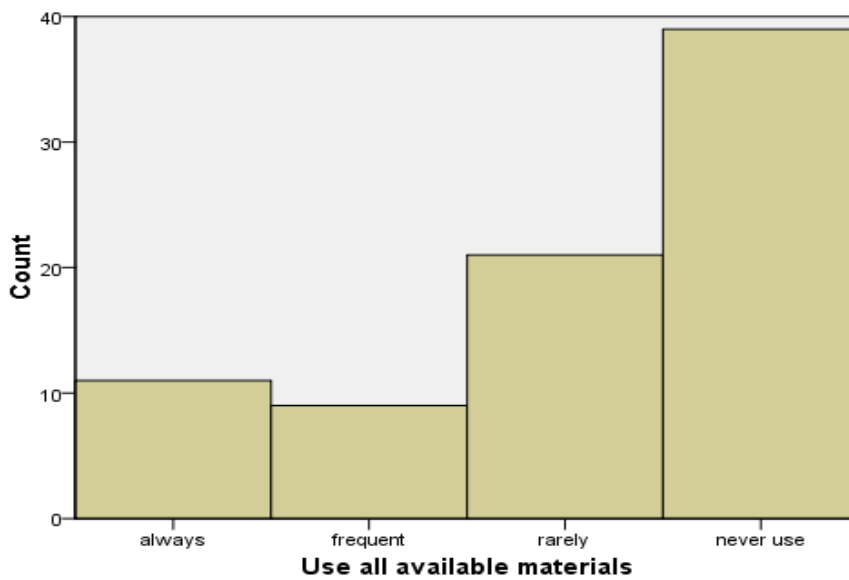


Figure 5

As well as figure 5 indicate that the respondents, (39) 48.8% responds usage of available materials is never use and viewed as problem.

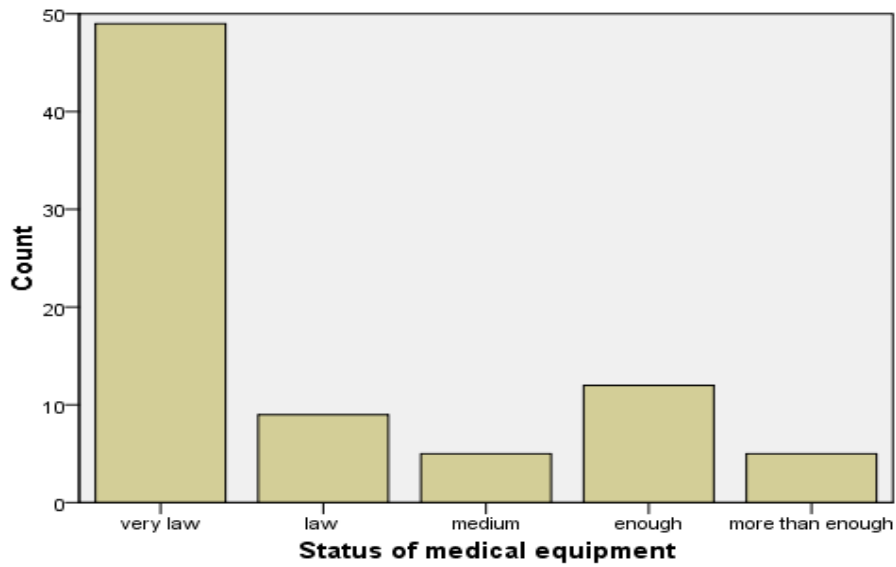
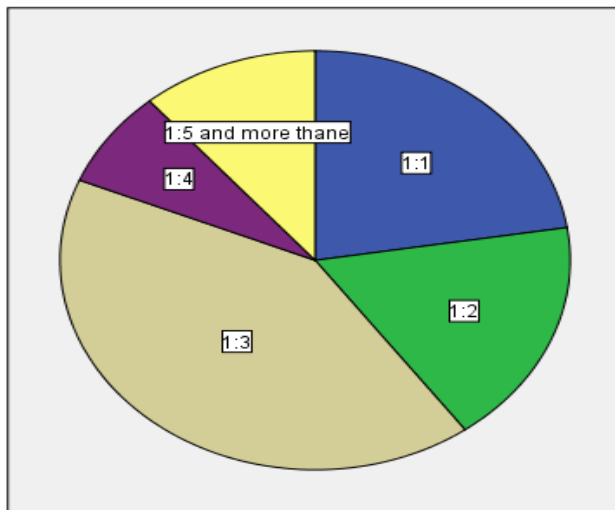


Figure 6

Figure 6 responses for statuses of medical equipment (49) 61.3% are very less so this also viewed as a big problem



Ratio of training ball

Figure 7 Ratio of training ball Figure no 7 players responds (33) 41.3 % 1:3 the ratio of training ball viewed as a problem.

Table 4.6 some scientific method of training players' response

No	Demographics Profile of Coach	No of responders	%	
1	prepare annual plan	Never	41	51.3
		Rarely	11	13.8
		Some times	8	10.0
		Frequently	9	11.3
		Always	11	13.8
2	Prepare weekly plan	Never	27	33.8
		Rarely	10	12.5
		Some times	19	23.8
		Frequently	10	12.5
		Always	14	17.5
3	prepare daily plan	Never	34	42.5
		Rarely	15	18.8
		Some times	14	17.5
		Frequently	3	3.8
		Always	14	17.5
4	explain the aim of training	Never	20	25.0
		Rarely	11	13.8
		Some times	19	23.8
		Frequently	17	21.3
		Always	13	16.3
5	match training with players age	Never	31	38.8
		Rarely	10	12.5
		Some times	19	23.8
		Frequently	7	8.8
		Always	13	16.3
6	match training with players skill	Never	24	30.0
		Rarely	16	20.0
		Some times	20	25.0
		Frequently	9	11.3
		Always	11	13.8
7	training starts with worming up end with cooling down	Never	1	1.3
		Rarely	12	15.0
		Some times	16	20.0
		Frequently	51	63.8
		Always	1	1.3
8	coach follow process oriented training	Never	8	10.0
		Rarely	14	17.5
		Some times	18	22.5
		Frequently	16	20.0
		Always	24	30.0
9	train fun training	Never	1	1.3
		Rarely	1	1.3
		Some times	12	15.0
		Frequently	17	21.3
		Always	49	61.3

10	evaluate players	Never	25	31.3
		Rarely	15	18.8
		Some times	16	20.0
		Frequently	12	15.0
		Always	12	15.0
11	see himself as a role model	Never	5	6.3
		Rarely	1	1.3
		Some times	11	13.8
		Frequently	19	23.8
		Always	44	55.0
12	use his time properly	Never	2	2.5
		Rarely	40	50.0
		Some times	11	13.8
		Frequently	17	21.3
		Always	10	12.5
13	show practical trainings	Never	-	-
		Rarely	-	-
		Some times	-	-
		Frequently	25	31.2
		Always	55	68.8
14	Use deferent training drills	Never	36	45.0
		Rarely	1	1.3
		Some times	21	26.3
		Frequently	21	26.3
		Always	1	1.3

Table 4.6 (Question no 1) Prepare annual (41) 51.3% responds never, (11) 13.8% respond rarely (8) 10.0% most of players responds that their coach don't prepare annual plan and viewed as a coaching problem, sometimes (9) 11.3%, frequently, (11) 13.8% always. Response for (Question no 2) response for prepare weekly plan, never (27) 33.8%, (10) 12.8% rarely, (19) 23.8%, frequently (10) 12.3%, (14) 17.8% always sometimes in this question most of response responds that they the coaches don't prepare weekly plan ad viewed as problem. (Question no 3) prepare daily, (34) 42.5% never, (15) 18.8% rarely, (14) 17.5% sometimes, (3) 3.8% frequently this also shows that the coaches don't prepare and showed as a gap, (14) 17.5% always. (Question no 4) explains aim of training, (20) 25.0% never, (11)13.8% rarely, (19)23.8% sometimes, (17) 21.3% frequently, (13) 16.3% always the numbers listed above shows that the coaches don't explain the objective of the training and showed as problem (Question no 5) match training with age, (31) 38.8% never, (10) 12.5% rarely, (19) 23.8% sometimes. (7) 8.8% frequently, (13) 16.3% always this also shows that most of coaches don't mach training with age level and showed as a

problem (Question no 6) match training with skill, (26) 30.0% never, (16) 20.0% rarely, (20) 25.0% sometimes, (9) 11.3% frequently, (11) 13.8% always, this also shows that most of coaches don't match training with skill level and showed as a problem (Question no 7) training starts with warming up end with cooling down coach follow process oriented training, (1) 1.3% never, (12) 15.0% rarely, (16) 20.0% sometimes (50) 63.8% frequently, (1) 1.3% always. Numbers shows that most of responses were not end with and start so it is also viewed as a problem. (Question no 8) train process oriented (8) 10.0% never, (14) 17.5% rarely, (18) 22.5% sometimes, (16) 20.0% frequently, (24) 30.0% always most of responses shows that the coach flows process oriented so it is good. (Question no 9) train fun training, (1) 1.3% never, (1) 1.3% rarely, (12) 15.0% sometimes (17) 21.3% frequently, (49) 61.3% always responses show that the coaches give fun trainings for their players (Question no 10) evaluate players, (25) 31.3% never, (15) 18.8% rarely, (16) 20.0% sometimes, (12) 15.5% frequently, (11) 15.0% always this numbers show that the coaches don't evaluate their players certainly so this should to be improved. (Question no 11) see himself as roll model, (5) 6.3% never, (1) 1.3% rarely, (11) 13.8% sometimes, (19) 23.8% frequently, (44) 55.0% always results show that the coach see them self as a role model (Question no 12) use his time properly, (2) 2.5% never, (40) 50.0% rarely, (10) 12.5% rarely, (11) 13.8% sometimes, (17) 21.3% frequently, (2) 2.5% always this also shows most of numbers responds for rarely so this is also viewed as a coaching problem (Question no 13) show practical training, (25) 31.2% frequently, (55) 68.8% always (Question no 14) follow deferent training method, (36) 45.3% never, (1) 1.3% rarely, (21) 26.3% sometimes, (21) 26.3% frequently, (1) 1.3% always for this question most of numbers show that they don't follow deferent method and viewed as a problem.

4.7. Responses for questioners

What are the problems which affects the training – the training is affected by several problems those problems becomes obstacle to the development of youth football. Those problems are such as havening enough knowledge, lacked of coaches motivation to rain because there is no good attention for the youth development and for the coaches, even the federation of foot ball doesn't give attention for coaches' knowledge enhancement also the country federation is seem. The problem of coaches

also is the lack of books and prepared modules for the coaching including in Amharic. The coaches also response for lack of facilities' materials and equipments' and the communication of coaches with other coaches also is very low and seen as a problem for the coaching. The communication of the coaches with the federation is also affects the coaches to not improve their knowledge they respond some of the federation whenever the courses come they only give to their friend and who support them so our communication is very less. The training environment is very uncomfortable because the fields are always crowded sometimes we don't training with our training plans and lack of players' attention sometimes happen.

4.8. Responses for Observation

The coaches don't come one time all of the coaches and the training starts in most of the coaches with warming up, without explaining what the training is and how it will be done. The training was similar drills but different field and the coach was aggressive, don't use his time properly he use his time more, and he don't come well prepared, coach don't match training with players skill he give for all players seem training, and don't flow different training types. the facility and equipment also is very low playing field is unsuitable, no medical equipments', ratio of ball also more than 1:5, The strength is that the coach give attention for the training see himself as a role model, give fun trainings, motivate players, see all players equal. Communication with players is good we communicate verbal and non verbally but sometimes the players don't understand what I went to explain.

4.9. Discussion for all responses

4.9.1 Discussion for: Table 4.1. Demographics Profile of Coach's

(Question no 1) The responses of the coaches is stated in table all the coaches 100% were male coaches as it were stated on the limitation part for male coaches. (Question no 2) The age of the coaches 73% of them age was more than 26. (Question no 3) Coaches educational level : coaches educational level were also 50% high school and 50% college graduates but to meet the development of the coach should have been 100% more than diploma and coaches who which graduate with

specialization of football coaching because this area needs very serious attention. (Question no 4) Coaches' experiences: the experiences of the coaches are very good because more than 73% of the coaches have experiences more than 5 years. (Question no 5) Coaches certification level the certification level of coaches were about 100% of them they have more than CAF "C" license and it is advisable.

4.9.2. Discussion for: Table 4.2. Coach's response for Current trained

(Question no 1) Days of training: days of training shows that 83% of the project coaches give training for their player 3 days per week and it is exactly as it is recommended by (FIFA Coaching Manual, 2004). (Question no 2) What kind of principle do you follow: the coaches more than 83.3% of them are applying the exact theory of (FIFA Coaching Manual, 2004) which explains about process versus product oriented. (Question no 3). Explain the training goal before it starts: 100% of the coaches responds that the coaches explain so this is viewed as strength and recommended appear to (Dr. Javier 2008).(Question no 4) Feedback mechanism: 66.7% of the coaches give sandwich method so this is also very nice according to (Smith and Cushion, 2006) (Question no 5) Coaching style: 100% of the coaches responded that they are democrats: so this is also good to follow democrat according (Leggett, 1983, 1990) to coaching and can help the players' relationship and players will be free to contact the coach.

4.9.3. Discussion for: Table 4.3. Coach response for facilities and equipments'

(Question no 1) Status of equipments: 50% of the coaches respond that the equipment status is very less but according to Dewitt. J (2011) materials are important for the sport and for the development of it. Without those needs the game will not be achieved. (Question no 2) Status of playing field: 66.7% this response was responded by coaches for the status of playing field it shows that is not settable. But According to Frank F. Decrement (1995:8) suggested the following; the football/

soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the foundation soccer coaching manual (2008: 192) describes that the field of play must be rectangular; its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be a chord at each end of the field. The field with corner areas, goal lines, touch lines (side lines), half way lines and center circle so the playing area should be like it is suggested above. (Question no 3) Use of supportive training materials LCD projector and video, 50% of them they use sometimes but according to (Kally Cross, 2013) Technology has a big role in developing the game and the training of football, some of the benefits are: make the training better, simple, very attractive, and easily understood all football training and the game. In addition to this Technology has a very high important role to see weakness strengths and analyses of all players movement with and without ball so the coaches should use always. (Question no 4) Status of medical equipments: 83.3% responds very less so this is also seen as a problem. To show the exact recommendation for this (John Wesson, (1999) suggested the following : The truth is that most coaches have no formal medical training, and yet, it is often the coach who is on the 'front line' for handling injuries in any sports activity. A youth coach should be prepared to deal with simple injuries, recognize more serious injuries, and work with the child following return from injury. This may entail taking first aid classes and basic CPR classes (an excellent idea for all youth sports). In addition, coaches should always have copies of the medical release forms that most clubs use with them at all times. Besides insurance information and emergency numbers, these forms should have information on any medical conditions that the child has such as medication allergies, asthma, cardiac conditions, etc. (Question no 5) Ratio of training ball: 100% of the response were deferent than it suggested the proper ratio of ball. According to Adrian Lees (1996: 141) suggests that: every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/ Soccer techniques requires repetition, which requires touching the ball. However, players

have only for limited time each week: they need to maximize the amount of ball touches per practice. When each player has, she/ he own ball, more players can be working on individual skills at any given time.

4.9.4. Discussion for Table 4.4 coaches' response for scientific coaching method

(Question no 1) Do you have assistant coach: 66.7% of the coaches respond that they don't have assistants coach? Then this is seen as a problem for the coaches but if the coaches had assistant coach it would be more benefited. The importance of assistant coach is explained as the following by (Knowles, 2006), The assistant coaches is important for the help of the coach in deferent training environments to work to gather whenever there is a classification of works and will provide maximum benefit to yourself and your payers. Practices should provide athletes with an opportunity to maximize their learning in a fun and safe environment. Practices need to be well- organized to make effective use of practice time. Maximize the activity of your players while making the best possible use of the ice surface. Do not always view the ice as one large area but divide it in to sections using the markings that are already present on the ice surface. (Question no 2) Planning all the coaches respond for question number 2 and 3 the similar 66.7% of them they don't prepare this shows that the coaches don't prepare annual plan and weekly plan so this is affecting the project. But the coaches should have den plan by understanding the flowing (Becker, 2009) and (Jones et al, 2003) recommendations for performance to be effective, well-planned training sessions must recreate the demands of the game. Therefore, game-like practices are necessary (Becker, 2009). In these training sessions, exercises should be conducted at game speed. Instruction needs to be specific, concise, and simple (Jones et al, 2003). Ideally, through the organization of game like exercises combined with specific direction, players are put through repetitive decision-making opportunities that encourage quick responses and creativity. (Question no 3) Do you prepare daily plan: most of the coaches 83.3% it is good that they prepare the plan but the plan should be prepare all ways,

because it is important as humans and food (if you fail to plan you min you plan to fail), if you went to plan besides the scientific way you should follow the following recommendation by (Dr. Javier Perez, 2008):- Daily plan are the last step of the planning process. In this section the coach can see what sessions look-like for the different stages. Each session is structured the same way, including the following parts: warm-up, main part and scrimmage. The main part contains technical, tactical and physical exercises. The coach can use the exercises in the library to select appropriate drills for the team and create his/her own training sessions. Some of the specific organization for the season applies only to the intermediate and advanced stages. The advanced and intermediate stages may change training organization throughout the season in order to be more efficient in competition. The initial and basic stages emphasize development consistency of session structure, in order to consolidate the basics of soccer. Example structure for a season with three different periods for intermediate and advanced stages: Competitive: Period when the team is training and playing games regularly. Transition: Period when the team is training but not playing regularly, Off-season: Period when the team is not training or playing regularly.(Question no 5) Implementation of annual 50% of them not implemented, so the coaches don't implemented b/c the coaches don't prepare annual plan. Then the coaches should have prepared annual plan. (Question no 6). Demonstration of practical works 50% of the players do show that the coaches have practical skill and it is seen as strength. (Question no 7) Training focus on: 66.7% of the coaches respond fitness and technique this is good as it is recommended by (kraemer, 1997) Training to Compete Stage, Females 15-17 Males 16-18, Optimize fitness preparation and sport, individual and position specific skills as well as performance. (Question no 8) Gate coaching course: 83.3% of the coaches respond yes. So it is good that the coaches are updating their knowledge. (Question no 9) Correction method: the coaches respond 100% for immediately. For this method (Smith & Cushion, 2006) suggested the following Feedback should to be usually provided immediately, but repeated points were communicated during half-time or breaks (Smith & Cushion, 2006). Interestingly, although most instruction related to correcting mistakes, coaches usually emphasized mistakes based on a pre-

determined theme. For example, if the coach had emphasized attacking shape during the week of training leading up to the game, emphasis would be put on correcting attacking shape mistakes that occurred in the game. Once mistakes were identified, the coach offered a correctional strategy (Smith & Cushion, 2006). (Question no 10) Masseur players: the coaches responds 83.3% that they masseur their players but it is not a solution or correct way of coaching. According to the following is suggested the coaches must evaluate their players every time without doing some times (Will Thalheimer, PhD. 2012) (Question no 11) Training condition the coaches' respond that most of them 83.3% responds the training condition is fun. So it is also seen as strength of the coaches. B/c the players are age of 15 year and less than it should not to be restricted so this is important to be fun.

4.9. 5. Discussion for: Table 4.1. Demographics Profile of players

(Question no 1) All the players 100% were mail players as it were stated on the limitation parte for mail coaches. (Question no 2) The age of the players 100% of them age was less than 15 this was as the researcher expected and exact to the age limitation of the study Expected (Question no 3) Players' educational level: 100% elementary.

4.9.6. Discussion for: Table 4.3.Players' response for facilities and equipments'

Figure 1 Well as figure 1 indicates that of the respondents, (50%) are indicated that statues of equipment are very law so this shows that less status of equipment is viewed as a coaching problem. So this needs improvement and have to flow the following recommendation by (Dewitt J. 2001:55) Facilities' equipments' and materials are the basic Needs as human and food. To train football training fulfillment of equipments and facilities', materials are important for the sport and for the development of it. Without those needs the game will not achieve to insure that the needs are important Dewitt J. (2001:55) states that, "you may find it convenient to own your own equipments. Regardless of your situation, basic source of equipment will make teaching and coaching easier". Therefore, to make the training session effective through the application of different technical Tactical skills it is mandatory to consider the basic training equipment. As a result, the following list of

materials is the most important parts for successful training. **Figure 2** figures 2 indicates that of the respondents, 58.8% of the player responds that statues of playing field are unsuitable also status of playing field viewed as coaching problem. Frank F. Decrement (1995:8) suggested the following; the foot ball/ soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the foundation soccer coaching manual (2008: 192) describes that the field of play must be rectangular; its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be a chord at each end of the field. The field with corner areas, goal lines, touch lines (side lines), half way lines and center circle so the playing area should be like it is suggested above. **Figure 3** As well as figure 3 indicate that of the respondents, 52.5% responds that they never use supportive training aids such as video, projector and viewed as problem. **Figure 4** Figure 4 responses for statues of playing goals responds 63.8% are very less and it is also showed coaching problem. To make the training session effective through the application of different technical Tactical skills it is mandatory to consider the basic training equipment. As a result, the following list of materials is the most important parts for successful training. (Dewitt J. 2001:55) **Figure 5** As well as figure 5 indicates that the respondents, 48.8% responds usage of available materials is never use and viewed as problem. **Figure 6** Figure 6 responses for statues of medical equipment 61.3% are very less so this also viewed as a big problem. To show the exact recommendation for this (John Wesson, (1999) suggested the following : The truth is that most coaches have no formal medical training, and yet, it is often the coach who is on the 'front line' for handling injuries in any sports activity. A youth coach should be prepared to deal with simple injuries, recognize more serious injuries, and work with the child following return from injury. This may entail taking first aid classes and basic CPR classes (an excellent idea for all youth sports). In addition, coaches should always have copies of the medical release forms that most clubs use with them at all times. Besides insurance information and emergency numbers, these forms should have information on any medical conditions that the child has such as medication allergies, asthma, cardiac conditions, etc. Figure 6 Ratio of training ball Figure 7 Ratio of training ball Figure

no 7 players responds (33) 41.3 % 1:3 the ratio of training ball viewed as a problem. According to Adrian lees (1996: 141) suggests that: every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/ Soccer techniques requires repetition, which requires touching the ball. However, players have only for limited time each week: they need to maximize the amount of ball touches per practice. When each player has, she/ he own ball, more players can be working on individual skills at any given time.

4.9.7. Discussion for: Table 4.3. Players' response for current trained

(Question no1) Give high attention: 72.5% gives high attention. There are dozens of positive characteristics that one must possess to become an effective youth soccer coach. Some are listed below: High moral and ethical standards are an appropriate role model, honesty. be fair, no one likes it if you cheat, respect of players, the players need 100% attention. (william buren, 2008). (Question no 2) Is the coach aggressive: 42.5% of the players respond they respond never? But the coaches must flowed the following suggested. The youth sport experience is all about children. Being an effective soccer coach requires certain traits. You must be a responsible adult at all times. You must possess a strong desire to work with children and to understand the complexities that exist within children of different ages, levels of development and maturity. Then you can provide the best environment for children to grow, develop, and have fun? (Dr. Thomas Fleck, 2008) (Question no 3) Miss training 32.5% of the players respond never but the rest of the responses were negative so the negative responses should to positive. B/c the coaches must train his players correctly and should give time for his players. (Question no 4) Motivate players: 78.8% responds always. According to (Istvan Bayli, 2011) if he coach wants to develop his players the coach must Keep all players active Maximize training time by keeping all players active and involved fun training , by motivate players, Give clear concise instructions Learning improves when players know what is expected of them. (Question no 5) Come well prepared: 50% never (Question

no 6) Coaching style: 52.5% autocrat. According to (Istvan Bayli, 2011) the coach needs to be aware of the general principles which ensure effective training. This makes it possible for coaches to formulate training programs and sessions which have a positive impact on both the team and individual. Coaches are able to design their training with appropriate consideration to the standard of the team.

4.9.8. Discussion for Table: 4.6. Players' response for scientific coaching method

(Question no 1) Prepare annual 51.3% responds never most of players responds that their coach don't prepare annual plan and viewed as a coaching problem, But the coaches should have den plan by understanding the flowing (Becker, 2009) and (Jones et al, 2003) recommendations For performance to be effective, well-planned training sessions must recreate the demands of the game. Therefore, game-like practices are necessary (Becker, 2009). In these training sessions, exercises should be conducted at game speed. Instruction needs to be specific, concise, and simple (Jones et al, 2003). Ideally, through the organization of game like exercises combined with specific direction, players are put through repetitive decision-making opportunities that encourage quick responses and creativity.

(Question no 2) response for prepare weekly plan, never 33.8%, in this question most of response responds that they the coaches don't prepare weekly plan ad viewed as problem. The coaches must flow the flowing scientific way suggested by (Dr. Javier Perez, 2008) Micro cycle or week program This section helps the coach organize weekly training sessions. Each week has a main technical, tactical and physical objective specified in the macro cycle. However, each team is different and has its own learning dynamic. Therefore, the weekly plan is flexible. The team will evolve week after week and the coach must continually identify the team's needs.

(Question no 3) prepare daily, 42.5% never this also shows that the coaches don't prepare and showed as a gap, 17.5% always. The coaches must flow the flowing scientific way suggested by (Dr. Javier Perez, 2008) Daily plan are the last step of the planning process. In this section the coach can see what sessions look-like for the different stages. Each session is structured the same way, including the following

parts: warm-up, main part and scrimmage. The main part contains technical, tactical and physical exercises. The coach can use the exercises in the library to select appropriate drills for the team and create his/her own training sessions. Some of the specific organization for the season applies only to the intermediate and advanced stages. (Question no 4) explains aim of training, 25.0% never; the numbers shows that most of the coaches don't explain the objective of the training and showed as problem. So they have to talk to their players to make the training effective. (Andrew Dillon, 2011) Explain the aim of the drill by explaining the aim of the drill; players will be able to see for themselves the inherent value of performing every part of the drill with enthusiasm. It will also serve as a guide to the type of skills the coach believes the team needs to work on. (Question no 5) match training with age, 38.8% never, this also shows that most of coaches don't match training with age level and showed as a problem, So to correct this, the following suggestion must be used by the coach. Using the age appropriate season-plan provided in the coaching guides, the coach will have the key tools to organize and plan the

4.9.9 Desiccation for interview and observation

The training was similar drills but different field and the coach was aggressive, don't use his time properly he use his time more, and he don't come well prepared, coach don't match training with players skill he give for all players seem training, and don't flow different training types. the facility and equipment also is very low playing field is unsuitable, no medical equipments', ratio of ball also more than 1:5, The strength is that the coach give attention for the training see himself as a role model, give fun trainings, motivate players, see all players equal. Communication with players is good we communicate verbal and non verbally but sometimes the players don't understand what I went to explain. The following is suggested for the training practical program (Andrew Dillon, 2011) manual Istvan Bayli, Mark Boyce, Jim Cail, Andrew Dillon, (2011) To make the training the effective the coaches must flow the following: in football training drills are the more important than other works why, because every training should to have drills can teach players field restriction, field stretching, players movement limitation to restrict when player is with ball and

without ball for every players for example goal and distains of goal kipper, distance of G/kipper with defender, defender with defensive midfielder, defensive midfielder with attacking midfielder, and attackers with winger and offensive midfielders can be improve players understanding of the game that it is deferent playing with fling and plying for life or as a job. manual Istvan Bayli, Mark Boyce, Jim Cail, Andrew Dillon, (2011) the following are subjected Drills are the life blood of the training session and ultimately reflect in the team's on-field performance. A long list of drills and activities has been used over the years at all levels of football. It is not the intention of this section to describe specific drills; however there are some key fundamentals of training drills.

Types of drills: - Drills can be categorized under three main headings: Individual Skill Drills These involve the basic skills and incorporate practice in kicking, marking, handball, etc. Part of the Game Drills: - Drills in this category refer to certain parts of the game and include centre bounce practice and centering the ball from the forward pocket. Team Pattern Drills These includes activities which practice an overall system of play. For example: - moving the ball down the centre corridor. Introducing a new drill Often coaches waste valuable time and become frustrated at their lack of success when introducing a drill for the first time. A simple procedure to follow is set out below: Have all the equipment ready It may seem self-explanatory but it is an important part of running a successful coaching session. Coaches must be able to move players quickly from one drill to the next. A new drill can quickly lose its appeal, regardless of its value, if the appropriate preparation doesn't appear to have been made.

Rehearse selected players to go through the drills before the whole team is involved

If certain players within the group have an understanding of the drill, they will quickly be able to explain to other players what needs to be done. Communication among players builds a sense of team. **Give the drill a name** This saves the coach having to remind players of the drill each time it is to be used. If players are aware of the name of the drill, the team can immediately move on to it. A continuous training session is of enormous value. (Andrew Dillon, 2011)

Explain the aim of the drill By explaining the aim of the drill, players will be able to see for themselves the inherent value of performing every part of the drill with enthusiasm. It will also serve as a guide to the type of skills the coach believes the team needs to work on. **Select players to walk through the drill** Similar to point two, players can observe for themselves the drill being performed, avoiding confusion which can quickly ruin a drill. **When the whole group is ready, begin by performing the drill slowly** A new drill should be eased into so that players can gain confidence in the way it operates, and concentrate more on the skills they are trying to develop than the actual machinations of the training drill.

Gradually increase the tempo and degree of difficulty There are several ways to lift the pace: Adding more footballs, having fewer players at each marker. It is important to add variety to drills so that players believe they are continuing to gain value out of it. By adding more footballs you add to the pace at which the drill is performed, and players learn to quickly dispose of the ball. Having fewer players at the marker means that players have less time not participating in the drill, thus alleviating problems of boredom/cooling down, Players must concentrate at all times, which also replicates a match situation more closely, As the players become more confident and drills are known, they often do not need the markers or explanations before performing the drill. (Andrew Dillon, 2011)

Variation in training sessions The benefits of training indoors periodically or outside the normal training environment with footballs include: New venue and a break from normal routine, which can enhance player motivation levels, Smaller confined areas means skill level needs to be high and players need to focus on skill basics to ensure targets are hit, Smaller dimensions of distances between cones/lines can mean shorter recovery, which enhances aerobic conditioning, Indoor arena can lead to more noise being generated, which enhances morale and communication between players, Alternate training games and competitions can be used to enhance team morale throughout or at the end of the skill session, such as a volleyball competition or an indoor football game with a possession focus, where teams score a point by handballing the ball between a set of goals at each end. (Andrew Dillon, 2011)

And for communication of players and coaches the coaches must apply the following **Considerations to effective feedback**, feedback should be: **Specific** – feedback should only relate to those components of a task that the player has been asked to attend to before performance. **Constructive** – if feedback is used to identify an error, it should provide reasons for the error and possible solutions. **Immediate** – for a brief time after a performance, a player retains in their memory information about the performance. Therefore, the sooner feedback is presented; the more meaningful it will be to the player. **Clear** – when players perform rapid, complex movements, it is difficult to relate to them the nature of specific errors in performance. Therefore, to clarify feedback, it is sometimes necessary to use slow-motion video replay. Whatever the situation, players must understand exactly what is required. **Positive** – most feedback should serve to improve the quality of performance. Feedback should be positive and encouraging as this will generally hasten skill development. **Simple** – feedback should be brief and to the point to improve skill development and to avoid confusion between player and coach.

(Andrew Dillon, 2011) and fore equipment, facility and materials is suggested n the questioner part.

CHARTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1. Summary

From the basic questions formulated, the data collected triangularly through questionnaire, interview and unstructured observation and from the findings obtained, the following summaries were made. The data were mainly collected from questionnaire, interviews and unstructured observation; questionnaire was dominantly used. The purpose of this study was to assess coaching problems of addis abeba city U-15 football project coaches.

In this study all possible effects were made to get the most probable answers 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 investigate current training implementation of A.A city football project coaches?
- To identify the availability of enough facilities, materials and equipments for training.
- To investigate the implementation of scientific training method.

Basically the study tried to assess the following basic questions. These are:

1. How do the Addis Ababa U-15 football project coaches implement football training?
2. Do they have enough facilities, materials and equipments to train football trainings?
3. What problems do the Addis Abeba U-15 football projects coaches face to implement scientific method of football training?

In the study descriptive survey method was employed in the relevant literature were reviewed and data collecting instruments were designed and used to collect information from different sources. Questionnaire was the major instrument of data collection. To increase the clarity of questionnaires, check the clarity of language and pilot testing has been carried out. After collecting the responses from the respondents, necessary correction and modifications were made before distribution of the actual data gathering. 4 projects participants' those are the flowing (Ethiopian electric, Gohe, Niyala sport and getachewu kechene) of addis abeba city U-15 youth football projects which registered on the tournament were included in the sample area of the study. The subjects of the study were selected from (5) five youth football projects. 100 youth Players, 5 coaches and 5 assistant's coaches were included as a source of information to study.

5.2 Conclusion

Based on the findings, the following conclusion was drawn; - The main goals or targets of the coaches should flow modern training method and process oriented. The development of youth football project should focus on development of promising and skill full players with mental and physical fitness to feed The national team as a source of best players also for the country teams, hence, it should focus on the training and the coach's coaching style & coaching method, coaching process need to keep in mind in decisions that are made at the projects. The existence of unfavorable conditions as well as appropriate use of time ,less preparations, aggressiveness, uncertainly, less players motive', unifier comparing players or see unequal, not Giving attention for the training as well as shortage of facilities and equip mentions such as playing field, balls, medical equipment and less Usage of supportive material, Don't prepare annual plan, weekly plan, not match training with players age, skill, less explanation of training aim, not follow process oriented training, evaluate players improvement, use of time properly, flow deferent training methods, flow proper Coaching style. Those listed under are viewed as lack of A.A CITY U-15 football project coaching in General the addis abeba city youth football coaching problems are highly affected by: - lucks appropriate training method, Lack of enough facilities, materials and equipments to train and Lack of knowledge on the scientific method of training.

5.3. Recommendation

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

- Any youth project can be successful and effective if it is supported with appropriate facilities, and equipments
- Coaches should be Assigned based on educated or professional coach who specialized football coaching or who knows both theoretical and practical of football coaching
- Coaches should to use well planned program, develop coaching philosophy, applied better coach style
- If every player has ball to use at every practice to improve individual ball contact and skill.
- If the coach uses training supportive material to help their players see and observe how the elite players play it will be more effective.
- if the coach have getting performance enhancement courses, if he develops his coaching philosophy
- If he matches trainings with players' age group and skill level if he evaluates his players, if he uses his time properly.
- If the coach can communicate with his players with different method of communication verbal and none verbally.
- The coaching problems can be solved and So much more can be engaged in play as the same time. This also helps to improve the success of youth projects skills development. Therefore, top administrative officials should be give high emphasis to their youth football projects try to accommodate and supply facilities, equipments and performance enhancing courses to the coaches.
- Practically Coaches teaching should involve matching the player to their proper fit; in other words, coaches should match a player's level of play to a challenging environment.
- Coaches should emphasize mastery climate by characterized learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach.

- The content of A.A youth football projects coaches' training sessions it is more important to supply the player with a variety of training drills that emphasize technique through fundamental drills, match-related drills and match-condition drills.
- Coaches teaching should involve matching the player to their proper fit; in other words, coaches should match a player's level of play to a challenging environment.
- Every coach should have long-run interest of the players at heart; the development philosophy is a natural way of thinking. For A.A youth football coaches it is more important to "supply" the player with the skill (i. e. give it time to develop) that will allow them to play successfully for the rest of their life rather than looking for victories today neglecting the fu
- A critical component of the teaching process is instruction, which is providing direction, guidance, and feedback. Thus coaches' instruction needs to be clear, concise, and correct.
- Coaches should emphasize mastery climate by characterized learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach.
- Youth football coaches should teach and instruct in a manner that focuses on developing players' performance in a supportive.
- A critical component of the teaching process is instruction, which is providing direction, guidance, and feedback. Thus coaches' instruction needs to be clear, concise, and correct.
- Timing of feedback should be carefully selected in order to allow for the natural flow within an exercise or training. Once mistakes were identified, the coach should offered a correctional strategy and acknowledge anyone who did play well.
- The coach should take time to monitored and evaluate progress whether learning has taken place. Learning should be accessed through ongoing performance analysis and end-of season reviews or through more objective means such as football skill tests, or quantitative performance statistics.

Reference

- Abraham, A., Collins, D., & Martindale, R. (2006). The coaching schematic; Validation through expert coach consensus. *Journal of Sports Sciences*, 24 (6), 549-564.
- Becker, A.J. (2009). It's not what they do, it's how they do it: Athlete experiences of great coaching. *International Journal of Sports Sciences & Coaching*, 4 (1), 93-119.
- Bloom, G., Crumpton, R., & Anderson, J.E. (1999). A systematic observation study of the teaching behaviors of an expert basketball coach. *The Sport Psychologist*, 13, 157-170.
- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4 (3), 307-323.
- Dewit J. (2001) *Football coaching*. First edition, published in California.
- Knowles, Z. Tyler, G., Gilbourne, D., & Eubank, M. (2006). Reflecting on reflection: exploring the practice of sports coaching graduates. *Reflective Practice*, 7 (2), 163-179.
- Martens, R. (1987). Science, knowledge and sport psychology. *Sport Psychologist*, 1, 29-55.
- Smith, M., & Cushion, C.J. (2006). An investigation of the in-game behaviors of professional, top-level youth football coaches. *Journal of Sports Sciences*, 24 (4), 355-366.
- Smith, R., Smoll, F., & Curtis, B. (1979). "Coach Effectiveness Training: A Cognitive x Behavioral Approach to Enhancing Relationship Skills in Youth Sport Coaches", *Journal of Sport Psychology*, 1, 59-75.
- Thelwell, R.C., Lane, A.M., Weston, N.J.V., & Greenlees, I.A. (2008). Examining relationships between emotional intelligence and coaching efficacy. *International Journal of Sport and Exercise Psychology*, 6 (2), 224+. Retrieved from www.questia.com/reader/printPaginator/418

Edited by Stacey Chapman, Edward Derse and Jacqueline Hansen 1995-2012 foundation soccer coaching www.la84foundation.org.

Lawrie Woodman, 2011 – AFL Coaching and Umpiring Manager Australian Football League

Dawitt,J (2001).Coaching Grils’ Soccer.Three Rivers press New York.

Manual Istvan Bayli, Mark Boyce, Jim Cail, Andrew Dillon, 2011 – Australian Football League Planning and conducting practice sessions.

Mugenda O. M. & Mugenda, G. A. (1999). Research methods-Quantitative and Qualitative Approaches, Acts Press, Nairobi.

Gay, L R (1992). Educational Research Competence for Analysis and Application. New York Macmillan Publishers Company.

Gay, L. R. (1976). Educational Research: Competencies for Analysis and Application. (3rd Edition). Columbus: Merrill.

John A. Koskinen 2007 U. S. Soccer Foundation President Special Olympics Football Coaching Guide The Benefits of Football

Dr. Javier Perez, Planning and Training U.S. soccer Curriculum

TBFM 2015 edition Thunder by minor football association coaching manual

Kelly Cross January, 2013 The Football Coaching Process An Official FFA Publication page 18, 256

C.K Kothari (2004).Research Methodology. New Age Iinternational Publisher Ltd.

Taro Yamane,1967, Elementary sampling theory, eglewood clfts, new jersey: prentice hail, Inc.,pp. x-405

Tro Yamane (1967) mathematics of economics, research methodology, New York.

Crocker, P., Kowalski, K. C., & Graham, T. R. (1998). Measurement of coping strategies in sport. In J. L. Duda (Ed.), Advances in sport and exercise psychology measurement (pp. 149-164). Morgantown, WV: Fitness Information Technology.

Istvan Bayli, Mark Boyce, Jim Cail, Andrew Dillon, Michelle 2011 AFL Youth coaching manual Australian Football League afl.com.au

John Wesson, 2002 soccer-coach-1 basic coaching manual version 1.0 july 29, 1999 the science of soccer institute publishing ltd.

Iraki Margaret Wanjiku, July 2013 Department Of Educational Management, Policy And Curriculum Studies, Kenyatta University

Stacey Chapman Edward Derse Jacqueline Hansen 1995-2012 LA84 Foundation. All rights reserved. www.LA84Foundation.org.

Jean-Michel Bénézet, Hansruedi Hasler Concept: FIFA Education and TechnicalDevelopment Department Zurich Switzerland 210 www.FIFA.com

Dr. Javier Perez U.S. soccer Curriculum Planning and Training part 4

www.kawowo.com/understanding-caf-coaching-courses-and-grading/

USSF coaches manual 1973

FIFA'S coaching bible 2004

8. Days of training per week?
 A. 1 times per week B. 2 times per week C. 3 times per week D. 4 times and above
9. Which principle do you follow?
 A. process oriented B. product operated
10. Explanations of training goal before the training start?
 A. Yes B. Some times C. I never explained
11. feedback mechanism
 A. sandwich method B. street to the point C. as the condition

2: Statues of facilities materials' and equipments of the projects

1. Status of Equipment?
 A. Very good B. Good C. Medium D. bad E. very bad
2. Status of playing field
 A. More than enough B. Enough C. Medium D. les E. very les
3. How often do you use supportive training aid?
 A. Always B. sometimes C. rarely D. none
4. Status of medical equipment?
 A. More than enough B. Enough C. Medium D. les E. very les
5. What is the ratio of training ball?
 A. 1:1 B. 1:2 C. 1:3 D. 1:4 E. 1:5 and more than

3: scientific method of training?

1. Do have an assistant coach?
 A. yes B. no
2. Do you prepare annual plan?
 A. yes B. no
3. Do you prepare weekly plan?
 A. yes B. no
4. Do you prepare Dailey?
 A. yes B. no
5. Annual plan implementation?
 A. not implemented B. Partially implemented C. exactly implemented

6. What kind of practical demonstrations do you use during practical training?
 A. Player who is good B. Only by telling C. Show them myself
 d. all
7. Your training focuses on?
 A. Technique and fitness B. Technique and fitness C. Fitness and tactic d. all
8. Did you have a chance of getting a course to upgrade yourself?
 A/Yes B/No
9. When do you correct when your players med practical mistakes?
 A/Immediately B/at water break time C/Whine the training is
 finished
10. Do you measure your players' improvement?
 A. yes B. no c. same times
11. What kind of training do you create?
 A. Fun B. strict C. as the condition D. all
12. What kind of chaining style do you follow?
 A. Autocrat B. democrat C. laziest fire

If any place write it _____

APPENDIX- TOW
ADDIS ABABA UNIVERSITY COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCE: DEPARTMENT OF SPORT SCIENCE
2018

Questionnaire to be filed by youth football project players

Dear players

The objective of these interviews is to collect data on the current of youth football projects professional levels of coaches, coaching style, coaching systems, coaching method status of facilities, materials and equipments’.

The information will only be used for assessment of coaching problems With Specific reference to selected Addis Abeba U-15 football projects and to complete Msc thesis.

This questioner will also see the Contribution of coaches coaching style, coaching method, coaches coaching capacity.

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

I therefore, kindly request your earnest effort to complete each item of the questionnaire objectively. Please do not write your name anonymity or confidentiality.

Thank you in advance for your time

Direction 1:- I kindly request you to give the general information about yourself based on the direction.

General Information

- | | | | | |
|---------------------|---------------|----------------|------------------|-------------|
| 1. Sex | A/ male | B/Female | | |
| 2. Age | A/ below 12 | B/ 13-15 | C/15-17 | D/ 17 above |
| 3. Education status | A/ elementary | B/ high school | C/ college level | |

Part one: - questions on some current states of Addis abeba city U- 15 football coaches?

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

Direction 1:- I kindly request you to rate the work of your project according to the direction given hereunder.

No	Your coach	Never 1	Rarely 2	Someti mes 3	Frequent ly 4	always 5
1	Give attention for the training					
2	Come well prepared					
3	Is aggressive					
4	Miss training					
5	Motive players'					
6	See all players equal					
7	Use his time properly					

Direction 2:- I kindly request you to rate the work of your coach according to the direction given hereunder.

2. Statues of facilities materials' and equipments of the projects?

1. How do you ret Status of Equipment?
A. More than enough B. enough C. medium D. less E. very less
2. How do you ret Status of playing field?
A. suitable B. Medium C. bad D. very bad
3. Use supportive material, video, LCD projector?
A. Always B. frequently C. some times D. never use
4. Status of Playing Goals?
A. More than enough B. enough C. medium D. less E. very less
5. Use all available materials?
A. Always B. frequently C. always D. never
6. Status of medical equipment?
A. More than enough B. enough C. medium D. less E. very less
7. Ratio of training ball?
A. 1:1 B. 1:2 C. 1:3 D. 1:4 E. 1:5 and more than

Part three: - Question on some scientific method of training?

Direction 3:- I kindly request you to rate the work of your coach according to the direction given hereunder.

The following items are about your coaches which are used to assess different coaching styles. Please indicate the degree of agreements about your coaching style of different variables during the training session.

No	Coach	Never 1	Rarely 2	Some times 3	Often 4	Alwa ys 5
1	prepare annual plan					
2	Prepare weekly plan					
3	prepare daily plan					
4	match training with players age					
5	match training with players skill					
6	explain the aim of training					
7	training starts with worming up end with cooling down					
8	coach follow process oriented training					
9	train fun training					
10	evaluate players improvement					
11	see himself as a role model					
12	use his time properly					
13	show practical trainings					
14	Varity deferent training drills					

15. What kind of coaching style does your coach fellow?

A. Autocrat

B. Democrat

C. Laziest fire

APPENDIX-THREE
ADDIS ABABA UNIVERSITY COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCE: DEPARTMENT OF SPORT SCIENCE
2018

Instructed Observation Checklist guide for Project

No	coach	Yes	No
1	Give attention for the training		
2	Come well prepared		
3	Is aggressive		
4	Miss training		
5	Motive players'		
6	See all players equal		
7	Use his time properly		
8	Sport equipment status		
9	Playing field status		
10	Supportive materials LCD, video etc		
11	Different goals		
12	Coach use all materials		
13	Medical equipments		
14	Ratio of training ball		
15	match training with players age		
16	match training with players skill		
17	explain the aim of training		
18	training starts with worming up end with cooling down		
19	show practical trainings		
20	Use Varity training drills		
21	train fun training		

APPENDIX-FOUR
ADDIS ABABA UNIVERSITY COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCE: DEPARTMENT OF SPORT SCIENCE
2018

Unstructured questioner for the coaches

1. What are the problems which affected the training?
2. Do you have enough facilities', materials and equipments'?
3. Howe do you upgrade your knowledge of coaching?
4. How do you communicate with your players during game and training?
5. How do you express your training environment?

ሀ. አንድ ቀን ለ. ሁለት ቀን ሐ. ሶስት ቀን መ. አራት ቀንና ከዛ በላይ

9. የስልጠና መርሀዎች በምን ዙርያ ያተኩራል

ሀ. ሒደት ተኮር ለ. ወጪት ተኮር

ከነዚህ የተለየ መልስ ካልዎት በክፍት ቦታ ላይ ይግለጹት -----

10. የሚያሰለጥኑትን ስልጠና ከመጀመሩ በፊት ዓላማውን ለተጨማሪዎች ያበራራሉ

ሀ. አዎ እናገራለሁ ለ. አንዳንዴ እናገራለሁ ሐ. ተናግሮ አላወቅም

11. ለተጨማሪዎች የትኛውን የግበረ መልስ ይሰጣሉ

ሀ. ሳንዱች ግብረ መልስ ለ. ቅጥታ ወደሚፈለገው ነጥብ ሐ. እንደሁነታው

ከነዚህ የተለየ መልስ ካልዎት በክፍት ቦታ ላይ ይግለጹት -----

2. በቂ የሆነ የስፖርት ማዘወትረያ ስፍራ፣ የስፖርት ቁሳቁሶችና እንዲሁም አልባሳት አቅርቦትን በተመለከተ?

1. የስፖርት መለማመጃ ቁሳቁሶች በየትኛው ይመደባል

ሀ. ጥሩ ለ. መጥፎ ሐ. መካከለኛ መ. መጠፎ ሠ. በጣም መጠፎ

2. የስፖርት መለማመጃ ሜዳዎች ሁነታ በየትኛው ይመደባል

ሀ. ከበቂ በላይ ለ. በቂ ሐ. መካከለኛ መ. አነስተኛ ሠ. በጣም አነስተኛ

3. የስልጠና አጋዥ መሳርያዎች ለምን ያህል ጊዜ የጠቀማሉ

ሀ. ሁል ጊዜ ለ. አልፎ አልፎ ሐ. አለ በማይባል ደረጃ መ. ተጠቀሜ አላቅም

4. የህክምና እርዳታ መስጫ ሳጥን ሁኔታ

ሀ. ከበቂ በላይ ለ. በቂ ሐ. መካከለኛ መ. አነስተኛ ሠ. በጣም አነስተኛ

5. የልምምድ ኳስ ድርሻ ንጽጽር በየትኛው ይመደባል

ሀ. 1ለ1 ለ. 1ለ2 ሐ. 1ለ3 መ. 1ለ4 ሠ. 1ለ5 እና ከዛ በላይ

3. የአዲስ አበባ አስልጣኞች ወቅታዊ የአሰልጣጠን ምን ይመስላል?

1. የምክትል አሰልጣኝ አልዎት ሀ. አዎ አለኝ ለ. አይ የለኝም ሐ. ነበለኝ

2. ዓመታዊ ዕቅድ ያዘጋጃሉ ሀ. አዎ ለ. አላዘጋጅም

3. ወርሃዊ ዕቅድ ያዘጋጃሉ ሀ. አዎ ለ. አላዘጋጅም

4. የቀን ዕቅድ ያዘጋጃሉ ሀ. አዎ ለ. አላዘጋጅም

5. የዓምታዊ ዕቅድ

ሀ. ተግባር ላይ ወሊ-ዋል ለ. በከፊል ተግባር ላይ ወሊ-ዋል ሐ. ተግባር ላይ አልዋለም

6. በስልጠና ወቅት ልምምዶችን በምን መልክ ያሳያሉ

ሀ. ጎበዝ ተጨዋቾች በመምረጥ ለ. ራሴ በማሳየት ሐ. በመናገር ብቻ ሠ. ሁሉንም

7. ስልጠናዎች በምን ዙርያ ያተኩራል

ሀ. ቴክኒክና ታክቲክ ለ. የአካል ብቃትና ታክቲክ ላይ ሐ. የአካል ብቃትና ቴክኒክ ከነዚህ የተለየ መልስ ካልዎት በክፍት ቦታዎ ላይ ይግለጹት -----

8. የሙያና የብቃት ማሻሻያ ስልጠናዎችን የማግኘት እድል አላዎት?

ሀ. አዎ ለ. የለኝም

9. ተጨዋቾችህ በልምምድ ጊዜ ስህተት ሲሰሩ መች ነው አምታረማቸው

ሀ. ወደወኑ ለ. በወሃ እረፍት ሰዓት ሐ. ስልጠው ሲያለቅ

ከነዚህ የተለየ መልስ ካልዎት በክፍት ቦታዎ ላይ ይግለጹት -----

10. የተጨዋቾቹን እድገት ይመዝናሉ

ሀ. አዎ እመዝናለሁ ለ. አንዳንዴ እመዝናለሁ ሐ. መዝኜ አላወቅም

11. በልምምድ ሜዳ ምንግንት የስልጠና ሁንታ ይፈጠራሉ

ሀ. አዝናኝ ለ. ጥብቅ ሐ. እንደሁነታው መ. ሁሉንም

12. ምን የአሰልጣኝነት በሕሪ ይከተላሉ

ሀ. አወቶክራት ለ. ዲሞክራት ሐ. ሌይዚየስ ፊር

ከነዚህ የተለየ መልስ ካልዎት በክፍት ቦታዎ ላይ ይግለጹት -----

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሣይንስ ኮሌጅ፣ የስፖርት ሳይንስ ተምህርት ክፍል

በተጨማሪ የሚሞላ

ይህ መጠይቅ የተዘጋጀው በአዲስ አበባ ከተማ አገልግሎት ኮሚሽን ህዝብ ፌዴራሽን ከ15 ዓመት በታች ወደድር ላይ በመወዳደር ለሚገኙ ፕሮጀክቶች ብቻ ሲሆን የዚህ መጠይቅ ዋና አላማ የነዚህ ፕሮጀክት አሰልጣኞች የአሰልጣጠን ስልት፣ የስልጠና ሂደት፣ የአሰልጣጠን ዜዶ፣ የስፖርት ማዘውትርያ ስፍራዎች እንዲሁም የቁሳቁስና የስፖርት ትጥቆችን ሁነታ በተመለከተ መረጃዎችን ለማሰባሰብ ነው። በመሆኑም ከስር ለተዘረዘሩት እያንዳንዱ መጠይቆችን በማንበብ ትክክለኛውን ምላሽ ሲጽፉ የዚህ ዋናት ወጤታማነትና ትክክለኛነት የተመሰረተው በእርሶዉ መልስ ላይ በመሆኑ በተቻሉት መጠን መጠይቆቹን በጥንቃቄ እንዲሞሉ በትህትና እጠይቃለሁ።

በቅድሚያ ለመልካም ትብብሮ እና መስግናለን። እባክዎትን ስሞትን ባለመጻፍ ይተባበሩን **ጠቅላላ መረጃ**

ትዕዛዝ 1:- እባክዎ የሚከተሉትን ጥያቄዎች በትክክል ያንብቡና ትክክለኛውን መልስ በመምረጥ በተሰጠው ሳጥን ወስጥ ማሳሰቢያውን ያስቀምጡበት።

1. የሚያስለጥኑት የፕሮጀክት (ቡድን) ስም -----

2. ባታ ሀ. ወንድ ለ. ሴት
3. እድሜ -----
4. የትምህርት ደረጃ ሀ. አንደኛ ደረጃ ለ. ሁለተኛ ደረጃ ሐ. ኮለጅ ደረጃ
1. በአዲስ አበባ ከ 15 አመት በታች በማሰልጠን የሚገኙ አሰልጣኞች ሳይንሳዊዊውን የስልጠና ሂደት ላለ አነዳይክተሉ መን ዓይነት ችግሮች ያጋጥሙዎቸዋል

ተ. ቁ	አሰልጣኞች	በፍጹም 1	በጥቂቱ 2	አንዳንድ ጊዜ 3	ብዙ ጊዜ 4	ሁል ጊዜ 5
1	ለስልጠናው ተኩረት ይሰጣል					
2	በስርዓት ተዘጋጅቶ ይመጣል					
3	በጣም ቁጡና ሀይለኛ ነው					
4	ከስልጠና ይቀራል					
5	በልምምድ ጊዜ ተጨዋቾችን ያበረታታል					
6	የተለያዩ የስልጠና መንገዶች ይከተላል					
7	ሰአቱን በትክክል ይጠቀማል					

2. በቂ የሆነ የስፖርት ማዘውትረያ ስፍራ፣ የስፖርት ቁሳቁሶችና እንዲሁም አልባላት አቅርቦትን በተመለከተ?
 1. የልምምድ መሳርያ ቁሳቁሶች በየትኛው ይመደባል?
ሀ. ከበቂ በላይ ለ. በቂ ሐ. መካከለኛ መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ
 2. የልምምድ ሜዳ ሁኔታ በየትኛው ይመደባል?
ሀ. ምቹ ለ. መካከለኛ ሐ. መጥፎ መ. በጣም መጥፎ
 3. አሰልጣኝዎች የተለያዩ የልምምድ አጋዥ መሳርያዎች ይጠቀማል ለምሳሌ ቪዲዮ?
ሀ. ሁል ጊዜ ለ. በተደጋጋሚ ሐ. አልፎ አልፎ መ. ተጠቅሞ አያቅም
 4. የተለያዩ የመጫወቻ ጎሎች ሁኔታ?
ሀ. ከበቂ በላይ ለ. በቂ ለ. መካከለኛ መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ
 5. አሰልጣኞች ያሉት የስፖርት መሳርያዎች በትክክል ይጠቀማል?
ሀ. ሁል ጊዜ ለ. በተደጋጋሚ ሐ. አልፎ አልፎ መ. ተጠቅሞ
 6. የህክምና ቁሳቁስ ሁኔታ?
ሀ. ከበቂ በላይ ለ. በቂ ሐ. መካከለኛ መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ
 7. የልምምድ ኳስ ሁኔታ

ሀ. 1:1 ለ. 1:2 ሐ. 1:3 መ. 1:4 ሠ. 1:5 ከዛ በላይ

3. የአዲስ አበባ አስልጣኞች ወቅታዊ የአሰልጣጠን ምን ይመስላል?

ተ/ቁ	ዕቅድ ያዘጋጃል	በፍጹም 1	በጥቂቱ 2	አንዳንድ ጊዜ 3	ብዙ ጊዜ 4	ሁል ጊዜ 5
1	አመታዊ ዕቅድ ያዘጋጃል					
2	ወርሃዊ ዕቅድ ያዘጋጃል					
3	የቀን ዕቅድ ያዘጋጃል					
4	ስልተናዎችን ከተጨማሪዎች ዕድሜ ጋር ያዛምዳል					
5	ስልተናዎችን ከተጨማሪዎች ችሎታ ደረጃ ጋር ያዛምዳል					
6	ስልተናወ ከመጀመሩ በፊት ስለስልጠናወ ዓላማ ይናገራል					
7	ስለጠናችን በሚሟሟቅ ጀምርን በማቀዝቀዝ እንጨርሳለን					
8	አሰልጣኞችን ሂደት ትኩር ያተኩራል					
9	አዝናኝ የሆነ ስልጠና ያሰራናል					
10	የተቸዎች እድገት ይለካል					
11	ራሱን እነደ አርአያ ይቆጥራል					
12	ሰአቱን በትክክል ይጠቀማል					
13	የተግባር ስልጠናዎችን በራሱ ያሳያል					
14	የተለያዩ የስልጠና መርሆችን ይከተላል					

15. የአሰላጣኞች ባህርይ በየትኛው ይመደባል?

ሀ. ዲሞክራቲ ለ. አወቶ ክራት ሐ. ሌይዚየስት ፌር