

**Improving the Development Program of Under-17 football players:
In the case of Defence Force Football Club in
Addis Ababa**

By:

TEWODROS HAILU

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This is to certify that the thesis prepared by Tewodros Hailu entitled:

Improving the Development Program of Under-17 Football Players: In the case of Defence Force Football Club in Addis Ababa, and submitted in partial fulfillment of the requirements of Degree of master of science in sport science complies with the regulation of the University and meets the accepted standard with respect to originality and quality.

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Acronyms and Abbreviations

FIFA=	Federation International of Football Association
UBSSA =	Union of Belgium Societies of Sports Association
NFB =	Nederland football Bond
MFC=	Madrid Football Club
ASF =	Association Suisse the Football
CAF=	Confederation Africana Football
YDF =	Youth Development through Football
U=	Under
GK=	Goalkeeper
Ro Ro =	Roll on / Roll off
LTPD=	Long Term Players Development

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Abstract

The study was conducted for the objective of investigating the promoting football development program of Defence force under-17 youth team and its contribution to the main club and also as the country for national team. The samples of under-17 Defence force football club were selected from other Addis Ababa league clubs purposely. The subject on the study were 40, 35 players and 5 coaches and coaching staffs. Therefore census survey method was employed this is because that the number of the study group were too small to take samples. instead of using other sampling, the researcher prefer to use mixed/or triangulation technique as data collection instrument it helps to investigate in-depth and collect accurate information's by using questionnaire, interview and observation. The data collected from questionnaires were analyzed in tabulation forms, in frequent counts and percentages. The other information's collected from interviews and observations were analyzed through descriptive statements. The major findings of the study indicates that, lack of training equipments, lack of fitness trainings program which are exclusive from worming up and calling down in football training sessions, considering with modern football training method and nutritional variables were the major findings which directly or indirectly affects development of youth players in defense force under-17 team. However the above findings concluded that of the need for focus in the development football program of Defence force under-17 teams and others club who has the same structure of development programs therefore the researchers trained show those problems detail in this thesis.

Keywords; *development program, improving, professional football, talent, philosophies*

CHAPTER ONE

INTRODUCTION

This chapter includes the background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, delimitation and limitation of the study and the definition of key terms. The organization of the study is mentioned in this part.

1.1. Background of the study

Improving football development is the bases for one country football development specially countries like Ethiopia. Football is more than competition it is more than leisure for fan spectators and journalist it is the means for getting income to change their life, for example 'sheger' 102.1, 101.1 and other FM radio sport channels used as their income generating through advertising goods and services. In order to make more attractive than the current highly organized developmental program are crucial, in order to make clubs to be good competent and successful local and international level it is the responsibility of every citizen specially people who assigned by FIFA to control and rule the football, like EFF (Ethiopian football federation). Since the demands of clubs in these days for young footballers are not fully addressed, therefore implementation of well structured football development program contributes a lot by updating coaches through the development programs. In relation to this Hedstrom and Gould (2004:9) stated that "the youth sport caches can have dramatic influence on youth football player's development and enjoyment of the sport".

In youth development through football (2006) manual states," Football as a tool for extracurricular education a parts from the physical dexterity they acquire with the right training and guidance children and youth also learn how to behave positively from social and integrative perspective. Football contains intrinsic elements that teach players about team play family, healthy level and learning to cope with wins and defeats. This is what the football like other sports can be used as a tool for education". When we compare us with our neighboring countries like Kenya and Egypt are owners of 8 and 100 modern youth training centers respectively, opposite to this Ethiopia has only one football academy. This academy cannot support

sufficiently providing future professional players for a single club not for all Ethiopian premier league Clubs. Governments and clubs should facilitate situation, like youth footballer development programs and centers, among the many clubs in Ethiopian premier league Defence force under-17 football team was the one who were selected for the study. Therefore the researcher was focused on in the study is, what work must be done to improve football development program through investigating the Defence force under 17 players and coaches by using census survey method, It is because of the smallness of the population size. The researcher believed that this thesis will bring an important positive impact towards the development of football in the clubs and all over the Ethiopian football history.

1.2. Statement of the problem

As showed in the background section, youth football development program is the most important time in which players acquire different skills and knowledge that facilitates the development of player's performance. As a result, the main clubs status can be raised. When clubs improve their status depending on the supply of their youth projects this also has a direct impact on the development of national league competitions standard.

The training and developing of future professional players is, of course, fully justified, because it ensures that they are better prepared to face playing at the top level. It is, however, essential to remember that the game of football has a wider role to play and that it has to provide a real School of Life, a school that is prepared to train and develop not only the elite players of tomorrow, but also all of these youngsters who are passionate about the game and who form the base of the football pyramid that the game needs to ensure its continued progress. FIFA Coaching Manual (2004)

The current research is stated as Defence Force Under-17 football team can be efficient competitive and their by successful in national league football competition only when it is possible to produce more and more elite players and efficient professionals. This inevitably requires establishing under-17 football players. This development program is the most important time in which players acquire different skills and knowledge that facilitates the

development of players' performance. As a result, the main clubs status can be raised. When clubs improve their status depending on the supply of their under-17 football academy this also has a direct impact on the development of national league competitions standard. Any club that produce quality players who are suitable and fit with the modern football, and competent in international level.

Football development program is structure of elite players and successful football professionals produced by modern and scientific training system. As we know in our country we have only one standardized football academy, which is supported and exercise given by the former football national team coach Ato Sewnet Bishaw. The program has a mandate to develop the potential of under-17 players for the future.

The ultimate aim is to maximize the potential that comes through the academy door' (Holt, 2002). Holt (2002) emphasizes that academies recruit players for coaching and (modified) competitive games from 8 years of age. It has been documented that the identification and development of elite-level players demands a multifaceted approach (Maguire & Pearton, 2000; Williams & Reilly, 2000), which ensures that all players with potential have the best possible opportunity of becoming an elite athlete. Football and other sports clubs form an integral component of the community. Successful sport development within the community is dependent upon the role of the local clubs structure. National football federations can successfully implement their talent development programmers' (Solomon, 2008) through these outlets, allowing a smooth transition from youth development leagues to a professional system. *Yibeltal. (2014)*

Therefore this thesis specifically trying to encompass on improving the development program of Defence force under-17 football team in Addis Ababa.

Research Question

The study attempted to answer the following research questions

- What are the basic problems which hinder the development program practices of football in Defence under-17 team?
- Investigate the challenges which affect the training program?
- Identify method of performance evolution in the club?
- Assess if there are knowledge gaps of the coaching staffs, related to the training program?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of the study to investigating the improvement of development program related to Defence force under-17 male players in Addis Ababa.

1.3.2. Specific Objective

The specific objectives of the study are the following to:

- Identify the development program practices of defense force u-17 team?.
- Assess the challenge of players related to training session and performance evaluation technique?.
- Identify if there is the knowledge gap of the coaches for understanding the importance of development program?

1.4. Significant of the study

Considering the fact that good performance of a program is the very critical matter for the development of the Defence under-17 male football team and also Ethiopian football. The study was providing the real image of the developmental program importance on the development of the club footballers' context. And this study were investigate and provides the different solution towards program that affects the Defence force under-17male team footballer's development in Addis Ababa. And also the findings of the research were uses as a reference for those who want to further investigate the issue by providing some important information about the impact or influence of especially in the football team's players. The study will be conducted to understand if there is knowledge gap between the coaches and program related to development program implementation and practicing.

1.5. Scope /Delimitation/ of the Study

The study was focused on the improvement program which influence on the development of Defence force under-17 male foot ball team. Since it is difficult to handle the research by including all under-17 team in Addis Ababa due to financial and time constraints and also to make the study manageable there for the study were limited to focus on Defence force under-17 male foot ball players in Addis Ababa of some selected under-17 mall players from the entire Addis Ababa clubs. It probes the existing problems which affect the improvement of development programs by considering the core target of the study.

1.6. Limitation of the Study

The availability of reliable data's for any research were an important input for success and achievement of the final outcome of the research work. Any study undertaken for the first time depends to a large extent on previous knowledge, the availability of up-to-date and pertinent research materials, journal articles and other essential devises. The availability of information dealing with these things is help to facilitate and strengthen the study. Under this consideration the above reason, time, money, accessibility of secondary documents and getting the appropriate information from respondent was the major limitation for the researcher.

1.7. Operational definition of key terms

- **Youth:** the state of being young.
- **Under-17:** a person whose age is includes puberty to below 17.
- **Coach:** the person who give training or instruction.
- **Football:** a game in which played in wide filed between two teams each contend to get around ball In to the other's goal primary by kicking the ball.
- **Program:** a particular mindset or method of listing information about play games and other activities.
- **Improvement:** to increase the value, productivity or making something better than it was before.
- **Development:** the gradual growth of something, so that it becomes more advanced or stronger.
- **Twin-games:** mean that a squad is split into two equal teams.

1.8. Organization of the study

This research has five chapters. The first chapter includes the background of the study, statement of the problem, objective, Significance of the study, operational definition of terms, scope, limitation and organization of the study. The second chapter contains review of related literature that was used as secondary sources. The third chapter contained methodology part and chapter four are analysis and interpretation part of the study. The fifth and the final chapter included summary, conclusion and recommendation of the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Football in Ethiopian

Football is one of the most popular games in the world. This game is not simply played by the teams for entertainment only; it's played in the world because of its biggest role in terms of once economy, politics, social advantage and the like. And this game has arguably been a global sport since the first men's world cup competition was contested in 1930. The Ethiopian Football Federation was founded in 1943 and became affiliated with FIFA in 1952. Ethiopian was the founding members of confederation of African Football Federation along with Egypt and Sudan in 1957 G.C. And, this shows that Ethiopia started the movement for the development of football very early when compared with other African countries. Ethiopia won the third African cup only once. *Andrew (2011)*.

The game also gets its popularity in Ethiopia; the people are crazy about football. The dream is to see the national team in African cup and in the world cup. The participation of the national team in African Cup became true after 31 solid years, even though they eliminated in the first round with a single goal and a single point. Ethiopian clubs participation and their result is also the indicator for the passive progress of Ethiopian Football.

2.1.1. Contemporary football of Ethiopian league

The league has been an annual competition since 1948 with Saint George FC emerging as the country's leading club with 24 titles. Ethiopia was suspended by FIFA in 2008 after the Federal Parliamentary Assembly sacked Ashebir Woldegiorgis from his position as EFF President and replaced by the candidate Ahmed Yasin. As a result, FIFA, who oppose government interference in football, suspended the country in July 2008. The suspension was lifted in July 2009 following the election of new EFF leaders. When Dr. Ashebir announced he would resign. Following elections for a new president 18 July, in which Sahalu Gebrewold Gebremariam became president, a three-man delegation from FIFA said that they were "satisfied with the result" and handed a FIFA flag to the new president as a token that the EFF had been readmitted

to that body. Sahlu afterwards announced his priority as president was to heal the rift in the country over this sport, and to "facilitate a renaissance in Ethiopian football." The Ethiopia Football Association has elected Junedin Bash as its new president to replace Sahilu Gebrewold. He beat three other candidates for the top football job in the East African nation, winning 55 of the 101 votes at Thursday's General assembly. *Yibeltal, (2014)*

2.1.2. International Participations of Ethiopian Football

The Ethiopian national team made its first appearance in 1944, and since then has enjoyed both highs and lows. As one of the few independent African states in the immediate aftermath of the Second World War Ethiopia was an important team in the development of the international football in the continent.

2.1.3. Participations of Ethiopia in Africa Cup of Nations

Ethiopia was one of the pioneers of the African cup of nation and was one of only three teams to enter the inaugural 1957 tournament, finishing as runners-up to Egypt. They were also present at the 1959 tournament As hosts of the 1962 tournament and led by goal scorer Mengistu Worku, Ethiopia defeated Tunisia and the United Arab Republic (Egypt) to be crowned African champions for the only time in their history.

They hosted the tournament again in 1968 and 1976 but by then decline had set in and their next appearance in a finals tournament came in 1982. They returned in the 2013 African Cup of Nations but got knocked-out in the group stages with only one point and finished bottom of their group.

➤ World cup Participation of Ethiopia

Ethiopia has never qualified for the FIFA World Cup.

➤ **Ethiopia Participation of CECAFA**

Ethiopia is also members of the Council for East and Central Africa Football Associations (CECAFA) and takes part in its competitions. They first won the CECAFA Cup in 1987 as hosts and repeated the same triumph in 2001 and 2004 before adding a fourth title in Rwanda in 2005.

➤ **Ethiopia football Clubs in CAF Champions League**

No Ethiopian club side has ever won the CAF Champions League or any other international club competitions. The best performances were the semi-final places achieved by the Cotton Factory Club in 1964 and Saint George in 1967.

➤ **Short History of the Defense Force Football Club**

Defense Force Sport Club (a.k.a. Mekelakeya) is an Ethiopian football club founded in 1938, in the city of Addis Ababa. They play in the Ethiopian Premier League, the top level of professional football in Ethiopia. Addis Ababa Stadium, which has a capacity of 35,000, is their home. The team was named on past Army SC and Toru SC. (*www.ethiopiafootball.com*)

Chairman was Ato Emanuel Fentahun and the under-17 team was founded in 2014 with 29 players selected from many through recruitment and selection criteria of the main and under-17 club coaches and other technical staffs. Firstly the team was established in kirkos kifleketem but at these days their office found at yeka kifleketema around Janmeda. when the under-17 players became 18 they grow in to under-21 in the other name ‘Tesfa Budin’ and finally joined the main club based on the required performance and fitness level standard sated by the main club coaching staffs.

The following document gives detail on the information how to improve Player Development Program and when implementation are commence, a full and comprehensive implementation plan will be issued in due course. A great deal of work has gone into putting these new structures in place which will see improvements at all levels of the game if these recommendations are followed and supported by those people who are working with those young players. With the formation of the Technical Advisory Group brought together

experienced football people from the various sectors of the game with a view to improving a Player Development program with the aspiration of producing better football players in Defence force under-17 and in Ethiopia for coming years, The set out to develop an overall philosophy that must be a player-focused model. When we compared what was done with the youngest players in our country to other countries including England, Spain Germany, France, Italy and the Netherlands and also in our continent Africa like Nigeria Ghana Egypt, with what it has done here. Shows there are the various different playing formats being used around Ethiopia at present. To be successful in our objectives we need the whole football community in Ethiopia to work together to create uniformity in what young players experience when playing our game no matter where they are in the country. Therefore the English and Irish football model is an example what the researcher advices to conducting the ten recommendations through braking down in to clubs level it used as review for the subject matter of the study. (<https://www.ethiopiafootballhistory.com>)

2.2. Vision and Principles of Elite Player Performance Plan (EPPP) in England

The EPPP is a long term plan which promotes the development of a world leading Academy System. It aims to deliver an environment that promotes excellence, nurtures talent and systematically converts this talent into professional players capable of playing first team football at the club that develops them. The EPPP must promote technical excellence and ensure financial viability now and in the future. To achieve this, the modernized Academy System will be regularly and independently audited, updated and improved. The EPPP is inextricably linked to the development of a new Classification System for youth development. *Mallett C.J (2004)*

Vision

To produce more and better Home Grown Players

Staff: Develop the world's leading youth coaching fraternity Provide a world class support service.

Players: Develop technically excellent players who are tactically astute and independent decision makers, fully equipped for a successful career as a professional footballer.

Environment: Develop educationally rounded people through a holistic approach and Provide inspirational facilities capable of delivering an innovative Games Program.

Principles

The Eppp – Six fundamental principles (Critical Success Factors)

- ❖ Increase the number and quality of Home Grown Players gaining professional contracts in the clubs and playing first team football at the highest level.
- ❖ Create more time for players to play and be coached.
- ❖ Improve coaching provision.
- ❖ Implement a system of effective measurement and quality assurance.
- ❖ Positively influence strategic investment into the club System demonstrating value for money.
- ❖ Seek to implement significant gains in every aspect of player development.

2.3. Long term player development

Research with elite performers over the last 30 years has led to the creation of a number of talent development models. These models have been used by coaches and youth developers to try and capture the fundamental characteristics of the elite environment. Bloom (1985) created a model of talent development which identified three stages: the early years, the middle years, and the later years. Côté (1999) and others furthered that work by developing a sport-specific model of talent development. Côté's work led to the idea that talent development in sport could be characterized by sampling years (ages 6-12), specializing years (ages 13-15) and investment years (ages 16+).

Researchers such as Côté, Bloom and others all identified that the talent development process presented differing demands upon players, coaches and families at each phase of players development. The research has significantly influenced the shaping of new approaches to performance planning for British sport over the last decade. This body of research and the actions of a number of sports ultimately influenced The FAs commitment to a Long Term Player Development (LTPD) model which was originally proposed in the governing bodies whole sport plan and has more recently been applied in the Future Game Plan (2010). The FA's approach to LTPD is supported by a Four Corner Model for development of players

which considers the interface between technical/tactical, psychological, physical and social elements of the players environment. Through the establishment of the EPPP, clubs will be encouraged to apply their own specific approaches to performance planning and create their own bespoke player development models. However, the LTPD model provides a sound basis from which to build an individual Performance Plan in each club. Hanrahan S.J (2004)

2.4 The Performance Pathway

The rationale for LTPD is supported in the EPPP by the formal recognition of the Performance Pathway. Similarly, the implementation of the Four Corner Model is recognized in the EPPP through the proposed Multidisciplinary Approach to the delivery of the Academy Performance Plan.

The Performance Pathway refers to the process of developing players from U5 to U21 and is broken down into three distinct phases - the Foundation Phase, the Youth Development Phase and the Professional Development Phase.

Table 2.1: The Performance Pathway

The Performance Pathway			
Foundation Phase	Youth Development Phase	Professional Development Phase	Senior Professional
U5 to U11	U12 to U16	U17 to U21	Open

The Performance Pathway is distinct from the registration process for players in the Academy system as it commences before the formal registration of players at U9 and continues after the player graduates from the Academy at U17. The EPPP recommends that the formal registration of players should continue to commence from U9, however new Rules and Regulations will be implemented to ensure that the U5 to U9 Development Centers are regulated alongside the formal Academy structure. The Performance Pathway will be calculated on the basis of a system that begins at U5 and continues to U21. Clubs may not register players before U9 but where coaching takes place in the Development Centers this should be factored into a player's history.

Similarly, the transition of players from U19 to U21 into first team football should be measured in the context of a player's overall development. Each section of the EPPP on Coaching, the Games Program, Sports Science and Medicine and the Education Program is presented in terms of the three phases of the Performance Pathway. In this way the EPPP emphasizes the need to provide bespoke age specific solutions at each stage of a player's development.

Whilst the Performance Pathway provides a generic model to capture Long Term Player Development, Academy Managers, coaches and other technical staff will recognize that there is a myriad of influential key moments in the long term development of all players. The Performance Clock and the review processes proposed in the EPPP are designed to reflect this reality. They provide a vehicle through which those key moments can be captured on a player by player basis and used to provide accurate and objective measurement of each player's development, session by session.

2.5 Creating Significant Change through Marginal Gains

Lewis, R. (2012) try to discussed the following ideas "A core premise for the EPPP is that significant changes to the Academy system which are lasting and positive will be achieved by modernizing the Academy System and creating an environment where a large number of marginal gains across all aspects of the work of the Academy can be nurtured.

2.5.1 The EPPP proposes to structurally modernize the Academy system through:

- Greater access to coaching and strategic investment in coaches
- The adoption of a new Classification System
- Transparency in terms of the measurement of productivity
- The introduction of independent quality assurance
- The adoption of new Rules and Regulations

Structural modernization is an important first step, but the ultimate ambition to create a leading system that outperforms the international competition and drives productivity in terms of Home Grown Players requires dynamic leadership in the clubs, driving an environment of continual improvement. Total commitment to the Modernization Process driven by enlightened self interest from professional clubs is the most powerful solution in terms of developing the elite environment.

The creation of an uncompromising elite environment which is genuinely world leading requires managers, coaches and support staff to be obsessed with searching for marginal gains in the performance of the players, the teams and the system as a whole on a day-to-day basis. The Academy Managers are pivotal to the future development of this culture of continual improvement but without the wider engagement of the Club Board, the senior management and the first team Manager; Academy Managers will find it difficult to sustain the development of this type of culture in their club. The Premier League, the Football League and The FA all have a significant role to play in supporting and enabling the clubs and their coaches to build this elite environment.

2.5.2 The Performance Management System

An online Performance Management Tool will be available to all Academies to assist staff in the quick and efficient introduction of Performance Clocks and effective capture of information relating to the proposed six and 12 week reviews. It is intended that this tool will provide improved support for the Academy Manager in implementing the Multidisciplinary Approach and capturing match data for each player.

The Classification Process will require all clubs to capture information relating to the delivery of the Academy program. Some clubs have already introduced their own bespoke systems to enable them to forward plan the work of the Academy and track each player's progression against the performance targets set by the Academy Manager and his/her coaching team. A significant number of Academies have already adopted processes with clearly defined macro, mezzo and micro cycles in terms of the individual development priorities for each player. The wider adoption of this approach through the development of a national Performance Management Tool available to all Academies is proposed.

The development of the online Performance Management Tool during Season 2011/12 will ensure that this approach to the management of youth development is made accessible to all Academies in the system and across all classifications.

The Performance Management Tool will enable the effective capture of performance data and will ensure that the introduction of these newly proposed systems are not onerously bureaucratic on the clubs. The Tool will enable all Academy Managers to plan and manage the progress of

players and staff online. It will be secure and confidential to the club but it will also mean that national benchmarking of youth development can be coordinated for the first time. The adoption of a nationally coordinated match analysis system will also make it possible to measure and benchmark the quality of match performances across the youth system. The development of this capability will ensure that all coaches will be able to capture and build a comprehensive video library for every player in the system. This information will represent a significant element in a player's Performance Clock.

2.5.3 The Performance Clock

The Multidisciplinary Approach will impact on all players in the Academy System as they will be entitled to a comprehensive record of achievement across all aspects of their development once they enter the Performance Pathway. This record of achievement will be captured through a player's Performance Clock and it will provide a moment to moment measurement of a player's progress through the Academy. It is envisaged that the Performance Clock will be an embedded application in the Academy Performance Management Tool and that an easily accessible online facility will be available for every player throughout the Academy System.

Key Characteristics of the Performance Clock

- Enables Academies to measure the quality of progression and monitor the coaching that each player is engaged in.
- Enables Academies to measure the quality of progression that each player is making in match situations.
- Information will be carried forward year on year to build into a comprehensive record of the player's development and his strengths and weaknesses across all areas.
- Available to the player and his parents/guardians as well as the coaching and support staff.
- If a player moves between Academies, the Clock will be provided to the player and his parents/guardian upon exit. Should the player move within the system it will become the responsibility of the new Academy, thereby maintaining a comprehensive and continual picture of the player's development.

- Viewed as a player's entitlement to have an up to date Clock once he is registered in an Academy.
- The ISO should measure the effectiveness of each club in maintaining each player's Clock.
- Provides a breakdown of the time spent on both individual and team technical and tactical development, Sports Science and Medicine (including, psychological and social development) and educational progression.
- Logs qualitative information and evidence documented by both coach and player, relating to a player's successful progression against the above areas.

For players who are based outside of the Academy system, further consultation is required with Grassroots Youth Football to agree a method for measuring players records of achievement prior to the registration of boys with Academies for the first time. At any stage where players move from the junior game there should be some record of what access to coaching a player has had prior to his arrival in the Academy. Similarly, when a player leaves an Academy and returns to Grassroots Youth Football he should leave with a comprehensive record of achievement and with clear signals to the junior club of the development needs of the player. Achieving this level of synergy between the professional and amateur game will be a huge challenge and will require significant further consultation with The FA and other partners.” *Lewis, R. (2007)*

2.6 Creating better players for the future

Irish football has come a long way from the dark days when we dared to dream that the Republic of Ireland national football team would ever play in a World Cup finals from the fantastic days of the Jack Charlton era, through to the 2002 World Cup and on to Euro 2012. We've grown up as a football nation and the brilliant thing is that we're still growing. I've read many times that the two greatest jumps in numbers playing football in Ireland coincided with the 1966 and 1990 World Cup finals tournaments. Television obviously played a huge role in spreading the word about our game to those who may not have really understood why football was so important but particularly after we qualified for Italia '90 and USA 1994 there wasn't a person in the country that didn't realize how special our game truly is. Since then the world appears to have become a smaller place. Now we have influences from across the world and on

any given weekend you could be watching a match from Moscow to Los Angeles – and the remarkable thing is that in recent years there could even be an Irish player playing in one of those games. The traditional football community now has the opportunity to see the game played with many different influences and what is now very apparent is that standards are rising across the world and we want to ensure that we are not left behind.

We want to see Ireland teams for long into the future playing in World Cups and UEFA European Championships and we want to see our underage international sides regularly qualifying for the major tournaments. With that in mind the Football Association of Ireland Board and Executive sat down with our High Performance Director Ruud Dokter and set up the Technical Advisory Group in March (2014) to review all aspects of how the game is played here in Ireland and how we can make the changes required to increase standards across the country. I would like to thank Ruud, Niall Harrison, SFAI representatives Jimmy Jackson, John Devine and Joe Boyle, FAIS representatives Hugh Culhoun, Paddy O'Reilly and Ollie Horgan and SSE Airtricity League representative Martin Russell for their contributions and debates which led to the drawing up of the Player Development Plan. The consultation process with the clubs and leagues around the country commenced in January (2015). We are now taking the first steps towards implementing the necessary recommendations which will impact most on those who need to reap the benefits of this work – the players themselves. It is our collective responsibility to make this plan work. I would urge anybody who has an interest in helping young footballers learn to play the game they love to the best of their ability to embrace the recommendations of this plan and have the patience to allow the impact of that change be felt over the coming years. By working together with an open mind and putting the players first we can all play our part in raising the standards of our game across Ireland. *John D. (January 2015),*

2.7 A player-focused philosophy

Over the past numbers of months I have met with many people from the football community around Ireland and have received very positive feedback on the recommendations we have put forward to change the way we develop our young football players. There is certainly huge appetite for change right across the country. We acknowledge of course the good work that has been done by coaches here for many years but we are now seeking to build on those efforts so

that every player can benefit, which will improve standards across all levels of the game. This document will help guide coaches, clubs, parents and others involved in the development of our young players to understand how the game will change at the different levels and how our young players will all reap the benefits of our actions. By using the experience our coaches already have and putting a clear plan in place we believe the future can be very bright for Irish football. *Ruud D, (2014)*

The following ten recommendations used to the researcher as review and it helps coaches and other football organs why must follow this idea as the principle to develop the football as it is expected in this era.

1. Implement a player-focused model based on enjoyment and skill development to reduce the emphasis on winning at all costs

Player development and players enjoying football is the core philosophy central to our new Player Development Plan, Whilst understanding that players are naturally competitive, we need to focus on, and understand the importance of player development versus simply winning matches.

Winning at all costs inhibits player development and can lead to a sense of frustration and failure. The match result is secondary to the quality of play and the enjoyment of playing. It is essential that young players are free from the constant pressure of winning and are allowed freedom of expression on the pitch. As players get older, the process will become increasingly more team-efficient, with a greater onus on results.

❖ Introduce a uniform playing style and coaching style in order to develop skilful and creative players.

An attacking style of play is the best guarantee of learning and development. To develop creative players, freedom of expression is Players need to learn from their mistakes and should always be encouraged to try again. If young players are criticized for losing the ball, or discouraged from trying something new, they will not learn.

Our philosophy sees the 4-3-3 system of play as the best format in which to develop young players. Within this formation, roles can be clearly outlined and there is a greater set of options for passing, ball retention etc which facilitates learning and provides flexibility in attacking and defending. This system of play is recognized in many successful European countries as the best approach for player development.

Coaches should encourage young players to play out from the back, through midfield, linking up with attack. Whilst the long-ball can be effective, it is no longer considered the only method of attacking play.

❖ **Minimum playing time per game for each player (see Table 1).**

Players need more playing time at a young age; otherwise, there is no learning, no development and little enjoyment – which may result in young players dropping out of the game. All players deserve playing time – this is how they will develop.

❖ **Roll on / Roll off (Ro Ro) substitutes will apply at all age levels.**

This allows for more playing time for the players and more opportunities for the coach to develop the players. For example where a player is struggling to cope with an opponent or has lost their discipline the coach can use the substitution to replace the player, give him/her advice on how to deal with the situation and then bring the player back on. It creates a “live” learning environment for both coach and player.

❖ **Mini-blitzes/Festivals in a Twin-game Format at U6-U11. League Tables will be introduced from U12.**

Twin-games mean that a squad is split into two equal teams, who play mini-blitzes or festivals. This results in more opportunities for children to play and at their correct level. For example an Under 8 squad will consist of 12 players, for the blitz they will be split into two smaller squads of 6 as will their opponents. They will then play two 5v5 games against their opponents with both matches taking place at the same time. Both teams will have 1 substitute and roll on/roll off substitutions will apply.

League Tables will not be introduced until U12 in order to take away the winning at all cost mentality and take away the pressure from the players, coaches and parents. This will give more focus on player development at the younger ages.

❖ **From U6-U9 guided play, referees to be introduced at U10.**

Guided play means that there is no referee involved; leaving the players to solve any problems amongst themselves (mirroring what happened in Street Football in the past). One of the benefits of Street Football was that the players organized and “refereed” games themselves, solving the problems as they arose, learning mutual respect and honesty in a creative environment. Coaches of each team remain on the sideline and watch closely how players act, in some cases they may need to help resolve disputes. This may seem strange to some but is an approach that has proven very successful in many other countries. Referees will be introduced at U10. It is important that players learn to respect the officials at all times, play by the rules and accept the rules.

❖ **Parent Education Workshops.**

Coaches and parents need a good working relationship which is important in developing young players. The ‘winning at all costs’ mentality often emanates from coaches and parents.

Workshops will be vitally important to educate parents and help them understand the philosophy behind player development, its aims, goals and objectives. There will be a parental ‘Code of Conduct’ which will outline parents’ responsibilities. A resource pack will be developed and consultation will take place with leagues as to the method of implementation and delivery of workshops.

2. Restructure the playing model for underage football (boys/girls) to a clear policy on the best age-specific formats of the game to be implemented by all leagues.

Currently there is no consistency across leagues in terms of pitch size, goal size, match duration etc. It is important to have a common structure implemented by all leagues. For example a player in Donegal should be playing the same format as a player of the same age in Kerry, Dublin etc.

❖ A gradual build-up towards the full game (4v4, 5v5, 7v7, 9v9, 11v11).

It is very important to understand that each age group has its own specific requirements and characteristics. From a psychological, social and physical viewpoint players needs differ according to age. A clear structure is required, gradually building from 4v4 to the full 11v11 game.

Small Sided Games are important to develop the necessary football skills. 4v4 can be considered the smallest simplification of the real game. Players have three options when they are in possession, namely to play forward, sideways and backwards. Small Sided Games allow players to have more ball contact and more involvement in the game. The focus is on scoring goals leading to greater enjoyment for the players. Young players should have the opportunity to play in many different positions, only specializing when aged 15 or 16 and heading towards the adult game. The coach should focus on the quality of play and the development of the player rather than the result alone.

❖ Uniform pitch and goal sizes (see Table 2.3).

Under the plan there will be consistency in terms of pitch size and goal size across leagues.

❖ One size ball, weight to be adjusted to the age group (see Table 2.3).

From a development point of view a size 5 football will be introduced at all age levels. However the weight of the ball will depend on the age of the players (from 290 grams to 450 grams).

The larger ball surface helps the player develop ball mastery (passing, receiving, dribbling, shooting etc).

Because many clubs already have an existing stock of footballs these can continue to be used but when being replaced by the club they must restock with the new Size 5. During this transition period where clubs have an opportunity to play with the new weighted size 5 we encourage them to do so. Recognizing that some leagues / clubs have different suppliers the FAI will provide the ball specification required to these suppliers.

- ❖ **Uniform match playing time by age group (see Table 2.2).**
- ❖ Under the plan there will be consistency in terms of playing time by age group across all leagues.
- ❖ **Maximum number of squad players per team (see Table 2. 2).**

This is required to ensure that maximum squad numbers are such so as to enable all players to be given the recommended playing time.

Table 2.2: Proposed Game Formats

age	Squad size	Team Size	Match Format	Substitutions	Match Duration	Minimum Playing Time	Referees	League table
U6	10	4v4	Twin	Ro Ro	4x10mins	75%	No	No
U7	10	4v4	Twin	Ro Ro	4x10mins	75%	No	No
U8	12	5v5	Twin	Ro Ro	3x15mins	75%	No	No
U9	12	5v5	Twin	Ro Ro	3x15mins	75%	No	No
U10	16	7v7	Twin	Ro Ro	2x25mins	50%	Yes	No
U11	16	7v7	Twin	Ro Ro	2x25mins	50%	Yes	No
U12	12	9v9	Normal	Ro Ro	2x30mins	25% to 50%	Yes	Yes
U13	12/16	9v9/11v11	Normal	Ro Ro	2x35mins	25% to 50%	Yes	Yes
U14	16	11v11	Normal	Ro Ro	2x35mins	25% to 50%	Yes	Yes
U15	16	11v11	Normal	Ro Ro	2x40mins	25% to 50%	Yes	Yes
U16	16	11v11	Normal	Ro Ro	2x40mins	25%to50%	Yes	Yes
U17	16	11v11	Normal	Ro Ro	2x40mins	25% to 50%	Yes	Yes

Table 2.3: Proposed Game Formats

Age	Team size	Pitch size(m)Min/Max	Goal size	Ball size & weight
U6	4v4(no GK)	35m x 20m max • 30m x 20m min	1m x 3m	5 (290gms)
U7	4v4(no GK)	35m x 20m max • 30m x 20m min	1m x 3m	5 (290gms)
U8	5v5	45m x 25m max • 40m x 25m min	1.88m x 5m	5 (290gms)
U9	5v5	45m x 25m max • 40m x 25m min	1.88m x 5m	5 (320gms)
U10	7v7	45m x 25m max • 40m x 25m min	1.88m x 5m	5 (320gms)
U11	7v7	65m x 40m max • 60m x 35m min	1.88m x 5m	5 (320gms)
U12	9v9	80mx50m	Full	5 (370gms)
U13	9v9 / 11v11	Full	Full	5 (370gms)
U14	11v11	Full	Full	5 (370gms)
U15	11v11	Full	Full	5 (450gms)
U16	11v11	Full	Full	5 (450gms)
U17	11v11	Full	Full	5 (450gms)

❖ Proposed Game Formats

4v4 (no GK)

Here we see the 4v4 “Twin Game” layout for U6 and U7 players. For these age groups Squad Size is 10 and the squad is then broken down into two teams of 5 playing 4v4 matches with one rolling substitute per team (no goalkeepers). The goal size is 1m x 3m and this can be created by using cones or poles. There are no goalkeepers in this format as we do not want early position specialization. If required for blitzes etc., additional pitches can be created at the other end.

5v5

Here we see the 5v5 “Twin Game” layout for U8 and U9 players. For these age groups Squad Size is 12 and the squad is then broken down into two teams of 6 playing 5v5 matches with one rolling substitute per team (with goalkeepers). The goal size is 2m x 5m. Here we have

goalkeepers but they should rotate after every playing block. If required for blitzes etc., additional pitches can be created at the other end.

7v7

Here we see the 7v7 “Twin Game” layout for U10 and U11 players. For these age groups Squad Size is 16 and the squad is then broken down into two teams of 8 playing 7v7 matches with one rolling substitute per team (with goalkeepers). The goal size is 2m x 5m.

9v9

Here we see the 9v9 layout for U12 and possibly U13 players (depending on ability). For these age groups Squad Size is 12, rolling substitutes apply and the full size goal is used.

11v11

Here we see the normal 11v11 layout for U13 players (depending on ability) and for U14, U15 and U17. For these age groups Squad Size is 18, rolling substitutes apply and the full size goal is use

3. Establish an agreed set of criteria for good competitions

It is recommended that, to provide good competition, a league would comprise of ideally 10 to 12 teams in each division providing 18 to 22 matches per team. Additional games in two cup competitions consisting of a League Cup and a National Cup should also be provided. Where a division comprises of less than 10 teams consideration should be given to additional rounds of fixtures so that 18 to 22 matches per team is achieved.

Where possible it is recommended that all fixtures are notified to clubs prior to the commencement of each season.

-Minimum numbers of balanced teams.

-Consistent number of matches for players regardless of their geographical location.

-Mixture of league and cup game.

-Schedule and fixtures outlined before competition begins.

4. Establish improved Elite Competition Structures Implementation

The National under-19 League is currently in place and has provided an excellent competitive platform for elite players nationally. The League is divided in two regions and has greatly assisted in the development of young players for clubs participating in the National League. The establishment of an Under 17 National League will add to the player pathway and this is due to commence in August 2015. There is a need to cater for those players who have not moved into the National League and still want to remain playing in good quality competitions. Therefore maintaining quality competitions for 17 to 19 year olds in local leagues is vital to ensure the retention of players in the game. The player pathway will look as follows:

- ◆ U6 to U16 Local Leagues
- ◆ Under-13/14/15/16 Elite Competition
- ◆ Under 17 National League - 2 regions
- ◆ Under 19 National League - 2 regions

5. Utilize the National Sport Campus for Elite Player Development & Coach Education Programs

The National Sports Campus is currently being developed into a high performance training centre for the country's top athletes. The FAI is developing its own National Training Centre on the Campus that will provide football in Ireland with a base for the development of elite teams, coaches and referees.

The National Sports Campus will become a centre of excellence for player development and coach education in this country. It is also envisaged that the FAI National Training Centre would become a hub for the development of our volunteer football workforce through the delivery of a variety of education and training courses.

- ◆ ETP Centers of Excellence
- ◆ ETP Elite Summer Camps
- ◆ Training Camps Underage National Teams (male/female)

- ◆ UEFA A, B and Pro License Courses

- ◆ Futsal Development and Education

6. Increase coaching standards and recommended coaching levels at all age groups

Implementation

The number of Coach Education courses delivered continues to increase year on year, with the number of qualified coaches at each level also continuing to increase. Clubs should strive to have as many qualified coaches as possible.

We have made massive strides in recent years in the development and provision of our Coach Education pathway and will now look to build on these foundations by providing courses that are more tailor made and client friendly for our coaching workforce. For example, we will Endeavour to make our Coach Education courses more age-specific, whereby coaches who work with youth players will attend courses for this specialist age range. This will result in us delivering courses that have a higher specialist provision of course material and lead to a more robust, holistic course curriculum to better equip coaches in working with their chosen age range. In turn, we will align minimum criteria of coaching qualifications to be attained by team coaches and staff in order to give our young players the best possible opportunity to be coached and mentored in the most purposeful way. For coaches of teams playing in Elite Competitions or at National U17 and U19 levels there will be minimum compulsory coaching requirements. Other planned initiatives will be the adoption of a National C License, UEFA Elite Youth License and a more refined, structured goalkeeping pathway culminating in the UEFA Goalkeeping License. Coaching pathway:

- ◆ U6-U9 National D1 License (Kick Start 1)

- ◆ U9-U12 National D2 License (Kick Start 2)

- ◆ U13-U19 National D3 License (Youth Cert)

- ◆ Elite U13/U14 National C License

- ◆ Elite U15/U16 UEFA B License

◆ National U17 UEFA B License

◆ National U19 UEFA A License (UEFA Elite Youth)

7. Establish FAI approved Underage Football Academies in local clubs providing a pathway for all Players

The Emerging Talent Program at League and Regional levels caters for elite players aged from 11 to 16. It is important that player development is also catered for in all clubs especially in the formative years 6 to 12 (boys and girls). This is what the new Academy structure will help achieve. To be an FAI approved Development Academy a club will have to meet a range of set criteria (for example, contact hours, syllabus, coaching qualifications, child welfare policy, written philosophy, parent workshops, facilities, code of conduct etc). It is envisaged that a club would register online and assess itself against the agreed criteria.

The local Development Officer would audit the club against the set criteria before the FAI grants approved Academy status.

It is essential that the player pathway has a strong link to the senior game and International football. Senior clubs also have a significant role to play in the development of underage football.

8. Develop an overall joint strategy between FAI, SFAI and FAIS Implementation

Both the SFAI and FAIS draw from the same pool of players and there are a large numbers of players playing for both club and school. A committee will be established to progress the ‘‘joint strategy’’ and be responsible for the implementation of the Player Development Pathway. This committee will produce and coordinate a comprehensive calendar of underage football activity with a view towards managing player welfare. Increasing the participation of boys and girls in football is also extremely important.

9. Providing higher levels of competitive football for elite performers.

This recommendation is aimed at providing higher levels of competition for players and teams that excel at local level and need to be challenged more on a weekly basis. All 32 existing

leagues will remain in place as they currently operate. The proposal is to establish additional competitions above local league level that allow the best play against the best.

For all players to develop to their full potential it is important that they compete at the appropriate level and consistently face opposition of a similar standard. For many players this currently does not happen. Players / Teams that excel in their local league should have the opportunity to progress to an elite competition at a higher level. As a result, the players will train and play at the level that challenges them throughout the entire season. It also means that the players / teams that remain in the local league also face opposition more appropriate to their level which in turn will encourage their continuing participation.

Regardless of the level the player plays at they remain registered with the local league their team is affiliated to and are eligible to represent that league in inter-league competitions. Further consultation is to take place with leagues to determine the best format for this higher level of competition.

10. Create continuity of football by shifting to a one season calendar:

March - November

This recommendation deals with the proposal to start moving towards a consistent football calendar from March to November across all underage leagues.

❖ This potential change brings many benefits:

- ◆ Player development would be improved through playing on better quality surfaces and weather circumstances
- ◆ less matches will be cancelled
- ◆ Evening matches can be spread out
- ◆ Better access to players in off season for the Emerging Talent Program
- ◆ Allows for multiple matches on same pitch on same evening
- ◆ More spectators

◆ Reduced costs for lighting

◆ Pitches are protected in the winter

Discussions with the Mayo, Clare and Roscommon leagues that have moved to a calendar season have reaffirmed the benefits outlined above. However, it is also recognized that this literature review shows the change and to face challenges. Further consultation must be take place with all leagues to discuss the program and agree the best way forward for the benefit young players development for the clubs and also Ethiopian football renaissance.

2.8. Characteristics of the Modern Football

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

In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goals than the opponent team. Getting the ball between the goal posts and into the goal scores a point. While playing the ball, players may use any body part except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in *http://www. World cup.com*.

A survey conducted by Federation International de Football Association (FIFA), the sport governing body, published in the spring of 2001, over 240 million people regularly play football/soccer in more than 200 countries in every part of the world. Its simple rules and minimal equipment requirements have no doubt aided its spread and growth in popularity. In this regard Reilly T. (1996:1) expresses that; football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer game and its rule have a great role for the popularity and development of modern football/soccer throughout the world.

2.9. Coaching Quality

Having created the time and space for players to practice, the appropriate use of that practice time is then critical to the successful development of players. Coaches hold the key to the effective use of the time. It is only via the delivery of high quality coaching that elite player development environments can be created. The detailed information relating to coaching quality is provided by measuring the quality of coaching, clubs will be better able to assess the value of the investment they are making into coaching and access time.

It is expected that each coach in the Academy System will take personal and professional responsibility for the planning, preparation, delivery, feedback and downloading/capture of each session that he/she delivers. Each session will be delivered as part of a coherent Coaching Program which is relevant for the players under their charge.

2.9.1. Coach and player relationship

As a coach, whether at a small high school or a major university, you should get to know your players, know what is going on in their life, find out what makes them tick, and do your best to stay up with the times. And while I will reiterate, it is not the coach job to be friends with his players nor try to emulate them in how they dress or speak, but a coach should make every attempt to be likeable and show that he cares. The coach can also help players to his/her best and push you're his/her limits without injury. Many coaches have completed courses in athletics health care. They are trained in injury prevention measures, including warm –up activities, tapes, bandages and warps. Additionally, they are educated in assessing and ensuring a player gets the best treatment for an injury if an accident outside the game). Off the playing field, coaches can be good mentors and advisers, offering an adult perspective on one – sports problems or questions. (Many Olympic and professional athletes have had strong relationships with their coaches outside the game).

Relationship with your coach can be different from relationships you have with your parents or teacher. Those relationships follow a more established structure, whereas a coach is usually closer to your level, working equally with you toward a common goal. You might feel more comfortable opening up to your coach about all sorts of things, from problems at home to difficulties in school. Ideally, a relationship between a coach and an athlete is based on mutual

respect and trust. You can make a good impression by showing up for practice on time, abiding by team rules, and always putting a lot of effort in to your performance, whether it's workout or a game, meet or match. Social relationship (socializing at times beyond the usual coaching functions) can interfere with the coach – player relationship. Coaches and athletes should not relate to one another as though they are in the same peer group, have similar interests, and share the same friends (Anshel, 1990) attempting to manage a social and coach – player relationship simultaneously can negatively influence the coach – player relationship, or the friendship, or both.

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

2.9.2. The role of the coach

In an ideal world, no football team would play a game without a qualified coach appropriate for that level. It is a specialized skill to be working with young people – you are essentially a teacher if you are working with children. You need to learn and develop the skills required to coach children to maximize their potential.

Players need coaches, whose focus is on player development, helping to build confidence, motivation, freedom of expression and thereby creating a positive learning environment, making playing and training enjoyable for the players.

Coaches who just dictate to players all through the game undermine their confidence, hindering development. Young players must learn to play as part of a team according to simplified guidelines when attacking (e.g. creating space, building up and creating scoring opportunities) and when defending (e.g. defend together to win the ball back quickly).

They must learn to deal with all elements of the game; team-mates, opponents, the officials, the laws of the game, weather conditions, the score etc.

The task of the coach is to facilitate the players, to help them learn, play and enjoy the game.

2.9.3. Key principles in coaching

- Motivate your players, whilst coaching always in a positive way. This helps build self-confidence and self-motivation.
- Praise and encourage your players to have the freedom to express themselves.
- Let players make their own decisions on the pitch. Constantly instructing them on what to do does not help their development. Coaches must accept that mistakes are part of the game and part of player learning and development.
- Focus on the quality of players when attacking, defending and in transition rather than on winning games.
- Set development ‘goals’ in what you want to achieve with your team/players. For example, “Today we will be focusing on attacking play.”
- Engage with your players by asking questions. Talk and discussion will help create improved awareness in their role, on and off the field.
- Encourage your players to show respect for the opponents and match officials (no comments) and to play by the rules.
- Encourage your players to work together and achieve team objectives.
- Engage with parents after games/training sessions and Lead by example on and off the pitch.

- The coach must intervene immediately where his / her players fail to show high standards of respect, good attitude and behavior. Failure to intervene will lead to this behavior being repeated.
- Be patient, stay calm and always be in control of your emotions.

Expected Outcomes: will be

- ◆ Improved motivation, confidence, enjoyment and satisfactions
- ◆ Increased learning and development
- ◆ Enhanced creativity and problem-solving ability
- ◆ Better team and individual efforts
- ◆ Good quality of play.

2.10. Basic Principles of Football Training

Kacany (1987:33) (as cited in Wondimu and Damen, 2004:41) defines training as a complex, long and conscious educational process, with the aim of making use of specific means, to contribute to the achievement of maximum sports performance by a player on the basis of balanced development of his/her personality and further explains training as a systematic process of repetitive, progressive exercise and acclimatization. For this purpose, the principles of training help ensure that sensible, realistic and safe training programs are developed.

- ❖ Therefore, the principles of specificity, overload, progression, variance, and principles of long-term training are the basic principles of training specific to football/soccer. The details of each principle are discussed as follows:
- ❖ **Principles of Specificity:** every activity requires a specific mix of fitness components and the training should reflect the contribution made by each component. However, before attempt any specific training it is mandatory to develop a general level of fitness. Here, three main factors must be considered:
- ⊕ **The individual:** training should be specific to the individual. It is important to assess the initial stage of fitness so that the workload can be accurately estimated.

- ⊕ **The activity:** first identify the mix of fitness components required and then identify the major joints and muscles that are used or more active.
- ⊕ **The energy systems:** identify the energy systems used during the activity and their overall contribution to total energy expenditure.
- ⊕ **Principles of Overload:** this principle indicates that whole point of training is to improve level of fitness, but the level of fitness will improved only if the body is overloaded. In other words, the body should work harder than normal by increasing the amount of work to be performed. This can be applied through:

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

3. **Principles of Progression:** regarding this principle, the body will improve only if it put under stress, but the principle of progression underlines the fact that the amount of overload attempted should be progressively made more difficult. The workload should be increased only once some adaptations have occurred, so it is important to monitor the players or trainees performance closely so that the coach does not put too much stress on the players too soon.
4. **Principles of Variance:** variety is the spice of life! Doing the same thing week after week becomes monotonous and boring. The principle of variance suggests that a training program should include variety of training methods. This will help to maintain interest and motivation, and makes sure that the loads of training are varied.
5. **Principles of Long-term Training:** footballers experience long-term training effects by overloading regularly and progressively their body systems. Gradual improvements in physiological parameters contribute to enhanced performances. This principle reminds coaches to be patient as they monitor the progress of the footballers and cares them against pushing youngsters too hard, too fast and too soon (Wondimu and Damen, 2004). In general, the principles of training are used as guidelines to assess the appropriateness of the training session. In addition to the above principles the U.S. Youth Soccer

Coaching Manual (2010:11) recommends the following principles for the success of youth training sessions. The details of each principle are discussed as follows:

- **Developmentally Appropriate:**

This challenges the coach to examine the appropriateness of the activity. The requirements or demands of the activity should fall within the range of players' abilities.

- **Clear, Concise and Correct Information:**

How instructions are given is crucial when dealing with young children. Too much information overwhelms them and too little information doesn't give them enough to get started. Provide enough information to get them started and then add new challenges.

- **Simple to Complex:**

The activities presented in a way that allows for ongoing modifications and new challenges to meet the player's interest and abilities.

- **Safe and Appropriate Training Area:**

The area should be free of hazardous materials such as glass, stones, branches, holes and be safe from traffic or other environmental dangers. The training environment should be psychologically safe.

- **Decision Making:**

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

- **Implications for the Game:**

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

are even more important for the younger players. The coach at this level is providing the foundational movement and thinking skills that will enable the player to later solve more complex problems. (Mohammed nasir Y June,2011)

2.11. Sport Nutrition

As expressed in Foundation Soccer Coaching Manual (2008:234) and adopted from unpublished document (2004) Wondmu Tadesse (pro), nutrition is an important part of any successful training program. Food is the fuel of athletic performance. Though the coach cannot control his/her athlete's food, rather he/she can guide them toward healthy eating. For this purpose, the coach should be acquainted with the basic of proper nutrition. In line with this view, Foundation Soccer Coaching Manual (2008:236) states that, "success in sport is determined primarily by athletic ability and proper training; nutrition affects the athlete in many ways. Nutrition is important for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. So the coach can have a positive influence on his/her athletes' attitude about nutrition as well as their eating habits.

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

CHAPTER THREE

METHODOLOGY OF THE STUDY

3. Research Design and Methodology

This part of the thesis deals with the research design and methodology, data sources, sample and sampling Techniques. It also presents the tools and instrument of data collection and methods of data analysis

3.1. Research Design

The main objective of this study was improving football development program by examining the current problems of Defence force under-17 football team and its contribution to the main clubs as well as the national team. To this effect, descriptive survey method was employed. This method was selected because it was helpful to identified the problems of the Defence force under-17, the present conditions and present needs, immediate status of a phenomena and facts findings (Youesh, 2006:105) moreover, it was economical and rapid turned round in data collection and identified attribute of a large population from a small group of individuals (Kothri 2004:35) therefore the first approach of the study was gather data to examine the current problems and prospects of Defence force under-17 football team and its contribution to the main clubs and to the national team. This method was intentionally done so as to get tangible data from coaches and players in the club.

3.2. Source of Data: Primary and Secondary Sources

The collection of information was carried out through primary and secondary sources. In the secondary data, related books, journals and booklets that show the contribution of under-17 football program to the development of football Were reviewed in the literature part to support the finding of the study. In addition, available reports and documents regarding the issues were reviewed. Primary data were collected from the two group groups of respondents (trainees and coaching staffs) using questionnaires, well structured and unstructured interview and necessary related information's collected through observation in the training season.

3.3. Sample and Sampling Technique

Polit and Hungler (1999:43, 232) define a population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalised. If the samples are the total population of the group there is no need of selection for sampling therefore; the researcher used simply census technique. It is because of the total population size were 40. From a total of 38 questionnaires were distributed to 35 players and 3 distributed to coaches. Beside this, 2 coaching staffs had taken parts in the interview. Therefore from total 38 population questionnaires were distributed 32(85%) of the respondents properly filled and returned. from, 29 trainees and from 3 coaches the rest were not collected timely because of deferent problems. The study was design to address Defence force under-17 players, coaches and coaching staffs those have direct relation with the variable mentioned to be studied.

3.4. Tools of Data Collection

The primary data sources are questionnaire, interview and observation using check list. These primary data are strengthened through interview and questionnaires. Secondary data also used to strengthen the primary source during the data analysis procedure. This was including different literatures and written documents such as annual abstracts and reports on sport academy.

3.4.1. Questionnaires

According to kumar (1996:110) questionnaire is a written list of questions, the answers to which are recorded by respondents. The aim of this research is to identify the status of Defence force under-17coaches, players, sports person. Questionnaires with open-ended and close-ended items were developed and dispatched to the target group; namely youth sport academy football players, and coaches. Out of the total questionnaires distributed to the target population,

29(100%) from players and 3(100%) from coaches were returned. then the analysis was made using the responses of 35 players and 5 coaches. These questionnaires consisted of items such as personal profile ,professional questions, Availability of facilities and equipment, number of competitions available, methods of selection Talented players, overall activities of the Defence

force under-17 and interrelations among the stakeholders (football federation). These In fact, this was attempted in order to make more the questions brief, attractive to look at, easy to be understood and reasonably to be completed quickly.

Above all, bearing in mind the assumption that how respondents could easily analyses the questionnaire. To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the back ground characteristics are concerned. Two sets of questionnaires were developed in English and one was translated in to Amharic language to obtain information from trainee athletes‘ and coaches‘ .In order to elicit the necessary data, both questionnaires were constructed based on the reviewed of related literatures.

3.4.2. Interview

Interviews are a type of survey where questions are delivered in a face-to-face encounter by interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999). Accordingly, structured interview was designed to supplement and enrich the information that was drawn by the questionnaire. Unstructured interviews demand deep knowledge and greater skill on the part of the interviewer, happens to be the central techniques of collecting information in case of exploratory or formulate studies, but in case of descriptive studies we quite often use the technique of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer. Thus, three Administrators who are senior official expert of the academy participated in the interview .Assuming that more information and that too in great depth could be obtained from these interviewees. Pertaining to the interview, every effort was made to create friendly atmosphere of trust and confidence in order the respondents would feel at ease while talking to and discussing with the interviewer. Hence, the interview was followed by probing a set of predetermined questions and taking note, comments which were given by each interviewee after questions, jot down on the note book until the last question comes to an end. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point.

Beside this, Interview was held in Amharic language for ease of communication and clarity of ideas. Finally, the whole idea of the interview was summarized and analyzed from what has been written on the note book during and after the discussion.

3.4.3. Observation

Observation is one way of collecting primary data, and it is a purposeful, systematic and selective way of watching and listening to an interaction or phenomena as it takes place (kumar, 1996:105). It is also accurate watching and noting phenomena. The Observation focuses on the facilities and equipments which is important to develop the performance of football players.

To observe the status of Defence force under-17football players, the researcher were used the coach's observation checklists that lead the researcher to collect enough information about the Defence force under-17football players.

3.5. Procedure of Data Collection

For those respondents who have been selected, the final copies of the questionnaires were distributed in face-to-face situation by the researcher. This was done intentionally, if there was a need for additional explanation on how to respond and to get back as many questionnaires as possible. Regarding observational checklists, it was filled during the period in which the researcher was in the club for the second time, to collect the questionnaires. In addition to observational checklists, documents were consulted by the researcher to triangulate the result of questionnaires

3.6. Method of Data Analysis

As far as data analysis is concerned, both qualitative approaches were employed. Qualitative methods were used to provide detailed descriptions of data to help the researcher explore and discover inherent patterns. The results of data collected through questionnaire, interview and observation were interpreted using percentage, count and descriptive statements.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF THE FINDINGS

4. Data analysis

This chapter's deal with analysis and discussion of the findings of the data collected through questionnaire, interview and observation. The data are presented in tables, analyzed by using percentage and narration form. To supplement and enrich the information, draw using questionnaire, the data from open-ended and close-ended questionnaires, structured and unstructured interview and observation were used. Out of the 38 questionnaires distributed to the coaches and players 32(85%) were clearly filled out and returned to the researcher.

Coaches and trainees were asked to indicate their background information through questionnaire, responses on their sex, age, the regions where they come from, availabilities of physical health test when they first join the club, education level and qualification, specializations, year of experiences, availabilities theoretical class, trainees team spirit, willingness of trainees family for their children participation to the program and the availabilities of fitness program.

Table 4.1 personal information of coaches

Coach's Sex, Age range, the region where they come from, Educational background, Previous experience of coaching and Years of experience in coaching

No	ITEMS	RESPONDENTS	PERCENTEGE
1	Sex	No	
	Male	3	100
	Female	-	
	Total	3	100
2	Age range	No	
	25-30	-	-
	30-35	-	-
	35-40	2	67
	40-50	1	33
	Total	3	100
3	The region where they come from	No	
	North	1	33
	South	2	67
	East	-	-
	West	-	-
	Total	3	100
4	Educational background	No	
	Certificate	-	-
	Diploma	3	100
	Degree	-	-
	Second degree	-	-
	Total	3	100
5	Previous experience of coaching	No	
	Project	-	-
	School	-	-
	club	3	100
	Total	3	100
6	Years of experiece in coaching	No	
	1 year	-	-
	2 years	-	-
	3 years	-	-
	4 years	-	-
	Above	3	100
	Total	3	100

4.1. Personal information of the coaches

Table 4.1 presents their Sex, 3(100%) of the coaches are male. This shows that football coaching of Defence force under-17 is dominated by male coaches. Concerning the age of coaches, reveals that 67(75%) of the coaches and 1(33%) of the coaches are found between the age of 30-40 and 40-50 respectively. From this, one can conclude that the majority of the coaches are found in the adult age. Regarding the regions where they come from, 2(67%) of them come from southern part of the country and 1(33%) of the respondent is from Northern region of the country Therefore southern region is the dominant percentage. Concerned on educational background respondents 3(100%) of the respondents are diploma level this shows that they need to get more promotion and enhancement programs. With regard to where is your previous experience in coaching as a main coach, 3(100%) had enough experience and they were worked in the clubs. Related to years of experience in coaching as a main coach, 3(100%) were worked in different clubs. More than four years. This indicates that they have good experience.

Table 4.2: General questions depends on the Defence force under-17 coaching staffs

No	Questions	Yes	No	Total
		No (%)	No (%)	No (%)
1	Does the trainees family willing to their participation in this program?	3(100%)	-	3(100%)
2	Do you get your trainees team spirit is very good?	3(100%)	-	3(100%)
3	Do you give them theoretical class exclusively from football trainings?	-	3(100%)	3(100%)
4	Did you take physical health test for the first time your players join the club?	1(33%)	2(67%)	3(100%)
5	Do you have fitness training program exclusively from football training?	-	3(100%)	3(100%)
6	Are you satisfied in over all the club training facility, Equipments and nutrition program?	2(67%)	1(33%)	3(100%)

4.2. General questions for Defence force under-17 coaching staffs

Table 4.2 Shows that questions related to: the trainees family willingness to their children participation to the program, 3(100%) of the coaches respond were yes. this shows that the trainees family are voluntary for their children to participate in this program. with regard to trainees team spirit goodness 3(100%) of the respondents respond were ‘yes’ this shows the team has good spirit among each other it helps the team to work hard and to promote their level. Related to giving theoretical class exclusively from football trainings 3(100%) respond no it shows that there is no theoretical class, any team must have theoretical classes exclusively from

training time this helps them acquiring knowledge on football and learn life skills. For question with regard to having physical health test for the first time the players join the club 1(33%) of respond yes 2(67%) of the respondent respond no, No is the dominant answer this may put at risk the club because of the existence of sudden accident would be high unless we know players medical history. having fitness training program exclusively from foot ball training 3(100%) of the respondent responds that No, this shows that there is no fitness training at all, fitness is the key for any sport development therefore that players should have fitness coaches and fitness training program. Question with regard to satisfaction of over the entire club training facility, Equipments and nutrition program 2(67%) says Yes 1(33%) respond No it implies that the satisfaction is depends on the individual’s perception, but still it shows that there is a problem to say equipments and nutrition programs are satisfactory.

4.3. Training days per week

Table 4.3: Training days per week

ITEM	RESPONSE POINTS in %	
How many days you give training per week?	3 times	3(100%)
	4 times	-
	5 times	-
	6 times	-

With regard to the training days, all of them answered that they exercise 3 days a week. And 100% of the coaches claim that they do training 2 hours a day.

Table 4.4: About the relationship with each other and player's relationship

No	ITEM	poor	Not good	Satisfactory	Good	Very good	Total
1	How is your relationship with each other?	-	-	-	2(67%)	1(33%)	3(100 %)
2	How is the player's team mate spirit with each other and with the coaches?	-	-	-	-	3(100%)	3(100 %)

4.4. About the relationship of coaches, with each other and player's relationship

Table 4.4 shows that the relationship among the coach's 2(67%) of them responds good and 1 (33%) of the respondent respond very good relation, it shows that their relationship is good. And (100%) of the respondents have agreed that their player have a very good relationship with each other and with their coaches too.

Table 4.5 Rating on personal beliefs evaluation questions for coaches

No	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	
		No %	No %	No %	No %	No %	No	%
1	Do you agree that the quality of the playing field is enough for training	-	-	-	-	3(100%)	3	100
2	The equipments supply for the training time is good	-	1(33%)	-	-	2(67%)	3	100
3	The training program progression is enough at this level	-	3(100%)	-	-	-	3	100
4	There is strong disciplinary rule and regulation in the club(under-17)	-	-	-	-	3(100%)	3	100
5	I have great interest of if the current developmental program is changed	-	-	1(33%)	-	2(67%)	3	100
6	The training program has its own challenge for you.	-	-	-	-	3(100%)	3	100
7	The training has good improvement.	-	-	1(33%)	-	2(67%)	3	100
8	What is your agreement having fitness program exclusively from football training.	-	-	-	-	3(100%)	3	100
9	The training program is well organized.	-	-	2(67%)	-	1(33%)	3	100
10	Your participation on decision making for training program is poor.	-	3(100%)	-	-	-	3	100

4.5. Personal beliefs evaluation questions for coaches

Table 4.5 concerning agreement of that the quality of the playing field is enough for training 3(100%) of respondent respond strongly agree, it shows that the training field is good enough for training. The equipments supply for the training time is good 1(33%) of the respondent neutral whereas the other 2(67%) respondents shows their strong agreement it shows that the supply is not enough. Question concerning to training program progression is enough at this level, 3(100%) stats their strong disagreement. This means that the program needs improvement. Related to there is strong disciplinary rule and regulation in the club (under-17), 3(100%) of the respondents states that their strong agreement this shows that the strongest disciplinary measures helps to the youths to their future life. concerning interest, if the current developmental program of changed 1(33%) is neutral and 2(67%) shows their strong agreement this indicate that working on improvement on foot ball development program is very crucial. Question regard to existence the training program challenges, 3(100%) respond shows their strong agreement as it is shown in the above the respondents try to indicate training equipment nutrition and so on are some of the challenges. the training has good improvement 1(33%) respond neutral 2(67%) shows their strong agreement it implies that the coaches and the trainees are working very hardly for improvement. what is your agreement having fitness program more than the exclusively from football training, 3(100%) of respondents strongly agreed this means that fitness training is necessary for every sport person. Question about training program has well organization, 2(67%) shows that they are neutral and the rest 1(33%) show strong agreement it indicate that the organization needs some changes. Concerning with participation on decision making for training program is poor 3(100%) disagree this means they have full mandate of making decision training programs.

Table 4.6 Personal information based questions for trainees.

Trainee’s Sex, Age range, the region where they come from, Educational background, previous experience as a player and Years of experience in football.

No	ITEMS	RESPONDENTS	PERCENTEGE
1	Sex	No	
	Male	29(100%)	100
	Female	-	-
	Total	29	100
2	Age range	No	
	13-14	-	-
	15-16	24(83%)	83
	17	5(17%)	17
	Total	29	100
3	From where region you come from	No	
	North	-	-
	South	21(72%)	72
	East	8(28%)	28
	West	-	-
	Total	29	100
4	Educational background	No	
	Grade 7	-	-
	Grade 8	-	-
	Grade 9	2(7%)	7
	Grade 10	27(93%)	93
	Not educated	-	-
	Total	29	100
5	Previous experience of football	No	
	Project	21(72%)	
	School club	8(28%)	
		-	
	Total	29	100
6	Years of experience in football	No	
	1 year	3(11%)	11
	2 years	10(34%)	34
	3 years	2(7%)	7
	4 years	14(48%)	48
	Above	-	-
	Total	29	100

4.6. Personal information of the Trainees discussed as follow

Table 4.6, presents their Sex, 29(100%) of the trainees are male. This shows that football coaching of Defence force under-17 is dominated by male trainees it shows that all players are male. Concerning the age of trainees, 24(83%) of the trainees and 5(17%) of the trainees are found between the age of 15-16 and 17 respectively. From this, one can conclude that the majority of the trainees are found in the age of under-17. With regards to the region where they come from, 21(72%) of them come from southern part of the country and 8(28%) of the respondent is from east region of the country Therefore southern region is the dominant percentage this implies that the southern region has the potential of youth players. Question related on educational background 2(7%) of the respondents are grade 9 and the rest 27(93%) are grade 10 it implies that their educational level were proportional to the age level. Considering to where is your previous experience as a player, 21(72%) were played in project the other 8(28%) were played in the school, based on the response we understand that most players have good football basement. In table 4.6 Years of experience in football as a trainee, 3(11%) were played one year, 11(34%) played for two years, 2(7%) of were played for three years and the rest 14(48%) of them were played for four years this shows that most of them have good experience of football.

Table 4.7: General questions depends on the Defence force under-17 players

No	Questions	Yes	No	Total
		No (%)	No (%)	No (%)
1	Does your families willing to your participation in this program?	29(100%)	-	29(100%)
2	Do you get your team mate sprit is very good?	24(83%)	5(17%)	29(100%)
3	Do you have theoretical class exclusively from football trainings?	-	29(100%)	29(100%)
4	Did you have physical health test for the first time you join the club?	17(59%)	12((41%)	29(100%)
5	Do you have fitness training program exclusively from foot ball training?	-	29(100%)	29(100%)
6	Are you satisfied in over all the club training facility and nutrition program?	11(38%)	18(62%)	29(100%)

4.7. General questions for Defence force under-17 players

Table 4.7 concerning their family willingness to participate the program, 29(100%) of the respondent answer were 'yes', as Ruud.D(2014) states in the review part "Coaches and parents need a good working relationship which is important in developing young players" working with parents is the most critical matter to develop football in the clubs and throughout the country. with regard to trainees team spirit goodness 24(83%) of the respondents respond were yes and the rest 5(17%) respond No, this shows that this depends on the personal filling. Related to having theoretical class exclusively from football trainings 29(100%) respond no it shows that there is no theoretical class, it

is obviously clear that theory is the key for practice it helps to the young players to acquire of different knowledge related to the practice. For question with regard to having physical health test for the first time the players join the club 17(59%) of respond yes 12(41%) of the respondent respond no, this shows that some of the player were take the medical tests but the others not. Having medical test before one become member of the physical training program is helping for both the player and the club to minimize the risk of injury and other training related problems. Questions related to having fitness training program exclusively from foot ball training 29(100%) of the respondent responds that No, this shows that there is no fitness training at all fitness is the base for every physical related exercise one there must be training program exclusively from football training. question with regard to satisfaction of over the entire club training facility, Equipments and nutrition program 11(38%) says Yes and 18(62%) respond No it implies that the satisfaction is depends on the individuals perception but the predominant respond indicates that there is still no adequate supply of equipments and nutrition

Table 4.8: Regarding with training days per week

ITEM	RESPONSE POINTS	
	%	
How many days you have training per week?	3 times	29(100%)
	4 times	-
	5 times	-
	6 times	-

4.8. Regarding with training days per week

With regard to the training days, all of them answered that they have 3 days training program per week. And 100% of the trainees claim that they do training 2 hours per program.

Table 4.9: About the relationship with each other for players

Item	poor	Not good	satisfactory	good	Very good	total
How is your team mate spirit with each other?	-	-	-	8(28%)	21(72%)	100 %

4.9. About the relationship with each other for players

8(28%) of the respondents respond good and 21(72%) of respondent respond very good it shows that the relationship among players depends on with their personal fillings.

Table 4.10: Rating on personal beliefs evaluation questions

No	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	
		No %	No %	No %	No %	No %	No	%
1	Do you agree that the quality of the playing field is enough for the your training				21(72%)	8(28%)	29	100
2	The equipments supply for the training time is good		12(41%)	17(59%)			29	
3	The training program progression is enough at this level		25(86%)	4(14%)			29	100
4	There is strong disciplinary rule and regulation in the club(under-17)			4(14%)	13(45%)	12(41%)	29	100
5	I agree of changing the developmental program			5(17%)	16(55%)	8(28%)	29	
6	The training program has its own challenge for.			13(45%)	7(24%)	9(31%)	29	10
7	The training program needs improvement.				15(52%)	14(48%)	29	
8	What is your agreement having fitness program more than the current.				17(59%)	12(41%)	29	100
9	The training program is well organized.		25(86%)	4(14%)			29	10
10	You have no participation decision making for training program.				13(45%)	16(55%)	29	

4.10. Analysis of rating on personal beliefs evaluation questions

Table 4.10 Do you agree that the quality of the playing field is enough for training 21(72%) of respondent respond agree and the rest 8(28%) respond their strong agreement; it shows that the training filed is god enough for training. Questions for goodness of the equipments supply for the training time 12(41%) of the respondent respond disagree whereas the other 17(59%) respondents shows they are neutral. It indicates that the supply is not good at all. Concerning to training program progression is enough at this level 25(86%) stats their disagreement 4(14%) of them were neutral. this implies that the program is not enough at their level .regarding to their agreement on having strong disciplinary rule and regulation in the club (under-17) 29(100%) of the respondents states that their strong agreement, which implies that it helps them to shape up themselves for future professional life in football. concerning interest of, Changing the current developmental program 5(17%) is neutral and 16(55%) shows their agreement the rest 8(28%) their strong agreement. the agreement is predominant this means that respondent need new program. About the existence of training program challenges, 22(76%) of respondents show their strong agreement and 7(24%) respond that they agreed. They tried to indicate that, their major challenge were nutrition, no fitness training, equipment and not seeing new training method. Questions regarding the need for training improvements 14(48%) respond agreed and the other 15(52%) shows their strong agreement. this indicate that improving the developmental program of the club is the basic need to the players. what is your agreement having fitness program exclusively from football training, 29(100%) of respondents strongly agreed. this shows that the club should have fitness coach and exclusive program. It is the basement for every sport activities through using scientific method. Question about having well organization training program, 25(86%) shows that they are disagree and the rest 4(14%) shows neutral respond. this shows that the program need readjustment by concerning the players motive and decision. Concerning to no participation on decision making for training programs 13(45%) agree and the rest 16 (55%) strongly agree. the respond shows that players do not participate in training program decision making. In modern football players are the part of the program, therefore they should to be asked information's which concerning them and participated the clubs decision making.

CHARTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter show to readers the purpose and major findings, conclusion and recommendations of the study.

5.1. Summary

From the basic questions formulated, the data collected triangularly through questionnaire, interview structured and unstructured interview and observation the training programs and from the findings obtained, the following summaries, conclusion and recommendations were made. The data were mainly collected from questionnaire, filed observation; questionnaire was dominantly used. The objective of this study was assessing the current problems of improving developmental program of Defence force under-17 male players in Addis Ababa. In this study all possible effort were made to get the major constraints answers to the basic questions buy making strong review of related literature, collecting relevant information through questionnaire, unstructured and structured interview and observation.

To this end, this study has the following specific objectives on improving by implementing the developmental program, the current problems of Defence force under-17 male players in Addis Ababa. By investigate the availability of enough equipment and facilities in the club? To assess impact of rules and regulations which evaluating the development program performance? Identify if there is the knowledge gap of the coaches for understanding the importance of development program? To put possible solutions and suggest recommendation based on the findings. Basically the study tried to address the following basic questions as it is discussed in the analysis and discation parts of the findings.

In the study descriptive survey method was employed and the relevant literature were reviewed and data collecting instruments were designed and used to collect information from different sources of data collection. To increase the clarity of questionnaires, cheek the clarity of language and pilot testing has been carried out. After collecting the responses from the respondents, necessary correction and modifications were made before distribution of the actual date gathering. The samples

of the study were the lintier population of Defence force under-17team. 35 players and 5 coaches were included as a source of information to be part of the study. For the data analysis the major finding obtained are summarized as follows:

- The study showed that all coaches have similar sex, even if they are found between different age levels.
- With regard to year of experience in coaching from the total of 3(100%) they have above four years of experience.
- When we see their educational background they have diploma level and 'C' level license
- Considering nutrition, findings indicters that, 3(100%) coaches said that, there is food before and after training but there is no scientifically use of nutrition, because there is no nutritionist who supply for the players by balancing before and after the training session. This shows that none of the player as well as the coaches no idea about the advantage of taking nutrients before and after the training scission.
- With regard to the fitness program there is no fitness coach exclusively but players do some exercises like speed, endurance, flexibility and agility through the football training time.
- Coaches were responded there was shortage of facilities and equipments except the play filed during the practice session.
- Regarding to disciplinary rules and regulations the club had strong rule and regulation measure to the coaches and players like:-
 - Punctuality!
 - Work hard for yourself and for your team!
 - Respect each other! Etc.
- There were also unsatisfactory training programs because of budget and other constraints.
- With regard to programming the clubs program coaches responded that they all have full mandate, but not the players
- The other big obstacles for the club were:-
 - Not have good practices related to injury problems
 - There are no replacement practices when a player growth to 'Tesfa Budin'(under-20)
 - No camping for players so that they may live with their relatives or rental homes this affects directly or in directly the players football life.

5.2. Conclusion

Based on the findings, the following conclusion were made by the researcher;- The main purpose of under-17 football/soccer team should be improving the development of youth players' performance levels. This program must be contribute the main clubs as a source of best players, hence, it need focus on the gradual developmental training and the implementing deferent developmental programs. Coaching philosophy the key concept for any youth developmental through life skill problem solving capacity disciplinary programs,

Several researchers have highlighted athletes' application of coping strategies within periods of transition as beneficial for the progression of players' careers (Abbott et al., 2005; Finn & McKenna, 2010; Jones et al., 2014; Van Yperen, 2009). For example, Van Yperen (2009) showed that young elite footballers who made the step to the professional level engaged in problem-solving coping behaviors as one of the basic factors that distinguished non-professional from professional players. Consequently, this indicates that young players are not only dependent on sport-specific ability (i.e. technical-tactical) to deal with the transition to elite football, but also other domains of development (e.g. psychological attributes and behaviors).

In regards to performance stressors, coaches can play a critical role in preparing athletes with the ability to overcome mental obstacles. Coaches have the greatest amount of influence and responsibility for every aspect of the athletic program (Johnson et al., 2011). Differences among coaching styles through the characteristics of personality, knowledge, experience, communication skills, team leadership, and motivation methodology, can directly influence the same characteristics in the athletes (Barić & Bucik, 2009). Coaches who show sufficient knowledge in the technical skills of sport movements are better able to teach athletes correctly and decrease the amount of injuries from improper form and technique (Johnson et al., 2011). Another important factor in overall team performance is the ability of the coach to communicate. Coaches who do not communicate with the players, or who demonstrate poor communication skills, are more likely to mold athletes who feel less competent on the playing field. So that educating or updating coaches were found critical in the study.

Administrators and respected bodies need to keep in mind in decisions that are made at the team. The existence of unfavorable conditions as well as shortage of facilities and equip mentions such as, balls, football shoe, practice bibs and shin guard contributed to poorly or low contributions of in Defence force under-17club as it is main source of professional players to the main club.

Basic healthy nutrition is aimed for improving and optimization of performance during training energy Increase of reduction of certain macro and micro nutrients Eventually supplements Time-depend nutrition: before, during and after training No standard recommendations Intensity of efforts (kind of sport) Female/male Age Size and weight of the body Muscle mass Duration and frequency of the training/load Exercise Metabolism Energy needs depend on various factors Age Body size Body composition Gender Type and intensity of exercise In addition to these, unscientific supply of player's nutrition before and after the training scission is also another factor which affects the development of the players. and absences of sport nutritionist's are the major factors which can affect the development of Defence force under-17club. In General the Defence force under-17club football team highly affected by: lack training equipments, lack of responsibility (governmental respected bodies), shortage different improvement programs, not giving attention for the players and coaching staffs and lack of nutritionist's who supply food to the players before and after the training session properly absence of fitness program and fitness coach were revealed as the major problems of Defence force under-17club.

The final step of a player moving into the first team is the meeting of attitude, a talent and after, the character of the manager to make room for him to play. At some stage you have to stand up and say I stand up for this boy Saturday afternoon at 3 o'clock because I believe he deserves to be there. But of course, you never have the guarantee even if you have such long time in the game, you never know exactly how a boy will respond to his first mistake and the pressures of the game, but if you want to bring players up; you have to stand up for it!

Arsène Wenger (Arsenal, 2015)

5.3. Recommendation

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

- ✓ Every under-17 team can be successful and effective if it is supported with appropriate facilities, and equipments, sport nutrition, assigned educated or professional coach who specialized football coaching and the coaches who have good understanding of the players want, needs and perception for football, develop coaching philosophy and using better coach principles and assigned a responsible body who have passion of the profession. Who control, evaluates and being accountable for the problems occurs in the team through updating of coaching staffs with long and short terms of trainings, and develops his/her coaching philosophy. And engaging much more in play as the same time. This also helps to improve the success of under -17 skills development and their foot ball life. Therefore, top administrative officials should give emphasis to their under-17 football players and coaches.
- ✓ Assigning nutritionist for creating awareness through meeting and discussion about nutrition and food importance and benefits, like why we should be eating before and after the training session. The administrative officials should supply pure drinking water, the coach should advice the players to drink the water and the players should drink water in every 15-20 minutes during the training scission.
- ✓ Ethiopia football federation should assign who can take the responsibility of the problems that made in every under-17 players, especially those who are specialize the professions.
- ✓ To increase the contribution of under-17 football players as a source for national team, top administrative staff, and the club should crate suitable environment for players such:- as living in the camps nearer to the training area, or building football academies. In addition to these.
- ✓ Elite development under-17(young players) exist primarily to produce individual players for the first team, which often induces an interpersonal competition between aspiring academy players to secure one of the few professional contracts offered by the club (Mills et al., 2012). More specifically, tension between the ambitious athletes may arise when individuals adhere to personal agendas incongruent with the team goals during competition (Fletcher & Hanton, 2003). On the contrary, elite development coaches have underlined the importance

of understanding that being a team player enhances young footballers' chances of becoming professionals, as well as displaying interpersonal skills and being cognizant of the environment in which they function (Mills et al., 2012). Implementing football improvement developmental programs is the basement for every football clubs. Therefore Defence force under-17 respected bodies should update their coaches, players and football administrative organs by facilitating long and short term educational and training programs.

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ADDIS ABABA UNIVERSITY
SCHOOL OF POST GRADUATE PROGRAM
SCHOOL OF SCIENCE
DEPARTMENT OF SPORT SCIENCE 2010

Questionnaire provided for coaches

This questionnaire is designed to gather data for research paper entitled that in partial fulfillment of Masters Degree in sport science, the objective of the research is what kind of improvement program helps to develop under-17 defense force football club. Your response for the following questions is extremely important for the successful completion of this work depends on the responses that you provide, I will ask your genuine and accurate response to each of the items. A n d I would like to assure you that your response and answers remain strictly confidential.

Thank you!

Part One: Background information for coaches

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

1. Sex M F
2. Age
25- 30 30-40 40-50 > 50
3. From which region you come from?
North South East West
4. What is your educational background?
Certificate Diploma Degree Second Degree Not educated
5. Your previous football coaching background?
 - Project
 - School
 - club
6. How long you have been coach in the above question no 5 if so?
 - One year
 - Two year
 - Three year
 - Four year
 - Above
7. Does the trainees family willing to their participation in this program?
yes No
8. How do you get your spirit with each other?
Poor Not Good satisfactory Very Good

9. How do you get your trainees team spirit?

Poor Not Good satisfactory Very Good

10. Do you give them theoretical class exclusively from football trainings?

Yes No

11. If your answer is for question No. 9 yes, how many times per weeks?

1 time 2 times 3 times 4 times If ales

12. Did you have physical health test for the first time your players join the club?

Yes No

13. If your answer is No for question no 11 why? _____

14. Do you have fitness training program exclusively from foot ball training?

Yes No

15. If yes for the above question No 13, how many times per week?

One Two Three Above

16. Are you satisfied in over all the cube training facility, Equipments and nutrition program?

Yes No

Direction 2: The following questions are about the facilities and equipment of training for trainees and overall concepts of the program and the coach(s). Please write “√” mark that best describes your answer.

No	ITEM	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Do you agree that the quality of the playing field is enough for the your training					
2	The equipments supply for the training time is good					
3	The training program progression is enough at this level					
4	There is strong disciplinary rule and regulation in the club(under-17)					
5	I have great interest of changing the developmental program					
6	The training program has its own challenge for.					
7	The training has good improvement.					
8	What is your agreement having fitness program more than the current.					
9	The training program is well organized.					
10	Your participated decision making for training program is poor.					

OPEN ENDED QUESTIONS

1. What are the basic football development practices in Defence force under-17 football club?

2. Describe if there are challenges of the team related to adopting new developmental programs? _____

3. What are the methods which evaluate the performance of the training program?

4. What are the understandings of your coaching staff towards their trainees and overall your training program? _____

5. In which area do you think that your training program needs improvement?

APPENDIX-2
ADDIS ABABA UNIVERSITY
SCHOOL OF POST GRADUATE PROGRAM
SCHOOL OF SCIENCE
DEPARTMENT OF SPORT SCIENCE 2010

Questionnaire provided for trainees

This questionnaire is designed to gather data for research paper entitled that in partial fulfillment of Masters Degree in sport science, the objective of the research is what kind of improvement program helps to develop under-17 defense force football club. Your response for the following questions is extremely important for the successful completion of this work depends on the responses that you provide, I will ask your genuine and accurate response to each of the items. A n d I would like to assure you that your response and answers remain strictly confidential.

Thank you!

Part One: Background information.

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

1. Sex M F

2. Age

13-14 15-16 17

3. From which region do you come from?

North South East West

4. What is your educational background?

Grade 7 Grade 8 Grade 9 Grade 10 Not educated

5. Your previous football background?

- Project
- School
- Street

6. How long you play in the above no 5?

- One year
- Two year
- Three year
- Four year
- Above

7. Does your families willing to your participation in this program?

Yes No

Close ended questions

8. How do you get your team mate sprit?

Poor Good Very Good Excellent

9. Do you have theoretical class exclusively from football trainings?

Yes No

9. If you answer yes for question No 9 yes how many times per week?

1 times 2 times 3 times If ales

10. Did you have physical health test for the first time you join the club?

.Yes No

11. If your answer is No for question no 10 why_____

12. Do you have fitness training program exclusively from foot ball training?

Yes No

13. If yes for the above question No 12 for how many times per week?

One Two Three Above

14. Are you satisfied in over all the cube training facility and nutrition program?

Yes No

Direction 2: The following questions are about the facilities and equipment of training for trainees and overall concepts of the program and the coach (s). Please write “√” mark that best describes your answer.

No	ITEM	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Do you agree that the quality of the playing field is enough for the your training					
2	The equipments supply for the training time is good					
3	The training program progression is enough at this level					
4	There is strong disciplinary rule and regulation in the club(under-17)					
5	Changing the developmental program is your great interest.					
6	The training program has its own challenge.					
7	The training has good improvement.					
8	What is your agreement having fitness program more than the current?					
9	The training program is well organized.					
10	You have no participation on decision making for training program.					

OPEN ENDED QUESTIONS

1. What are the basic football development practices in Defence force under-17 football club?

2. Describe if there are challenges of the team related to adopting new developmental programs? _____

3. What are the methods which evaluate the performance of the training program?

4. What are the understanding of your coaching staff towards you and overall your training program? _____

5. In which area do you think that your training program needs improvement?

APPENDIX-3

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሣይንስ ኮሌጅ

የስፖርት ሳይንስ ክፍል 2010

ይህ ጥያቄ የተዘጋጀው ለመከላከያ ክ-17 ዓመት በታች ያሉ ታዳጊ እግር ኳስ ተጫዋቾችና አሰልጣኞችንና የአሰልጣኝ ቡድን አባላት ላይ ትረኩት አድርጎ ቢሰራ ብዬ ስላሰብኩት የእድገት ማሻሻያ ፕሮግራም ላይ ብቻ ያተኮረ ነው። እባክዎን የምትሰጡኝ ምላሽ እውነተኝነት ለጥናቱ መሰረት መሆኑን በመረዳትና ምላሻችሁ በእርሱና በአጥኚው መካከል የሚቀርብ ስለሆነ ሚስጥራዊነቱ ላይ ጥርጥር እንዳይኖረት በማለት ላሳውቅዎት እወዳለሁ።

አመሰግናለሁ።

ክፍል አንድ መሰረታዊ መረጃዎች

ትዕዛዝ 1 እባክዎን ይህን ጥያቄ ሲመልሱ ለተዘጋጀው ሥፍራ ላይ ትክክለኛውን መልስ ለመጻፍ ወይንም በሳጥኑ ውስጥ “√” ምልክት ያድርጉ

1. ጾታ ወንድ ሴት
2. እድሜ 25-30 30-35 35-40 >
3. ከየትኛው ኢትዮጵያ ክልል መጡ
ሰሜን ደቡብ ምስራቅ ምዕራብ መካከለኛው
4. የትምህርት ደረጃዎ
ሰርተፍኬት ዲፕሎማ ዲግሪ 2ኛ ዲግሪ ሌላ
5. ቀድሞ ያሰለጠኑበት ቦታ
ፕሮጀክት ትምህርት ቤት ክለብ ሌላ ካለ
6. ኪስ ተጫውተው ያውቃሉ
አዎ አላውቅም
7. ለምን ያህል ጊዜ ተጫውተዋል
አንድ ዓመት ሁለት ዓመት ሶስት ዓመት አራት ዓመት ከዛ በላይ
8. የሰልጣኞች ወላጆች ልጆቻቸው በዚህ የስልጠና ፕሮግራም እንዲታቀፉ ፍቃደኛ ናቸው
ናቸው አይደሉም
9. የ8ኛው መልስ አይደሉም ከሆኑ ለምን ብለው ያስባሉ? _____

10. የቡድኑን መንፈስ አንድነት እንዴት ያዩታል?
ደካማ ነው ጥሩ ነው በጣም ጥሩ ሌላ ካለ _____
11. ልጆቹ ወደዚህ ስልጠና ፕሮግራም ሲቀላቀሉ የጤንነትና የአካል ብቃት መመዘኛ ምርመራ ተደርጎላቸው ነበር
ተደርጓል አልተደረገም

12. የ11ኛው ጥያቄ መልስ አልተደረገም ከሆነ ለምን? _____

ተደርጓል ከሆነ ምን አይነት? _____

13. ከእግር ኳስ ጨዋታ ውጭ የአካል ብቃት እንቅስቃሴ ሥልጠናዎች ታደርጋላችሁ?

አዎ አይ

14. የጥያቄ ቁ. 13 መልስ አዎ ከሆነ በሳምንት ለምን ያህል ጊዜ

አንድ ጊዜ ሁለት ጊዜ ሶስት ጊዜ ሌላ ካለ

15. የጥያቄ ቁ. 13 መልስ አይ ከሆነ ለምን? _____

16. ክለቡ ባለው የሥልጠና ቁሳቁስ ማለትም (ሜዳ፣ ትጥቅ ወዘተ) በመሳሰሉት ደስተኛ ናት

አዎ አይደለሁም

እባክዎን ከዚህ በታች ያሉትን ጥያቄ መልሶች አብራርተው በመጻፍ ይመልሱ

1. ክለቡ ማለትም (ከ-17 ዓመት በታች) ተጫዋቾች ምን አይነት የእግር ኳስ እድገት መርሆዎችን ይከተላል? _____

2. የእድገት ማሻሻያ ፕሮግራም ላይ የሚታዩ ተግዳሮች ምን ምን ናቸው? _____

3. የልምምድ ፕሮግራሙን ሲገመገሙ የሚችሉ መሰረታዊ ደንቦችና መርሆዎች ምን ምን ናቸው? _____

4. የአሰልጣኝ ቡድኑ ሥለ ማሰልጠኛው ያላችሁ ምልክታ ምንድን ነው? _____

እባክዎን ከዚህ በታች ያሉትን ጥያቄ መልሶች የራይት ምልክት በመፃፍ ይመልሱ

ተ.ቁ.		በጣም አልሰማማም	አልሰማማም	መካከለኛ	እሰማማለሁ	በጣም እሰማማለሁ
1	ስለመጫወቻ ሜዳው ጥራት በቂነት ይስማማሉ					
2	የስልጠና ቁሳቁስ አቅርቦቱ ጥሩ ነው።					
3	የልምምድ ማሻሻያ ፕሮግራሙ ለዚህ ደረጃ በቂ ነው።					
4	ጠንካራ የስነ ምግባር ደንብና መመሪያ ከ(17 ዓመት በታች) ክለብ አለው።					
5	የማሻሻያ ፕሮግራሙ እንዲለወጥ በጣም ይፈልጉታል።					
6	ሥልጠና ፕሮግራሙ የራሱ የሆነ ተግዳሮት አሉት።					
7	ሥልጠናው ጥሩ መሻሻል እያሳየ ነው።					
8	ከአሁን የበለጠ የአካል ብቃት ስልጠና ቢኖረው ይስማማሉ					
9	ሥልጠናው በተቀናጀ ሁኔታ እየተጓዘ ነው።					
10	የስልጠና ፕሮግራም አወጣጥ ላይ ምንም ተሳትፎ የለዎትም።					

ለአሰልጣኞች የተዘጋጀ ኢንተርቪው

1. የዚህ ፕሮግራም (ከ17 ዓመት በታች) ያሉ ሰልጣኞችን በተመለከተ ያለው ተልኮና አላማ ምንድነው?
2. ሥለምትሰጡት የስልጠና ፕሮግራም ምን ይሰማዎታል?
3. ተጫዋችን ለዚህ ፕሮግራም እንዴት መለመላችሁ?
4. ያለውን የስልጠና ቁሳቁስ በተመለከተ ምን ያስባሉ?
5. የዚህ ፕሮግራም የገንዘብ ምንጫችሁ ምንድነው (ከየትነው)?
6. ምን ያህል ጊዜ ከእዚህ ቡድን ጋር ቆይተዋል መጀመሪያ ከየት የተለየ ለውጥ አሁን አለ ይላሉ?