

**AN ASSESSMENT OF THE PRACTICE OF YOUTH FOOTBALL
PROJECTS OF ADDIS ABABA CITY ADMINISTRATION**

**BY
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT OF THE DEGREE
OF MASTER OF SCIENCE IN SPORT SCIENCE**

MAY, 2014
ADDIS ABABA

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**MAY, 2014
ADDIS ABABA**

ACKNOWLEDGMENTS

I would like to express my special thanks and sincer appreciation to Dr. Tesfaye Asgedom, my thesis advisor, for his constructive suggestions, comments and advice that have shaped this thesis in measurable.

Special thanks should also go to my friends for their various types of contribution in maral support for thne success of this thesis.

My heartfelt thanks go to Dede-bit football club for the contribution in financial support for the success of this thesis.

My deepest gratitude and appreciation also goes to my mother W/ro Wude Kassahun and my Dauter Hermela Asrat for their continous encouragement.

TABLE OF CONTENTS

Approval page	I
Acknowledgement	II
Table of contents	III
List of Tables	VI
Acronyms	VII
Abstract	VIII

CHAPTER 1

The problem and its approach

1.1 Background of the study.....	1
1.2 Statement of the problem	3
1.3 Research Questions	6
1.4 Significance of the study	6
1.5 Delimitation.....	7
1.6 Limitation of the study	8
1.7 Organization of the study	8
1.8 Operational definition of key terms and concepts	8

CHAPTER 2

Review of Related literature

2.1 The development of the Game	10
2.2 Why youth football program	11
2.3 Youth football program in schools	12
2.4 The concept of training	12
2.4.1 Football training	12
2.4.2 Demands of football training	13
2.5 The pillars of Foot ball	22
2.5.1 Physical training	22

2.5.2	Technical training	23
2.5.3	Tactical training.....	25
2.5.4	Psychological training	26
2.6	Football training and age	27
2.6.1	characteristics of youth football players of various age groups	28
2.6.2	Training for goalkeepers.....	37
2.6.3	technical-tactical elements which need to be coached at different age group	38
2.6.4	what should be the structure of the practical coaching session for different age group players	39
2.6.5	competition for different age group players	40

CHAPTER 3

Methods and procedures of the study

3.1	The research methodology	41
3.2	Source of data	41
3.3	Instruments of data collection	42
3.4	Procedure of data collection	43
3.5	Pilot test	43
3.6	Method of data analysis	44
3.7	Sampling procedure	44

CHAPTER 4

Analysis and interpretation of data

4.1	The coaches educational and coaching qualification level	48
4.2	Assistant Coaches	50
4.3	The training Environment	51
4.3.1	facility and equipment	51
4.3.2	the number of players	58
4.4	Competition	62

4.5 The coaching manuals	64
4.6 The training	66
4.7 Evaluation of the coaching manuals	68
4.8 The program as perceived by the principals.....	79

CHAPTER 5

Summary, conclusion and recommendation

5.1 Summary	82
5.2 Conclusion	86
5.3 Recommendation	88

Bibliography

Appendices

Appendix A questioner for coaches

Appendix –B observation checklist

Appendix-C Interview guide for principals

Appendix-D Evaluation checklist for document analysis

Appendix- E List of the projects

LIST OF TABLES

Table	Page
Table 2.1: A sample master plan	21
Table 2.2: Technical tactical elements which need to be coached at different age group	38
Table 2.3: Structure of the practical coaching session for different age group players	39
Table 2.4: Game specifications for different age group players	40
Table 3.1: Sample size	46
Table 4.1: The coaches educational and coaching qualification level.....	48
Table 4.2: Availability of assistants who assist the coach	50
Table 4.3: Availability of facilities for training	51
Table 4.4: Availability of training balls and cones	53
Table 4.5: Players sport wear	56
Table 4.6: Number of players in a project	58
Table 4.7: Homogeneity of players	60
Table 4.8: Number of games that each project plays per calendar year	62
Table 4.9: The appropriateness of the coaching manuals as rated by coaches ...	64
Table 4:10 The number of training sessions per week	66
Table 4:11 Evaluation of the coaching manuals with evaluation checklist	68
Table 4:12: conduciveness of the facilities for training	69
Table 4:13: Sport wears	70
Table 4:14: Communication	71
Table 4:15: Demonstration	72
Table 4:16: The practical coaching session	73

ACRONYMS

DFB=	"Deuscher Fussball-Bund" (German Football Association)
EFF=	Ethiopian Football Federation
F ₁ A=	Anthropometric Factor
F ₂ F=	Functional Factor
F ₃ P=	Psychomotor Factor
F ₄ CI=	Cognitive Factor
F ₅ C ₂ =	Co native Factor
F ₆ M=	Motivation Factor
F ₇ S=	Sociological factor
F ₈ C ₃ =	Coaching Factor
F ₉ O=	Objective Factor
F ₁₀ E=	Error Factor
FIFA=	Federation of International Football Association
R=	Result
NSCAA=	National Soccer Coaches Association of America

ABSTRACT

One of the commonly heard talks of the day regarding Ethiopian football is how to get players and in turn how to raise or scale up the status of Ethiopian football. For this, quality youth football program which offers training that satisfy the age characteristic of different age level youths is mandatory. For this to happen, the availability or access of facilities or infrastructures and equipment is primarily necessary. The coaches competence, the necessary inputs as manuals and the training are also issues which needs due attention.

There are football projects all over Ethiopia which are providing training for different age level youths with an intention of producing players who could be competent and successful. Thus the assessment of the training environment and the training itself is a task which needs priority.

This study, therefore, made an attempt of assessing and evaluating the conduciveness of the training environment from different angles and the appropriateness of the training to the age characteristic of the trainees of those football projects which found in Addis Ababa city administration.

A descriptive survey study was conducted with twenty football projects (seventeen from 11-15 age bracket and 3 from 15-17 age bracket) as the target group of the study. Out of these ten from the first group and three from the second group has been taken as a sample group the study. Relevant data were collected through questionnaire, observation, interview and document analysis. Then the collected data were analyzed by using count, percentage and descriptive statements.

As the study revealed the training environment in relation with the availability and adequacy of facility and equipment which are basic for quality age based training were in lack. The study also indicated that the training which the trainees getting from the project was not appropriate and consistent with their age level. Generally the program has not found quality enough to produce players who could be competent to play the game with its modern essence

Based on the finding of the study valuable recommendation were made for all concerned bodies and stake holders in the way in which the training could be more effective in preparing competent and skilled players.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the study

Youth football program is a founding stage at which future elite players will be equipped with the basic and advanced technical, tactical, physical, and psychological demands of modern football. With this in mind, a well structured youth football development program is primarily mandatory.

For a nation to be successful and competent in sport at a continental and international level, it is mandatory to train and cultivate youth athletes with such a continual and consecutive program. The areas that this program needs to be planned and run (implemented) are schools. The trends and result of other nations is a convincing fact for the necessity and significance of this program in schools (Ethiopian Ministers of youth and sport (1999 E.C:1)).

A continuous and systematic control and assessment of the program, the training and the players is a task which needs priority. Because the demands of modern football cannot be addressed with only a well structured program of youth football. In this regard Richard Allagich (1996:1) stated that, "the quality and demands of today's modern game require a controlled systematic development of players." Thus, the objective of producing players who are capable and competent to play modern football requires the cultivation of all those qualities which modern football demands. And in turn this can be achieved via the inclusion of a well structured youth football development program, the provision of sound trainings and the supply of all those facilities and equipments which are mandatory to plan and run appropriate trainings.

The international DFB coaching course manual (2008:23) has stated that;

Training nowadays is not just exercising anymore, but a very sophisticated process. Training has to distinguished from simple physical work by a more specific emphasis on training objectives. The quality of the football of tomorrow is very much a result of the quality of the complex practical training which is executed day by day thousands of coaches country wide.

Thus, because of its impact on the development of soccer in general and the player's performance in particular training should be the one that should be given due attention. It is the training which is being conducted by coaches that determine the performance of players and the development of a nation's soccer status. Therefore, coaches are required to approach each training session with a well structured plan, that considers the players age and the contents of his/her master plan. However, to make it happened or to plan and conduct a training that considers the trainees age and that can produce a positive cumulative effect on the trainees; the players (young trainees) need to be categorized on the bases of their age. Furthermore all the necessary facilities and equipments need to be made available and also it needs coaches who are competent.

Among all those factors which need to be taken in to account when, planning, running and subsequently evaluating a training session, age characteristic of players is the foremost one. The volume, content emphasis and objective of training should be formulated in close consideration of the age of the players. In agreement with this idea John Dewit (2005:74) stated that, "When you determine which of the components you will address during each practice session, you must take in to account the age and states of development of yours players." In line with this idea the DFB international coaching course manual highlighted as expert coaching takes in to account the players individual characteristic and the specific situation of the competitive season. Adding to this it stated that, "The prerequisite of what you would teach youth of different age should be planned to suit the age of the individual child." Thus, the age characteristics of players need to be taken in to consideration at all of these processes as: at the formulation of the structure of soccer development program, at the preparation of master plan, at the preparation of lesson plans and in turn at the execution of training sessions.

Although training is the main determining factor of the final success or result of football performance, there are a number of different factors which determines the development of football performance or success (Richard Alagich (1996:2)). And he puts these factors in following equation.

$$R= F1A+F2F+F3P+F4CI+F5C2+F6M+F7S+F8C3+F9O+F10E$$

Generally, all those issues which are mentioned above, a well structured youth soccer development program, a sound training and a training which takes into account the players' age are the main pillars of soccer development of a country or performance of players. And this is the main issue of interest or topic which instigates the researcher to work with. The researcher was avid to assess, understand and evaluate the program in relation to its conduciveness to train the trainees and to realize their potential. Because, the principal aim of training for all ages and performance categories is the improvement of competitive behavior, since the youths are avid for knowledge and want to learn. Thus, for this reason they must be given good guidance in order to build up and consolidate the basis of technique, tactics and general physical invigoration (The DFB international coaching course manual (2008:86)). Thus, this was the issue which the researcher assessed and evaluated.

1.2 Statement of the Problem

Literatures in the area assure that youth soccer development program is the stage at which future matured players' performance can be cultivated and the way by which a nation's soccer status can be raised. For a nation to scale up its soccer status by producing quality players who are competent to play with world class players in modern football, the quality of its youth soccer development program ought to be assessed and maintained to a level which can produce competent players, who are capable of playing modern football. But, what is evident is that, still there are countries which are in need and in difficulty to raise their soccer status. For these countries, like Ethiopia to raise their soccer status, it is mandatory to develop and run quality youth soccer development program. When the researcher says quality youth soccer development program, it is to mean a program that involves a well structured division, well constructed facilities, continuous supply of equipments and a

program that involves a continuous control, assessment, and evaluation and as well the provision of appropriate training.

For that reason, the issue of youth football development program has become the major concern for football development in many countries. It is convincing that without well organized and structured youth soccer development program a nation's soccer status cannot be raised. For most third world countries including Ethiopia, to raise their soccer status and to be competent in different soccer competitions, they have to pay a good deal of attention and emphasis for the quality of their youth soccer development program. Upon explaining this idea the DFB international coaching course (2008:86) manual has stated that:

The area that third world football administrators have neglected in raising the standard of their football is that of youth development. The standard of football in these countries cannot be raised, unless they incorporate quality youth football into their program. Football is most played in schools without systematic development of the necessary skills under great organizational deficiencies. Mostly it is played with one ball on a field where many boys are only spectators.

This problem might be much more exaggerated in countries where there is lack of adequate educated man power in the area, lack of facilities and equipments and lack of research works in the area.

It is one step to raise Ethiopian football to have football projects at different age level. Based on the data obtained from EFF, there are twenty four football projects in Ethiopia which run by EFF and the respective regional federations. These projects are for those players who are within the age group of 15-17. Among these twenty four projects four of them are within Addis Ababa city administration (Three boys and one girl's projects). These four projects are under the EFF supervision. In addition to this there are twenty (seventeen boys projects and three girls projects) school based football projects which are under the supervision of Addis Ababa city Government education bureau, and Addis Ababa youth and sport bureau and ministry of youth and sport. This school based projects are for those players who are within the age group of 11-

15. Thus, there are a total of twenty four football projects in Addis Ababa city administration. The objective of this program is to ensure scientific and relevant training in a continuous manner so as to enable the players (trainees) to be competent and successful players. With an intention of realizing this, such a program has already designed and it is on the run (Ministry of youth and sport (1999:2)).

These projects or the program will be productive, if players are categorized according to their age, if the environment is made conducive to conduct appropriate training, and if the coaches are competent and committed to run a sound age based training. Hence it was necessary and mandatory to get a clear understanding about the training environment and the training which is being conducted by these projects; to identify the major strength and weakness and to recommend possible suggestions through a research of such kind. Therefore, that is why the researcher was instigated to work with this program in relation with the relevancy of the training to each division and the conduciveness of the training environment to plan and conduct age appropriate training. But this has been proposed and undertaken on boys' football projects.

Therefore the objectives of the study were:-

1. To assess and evaluate the conduciveness of the training environment to plan and conduct age appropriate training.
 - 1.1 To assess the availability of facilities and equipments.
 - 1.2 To assess and evaluate the division (categorization) of players and its suitability to train them together.
2. To assess and evaluate the relevancy of the training to the age characteristics of each division.
3. To forward some possible suggestions to improve the situation.

1.3 Research Questions

1. Are there constraints (factors) which challenge to run age appropriate training sessions?
 - 1.1 Does the players' age range creates difficulty to train (coach) them together?
 - 1.2 Are the facilities and equipments available to conduct or run age appropriate training sessions?
2. Is the training relevant to the age characteristics of each division (category)?
3. Do the players play an appropriate number of matches per calendar year?
4. Do the coaches have a coaching manual which recommends and directs to run age appropriate training?

1.4 Significance of the study

The purpose of this study was to obtain information about the practice of youth football project of Addis Ababa city administration.

The study has also provided insight on the conduciveness of the training environment to run appropriate training sessions. Even though there was no enough research work made on this issue this study could have the following importance.

- The study has also assessed and evaluated the conduciveness of the training environment to conduct appropriate trainings.
- It could give an insight about the categorical structure of youth soccer development program of Addis Ababa city administration.
- It gave information on the relevancy of the training to the age characteristics of the players.
- The result of the study might ignite interested researchers to expand the finding and to come up with new ideas, suggestions that can contribute to the betterment of the training in particular and the program in general.

After a four year period the implementation of the program will be evaluated with reliable data and with this the weakness of the program will be pointed

out and appropriate measures will be taken. Whereas the strong sides of the program will be kept on progress (Ethiopian ministry of youth and sport (1999:3)). Thus, this study could play an important role in this regard by helping the provision of data and nominating the strong as well as the weak sides of the program.

1.5 Delimitation

Currently the EFF has designed and running youth football development program with 24 football projects all over in Ethiopia. For the sake of assessing and evaluating the overall program, it seems mandatory and invaluable to make the study at a national level on the program in general. But, because of time, resource, and financial constraints the researcher has obliged and undertaken the study only on those football projects which are within Addis Ababa city administration. Among these projects, still the researchers has conducted the study with three boys projects which are under the EFF supervision and Seventeen (boys) school based football projects wmcn are unuer mc bupciviaiun Addis Ababa football federation and Addis Ababa city government education bureau. Thus, the study has been delimited only to boys' football projects of Addis Ababa city administration.

Though the researcher has intended and planned to work with those twenty boy football projects, still all the issues in relation to these projects have not been addressed in this study. In accordance with the researchers competence, interest, financial power, and the time that the researcher has, the study has been delimited only to the issue of the relevancy of the training to each age bracket and on the conduciveness of the training environment to run age appropriate training (in relation to the availability of facility, equipment and trainees categorization)

1.6 Limitation of the Study

The absence of sufficient literature in the area was the major shortcoming that the researcher encountered during the execution of the study. In addition a serious shortage of time for data collection was another problem. The researcher himself had gone to some projects five to six times to collect the completed data and to observe training sessions.

1.7 Organization of the study

This thesis is organized in five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study and definition of some key terms and concepts. Chapter two covers review of related literature, which consists of features of modern football, training, characteristics of youth of different age group football players and it covers the structure of the practical coaching session of different age group soccer players. Chapter three comprises methods and procedures of the study while chapter four is a section that deals with presentation, analysis and discussion of findings. Finally chapter five provides the summary of the findings, conclusion reached and recommendation made on the basis of the conclusions from the data analyzed.

1.8 Operational Definition of key terms and concepts

Evaluation:- Determining the quality of the program through systematic study: through collecting, analyzing, discussing and reporting evidences to reach on informed decision.

Osgood-Schlatter:- When the patellar tendon insertion in to the tibia is pulled forcefully, causing a tibial nodule. This disease is found mainly in adolescence and is associated with pain and swelling of knee.

Practice:- All the activities and measures taken to have quality youth football program.

Project:- It refers to the training sites or each group of the trainees.

Skill:- High levels of performance in the so-called basic skills such as kicking,

receiving, dribbling, tackling etc.(Allen Wade(1991:180)).

Soccer:- It is simply to mean the British football. Notice that both the word soccer and football were used synonymously and exchangeable in this paper and both words are used to mean the American soccer and the British football.

Tactic:- The way by which the players' technical proficiency and physical fitness are used as successfully as possible and it refers a system of planned decisions.

Technique:- The method of doing football movements or skills expertly.

Training:- A systematic process of improving performance.

Youth football program:- A program designed to cultivate (develop) young footballers who will be competent and successful to play modern football: by ensuring relevant and scientific training for youngsters (Youths of 12 to 17 years old).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 THE DEVELOPMENT OF THE GAME

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

The game of football or soccer has long showed a tremendous change and development. With its perceptible change (development) and its incredible transformation, it places a great deal of demand on the players. As a result the training and the development of young players is becoming more sophisticated and dynamic. In supporting this idea the FIFA coaching manual (2006) has mentioned that "football is under going constant transformation. The level of training and development of young players has reached new heights in many countries." Adding to this, this manual has also stated that on the playing side as well, football is developing at a rapid pace: the game on the pitch is developing, the issues surrounding the game and the competitions are also developing and more recently, we have seen advances with the human- related factors and structures that lead to top quality performance. Here with the above idea a question may come to our mind how the game is developing (changing)? For this question, the FIFA coaching manual (2006) can provide a satisfactory answer in the following way:-

- Speed is greater. This means not only running speed, but also and, in particular, the speed of execution of basic actions such as taking possession of the ball, passing or shooting.
- Without doubt, the feature in the game that has under gone the most striking development is technical skill. This of course, is a real must for the development of the game as a whole. Observers who were present at the 2002 FIFA world cup Korea/Japan and the 2003 FIFA U-17 world

Championship will have appreciated the high technical level now being shown by the top nations.

- Duel situations are more hard-fought, forcing the players to develop for mere athletic qualities than were called for in the past.

2.2 WHY YOUTH FOOTBALL PROGRAM

As it is explained above, the game has shown a good deal of development and in turn this development places its incredible demand on the players. Thus the games of today and as well the players are really different from what has been before. In line with this view, the FIFA coaching manual (2006) has stated that the development of the game in this way automatically implies that the players has to adapt as well. The qualities demanded of today's players if they are to succeeded at highest level are on an altogether different scale from what was required just over a decade ago.

So as to produce competent players of modern soccer the various components of the game shall to be cultivated at various age or/and developmental level. This is because those aspects of football as technique, tactic, physical condition and mental strength can be developed at different age or/and developmental levels. But all these aspects can not be developed at a particular period of time altogether. Instead each aspect can be developed at a particular period of time in the players' development process. However, as an adult player, soccer players need to have technical proficiency, logical sense (awareness), physical fitness and mental strength. In line with this idea the FIFA coaching manual (2006) has stated that today's player must have perfect technique, acute sense of tactical awareness, top fitness and mental strength. What it implies is that players' soccer co~p-e:ence must be cultivated and maintained throughout their soccer career time.

2.3. YOUTH FOOTBALL PROGRAM IN SCHOOLS

We must pursue a policy of providing a rigorous education, but with expanded horizons as well. Football must be a school to shape themselves and at bringing out hidden talent by allowing these youngsters to express themselves freely with their own individual qualities (the FIFA coaching manual (2006)). Thus, it is convincing and logical to say that football can serve best to facilitate students earning and their academic achievement. Further to this, the reverse is also true, and logical. For this reason, schools should be the focal point (area) of cultivating football players. Success in football in the future at both national and club level will go to those that have the best football schools offering training and development structures and programmers that have been adopted to meet the demands of the modern game and society as a whole(The FIFA coaching manual (2006)).

2.4. THE CONCEPT OF TRAINING

The concepts of training have given various definitions by different experts. Of these the definition which has given by the FIFA coaching manual (2006) and the DFB coaching course manual (2008), training is the systematic modification of behavior through learning which occurs as a result of educating or, instruction, and planned experience, Training is a planned process to modify attitude, knowledge, or skill through learning experience to achieve effective performance in activity or range of activities. Its purpose is to develop an individual performance up to his/her genetic potential. In general, from the above definitions and aims; training is a systematic process of acquisition and development of knowledge and skill, with an intention and desire of superior performance.

2.4.1. FOOTBALL TRAINING

As training, its purpose in football is to develop players' performance with the inclusion of planned, objective oriented and systematic training approach. In

line with this idea the DFB international Coaching course manual (B-License) (2008:23) has stated that football training is a complex series of action aimed at influencing the development of performance in a systematic and goal oriented way. Adding to this it highlighted that "the systematic aspect of training actions has to be evident in, the training plan, the training content and the training method. Training is all measures taken to build up, to improve and to stabilize the quality of performance in football in a systematic and objective oriented way. It is a physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives. The systematic aspects of training procedures are evident in training plan, training contents, training methods, training loads and training objectives.

2.4.2 DEMANDS OF FOOTBALL TRAINING

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

DEMANDS OF FOOTBALL TRAININGS FROM THE COACHS ASPECT

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

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

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

Now a day's soccer is a very complex game. "The game of football has become more and more complex, due to the various systems constantly introduced and this has made the demand to players and specially coaches the more "(The DFB coaching course manual (2008:28)). More over this manual stated/indicated that "with this complexity, the demand has become great. The tactical aspect must be improved, the physical aspect to perform must be always at its peak, and the players must also fulfill the tactical demands of the game, in order to show more variety, and spring surprises to beat opponents and to score." Thus, in order to be successful in modern soccer, the demands of the complex today's soccer game must be satisfied. And in turn, so as to satisfy these demands, practice sessions should be at a level, which are capable of developing (cultivating) players' performance to the level of the demands of today's complex and demanding soccer. For this, those main principles of soccer training (practice) sessions should be satisfied. And these principles (guidelines) are mentioned and discussed here under.

I. ECONOMICAL PRACTICE

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

The observations made in the match will set the schedule for the next practice, since it is impossible to coach effectively during a soccer match, the practice must duplicate match conditions. The best way you can do that is by distinguishing small sided, conditioned games that highlight a technique or tactic that needs attention. The method is often referred to as the whole part-whole method. That is observe the whole, see the problem, isolate the problem, and design a realistic game that allows the players to work on the problem. Once the players master the problem in the small sided, take it back into the match, the whole.

Thus, the observation that the coach made during a match and those problems or weaknesses that he/she observes(feels), should be analyzed and

utilized to dictate the training or practice that he/she will plan and conduct. With this approach, the coach should use small-sided games to improve problem or to work with weak area of an individual player or group of players or the team as a whole. This is just because of the importance (value) of small-sided games to work with all the components of football

II. SMALL-SIDED GAMES

A small sided game is a miniature version of soccer in which the players play in various combinations (William Thomas (1988:8)). As it is explained above, small- sided games are means's by which those perceived weakness of an individual player, or group or players or the team as a whole and players of each position can be practiced and improved. In addition to this, the coach also has the opportunity to put his instruction and feedback and in turn the coach can make adjustments to maintain an appropriate level of challenge and fun, with an intention of making a challenging and enjoyable practice. Supporting this idea the DFB international coaching course manual (2008:38) has mentioned that "In order to make a further increase in performance possible it is necessary to adjust the training to the new performance level". Upon explaining the above idea John Dewit (2001:69) has mentioned the following:

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

The version of small-sided games can be made on the basis of considering various factors as performance level of the players, the age of the players, the component or aspect that the coach wants to work with and on the bases of

the observed and perceived weakens of previous match. Upon explaining the versions of small sided games Roy Rees and Van Dear Meer(1997:83) has wrote the following: Small sided games can involve as few as 2 players or many as 10.

- In one-versus-one game you can coach players' individual technique and tactic both offensively and defensively.
- In-two-versus-two game you can coach the attackers to beat the lone defender by dribbling or passing. Obviously in this type of game you can work on wall passing, through passing, takeovers, overlaps, space seeking and you can isolate one of the defenders to create a two-versus-one situation. The defenders can work on support on defense
- In three-versus-two you can instruct the offense to create width and depth while applying all the techniques and tactics of earlier games. The defenders work on support, space making, and role switching.
- The three-versus-three game calls for mobility and innovation by the attackers and some plus good communication by the defenders. By the way, everything that happens in 11 a side match happens in a three-versus- three game. However, in a small sided game players touch the ball more often. This kind of game is much easier to coach.
- Four-versus-three, four-versus-four, five-versus-four, and five-versus-five games allow players to work not only on the technique and tactics of other small-sided games but also on position related specifics, width, depth, player distribution., compactness, and transition.

ADVANTAGES OF SAMLL-SIDED GAMES

WILLIAM Thomason (1988:19_ has indicated the following advantages of small-sided games. And these advantages are mentioned here under.

- I. In small sided games players have more contact with the ball than they would playing teams of eleven against eleven.

- II. In small-sided games, the coach has closer contact with the group in a confined area.
- III. Large number of players can be controlled more easily inside the grids.
- IV. The size of the area and the size of the group can be varied in order to practice different aspects of the game.

Above all this kind of game (small-sided game) is much easier to coach (Roy Rees and Vander Meer (1997: 60)).

COACHING SMALL-SIDED GAMES

When a coach is in a position to plan and run small-sided games, the following conditions needed to be fulfilled. This is just for the sake of obtaining the maximum benefits (advantages) of small sided game (Malcolm Cook and Nick whitehead (1999:16-19)). These conditions which need to be satisfied are mentioned and discussed here under.

CONTINUITY

The game should have little or no stoppage, and plenty of action with everyone involved in continuous play where they can learn skills or tactics.

SIMPLICITY

The games should be easy to organize, with simple procedures for scoring and setting up. This enables the coach to leave players unsupervised to some extent and know that their interest will be maintained and learning will still take place even though he is not always directly present at practice.

EFFECTIVE (EFFECTIVE FOR COACHING AND LEARNING)

The designed game should be a game that enables players get maximum repetition of certain technical skills and tactical play, because it cuts down the need for long verbal descriptions from the coach. The key coaching factors can be given by the coach beforehand, looking the players with more practice time in which to perfect their performance.

PROGRESSIVE

The coach should make the games more or less difficult to suit the ability/range of the players in his squad by:

- Adding or subtracting players so that one group, having added numerical advantage, 'outweighs', another, thus having them success by either making their task easier or make difficult as they start to improve.
- Reducing or enlarging the practice area to put more or less pressure on technical skills or tactical play by giving players more or less space and time in which to perform
- Introducing new rules or 'conditions' for certain individuals or all players involved in the game, to stress technical skill or tactic.

III. SUCCESSFUL PRACTICE

Nothing motivates as much as mastering a realistic challenge. All your practices should present realistic challenges to the team and the individual players. All practices should conclude with a reasonable amount of success. A practice that has no success is a wasted practice. That can become frustrating. At times you may present a challenge that somehow doesn't seem to work. Evaluate it.

IV. ENJOYABLE PRACTICE

If you give players a choice of what to do at practice, they would all vote for a two hour scrimmage. That's understandable; they love the game. That is their primary reason for being. It stands to reason that if practice were fun and enjoyable, they would work for several hours.

Practice can be challenging and fun, or they can be pure drudgery. When you present players with realistic challenges and allow them to have a good time overcoming them, you will have a hard working, enthusiastic team that gets things done. If your practices are dull and without much purpose the team will be disconnected and tired.

Your preparation, good use of time, positive attitude and ability to praise and compliment even minor successes will create an enjoyable atmosphere. In such an atmosphere it is much easier to work on the serious parts of the practice. Players in a positive mood are receptive to instruction and challenge. People and athletes in particular, will have high range of success if they enjoy what they are doing. Having success is easy, just plan for it.

V. PLANNING

Those of three components of soccer training, has to be scheduled throughout the season (Roy Rees & Van Deer Meer (1997:67)).

For coaches a well prepared master plan is of the main guiding framework in order to plan and run daily practice of sessions. In this regard Roy Rees & Van Deer Meer (1997:67-69) has indicated that once we do a master plan it is not difficult to layout the daily practice plans. Here under is an example of a master plan.

Team Development	Conditioning	Technique	Set-plays
Laws of the game Player evaluation Team evaluation	Physical Physiological	Ball control Passing Tackling Heading Dribbling Shooting	Kickoffs Goal kicks Corner kicks Indirect Free kicks Direct free kicks Penalties Throw-ins
DEFENSE	OFFENSE	MID FIELD	GOALKEEPERS
One-versus-one	One versus-one	Slow build up Quick attack	Shoot stopping
support	Support(angle difference)	Width and depth	Punching, deflecting
Balance	Width and depth	Redirection	Jumping
Depth	Combination Players	Compactness	Diving
Tactics for the succeed	Crossing playes.0.+6	Transition	Cutting out crosses
Tactics for the stopper	Take over		Support of defense
Tactics for the marking defends	Mobility		Distribution
Compactness	Creativity		
Transition	Compactness		
	Transition		

Table 2.1 A sample master plan adapted from Roy Rees & Van deer meer (1997: 68-69)

From all the above mentioned (discussed) guidelines of soccer practice one can understand and conclude that practice should be economical and must combine the components of soccer as technique, conditioning and tactic. For this small sided games usually satisfy that principle, if they are well planned and executed. Further to this it is essential that the practice must be challenging but at the same time allow the team and each players to achieve at least some success in overcoming challenges. Finally, practices must be enjoyable.

2.5 THE PILLARS OF FOOTBALL

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

2.5.1 PHYSICAL TRAINING

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

It is a well known fact that physical fitness has numerous advantages for a player in particular and a team in general. "If fit, the players vision, awareness, instinct reactions, adaptibility, inventiveness, composure, skill, confidence, decision making hardiness all benefit and fit player is much less likely to be injured and when injured will recover quickly (Roy Rees and Van Deer Meer (1997:58)). Adding to this they indicated that if as soccer player is not fit his technique will suffer, especially late in the match.

Because of its invaluable role, physical fitness need to be given due emphasis. Physical fitness should be developed with the aid of a well designed training and training program. After all, such a developed physical fitness has to be maintained throughout a season and this can be done oy training, wn mc contrary, sometimes physical fitness perceived as a static condition. As it can not be lost, as once it is developed. And sometimes, it is perceived as a quality that can be developed overnight. "Some players and coaches view fitness as a static condition and they believe that you can start a fitness program at the first practice and then peak at the first match a few weeks later (Jhon Dewit (2001:80)). However, physical fitness is an ongoing challenge in which the serious athletes constantly try for improvement and fitness is not a steady state: maintaining or improving it is a dynamic year round process (Roy Rees and Van Der Meer (1997:68-69)).

2.5.2 TECHNICAL TRAINING

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

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

1. Technical training should be started as early as possible and to be continued for improvement of all specific techniques throughout-out a player career. In line with this idea Jhon Dewit (2001:79) has wrote that technical mastery takes years for a player to perfect. Be patient when teaching your players. Many times, the work that you do with players one season does not reveal itself until a few seasons later.
2. When introducing a technique pay high attention to its correct execution, because it is difficult to correct and change if bad habits have been imprinted.
3. Instructions, demonstrations and corrections have to be applied in such a way that important items of a technique are understood and the participants make good use of it through the right visualization of the movement coupled with execution.
4. Training technique should initially not be done under fatigue because only a fresh body allows optimum co-ordination of movement in technique.
5. But on a higher performance level it is very important to strengthen the sequence of movement under conditions and in situations which are similar to those of the competition. In these match oriented exercises; technique training should be applied under pressure of time, space and opponent.
6. Skills training has to be practiced in the introduction stage, in the advanced stage and in the competition stage.
7. One ball should be made available to one or at least to every two players. In agreement with this idea Jhon Dawit (2001:76) has indicated that "all techniques involve at least one player and a soccer ball."
8. The Coach should know in advance the most likely faults which might occur.
9. Comparison between 'right' and Wong' 'on-the-spot connection' are the best methods of correction.
10. A Coach who is able to demonstrate techniques will win the respect of his pleasers.

2.5.3 TACTICAL TRAINING

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

Tactic is the way by which your technical skills and your physical fitness are used as successfully as possible and it refers to a system of planned actions and decision alter; to behave and respond in any given situation in a match players must be talented and be able to develop their intellectual ability to play (the DFB international coaching course manual (2002:21)). Soccer tactics are simply the plan and sub plans of decisions to which an individual player, a group of players or a team works. It ranges from getting the ball into the opposing penalty area or build moves from the back four; to move detailed instructions such as force their left winger infield and keep a man their key player. And this aspect of the game of soccer involves individual, small group, and team tactics, for both defending and attacking tactics. As a decision in soccer game, system of play (team formation) is an ingredient of soccer tactics. As a result, each player of the team is required to have an understanding of soccer tactics. Team formation is a fascinating element in soccer tactics that require a good understanding of the game from all the players involved. So that changes or adjustments are properly implemented up on explaining this idea tactic and tactical training Jhon Dawit (2001:79-80) has written the following:

When you teach tactics to your players, you are actually teaching team how to make correct decision. During a match, a player needs to make many decisions, usually with very little time to think. Teach and reinforce tactics gby coaching exercises that require the players to make some decisions, or force the same problem repeatedly. Both attacking and defending tactics include individual, small group, and large group practices. When working with your players on tactics

focus more on individual and small group tactics than on large group tactics for both attacking and defending.

2.5.4 PSYCHOLOGICAL TRAINING

The psychological component of soccer concerns how you deal with your players and how they deal with each other and also it concerns how they react to the pressures and stress of competition and to the success and failures associated with competing (Jhon Dewit (2001:81)). Thus, the psychological aspect of soccer players is one determining factor for being successful in his/her career. Therefore with training the players' psychology need to be improved and maintained as other components of soccer. Up on explaining this idea Jhon Dewit (2001:81-83) wrote the following: you must be willing to spend the time first to develop the athletes physical condition and then to develop the players technical abilities. Only after doing that can you worry about the team's tactical development. While doing all that, you should so realize that the development of any athlete is not complete without building the athletes confidence and self- esteem. This is particularly important for soccer players. Thus, without developing the psychology of our players the improvement and maintenance of all other components of soccer as physical fitness, technique and tactic will be no value. For this reason, all measures during training and out of training need to be taken to psych up our players. Emphasize the need for vigilance, concentration, perseverance, spontaneity, autonomy and creativity (The FIFA coaching manual (2006)).

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

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

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

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

- Allow time for the training to be geared to the players individual needs (each player has to work on his strengths and weakness himself)
- Encourage players to take risks, to try out some thing new, do not hamper them by giving instruction and that are too inhibiting.
- Allow the players to practice dead ball situation individually.
- Reward teams that score after an outstanding move or an exceptional piece of technical skill.
- Encourage players to visualize images in their mind.

To sum up, in order to produce a player (players) who are capable of playing and competing modern soccer game, a training should be geared towards the aim of developing physical fitness, technical proficiency, tactic and psychology of the player or players. Because, the demands of modern soccer relies on all of these qualities, although the degree of emphasis differ to an extent during training or practice. The degree of emphasis of each aspect during training varies, with the age and levels of the players. For this reason coaches need to be aware and recognizant of this fact. When determining which of the components you will address during each practice session you must take into account the ages and stages of development of your players (Jhon Dewit (2005:74)). However, the game of modern soccer requires a high degree of development on all of the above qualities in order to compete in a higher level of soccer.

2.6. FOOTBALL TRAINING AND AGE

In the real world coaches perceive and recognize as the training of youth or younger players and adult players are similar. With such a perspective these youth coaches approach their training with an intention of making it as exactly similar as adult players training. By default, the well-intended and seemingly

reasonable approach of many coaches is to look to adult soccer as their guide to teaching the game (players development guide of the united states soccer federation (nd:8)). However, this perception and approach is really wrong. Because the physical; mental and psychological maturity of youth or young players are not capable of understanding and applying all those concepts and tasks of adult games. Therefore the approach and challenge of the game (trammgj ior youui ana vounger players should be made on the basis of their developmental level.

Providing (creating) a fun environment which allows or provides them to use their creativity is the recommended approach of coaching kids "Many kids who have been involved in organized soccer will often look to pass the ball or kick the ball down the field as their first option, because they have been thought to "share" the ball or they have learned that the best way to keep from making a "mistake" with the ball at their feet is to kick it away as fast as possible (players development guide of the United States soccer federation (nd:9-10)). Adding to this the guide has stated that the coach should continually encourage the players to make dribbling their first option.

2.6.1 CHARACTERISTICS OF YOUTH FOOTBALL PLAYERS OF VARIOUS AGE GROUPS

With respect to the physical and psychological characteristics of children in general and soccer players or trainees in particular, they show a good deal of differences or variation with their age or developmental level. They have a relatively a particular period of time in their age to deal with each aspect of soccer (soccer training). In a sense to realize their potential soccer trainees should be exposed and trained with the necessary aspect of each component. The strength of the trainees and the emphasis of the aspects of the game during training need to be in line. For this matter it is mandatory to know and recognize the primary characteristics of each age group and what the emphasis

should be at each. The proceeding pages of this paper are dedicated for this issue.

I. CHARACTERISTICS OF U-6 CHILDREN

Five and six year olds, although still young, are beginning to gain more control over their bodies. At the some time, it is still new to them and they will require a lot of time and energy figuring out their bodies can do and how to use this developing coordination (players development guide of the United State soccer federation (nd:ll)). However, despite being born in the same calendar year, physical and/or mental maturities among children can range by as much as three developmental years. You will therefore encounter a very wide range of coordination from player to player (Dan Herbst (1999:96)).

Six years tend to be self centered. In fact most want the ball to themselves all of the time and their attention span is very short (Dan Herbst (1999:96)). Up an explaining the mental (psychological) characteristics of this young beginners the players development guide of the United States Soccer Federation (nd:d 9-12) has indicated the following.

Children at this age love to use their imagination when they play. Keep this in mind when designing games. Although they love to play, their ability to stay focused on any one thing is very limited. Keep your activities short and simple. Finally even they are still steadily developing physical and mental abilities they are still very young. Most of the practice should be spent in rations of one ball per child or one ball per two children.

What Should Be The Goal Of Practice Games And Season

The goal of practices and games mainly should be geared towards having fun for children's while they play. With this fun environment fundamental movements should be considered and an emphasis should be played to develop these movements while children's experience funny environments.

Emphasis should be given on enhancing fundamental movement skills as jumping, hopping, bending, stretching, twisting, pulling, pushing, catching and kicking with an intention of a concentration placed on developing a comfort level on the ball with the foot (Dan Herbst (1999:100)).

II. CHARACTERISTICS OF U-8 CHILDREN

A perceptible improvement in speed and coordination occurs as children move into this age category. Nevertheless, their immature physical abilities remain obvious (Dan Herbst(1995:99)). Thus, though there is an incredible improvement in speed and coordination, still these children have immature physical ability. "These children are still young (The United States Soccer Federation Players development guide (nd:14)

The United States Soccer Federation players development guide (nd: 14-15) and Dan Herbst(1995:100-101) has indicated some of those mental characteristics of the players of U-8 children. And these characteristics are mentioned here under.

- These children still have a limited ability to tackle more than one core at a time.
- These children are beginning to be able to apply past experience to present situation. For example, at a simple level, they can remember what they were shown or what they tried with the ball from last practice. At the same time this ability is not present on a consistent basis.
- These children are still not able to imagine consequence.
- These children may have models.

What Should Be the Goal of Practice, Games and Season

Do not attempt to replicate organization schemes that you have seen older teams doing. Seven and eight year olds are not capable of playing anything that resembles organized soccer. For example, team concepts such as combination play or positions should not be introduced at this age (Players development guide of the United States soccer Federation (nd: 14-15)).

Moreover this guide stated that i: use older players as mentors and role models. Often the younger players will .earn simply by watching how the older players move or by what they can do with ir.f rail And the key focus for this age is to encourage Players not to fear the ball.

III. CHARACTERISTICS OF U-10

At this age, there are some children that are becoming more physically mature. Thus, among your group there are now some bigger and faster players whose eye- hand and eye-foot coordination is a little ahead of the majority of your players (players development guide of the United States Soccer Federation (nd:16)).

Players at this stage have entered the so called "golden age of skill learning". This is a time when youngsters are very keen to learn by playing and when they have disposition to do so. The ability of players to concentrate increases at this age and also it is a time that they usually have wonderful relationship with coaches and parents (Dan Herbst (1999:101-103)). Thus, it is an age (stage) at which the players are very keen to learn skills and in relation it is the time at which coordination start to grow.

What Should Be The Goal of Practice, Games And Season

As a result of the difference of youngsters' physical and mental development rate, the players may show a great deal of diversity, despite being born in the some calendar year. For this, it is necessary to group players on the basis of their psychical and psychological (metal) maturity or developmental level. Upon explaining this views the (Dan Herbst (1999:101-103)).

As gross and small-motor skills start to become more refined, boys and girls begin to develop separately. Thus, the grouping of players in games and practices by physical ability level becomes more of a consideration. It is natural that youngsters will continue to develop at a different rates both psychological and physically. A greater diversity exists in soccer skill. Nevertheless, the athletically superior

youngsters will dominate the games. However in the long term, it is often the youngsters possessing superior skill who becomes the better players.

Because of their developed /superior/ physical maturity some of our players may use their superior physical maturity to solve problems or challenging situations in games or practice. In such a situation you should encourage only the development of skill. In line with this idea players development guide of the United States soccer federation (nd:106) has stated the following.

Care should be taken with players, regardless of athletic ability, to address ball skill, especially in tight spaces. The faster, stronger players should not be encouraged to use their athleticism to solve all their problems. Building comfort with the ball at ages nine and ten will provide them with variety of crucial tools they will need as they get older, and the level of ball skill and athleticism rises.

In consideration of the mental characteristics of this age children, what should be done is that lectures and explanations should be brief and short. In line with this view players development guide of the United States Soccer Federation (nd:20) has stated that "... Some of your players may also demonstrate a greater capacity to stay focused for longer periods of time. At the same time they are still people of action rather than thought. Therefore, explanations must still be brief, concise, and purposeful."

Competition is an important means and aid in the long-term process of developing soccer players. It is logical and acceptable that competition should be provided on a regular basis for youth players of different age groups, though they should not be result oriented. Competition is a central element in a player's development. Generally, building the player's skill base continues to be the most important goal of the season. For this, keep the sessions simple and player centered. Give the players simple problem solving opportunities and plenty of opportunity to score goals. In addition play as both fun and as competition, is paramount (players' development guide of the United States soccer federation (nd: 21-23)).

IV. CHARACTERISTICS OF U-12

At this age level, the trainees may experience a perceptible body growth. They may gain an incredible growth in their limbs. With this physical change, they may face some problems. First they may lose coordination because of an increased limb length. They face this problem because they may not have the concept of where their feet (limb) ends. Secondly, they may experience a problem of painful joints. In this regard players development guide of the United States Federation (nd: 27) has mentioned the following:

Physically, eleven and twelve year old bodies are beginning to change. Often, this result in awkward growth spurts. Rapid bone growth often results in painful joint conditions such as good-schlatters syndrome in the knees. Players that, in the past, showed precise control over their bodies and the ball will sometimes now temporarily lose this coordination, balance, agility and suppleness. As soccer players, this means potentially losing some control over the ball. Since their bodies grow, especially the 11 years.

However by this age players may sustain complex coordination skill sequences, although the difference of the skill level, size, speed, strength and motivation of the squad members have become significant (Dan Herbst (1999:104)). In addition, he indicated that the onset of puberty brings significant psychological and physical changes. The most dramatic change from the U-10. Age group is the players increased ability to stay focused and to begin taking responsibility for their decisions on the field. At the same time this is still an eleven or twelve- year old. While his/her concentration is better than a ten-year old is still in no way that of an adult.

What Should Be the Goal of Practices, Games and Season

Although there are some areas of the game where the players are beginning to make progress, this is an age where ball skill and soccer instincts must be encouraged above the results (players development guide of the United States Soccer Federation (nd:27)). Additionally this guide recommends the following.

Each practices should address individual ball skills as well as individual and small group decision in the attack and when defending. As far as positions are concerned, players should learn the game based on principles of the games rather than position on the field. Let the players experience different positions and the different challenges that these positions create. The coach of 11 and 12 year olds is responsible for encouraging and direction the enthusiasm of these ages towards attacking, technical and thoughtful soccer.

V. CHARACTERISTICS OF U-14

This is just the transitional age into the adult game. They are also stronger physically and are more aware of what their bodies can do (players development guide of the United states soccer federation (nd:33)).

13-years old children are now less certain about themselves, less communicative, and somewhat more vulnerable. The 14 years old is typically becoming more outgoing and confident and loves competition and they also increasingly more able to plan, think ahead and to imagine options (Players development guide of the United States Soccer Federation (nd: 33-34)).

What Should Be The goal Of Practices Games And Season

It is an age (stage) where the players can learn team tactics. Tactics can be introduced/taught at this stage with at the same time physical fitness.

It is the U-14 age group that coaches should begin to focus somewhat on team issues and at this age ball skills, enjoyment and insight into the game, with a gradual introduction to mental toughness and results are the keys (Players development guide of the United States Soccer Federation (nd:34)). Adding to the above idea the "guide" stated that most of the exercises and games that the players play in practice should be competitive with a winning and losing teams. Two critical and interrelated themes in every practice should be recognizing when and how to get the ball out of pressure with the goal of getting forward and recognizing when and how to win the ball back, both as an

individual and as a group. In training sessions play small-sided games with different demands and challenges.

To conclude, the goal of practice and games should be helping the players to begin to solve problem as a group and therefore attention should be given to organization and freedom should also be given to the players to make decisions to solve problems and to experiment with the game.

VI. CHARACTERISTICS OF U-16

The players strength and aerobic power should be cultivated, since this is an age (stage) where the players physical maturity pretends to pay attention for the development of such athletic (physical) qualities (The coaching manual of FIFA (2006)).

What Should Be The Goal Of Practices, Games And Season

At this age level the players mental (psychological) as well as their physical maturity allows them to learn tactics or team issues. Therefore, the coach should address tactical issues and teach them its influence on the game. With their mental maturity, this age players should be taught to render decision by themselves during a course of action or game and to take risks for their decisions or measures. Up on explaining the above view the FIFA Coaching manual (2006)has stated that with this age level, the coach should look to address several issues over the course of the two year cycle that address how basic tactical issues can influence the game:-

- a. Small group ideas on both sides of the ball.
- b. How the small group ties into longer team concepts
- c. Some basic positional responsibilities and how, as a team, these responsibilities are interconnected.
- d. Accountability of their execution and decisions with the ball. Players at this age must respect aspire to have technical precision. Players need to

be made aware of how their ability to collect and pass the ball has direct impact on all aspects of the game.

To sum up, this age players should learn by experiencing a game that puts them in a realistic soccer game environment. For this to happen, the above concepts and themes should be thought in competitions where the games or exercises end with a winning and losing team.

VIII. CHARACTERISTICS OF U-18

At this stage the players have the physical maturity to work on their conditioning to meet the physical demand of the game. Tactical understanding and implementation is also an issue or area that these players have to have. At these ages, players should be able to recognize the needs of a particular game and how to make appropriate adjustments (players' development guide of the United States Soccer Federation (nd:41-42)). This means, players of this stage are capable to work on tactic, reading a game and changing tactical approaches accordingly.

What Should Be The Goal Of Practices, Games And Season

It is believed that players of these ages are equipped with the technical blueprint of soccer. And the goal of soccer at this stage is fine tuning their technical proficiency and other qualities which have already been developed and acquired. Further to this, their game insight, physical fitness and their attitude are the main goals of soccer of these stage players. In this regard the United States Soccer federation players development guide (nd:45) has stated the following:

At this age, the physical side of the game begins to play a larger role than before. Practices and matches should continue to focus on improving the players understanding of the tactical issues, such as how to control the rhythm of the game, as well as getting the group working not only functionally within the group but also as 11 players moving together on both sides of the ball. Some time should also be spent addressing how players and the team manage the game. Not only in terms of executing the game plan, but how to address different scenarios such as playing in the

final 15 to 20 minutes of a game with a lead when the game is tied, or when your team is losing. Therefore practices should always contain competition, critical thinking and technical repetition. The players also must be challenged every day to solve soccer problems.

2.6.2 TRAINING FOR GOALKEEPERS (GK)

Though, teaching and instructing goal keeper of youths of different age group is mandatory, early selection and assignment of youths to be a goal keeper may not be productive. Because it is not easy to select (predict) who could be a best goalkeeper in the early ages of youths. In line with this idea the United States Soccer Federation players development guide (nd:47-48) has indicated that development of a goalkeeper must be carefully monitored and conducted. The progressive teaching of technical skills is important given the concerns for safety within position. However restricting a player to position of goalkeeper at too early on an age may have a negative effect and eliminate them from future participation. Because it is impossible to predict who will develop into the best goalkeeper when they are ten and early selection as a goalkeeper may not be in the players best long-term interest. Adding to this, the guide has recommended the following approaches of goalkeeper in a youth soccer program. U-6: No Gk required for 3-V-3 and 4-V-4 games U-8: No Gk required for 4-V-4 games U-10: GK include within team-rotate players as GK U-12: Gk identified within team. GK share time but in order of priority which is determined by the coach U-14: GK chosen on ability and contribution to the game

2.6.3 TECHNICAL TACTICAL ELEMENTS WHICH NEEDS TO BE COACHED AT DIFFERENT AGE GROUP

	5-8 years	9-10 years	11-12years	13-14years	15-16years	17 above
Technical-tactical elements which need to be coached	<ol style="list-style-type: none"> 1. Agility on the air and on the ground 2. Small pitch soccer 	<ol style="list-style-type: none"> 1. Basic running and sprinting technique 2. The start technique (forward side) 3. Dribbling with the inside of the instep 4. Dribbling with the sole of the foot 5. Deceptive dribbling and feinting(15 ticks) 6. Juggling the ball 7. Kicking the ball with full instep 8. Kicking the ball with the inside of the foot 9. Receiving (amortization) with the inside of the foot 10. Receiving (amortization with the full instep 11. Receiving (rapping) with inside of the foot 12. Receiving (Trapping) with the sole of the foot 13. The delay and basic block tackle 14. Basic combinations 1:1 15. Helpful tactical games 16. Kicking at goal 	<ol style="list-style-type: none"> 1. Jumping with 1 and 2 feet 2. Dribbling with the outside of instep 3. Dribbling with the inside of the instep 4. Deceptive dribbling and feigning (10 tricks) 5. Jumping the ball 6. Kicking the ball with the inside of the instep 7. Kicking the ball with the outside of the instep 8. The wall pass 1-2 pass 9. Receiving (amortization with the thigh 10. Receiving (trapping) with the chest 11. Receiving with the outside of the instep 12. Heading with the middle zone of the fore head 13. The sliding straddle tackle 14. Basic combinations 2:1 15. Reading at goal 	<ol style="list-style-type: none"> 1. Changing direction and speed 2. Deceptive dribbling and feinting 3. Juggling the ball 4. Chipping the ball 5. Full volley kick (front side) 6. Half valley kick (front side) 7. Receiving (amortization) with the stomach chest 8. Receiving (trapping) with the stomach chest 9. Heading with the side zone of the forehead 10. The shoulder charge 11. Basic combinations 2:2 12. Small pitch and full pitch soccer 	<ol style="list-style-type: none"> 1. Over head (scissors) 2. Kicking with the too, health and knees 3. The diving header 4. Intercepting the pass 5. Basic combination 3:0 6. Basic combination 3:2 7. Team technical tactical playing pattern attach 8. Team technical tactical playing pattern defense 9. Set-play attacking situation 10. Set-play defending situation 	Reinforcing the elements which already coached, according to the weakness of trances and the game.
Total elements	2	16	16			

Table 2.2 Adapted from Richard Allagich (1995:17,36,95,2176,268 and 392)

2.6.4 WHAT SHOULD BE THE STRUCTURE OF THE PRACTICAL COACHING SESSION FOR DIFFERENT AGE GROUPS FOOTBALL PLAYERS

In the previous pages those technical-tactical elements which need to be coached at different age level were discussed. These elements need to be structured and practiced in training sessions in accordance with the parts (phases) of a training session. In doing so Richard Alagich (1995:19, 38, 97, 178, 270 and 394) have forwarded the following recommendations for the structures of the practical coaching session of each level. An these recommended structures of the practical

Level	Structure of the practical coaching session		
	Introductory party	Main part of the coaching session	Concluding part
5-8 years	9. Agility on the air and on the ground = 30' 10. Helpful tactical games = 30'	1. Small pitch soccer = 28'	summarizing the coaching session = 2'
9-10 years	1. Juggling the ball = 3' 2. Individual corrective technical-tactical coaching = 5'	1.2 Helpful tactical games = 10' 1.3 Deceptive dribbling and feinting = 1.4 Technical-tactical program elements = 10' 1.5 Technical-tactical shooting elements = 10' 1.6 small pitch soccer = 20'	-Summarize the coaching session = 2'
11-12 years	1. Juggling the ball = 3' 2. Individual corrective technical-tactical coaching = 5'	1. Helpful tactical games = 10' 2. Deceptive dribbling and feinting = 10' 3. Technical-tactical program elements = 15' 4. Technical-tactical shooting elements = 15' 5. small pitch soccer = 20'	Summarizing the coaching session = 2'
13-14 years	1. Basic running and then sialic exercise for flexibility "sichout the ball = 10' 2. Active exercises for flexibility with out the ball = 6' 2 Juggling the ball = 3' - Individual corrective technical-coaching = 4'	1. Helpful tactical games = 10' 2. Deceptive dribbling and feinting = 5' 3. Technical-tactical program elements = 15' 4. Technical-tactical shooting elements = 15' 5. Small pitch and full pitch soccer = 30'	Summarize of the coaching session = 2'
15-16 years		1. Helpful tactical games = 10' 2. Deceptive dribbling and feinting = 5' 3. Technical- tactical program elements = 25' 4. Technical- tactical shooting elements = 15' 5. Small pitch and full pitch soccer = 30'	- Summarize the coaching session = 2'
17 YEARS ABOVE		1. Helpful tactical games = 10' 2. Deceptive dribbling and feinting = 5' 3. Technical- tactical program elements = 25' 4. Technical - tactical shooting elements - 15' 5. Small pitch and fuel pitch soccer = 30'	- Summarize the coaching session = 2'

Table 2.3 Structure of the practical coaching session for different age group players

2.6.5 COMPETITION FOR DIFFERENT AGE GROUP FOOTBALL PLAYERS

Competition is a central element in a players development (players development guide of the United States soccer federation (nd:20). But what should be done is that, the game (match) ought to be fit of the developmental level of the trainees. In this regard Richard Alagich (1995:31,78,136,263,318&411)have recommended game specifications for different age group soccer trainees. For this the table below shows those specifications of the game and in addition this table contains information about the number of matches which need to be played per calendar year (players' development guide of the United states soccer federation (d 32-45)).

Age	Specifications							
	Field size (Lxw)	Ball size	No of players a side	Penalty kick	Throw-in	Goal kick	Corner kick	No of matches per year
5-8 years	30-47 x 21-46 yds	3	6 (with GK)	(6yds)	✓	✓	✓	no need of organized game
9-10 years	44-59 x 21-46 yds	4	7 (with GK)	(8yds)	✓	✓	✓	20
11-12 years	5-100x 50-100 yds	4	8 (with GK)	(10yds)	✓	✓		30
13-14 years	100-130 x 50-100 yds	4=13 5=14	11 (with GK)	(12yds)	✓	✓	✓	30
15-16 years	100-130 x 50-100 yds	5	11(with GK)	(12yds)	✓	✓	✓	30
17 years	100-130 x 10-100 yds	5	11 (with GK)	(12yds)	✓	✓	✓	30

*yds=yards, Gk=goalkeeper, LxW=length times width

Table 2:4 Game specifications for different age group players

CHAPTER THREE

3. METHODS AND PROCEDURES OF THE STUDY

3. 1 The *Research Methodology*

In order to have a clear picture about the practice of youth football program in Addis Ababa city administration, a descriptive survey method has been used. As its nature, this method was appropriate to define, describe and understand the strength and limitations of the program. This method was more appropriate to gather variety of data related to the study and to analyze the data in mixed type of quantitative and qualitative approach (Creswell, 2003:128)). So as to make the study come completion the following major tasks were done. These were:-

- Data gathering
- Data analysis
- Evaluation of the program on the bass of the collected data and finally
- Conclusion have been drawn and recommendations has forwarded

3.2 Sources of Data

3.2.1 Primary data sources

So as to get the necessary information; training sessions, coaches and principals has been used as the sources of data. The data (information) was obtained by employing some data gathering tools as observation, questionnaire and interview,

3.2.2 Secondary data Source

In addition to those of the above mentioned primary data sources, the researcher have obtained data from a number of secondary data sources as: manuals and documents. The data from these sources were obtained with document analysis.

3.3 Instruments of Data collection

The re-searcher has employed a number of data collection tools together. That was just for the sake of obtaining reliable and ample data and drawing an appropriate conclusion and in turn to formulate valid recommendations and suggestions. The tools which were employed were observation, questionnaire, interview and document analysis.

Observation

Observation has been used to obtain information about the training and information about the availability of facilities and equipments. Though 52 training sessions (4 consecutive training sessions of each project) has been proposed to be observed only 44 training session has been observed and the number of sessions observed varies from 3-4 from project to project. The observation has been done from February 25 up to April 25 . This was just because of some problems. Some projects miss some of their training days. A project has been found completely out of training during the time period of observation. The training field of this project has been taken for other constructional purpose. Therefore, these problems have contributed for the number of observations made to be less than the proposed one.

Questioner

A questionnaire which contains both open and close ended question was prepared and distributed for coaches in order to gather data about the coaches educational background, educational qualification level, coaching experience, and coaching level. This instrument has also been used to identify perceived difficulties or constraints in relation to the availability of facility, equipment, coaching manuals and players' categorization. Moreover, the questionnaire has also used to identify problems in relation with the availability of matches (competitions).

Interview

Interview guide has been prepared and conducted with two officials or principals (Addis Ababa football federation officer and Addis Ababa youth and sport research and training officer). With this instrument the division of players, level of the coaches and availability of facilities, equipments and manuals has been gathered. An information in relation with supervision also obtained from officials with this tool.

Document analysis

To strengthen the data which has been obtained from different sources with the above tools, document analysis has been done. With this the coaching manuals has been assessed and evaluated.

3.4 Procedure of Data collection

The above mentioned data gathering tools has been constructed on the bases of review literature and the required data which has been collected. Before the distribution of and utilization of the tools to collect the desired data they have been approved. Accordingly corrections and reconstructions have been done.

3.5 Pilot Test

Before the distribution of the questioner to gather the data, pilot test has been done with five respondents who were not part of the sample group. Even though the questioners were distributed for seven respondents, only five of the questioners were filled and returned. As a result the pilot has been done with five respondents. The reliability has been calculated by dividing the questioner in to two as questions which have two alternative responses and five alternative responses. Thus, the reliability has been calculated for those questions which have two alternative responses and five alternative responses separately.

For those questions which have five alternative responses Guttman Split-half Method has been used. In a sense the questioner was reliable.

But the reliability has been calculated only for those questions which have two or five alternative responses, even though there were questions which have alternative responses of three, four and six. But the number of these questions was very less (only four questions).

3.6 Method of Data Analysis

Data analysis has been done by systematically arranging and organizing the data which has been obtained through observation, questionnaire, interview, and document analysis. Thus, the data which has been gathered with those of the above mentioned tools has been grouped in their own categories and the presentation had not necessarily referred to each individual item. Related items have been treated together. This was just for the purpose of convenient.

The quantitative aspect of the collected and organized data has been analyzed by using Percentage, count, and descriptive statements. While the qualitative aspect of the data has been analyzed with a narrative approach.

3.7 Sampling procedure

Currently Addis Ababa city administration is practicing youth soccer development program with twenty football project (boys' football projects). And the researcher has conducted the study on these football projects. It is a well known fact that for a more credible and applicable finding the study should be done on all of these football projects without the employment of any sampling. But because of some constraints as time shortage, finance, and number of investigators, it seems reasonable to use (employee) a representative sample.

Bearing this in mind, the researcher has employed some sampling methods. First the researcher has made a strata based on the governing body of the projects or by the organization which runs the projects. With this, there are two strata's as football projects which run by the EFF and football projects

which run by Addis Ababa city government education bureau, and Addis Ababa football federation. Under the EFF, there are three boys football projects (15-17 years) while under Addis Ababa city government education bureau and Addis Ababa football federation there are seventeen projects (11-15 years).

For those projects which run by EFF, a comprehensive sampling method has been employed. Since their number is less, all of the projects were taken as the sample of the study. Whereas for those seventeen football projects which are under the supervision of Addis Ababa city government education bureau , Addis Ababa football federation and ministry of youth and sport only ten projects has taken as a representative sample of the target group. Since they are much dispersed all over in Addis Ababa town, it was too much difficult to conduct the study with all these projects without sampling. That was because of the time that the researcher has and the financial power of the researcher. For this a simple random sampling (lottery) method was employed. Therefore, with this method ten projects has been taken. But for this, stratification has been employed on the basis of geographical location (sub-city) and simple random sampling has been used following this stratification. However, the number of projects in each sub-city ranges from one. To two for those sub-cities which have only one project, simply the project has been taken, but for those sub-cities which have two projects, simple random sampling has been employed. As a result one project from each sub-city has been taken as a sample.

Generally, different methods of sampling have been used to select the sample from the target group. With stratification comprehensive and simple random sampling methods has been used. As a result thirteen football projects from the total of twenty football projects have been selected. Thus the sample size accounts 65% (percent) of the target group.

The table below shows the total number of football projects in Addis Ababa, the target group (Boys football project) of the study and the size (the number) of sample projects which were drawn from the total number of the target group projects.

Table 3.1: Sample size

Projects	Under EFF	Under AACGEB AAYSB	Total
Boys football project	3	17	20
Girls football projects	1	3	4
Total/Both boys & girls football projects	4	20	24
Target group of the study (Boys football projects)	3	17	20
Sample group of the study	3(100%)	10(58.84%)	13(65%)

*EFF = Ethiopian Football Federation

*AACGEB = Addis Ababa City Government education Bureau

*AAYSB= Addis Ababa Youth and Sport Bureau

CHAPTER FOUR

4.1 ANALYSIS AND INTERPRETATION OF DATA

This chapter analyzes and interpretes the data collected through questionnaire, observation, interview and document analysis to give answers to basic questions raised in the study. In the tables the items were placed in relation to the particular sub-topic for description following each table. Thus, the data has been analyzed by using tables and textual discussion. As such it forms the fundamental ground for conclusion and recommendations of the study. Accordingly, the data gathered and analyzed include the following major issues as the educational and coaching qualification of coaches, the training environment in terms of the availability of facility and equipment, the number of players and availability of competitions, coaching manuals and the training it self.

4.1 THE COACHES EDUCATIONAL BACKGROUND AND QUALIFICATION LEVEL

Table 4.1 the coaches educational and coaching qualification level and their work experience (obtained from questionnaire)

No	Items	Alternatives	Respondents (coaches)					
			11-15 age group Total- 10		15-17 age group Total = 3		Both group . Total = 13	
			No	%	No	%	No	%
1	Your educational qualification level	(1) Twelve (12) complete						
		(2) Certificate						
		(3) Diploma	8	80	1	33.33	9	69.23
		(4) Degree	2	20	2	66.67	4	30.76
		(5) Masters degreed 8 above						
		If it is out of the alternative specify it						
2	If your response for question number 1 is alternative 3,4 or 5 what is your educational background that you get this qualification level	(1) Teaching in physical education and sport	10	100	3 *	100	13	100
		(2) Teaching in other subjects						
		If it is out of teaching specify it						
3	What is your main duty (Profession)	(1) Teaching in physical education and sport	10	100				
		(2) Teaching in other subjects						
		If it is out of teaching specify it				3	100	
4	Year of experience in teaching	(1) Less than one year						
		(2) 1-4 years	1	10			1	7.69
		(3) 5-10 years	4	40	2	66.67	6	46.15
		(4) 11-15 years			1	33.33	1	7.69
		(5) 16 years and above	5	50			5	
5	Year of experience as a coach	(1) Less than one year						
		(2) 1-4 years	7	70			7	58.84
		(3) 5-10 years	1	10	2	66.67	3	23.07
		(4) 11-15 years			1	33.33	1	7.69
		(5) 16 years and above	2	20			2	15.38
6	Year of experience as an assistant coach	(1) no experience	10	100	3	100	13	100
		(2) less than one year						
		(3) 1-4 years						
		(4) 5-10 years						
		(5) 11 years and above						
7	What is your current qualification level in coaching?							

No= number total = number of respondents

Table 4.1 Shows as 80% of those school based (11-15 age groups Project coaches are diploma holders in teaching physical education and sport. While the rest 20% are degree holders in the same field or study. Whereas those coaches of 15-17 age group projects, 33.33% are diploma holders and 66.67% of them are degree holders with physical education and sport. Thus as a whole 69.23% of the coaches are diploma holders while the remaining 30.77% of the coaches are degree holders in physical education and sport.

All of (100%) those 11-15 age group coaches are physical education and sport teachers as their main duty. While all of those coaches of the other group (15-17 age group) are coaches as their main duty.

The coaches of the first group exhibit different years of experience in teaching as 10% , 40% and 50% of them have 1-4 years, 5-10 years and 16 (above) years of experience respectively. 66.67 % and 33.33% of those 15-17 age group coaches have 5-10 years and 11-15 years of experience in teaching respectively.

With regard to their experience in coaching as a main coach, it ranges from 1-4 years to 16(above) years. In detail 70% of the former group coaches have 1-4 years of experience, 10% of the coaches have 5-10 years of experience and 20% of them have 11-15 years of experience. In the later group, 66.67% of the caches have 5- 10 years of experience and 33.33% of them have 11-15 years of experience. Generally 53.84% 23.8%, 7.70% and 15.38% of the coaches have 1-4 years, 5-10 years, and 16 (above) years, of experience as a main coach respectively.

As an assistant coach, none of the coaches of both group have an experience in such a position.

In the case of those school based projects, all of the coaches took only fundamental coaching training (this is just their coaching qualification level that they have). While all of those coaches of 15-17 age group, all of them have level 2.

4.2 ASSISTANT COACHES

Table 4.2 availability of assistants who assist the coach (obtained from questionnaire)

No	Items	Alternative	Respondents (coaches)					
			11-15 age group Total = 10		15-17 age group Total = 3		Both group Total = 13	
			No	%	No	%	No	%
1	Do you have an assistant coach?	(1) yes						
		(2) No	10	100	3	100	13	100
2	What educational background does he / she has?	1. physical education & sport 2. Teaching in other subjects						
		If it is out of the above specify it						
3	How many years of experience does your assistant coach has either as a coach or an assistant coach?	(1) Less than one year						
		(2) 1-4 years						
		(3) 5-10 years						
		(4) 11-15 years						
		(5) 16 years and above						
4	Do you have an assistant who can give first aid when your players get injured during training?	(1) yes						
		(2) No	10	100	3	100	13	100
5	If your response for question number 4 is no, who gives first aid when injures occur during training?	(1) you yourself						
		(2) The injured player						
		(3) other players						
		(4) Sport club participant students						
		(5) No first aid	10	100	3	100	13	100
6	How do you rate the access of first aid tools to give first aid by the assistant or by yourself or by any other body when injuries occur during training	(1) Very high						
		(2) High						
		(3) Low						
		(4) Veiy low						
		(5) There is no an Access of first aid tools						
			10	100	3	100	13	100

No= number, Total = number of respondents

In both groups, none (100%) of the coaches have an assistant coach. At the same time in both groups none (100%) of the coaches have an assistant who is

assigned to give first aid when injuries occur during training. As a result all (100%) of the coaches are obliged to give first aid by themselves. In this regard the other shortcoming that exaggerates the problem is the shortage of first aid tools. Because as it is responded by all (100%) of the coaches (for both groups) have assured as there is no an access of first aid tools to give first aid by themselves. Moreover, all of the coaches did not take any training in relation with how to deal with injuries during training or how to give first aid. However, youth coaches need to be equipped with safety issues (first aid and liability issues related to treatment of injuries (NSCAA (2004:28)).

4.3 THE TRAINING ENVIRONMENT

4.3.1 FACILITY AND EQUIPMENT

Table 4:3: availability of facilities for training (obtained from questionnaire)

No	Items	Alternatives	Respondents (coaches)					
			11-15 age group Total = 10		15-17 agegroup Total = 3		Both group Total = 13	
			No	%	No	%	No	%
1	Does your field has two goals	(1) yes	10	100	2	66.67	12	92.3
		(2) No only one goal			1	33.33	1	7.70
		(3) No						
2	Does your goals have net/s	(1) Yes	6	60	1	33.33	7	53.85
		(2) No only for one goal						
		(3) No	4	40	2	66.67	6	46.15
3	If your goals have net/s how do you rate the capability of the net/s to protect a ball from going out	(1) veiy high	1	16.67			1	14.28
		(2) high	2	33.33	1		3	42.85
		(3) Low	2	33.33			2	28.57
		(4) very low	1	16.67			1	14.28
		(5) it can not protect						
4	Do you have portable goal/s	(1) yes						
		(2) No	10	100	3	100	13	100

No=number, Total=Number of respondents

It is a well known fact that a soccer field is the most indispensable iaciitiy lor coaching and training of soccer. All of those school based projects (100%)

have a regular soccer field with two goals. On the other side a project (33.33%) has found with only one goal with a half soccer field. This is just among from those projects of 15-17 age bands. While the rest two (66.67%) projects have a full soccer pitch with two goals.

Even though almost all of the projects 92.3% (12) have a soccer field with two goals, only 60 (6) and 33.33% (1) of those school based and 15-17 age band projects respectively have nets for their goals. On the contrary 40% (4) and 66.67% (2) of the former and the later group respectively have not nets for their goals. Generally, when 53.85% (7) have nets for their goals while the remaining 46.15% (6) of the projects have not.

When we see the capability of the nets to protect a ball from going, out of hose which have nets: 16.67% (1), 33.33% (2), 33.33(2) and 16.67% (1) are very high, high, low and very low respectively. This just for those school based (11-15 age group) projects. In the other group (15-17 age group) only one of the project have nets and its capability to protect a ball has found as it is high.

The information which has been obtained via observation goes in parallel with the above and it strengthens that.

Moreover none of either group projects have portable goals for training or small- sided games. With this respect (i.e. field, goal, portable goal and nets) the training environment was not conducive to run appropriate training.

Table 4:4 Availability of training balls and cones (obtained from questionnaire)

No	Items	Alternative	Respondents (coaches)					
			11-15 age group Total = 10		15-17 age group Total = 3		Both group Total = 13	
			No	%	No	%	No	%
1	By what time interval do you get ball supply?	(1) Per month						
		(2) per 3 months						
		(3) per 6 months						
		(4) per year	2	20	1	33.33	3	23.07
		(5) per 2 years	5	50			5	38.46
		IF there is any other interval of time specify it	3	30	2	66.67	5	38.46
2	How many of your players have their own ball?	(1) All of the trainees						
		(2) More than half of the trainees						
		(3) Half of the trainees						
		(4) less than half of the trainees						
		(5) None of the trainees	10	100	3	100	13	100
3	What size of balls do you get during supply?	(1) size 3						
		(2) Size 4	6	60			6	46.15
		(3) Size 5	1	10	2	66.67	3	23.07
		(4) Different size balls	3	30	1	33.33	4	30.77
		(5) The size is not known						
4	How do you rate the availability (adequacy) of ones	(1) very high						
		(2) High					-	
		(3) Low	1	10			1	7.70
		(4) Very low	3	30			3	23.07
		(5) No cone at all	6	60	3	100	9	69.23

No = Number, Total = Number of respondents

"Practice balls are probably the most important pieces of equipment for a basic soccer program. Having a suitable ball for each player provides the best learning situation "(William Thomson (1988:19)).

Despite the durability of the balls, none of the projects have a ball supply in a time period of less than one year. Based on the information obtained (Table 4.5) the durability of the balls ranges from three months to one year in relation with the suitability of the training field and the quality of the balls. 20% (2) and 33.33%(1%) of those school based and 15-17 age group projects respectively receives ball per year. While 50% (5) of the former group projects gets per two years and the rest 30%(3) of those school based project coaches have responded as there is no a fixed time period for ball supply. Some of the respondents (coaches) of this group have responded as they only get one balls once in a 3 years period of time (i.e.) starting from time that the projects have started still now). 66.67% (2) of the second group project coaches have responded as there is no any fixed period of time to offer balls for them. Moreover the number of balls that they get ranges from 5-20. In a sense the number of balls that they receive (being supplied) varies from project to project and from supply to supply (For those school based projects). Whereas in those projects of 15 to 17 age group all (100%) of the projects receive 12 balls in a single supply, though the time period varies.

Generally, as a whole, 23.07% (3), 38.45%(5) and 38.46% (5) of the projects receive balls per year years, per two years and without a fixed period of time respectively.

All (100% or 13) of the players of both group projects have no their own ball that they bring for training. This can contributes to the problem of ball shortage.

As a result 10% (1) , 60% (6), 10%(1) and 20% (2) of the first group respondents have responded as the severity of the problem of ball shortage is very high, high, very low and as there is no ball shortage respectively. While 33.33% (1) respondents of the second group have responded as the problem is very high and the rest 66.67%(2) of them responded as it is high. Thus as a whole 15.38 % (2), 61.54% (8) , 7.70% (1) and 15.38% (2) of the respondents have rated it as the problem is very high, high, very low and as there is no problem respectively.

When we see the size of the balls in the case of the first group projects (11-15 age group), 60% (6) of them receives size 4, 10% (1) of them receives size 5 and 30% (3) of the projects receive different size balls. In the case of the second group projects 66.67% (2) receive size 4 and 33.33% (1) receives different size balls. In the case of the second group projects 46.15% (6) receives size 4, 23.07% (3) receives size 5 and 30.76% receives different size balls.

The information which has been obtained via observation fits with the above data (information). For example, practice sessions have been observed when the coaches run it with 4,5 or 6 balls for 25 or more players. And on the other extreme coaches have been observed as they run training sessions with 30 balls for 25 or more players.

In relation with the availability of cone, 10%(1) , 30(3) and 60% (6) of the first group respondents respond as it is low, very low and no cone at all respectively. And 100% (3) of the second group respondents respond as there is cone at all. In total 7.70% (1) of the respondents rate it as it is low, 23.07% (3) of them rate it very low and 69.23% (9) of them respond as there is cone at all.

Therefore on the basis of the above table and explanation the availability of equipment as ball and cone is not ample. Thus, it is logical to say the environment in this regard is not conducive to run an appropriate training.

Table 4.5 players sport wear (obtained from the questionnaire)

N O	ITEMS	ALTERNATIVES	RESPONDENTS (COACHES)					
			11-15 age group TOTAL= 10		15-17 AGE GROUP TOTAL = 3		BOTH GROUP TOTAL = 13	
			No	%	No	%	No	%
1	UNIFORM (SHIRTS AND SHORTS)	(1) VERY HIGH						
		(2) HIGH	1	20	1	33.33	2	15.38
		(3) LOW	6	60			6	46.15
		(4) VERY LOW	3	30	2	66.67	5	38.40
		(5) NO AT ALL						
2	SOCCER BOOT	(1) VERY HIGH						
		(2) HIGH						
		(3) LOW	1	10			1	7.70
		(4) VERY LOW	2	20			2	15.38
		(5) NO AT ALL	7	70	3	100	10	76.92
3	SHIN PAD	(1) VERY HIGH						
		(2) HIGH						
		(3) LOW						
		(4) VERY LOW						
		(5) NO AT ALL	10	100	3	100	13	100
4	SOCK	(1) VERY HIGH						
		(2) HIGH						
		(3) LOW						
		(4) VERY LOW						
		(5) NO AT ALL	10	100	3	100	13	100

*No = Number, Total = number of respondents

Although the severity differs to an extent, shortage of those sport wears as uniform, soccer boot, shin pad and sock has found a prominent problem. Among those school based projects respondents 10% (1) of them have respond high, -60% (6) respond low and 30% (3) of them have responded very low for the availability of Uniform. And in those respondents of 15-17 age group 33.33% (1) have respond high and 66.67% (2) of the respondents have respond very low. In total, "the availability (adequacy) of uniform has found high, low and very law as responded by 15.38(2), 46.15% (6) and 38.46% (5) of the respondents respectively.

The provision of soccer boot for the players in the case of those school based projects has found low by 10% (1), very low by 20% (2) and not at all by 70%(7) of the respondents. And in the other group its provision has found as there is no any supply as responded by all or 100% (3) of the respondents. As a result the provision of soccer boot has found low by 7.7% (1), very low by 15.38% (2) and no at all by 76.92% (10) of the respondents as a whole. In addition, the provision of this sport wear (soccer boot) has found very less in all of the projects during observation. 3 to 5 players in each school based projects have been seen as they practice with bare foot during training. But such a problem of being bare foot during training have not been seen in those projects of 15-17 age group projects, although there is a problem.

The information which has been obtained via interview strengthens the above fact "... Still there is no a supply of a regular soccer boot. Instead there is only a supply of "Shera Chama" per year" Said one of the principal. Adding to this He said "It is not suitable and durable to serve for a year." However, "the most important equipment for any soccer player is his pair of boots. He can play in a tight shirt, baggy shirt, baggy shorts and odd socks without it affecting his performance, but the boots really do matter. It is advisable to train while wearing your football boots too, as this improve your feel of the ball."(Sean Calley(1991:16)).

The availability or provision of shin pad and sock has found very poor in both groups of the projects. All of the respondents or 100% (13) respond as there is no any supply of such item. This has been seen during observation.

4.3.2 THE NUMBER OF PLAYERS

Table 4.6 Number of players in a project (obtained from the questioner)

No	ITEMS	ALTERNATIVES	RESPONDENTS (COACHES)					
			11-15 AGE GROUP TOTAL = 10		15-17 AGE GROUP TOTAL= 3		BOTH GROUP TOTAL = 13	
			No	%	No	%	No	%
1	HOW MANY PLAYERS (TRAINEES) DO YOU HAVE IN YOUR PROJECT?	(1) 10-15 PLAYERS						
		(2) 16-20 PLAYERS						
		(3) 21-25 PLAYERS	4	40	2	66.67	6	46.15
		(4) 26-30 PLAYERS	4	40	1	33.33	5	38.46
		(5) > 30 PLAYERS	2	20			2	15.38
2	DO YOU TRAIN ALL YOUR TRAINEES IN A TRAINING SESSION TOGETHER?	(1) YES						
		(2) NO	10	100	3	100	13	100
3	IF YOUR RESPONSE FOR QUESTION NUMBER 2 IS NO, HOW MANY GROUPS DO YOU HAVE?	(1) 2 GROUP						
		(2) 3 GROUPS						
		(3) 4 GROUPS						
		(4) 5 GROUPS						
		(5) > 5 GROUPS						

No= number, Total= number of respondents

The number of players which are training or being coached in a project varies from project to project.

As table 4.6 displays among those school based projects 40% (4) of the projects has 21-25 players each and the other 40 % (4) has 26-30 players each. While the remaining 20% (2) of the projects has more than 30 players in each. In this regard those projects of 15-17 age group, 66.67% (2) of them have 21-25 players each and 33.33% has 26-30 players each. Thus out of the total projects 46.15% (6) of them has 21-25 players 38.46% (5) has 26-30 plays and the remaining 15.38% (2) has players of more than 30 each.

The information which has been obtained via observation and interview goes in parallel with the above information or data.

Despite the number of players in each project the availability of facility and equipment and assistant coach all or 100% (13) of the coaches of both groups train all of their trainees together in each training session. Since there is a problem of shortage of equipments, facility, and assistant coach it is not appropriate to train all the trainees together in all of the training session. For instance, how can a coach can run a small sides game as part of his practical coaching session with 25 or more players in a half soccer field with a single goal within a session?, how can a coach instruct technical tactical elements with 25 or more players without an assistant coach?. Therefore it is possible to say the program is poor or problematic in this regard.

Table 4.7 Homogeneity of players (obtained from the questionnaire)

No	Items	Alternatives	Respondents (coaches)					
			11-15 age group Total = 10		15-17 age group Total= 3		Both group total=13	
			No	%	No	%	No	%
1	How do you rate the technical skill level difference of your trainees?	(1) Very high						
		(2) High	1	10			1	7.70
		(3) Low	5	50	3	100	8	61.54
		(4) Very low	4	40			4	30.76
		(5) No difference						
2	How do you rate the difficult created by the technical skill level difference of your trainees to coach them together	(1) Very high						
		(2) High						
		(3) Low	1	10	1	33.33	2	15.38
		(4) Very low	5	50			5	38.46
		(5) No problem	4	40	2	66.67	6	46.15
3	What mechanism are you using to handle the problem?							
4	How do you rate the physical attribute difference of your trainees?	(1) Very high						
		(2) High						
		(3) Low	5	50	2	66.67	7	53.84
		(4) Very low	5	50	1	33.33	6	46.15
		(5) No difference	6	60				
5	How do you rate the difficulty created by the physical attribute difference of your trainees?	(1) Very high						
		(2) High						
		(3) Low	1	10			1	7.70
		(4) Very low	3		1	33.33	4	30.76
		(5) No Problem	6	60	2	66.67	8	61.54
6	What mechanism are you using to handle the problem?							

No = Number, Total = Number of respondents

As Table 4.7 depicts, only 10% (1) of the 11-15 age group respondents respond high for the technical skill level difference of their players. But the rest 50% (5) and 40% (4) of the coaches' respond as it is low and very low respectively. On the other hand all of or 100% (3) of those coaches of the other group projects respond

as it is low. Thus, in total 7.70% (1), 61.14% (8) and 30.76% (4) of the coaches respond high, low and very low respectively.

What the above table shows is that only one (7.7%) of the respondents' rate the technical skill level difference of his players high but the rest all rates it low and very low. Therefore, the difference is not that much challenging to coach them together. In this regard among all of the coaches of both group projects only 15.38 % (2) rate the difficult created by the players technical skill level difference to train them together low. But the rest 38.46% (5) of them rate it very low and 46.15% (6) of respondents responded as there is no any problem created by it.

The difference in physical attributes among players is low as 50% (5) of the respondents and very low as 50% (5) of the respondents and very low as 50% (5) of the respondents of those school based projects. In the case of the second group projects, the difference is low as 66.67% (2) of the respondents and very low as 33.33% (1) of the respondents. Generally, the difference is low as responded by 53.84% (7) and very low as responded by 46.15% (6) of the coaches. As a result, the problem or difficulty created by the difference to coach the players together has found low and very low as responded by 7.70% (1) and 30.76% (4) of the coaches respectively. Moreover, 61.54% (8) of the coaches responded as there is no any problem in relation with this.

As a result of the coaches do not obliged to cope with problems and to have some approaches.

To develop players performance in a progressive manner, it is mandatory, to offer (provide) training which is appropriate to there age level. To do this primarily players need to be grouped in accordance with their age level. In a simple word players in a project need to be similar in their skill level and physical attribute. On the bases of the above data (Information) the players are grouped in accordance with their age level. This is just a strong side of the program. Because it is one aspect which contributes to the conduciveness of the training environment to run age appropriate training. As a result the program has found strong in this regard.

4.4 COMPETITION

Table 4.8 Number of games that each project play per calendar year (Obtained from the Questioner)

No	Items	Alternative	Respondents (coaches)					
			11-15 age group Total = 10		15-17 age group Total = 3		Both group Total = 13	
			No	%	No	%	No	%
1	How many games do the stakeholders prepare for your project per year?	(1) 21-30 games						
		(2) 11-20 games						
		(3) 5-10 games						
		(4) 1-4 games						
		(5) No game (match) at all	10	100	3	100	13	100
2	How frequently do you conduct friendship matches (games)?	(1) Each week						
		(2) Each month	6	60			9	69.13
		(3) Each 3 months	1	10	3	100	1	7.70
		(4) Each 6 months	1	10			1	7.70
		(5) Each year	2	20			2	15.38
		If there is any other interval of time indicted it						

No= number, Total= Number of respondents

The highest proficiency can only be reached within the frame work of a highly demanding competitive system, competition and training only stand in an effective interrelationship to each other, when high demands as performance during competition also set the standard for a corresponding high and complex training bad (the DFB international coaching course manual (2008:92)). Thus, competition is a central element in a player's development (players development guide of the us soccer federation (nd:20)). In addition, this guide (32-15) recommends 30 matches (games) per calendar year for soccer players who ages 12 through 17.

Despite its invaluable role in the players' developments program anu WH«.L 10 recommended, the program is out of incorporating competitions (matches) in the players' development program. In a sense all of 100% (13) of the projects of both group coaches respond as there is no any match or game per calendar year which is organized or prepared by the stakeholders. However, the coaches do not ignore incorporating matches as an element of

their program, though the number of matches that they prepare and play differs from project to project. As a result 60% (6), 10%(1), 20%(1) and 20% (1) of those school based projects prepare and play friendship matches per months, per 3 months , per 6 months and per year respectively while all or 100% (3) of those 15-17 years age group projects play friendship matches each month. Thus, as a whole 69.23% (9) of the projects play friend ship matches per month and 7.70% (1) of them play such kind of games each three months. While the remaining 7.70 % (1) and 15.38% (2) of the projects play friendship matches once in 6 months and once in a year respectively.

In any way the number of matches that each project play per year is to much less than the recommended one. For example among all of the projects 69.23% (9) of them play only friendship matches each month (one match per month) thus they play 10 or less friendship matches per year 7.70% of the projects play friendship matches each 3 months. In other words they play only not more than 4 games per year. Those projects which play friendship matches per 6 months (7.70% (1) play only 2 or 1 games per year, there are also projects which play only one friendship match per year (15.38% (2) of the projects).

To sum up the number of matches which these projects play per calendar year ranges from 2-10 friendship matches only. There is no any national or regional championship. Thus, it is far more less than the recommended one to develop the players.

4.5. THE COACHING MANUAL

Table 4.9 the appropriateness of the manuals recommendation as rated by the coaches (Obtained with questionnaire)

No	Items	Alternative	Respondents (coaches)					
			11-15 age group Total = 10		15-17 age group Total = 3		Both group Total = 13	
			No	%	No	%	No	%
1	Do you have a coaching manual which is prepared by the stake holders?	(1) yes	8	80	3	100	11	84.61
		(2) No	2	20			2	15.38
2.1	The Manual contains clear directions	(1) Strongly agree	1	12.50			1	9.09
		(2) Agree	7	87.5	3	100	10	90.90
		(3) Disagree						
		(4) Strongly disagree						
		(5) Difficult to decide						
2.2	The manual contains activities or drills which are appropriate to the age of the trainees.	(1) Strongly agree						
		(2) Agree	6	75	3	100	9	81.81
		(3) Disagree	2	25			2	18.18
		(4) Strongly disagree						
		(5) Difficult to decide						
2.3	The manual recommends an appropriate emphasis of training to the trainees.	(1) Strongly agree	1	12.50			1	9.09
		(2) Agree	5	62.5	3	100	8	72.72
		(3) Disagree	1	12.50			1	9.09
		(4) Strongly disagree	1	12.50			1	9.09
		(5) Difficult to decide						
2.4	The manual recommends an appropriate duration of training to the trainees.	(1) Strongly agree	1	12.5			1	9.09
		(2) Agree	5	62.5	2	66.67	7	63.63
		(3) Disagree	1	12.5			1	9.09
		(4) Strongly disagree						
		(5) Difficult to decide	1	12.5	1	33.33	2	18.18
2.5	I use the manual to coach the trainees.	(1) Strongly agree						
		(2) Agree	6	75	3	100	9	81.81
		(3) Disagree	2	25			2	18.18
		(4) Strongly disagree						
		(5) Difficult to decide						

No = Number, Total = number of respondents

A manual which aids (directs) youth coaches what and how to do with youth of different age level players is a convincing fact for every one as it plays an incalculable role lose to provide scientific and relevant trainings. Out of those 10 school based projects, 80% (8) of t the coaches have coaching manual which is prepared and given by the stakeholders. 20% (2) of the remaining coaches of this group have no manual. While all [100%) of the second group coaches have a coaching manual. This means, out of the total 13 coaches 11 (84.64%) of them have a coaching manual and the rest 2 (15.38%) of them have not.

Among those 11-15 age group coaches who have a coaching manual, 12.5% (1) of them have strongly agreed and 87.5% (7) of them, have agreed as the manual contains clear directions. Whereas all (100%) of those coaches of the second group agreed with it. Thus, out of the total 11 coaches 9.09% [1) of them agree strongly and 90.90% [10) of them agree with.

75% [6) of the first group respondents have agree as the manual contains activates which are appropriate for the age group that they are coaching and 25% [1) of the respondents have agree with this. But all of the second group coaches responded as they agree with this. Therefore, 81.81% [9) and 18.18 [2) if the coaches agree and disagree respectively, as the activates are appropriate to the age level of their trainees.

In relation with the emphasis of the manual, 12.5% [1) and 62.5% [5) of the first group coaches agree and disagree respectively with its appropriateness to their trainees. On the contrary all [100%) the second group coaches agrees with. In other words, out of the whole respondents 9.09% [3) strongly agree, 72.72% [8) agree, 9.09% disagree and 9.09% (1) strongly disagree with the appropriateness of the emphasis.

With respect to the length of the training session that the manual recommended, 12.5% [1) and 62.5% [5) of those 11-15 age group coaches

strongly agree and agree respectively. While 12.5% [1] of them responded as they disagree with it and the rest 12.5% [1] have got it difficult to decide.

In the case of the second group coaches, 66.67% [2] of them have agreed with it and 33.33% [1] of them have got it difficult to decide. Thus as a whole 9.90% [1] of the respondents strongly agree, 63.63% [7] of them agree and 9.09% [1] of them disagree with it. While the remaining 18.18% [2] have got it difficult to decide. With regard to the utilization of the manual to coach, 75% [6] of the first group respondents agree as they use it as a manual and 25% [2] of the respondents respond as they do not use the manual. Among both group respondents, 81.81% [9] and 18.18% [2] of them use and do not use the manual that they have respectively.

4.6 THE TRAINING

Table 4.10: The number of training sessions per week (Obtained from questionnaire)

No	ITEMS	ALTERNATIVE	RESPONDENTS (COACHES)					
			11-15 AGE GROUP TOTAL = 10		15-17 AGE GROUP TOTAL= 3		BOTH GROUP TOTAL = 13	
			No	%	No	%	No	%
1	HOW MANY DAYS DO YOU CONDUCT TRAINING PER WEEK?	(1) ONE DAY						
		(2) TWO DAYS						
		(3) THREE DAYS	10	100	3	100	13	100
		(4) FOUR DAYS						
		(5) FIVE DAYS						
		(6) MORE THAN FIVE DAYS						
2	DO YOU HAVE A DOUBLE TRAINING SYSTEM?	(1) YES						
		(2) NO	10	100	3	100	13	100
3	IF YOUR ANSWER FOR QUESTION NO. 2 IS YES, HOW MANY DAYS DO YOU HAVE SUCH A TRAINING SYSTEM?	(1) ONE DAY						
		(2) TWO DAYS						
		(3) THREE DAYS						
		(4) FOUR DAYS						
		(5) FIVE DAYS						
		(6) MORE THAN FIVE DAYS						
4	HOW LONG IS A TRAINING SESSION (YOUR TRAINING SESSION)							

*No=number, Total=number of respondents

Even though, this age group players (13 through 17) are recommended to have 5 days of training per week (players development guide of the US soccer federation (nd:38-45)), all of (100%) both group projects have 3 days of training per week. Also none of both group projects have a double training system. Soccer players of 15-17 age group need to have 3 days of double training and 3 days of single training session with one match per week (The FIFA coaching manual (2002)).

In relation with the length of training session what has been found was as it varies from 60 minute to 120 minute from project to project. In those 11-15 age group projects the time ranges from 60 to 90 minute. More clearly, out of the total of 10 projects 4, 1, 2 and 3 of the projects have 60, 70 , 75 and 90 minutes of training session respectively. While for the second group each of the 3 projects have 105, 90-120 and 60 minutes of training time for 3 days per week respectively. However, the recommended amount of training session for soccer players of 13 to 17 years of age is 100-110 minute (Richard Alagich (1996: 178 - 394)).

To sum up as it is depicted in table 4.13 and explained above, the training has found poor in this regard.

4.7 EVALUATION OF THE COACHING MANUALS

Table 4.11 Evaluation of the coaching manuals with evaluation check list

	11-15 AGE GROUPS		15-17 AGE GROUP	
	YES	NO	YES	NO
1. DOES IT RECOMMEND AN APPROPRIATE EMPHASIS OF TRAINING?		✓	✓	
2. DOES IT RECOMMEND THE INCLUSION OF SMALL-PITCH AND FULL PITCH SOCCER?	✓		✓	
3. DOES IT RECOMMEND AN APPROPRIATE DURATION OF TRAINING SESSION?		✓	✓	
4. DOES IT INDICATE WHAT TECHNICAL TACTICAL ELEMENTS NEED TO BE COACHED AT THIS STAGE?	✓		✓	
5. DOES IT INDICATE WHICH TECHNICAL- TACTICAL ELEMENTS NEED TO BE COACHED AT EACH PHASE OF THE TRAINING SESSION?	✓		✓	
6. DOES IT INDICATE HOW GOALKEEPERS NEED TO BE COACHED?		✓	✓	

A. 11-15 age group coaches coaching manual

The manual gives such a due emphasis only on technique regardless of the age level of the trainees. However, it indicates what activities each phase of the training should accompany. This manual recommends the inclusion of small-pitch (small- sided) games as part of each practical coaching session.. But it ranges from 4- 6 a side games only.

With regard to the length of a training session that it recommends is not appropriate for this age player. It recommends 60 minute for every practical coaching (training) session. Though the technical- tactical elements which need to be coached at this stage at each phase of the training session are well indicated, the elements which it recommends are basic techniques as passing, receiving, dribbling etc.

Although goalkeepers of this age group need to have a well- designed and integrated training of technique, tactic and condition, this manual doesn't recommend such a training approach for goalkeepers. Instead it recommends those basic techniques of goalkeeping as catching rolling and lofted (waist and chest level) balls only for all of the players. This is the just with the assumption of no need of determined goalkeepers for this age level soccer players.

B. 15-17 age group coaches coaching manual

Its emphasis in relation with the age of the trainees is appropriate. Tactical issues and conditioning are discussed. Moreover the way (method) by which these aspects can be developed and how technique can be corrected and developed are will indicate. This manual also indicates what technical-tactical elements should be included including small- pitch soccer. This means it nominates those technical tactical elements (shooting, set- play attacking and defending situation, defensive and attacking playing patterns, basic combination, etc.) which need to be coached at this stage.

The length of a training session that this manual 1 recommends is also appropriate for this age level players. It recommends 90-120 minutes of training session. Fathomer this manual shows or guides how goalkeepers can be coached interims of technique, tactic and condition.

Table 4.12 conduciveness of the facilities for training (obtained from observation)

Items	1 1-15age group projects Total = 9		15-17 age group projects Total = 3		Both groups Total = 12	
	Yes	No	Yes	No	Yes	No
Lined field		9		3		12
Two goals	9		2	1	11	1
Nets	6	3	1	2	7	5
Portable goals		9		3		12
Field marking ink		9		3		12

Total= number of projects observed

As the above table indicates, all (12) of the projects have a field with out any boundary line. Furthermore any of both group project coaches have no the availability of field making ink. It is apparent that it makes the organization of the trainings difficult. A project among those projects of 15-17 age group has found only with a half filed which has only a goal. While the rest (11) projects of both group have an access of full soccer pitch. All of (12) of the projects of both group do not have the availability of portable goals for a small- sided games or other activities.

Table 4.13 sport wears (obtained from observation[^])

Items	11-15 age group				15-17 age group			
	ALL OF THE TRAINEES	HALF OF THE TRAINEES	SOME OF THE TRAINEES	NO N	ALL OF THE TRAINEES	HALF OF THE TRAINEES	SOME OF THE TRAINEES	NON
PLAYERS SPORT WEAR								
SHORT & SHIRT	9				3			
SOCCER BOOT			9			3		3
SHIN PAD				9				
SOCK				9		3		
Coaches sport wear	Yes		No		Yes		No	
SHORTS	9				3			
SHORT (OTHERS)	9				3			
SOCCER BOOT (OTHERS)	9				3			

* The number in each cell refers to the number of projects.

Table 4.7 depicts as all of the players of both group projects have an availability of those sport wears as shirt & short only some of the players of the first group and half of the second groups' players has found wreacking soccer boot during training. All of the players of both group projects has observed as they do not wear shin pad during training.

What the above table shows in relation with the coaches sport wear is that all of (12) the coaches each project has found as they have a complete sport wear.

Table 4:14 communication (obtained from observation)

ITEM	12-15 AGE GROUP. TOTAL OBSERVATIO N = 33	15-17 AGE GROUP. TOTAL OBSERVATION = 11	BOTH GROUPS TOTAL OBSERVATION = 44
	Yes No	Yes No	Yes No
Communication of the objectives of the session	4 29	2 9	6 38
Communication of the task activity of the session to be practiced	12 21	3 8	15 29
Communication of the importance (value) of the task to be practiced	2 31	2 9	4 40

*Each number in the box refers the number of sessions at which each item has been communicated or not.

To motivate and inspire players, communication of the objectives of the session is worthwhile. In addition, for better understanding players need to be made informed of what the activity (task) of the session and its value. However based on the above table out of the total 44 sessions which has been observed only in 6 of the sessions the coaches has communicated the objective of the session and in the rest of 38 sessions did not communicated it. In relation with communicating the task of the session to be done, in 29 sessions the coaches has observed when doing so and in 15 of the sessions they didn't do it. Only 4 in sessions, the value or importance of the activity has been communicated to the players and in the rest 40 sessions these issues have not been communicated.

Table 4:15 Demonstration (obtained from observation)

Means of Demonstration	12-12 age group. Total observation = 33	15-17 age group Total observation = 11	Both groups Total observation = 44
ONLY EXPLANATION	21	4	25
DEMONSTRATION BY THE COACH	8	2	10
DEMONSTRATION WITH PICTURE	-	-	-
DEMONSTRATION BY A PLAYER / PLAYERS	2	5	7
DEMONSTRATION BY INVITED PERSON	2	-	2

The number in each cell refers to the number of times in which each means of demonstration has been used.

Demonstration of activity, corrective process, organization of players and practices and use of helpers are among the qualities that youth coaches need to fulfill (NSCAA (2004:27)). Thus one of the qualities that youth coaches need to have is the ability to demonstrate.

But what the above table shows is that, in most of the sessions (25) the coaches explain or tell the players how to do. The coaches has found only in 10 sessions out of 44 sessions as they demonstrate. While the rest 7 and 2 sessions players and invited persons (helpers) were used to demonstrate respectively. In a general speaking, the coaches has found weak to demonstrate or in using those meanness of demonstrations as pictures or models.

Table 4:16 The Practical coaching sessions (obtained from observation)

Contents	12-15 age group total observation = 33		15-17 age grou total p observation = 11		Both groups Total observation = 44	
	Yes	No	Yes	No	Yes	No
	INTRODUCTORY PART					
Basic running techniques	2	31	1	10	3	41
Dynamic exercise with / without ball	33	0	11		44	
Stretching exercise	29	4	11		40	4
Juggling	31	2	7	4	38	6
MAIN PART						
Helpful tactical games	33		10	1	43	1
Deceptive dribbling and feinting	33		11		44	
Technical-tactical program elements	33		11		44	
Set-play attacking situation		33		11		44
Set- play defending situation		33		11		44
Technical- tactical shooting elements	29	4	10	1	39	5
Small pitch soccer and						
Full-pitch soccer	8	25	11		19	25
CONCLUDING PART						
Summary		33		11		44
Slow walking or jogging	33		11		44	
Loose stretching	33		11		44	
Special training for goalkeepers		33		11		44

The numbers in each box parallel to each element refers to the number of s sessions that each element has been observed as they are placated or not.

INTRODUCTORY PART OF THE COACHING SESSION

Basic running technique of soccer is an important technical element of the game. As a result it is recommended to be coached and practiced during the introductory part of each practical coaching session for those soccer players who ages 13 to 17 and above (Richard Alagich (1995: 179 and 271)). Thus this technical aspect of the game should be the part of the practical coaching session of these football project (all projects) trainees. But what the researcher observed was that these football project coaches does not included in their practical coaching session, though the age of the trainees deserve it. As table4.16 shows, what was observed from all of the sample projects was only 3 of the training sessions have been found with this but in the rest 41 sessions this has not been observed (done).

With good flexibility, players can perform soccer movements like shooting, feinting and attacking with correct technique and less risk of injury "(Sigi and Bob Alejo (2002:20)). And that is why Richard Alagich (1995: 178, 270 and 394)) have recommended flexibility exercises to be included in each practical coaching session of those football players who ages 13 through 17. During observation with the observation checklist the researcher has found that the inclusion and practice to develop this important physical quality has found poor though in 41 of the sessions this has been observed. Because the researcher has observed only dynamic flexibility exercise for arms only, although it ought to be done for all body parts with more emphasis on lower body (limb) and hip. What was observed from all projects was relatively similar.

As a soccer technique, juggling has to be practiced and need to be part of the practical coaching session of soccer trainees of 13 to 17 years of age. The researcher has found a more emphasized practice and coaching on this technical aspect of the game (from all projects).

Out of the total 44 observations made only in 6 sessions this has not been observed but in 38 sessions this has been observed as it being coach/practiced as part of the practical coaching session. In some observation the researcher has found practice of this technical aspect for about 15 minutes.

MAIN PART OF THE COACHING SESSION

What has been observed and asserted in relation with the inclusion of helpful tactical games in the practical coaching session was as this technical tactical element is being practiced with different specifications and variations. For instance one touch game, soccer with one goal all up in attack ,switch of play and width game, head volley ball etc. were of some of those helpful tactical games which has been observed during the time of observation. This practical event has been observed in 43 of the session groups of the study projects(table 16).

In level 4(13-14 years age) and 5(15-16 years age) more deceptive dribbling and feinting elements are implemented. In todody's game every player must be able to master the art of dribbling and feinting. No technique in the game of soccer causes greater pleasure than a good piece of dribbling and feinting (Richard are Alagich (1996:185)). More over Richard Alagich (1996: 19,38,97,178 270 and 394) have recommended this technical- tactical element to be part each practical coaching session for all age group soccer players. This technical move has been observed in all (44) of the session which has been observed. In this regard, all those school based projects has been found as they practice and coach this element intensively in each session. However, a weakness which is found (observed) with this was the practice of it in a similar way with out any tacking (defending) challenge to. But it has to be done with tackling or defending so as to make it alive (to create real game environment) and to increase the challenge progressively. On the contrary on the other group project (15 to 17 age group) this element has been observed as it was being practiced and coached with variations and in alive situation. With this approach the coaches has been observed while coaching deceptive dribbling and feinting alone and deceptive dribbling and feinting (attacking move) with tackling (defending move).

"Dribbling is best taught in live situations in hand with tackling and interception since both skills are played in direct opposition and attackers

and defenders can be coached in the same situation (William Thomson (1988:68)).

Among those recommended technical tactical elements for those players who ages 13 through 17 that need to accompany the main part of the practical coaching session are chipping, volley kick, heading, receiving, shoulder charge etc. As part of their practical coaching session in all (44) of the observed session's these elements has been seen. In addition basic combinations 2:0, 3:0, 3:2, etc were observed as they are being practiced and coached.

As a technical-tactical coaching element, shooting drills has been observed on 39 of the sessions observed. Only in 5 of the sessions this has not been found.

Almost 50% of goals in today's modern game are the direct result of well rehearsed set plays (Richard Alagich (1995:303)). Over fifty percent of all goals scored in a game occur from restart situation (Michael A sutliff (1996:207)).

A large percentage of goals scored at higher levels of play originate off restart situations, so it follows that training should be devoted to organizing and perfecting the team's ability to score from set pieces. Statistic indicated that restarts or dead-ball situations provide some of the best opportunities in soccer to create goal scoring chance. Depending on the levels of play some studies show that 30 to 40 percent of all goals are scored from a restart (Joseph Aluxbacher (1999:105-107)).

One of the most challenging situations to defend is indirect and direct free kicks (Michael A, sufliff (1996:210)). The difficulty in defending set play is that the attacking team can place a large number of players in front of the ball in a planned attacking positions and the defending players must stand at least 10 yards from the ball and not apply any ball pressure until it is kicked (Richard Alagich (1995-95:308)).

On the bases of the above ideas and figure training should be geared toward improving and being fit to use set play situations to score goals. At the same time defending this situation should be practiced and improved during training. And that is why Richard Alagich (1995:268) recommended set play attacking and defending situations to be the technical tactical element that need to be coached

In training sessions for players who ages 15 through 17 years. But, none of the project of both groups has been found when coaching or practicing this important element and essence of modern soccer game. In all of (44) the sessions observed these technical-tactical elements have not been observed.

For soccer players who ages 13 through 17 above each practical coaching session should end with small-pitch and full pitch soccer. However in those of 11-15 age group projects only 8 sessions out of the total 33 sessions were found as they end with sell-pitch or full pitch soccer or both. While the rest of 25 observed sessions were found out of small- pitch of full- pitch soccer. In the case of the other group (15-17 age group) all of the sessions (11) which were observed were found with small pitch and full pitch soccer. But one of the projects in this group has been observed only with small-pitch soccer all the time. Because this project has a half soccer field. At this situation only 14 or 15 players can participate in the game at a time and the rest 10 or more players were observed as they wait their turn in the side line. As a whole out of all the sessions which has been observed (44 sessions), in 25 sessions small- pitch or full pitch soccer has been observed and in 19 sessions this has not been observed. In small-pitch soccer 3 to 7 players in a side has been observed and in a full-pitch soccer 11 players a side has been seen including the goalkeeper.

The time spend on mall-pitch and full-pitch soccer varies from 15' to 40'. Some rules as thrown-in, corner kick, goal kick penalty kick seen in some instance. However, offside rules have not been seen at all.

"As a team coach, you will likely get the goalkeeper you deserve spend time planning practice to incorporate goalkeepers into team practice in realistic circumstances. Spend another 10 minutes with keepers at the end of practice. They' will appreciate your efforts, and there's a good chance you will be rewarded (NSCAA(2004: 159)).

"Goalkeeping techniques are the building blocks on which goalkeepers base their game. These techniques should be a planned part of every goalkeepers practice sessions. Break them down into parts including footwork, diving, catching, kicking, and throwing" (NSCAA (2004:162)).

Goalkeepers need to be fit of the physical demands of the position. Upon explaining this idea William Thomason (1988: 33-34) has written the following:

The goalkeepers require special conditioning. Physiological studies have shown that the goalkeeper does not need a much general endurance training as the other players but that, in specific endurance the goalie has more demands made on him or her during a game and needs special conditioning for specific endurance.

During warming up, in none of the projects, the goalkeepers have been observed when they make a special warming up. Instead they warm up and stretch with the same activities together with field players, despite the need of special conditioning for goalies.

Unless there is a small or full pitch soccer which needs the involvement of goalkeepers in their own position, the goalies conduct the training, which is not in relation with goalkeeping, with the field players. In a sense, in this case the training session has found without an incorporation of training for goalkeepers in practice in realistic circumstances. This circumstance has been observed in all of those school based projects.

In the other group projects (15-17 years age group), the goalkeepers has been observed and found when they execute their own training which are

related with goalkeeping. This was just when the field players engaged in activities which are of no value for goalies and when they do not need goalies."Spend another 10 minutes with keepers at the end of practice." (NSCAA(2004: 159)). However, none of the coaches or projects of both groups has been found out of this trend. None of the coaches spend any piece of additional time to work with goalkeepers at the end of their training session.

Summarization of the coaching session, has found as a neglected task in all of the projects. On the contrary cooling down exercises as slow walking jogging a passive stretching has observed and found as a well adapted trend in all of the projects.

4.8 THE PROGRAM AS PERCEIVED BY THE PRINCIPALS (OBTAINED FROM INTERVIEW)

The principals replay as the selection and categorization of the players is appropriate interims of their age.

In relation with the availability of facility and equipment the principals respond and explain as each sites for the project were selected in accordance with the access of fields. As a result all of the projects have a regular soccer filed. However they mentioned as there is a problem of filed for a project. With the issue of equipment, the principals assure as there is no problem in relation with balls. But they explained that some problem in this regard has seen as a result of uneven ball distribution of sub-cities to their respective projects. Some sub- cites give all the balls that they get from the stakeholders, while others give only a few balls at a time. "But we are giving enough number of balls for each project with an intention of insuring 1:1 ball-player ratio for training." Said one of the principal. On the contrary the officials assured as there is a problem in providing sport wears for players, nets, portable goals and first aid tools. More over during the interview it has been found that there is no any incentive for the sake of transportation, hygiene, or other purposes(for those projects of 11-15 age group players). But for the other group (15-17 age), there is an incentive of fifty birr for each player per month. In addition to this they explained as there is a problem of

coaching manual. "Even though it was planned to prepare and give manual each year that considers the age of the trainees still all those school based project. Coaches have a coaching manual which was prepared before three years ago and still they are using it" said the principals. But they mentioned as those coaches of 15-17 age group have a coaching manual which is being prepared and given by EFF. In addition, they mentioned that all the responsibility of providing equipments for 15-17 age group projects is in charge of EKF and their duty is only providing training fields by communicating with school principals and sub- cites.

As the principals response the coaching level of the coaches is agreed as it is appropriate. "All of the coaches of those school based projects are physical education and sport teachers who have first coaching level (all of them took fundamental coaching training). And with this we are providing some training for them. For instance, this year all of those school based coaches have given a two days practical and theoretical training". All of those 15-17 age group coaches are selected by EFF technique committee. The committees have hired them by taking their coaching and educational level and also their coaching experience. "Said one of the principal. For all of those school based projects there is a supervisor for each project. While for those of 15-17 age groups projects EFF, technical committee is in charge of it. This is just what was obtained from the interview.

"Still we didn't run any competition (game) for all of the projects but there is a competition which is planned for both group projects which will be conducted on June". What the principals said in relation with preparing games or competition.

For the question that says is there any program for those players who are out of these age brackets? The respondents (officials) have given the following information: currently there is no any organized program for those who do not reach this age or for those who are above. But there is a plan which will be implemented starting from the coming year 2007. This is devised for those children who are 9 years old and the program will provide

training continuously and progressively. For the continuity of the program those children who are 9 will be scouted each another year. The training will be given for each group (batch) who scouted each another year. Thus the trainees will receive the appropriate training at their respective fun, technical and tactical phase. On the other hand a program has designed for those who will be out off from those currently running school based (11-15 age group) and 15-17 age group projects. For this the plan is designed to have U-17 and U-19 program for the first and the second age bracket projects respectively.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents summary of the data analyzed in chapter four, conclusions derived from the summary of the data analyzed and recommendations made as possible means of curbing the problems identified.

5.1 SUMMARY

With the fundamental aim of assessing the practice of youth football program, the basic questions mentioned in the statement of the problem were designed to guide and direct this research. All possible efforts were made to get the most probable answers to the basic questions by making review of related literature, collecting relevant information through questionnaire, interview, document analysis and observation. The data gathered from coaches, training sessions, documents and principals were analyzed and interpreted and led the researcher to the following findings.

1. The study has indicated that all of the coaches of each group have similar coaching qualification level, even though they exhibit different years of work experience in coaching and teaching. The coaches qualification level has found fit of the requirements of the designed program (table 4.1).
2. Although all of the coaches satisfy the qualification level which the program deserves, all of (100%) the coaches did not have an assistant coach and an assistant who gives first aid (table 4.2).
3. The study has revealed that 92.3% of the projects have a regular soccer field and a project (7.7%) has only an access of a half soccer field. And all (100%) of the fields have found with out any boundary line or marking. In addition 46.15% of the fields have found with out net for their goals and 100% of the projects have not portable goals (table 4.3 and 4.12).

4. With regard to those equipments as ball and cone the study has showed that 84.62% of the projects and 100% of the projects have a problem of shortage of balls and cones respectively (table4.4). The existence and the severity of the shortage or problem of balls and cones has also asserted via observation and interview.
5. It was responded by all of the respondents that there was a visible shortcoming in relation with players sport wear (table 4.5 and 4.13). It has been observed that players were seen while they participate in trainings with barefoot. The interview which has been conducted with principals also assure as there is such a visible shortcoming in relation with providing players sport wear.
6. Regardless of the coaching staff, 48.15% of the projects have 21-25 players, 38.46% of the projects have 26-30 players and 15.38% of the projects have more than 30 players. All of the respondents confirmed that they train all of their trainees together in a training session (table4.6). Thus, a coach instructs 21-30 or more players in a session with the difficulty of those of the aforementioned problems of shortage of balls or other equipments or even facility.
7. It is encouraging that it was a commonly shared response of 61.54% and 30.76 of the coaches as the difference in skill level among the players is low and very low. As a result the difficulty created to coach or train the players together in this respect has found low, very low and no problem at all as responded by 15.38%, 38.46 and 46.15% of the respondents (coaches) respectively. In addition, the difference in physical attribute among players has found low as responded by 53.84% of the coaches and very low as responded by 46.15% of the coaches. Consequently, the difficulty created by the difference to coach the players together has found low by 7.70% of the coaches and very low by 30.76% of the coaches. While the remaining 61.54% of the coaches' respond as there is no any problem in this regard (table 4.7).
8. As confirmed by the principals and all (100%) of the coaches, the stakeholders did not prepared and provide any competition still now.

More over the number of friendship matches that the coaches themselves prepare and play ranges from 2 to 10 games per year. More precisely, 69.23% of the projects play ten or less games, 7.70% of the projects play four or less games and 7.70% of the projects play only two or one games per calendar year. The rest 15.38% of the projects, play only one game per calendar year (table 4.8).

9. It is encouraging that 84.61% of the coaches have a coaching manual, although only 81.81% of the coaches use it as a manual or a guide to coach. However, out of the two manuals, only one of it has found appropriate to the age level of the players and one of the manual has revealed as it is inappropriate in terms of its recommendation of training session length. The emphasis and contents of this manual has also found inconsistent with the age level of the players (table 4.9 and 4.11).
10. The coaches competence of communicating the tasks, objectives and values of tasks of training sessions has found poor: only in 6 training sessions out of the total 44 training sessions which has been observed, communication of the objectives of the sessions has found communicated. And in 15 of the sessions the task (activity) has communicated. With regard to communication of the values of the tasks of the session, only in four out of the total 44 sessions it has been observed communicated (table 4.14).
11. Out of the total 44 training sessions which has been observed only in 10 of the sessions the coaches has observed while they demonstrate and only in 2 sessions models (helpers) has been seen when demonstrate. But in 7 sessions the coaches use players for demonstration purpose. In the rest of the sessions (25 sessions), the coaches has found when they use only explanation (verbal demonstration) (table 4.15).
12. The study has showed that all (100%) of the projects have 3 training days (sessions) per week. In addition the study has also revealed that none of the projects have a double training system. With this 38.46% of the projects have 60 minute long training sessions and

23.07% of the projects have a training session of 70-75 minutes long. While the remaining 38.46% of the projects have training sessions of 90-120 minutes long for three days or training sessions per week (table 4.10).

13. The study has found that the inclusion and execution of stretching exercises poor. "To obtain tangible results of suppleness from stretching three sessions are required each week" (The FIFA Coaching manual (2002)). Further more basic running and sprinting techniques has found overlooked, even though it is recommended to be coached and practiced at the introductory part of each practical coaching session (table 4.16).
14. The inclusion of helpful tactical games has been found in 43 of the training sessions out of the total 44 sessions observed. At the same time deceptive dribbling and feinting has been observed in all of the sessions observed. But, deceptive dribbling and feinting has been observed as they were practiced in a non living situation. However, the execution of this move in a living situation has also found (table 4.16).
15. As it has been observed in all of the sessions, the practice of technical- tactical elements has been found. But the inclusion and practice of set-play attacking and defending situation has found overlooked. In all (44) of the sessions observed, the inclusion and practice of set-play attacking and defending situation as part of the practical coaching session has got neglected(table 4.16).
16. Regardless of the importance of small-pitch and full-pitch soccer during training and the recommendation for small-sided games to be part of each practical coaching session, only in 25 of the sessions out of the total 44 sessions the inclusion of this element has been observed. While the rest 19 sessions observed, ended without small-sided or full-pitch games. However, it is a well known and convincing fact that each practical coaching session should end with small-pitch or full-pitch soccer (table 4.16).
17. The other thing that the study shows was that all of the coaches do not have a trend of working with goalkeepers for additional times after the end of training sessions (table 4.16).

5.2 CONCLUSION

1. The number of players in each project reaches 25 or more, however, regardless of this all of the coaches do not have an assistant. Thus the program has found weak in this regard.
2. In relation with facility as field, goal, portable goal and net, the training environment has not found conducive. This problem has found more severe in relation with equipment and players sport wear. On the contrary the environment with regard to players' homogeneity to train or coach them together has found conducive and encouraging.
3. The study has revealed that the program was going with a problem of lack or negligence of competition or games. In a sense the program has found poor in relation with preparing and conducting games as an element of players' development program.
4. The study has showed that both age group coaches have a coaching manual which was prepared by the stakeholders. But the coaching manual of 11-15 age group coaches has found inappropriate and inconsistent with the age level of the players.
5. The number of training days per week and the length of the training sessions has found very less for the age level of the players. Literatures in the area have recommended the number of training session per week, the length of training sessions and the technical-tactical elements which need to accompany the practical coaching session of different age group soccer players. But the number of training sessions and the length of sessions for the age level of these project trainees has found inconsistent against the recommendations.
6. As the study revealed the trainees in the projects have not passed through an organized coaching and training approach before they join the projects. However, soccer players of 5-8 years old need to have a training session which consists of agility on the air and on the ground and if possible these activities need to be coached by gymnastic coaches. Therefore the players in these project ought to receive a training which commensurate what they didn't get while they are U-10. However the

study has revealed as the trainees were not receiving such training. Consequently the training in this respect has found poor.

7. As a technique of the game, basic running techniques is recommended elements which should be included in a practical coaching session of this age soccer players. But this element has found neglected as it was revealed in the study.
8. Set-play attacking and defending situations are among the technical-tactical element which provides the most important goal scoring chances in soccer game. Therefore training sessions need to be devoted to coach and practice set- play defending and attacking situations. Literatures indicated as these elements need to be coached or practiced for these age level players of these projects. But these important elements of the game has found, as it was not receiving such an emphasis or attention that the game deserves.
9. Only in 19 of the sessions the inclusion of small-pitch and full-pitch soccer has been observed, even tough every practical coaching session for soccer players of this age group is recommended to end with small-pitch and full-pitch soccer. Here what should be noticed is that the number of games that these project layers play per calendar year has also found very low. So that each practical coaching session of these projects need to give such a due emphasis for incorporating small-pitch and full-pitch soccer as a means of compensating the problem of lack of formal games. Thus, the content of the training in this regard has found poor.
10. The training that the goalkeepers receiving has just found inadequate. As it was observed in all of the sessions which has been observed none of the goalkeepers has been seen when being coached and train after the end of the training sessions. The study has also showed that there are goalkeepers who practice activities which were not useful for their position with all of the field players.

5.3 RECOMMENDATION

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

It is a well known fact that the availability and adequacy of facilities and equipments are invaluable to plan and run an appropriate and quality training. However, the study has shown as there was a shortcoming in this respect. Therefore, it is recommended that all the concerned bodies should give significant attention to alleviate the problem.

Match and competition oriented training forms correspond to the expectation of the youngsters, encourage them as they are geared to completion. On the other hand matches can aid coaches to gear trainings towards the area where the players seen weak and to fill gaps on the part of players performance. Thus, game and training need to go in parallel. Moreover games and competitions are situations which offer players the best learning situation. But what the study revealed was that the players did not get the opportunity to play a number of games that their age deserves. So, all the concerned bodies should exert unreserved effort to reverse the situation.

The study has found as the coaching manual of one age group (11-15) recommends activities, emphasis and duration of training sessions which is not appropriate for the age level of the trainees. As a result it is recommended that the content and recommendations of the coaching manuals should be prepared in close consideration of the level of the players for whom it would be used.

The study has shown that the number of players in a project reaches twenty five or more. But all these trainees coached and train together in a session by only a coach. It is apparent that it is too difficult to organize and instruct this number of trainees for a coach. As a result it is recommended to lower coach trainee ratio by providing assistant coaches or by employing any other approaches.

Though it varies from project to project, the length of training sessions of most projects has found very less. Furthermore the number of training sessions per week has also found less., Thus it is recommended that the training in this regard need to be improved so as to gain a full cumulative effect of training and to realize the potential of the players.

All the technical-tactical elements which the game demands should be coached, practiced and developed at the age level when the players are capable to work with. This is because unless the players are equipped with all the necessary technical-tactical elements of the game in their development process, they cannot be competent to play the game while they become adult. In this regard the study has found that some technical-tactical elements which need to be incorporated and coached in each practical coaching session of this age level has overlooked. For this, it is recommended for coaches and concerned bodies for this elements to be coached and practiced in training sessions.

With the study it has been found that, although still there is no any program designed for those players who were not within the age group of 11-15 or 15-17, there is a plan to have a program for those who were out of the above age brackets. Therefore, it is recommended that the training environment (the availability or provision of facility and equipment) should be made conducive, and the training need to be appropriate to their age or developmental level. In addition competitions or matches should be made part of the players' development program. In a sense the players should play an appropriate number of matches per calendar year. Because competitions or matches foster players performance development and it help coaches to gear trainings accordingly.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

Questionnaire To be Filled by Coaches

The purpose of this questionnaire is to collect data only for a research purpose since the purpose of the study is to assessment the practice of youth football project in Addis Ababa, the data which is going to be obtained from you will be used to find out (identify) the strength of the program as well as the weaknesses or limitations of the program and to recommend possible suggestions to further strengthen the strong sides of the program and to improve weak areas of the program. To this end, the information which is going to be obtained from you with this questionnaire is invaluable for the success of this study. Therefore you are required to respond the questions honestly and responsibly.

I. **sincerely express my thank for your cooperation in** advance

General Directions

- 1.1 you are advised not to write your name
- 1.2 After reading the question put a mark (*) for the questions which has alternative response in the space (box) provided
- 1.3 For the questions having no alternative response, you are required to write a short and precise response in the lines provided.

Part one

1. your educational qualification level

- 12 complete
- Certificate
- Diploma
- Degree
- Masters degree or above

If it is out of the alternatives specify it_____

2. If your response for question number one is alternative 3,4or5 what is your educational background that you get this qualification?

Teaching in physical education and sport

Teaching in other subjects

If it is out teaching specify it _____

3. What is your main duty in your school?

Teaching in physical education and sport

Teaching in other subjects

If it is out of teaching specify it _____

4. year of experience in your current duty (profession)

Less than one (1) year

1-4 years

5-10 years

11-15 years

16years and above

5. year of experience as a coach

Less than one (1) year

1-4 years

5-10 year

11-15years

16 years and above

6. Year of experience as an assistant coach

No experience as an assistant coach

less than one (1) year

1-4 years

5-10 years

11 years and above

7. What is your current qualification level in coaching _____

Part Two

1. Do you have an assistant coach?
 Yes No
2. If your response for question number 1 is yes, answer the following two questions accordingly.
 - 2.1 What educational background does he/she has?
 Physical education and sport
 Teaching in other subjects (other than physical education and sport)
If it out of the above alternatives specify it _____
 - 2.2 How many years of experience does your assistant coach has either as a coach or an assistant coach?
 Less than one year 1-4 year 5-10 year
 11 -15year 16 year and above
3. Do you have an assistant who can give first aid when your players get injured during training?
 Yes
 No
4. If your response for question No 3 is No, who gives first aid when injuries occur?
 You yourself
 The injured player himself
 Other players
 Sport club participant students
 No first aid at all
If any other specify it _____
5. How do you rate the access (availability) of first aid tools to give first aid by the assistant or by yourself or by any other body when injuries occur during training?
 Very high
 High
 Low
 Very low
 there is no access of first aid tools

Part Three

1. How many days do you conduct training per week
 - 1 day
 - 2 day
 - 3 day
 - 4 day
 - 5 day
 - more than 5 days
2. Do you have a double training system (two training sessions in a day)?
 - Yes
 - No
3. If your answer for question number 2 is yes, how many days do you have such training system per week
 - 1 day
 - 2day
 - 3 day
 - 4 day
 - 5 day
 - more than 5 days
4. How long is a training session (your training session) _____
5. How many players (trainees) do you have in your project?
 - 10-15
 - 16-20
 - 21-25
 - 26-30
 - >30
6. Do you train all your trainees (players) in a training session together?
 - Yes
 - No
7. If your response for question No 6 is No, How may groups do you have ?
 - 2 group
 - 3 groups
 - 4groups
 - 5 groups
 - >6 groups
8. How do you rate the technical skill level difference of your players"?
 - Very high
 - High
 - Low
 - Very low
 - No difference at all
9. How do you rate the difficulty created by the technical skill level difference of your players to coach them together?
 - Very high
 - High
 - Low
 - Very low
 - No problem at all

10.What mechanism are you using to handle the difficulty created by the technical skill level difference of your trainees to coach (train) them together?

11.How do you rate the physical attribute difference of your trainees /players?

- Very high
- High
- Low
- Very low
- No problem at all

12.How do you rate the difficulty (problem) created by the physical attribute difference of your players to train (coach) them together?

- Very high High Low very low
- No difference at all

13.What mechanism are you using to handle (minimize) the difficulty created by the physical attribute difference of your trainees to coach them together?

Part Four

1. Do you have a coaching manual which is prepared by the stakeholders?
Yes No
2. your response for question No .1 is yes, please indicate your degree of agreement or disagreement by putting (✓) to the given response scales of the following statements.

	STRONGLY DIFFICULT TO	AGREE	DISAGREE	STRONGLY DISAGREE
DECIDE				
2.1 The manual contains clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The manual contain activities or drills which are appropriate to the age of the trainees .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The manual recommends an appropriate emphasis of training to the trainees (Tactic and condition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4The manual recommends appropriate duration of training to the trainees age level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 I use the manual to coach (train) the trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How many games (matches) does the stakeholder provide /prepare/ for your project per year?				
<input type="checkbox"/> 21-30games				
<input type="checkbox"/> 11-20 games				
<input type="checkbox"/> 5-10 games				
<input type="checkbox"/> 1-4 games				
<input type="checkbox"/> No game/ match at all				
4. How frequently do you conduct friendship matches /games ?				
<input type="checkbox"/> Each week				
<input type="checkbox"/> Each month				
<input type="checkbox"/> Each 3 months				
<input type="checkbox"/> Each 6 months				
<input type="checkbox"/> Each year				
If it is out of the above time intervals, indicate it _____				

Part Five

1. By what time interval do you get ball supply?
 - Per month
 - Per3 months
 - Per6 months
 - Per year
 - Per two years
 If it is out of the above alternatives indicate it _____
2. How many balls do you get at a time /in a single supply/?
3. How long the balls can serve (be used without being deformed or unusable)
4. How many of your players / trainees have their own ball?

- All the trainees
- More than half of the trainees
- Half of the trainees
- Less than half of the trainees
- No players at all

5. What size of balls do you get in supply?

- Size 3
- Size 4
- Size 5
- different size balls
- Size balls
- the Size is not known

6. Do you have a problem of shortage of balls?

- Yes, very high
- Yes, high
- Yes, low
- Yes, very low
- No (there is no shortage of ball)

7. How do you rate the availability (adequacy) of cones?

- Very high
- High
- Low
- Very low
- No cone at all

8. Does your field has two goals?

- Yes
- No
- Yes only one goal

9. Does your goals have net/ nets

- Yes
- Only for one goal
- No

10. If your goal/goals have net/nets how do you rate the capability of the net/nets to protect ball from going out?

- Very high
- High
- Low
- Very Low
- They (it) can not protect any ball

11. Do you have portable goal/goals?

- Yes
- No

12 .How do you rate the availability (supply) of the following items of sport wears for your trainees?

	Very High	High	low	Very low	No at all
12.1 Uniform (shirts and shorts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2 Soccer boot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3 Shin pad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4 Sock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of observation _____

OBSERVATION CHECKLIST OF THE TRAINING AND TRAINING ENVIRONMENT

Name of the project: _____

Age bracket: _____

Number of players: _____

1. Availability of facilities and equipments

Item	Yes	No	Remark
Field Lined - Suitable			
Goals			
Nets			
Potables Goals			

II

Items	Yes	No	Remark
Different color uniforms for small pitch and full-pitch soccer			
Field marking ink			

III

- Number of balls available in the training
- Size of the available balls: _____
- Number of cones available in the training: _____

2. Sport Wear

I

Players Sport Wear	All of the trainees	Half of the trainees	Some of the trainee	No	Remark
Short					
Shirt					
Soccer boot					
Shin pad					
Sock					

II

II

Coaches sport wear	No	Yes	Remark
Shirt			
Short (others)			
Soccer boot (others)			

2. The training

Starting time of the training session: _____

2. The training

Starting time of the training session: _____

2.1 Communication

	Yes	No
- Communication of the objective of the session	<input type="checkbox"/>	<input type="checkbox"/>
- Communication of the task/activities of the session To be practiced	<input type="checkbox"/>	<input type="checkbox"/>
- Communication of the importance (value) Of the task (activity) to be practiced	<input type="checkbox"/>	<input type="checkbox"/>

2.1 Introductory part

Activity (content)	Yes	No	Time	Remark
Basic running techniques				
-Dynamic exercise with or without ball				
-Stretching exercise				
-Juggling				
Total time				

2.2 Main part

2.2.1. Explanation and Demonstration

Explanation	Yes	No	Remark
- Only explanation			
- Demonstration with picture			
- Demonstration by the coach			
- Demonstration by invited person			
- Demonstration by a player or players			

2.2.2. Activities

Activities	Yes	No	Time	Remark
Helpful tactical games				
Deceptive dribbling and feinting				
Technical-tactical program elements				
Set-play attacking situation				
Set-play defending situation				
Technical-tactical shootins elements				
Small pitch soccer				
Full-pitch soccer				
Total Time				

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምርቃ ጥናት ት/ቤት

የሰውነት ማጎልመሻና ስፖርት ትምህርት ክፍል (ዲፓርትመንት)

በአሰልጣኞች የሚሞላ መጠየቅ

የዚህ መጠየቅ ዋና ዓላማ በአዲስ አበባ ከተማ እየተተገበረ ያለውን የታዳጊ ወጣቶች እግር ኳስን እድገት ፕሮጀክት (youth football project) ለመገምገም ነው። በዚህም መሠረት የእርስዎ ትምህርት ቤት (Project) በጥናቱ እንዲካተቱ ከተመረጡ ትምህርት ቤቶች (Projects) አንዱ ነው።

በመጠይቁ የሚገኘው መረጃ ለሚደረገው ጥናት ብቻ ያገለግላል። በዚህም ጥናት መሠረት የመምህራን (አሰልጣኞች) ቀና ትብብር በጣም ከፍተኛ ጠቀሜታ ያለው ሲሆን ይህም መረጃ በአዲስ አበባ እየተተገበረ ያለውን የታዳጊ ወጣቶች እግር ኳስ እድገት ፕሮጀክት (Youth football project) ችግሮች ለመለየትና የመፍትሔ ሀሳቦችን ለመጠቀም፣ እንዲሁም ለወደፊቱ ፕሮጀክቱ ከዚህ በተሻለ መንገድ እንዲቀርብ ያግዛል።

ለትብብርዎ በቅድሚያ አመሰግናለሁ!

አጠቃላይ ትዕዛዝ

1. በመጠይቁ የትኛውም ቦታ ላይ ስም መፃፍ አያስፈልግም።
2. እባክዎ ምርጫ ላላቸው ጥያቄዎች የ (✓) ምልክት በመረጡት አማራጭ ሳጥን ላይ ያስቀምጣሉ።
3. የዕሑፍ መልስ ለሚጠይቁት ጥያቄዎች ደግሞ በተሰጠው ቦታ ላይ አጭርና ግልፅ መልስዎን ይፃፉ።

ክፍል አንድ

1. የትምህርት ደረጃ

1. 12 የጨረሰ
2. ሰርተፍኬት
3. ዲፕሎማ
4. ዲግሪ
5. ማስተርስ ዲግሪ

ከተጠቀሱት ምርጫዎች ውጭ ከሆነ ይጥቀሱት _____

2. ለጥያቄ ተራ ቁጥር አንድ መልስዎ ምርጫ 3፣4 ወይንም 5 ከሆነ ይህን የትምህርት ደረጃ ያገኙበት የትምህርት ዘርፍ

1. በሰውነት ማሳልመሻና ስፖርት መምህርነት
2. በሌሎች የትምህርት ዘርፎች መምህርነት
3. የሚያስተምሩት የትምህርት መስክ (ዲፓርትመንት) ወይንም በትምህርት ቤቱ ያለዎት የስራ ድርሻ
 1. የሰውነት ማሳልመሻና ስፖርት መምህር
 2. ሌሎችን የትምህርት ዘርፎች ማስተማር

ከማስተማር ውጪ ከሆነ እዚህ ላይ ይጥቀሱት _____

4. አሁን እየሰሩ ባሉበት መደበኛ የስራ መስክ ያለዎት የስራ ልምድ

1. ከአንድ ዓመት በታች
2. ከ1-4 ዓመት
3. ከ5-10 ዓመት
4. ከ11-15 ዓመት
5. 16 ዓመትና ከዚያ በላይ

5. በአሰልጣኝነት ስራ ያለዎት የስራ ልምድ

1. ከአንድ ዓመት በታች
2. ከ1-4 ዓመት
3. ከ5-10 ዓመት

- 4. ከ11-15 ዓመት
- 5. 16 ዓመትና ከዚያ በላይ
- 6. በረዳት አሰልጣኝነት ስራ ያለዎት የስራ ልምድ
 - 1. የስራ ልምድ የለኝም
 - 2. ከአንድ ዓመት በታች
 - 3. ከ1-4 ዓመት
 - 4. ከ5-10 ዓመት
 - 5. 11 ዓመትና ከዚያ በላይ
- 7. አሁን ያለዎት የአሰልጣኝነት ደረጃ _____

ክፍል ሁለት

- 1. አሁን በዋና አሰልጣኝነት ስራ እየሰሩ ባሉበት ፕሮጀክት ረዳት አሰልጣኝ አለዎት
 - 1. አለኝ
 - 2. የለኝም
- 2. ለጥያቄ ተራ ቁጥር 1 መልስዎ አለኝ ከሆነ ከሚከተሉት ሁለት ተያያዥ ጥያቄዎች መልስ ይስጡ።
 - 2.1. የረዳት አሰልጣኝዎ የትምህርት መስክ
 - 1. የሰውነት ማሳልመሻና ስፖርት
 - 2. በሌሎች የትምህርት ዘርፎች መምህርነት
 ከተጠቀሱት ምርጫዎች ውጭ ከሆነ ይጥቀሱት _____
 - 2.2. ረዳት አሰልጣኝዎ በረዳት አሰልጣኝነት ወይንም በዋና አሰልጣኝነት ያለው የስራ ልምድ
 - 1. ከአንድ ዓመት በታች
 - 2. ከ1-4 ዓመት
 - 3. ከ5-10 ዓመት
 - 4. ከ11-15 ዓመት
 - 5. 16 ዓመትና ከዚያ በላይ

3. በስልጠና ጊዜ ተጫዋቾች (ሰልጣኞች) ጉዳት በሚያጋጥማቸው ጊዜ የመጀመሪያ ህክምና ዕርዳታ የሚሰጥ ረዳት አለዎት

- 1. አለኝ
- 2. የለኝም

4. ለጥያቄ ተራ ቁጥር 2 የሰጡት መልስ የለኝም ከሆነ የመጀመሪያ ህክምና እርዳታውን የሚሰጥልዎ (የሚሰጠው) ማን ነው

- 1. እርስዎ እራስዎ
- 2. የተጎዳው ተጫዋቾች (ሰልጣኝ) ራሱ
- 3. ሌሎች ተጫዋቾች (ሰልጣኞች)
- 4. የስፖርት ክብብ ተሳታፊ ተማሪዎች
- 5. የመጀመሪያ ህክምና ዕርዳታ የሚባል ነገር የለም

ከላይ ከተጠቀሱት አማራጮች ውጪ ካለ ይጥቀሱ _____

5. የመጀመሪያ ህክምና ዕርዳታ ለመስጠት የሚያስፈልጉ ቁሳቁሶች (First aid tools) አቅርቦት ምን ያህል ነው

- 1. በጣም ከፍተኛ
- 2. ከፍተኛ
- 3. ዝቅተኛ
- 4. በጣም ዝቅተኛ
- 5. ምንም ዓይነት አቅርቦት የለም

ክፍል ሦስት

1. በሳምንት ስንት ቀን ስልጠና ያደርጋሉ (ያሰራሉ)

- 1. አንድ ቀን
- 2. ሁለት ቀን
- 4. አራት ቀን
- 5. አምስት ቀን
- 6. ከአምስት ቀን በላይ

3. ሦስት ቀን

2. የደብል ትሬዲንግ ሲስተም (በቀን ሁለት የስልጠና ክፍለ ጊዜ) አለዎት

1. አዎ

2. የለኝም (አላደርግም)

2.1. ለጥያቄ ተራ ቁጥረ 2 መልስዎ አዎ ከሆነ በሳምንት ስንት ቀን ይህን አይነት ሥራ (ደብል ትሬዲንግ) ያሰራሉ

1. አንድ ቀን

2. ሁለት ቀን

3. ሶስት ቀን

4. አራት ቀን

5. አምስት ቀን

6. ከአምስት ቀን በላይ

3. አንዱ የስልጠና ክፍለ ጊዜ በደቂቃ ምን ያህል ነው _____

4. እርስዎ በሚያሰለጥኑበት ፕሮጀክት ውስጥ ምን ያህል ተጫዋቾች (ሰልጣኞች) አሉዎት

1. 10-15 ሰልጣኞች

2. 16-20 ሰልጣኞች

3. 21-25 ሰልጣኞች

4. 26-30 ሰልጣኞች

5. ከ30 በላይ ሰልጣኞች

5. ሁሉንም ሰልጣኞችዎትን በአንድ የስልጠና ክፍለ ጊዜ አብረው ነው የሚያሰሩት

1. አዎ

2. አይደለም

6. ለጥያቄ ተራ ቁጥር 6 መልስዎ አይደለም ከሆነ ስንት ምድብ (ቡድን) አለዎት

1. 2 ምድብ

2. 3 ምድብ

3. 4 ምድብ

4. 5 ምድብ

5. 6 ወይም ከ6 በላይ

7. በሰልጣኞች (ተጫዋቾች) መካከል ያለው ቴክኒካዊ (Technique or skill level) የኳስ ችሎታ ልዩነታቸውን ምን ያህል ነው

1. በጣም ከፍተኛ
2. ከፍተኛ
3. ዝቅተኛ
4. በጣም ዝቅተኛ
5. ምንም አይነት ልዩነት የለም

8. በሰልጣኞች መካከል ያለው ቴክኒካዊ (Technique or skill level) ልዩነት ሰልጣኞችን በአንድ ላይ

ለማሰልጠን የፈጠረው ችግር ምን ያህል ነው

1. በጣም ከፍተኛ
2. ከፍተኛ
3. ዝቅተኛ
4. በጣም ዝቅተኛ
5. ምንም አይነት ችግር የለም

9. በሰልጣኞች መካከል ባለው ቴክኒካዊ (Technique or skill level) ልዩነት ምክንያት ሰልጣኞች በአንድ ላይ ለማሰልጠን የተፈጠረውን ችግር ለመቀነስ ወይም እንደ መፍትሔ እየተጠቀሙበት ያለ ነገር ካለ

10. በሰልጣኞች መካከል ያለው አካላዊ (Physical attribute) ልዩነት ምን ያህል ነው

1. በጣም ከፍተኛ
2. ከፍተኛ
3. ዝቅተኛ
4. በጣም ዝቅተኛ
5. ምንም ዓይነት ልዩነት የለም

11. በሰልጣኞች መካከል ያለው አካላዊ (Physical attribute) ልዩነት ሰልጣኞችን በአንድ ላይ ለማሰልጠን የፈጠረው ችግር ምን ያህል ነው

- 1. በጣም ከፍተኛ
- 2. ከፍተኛ
- 3. ዝቅተኛ
- 4. በጣም ዝቅተኛ
- 5. ምንም አይነት ችግር የለም

12. በሰልጣኞች መካከል ባለው አካላዊ (Physical attribute) ልዩነት ምክንያት ሰልጣኞችን ከአንድ ላይ

ለማሰልጠን የተፈጠረውን ችግር ለመቀነስ ወይም እንደ መፍትሔ እየተጠቀሙት ያለ ነገር ካለ _____

ክፍል አራት

1. በማንኛውም የሚመለከተው አካል ተዘጋጅቶ የተሰጠዎት የማሰልጠኛ ማንዋል አለዎት

- 1. አዎ
- 2. የለኝም

2. ለጥያቄ ተራ ቁጥር 1 መልስዎ አዎ ከሆነ ከሚከተሉት ተያያዥ አምስት ጥያቄዎች ከተሰጡት አምስት አማራጮች ለእርስዎ ተስማሚ የሆነውን በምረጥ መልስ ይስጡ

- (1) በጣም እስማማለሁ (2) እስማማለሁ (3) አልስማማም
- (4) በጣም አልስማማም (5) ለመወሰን ይከብደኛል

2.1. የማሰልጠኛ ማንዋሉ

ግልፅ የሆነ መመሪያ አለው

2.2. ማንዋል ለሰልጣኞች

ተስማሚ (ተገቢ)

የሆኑ ስራዎችንና ልምዶችን ይዟል

2.3. ማንዋሉ ለሰልጣኞቹ የዕድሜ ደረጃ ተገቢ
ለሆነው (Tactic and physical fitness)

የእግር ኳስ ስልጠና ይዘት ትኩረት ይሰጣል

2.4. ማንዋል ለሰልጣኞች የዕድሜ ደረጃ
ተገቢ የሆነ ስልጠና ክፍለ ጊዜ

የሰዓት ርዝመትን ያዝዛል

2.5. የማሰልጠኛ ማንዋሉን ለማሰልጠን
በትክክል እንጠቀምበታለሁ

3. የስልጠና ፕሮጀክቶችን የሚመለከታቸው አክላት በአመት ስንት ግጥሚያዎችን
(የጨዋታው ውድድሮችን) ያዘጋጁለዎታል

- 1. 21-30 የሚሆኑ የጨዋታ ውድድሮች
- 2. 11-20 የሚሆኑ የጨዋታ ውድድሮች
- 3. 5-10 የሚሆኑ የጨዋታ ውድድሮች
- 4. 1-4 የሚሆኑ የጨዋታ ውድድሮች
- 5. ምንም ዓይነት የጨዋታ ውድድር የለም

4. በምንም ያህል ጊዜ ልዩነት የወዳጅነት ጨዋታ ያካሄዳሉ (ያደርጋሉ)

- 1. ምንም ዓይነት የወዳጅነት ጨዋታ አላደርገም
- 2. በየሳምንቱ
- 3. በየወሩ
- 4. በየስድስት ወር
- 5. በአመት

ሌላ የወዳጅነት ጨዋታ የሚያደርጉበት የጊዜ ልዩነት ካለ ይጥቀሱት

ክፍል አምስት

1. በምን ያህል የጊዜ ልዩነት የኪስ አቅርቦት ያገኛሉ

1. በአንድ ወር
2. በሦስት ወር
3. በስድስት ወር
4. በዓመት
5. በሁለት ዓመት

ኪስ የሚገኝበት ጊዜ ከላይ ከተጠቀሱት ምርጫዎች ውጪ ከሆነ ይጥቀሱ

2. በአንድ የኪስ አቅርቦት ስንት ኪሶችን ያገኛሉ? _____

3. የሚያገኙት (የሚቀርቧቸው) ኪሶች ለምን ያህል ጊዜ ማገልገል የሚችሉ ናቸው? _____

4. ምን ያህሉ ሰልጣኞች የራሳቸው ኪስ አላቸው?

1. ሁሉም ተጫዋቾች/ሰልጣኞች
2. ከግማሽ በላይ የሚሆኑት ሰልጣኞች
3. ገሚስ የሚሆኑት ሰልጣኞች
4. ከግማሽ በታች የሚሆኑት ሰልጣኞች
5. የራሱ ኪስ ያለው ሰልጣኝ የለም

5. የሚሰጠዎት ኪሶች (መጠን/) ምን ያህል ነው?

1. 3 ቁጥር
2. 4 ቁጥር
3. 5 ቁጥር
4. የተለያዩ ቁጥር /መጠን/ ያላቸው
5. ቁጥር /መጠኑ/ አይታወቅም

6. የኪስ እጥረት ችግር አለብዎት

1. አዎ በጣም ከፍተኛ
2. አዎ ከፍተኛ
3. አዎ ዝቅተኛ
4. አዎ በጣም ዝቅተኛ
5. የኪስ እጥረት ችግር የለብኝም

7. የሚያገኙት የኮን አቅርቦት ምን ያህል?

- 1. በጣም ከፍተኛ
- 2. ከፍተኛ
- 3. ዝቅተኛ
- 4. በጣም ዝቅተኛ
- 5. ምንም አይነት የኮን አቅርቦት የለም

8. የሚያስለጥኑበት ሜዳ ሁለት ጎሎች አሉት

- 1. አዎ
- 2. የለውም

9. የሚያስለጥኑበት ሜዳ ጎል (ጎሎች) መረብ አላቸው?

- 1. አዎ ሁለቱም ጎሎች መረብ አላቸው
- 2. አንዱ ጎል ብቻ መረብ አለው
- 3. ሁለቱም ጎሎች መረብ የላቸውም

10. የጎሎ (የጎሎቹ) መረብ ኳስ የማስቀረት አቅሙ ምን ያህል ነው?

- 1. በጣም ከፍተኛ
- 2. ከፍተኛ
- 3. ዝቅተኛ
- 4. በጣም ዝቅተኛ
- 5. ምንም አይነት ኳስ ማስቀረት አይችልም

11. ለስልጠና የሚጠቀሙበት ተንቀሳቃሽ ጎሎች አለዎት

- 1. አዎ
- 2. የለኝም

12. ከዚህ በታች የተዘረዘሩትን የሰልጣኝ ስፖርት ትጥቆች አቅርቦት በተሰጡት አማራጮች መሠረት የአቅርቦት መጠኑን አመልክት

በጣም አፍተኛ ዝቅተኛ በጣም ምንም አይነት

	አፍተኛ	ዝቅተኛ	አቅርቦት	የለም
12.1. የኒፎርም (ቁምጣና ቲ-ሸርት)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2. ታኬታ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3. መጋጫ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4. ካሶቶቲ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

Interview Guide for principals The purpose of this interview is to collect data for a research purpose. The purpose of the study is to assess and evaluate the practice of youth soccer program in Addis Ababa. Therefore the information which is going to be obtained from you will help to find out the strength and as well as the limitations of the program and to recommend some possible suggestions. To this end, the information which is going to be obtained from you with this interview is invaluable for the success of this study. Therefore you are kindly requested to respond the questions honestly and frankly.

*I sincerely express my thank for your
Cooperation in advance!*

1. Do you think that the selection and categorization or division of players (trainees) is appropriate interims of their age?
2. What is available or being done for those kids who do not reach the age of 11/12 and for those which are above 17?
3. How do you see the provision of players sport wear and incentives?
4. How do you see the provision of facilities and equipments which are mandatory for the program?
5. Do you think that the coaching qualification level of the coaches appropriate (fit) to coach these age group players?
6. Is there any body who is in charge of assessing and supervising the training which is being conducted by the coaches?
7. What has been done, what is being done and what is planned to be done in relation with upgrading the coaching qualification level of the coaches?
8. What has been done and being done in equipping the coaches to give first aids for their trainees?
9. What is being done in relation with preparing and running competitions?

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምርቃ ጥናት ት/ቤት

የሰውነት ማጎልመሻና ስፖርት ትምህርት ክፍል

ለቢሮ ኃላፊዎች የሚቀርብ ቃለ መጠየቅ

የዚህ ቃለ መጠይቅ ዋና አላማ በአዲስ አበባ ከተማ እየተተገበረ ያለውን የታዳጊና ወጣቶች እግር ኳስ ፕሮጀክት (Youth Soccer project) ለመገምገም ነው። በዚህም መሰረት እርስዎ ለዚህ ጥናት መረጃ እንዲሰጡ ከተመረጡት ኃላፊዎች አንዱ ነዎት።

በመጠይቁ የሚገኘው መረጃ ለሚደረገው ጥናት ብቻ ያገለግላል። በዚህም መሠረት የእርስዎ ቀና ትብብር በጣም ከፍተኛ ጠቀሜታ ያለው ሲሆን የፕሮጀክቱን ችግሮች ለመለየትና የመፍትሔ ሀሳቦች ለመጠቀም እንዲሁም ለወደፊቱ ፕሮጀክቱ ከዚህ በተሻለ መንገድ እንዲቀርብ ያግዛል።

በቅድሚያ ለቀና ትብብርዎ አመሰግናለሁ።

1. የተጨዋቶች (ስልጣኞች) አመራረጥና አመዳደብ ከእድሜ አንፃር ትክክል ነው?
2. እድሜአቸው ከ11 (12) በታች እና ከ17 በላይ ለሆኑ ልጆችስ ምን እየተሰራ ያለነገር አለ ?
3. የስልጣኞች የስፖርት ትጥቅ አቅርቦት ምን ይመስላል?
4. ለስልጠና አስፈላጊ የሆኑ ግብአቶች አቅርቦት ምን ይመስላል?
5. አስልጣኞች ያላቸው የአስልጣኝነት ደረጃ በዚህ እድሜ ደረጃ ላይ ያሉ ተጨዋቾችን ለማስልጠን ተገቢ (በቂ) ነው?
6. የአስልጣኞችን የአስልጣኝነት ደረጃ (ብቃት) ለማሳደግ የተሰራ፣ እየተሰራ ያለው እና ለመስራት የታቀደ ነገር አለ?
7. አስልጣኞች እየሰሩ ያሉትን ስራ (ስልጠና) የሚከታተልና የሚቆጣጠር አለ?
8. አስልጣኞች የመጀመሪያ ህክምና እርዳታ መስጠት እንዲችሉ ለማድረግ የተሰራ ስራ እና ለመስራት የታቀደ ነገር አለ?
9. ውድድሮችን በማዘጋጀትና በማካሄድ ረገድ የሚሰራው ስራ ምን ይመስላል?

Evaluation checklist for coaching manuals

Yes **No**

1. Does it recommend an appropriate emphasis of training? _____
2. Does it recommend the inclusion of small- pitch and full- pitch soccer as part of each practical coaching session?
3. Does it recommend an appropriate duration of training sessions? _____
4. Does it indicate what technical - tactical elements need _____
to be coached at this stage?
5. Does it indicate which technical - tactical elements need to _____
be coached at each phase of the session?
6. Does it guide how goalkeepers need to be coached? _____

LIST OF THE PROJECTS

No	Sub City	Name of the projects	
		11-15 age group	15-17 age group
1	Akaki Kaliti	Kaliti Primary School	
2	Addis Ketema	Dagmawi - Birihan primary school	
		Deja Public School	
3	Arada	Pagmanri. Minfltr Primary School	
		W/o Kelemework primary school	
4	Bole	Misirak Bere No 1 Primary School	Project 1
			Project 2
5	Gulelie	Entoto- Amba S-ecndary School	
		Belay Zeleke No 2 Primaiy School	
6	Kerkos	Meserete- Hiwot primary school	
		Biherawi Primary School	
7	Kolfie Keraniwo	Addis Far.a School	
		Jemo Primary School	
8	Lideta	Karamara ?----- - School	
		Tinbite Airmias Primary School	
9	Nifas Silk Lafto	Mekdela Primary School	
10	Yeka	Deja Wondera Primary School	Project 3
		Hizbawi Serawit Primary School	

All of the projects which are written in bold were the sample group of the study.

DECLARATION

I, the undersigned declare that this is my original work, has not been presented for degree any other university, all source of materials used for the thesis have been duly acknowledged.

Name: Asrat Abate

Signature_____

Date_____

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

Advisor:- Tesfaye Asgedom (Dr.)

Signature_____

Date_____