

**A STUDY ON COACHING PROBLEMS IN ADDIS ABABA YOUTH  
FOOTBALL PROJECT**

**BY**

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## **Declaration**

I declared that the thesis in the titled “A study coaching problems in Addis Ababa youth football project” is my own work and that all sources used or quoted have been indicated and acknowledged by means of complete reference.

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## **ACRONYMS**

AA	Addis Ababa
AASC	Addis Ababa Spot Commission
EFF	Ethiopian Football Federation
FSC	Federal Sport Commission
FIFA	Federation of International Football Federation

## Abstract

The purpose of this study to investigate the problems of youth football project coaching in Addis Ababa and to find out the effective solutions for coaching youth footballers successfully. My research sought to answer the following questions: (1) What problems, if any, concerning youth football project coaching do Addis Ababa youth football project face? (2) What effective solutions needed for coaching youth footballers successfully? (3) What are the training methods used by coaches in youth football projects of Addis Ababa? (4) What does the nature of the coach-player interpersonal relationships look like? (5) What effective assessment strategies do those coaches employ to assess their coaching process/ youth football project coaching?

To answer these questions, I used a mixed method approach composed of qualitative and quantitative data collection and analysis. 10 male Addis Ababa youth football project coaches participated in this study. In addition, 25 male Addis Ababa youth football project players took part in the study. 10 of them were chosen purposefully to focus group discussion. Based on the findings of this study the recommendations are forwarded beneficial to young players and add to the professional literature in this area.

**key words; project ,football, player coach, parent**

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

Football (i.e. soccer) is undoubtedly one of the most popular sports in the world, engaging people worldwide as players, spectators and TV viewers (Haugaasen & Jordet, 2012). A survey by the FIFA in 2006 reported that 265 million people regularly play football (FIFA, 2007b), making football one of the most highly participated sports in the world. In addition, large football events have in recent years drawn more TV viewers than most other sporting events. The world cup tournament of 2006 had 27 billion accumulated viewers and the final alone attracted an audience of more than 700 million (FIFA, 2007a). For Joseph S. Blatter, FIFA president, football popularity remains undiminished and is actually increasing (FIFA, 2007c).

The identification and promotion of talent in football have received much attention of sport scientists, who have tried to describe some characteristics of expertise that can lead a young player to the highest level of performance (Baker J, 2003). Investigations that took into account the stages of sport participation have identified three different periods of formation, prior to the attainment of expert performance: the sampling years (6-12 years old), the specializing years (13-15 years old), and the investment years (more than 16 years old) (Bloom, 1985 & Côté J, 2003). To youth sport competition, the governing body of football, FIFA accredits international tournaments for players with ages between 15 and 21 years old. According to these stages, most countries have youth development programs that aim to provide conditions leading to the complete development of the abilities of athletes from early ages. In addition, most countries provide a specific training environment for players with distinguished skills from under 11 (U11) until under 20 years old (U20) groups, where they can practice activities in specific and systematic training programs to develop their football abilities towards fulfilling their potential (Reilly, 2000). Probably, all these countries provide excellent conditions for talented players from as early

as 11 years old, believing that a 10- year commitment to a high level of training is the minimum requirement to reach the expert level(10, 18). Specifically in the context of football, Helsen et al.(17) found that around nine years into their career expert players increased both training duration and intensity and they suggested that this was a necessary requirement for reaching expert level performance, i.e., the international level of competition.

Involvement in sport appears beneficial to children (Seefeldt & Ewing, 1996; Wiersam & Sherman, 2005). In pursuit of these benefits, large numbers of young people have become involved in organized sport. The experiences of these young athletes can be enhanced by the competence of coaches (Seefeldt & Ewing, 1996). Smith and Smoll (1993) as well as Westre and Weiss (1991) found the enjoyment and development of young athletes are enhanced when coaches to become more effective in their duties. Many authors have identified the need for effective coach training (Campbell, 1993; Cushion, Armour, & Jones, 2003; Gilbert & Trudel, 1999; Mills & Dunleavy, 1997; McCullick, Belcher, & Schempp, 2006).

Youth football project is a basic and the most important stage in which future elite players will be equipped with the basic and advanced technical, tactical, physical, theoretical and psychological demands of modern football. A well-structured youth football development program is primarily mandatory to run the program smoothly and achieve the goals of youth football project. For a country to be successful and competent in football at a continental and international level it is mandatory to train and cultivate youth athletes with such a continual and consecutive program. The demands of modern football cannot be addressed with only a well-structured program of youth football, unless otherwise there is a continuous and systematic control and assessment of the program, the training and the players which must be prioritized. In this regard, Allagich (1995) stated that," the quality and demands of today's modern game require a controlled systematic development of players." Thus, the objectives of producing players who are capable and competent to play modern football requires the cultivation of all those qualities which modern football demands. And, it is well-understood by sport professionals that this can be achieved via the inclusion of a well-structured youth football development program, the provision of sound training and the supply of all those facilities and equipment's which are mandatory to plan and run

appropriate training.

Taking the importance of such kind of youth football projects for a country to be successful and competent in football at a continental and international level into consideration, Ethiopia has developed youth football development policy, strategy and program like other countries which benefited much from youth football development program (EFDR sport commission, 2011). This program has been being implemented in every regions and administrative cities. Addis Ababa is one of the cities where youth football development program is being implemented. Coaching problem is one of the multi-faced problems that these youth football projects encountered. This problem has a negative impact on the success of the projects and needs to be alleviated so that the projects accomplish their goals. Scrutinizing the main problems and identifying their nature is the primary task and should base research. Thus, this study aimed to find out problems of coaching youth football by taking Addis Ababa youth football projects as a study site. Even though each project which found throughout the country may have their own peculiar problems regarding coaching youth football, the findings of this study will hopefully contribute its part by scrutinizing the main problems and identifying their nature which can be the basis in alleviation of the problems.

According to different research works and literatures in the area of youth football, countries with youth football development program and quality youth football centers or academies produce large number of quality football players. Youth football centers or academies are the foundations where future matured players' football skills and knowledge are trained and developed. Many great players trace their success to the coaching that they received at an early age in such centers. They are vital not only to the players' development but also to the growth of the sport (Fleck *et.al*, 2008). They are generally important pillars in the development of football by producing players who are competent to play at national and international levels. A nation to scale up its football status by producing quality players who are capable to play world class football and compete at international level, the quality of its youth football development program and youth football centers or academies ought to be assessed, equipped and upgraded to a level where competent players and coaches who are capable of playing and coaching modern football, respectively can be produced (Hedstrom & Gould, 2004).

Developing and implementing youth football development program require well educated and trained human resources, facilities, equipments, financial resources and sufficient time. In countries which have national youth football development program, various individuals, communities, football clubs, football associations or federations may participate in the implementation of the program at different levels. The youth football centers are also owned and run by these parts of the society. Whoever own and run these centers, the core center/point in their duties and responsibilities is youth football coaching. The youth sport coach can have a dramatic influence on young athletes' development and enjoyment of sport. The background and perspective of youth sport coaches can vary from inexperienced parent-volunteers to highly skilled and paid coaches of elite youth programs. Within this spectrum are millions of individuals that coach youth programs of all types. Unfortunately, research has not extensively examined who the "youth sport coach" is so our knowledge in this area is limited. With increased sports participation in private, non-scholastic, and agency-sponsored programs and the finding that quality coaching is critical for ensuring the beneficial effects of youth sports participation there is a great need for better understanding youth coaches (Hedstrom & Gould, 2004).

Regarding evaluation and assessment of youth football program, Dewit (2001) stated that "when you determine which of the components you will address during each practical session, you must take into account the age and status of development of your players." In line with this idea, the DEB coaching manual (2006) highlighted as expert coaching takes into account the players' individual characteristics and the specific situation of competition season communicated expectations (Harwood, 1994; Best 2004).

In youth football, accountability is often discussed in the context of performance in areas such as quality of coaching, officiating, responsiveness to stakeholders, and convenience in scheduling games, building parental involvement and support, and philosophical orientation to the sport (Duffus, 2004). Ultimately, this is reflected both in a process of continuous improvement, and in the quality of the athletes that the system produces.

According to some of the cited studies in earlier paragraphs of this paper, one or many of the aforementioned youth football coaching problems can be the problem of a particular youth football

center. And, this problem does have a direct negative impact on that particular youth football center in accomplishing its goal. Concerning the problems of youth football coaching in youth football centers or projects in Ethiopia, there is no adequate data which is supported by research findings and can demonstrate the real picture or depth of the problem. Thus, this study taking the research gap and lack of data which can show the problems of youth football coaching in Ethiopia into consideration will attempt to find out the problems of youth football coaching by taking Addis Ababa youth football projects as study sites which are found in every sub-city.

Involvement in sport appears beneficial to children (Seefeldt & Ewing, 1996; Wiersam & Sherman, 2005). In pursuit of these benefits, large numbers of young people have become involved in organized sport. Numbers as high as 3,200,000 youth players from ages 4-19 years old (Federal Sport Commission of Ethiopia, 2014) are participating in organized youth football projects, working with over 300,000 coaches. The experiences of these young athletes can be enhanced by the competence of coaches (Seefeldt & Ewing, 1996). Smith and Smoll (1993) as well as Westre and Weiss (1991) found the enjoyment and development of young athletes are enhanced when coaches to become more effective in their duties. Many authors have identified the need for effective coach (Campbell, 1993; Cushion, Armour, & Jones, 2003; Gilbert & Trudel, 1999; Mills & Dunleavy, 1997; McCullick, Belcher, & Schempp, 2006). Thus, beneficial to young players and add to the professional literature in this area.

## **1.2 Statement of the Problem**

The development of youth football in the Ethiopia has both benefited and suffered from its own evolution. In many ways it has developed backwards in comparison to most Countries youth football development. Improving youth football project coaching has long been viewed as an important factor for the counties to be competent in the international level. Improved youth football project coaching is correlated with elite performers. A considerable gap exists between the importance assigned to youth football project and the efforts to understand it. Research has, importantly, failed to deal adequately with the subtlety and scope of youth football project coaching problems. The settings investigated, particularly in the Ethiopia, have been professional club or elite performer's settings. Little research has examined problems of youth football project coaching. This is problematic because it is argued that the scale and intensity of the coaching problems of youth

football project coaching circumstances might be thought to provide a more fertile ground for highlighting the potentially problematic relationship between youth players and elite performers in general. Therefore, the problem is obvious.

### **1.3 Research questions**

This study was an attempt to investigate the problems of youth football project coaching in Addis Ababa and, more ambitiously, to find out the effective solutions for coaching youth footballers successfully. My research sought to answer the following questions:

- (1) What problems, if any, concerning youth football project coaching do Addis Ababa youth football project face?
- (2) What effective solutions needed for coaching youth footballers successfully?
- (3) What are the training methods used by coaches in youth football projects of Addis Ababa?
- (4) What does the nature of the coach-player interpersonal relationships look like?
- (5) What effective assessment strategies do those coaches employ to assess their coaching process/ youth football project coaching?

After having developed these research questions, the following hypothesis about the possible problems of coaching are forwarded.

1. Youth football Projects of Addis Ababa may have difficulty of finding competent effective coaches
2. Youth football Projects of Addis Ababa may not be provided with the necessary equipment's, materials and facilities.
3. The coach-player relationship might not be good.

### **1.4 Objectives of the study**

This study does have two objectives.

#### **1.4.1 General Objectives of the Study**

The general objective of this research was to explore problems of youth football project coaching

in Addis Ababa. To this effect, it specifically tries to:

- To explore the problems of youth football project coaching in Addis Ababa
- Find out the effective solutions for coaching youth footballers successfully
- To assess the training methods practiced by coaches
- To investigate the nature of the coach-player interpersonal relationships
- To examine the assessment strategies employed by coaches to assess their coaching process/ youth football project coaching?

### **1.5 Significance of the study**

The purpose of the study and the strong belief of the researcher is that the outcome or finding of this study will be able to fill the research gaps in the area of youth football and alleviate the lack of research based data concerning the problems of coaching youth football in Addis Ababa and Ethiopia as a whole. The expected outcome of this study will also be a background resource for future studies in the area of coaching youth football. It will also provide useful ideas about the importance of process oriented youth coaching qualities; standard and the study will be significant in identifying different challenges and opportunities of youth coach in the governmental and non-governmental project in Addis Ababa. The research will be helpful for different stakeholders and policy makers as a starting document to develop an intervention program by indicating the problem of youth coach. In general terms, the findings of this study will hopefully contribute its part by scrutinizing the main problems and identifying their nature which can be the basis in alleviation of the problems.

### **1.6 The scope of the study**

The scope of the study is restricted to the present Addis Ababa youth football project coaches who are taking part in coaching of under 15 and under 13 youth players. Due to limitations of study time and financial resource, the study cannot include youth football projects located in other cities of Ethiopia. In addition to that, due to the mentioned limitations of study time and financial resource the scope of this study is obliged to focus only on male youth football projects.

### **1.7 Limitation**

One of the limitations of this study is gender. This study focused solely on male football coaches

who coach males. Though an argument might be made that female coaches might adopt a different approach, I believe the study process is generalized and inclusive. Lastly and perhaps most valid, this study focused on football coaching from Addis Ababa youth football project perspective.

### **1.8 Organization of the paper**

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

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

The sports coaching literature includes a broad scope of areas, including the role of the coach, coaching leadership, and tools and techniques of effective coaches. The majority of literature and studies focus on sports in several different settings. However, as there is a dearth of research specific to football coaching, this literature review will include studies in related sports which provide insight and consideration for coaching football at the youth level.

#### **2.1 Effective Coaching**

Rightly or wrongly, evaluation of sports coaching effectiveness has focused on competitive performance results (Knowles, 2006). Of all sports coaching literature to date, Cote provides a comprehensive summary of coaching effectiveness. Coaching effectiveness is: “The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection, and character in specific coaching contexts” (Cote, 2009, p.316).

This definition incorporates three components: coach’s knowledge, athlete’s outcomes, and context. Professional knowledge is identified as the significant body of specialized information needed to be a coach. This knowledge encompasses sport specific, sports sciences, educational, and procedural knowledge (Cote, 2009).

Interpersonal knowledge is content based on systems of social interactions. These social interactions include relationships with athletes, parents, assistant coaches and support staff, as well as other coaches. Intrapersonal knowledge is the recognition and ability for introspection and reflection. Healthy application of all three sources of knowledge provides the coach with the ability to influence the athlete.

The second component, the athletes' outcomes, includes the four C's of competence, confidence, connection, and character. As measured by different performance indicators, coaching has the most impact on an athlete's level of competence (Cote, 2009). An athlete's confidence, connection, and character are significantly influenced by a coach's knowledge and behavior; thus a supportive climate is critical.

Servant Leadership, a relatively new concept of leadership that has application to coaching, is behavior that demonstrates trust/inclusion, humility, and service. The Servant Leadership literature in sports indicates that coaches who produce robust athlete outcomes also appear to have strong professional, interpersonal, and intrapersonal knowledge (Cote, 2009).

The third component of Cote's coaching effectiveness definition is Context, referring to the setting. Cote's research indicates that coaches are involved in either participation coaching or performance coaching. Participation coaching does not emphasize competition since the athletes are less engaged. Thus, the coach emphasizes athlete enjoyment. Performance coaching involves a highly intensive coaching plan and application since these athletes are committed with a focus on competition. The review of the literature in this paper examines effective football coaching within the context of performance coaching.

## **2.2 Methods of Training**

“The development of football talent is an on-going process; it truly is longitudinal. It is a process in which individuals' progress gradually from simple to the more complex experiences that the game provides. The process of player development requires planning that has clarity and based upon a modern technical development ideas. This plan and direction needs to come from the technical people; coaches who are educated, experienced and knowledgeable. Anything less than a comprehensive and coordinated effort only means that player development is left to chance rather than being maximized as a result of coaching, programming, competition and well thought out planning.” (Simeone).

What distinguishes athletes from non-athletes is their ability to perform various tasks that require

multi-limb coordination and speed of performance. A lot of these psycho-motor skills have been identified to develop through ages of early puberty. Because of that, training at ages 6-12 has to be aimed at developing various types of speed movements and coordination.

Many coaches claim that 90% of technical ability is acquired before the adolescent period (ages vary from individual to individual, but roughly through the age of 14 to 16) and that it is that factor that limits the potential of the player. Having in mind this concept of acquiring skills of ball handling, it is obvious that the time when the body is most sensitive to motor learning and creating patterns of movement has to be used exactly for that. This means that before the age of adolescence, training of football players needs to have the primary focus of skill development. Players are constantly making decisions on where to run, when to run and what to do with the ball. Proper tactical training will aid in decision-making processes, allowing the player to use the tactical concepts to their advantage. These decisions should be based on the sound principles of attack and defense (support, depth, pressure, etc.) and introduced at the appropriate age to youngsters. The minds of children develop constantly and the tactical concepts (by their complexity) have to be adjusted to their readiness of acquiring them. All of these listed reasons urge for an introduction of an age-specific coaching curriculum which will ensure that appropriate skills are taught at appropriate age groups. This will also provide more specific goals within the domain of development.

Football is a complex and demanding game requiring sophisticated training. To create a training program that addresses the multiple demands of the game, you must become familiar with the different methods of training for the sport of Football. Methods of training describes those activities athletes and coaches use to train for Football. Strictly speaking, methods of coaching refers to ways in which coaches communicate and teach the game of Football to their charges.

The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of basic skills for beginners, to the more specialized physical, technical, tactical and psychological preparation of elite athletes (Martens, 1987).

To create a training program that addresses the multiple demands of the game, you must become familiar with the different methods of training for the sport of Football. Those methods fall into three general categories: fitness training, technique development and strategy and tactics.

The amount of time you are able to spend coaching your athletes is valuable. Your training program must include physical conditioning, skill development and tactical instruction for players at all positions. In order to get the most out of the time you spend on the field with your athletes, you need to combine the different methods of training.

### **2.2.1 Fitness training**

Fitness training can be divided into four categories: general conditioning (aerobic conditioning), specific conditioning (anaerobic conditioning), speed training, and strength and power training. Any good Football training program will incorporate these four types of training. General Endurance General Endurance is established through aerobic exercise. Aerobic conditioning is low intensity activity that raises the heart rate while still allowing the body to meet its oxygen needs (US Youth Football 2007). Specific Conditioning Specific fitness is developed through training that imitates the combined aerobic and anaerobic physical demands of competition. During anaerobic exercise, the body is unable to take in enough oxygen to meet its energy requirements. Specific conditioning trains the athlete to perform in competition. Speed can be defined several different ways. Several types of speed are demonstrated in the game of Football. There are three different types of Football speed: sprint speed, quickness and technical speed. Sprint speed (pure speed) is the ability to run fast over relatively short distances. To a large extent sprint speed is genetically determined, but sprint training often results in great improvements in speed. Quickness is the ability to take a fast first step, change directions, or be explosive on or off the ball. Technical speed is the combination of physical speed with Football skills (US Youth Football 2007). It is the speed with which a player is able to control the ball, make decisions and create offensive opportunities. Players with good technical speed are able to collect balls delivered at varying heights, angles and velocity. Strength and Power Strength and power often make the difference when it comes to winning tackles, balls in the air, or scoring goals. More importantly, balanced muscular strength optimizes performance and prevents injury. Strength and power can be developed through weight training, calisthenics, plyometric exercises and running (US Youth Football 2007).

### **2.2.1.1 Fitness requirements for youth football players**

The physical requirements of football at the youth level are also great and attaining high levels of fitness is certainly a vital requirement for successful performance, especially for more advanced junior players (US Youth Football 2007).

One important distinction however, is that the duration of games for younger players is usually less; with many leagues using a 60-minute match length instead of the 90-minute time frame used for senior players. Nonetheless, similar to their adult counterparts, youth players have to perform and recover from repeated high-intensity bouts over the course of a game, and the amount and type also appears to vary depending on player position. Elite youth players, ages 11 to 14 years old, have been shown to cover approximately 6 km during a 60-minute match, approximately 10 to 15% of which was done at a high-intensity. Like adult players, youth players are also likely to suffer from fatigue and cover significantly less distance in the second half. Interestingly, research studies show that both elite and non-elite youth players also maintain an average heart rate between 80% to 90% of their maximum heart rate (although elite players are capable of achieving a higher value), illustrating the heavy work load experienced by football players even at the junior level. Although the conditioning demands for younger players are quite similar to those for an adult, coaches must realize that youth athletes are not just smaller and younger adults and that you cannot simply assign a toned-down version of an adult conditioning program to youth players. Young athletes are complex and have different physiological characteristics. Most importantly, technical development should be the major priority for youth players, especially those in the *pre-puberty* (8 to 11 year olds) age groups. For younger players, general fitness and technical development should be the focus, rather than football-specific conditioning. Fitness exercises can be incorporated into training sessions but should be in the form of fun games and should not be high in intensity. When children start puberty and enter into the *adolescent* phase (11 to 14 year olds), their work capacity naturally increases and coaches may start incorporating structured and football-specific conditioning exercises.

### **2.2.2 Technique training**

The development of Football technique requires a tremendous amount of practice. Players must learn to dribble at speed, pass with accuracy, shoot with power and precision, and head the ball effectively. When developing technique, it is important that players encounter the variety of conditions, and the limitations of time and space seen in Football (US Youth Football 2007). Drills that emphasize technique can be broken down into three categories: fundamental drills, match-related drills and match-condition drills (US Youth Football 2007).

Coach teaching involved the coach teaching, directly and indirectly, the various skills and characteristics that athletes' thought were important to their achievement of elite accomplishments. Coaches emphasized high expectations and standards that athletes were expected to achieve and helped athletes realize that the expectations and standards were attainable. They also emphasized and expected hard work and self-discipline in training. Athletes received positive and constructive feedback and criticism from their coaches on how to correct mistakes and improve skills. Coaches were also credited with teaching athletes how to keep success and disappointments in perspective and how to balance other aspects of life such as academic and career goals with striving for personal accomplishment (US Youth Football 2007).

Indeed, as has already been suggested, the interrelated and interdependent coaching process encompasses a variety of tasks, including, but not limited to; skill teaching, planning and implementing training programs, preparing athletes for competition and providing tactical and technical advice (Fairs, 1987; Launder, 1993).

The objective in training is to improve the individual's capability to perform within the team. Improvement of individual fitness levels makes it easier for the coach to harmonize the team into an effective competitive unit (US Youth Football 2007).

### **2.2.3 Small- Sides Games and Pitch Size**

In countries Brazil, Holland, Germany and England, there is a set up for the training of the children. These set ups include especially designed training complexes with permanently place small-sized pitches (Payne 2007). These small pitches ensures that the child will not only see more of the ball

but will also be able to make more passes, goals, dribbles, shots and hence will become more and more capable of handling the ball individually. The 4v4 games also enable to develop a child's capacity of taking quick decisions (Davids, Chow & Shuttleworth 2005; Williams & Hodges 2005 Bunker & Thorpe 1982; Singleton 2006).

Young footballers displaying their talent on the full-sized grounds undoubtedly helps them improve their strength, power, awareness regarding different positions in the game which will help them in future when they play a full-fledged game (Hanin 2000). Lee (1993) suggested that the football field size should be designed according to the age and size of the players for developing accuracy in their kicking ability (US Youth Football 2007). On a smaller ground, players were able to handle the ball for almost 38% more time and therefore in USA the pitch size depends upon the size of the steps and length of the kick of a particular age group players (Lee, 1993; Huddleston & Huddleston, 2007; US Youth Football, 2007). It has been noted that the players who focus on smaller sided games are far more superior in terms of technique.

When a child is allowed to play in a suitable environment and conditions fit for his age, he is sure to give best results (Snow 2004). It may be difficult for the young player to show his skill if asked to hit on a full sized adult pitch. Whereas it may be appropriate for him to display his talent when asked to play on the small-sized ground (Renshaw, Davids, Shuttleworth & Chow, in press). Introduction of 4v4 games would increase the comfort level of the kids and the coaches should try to focus on individual performance and training rather than group. Individual coaching to kids can help them become better.

## **2.2.4 Key Elements of Training Methods in Coaching Youth Football**

### **2.2.4.1 Teaching**

Teaching is contextual. Although a “one size fits a ll” methodology of teaching is likely doomed to fail, this is the approach in many situations. Ideally, effective teaching “matches the learner's stage of self-direction and helps the learner advance toward greater self-direction” (Grow, 1991, p.125). Progression that moves the learner along from being dependent towards self-directed

proves to be the most effective form of teaching. Borrowing from Situational Leadership, the role of the coach would be to apply a mix of task and relationship behaviors toward the athlete, matching their readiness to successfully accomplish the task (Grow, 1991).

Self-direction can be learned and taught (Grow, 1991) allowing the learner to evolve from a dependent stage of learning towards an independent level of learning. At the learner's lowest level, they are the dependent learner. Grow (1991) believes the teacher must provide an authoritarian approach indicating that teaching behavior at this level includes coaching that establishes credibility and authority. In the dependent stage, communication needs to be clear and concise, focusing on subject matter- not the learner (Grow, 1991).

The stage two learner is the "interested" learner. Effective teaching at this level focuses on enthusiasm and motivation. While teaching in a directive manner, teachers persuade, explain, and sell using a supportive approach that encourages learner willingness and enjoyment (Grow, 1991). Grow believes that goal setting should be introduced whereas praise should be phased out, in order to build the learner's intrinsic motivation (1991). A relevant football example of stage two learning would be demonstration by an expert followed by guided practice (Grow, 1991). The two critical components for getting through to learners at this stage are "strong personal interaction and strong focus on the subject matter" (Grow, 1991, p. 132). Coaches need to be engaged in their approach.

Stage three learners are involved in their own education; the teacher's ultimate goal is to empower the learner. Since the learner is now skilled and knowledgeable, the teacher transitions to facilitating, communicating, and supporting the learner (Grow, 1991). Lastly, stage four learners evolve to where they set their own standards and goals. Teaching at this level focuses on cultivating the individual's ability to learn (Grow, 1991).

Grow contends that teaching style should be governed by the balance of being directive and the student's ability to be self-directed, self-motivated, and responsible (1991). The subject matter is not considered. Good teaching matches the student's level of self-direction, empowering them to progress to higher levels of self-direction (Grow, 1991). Thus, the coach needs to be accurate at gauging the athlete's level of self-direction as well as adaptive at changing their coaching style as



the athlete becomes more self-directed.

Effective coaches will be able to adjust their teaching style fluidly. Even during a single training session, the coach might choose to employ different styles. For example, during the warm-up, the coach might use demonstration and direct instruction to take the team through a technical progression of skills to be used throughout the session. This is an example of dependent learning. Next, the coach would use enthusiasm and motivation when supervising a possession exercise that stresses quick ball-movement and rapid speed of play. This stage two learning level is characterized by enthusiastic instruction that encourages the players to focus on the task of speed of play.

From the speed of play exercise, the coach might progress to a tactical exercise that replicates game conditions whereby the players are required to make their own decisions. Here, the coach works as a facilitator to the exercise, encouraging the players to learn through experimentation. The final phase of the training session might include a free-play game where the coach silently observes the players applying the technique and tactical decision-making emphasized during the training exercise. During this last stage, the players ideally set their own standards. Importantly though, effective coaching is achieved when the coach moves seamlessly between any of the four stages depending on the situation. Teaching and instruction needs to be matched to the situation.

Teaching behaviors that focus on performance outcome differ from teaching by guided discovery. Guided discovery was rarely used at the professional football level (Potrac, 2007). The minimal use of guided discovery is likely attributed to the elite coach's desire not to be seen as hesitant and deficient of expertise (Potrac, 2007). Theorists believe that the prescription-teaching approach favored by English football coaches leads to players who become ingrained in only this teaching method (Potrac, 2007). With this in mind, Potrac proposes that once players retire and enter coaching, they return to the same teaching methods they were exposed to as a player (2007).

There are contextual differences in the approach of coaching professional senior players compared to coaching youth players. Professional youth football coaches teach and instruct in a manner that focuses on developing players' game performance in a supportive and encouraging environment

(Smith & Cushion, 2006). Coaches using reflective practices realize that youth players learn more effectively, through the experience of doing (Smith & Cushion, 2006). Purposeful application of silently monitoring individuals allowed the youth coaches to make appropriate instruction. Experienced coaches focus more attention on information cues relative to technique, abilities, and characteristics of players (Jones, Housner & Kornspan in Smith & Cushion, 2006). 'Discovery learning' allows a player to search and discover solutions without direct instruction (Smith & Cushion, 2006).

#### **2.2.4.2 Instruction**

Effective communication is paramount in sports. Expert coaches provide explanations that detail the purpose of an exercise (Becker, 2009). Potrac's research of an English professional football coach indicates a high incidence of instruction in coaching behavior. Nearly two-thirds of the coded behavior of the football coach was instructional (2002). The heavy dose of instruction was used to develop successful teams and to improve the individual player. Potrac proposes that the high incidence of instruction reflected the coach's need to control team tactics (2002). Interestingly, a coach's past playing experience was also found to influence high levels of instruction (Potrac, 2007). Instruction can also be interpreted as a form of control, or power. Eitzen and Sage contend that a coach's desire to control their athletes and coaching situations is understandable since team performance is the responsibility of the coach (in Potrac, 2002). Potrac's work makes it evident that the primary job of a professional football coach is to develop successful teams while the secondary concern was individual improvement (2002).

Praise is another important communication tool used by the professional football coach. Use of praise helps maintain enthusiasm and self-confidence in the players (Potrac, 2002). It also can serve in reinforcing preferred player behavior. However, overuse or unwarranted use of praise can also reduce the significance of it. Players might also perceive its overuse as non-specific feedback (Potrac, 2007). Even at the youth level, overuse and especially general praise, can dilute its positive effects (Smith & Cushion, 2006).

The use of silence on the training ground was another teaching behavior displayed by professional football coaches. In Potrac's study, silence was the fourth most frequently observed behavior by the coach (2007). After the coaches had started a training exercise, they were seen to remain silent

during a period of free play. The researchers interpreted the silence as detailed observation. Detailed observation without input is seen to be effective coaching (van Lingen in Potrac, 2007). From a playing perspective, uninterrupted play leads to flow within the training exercise. In their systematic observation of youth football coaches, Smith and Cushion identify silence as the most recorded behavior (2006). The coaches consciously used silence as a learning tool. Without instruction, players are forced to learn through their own sensory feedback. When the coaches did instruct the players, it was in the form of verbal cues, short reminders, and specific commands. This combination of silence and short, concise instruction was used in order to avoid overloading the players with information (Smith & Cushion, 2006).

#### **2.2.4.3 Feedback**

Timing of feedback should be carefully selected in order to allow for the natural flow within an exercise or competition. Appropriately timed, specific information and task-relevant cues seem to be most effective combination of instruction (Smith & Cushion, 2006). In a systematic observational study of professional youth football coaches during competition, feedback was usually provided immediately, but repeated points were communicated during half-time or breaks (Smith & Cushion, 2006). In this study, 27.13% of behaviors were instructional. Interestingly, although most instruction related to correcting mistakes, coaches usually emphasized mistakes based on a pre-determined theme. For example, if the coach had emphasized attacking shape during the week of training leading up to the game, emphasis would be put on correcting attacking shape mistakes that occurred in the game. Once mistakes were identified, the coach offered a correctional strategy (Smith & Cushion, 2006).

Feedback comments post-competition are usually put together just a short time after the performance has ended. In his work exploring the pre and post-game activities for expert coaches, Bloom (1997) found that post-competition remarks were usually addressed to the team after the coach had taken time to regain his composure. In earlier research, for teams who won and played well, Martins recommends emphasizing effort and performance, not just the outcome (in Bloom, 1997). For victorious athletes who performed poorly, coaches should emphasize areas needing improvement and acknowledge anyone who did play well (Martins in Bloom, 1997). For teams that played well yet lost, talks should emphasize skill improvement and the coach's satisfaction

with effort and performance (Martins in Bloom, 1997).

Martens recommends using comments that address improving players' physical and psychological skills, directing discontent towards inferior effort and performance, not the loss (in Bloom, 1997). In Bloom's study however, in post-competition team talks following a loss, coaches kept their feedback brief since athletes would not be receptive (Bloom, 1997).

#### *2.2.4.4 Learning Environment*

Becker states that great coaches foster three types of valuable environments: the general team environment, the one-on-one communication environment, and the practice environment (2009). The general team environment is the overall climate created by the coach. Ensuring that the players have the proper equipment and nutrition is one aspect of making the players feel comfortable in their environment. At its root, this environment is athlete-centered (Becker, 2009). Coaches who make themselves accessible and approachable create an environment conducive to one-on-one communication (Becker, 2009). Lastly, great coaches create a highly structured, well-planned, competitive training environment (Becker, 2009). Competitive environments stress high standards that begin with individual technique and skill training through to game-realistic exercises and ending with proper recovery and regeneration practices.

At the elite level, the proper climate, or culture, of the team is critical. Performance climate is characterized by interpersonal competition, social comparison, coach-emphasized "winning," achievement of outcomes, and public recognition of performance (Ames & Archer in Pensgaard, 2002). Results are the chief reason for competing. Yet, overemphasizing outcomes and results, even for elite athletes, can have adverse effects (Pensgaard, 2002). On the other hand, a mastery climate is characterized by learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach (Ames & Archer in Pensgaard, 2002). The mastery climate focuses on the process and the development of the individual.

Often, when coaches enter a new setting, they hold a vision of what they want the team to look like. Vision is important in understanding how coaches operate. Vallée and Bloom (2005) discovered that coaches had a vision for their program early in their appointment. Elite coaches'

early work looks to change past philosophies, set high standards and goals, and lead the team in a new direction (Vallée and Bloom, 2005). Vallée and Bloom's work found that the coach's vision was influenced by the impact of their own characteristics on the athlete's individual growth (2005). Their findings differ from Côté's work with gymnastic coaches probably because Vallée and Bloom's study dealt with team sport coaches.

For the coach, the climate is easier to manipulate compared to athlete's individual goals (Pensgaard, 2002). The climate can be adjusted by task direction. For instance, if a coach wants his team to be more dynamic in attack, he should not stress the number of goals that need to be scored. Instead, he should stress the number of scoring chances created by runs in the attacking third of the field (process goal). Focusing on a mastery climate provides competitive athletes with a supportive presence and helps facilitate performance (Pensgaard, 2002). The athlete is not encouraged to look ahead to the result. Instead, focus is on the moment.

Modeling of positive social and competitive behavior is another important tool for the effective coach. Use of positive language and behavior presents a direct message to the coach's team. Regulating emotions and providing positive social environments helps to contribute to changing the psychological state of the athletes (Thelwell, 2008). Since optimism is significantly associated with character building, coaches need to think and behave positively, in order to better affect the maturation and attitudes of their athletes (Mallett in Thelwell, 2008). From the positive coach's perspective, the team ideally inherits the personality of the coach.

In sum, learning environments need to emphasize development. Affective learning is the intrinsic desire of the student, or player, to learn (Turman, 2004). Athletes who have an abundance of affect are likely to want to improve and work within their sport. Though affective learning has not been studied in the sports scope, research in the classroom shows that affective learning can be improved by teacher immediacy or closeness, willingness to communicate, affinity seeking behaviors, teacher caring, and humor (Turman, 2004). Therefore, coaches who take genuine interest in their player's development are likely to foster affective learning in their player. Taking a genuine interest in players' athletic development can also have effects. Based on research in the classroom setting, Truman argues that athletes who display affective learning are more likely to apply lessons learned from their athletic career beyond sports (2004). This research clearly shows the

importance of taking an interest in the student and relationship building.

### **2.2.5 Planning and Organizing**

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

### **2.2.6 Credibility**

Demonstrating a detailed knowledge of the game allows the coach to establish credibility with their players. Sport-specific knowledge can be drawn from many different learning opportunities. But, performance decisions cannot be made if the coach does not understand performance (Abraham, 2006). Therefore, a very high level of knowledge within the sport is required. Potrac's qualitative research of English football coach discovered that role, power, and social interaction were important facets in coaching behavior (2002). Within this context, professional football coaches need their players to believe that the coach possesses extensive football knowledge (Potrac, 2002). Building credibility occurs in numerous ways. High levels of instruction, demonstrations, and modeling are all techniques used to gain credibility as a coach (Potrac, 2002). Becker's research examining athletes' perceptions of great coaching emphasizes coaches' knowledge of the most current techniques and tactics of the game (2009). Managers need to be viewed as credible by their subordinates for them to accept advice and show modesty (Bridgewater, 2009).

Passion for football and coaching, evidenced in a thirst for knowledge, appears to be an important trait of the coaches. This thirst for knowledge demonstrates to the players, the coach's desire to help them get better Cote's (2009). Becker's (2009 ) findings a coach's thirst for knowledge positively affects an athlete's confidence. It is important to note that coaches' thirst for knowledge



isn't solely limited to learning from football. Coaches are very innovative in learning from other sports as well as other fields.

### **2.3 Assessments of football players**

The aim of a youth football coaching program is to develop and enhance the various components of football that should correspond to an improved performance on the pitch. As a coach, it is critical to know if the program you have implemented is effective, and conducting assessment tests at the beginning and at appropriate points throughout the training year will aid in this objective. In addition, results gathered at the start of the season can be used to i) identify specific areas of weaknesses on an individual and team basis; and ii) establish target goals to be achieved by set points in the season.

Developing a successful Football program takes dedication and well-organized planning. Certain authors (Lyle, 1993; Woodman, 1993) have defined coaching as a dynamic and systematic process that involves a number of various steps. These steps include observation, assessment, development of a plan of action, implementation of the plan and reassessment.

The coach needs to know whether learning has taken place and consequently, progress needs to be monitored and evaluated. Learning may be assessed through observation of the player in training sessions and matches or through more objective means such as football skill tests, or quantitative performance statistics. The typical approach is to plot improvement over time using a line graph or 'performance curve. An agreed measure of learning is required, such as performance on a passing skill test or the proportion of successful passes made during matches. It may also be useful for players and/or coaches to use performance diaries to record progress over time. In order to measure learning accurately, retention or transfer tests must be used in association with performance curves. A retention test is when the player is re-tested after a period of time when the transient effects of performance have subsided. In contrast, a transfer test requires the learner either to perform the skill that has been practiced in a new situation or to perform a new variation of the practiced skill (i.e. passing over a different distance). Regardless of which method or combination of approaches is employed, it is difficult to determine accurately the amount that a player has

learned.

Analysis of performance is an essential part of the coaching repertoire. The two usual forms of performance analysis are ongoing performance analysis and end-of-season reviews (Abraham, 2006). Good coaching includes individual and team evaluations along a continuous spectrum throughout the season. Analysis is typically carried out through observation of the coach's expert eye and with video analysis software. Post competition analysis should influence the weekly and daily planning for training (Bloom, 1997). Analysis leads to a decision-making approach.

Abraham found that expert coaches tend to apply a hierarchical and ordered nature of decision-making (2006). To illustrate, the coach starts with an initial idea for a solution; upon which, further ideas emerge that are influenced by importance and development of goals and plans. Even when analysis and evaluation prove inconclusive, decisions must still be made. In the end, coaches often embrace a "best fit" solution based on the consequences of alternatives. Often, decisions are made despite competing knowledge bases; coaches often allude to these as their 'difficult' decisions.

## **2.4 Coach-Player Relationship**

### **2.4.1 Person**

Relationship building begins at the personal level by getting to know the individual as a person. This gets the athlete's immediate attention in addition to discovering their personal needs (Kimićek and Gould in Becker, 2009). By taking the time to know the athlete on a personal level away from athletics, the coach establishes a knowledge base of the individual. From this, the coach can develop an understanding of the athlete's perceptions. In turn, this helps in appreciating the athlete's approach to training and performance. Personal knowledge of the individual can also shed light on any personal issues that might affect their athletic performance. It is at the personal level that an infrastructure is created that allows relationships at higher order levels to thrive.

An interpersonal relationship implies a two-way reciprocal set of interactions and thus, the player-coach relationship also impacts coaches with both limited and extensive professional experience (Ogilvie, 1994; Sands, 1984). A quality coach-player relationship was characterized by mutual trust, confidence in each other's abilities, good communication (especially good listening skills)

and a sense of collaboration or working together.

#### 2.4.2 Player

Along with building a personal bond with the player, it is also important to establish a professional relationship. Professional relationships pertain to how the individuals are treated as athletes (Becker, 2009). The relationship between the coach and athlete is influential to the athlete's confidence and needs to be a central pillar of any coaching strategy (Côté, 2009). Vallée and Bloom found that elite coaches take time to help build athletes' self-confidence, maturity, and develop a sense of ownership (2005). Emphasizing the athlete's strengths is a useful technique to build confidence while also providing a base line for goal setting. This behavior lets the athlete know that the coach is invested in them and values the importance of the athlete's wellbeing. Understanding athletes' psychological levels as well as knowing how they want to progress is critical for effectively coaching motivation (Thelwell, 2008). Part of the relationship is also the willingness of the coach to take responsibility when the team fails (Becker, 2009). When the coach accepts responsibility for shortcomings, it demonstrates to the athlete that the coach is "in it" with them and shares in the disappointment of failure. This creates a collective togetherness in the coaching process.

Though research is scarce, relationship building appears to be vital at the professional football level. Potrac finds that the professional football coach needs to be seen as approachable (2002). Ultimately, the coach needs to develop relationships with the athletes in order to produce confident, secure players who have the ability to make proper decisions during the game (Jones et al, 2003). Research in football shows a remarkable ratio of praise to scold behaviors from coaches to players. Specifically, at the professional level, football coaches are reluctant to use scold behaviors since any benefit is outweighed by the need to have the player perform for the coach in the future (Potrac,2002). Potrac proposes that a football coach's reluctance to use scold tactics might be because he wants to maintain a strong social bond with the players (2002).

At their core, motivational themes need to be individualized (Becker, 2009). The same approach appears at the youth level. Professional youth football coaches purposely employ frequent use of the players' first name when instructing, in order to personalize interactions (Smith & Cushion, 2006). 25.02% of all independent behaviors in Smith & Cushion's systematic observation of youth football coaches were accompanied by the use of the player's first name (2006). This is an effective technique in relationship building, making the player feel important.

In Jones et al's qualitative research of an English professional football coach, the coach believed that players played for the coach, not the club (2003). This is a realistic perception since it's more challenging for the player to relate to the administrative structure of a big club, compared to relating to the personality of the coach who he interacts with daily. Therefore, coaching was individualized in order to meet the demands of the situation and the specific player (Jones et al, 2003). Moreover, the coach might position himself as fighting for the player's financial wellbeing in relation to the player's future contract status. Individualizing motivation helps form a stronger bond between the coach and player.

However, some coaches are challenged with the balance of engaging the athlete in a supporting environment while holding them responsible when expectations are not met. Though great coaches foster personal relationships with their athletes, they still manage boundaries to remain objective (Becker, 2009). Great coaches who foster strong relationships take their athletes' opinions seriously and provide them with decision-making opportunities (Becker, 2009). Participation in decision-making helps build ownership in the coaching process. Interestingly, though many athletes relish being involved in the decision making process, Becker found that athletes do not like to make decisions that are highly important or complex (2009). Perhaps the stress of competition itself ensures that athletes feel part of the experience through their own roles and responsibilities on the field.

### **2.4.3 Team**

At the group, or team level, relationship building creates additional dynamics. Here, the coach is not only involved in creating strong bonds between himself and the athletes, but also in fostering bonds among the players themselves. Team building is considered team enhancement or team

improvement (Carron & Hausenblas in Bloom et al, 2003). Ideally, team building creates cohesion amongst the group (Bloom et al, 2003). In examining the coach's role in team building, Ryska and Cooley found that successful coaches used strategies to improve the individual athlete's bond to the team, such as learning personal information about each athlete, and applying strategies designed to clarify task cohesion (in Bloom et al, 2003). Before relationships can be established at the team level, there needs to be familiarity that is established at the personal level.

Athletes need to be able to relate team-building activities to the team's purpose. Bloom et al's work finds that coaches carefully plan different activities during crucial times of the year (2003). These activities can be classified as social, physical, or psychological (Bloom et al, 2003). For example, team dinners are ideal opportunities to discuss the social side of the athlete's life. Team meals allow both coach and players to catch up with events in each other's personal lives. For team building to work in team sports, it needs to begin with the coach's organizational ideas, which transcend into the training sessions, and finally impact competition (Bloom et al, 2003). Activities used for relationship building at the team level need to have relevance.

Goal setting can also create team cohesion. Research with expert coaches found that coaches set both process and outcome goals (Abraham, 2006). Coaches need to teach athletes the importance of setting individual performance goals that help achieve outcome goals (Abraham, 2006). For instance, coaches might discuss with their attacking restart players the importance of well-timed and executed runs on attacking corner kicks. The coaches and players might settle on devoting 20 minutes after training three times during the week to practicing their runs on attacking restart opportunities. Practicing restarts throughout the week is the process goal that helps the team achieve its performance goal of scoring 15 restart goals during its season. Behavioral goals such as value/learning and lifestyle outcomes are other goals that coaches might stress (Abraham, 2006). Goal setting should ideally focus on short, medium, and long term (Abraham, 2006). For example, coaches might encourage players who are typically quiet to make more suggestions to their teammates during team meetings. By creating short and medium range goals, teams are able to track and evaluate their progress. It is also a method that allows the coach to hold athletes accountable for their actions (Becker, 2009). However, Jones and Wallace suggest that the hierarchical imposition of goals creates difficulties in team cohesive and shared strategy (2005).

Moreover, even goals that are in 'agreement' between a coach and athletes may be superficial because of the hierarchical relationship between coach and athlete. Thus, for goal setting to be meaningful it is paramount that the devised goals are truly driven by the players.

There is debate concerning the relationship between team cohesion and performance. There is also conflicting research concerning the relationship between talent and cohesion (Bloom et al, 2003). Some argue that team cohesion can offset a lack of top talent. It appears that the level of competition influences the coach's opinion of the importance of team cohesion. Bloom et al found that coaches at the university level valued team cohesion significantly (2003). They attributed this to the fact that university level coaches do not have the advantage of working with the top athletes in the country, as would an appointed national team coach. At the national team level, talent can be a stronger predictor over cohesion (Bloom et al, 2003). At the college level, cohesion may be more important since coaches can only work with the talent they attract.

The quality of coaching behavior, as well as the contingency and appropriateness of information given, are crucial to the holistic development of young players (Bortoli, Robazza & Giabardo, 1995; Petchlichkoff, 1993). As a result, coaches of young players assume a crucial role as significant others, affecting athletes' attitudes, self-esteem, and psychosocial development (Black & Weiss, 1992; Bortoli et al., 1995; Liukkonen et al., 1996). It can be argued therefore, that the coaching process in the youth sport setting requires the coach to take into account a wide range of personal and developmental needs of the young athlete. Indeed, Smith and Smoll (1993) acknowledge that coaching in this context is a complex social system, and that an important consideration is the relationship between coach and player. The players' relationship with the coaches, and vice versa, was a dominant part of their everyday lives, and a fundamental part of the coaching process. Indeed, the nature of the coach-player relationship within the coaching process is of primary importance (Cushion, 2001; Sabo & Panepinto, 1990; Smith & Smoll, 1993). Furthermore, several authors have argued that the effectiveness of the implementation of the coaching process will be dependent upon the quality of the relationship and interaction between coach and player (Borne, 1996; Jones, 1997; Lyle, 1999; Kahan, 1999).

A knowledgeable, competent coaching style and characteristics included a balance between

strictness and kindness, personal dedication, passion for the sport and coaching, discipline, enthusiasm, organization and displaying a professional coaching style with parents and athletes. Weinberg and Gould (2003) note the importance for teachers, coaches, and exercise leaders of understanding how to send effective messages, both verbally and non-verbally.

Beyond the differences in style, however, there appears to be some universal truths in how coaches can help athletes perform at their best (Buckingham & Coffman, 1999). Athletes receive rewards for outstanding performance in the form of praise, acknowledgement of effort and recognition (Williams, 1998), where an enthusiastic pat on the back' is characteristic of compatible coach-athlete pair (Horne & Carron, 1985; Kenow & Williams, 1999). This coach-athlete relationship has the potential to positively and negatively impact the athletes training processes, performance outcomes and personal lives (Butt, 1987; Coakley, 1990; Martens, 1987).

Coach Support was where coaches simultaneously provided athletes with unconditional support that did not pressurise them. Coaches demonstrated support by backing athletes' decisions and goals, showing pride in their athletes, being present at practice, expressing concern about athlete's well-being after a loss, bragging about their athlete's accomplishments and being there emotionally for their athletes.

The close relationships that athletes develop with coaches suggest that coaches often become role models for athletes and ideally a role model who will foster the democratic principals of society (Kanaby, 1990). At low levels of age/maturity, when young players are developing psychologically and socially, the coach's approach should be relationship orientated. Within youth football for example, this would mean that effective coaching should highlight personal development, giving high levels of social support. This general concept is supported by a number of studies of youth sport coaching. A series of studies conducted by Smith and colleagues during the late 1970's (Smith, et al., 1977, 1978, 1979) demonstrated that young players responded favorably to coaches who created a socially supportive environment. This was found to be independent of the results of the team, suggesting, that for young sports participants, winning is not the most important part of their sporting experience. This research was replicated by Smoll and Smith (1993), with identical results. Thus, it can be argued that the coaches who improved the level of social support and

rewarding behavior received a more favorable response from their players, with the coaches also being perceived as better coaches. The players in these studies also reported that they had more enjoyment in their sport and had a high level of attraction for teammates. Children with low levels of self-esteem found their self-esteem improved and all players reported lower levels of competitive anxiety when coached by coaches with high levels of social support behavior (Smoll and Smith, 1993).

Relationship-orientated behavior has been supported by two football-specific studies. Dubois (1981) used systematic observation to study youth football coaches, and found a positive relationship between supportive coach behavior and successful team performance. Interestingly, Dubois found that the higher the level of supportive behavior the greater the level of team cohesion and performance. IN discussing the interpersonal relationship between coach and athlete Jowett and Ntoumanis (2003) refer to findings by Hemery's (1996) that demonstrate the significant role of the coach in an athlete's development.

## **2.5 Coach Philosophy**

The path to coaching success begins with defining a philosophy to guide your efforts. Indeed, to be effective it is argued that coaches need to understand their own coaching philosophy (Crisfield et al., 1996). Coaches have been encouraged to adhere to a philosophy of coaching that not only values physical excellence but also encourages athletes to develop in a way that will ensure a balanced integrated individual (Dubin, 1990).

All coaches will have developed a personal set of views on coaching, and on issues regarding their sport, and interpersonal relationships (Lyle, 1999). These views will have evolved over time, and will be derived from experience and other kinds of education (Schinke et al., 1995; Lyle, 1999; McAllister et al., 2000). These deep-seated values form and reflect a 'philosophy of coaching': "A coaching philosophy is a comprehensive statement about the beliefs and behaviours that will characterise the coach's practice" (Lyle, 1999, p. 30). Martens (1987) contends that the coach's philosophy is an integral and important part of coaching practice. Indeed, when engaged in coaching, knowledge derived from a philosophy more than other knowledge, will keep the coach from losing direction: "Having a philosophy will remove the uncertainty about formulating

training rules, styles of play, discipline, codes of conduct, competitive out-look, short and long term objectives and many other facets of coaching" (Martens, 1987, p.4).

Coach philosophy informs and influences coaching practice, and therefore a comprehension of it would assist in understanding the complexity of the coaching process. To gain this understanding, it should be possible to delve into coaching practice and uncover the values and beliefs of the coach. This is a very important issue present in the world of youth coaching, not only in football. For every coach that has the long-run interest of the players at heart, the development philosophy is a natural way of thinking. It is more important to "supply" the player with the skill (i.e. give it time to develop) that will allow them to play successfully for the rest of their life rather than looking for victories today neglecting the future. Developing a developmental philosophy is important as it provides a frame work for decision-making and guidance in setting and achieving goals.

## **2.6 Facilities for Development**

The goal of any good coach is to develop players to their full potential thus helping them rise in the game as far as their talents will allow (US Youth Football 2007). Raising the professional standards of coaching is laudable. However, the coach may acquire knowledge and learn of proper training techniques, but is then frustrated by the lack of facilities to use these new skills(US Youth Football 2007). Too many teams must train on the outfield of a baseball diamond or on half of a football field, and some use any open patch of ground they can find. Sometimes there are no goals, corner flags or any proper training equipment. Usually if there are goals they are fixed permanently in the ground, so the turf in front of the goal is worn away. Consequently, the players reach a certain level of play and then stagnate there. The best coaches in the world cannot fully develop players without the right training environment.

Quality coaching and facilities will contribute positively to player development. Since player development is the backbone of the game, the construction of training grounds is a necessity. Any Youth Football program, must work together toward this goal.

The tools needed at a first-rate football training ground; sand field and/or pit, flat faced goals and portable goals of various sizes, cones of various sizes, Training bibs of various sizes and colors, corner flags, balls of various sizes and colors and medicine balls, and storage.

## CHAPTER 3

### METHODS AND PROCEDURES

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

#### 3.1 Overview

To achieve the purpose of this study, both quantitative and qualitative data were collected. To understand the phenomena of youth football project coaching problems from the participants' perspective, data were collected from multiple sources including coaches' questionnaires, , players' questionnaires, players' focus group discussion and observation (see Appendices A, B, C and D). Coaches' questionnaires were filled in by 10 Addis Ababa youth football project coaches. In addition, 25 Addis Ababa youth football project players were participated in a questionnaire and 10 of them were participated in the Focused Group Discussions (FGD). A critical observation were also undertaken to collect necessary data by preparing observation check list to get real information from the actual setting.

Qualitative data were generated through Focused Group Discussions (FGD) and observation. Focused Group Discussions (FGD method, as Schwarzer, Bloom, and Shono (2006) point out, emphasizes rich, thick, and detailed information. Lazaraton (2000) points out that both the qualitative and quantitative methods "highlight reality in a different, yet complementary way" (p. 180). They add that this method allows the actual voices of the participants to be heard, and it makes room for the researcher's voice as well. Systematic observation allows observer to use a set of guidelines and procedures to observe, record, and analyze observable events and behaviors (Franks et al., 2001). Adler and Adler (1994) characterize observation as "the fundamental base of all research methods in the social and behavioral sciences" (p.389). May (1999) contends that knowledge comes from experience and the undertaking of detailed and meticulous inquiry through which we generate our understandings.

#### 3.2 Subject of the study

Out of the total 30 coaches of Addis Ababa youth football project 10 were included as the source of information. In addition, out of the total 400 players of Addis Ababa youth football project, 25

players were participated.

### 3.3 Sampling procedures

As stated above, 10 coaches' and 25 players' were the samples chosen as data source for this study. And the information will be gathered through the following sampling procedures.

- a. **Coaches'**: - to get the data from coaches' availability sampling was employed
- b. **Players'**: - out of the total 25 players' were randomly selected for questionnaire and 10 of them were purposefully selected focus group discussion.

### 3.4 Procedure of Data collection

In the process of testing the instruments and collecting data for the final study, the following procedures were followed. In order to minimize the problem of comprehending the items, when responding due to language barrier, the questionnaire distributed from the student respondents were translated from English to Amharic by the researcher himself.

Moreover, both the questionnaire and the observation checklist were judged for their validity by four would be graduates of the graduate. Those items that seemed to have been vague were discarded.

Consequently, after testing the validity and the reliability of the items developed, a pilot test was administered in Arada Sub-City of Addis Ababa youth football projects. Based on the pilot test results, finally the questionnaire was administered. The researcher himself conducted observation. After getting the permission of coaches, each of the 10 sample coaches was observed twice.

### 3.5 Instruments of Data Collection

To achieve the purpose of this study, both quantitative and qualitative data were collected. In order to triangulate, data were collected from multiple sources including coaches' questionnaires, players' questionnaires, players' focus group discussion and (see Appendices A, B, C and D). I describe each instruments of the study below.

#### 3.5.1 Questionnaire

The questionnaires, as shown in the appendices, were prepared in two versions: one for coaches and one for players. These questionnaires were distributed to 10 coaches and to 25 players. In order

to develop an appropriate study, I first discussed the parts of both questionnaires with my advisor who advised me on some changes in both the coaches and the players' surveys. To collect more reliable data from students, my advisor also suggested some changes to my players survey regarding wording so that players could respond easily to them.

In order to examine the problems of youth football project coaching, a questionnaire that consists of three main parts was prepared. The first part is demographic data. The second part was quantitative close-ended statements and the last part was qualitative open-ended statements.

The demographic section included questions about the coach's age range, coaching experience, level of coach education attained and sport specific level of college qualifications.

The study was carried out using qualitative and quantitative methods. A structured demographic questionnaire (Appendix A) was used to determine the coach's age range, coaching experience, level of coach education attained and sport specific level of college qualifications.

The 43-items contained three distinct categories of coaching that are appropriately relevant for coaches were used. These different dimensions include training methods, coach-player relationship and training assessment. The directions asked participants to answer each item with an honest and spontaneous response on a three point Likert scale. Each item was preceded by the phrase "As a Football Coach U-13 and U-15 Level...."

As for the players questionnaire (see Appendix B), it also has three main parts. The first part is demographic data including gender, age, and grade. The second section is close-ended statements and the last part was qualitative open-ended statements. The questionnaires were completed in a noncompetitive situation such as during a team meeting or before or after a regularly scheduled team practice period. The players and coaches were separated during the completion of the questionnaires. To ensure confidentiality, participants were informed that the information gathered from the study would be anonymous and were assured that other participants in the study would not see their responses. Each participant was informed that participation in the study was voluntary and could be discontinued at any time without repercussions.

### **3.5.2 Focused Group Discussions**

The focus group discussion (FGD) is a rapid assessment, semi-structured data gathering method

in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator (Kumar 1987). In a focus group, ideas and thoughts are generated and developed from one person to another. The focus group discussion has become extremely popular because it provides a fast way to learn from the target audience (Debus 1988; US Department of Health and Human Services 1980). This group was composed of 10 players from I believed that those players are thoughtful enough to give rich information. The session lasted for about 90 minutes.

### **3.5.3 Systematic observation**

A critical observation were also undertaken to collect necessary data by preparing observation check list to get real information from the actual setting. Systematic observation allows observer to use a set of guidelines and procedures to observe, record, and analyze observable events and behaviors (Franks et al., 2001). Adler and Adler (1994) characterize observation as "the fundamental base of all research methods in the social and behavioral sciences" (p.389). May (1999) contends that knowledge comes from experience and the undertaking of detailed and meticulous inquiry through which we generate our understandings.

Patton (1990) contends that there is simply no substitute for direct experience through participant observation. The purpose of the observational data was to describe the setting observed, the activities that took place in that setting, the people that participated in those activities, and the meanings of what was observed from the perspective of those observed. Direct personal contact with, and observations of, the coach and players would have several advantages. As the research instrument, I would be better able to understand the context within which the coaching process operated. Understanding the context and its inherent processes is essential to gaining a holistic perspective (Patton, 1990). Observational fieldwork would also offer me the opportunity to see things that may have routinely escaped conscious awareness among participants. In addition, direct observation would allow me to learn things about the coaching process, as well as coach and player interaction, that participants may have been unwilling to express about in questionnaire.

Observation checklist the items used for the checklist is developed from the following components; training methods, coach-player relationship and training assessment.

### **3.6 Method of Data Analysis**

The data collected from coaches and players were analyzed using descriptive statistics frequencies and percentages. Qualitative data were also analyzed, interpreted and the inferences are included in this research.

## CHAPTER 4

### DATA ANALYSIS AND FINDINGS

#### Introduction

In this study, the purpose was to explore problems of youth football project coaching in Addis Ababa. It sought answers to the following questions:

- (1) What problems, if any, concerning youth football project coaching do Addis Ababa youth football project face?
- (2) What effective solutions needed for coaching youth footballers successfully?
- (3) What effective solutions needed for coaching youth footballers successfully?
- (4) What does the nature of the coach-player interpersonal relationships look like?
- (5) What effective assessment strategies do those coaches employ to assess their coaching process/ youth football project coaching?

These main questions, which were divided into more specific ones, guided the study.

In this chapter, the analysis of data is described and the results are reported and explained.

#### 4.1 Coaches Responses

The questionnaires were analyzed by calculating frequencies and percentages. All of the 10 participants in the coach questionnaire filled in the close ended statements, whereas 8 participants filled in the open-ended questions. Significant results from participating coaches are mentioned below.

##### 4.1.2 Demographics

Demographic data are “statistical descriptions of a population or sample” (Richey & Klein, 2007, p. 156). There were 10 youth football coaches who participated in the study. Most coaches are experienced. Some of them had more than 10 years’ experience. Table 1 summarizes the collected demographic data of teachers who participated in the survey.

**Table 1: Coaching Experience of Coaches Who Participated in the Study (n=10)**

	<b>Coaching Experience</b>				
	<b>0-2 years</b>	<b>3-5 years</b>	<b>6-9 years</b>	<b>10 years</b>	<b>Not mentioned</b>
<b>Frequency</b>	3	5	2		-
<b>Percent</b>	30%	50%	20%		-

**Table 2: Age of Coaches Who Participated in the Study (n=10)**

	<b>Age</b>					
	<b>18 – 23</b>	<b>24 - 29</b>	<b>30 - 35</b>	<b>36 - 42</b>	<b>43 - 50</b>	<b>Not mentioned</b>
<b>Frequency</b>	3	5	2	-	-	-
<b>Percent</b>	30%	50%	20%	-	-	-

Descriptive statistics show that 30% of the subjects were 18 – 23 years of age range with, while 50 % of coaches in the 24 – 29 years of age range. The remaining which is 20% (2/10) of coaches in the 30 – 35 years of age range. It can be then summed up that majority of the respondents joined the coaching profession in their early ages. Hence, they may have maximum potential to exert towards coaching youth football players effectively.

**Table 3: Level of Coach Education attained By Coaches Who Participated in the Study (n=10)**

	<b>Level of Coach Education/Course attained</b>			
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Not mentioned</b>
<b>Frequency</b>	7	3	-	-
<b>Percent</b>	70%	30%	-	-

Seventy per cent of the participants undertook a football coaching course (Level 1), while thirty per cent of the participants undertook a football coaching course (Level 2), while all of the participants declared that 100% of the coaches had no 3<sup>rd</sup> level sport type qualification.

**Table 4: Sport Specific Level of College Qualifications by Coaches Who Participated in the Study (n=10)**

	Sport Specific Level of College Qualifications					
	Grade 10-12	Certificate	Diploma	Degree	Masters	Not mentioned
<b>Frequency</b>	6	-	3	1	-	-
<b>Percent</b>	60%	-	30%	10%	-	-

Sixty per cent of the participants completed grade 10-12, while thirty per cent of the participants had sport specific college level diploma qualification, while some of the participants declared that 60% of the coaches had no sport specific college level diploma, degree and masters qualification.

Regarding sources of information thirty per cent of coaches seek information from a range of sources with regard to coaching issues and methods. The ranges of sources identified by coaches are outlined in Table 5.

**Table 5: Sources of information**

Source	Percent
Football Coaching Manuals	-
Coaching Colleagues	-
Internet	30%
Other*	-
Do Not Source Information	70%

\* 'Other' in this instance refers to sources such as workshops, academic coaching

material, watching other sports and other coaches, devising own methods, accessing own records and drills, meeting with experts in the field, and personal experiences.

**Table 6: Coaches Responses to Methods of Training**

		<b>Methods of Training</b>					
<b>No.</b>	<b>As a Football Coach U-13 and U-15 Level I....</b>	<b>Response</b>					
		<b>Always</b>		<b>Sometimes</b>		<b>Never</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
1	I make complex things easier to understand and learn	8	80	2	20	-	-
2	I pay special attention to correcting players' mistakes	7	70	3	30	-	-
3	I explain to each player the techniques and tactics of football	10	100	-	-	-	-
4	I use a variety of drills for training	4	40	4	80	2	20
5	I stress the mastery of skills	8	80	2	20	-	-
6	I put the suggestions made by team members into operation	2	20	3	30	5	50
7	I coach to the level of the players	4	40	6	60	-	-
8	I adapt coaching styles to suit the situation	10	100	-	-	-	-
9	I use alternative methods when the efforts of the players are not working well	4	40	6	60	-	-
10	I assign tasks according to each individual's ability and needs	8	80	2	20	-	-
11	I provides individual instruction to athletes about technical skills	-	-	3	30	7	70
12	I spend time helping athletes who are having trouble improving their performance.	3	30	-	-	7	70
13	I keep athletes on task to accomplish the overall objectives and goals.	4	40	6	60	-	-
14	I demonstrate techniques that athletes need to learn for improved performance.	8	80	2	20	-	-
15	I provide athletes with positive feedback even if a mistake was made.	-	-	3	30	7	70
16	I use small sided games	-	-	-	-	10	100
17	I use small- sized ground for training	-	-	3	30	7	70

As table 6 depicts, the coaches response towards methods of training 80% (8/10) of coaches indicated that they always make complex things easier to understand and learn while 20 % ( 2/10) members of the study responded that they “Sometimes ” does that. The second item of the same table shows 70% (7/10) of coaches indicated that they pay special attention to correcting players’ mistakes while 40 % ( 4/10) members of the study responded that they “Sometimes” do this. As table 6 depicts, the coaches response towards explain to each player the techniques and tactics of football

80% (8/10) of coaches indicated that they were always do that and the remaining 20% (2/10) coaches said that they “Sometimes” do this. The fourth item of the same table shows 40 % (4/10) of coaches indicated that they were used a variety of drills for training while 40 % ( 4/10) coaches said that they sometimes used a variety of drills for training youth footballers. The remaining which is 20 % ( 2/10) coaches said that they “Never” used a variety of drills for training youth football players.

Moreover, according to the information given on item five of the same table, it is depicted that majority of coaches 80 % (8/10) indicated that they stressed the mastery of skills in coaching youth football players while 20 % ( 2/10) of coaches responded that they were sometimes stressed the mastery of skills in coaching youth football players.

As indicated in table 6, in response to statement six 40% (4/10) of coaches indicated that they always coaching to the level of the players, and the remaining which is 60 % ( 6/10) coaches said that they sometimes coaching to the level of the players. As shown in table 6, in response to statement seven 40% (4/10) of coaches responded that they always adapt their coaching styles to suit the situation, while 30% (3/10) said that they sometimes adapt their coaching styles to suit the situation. The remaining which is 30 % ( 3/10) coaches said that they never adapt their coaching styles to suit the situation.

As shown by table 6, in response to statement eight 30% (3/10) of coaches declared that they were always used alternative methods when the efforts of the players are not working well while 40% (4/10) of coaches indicated that they sometimes used alternative methods when the efforts of the players are not working well. The remaining which is 30 % ( 3/10) coaches said that they never used alternative methods when the efforts of the players are not working well. According to the information given on item nine of the same table, it is depicted that 40% (4/10) of coaches always assigned tasks according to each individual’s ability and needs while 20% (2/10) of coaches sometimes assigned tasks according to each individual’s ability and needs. The remaining which



is 40 % ( 4/10) coaches said that they never assigned tasks according to each individual's ability and needs. Regarding statement ten, 30% (3/10) of coaches declared that they w sometimes provided individual instruction to players about technical skills while 70% (7/10) of coaches indicated that they never provided individual instruction to athletes about technical skills. Regarding statement eleven, 30% (3/10) of coaches declared that they were always spend time helping athletes who are having trouble improving their performance while 70% (7/10) of coaches indicated that they sometimes spend time helping athletes who are having trouble improving their performance.

Statistical results of statement twelve, it is depicted that 40% (4/10) of coaches always keep athletes on task to accomplish the overall objectives and goals while 40% (4/10) of coaches sometimes keep athletes on task to accomplish the overall objectives and goals.

Results indicate, with regard to demonstrate techniques that players need to learn for improved performance that 80% of the respondents identified t h a t t h e y a l w a y s demonstrate techniques that players need to learn for improved performance (Table 6), 20% of the respondents identified t h a t t h e y s o m e t i m e s demonstrate techniques that players need to learn for improved performance (Table 6). With regard to provided athletes with positive feedback even if a mistake was made, 30% of the subjects surveyed they sometimes provide athletes with positive feedback even if a mistake was made. However, 30% of the subjects surveyed they do not provide athletes with positive feedback even if a mistake was made (Table 6).

Results indicate, with regard to small sided games that astonishingly all the participants which is 100% (10/10) they do not used small sided games. The last item has shown that 30 % (3/10) of coaches they sometimes used small-sized ground for training. However, 70% of the subjects surveyed they do not used small-sized ground for tr aining.

**Table 7: Coaches Responses to Training Assessments**

		Training Assessments					
No	As a Football Coach U-13 and U-15 Level.....	Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	I use objective measurements for evaluation	3	30	-	-	7	70
2	I use ongoing performance assessments and analysis	2	20	-	-	8	80
3	I use end-of-season reviews and assessments	3	30	4	40	3	30
4	I carried out the assessments through observation of the expert eye	-	-	-	-	10	100
5	I use <b>performance diaries</b> to record progress	-	-	-	-	10	100
6	I provide players information on their performance after ongoing performance assessments and analysis	2	20	-	-	8	80

As table 7 depicts, the coaches response towards training assessments 80% (8/10) of coaches indicated that they were not used objective measurements for evaluation while 20 % ( 2/10) members of the study responded that they “Sometimes” used objective measurements for evaluation. The second item of the same table shows all coaches 100% (10/10) never used ongoing performance assessments and analysis. With regard to end-of-season reviews and assessments 30% (3/10) of coaches indicated that they always used end-of-season reviews and assessments, while 40 % ( 4/10) members of the study responded that they “Sometimes ” used never end-of-season reviews and assessments. The remaining which is 30 % ( 3/10) coaches said that they “Never” used end-of-season reviews and assessments in coaching youth football players

Moreover, results indicate, with regard to carried out the assessments through observation of the



expert eye 60% of the subjects surveyed they always carried out the assessments through observation of the expert eye. However, 40% of the subjects surveyed they sometimes carried out the assessments through observation of the expert eye (Table 7).

Results indicate, with regard to performance diaries to record progress that astonishingly all the participants which is 100% (10/10) they do not used performance diaries to record progress. The last item has shown that 20 % (2/10) of coaches they sometimes provided players with information on their performance after ongoing performance assessments and analysis. However, 80% of the subjects surveyed they do not provide players with information on their performance after ongoing performance assessments and analysis.

**Table 8: Coaches Responses to Coach-Player Relationship**

Coach-Player Relationship							
No.	As a Football Coach U-13 and U-15 Level.....	Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	I encourage close and informal relationships with the players	3	30	4	40	3	30
2	I remain sensitive to the needs of the players	2	20	5	50	3	30
3	I stay interested in the personal well-being of the players	3	30	4	40	3	30
4	I look out for the personal welfare of the players	4	40	3	30	3	30
5	I discuss personal problems that affects player performance.	-	-	-	-	10	100
6	I congratulate a player after a good performance	8	80	2	20	-	-
7	I help the players with their personal problems	-	-	-	-	10	100
8	I provide team-building activities to the team's purpose	6	60	4	40	-	-
9	I let the players set their own goals	-	-	-	-	10	100
10	I set goals that are compatible with the players' ability and age	-	-	-	-	10	100
11	I clarify goals and the paths to reach goals for the players	-	-	-	-	10	100

As table 8 depicts, the coaches response towards coach-player relationship 30% (3/10) of coaches indicated that they encourage close and informal relationships with the players while 40 % (4/10) members of the study responded that they “Sometimes ” encourage close and informal relationships

with the players. The remaining which is 30 % ( 3/10) coaches said that they “Never” encourage close and informal relationships with the players. The second item of the same table shows 30% (3/10) of coaches indicated that they always remain sensitive to the needs of the players, while 50% (5/10) members of the study responded that they sometimes always remain sensitive to the needs of the players. The remaining which is 20 % ( 2/10) coaches said that they “Never” remain sensitive to the needs of the players. Moreover, according to the information given on item three of the same table, it is depicted that 40 % (4/10) of coaches always stay interested in the personal well- being of the players in coaching youth football players while 30 % ( 3/10) of coaches responded that they sometimes stay interested in the personal well- being of the players The remaining which is 30 % ( 3/10) coaches said that they “Never” stay interested in the personal well-being of the players.

Results indicate, with regard to discuss personal problems that affects player performance that astonishingly all the participants which is 100% (10/10) they do not discuss personal problems that affects player performance. With regard to congratulate a player after a good performance, 80% of the subjects surveyed they always congratulate a player after a good performance. However, 20% of the subjects surveyed they sometimes congratulate a player after a good performance (Table 8). Concerning to team-building activities to the team’s purpose it is depicted that 60 % (6/10) of coaches always provided team-building activities to the team’s purpose while 40 % (4/10) of coaches sometimes provided team-building activities to the team’s purpose.

Statistical results of statement nine, astonishingly all the participants which is 100% (10/10) responded that they never let the players set their own goals. Literature from Abraham (2006) and Becker (2009) note that teams using short and medium range goals are able to track and evaluate their progress while also creating accountability. At their core, goals need to be challenging, yet attainable. In order to create a sense of accomplishment, coaches can help their players create reachable goals in the initial stages of formation.

Results indicate, with regard I setting goals that are compatible with the players’ ability and age that 20 % (2/10) they of coaches they set goals that are compatible with the players’ ability and age. However, 80% of the subjects surveyed they do not set goals that are compatible with the players’ ability and age. The last item has shown that 2 % (2/10) of coaches they always clarified

goals and the paths to reach goals for the players. However, 80% of the subjects surveyed they do always clarified goals and the paths to reach goals for the players.

As the information of the open-ended item revealed, coaches of Addis Ababa youth football project points out that lack of facility were the main problems they encountered concerning youth football coaching.

#### **4.1.3 Player Response**

Additionally, the players' questionnaire was intended to investigate youth football projects from the observations of their players. The questionnaires were analyzed by calculating frequencies and percentages. A Likert Scale was used to indicate responses from "Always" to "Never" in the players' questionnaire. Significant results from participating players are mentioned below.

**Table 9: Player Response to Coach-Player Relationship**

Coach-Player Relationship							
No.	Item	Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	Encourage close and informal relationships with the players	6	24	5	20	14	56
2	Remain sensitive to the needs of the players	-	-	10	40	15	60
3	Stay interested in the personal well-being of the players	5	20	20	80	-	-
4	Discuss personal problems that affects player performance.	-	-	-	-	25	100
5	Help the players with their personal problems	-	-	-	-	25	100
6	Show “OK” or “Thumbs Up” gesture to players when they perform well	3	12	20	80	2	8
7	Pat a player after a good performance	-	-	5	20	20	80
8	Use of the players’ first name when instructing,	3	12	20	80	2	8
9	Provide team-building activities to the team’s purpose	-	16	7	28	14	56
10	Let the players set their own goals	-	-	-	-	25	100
11	Set goals that are compatible with the players’ ability and age	-	-	-	-	25	100
12	Clarify goals and the paths to reach goals for the players	-	-	-	-	25	100
13	Put the suggestions made by team members into operation	4	16	7	28	14	56

As table 9 depicts, the player response towards coach-player relationship 24% (6/25) of player indicated that their coach encourage close and informal relationships with the players while 20 % (5/25) members of the study responded that their coach “Sometimes” encourage close and informal relationships with the players. The remaining which is 56 % ( 14/25) player said that their coach “Never” encourage close and informal relationships with the players. The second item of the same table shows 40% (10/25) of player indicated that their coach sometimes remain sensitive to the needs of the players, while 60% (15/25) members of the study responded that their coach sometimes remain sensitive to the needs of the players.

Moreover, according to the information given on item three of the same table, it is depicted that 20 % (5/25) of players declared that their coach always stay interested in the personal well- being of the players, while 80 % (20/25) of player responded that their coach sometimes stay interested in the personal well- being of the players.

Results indicate, with regard to discuss personal problem s that affects player performance that astonishingly all the participants which is 100% (25/25) they do not discuss with their coach personal problem s that affects player performance. Statistical results of statement five, Help the players with their personal problems astonishingly all the participants which is 100% (25/25) they do not receive any help with their personal problems from their coach.

Results indicate, with regard to Show “OK” or “Thum bs Up” gesture to players when they perform well 12% of the subjects surveyed their coach Show “OK” or “Thumbs Up” gesture to players when they perform well while 80% of the subjects surveyed their coach Show “OK” or “Thumbs Up” gesture to players when they perform well . The remaining which is 8% of the player said that their coach “Never” Show “OK” or “Thumbs Up” gestur e to players when they perform well (Table 9).

Results indicate, with regard to pat a player after a good performance that 20 % (5/25) players said that their coaches sometimes pat a player after a good performance. However, 80% of the subjects surveyed that their coaches do pat a player after a good performance. With regard to the use of the players’ first name when instructing, 12% of the subjects surveyed their coaches always use of the players’ first name when instructing. However, 80% of the subjects surveyed their coaches

the use of the players' first name when instructing. The remaining which is 8% of the player said that their coach "Never" use of the players' first name when instructing (Table 9).

Concerning to team-building activities to the team's purpose it is depicted that 16 % (4/25) of player indicated that their coach always provided team-building activities to the team's purpose while 28 % (7/25) ) of player indicated that their coach sometimes provided team-building activities to the team's purpose. The remaining which is 56 % (14/25) of the player said that their coach never provided team-building activities to the team's purpose (Table 8). Statistical results of statement ten, astonishingly all the participants which is 100% (25/25) responded their coach never let the players set their own goals.

Results indicate, with regard to 100% of the subjects surveyed that their coaches do not set goals that are compatible with the players' ability and age. Statistical results of statement twelve, also showed that 100% (25/25) players indicated their coach never clarify goals and the paths to reach goals for the players. The last item has shown that 16 % (4/25) of player said that their coaches always put the suggestions made by team members into operation. However, 28 % (7/25) of the subjects surveyed their coaches sometimes put the suggestions made by team members into operation. The remaining which is 56 % ( 14/25) player said that their coach "Never" put the suggestions made by team members into operation.

**Table 10: Players response to Methods of Training**

		<b>Methods of Training</b>					
<b>No.</b>	<b>Item</b>	<b>Response</b>					
		<b>Always</b>		<b>Sometimes</b>		<b>Never</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
1	Make complex things easier to understand and learn	3	12	20	80	2	8
2	Explain to each player the techniques and tactics of the sport	9	36	16	64	-	-
3	Use a variety of drills for training	-	-	15	60	10	40
4	Stress the mastery of skills	3	12	17	68	5	20
5	Let the players try their own way even if they make mistakes	3	12	6	24	16	64
6	Use alternative methods when the efforts of the players are not working well	8	32	10	40	7	28
7	Assign tasks according to each	8	32	10	4	7	28
8	Provides individual instruction to athletes about technical skills	7	28	5	20	13	52
9	Spends time helping athletes who are having trouble improving their performance.	4	16	5	20	16	64
10	Keeps athletes on task to accomplish the overall objectives and goals.	6	14	11	44	9	36
11	Demonstrates techniques that athletes need to learn for improved performance.	10	40	13	52	2	8
12	Has a sense of humor during practices	4	16	9	36	12	48
13	Provides athletes with positive feedback even if a mistake was made.	8	32	12	48	5	20
14	Use small sided games	-	-	-	-	25	100
15	Use small– sized ground for training	6	14	5	20	14	56

As table 10 depicts, the player response towards methods of training 12% (3/25) of players indicated that their coaches always make complex things easier to understand and learn while 80% (20/25) members of the study responded that their coaches “Sometimes” does that. The remaining which is 8% (2/25) players said that their coaches never make complex things easier to understand and learn. The second item of the same table shows 36% (9/25) of players indicated that their coaches always explain to each player the techniques and tactics of the sport while 64% (16/25) members of the study responded that their coaches “Sometimes” do this. The third item of the same table shows 60% (15/25) of players indicated that their coaches used a variety of drills for training while 40% (10/25) of players indicated that their coaches never used a variety of drills for training youth footballers.

Moreover, according to the information given on item five of the same table, it is depicted that majority of players 80% (8/10) indicated that their coaches stressed the mastery of skills in coaching youth football players while 20% (2/10) of players responded that they were sometimes stressed the mastery of skills in coaching youth football players.

According to the information given on item four of the same table, it is depicted that 12% (3/25) players indicated that their coaches always stressed the mastery of skills in coaching youth football players while 68% (17/25) of coaches responded that their coaches sometimes stressed the mastery of skills in coaching youth football players. The remaining which is 20% (5/25) players said that their coaches never stressed the mastery of skills in coaching youth football players. Regarding statement five, 12% (3/25) of player declared that their coaches always let the players try their own way even if they make mistakes while 24% (6/25) their coaches sometimes let the players try their own way even if they make mistakes. The remaining which is 64% (16/25) players said that their coaches never sometimes let the players try their own way even if they make mistakes.

As table 10 depicts, the player response towards methods of training 12% (3/25) of players indicated that their coaches always used alternative methods when the efforts of the players are not working well while 80% (20/25) members of the study responded that their coaches “Sometimes” does that. The remaining which is 8% (2/25) players said that their coaches never always used alternative methods when the efforts of the players are not working well.

According to the information given on item ten of the same table, it is depicted that 32% (8/25) of

players said that their coaches always assigned tasks according to each individual's ability and needs while 10% (4/25) of players said that their coaches sometimes assigned tasks according to each individual's ability and needs. The remaining which is 28 % ( 7/25) of players said that their coaches never assigned tasks according to each individual's ability and needs.

According to the information given on item ten of the same table, it is depicted that 28% (7/25) of players said that their coaches always provides individual instruction to athletes about technical skills while, 20% (5/25) of players said that their coaches sometimes provides individual instruction to athletes about technical skills. The remaining which is 52 % ( 13/25) of players said that their coaches never provides individual instruction to athletes about technical skills.

Statistical results of statement twelve, it is depicted that 16% (4/25) of players said that their coaches always spends time helping athletes who are having trouble improving their performance. While 20% (5/25) of players said that their coaches always spend time helping athletes who are having trouble improving their performance. The remaining which is 64 % ( 16/25) of players said that their coaches never spends time helping athletes who are having trouble improving their performance.

Results indicate, with regard to Keeps players on task to accomplish the overall objectives and goals that 14% of the respondents identified that coaches always Keeps athletes on task to accomplish the overall objectives and goals (Table 6), 44% of the respondents identified that coaches sometimes Keeps athletes on task to accomplish the overall objectives and goals. The remaining which is 36 % of players said that their coaches never always Keeps athletes on task to accomplish the overall objectives and goals.

With regard to demonstrates techniques that athletes need to learn for improved performance, 40% of the subjects surveyed that their coaches demonstrates techniques that athletes need to learn for improved performance. However, 60% of the subjects that their coaches demonstrates techniques that athletes need to learn for improved performance (Table 10).

Results indicate, with regard to small sided games that astonishingly all the participants which is

100% (25/25) declared that their coaches do not used small sided games. The last item has shown that 20 % (5/25) of players identified that their coaches sometimes used small-sized ground for training. However, 80% of the subjects surveyed that their coaches do not used small-sized ground for training.

**Table 11: Players response to Training Assessments**

Training Assessments							
No.	Item	Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	Use objective measurements for	3	12	5	20	17	68
2	Use ongoing performance assessments and analysis	-	-	-	-	25	100
3	Use end-of-season reviews and assessments	5	20	4	16	16	64
4	Use <b>performance diaries</b> to record progress	-	-	-	-	25	100
5	Provide players information on their performance after ongoing performance assessments and analysis	-	-	6	24	19	76

As table 11 depicts, the players response towards training assessments 12% (3/25) of players indicated that their coaches always used objective measurements for evaluation while 20 % ( 5/25) members of the study responded that their coaches “ Sometimes” use objective measurements for evaluation. The remaining which is 68 % ( 17/25) of players said that their coaches never used objective measurements for evaluation. Results indicate, with regard to ongoing performance assessments and analysis astonishingly all the participants which is 100% (25/25) declared that their coaches do not used ongoing performance assessments and analysis.

Moreover, according to the information given on item three of the same table, it is depicted that

20 % (5/25) of players said that their coaches always used end-of-season reviews and assessments in coaching youth football players while 16 % (4/25) of players responded that their coaches sometimes used end-of-season reviews and assessments in coaching youth football players. The remaining which is 64 % (16/25) players said that their coaches “Never” used end-of-season reviews and assessments in coaching youth football players.

Results indicate, with regard to performance diaries to record progress that astonishingly all the participants which is 100% (25/25) declared that their coaches do not use performance diaries to record progress. The last item has shown that 24 % (6/25) of players identified that their coaches sometimes provide players with information on their performance after ongoing performance assessments and analysis. However, 80% (19/25) of the subjects surveyed that their coaches do not use Provide player’s information on their performance after ongoing performance assessments and analysis.

As the information of the open-ended item revealed, equipment’s, very limited coach-player relationship and inconsistent training session identified as most encountered problems concerning youth football coaching program.

#### **4.1.4 More Strategies**

##### **4.1.4.1 Focus group discussion**

Qualitative analysis of the focus group discussion revealed several thoughts regarding the topic of my study.

Participants in the focus group discussion responded to the question, “How do you express your training environment?” by saying, “Mostly playing games alone in the field while coaches standing somewhere and emphasizing goal scoring and”. Empirical evidence suggested that at youth football training focusing on a mastery climate provides players with a supportive presence and helps facilitate performance (Pensgaard, 2002). Coaches who make themselves accessible and approachable create an environment conducive to one-on-one communication (Becker, 2009). Competitive environments stress high standards that begin with individual technique and skill training through to game-realistic exercises and ending with proper recovery and regeneration practices. On the other hand, a mastery climate is characterized by learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach (Ames & Archer in

Pensgaard, 2002). The mastery climate focuses on the process and the development of the individual.

Professional youth football coaches should teach and instruct in a manner that focuses on developing players' performance in a supportive and encouraging environment (Smith & Cushion, 2006). Professional youth football coaches teach and instruct in a manner that focuses on developing players' game performance in a supportive and encouraging environment (Smith & Cushion, 2006). Coaches using reflective practices realize that youth players learn more effectively, through the experience of doing (Smith & Cushion, 2006). Effective coaches should be able to adjust their teaching style fluidly even during a single training session, the coach might choose to employ different styles. However players' responses from the focus group discussion illustrated that is contradictory. Appropriately timed, specific information and task-relevant cues seem to be most effective combination of instruction (Smith & Cushion, 2006). In response to the question, "How your coach is provides trainings and instruction/teaching? Explain all the process?" player's responses illustrated that, "The training always la sted with warming-up, game practice followed by a cool-down activity and sometime provide little feedback during game practice or after practice".

In response to the question, "What strategies do the coaches employed to assess player performance and the training?" the players mentioned that "Sometimes coaches asses sed through observation of the player in training sessions and game practice". Analysis of performance is an essential part of the coaching repertoire. The two usual forms of performance analysis are ongoing performance analysis and end-of-season reviews (Abraham, 2006). Good coaching includes individual and team evaluations along a continuous spectrum throughout the season. Post analysis should influence the weekly and daily planning for training (Bloom, 1997). An agreed measure of learning is required, such as performance on a passing skill test or the proportion of successful passes made during matches. It may also be useful for players and/or coaches to use performance diaries to record progress over time.

In response to the question, "What looks like your coach-player relationship in person, player and team level?" The players response revealed in the f ocus group discussion coaches only develop relationship with the team captain and convey message through him. The relationship between the coach and athlete is influential to the athlete's confidence and needs to be a central pillar of any

coaching strategy (Cote, 2009). This gets the athlete's immediate attention in addition to discovering their personal needs (Kimiecik and Gould in Becker, 2009). Along with building a personal bond with the player, it is also important to establish a professional relationship. Professional relationships pertain to how the individuals are treated as athletes (Becker, 2009). Potrac finds that the youth football coach needs to be seen as approachable (2002). Ultimately, the coach needs to develop relationships with the athletes in order to produce confident, secure players who have the ability to make proper decisions during the game (Jones et al, 2003). At the group, or team level, relationship building creates additional dynamics. Here, the coach is not only involved in creating strong bonds between himself and the athletes, but also in fostering bonds among the players themselves. Team building is considered team enhancement or team improvement (Carron & Hausenblas in Bloom et al, 2003). Ideally, team building creates cohesion amongst the group (Bloom et al, 2003). Participants in the focus group discussion responded to the question, "What are the problems you have most encountered concerning youth football coaching program?" players responses from the focus group discussion illustrated that, " equipments, very limited coach-player relationship and unorganized training" identified as most encountered problems concerning youth football coaching program.

#### **4.1.4.2 Result from observation**

This section highlights the findings from an observation conducted in the training sessions. The observation was designed to explore a number of key aspects of the training sessions with the intent to track a number of problems. The results of the observation came at a cost of critical, careful and potential observation of the actual training sessions. In an attempt to explore accurately an observation checklist (Appendix D) was used and stringently followed.

**Table: 12 Result from observation Training Methods**

<b>Training Methods</b>					
<b>No.</b>	<b>Statement</b>	<b>Yes</b>		<b>No</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
1	Pay special attention to correcting players' mistakes	9	45	11	55
2	Explain to each player the techniques and tactics of the sport	4	20	16	80
3	Use a variety of drills for training	3	15	17	85
4	Stress the mastery of skills	3	15	17	85
5	Let the players try their own way even if they make mistakes	8	40	12	60
6	Coach to the level of the players	6	30	14	70
7	Adapt coaching styles to suit the Situation	3	15	17	85
8	Use alternative methods when the efforts of the players are not working well in	2	10	18	90
9	Assign tasks according to each individual's ability and needs	2	10	18	90
10	Provides individual instruction to athletes about technical skills	3	15	17	85
11	Spends time helping athletes who are having trouble improving their performance.	4	20	16	80
12	Keeps athletes on task to accomplish the overall objectives and goals.	3	15	17	85
13	Demonstrates techniques that athletes need to learn for improved performance.	8	40	12	60
14	Provide practice and drills with enough repetition	7	35	13	65
15	Use small sided games	-	-	20	100
16	Use small-sized ground for training	-	-	20	100
17	Has practices organized and running smoothly.	3	15	17	85

From the observation made it was seen that majority of coaches pay no special attention to correcting players' mistakes and fail to explain adequately to each player the techniques and tactics

of the sport. Mastery of skills needs significant attention. Instead, coaches were seen focusing on the moment. Focusing on a mastery climate provides athletes with a supportive presence and helps facilitate performance (Pensgaard, 2002). Overemphasizing outcomes and results, even for elite athletes, can have adverse effects (Pensgaard, 2002). A mastery climate is characterized by learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach (Ames & Archer in Pensgaard, 2002).

Feedback from the observation indicates that coaches were unable to match a player's level of play to their proper fit. Good teaching involves matching the player to their proper fit; in other words, good coaches are able to match a player's level of play to a challenging environment. Creating an environment that challenges and involves the player in the process of finding solutions to problems is imperative. It is important that teaching provides participants with good experiences.

Lack of variety of drills for training and unable to adapt coaching styles to suit the situation observed during the training session. Effective coaches should be able to adjust their teaching style fluidly even during a single training session, the coach might choose to employ different styles. Moreover, the observed coaches of youth football project were not used small sided games and small-sized ground for training.

**Table: 13 Result from observation in Training Assessments**

<b>Training Assessments</b>					
<b>No.</b>	<b>Statement</b>	<b>Yes</b>		<b>No</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
1	Use objective measurements for evaluation	-	-	20	100
2	Use ongoing performance assessments and analysis	-	-	20	100
3	Use performance diaries to record progress	-	-	-	-
4	Provide players information on their performance after ongoing performance assessments and analysis	2	20	-	-

Feedback from the observation indicates that coaches had never been used objective measurements for evaluation, ongoing performance assessments and analysis, performance diaries to record progress and provide players information on their performance after ongoing performance assessments and analysis. Analysis of performance is an essential part of the coaching repertoire. The two usual forms of performance analysis are ongoing performance analysis and end-of-season reviews (Abraham, 2006). Good coaching includes individual and team evaluations along a continuous spectrum throughout the season. An agreed measure of learning is required, such as performance on a passing skill test or the proportion of successful passes made during matches. It may also be useful for players and/or coaches to use performance diaries to record progress over time.

**Table: 14 Result from observation Coach-Player Relationship**

<b>Coach-Player Relationship</b>					
<b>No.</b>	<b>Statement</b>	<b>yes</b>	<b>No</b>	<b>frequency</b>	<b>Percent</b>
1	Encourage close and informal relationships with the players	3	15	17	85
2	Remain sensitive to the needs of the players	3	15	17	85
3	Stay interested in the personal well-being of the players	2	10	18	90
4	Discuss personal problems that affects player performance.	2	10	18	90
5	Help the players with their personal problems	2	10	18	90
6	Show “OK” or “Thumbs Up” gesture to players when they perform well	4	20	16	80
7	Pat a player after a good performance	4	20	16	80
8	Use of the players’ first name when instructing,	4	20	16	80
9	Provide team-building activities to the team’s purpose	-	-	20	100
10	Let the players set their own goals			20	100
11	Set goals that are compatible with the players’ ability and age	-	-	20	100
12	Clarify goals and the paths to reach goals for the players	-	-	20	100

From the observation it was noted that coaches of Addis Ababa youth football projects, have very limited coach-player relationship contact with their players at the personal level, group, and team level. The close relationships that athletes develop with coaches suggest that coaches often become role models for athletes and ideally a role model who will foster the democratic principals of society (Kanaby, 1990). At low levels of age/maturity, when young players are developing psychologically and socially, the coach's approach should be relationship orientated. Within youth football for example, this would mean that effective coaching should highlight personal development, giving high levels of social support. This general concept is supported by a number of studies of youth sport coaching. A series of studies conducted by Smith and colleagues during the late 1970's (Smith, et al., 1977,1978,1979) demonstrated that young players responded favorably to coaches who created a socially supportive environment.

Feedback from the observation indicates that coach's positive feedback to players when they perform well and using of the players' first name when instructing were minimal. Appropriately timed, specific information and task-relevant cues seem to be most effective combination of instruction (Smith & Cushion, 2006). Beyond the differences in style, however, there appears to be some universal truths in how coaches can help athletes perform at their best (Buckingham & Coffman, 1999). Athletes receive rewards for outstanding performance in the form of praise, acknowledgement of effort and recognition (Williams, 1998), where an enthusiastic pat on the back' is characteristic of compatible coach-athlete pair (Horne & Carron, 1985; Kenow & Williams, 1999). This coach-athlete relationship has the potential to positively and negatively impact the athletes training processes, performance outcomes and personal lives (Butt, 1987; Coakley, 1990; Martens, 1987). Professional youth football coaches purposely employ frequent use of the players' first name when instructing, in order to personalize interactions (Smith & Cushion, 2006). 25.02% of all independent behaviors in Smith & Cushion's systematic observation of youth football coaches were accompanied by the use of the player's first name (2006). This is an effective technique in relationship building, making the player feel important.

Moreover, coaches had never been set goals that are compatible with the players' ability and age and clarify goals and the paths to reach goals for the players. Goal setting can also create team cohesion. Research with expert coaches found that coaches set both process and outcome goals

(Abraham, 2006). Coaches need to teach athletes the importance of setting individual performance goals that help achieve outcome goals (Abraham, 2006). Goal setting can also create team cohesion. Research with expert coaches found that coaches set both process and outcome goals (Abraham, 2006). Coaches need to teach athletes the importance of setting individual performance goals that help achieve outcome goals (Abraham, 2006).

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

Based on the preliminary findings of this study, the conclusions below are made and the following recommendations are forwarded.

Based on the findings of the study, it is convincing to conclude that:

- The content of A.A youth football projects coaches' training sessions appears to stress competition. Learning environments need to emphasize development. Instead, Findings of this study indicated that coaches' focused is on the moment.
- The coach training methods not emphasized mastery of skill.
- The training methods involve only presentation of games and lack football specific fitness training.
- The youth football projects coaches' not used a variety of training drills.
- Do not use small sided games and small-sized for training.
- Most coaches teaching fail to match the player to their proper fit.
- Most coaches not emphasized the importance of having a flexible plan in coaching youth football projects.
- The instruction, process lacks providing direction, guidance, and feedback. Feedback from this study indicates that coaches unable to make their points succinctly without losing the players' attention.
- Feedback from the study indicated that praise and positive feedback to players when they perform well were used rarely by the coaches.
- Did not use ongoing performance assessment and end-of-season reviews.

- Coaches of A.A youth football projects never used individual and team evaluations throughout the season. Findings of this study also indicated that coaches never used performance diaries to record progress.
- Commonly used coach's expert eye for assessment.
- Coaches of Addis Ababa youth football projects have very limited coach-player relationship contact with their players at the personal level, group, and team level.
- The coach and player were not involved in goal setting and coaches never let the players set their own goals.
- . They not recognize that coaching is a craft to be honed in their search of excellence.
- Findings of this study indicated that coaches' thirst for knowledge is solely limited and also players not believe that their coach possesses extensive football knowledge. Therefore, a very high level of knowledge within the sport is required.
- Coaches of A.A youth football projects not have a clear coaching philosophy.
- Stated absence of facilities/tools needed at first-rate youth football training as major confounding problems to their youth football project.

## Recommendations

Every coach should have long-run interest of the players at heart, the development philosophy is a natural way of thinking. For A.A youth football coaches it is more important to “supply” the player with the skill (i. e. give it time to develop) that will allow them to play successfully for the rest of their life rather than looking for victories today neglecting the future.

Coaches should emphasize mastery climate by characterized learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach.

Coaches should involve football specific fitness training for the physical requirements of football at the youth level and improvement of individual fitness level to harmoniz the team.

The content of A.A youth football projects coaches’ training sessions it is more important to supply the player with a variety of training drills that emphasize technique through fundamental drills, match-related drills and match-condition drills.

It’s appropriate for A.A youth football coaches to introduce of 4v4 games and focus on smaller sided games.

The coaches should designed football field size according to the age and size of the players.

Coaches teaching should involve matching the player to their proper fit; in other words, coaches should match a player’s level of play to a challenging environment.

For A.A youth football coach, it is appropriate to emphasize the importance of having a flexible plan. Adapting to the coaching situation should involve both an analysis of situation as well as observing the feedback of the players. Coaches need to be able to change or fix the parameters of the situation, as needed.

Youth football coaches should teach and instruct in a manner that focuses on developing players’ performance in a supportive and encouraging environment.



A critical component of the teaching process is instruction, which is providing direction, guidance, and feedback. Thus coaches' instruction needs to be clear, concise, and correct.

Coaches of A.A at the youth level should use praise to maintain enthusiasm and self-confidence in the players' and perform at their best. Cognizant the fact that, overuse or unwarranted use of praise can also reduce the significance of it. Coaches delivered rewards for outstanding performance in the form of praise, acknowledgement of effort and recognition.

Timing of feedback should be carefully selected in order to allow for the natural flow within an exercise or training. Once mistakes were identified, the coach should offered a correctional strategy and acknowledge anyone who did play well.

The coach should take time to monitored and evaluate progress whether learning has taken place. Learning should be assessed through ongoing performance analysis and end-of-season reviews or through more objective means such as football skill tests, or quantitative performance statistics.

Ongoing performance analysis should influence the weekly and daily planning for training.

Coaches should incorporated individual and team evaluations along a continuous spectrum throughout the season.

It's useful for players and/or coaches to use performance diaries to record progress over time.

For A.A youth football coaches should take time to build strong relationships at the personal, professional, and group levels. Personal relationships are fostered when the coach begins to understand the player's personal needs away from the sport.

Before relationships can be established at the team level, coaches need to be familiarity that is established at the personal level. At the professional level, the football coach should

work to understand what matters most to his players and looks to individualize motivations in order to meet the demands of the player.

Though coaches should foster personal relationships with their players, they still manage boundaries to remain objective. Coaches foster strong relationships by taking their athletes' opinions seriously and provide them with decision- making opportunities.

The relationship between the coach and athlete is influential to the athlete's confidence and needs to be a central pillar of A.A youth football coaches coaching strategy.

Coaches should take time to help build youth players' self-confidence, maturity, and develop a sense of ownership through emphasizing the players' strengths while also providing a base line for goal setting.

At the team level, the coach should directly involve in relevant team enhancing activities that work to strengthen team cohesion. Coaches should used strategies to improve the individual player's bond to the team, and create team building through learning personal information about each athlete, and applying strategies designed to clarify task cohesion.

Coaches' team building work should transcend into the training sessions. Although activities used by coaches for relationship building at the team level need to have relevance.

Coaches should set both process and outcome goals for youth football project. Coaches need to teach players the importance of setting individual performance goals that help achieve outcome goals. Behavioral goals such as value/learning and lifestyle outcomes are other goals that coaches of A.A youth football project should stress.

It's convincing for A.A youth football project coaches creating short and medium range goals, to track and evaluate their progress and to hold payers accountable for their actions. Thus, for goal setting to be meaningful coaches should stress that devised goals are truly driven by the players.

To establish credibility with their players' coaches should demonstrate a detailed knowledge of the game. Sport-specific knowledge can be drawn from many different learning opportunities.

For A.A youth football coach, it is desirable to continuously work at their careers. By continuously seeking opportunities to improve themselves as coaches and as people, coaches serve as role models to their players. Passion for football and coaching, should be evidenced in a thirst for knowledge and recognize the importance of continuously improving their craft. Coaches' need to emphasize in acquiring knowledge of the most current techniques and tactics of the game therefore, a very high level of knowledge within the sport is acquired.

For A.A a youth football team to achieve success, it is crucial to have a blueprint measuring the work ahead for the achievement of group and individual goals. This ultimately indicates whether the youth football team has stayed the course. In order to create a meaningful goal setting both player and coach should involve in the process. The maturity of the group also needs to be considered when setting goals. Moreover, coach, teams and individuals should revisit their goals during training and performance periods.

The first-rate football training ground; sand field and/or pit, flat faced goals and portable goals of various sizes, cones of various sizes, training bibs, corner flags and balls of various sizes is a necessity. A.A Youth Football program, must work together toward this goal.

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## Appendix A

### Coaches Questionnaire

**PART 1:** Please provide the appropriate background and facility information on the answer sheet below. Tick ( ) the appropriate response for all statements. Your spontaneous and honest response is important for the success of the study.

AGE: (Please Tick)	18 – 23	24 - 29	30 - 35	36 - 42	43 - 50
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Coaching Experience (Please Tick)

1 – 2 yrs.  3 – 5 yrs.  6 – 9 yrs.  10 + yrs.

2. Level of Coach Education attained:

a) Football Education Courses: (Please tick)

None  Level 2  Level 3  Level 4  Above Level4

b) Sport Specific College Qualifications:

Type of Course (e.g. Cert., Diploma, Degree etc)	Name of Course (e.g. P.E., Sport Science, etc.)
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

3. If and when required, where do you source information with regard to coaching and training issues or methods? (Please Tick)

Internet

Coaching Manuals  Coaching Colleagues  Do not source information

OTHER:  If OTHER, state source:

4. What facilities/tools provided for you for coaching youth football project (You may circle more than one answer)?

1. Football training ground; sand field and/or pit,
2. Flat faced goals
3. Portable goals of various sizes,
4. Cones of various sizes,
5. Training bibs of various sizes and colors,
6. Corner flags,
7. Balls
8. Balls of various sizes

## PART II

Please complete the following survey. Tick ( ) the appropriate response for all statements.

Your spontaneous and honest response is important for the success of the study.

Methods of Training							
No.	As a Football Coach U-13 and U-15 Level.....	Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	I make complex things easier to understand and learn						
2	I pay special attention to correcting players' mistakes						
3	I explain to each player the techniques and tactics of football						
4	I use a variety of drills for training						
5	I stress the mastery of skills						
6	I put the suggestions made by team members into operation						
7	I coach to the level of the players						
8	I adapt coaching styles to suit the Situation						
9	I use alternative methods when the efforts of the players are not working well in practice or in competition						
10	I assign tasks according to each individual's ability and needs						
11	I provides individual instruction to athletes about technical skills						
12	I spend time helping athletes who are having trouble improving their						
13	I keep athletes on task to accomplish the overall objectives and goals.						
14	I demonstrate techniques that athletes need to learn for improved performance.						
15	I provide athletes with positive feedback even if a mistake was made.						
16	I use small sided games						
17	I use small- sized ground for training						

### PART III

Training Assessments							
No.	As a Football Coach U-13 and U-15 Level.....	Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	I use objective measurements for Evaluation						
2	I use ongoing performance assessments and analysis						
3	I use end-of-season reviews and assessments						
4	I carried out the assessments through observation of the expert eye						
5	I use performance diaries to record progress						
6	I provide players information on their performance after ongoing performance assessments and analysis						

### PART III

<b>Coach-Player Relationship</b>							
<b>No.</b>	<b>As a Football Coach U-13 and U-15 Level.....</b>	<b>Response</b>					
		<b>Always</b>		<b>Sometimes</b>		<b>Never</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>No.</b>	I encourage close and informal relationships with the players						
1	I remain sensitive to the needs of the Players						
2	I stay interested in the personal well-being of the players						
3	I look out for the personal welfare of the Players						
4	I discuss personal problems that affects player performance.						
5	I congratulate a player after a good Performance						
6	I help the players with their personal Problems						
7	I provide team-building activities to the team's purpose						
8	I let the players set their own goals						
9	I set goals that are compatible with the players' ability and age						
10	I clarify goals and the paths to reach goals for the players						

**PART IV SHORT ANSWER QUESTIONS:**

**1. Please, list your coaching philosophy**

.....  
.....  
.....  
.....  
.....

**2. Please, list any problems you have encountered concerning youth football coaching**

.....  
.....  
.....  
.....  
.....

**Thank you for your time and assistance**

## Appendix B

### Player' Questionnaire

Please complete the following survey. Tick ( ) the appropriate response for all statements

Grade: ----- Age: -----

#### PART I

Methods of Training							
		Response					
		Always		Sometimes		Never	
		No	%	No	%	No	%
1	Make complex things easier to understand and learn						
2	Explain to each player the techniques and tactics of the sport						
3	Use a variety of drills for training						
4	Stress the mastery of skills						
5	Let the players try their own way even if they make mistakes						
6	Use alternative methods when the efforts of the players are not working						
7	Assign tasks according to each individual's ability and needs						
8	Provides individual instruction to athletes about technical skills						
9	Spends time helping athletes who are having trouble improving their performance.						
10	Keeps athletes on task to accomplish the overall objectives and goals.						
11	Demonstrates techniques that athletes need to learn for improved performance.						
12	Has a sense of humor during practices						
13	Provides athletes with positive feedback even if a mistake was made.						
14	Use small sided games						
15	Use small- sized ground for training						

## PART II

<b>Coach-Player Relationship</b>							
<b>No.</b>	<b>As a Football Coach U-13 and U-15 Level.....</b>	<b>Response</b>					
		<b>Always</b>		<b>Sometimes</b>		<b>Never</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
1	Encourage close and informal relationships with the players						
2	Remain sensitive to the needs of the Players						
3	Stay interested in the personal well-being of the players						
4	Discuss personal problems that affects player performance.						
5	Help the players with their personal Problems						
6	Show “ OK” or “ Thumbs Up” gesture to players when they perform well						
7	Pat a player after a good performance						
8	Use of the players’ first name when instructing,						
9	Provide team-building activities to the team’s purpose						
10	Let the players set their own goals						
11	Set goals that are compatible with the players’ ability and age						
12	Clarify goals and the paths to reach goals for the players						
13	Put the suggestions made by team members into operation						

### PART III

<b>Training Assessments</b>							
<b>No.</b>	<b>Statement</b>	<b>Response</b>					
		<b>Always</b>		<b>Sometimes</b>		<b>Never</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
1	Use objective measurements for Evaluation						
2	Use ongoing performance assessments and analysis						
3	Use end-of-season reviews and assessments						
4	Use <b>performance diaries</b> to record progress						
5	Provide players information on their performance after ongoing performance assessments and analysis						

**PART IV SHORT ANSWER QUESTIONS:**

**1. Please, list any problems you have encountered concerning youth football coaching**

.....  
.....

**Thank you for your time and assistance**

## **APPENDIX C**

### **Check list for conducting Focused Group Discussions with students**

1. How do you express your training environment?
2. How your coach is provides trainings and instruction/teaching? Explain all the process
3. What strategies do the coaches employed to assess player performance and the training?
4. What looks like your coach-player relationship in person, player and team level?
5. What are the problems you have most encountered concerning youth football coaching program?

## APPENDIX D

### Observation checklist

#### Part I Training Methods

Training Methods					
No.	Statement	Yes		No	
		No	%	No	%
1	Pay special attention to correcting players' mistakes				
2	Explain to each player the techniques and tactics of the sport				
3	Use a variety of drills for training				
4	Stress the mastery of skills				
5	Let the players try their own way even if they make mistakes				
6	Coach to the level of the players				
7	Adapt coaching styles to suit the Situation				
8	Use alternative methods when the efforts of the players are not working well				
9	Assign tasks according to each individual's ability and needs				
10	Provides individual instruction to athletes about technical skills				
11	Spends time helping athletes who are having trouble improving their performance.				
12	Keeps athletes on task to accomplish the overall objectives and goals.				
13	Demonstrates techniques that athletes need to learn for improved performance.				
14	Provide practice and drills with enough repetition				
15	Use small sided games				
16	Use small- sized ground for training				
17	Has practices organized and running smoothly.				

## Part II Training Assessments

Training Assessments					
No.	Statement	Yes		No	
		No	%	No	%
1	Use objective measurements for evaluation				
2	Use ongoing performance assessments and analysis				
3	Use <b>performance diaries</b> to record progress				
4	Provide players information on their performance after ongoing performance assessments and analysis				

### PART III

#### Coach-Player Relationship

Coach-Player Relationship					
No.	Statement	Yes	No	Frequenc y	Percent
1	Encourage close and informal relationships with the players				
2	Remain sensitive to the needs of the players				
3	Stay interested in the personal well-being of the players				
4	Discuss personal problems that affects player performance.				
5	Help the players with their personal problems				
6	Show “OK” or “Thumbs Up” gesture to players when they perform well				
7	Pat a player after a good performance				
8	Use of the players’ first name when instructing,				
9	Provide team-building activities to the team’s purpose				
10	Let the players set their own goals				
11	Set goals that are compatible with the players’ ability and age				
12	Clarify goals and the paths to reach goals for the players				

## **APPENDIX E**

### **Letter of consent to the Addis Ababa Sport Commission**

Subject: Thesis: A study on the problems of coaching youth football in Addis Ababa youth football projects.

.

Dear Sir

I am conducting research on the above-mentioned topic for a Masters degree in Sport Science. In order to fulfill the requirements for the degree I will use questionnaire. The information contained within the questionnaire will be used only for this present study and will not be used for any other research project. The questionnaire will be completed by 10 coaches and 25 players attending in your youth football project. The aim of the questionnaire is to try to investigate the problems of coaching youth football in Addis Ababa youth football projects. Although the information obtained from the questionnaire will be used in the thesis, all participants will remain anonymous. Participants are also aware that they may excuse themselves from the research at any point, and debriefing will be provided by myself should the need arise.

Thank you for your continued support. Please indicate that you are comfortable with the above information.

Signed:..... Date:.....

Head

## APPENDIX F

### LETTER OF INFORMED CONSENT TO THE COACH

The information contained within the attached questionnaire will be used only for this present study and will not be used for any other research project. Please be assured that if you agree to partake in this study that your responses will be completely confidential and known only to the researcher and supervisor involved in the study. Your name and other details will remain anonymous at all times throughout the research process. Furthermore, under the Freedom of Information Act, you will have the right of access to your own personal data upon request. If you are interested in taking part, before completing the questionnaire I would ask you to sign below that you give your consent to take part in this study. Please be aware that even when you do consent to take part, you have the right to withdraw from the study at any time without prejudice.

I would like to thank you for your attention and I would be very grateful if you decide to participate in my research study.

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(Date)

---

(Coach's Signature)

## **APPENDIX G**

### **LETTER OF INFORMED CONSENT TO THE PLAYER**

The information contained within the attached questionnaire will be used only for this present study and will not be used for any other research project. Please be assured that if you agree to partake in this study that your responses will be completely confidential and known only to the researcher and supervisor involved in the study. Your name and other details will remain anonymous at all times throughout the research process. Furthermore, under the Freedom of Information Act, you will have the right of access to your own personal data upon request. If you are interested in taking part, before completing the questionnaire I would ask you to sign below that you give your consent to take part in this study. Please be aware that even when you do consent to take part, you have the right to withdraw from the study at any time without prejudice.

I would like to thank you for your attention and I would be very grateful if you decide to participate in my research study.

---

(Date)

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(Player's Signature)