

PROSPECTS AND CHALLENGES OF YOUTH SOCCER DEVELOPMENT:
WITH SPECIFIC REFERENCE TO SELECTED DON BOSCO INTEGRATED
SOCIAL AND EDUCATIONAL PROGRAM, ETHIOPIA.

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This is to certify that the thesis prepared by Daniel Gulene, entitled: Prospects and Challenges of Youth Soccer Development in Selected Don Bosco Integrated Social and Educational Program, Ethiopia: submitted in partial fulfillment of the requirements for the Degree of Masters of Science in Sport Science, complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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DECLARATION

I declare that this thesis is my original work and has not been presented for a bachelor or masters degree in any another university and that all sources of materials used for the thesis have been duly acknowledged.

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TABLE OF CONTENT

	PAGE
DECLARATION.....	i
ACKNOWLEDGMENTS.....	ii
TABLE OF CONTENT.....	iii
LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
LIST OF CHARTS.....	vi
LIST OF ACKRONYMS AND ABBREVIATIONS	vii
ABSTRACT.....	viii
CHAPTER ONE	
INTRODUCTION.....	1
1.1. Background of the Study	2
1.2. Statement of the Problem	2
1.3. Research Questions	4
1.4. Objective of the Study	4
1.4.1. General Objective	4
1.4.2. Specific Objectives	4
1.5. Significance of the Study	5
1.6. Delimitation of the Study	5
1.7. Limitation of the Study	6
1.8. Definitions of Operational terms	5
1.9. Organization of the Study	7
CHAPTER TWO	
REVIEW OF RELATED LITRATURE	
2.1. Parents Role	8
2.2. Nutrition	8
2.2.1. Carbohydrate	10
2.2.2. Protein	11
2.2.3. Fat	11

2.2.4. Minerals and Vitamins.....	12
2.2.5. Water	13
2.3. Talent Identification	14
2.4. Football and Youth Development	14
2.5. Methods and Methodology of Soccer Training	15
2.5.1. Technical Preparation	15
2.5.2. Tactical Preparation	16
2.5.3. Physical Preparation	17
2.5.4. Psychological Preparation	17
2.6. Facilities and Equipment's in Soccer.....	18
2.6.1. Field of Play.....	18
2.6.2. Ball.....	19
2.6.3. Compulsory Equipment of the Players.....	19
2.7. Planning Youth Soccer.....	19
2.7.1. Perspective Plan.....	20
2.7.2. Annual Training plan.....	20
2.7.2.1. Periodization of the Annual Plan	21
2.8. European Experience of Youth Soccer.....	22
2.8.1. German Youth Soccer Development Experience	22

CHAPTER THREE

RESERCH METHODOLOGY

3.1. The Study Area.....	24
3.2. The Research Design.....	24
3.3. Sample Size and Sampling Techniques.....	25
3.4. Method of Data Collection.....	25
3.4.1. Observation.....	25
3.4.2. Questionnaire.....	26
3.4.3. Interview.....	26
3.5. Data Collection Procedures.....	27

3.6. Methods of Data Analysis.....	28
3.7. Pilot Study.....	28
3.8. Ethical Consideration	29

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION/DISCUSSION/

4.1. Characteristics of Respondents	30
4.2. Analysis of Data Presentation.....	41
4.2.1. Concerning with players.....	41
4.2.2. Concerning Parents Role.....	42
4.2.3. Essential Nutrients.....	43
4.2.4. Methods and Methodology of Soccer training.....	48
4.2.5. Materials in Don Bosco Centers.....	55
4.2.6. Planning and players Responses.....	56
4.2.7. Training observation.....	62

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary	65
5.2. Conclusion	67
5.3. Recommendations.....	68
Reference.....	69

Appendix i	71
Appendix ii.....	80
Appendix iii.....	91
Appendix iv.....	93
Appendix v.....	96

LIST OF TABLES	PAGE
Table 4.1: Characteristics of Player’s Respondents	30
Table 4.2: Characteristics of Coaches’ respondent	32
Table 4.3: Characteristics of administrators staff respondent	33
Table 4.4: Parent’s profile	40
Table 4.5: Parent Role	41
Table 4.6: Coaches and Parent responses	42
Table 4.7: Players Responses Essential Nutrients	43
Table 4.8: Coaches response about Essential Nutrients	46
Table 4.9: Players responses about components of soccer training	48
Table 4.10: Coaches Response about components of soccer training	52
Table 4.11: Availability of Facilities and Equipments /Player’s Response/	55
Table 4.12: Aailability of Facilities and Equipments /Coaches' Response/.....	56
Table 4.13: Strategic, Annual, Monthly, Weekly and Daily Training Plan.....	57
Table 4.14: Coaches Response about Traiing Plan.....	59
Table 4.15: Coaches Response about Salary.....	61
Table 4.16: Results from Training Observation.....	63

LIST OF CHARTS

Chart 1: Administration Respondents Sex frequency	35
Chart 2: Administration Age Frequency	35
Chart 3: Administration Educational Background Frequency.....	36
Chart 4: Administration Work Experience	36
Chart 5: Administration Subject area frequency	37
Chart 6: Parents Sex Frequency	38
Chart 7: Parent Age categories	38
Chart 8: Parents Education Qualification	39
Chart 9: Parents Marital Status	39

LIST OF FIGURES

Figure 1: Zeway Don Bosco	98
Figure 2: Players during ansering the questions.....	98
Figure 3: Awareness before Questionnaire / Adamitulu/	98
Figure 4: Coaches' during questionnaires	99
Figure 5: Players During questionnaires	99
Figure 6: Debreziet Don Bosco	99
Figure 7: Adamitulu Don Bosco	100
Figure 8: Mekanissa Don Bosco	100
Figure 9: Data organization, analysis and interpretation	100
Figure 10: Experience of youth soccer programs, Germany	101

LIST OF ACKRONYMS AND ABBREVIATIONS

A.A-Addis Ababa

APA-American Psychological Associational

BED-Bachelor of Educational Degree

BSC-Bachelor of Science Degree

CHO-Carbohydrate

DB-Don Bosco

DFB-Deutscher Football-Bund /German Football Federation/

EC-Ethiopian Calendar

IA-Fatty Acid

FC-Football Club

FIFA-Federation of International de Football Association

Fig-Figure

GC-Gregorian Calendar

M-Meter

No-Number

PE-Physical Education Teacher

PST-Psychological Skill Training

SPSS-Statistical Package for the Social Science

U-15-Under Fifteen

U-17-Under Seventeen

US-United States

ABSTRACT

The main purpose of this study was to explore the current prospects and challenges of youth soccer development with specific reference to selected Don Bosco's integrated social and educational program, Ethiopia. The five sample of the projects were selected from the twelve Don Bosco center of Ethiopia by using random sampling techniques, they were Adamitulu Don Bosco, Don Bosco Mekanisa, Bosco children, Zeway Don Bosco and Don Bosco Debrezit. Thus, the subjects in the study were seventy five players, ten player's parents, eight coaches, and five participants from administrative staff. In this study descriptive survey research method was employed. Questionnaire, both structured and unstructured, interview and field observation were dominantly used as data collection instrument. The data gathered through questionnaires were analyzed by using SPSS. Whereas, the data gathered through interview and observation were analyzed by qualitatively. The major findings were inappropriate method of coaching, inappropriate recruiting criteria of players, and absences of balanced diet before, during and after training sessions affected the development of youth project. However, the player's skills, availability of football pitches, interest of players, interest of coaches, were a great hope to the development of youth soccer in Don Bosco. Hence, to make the youth football project effective and successful, the players need to get scientific training, family support, and take balanced diet before, during and after training sessions. In addition to this, coaches needed to be qualified, require introducing the scientific coaching method of training and instructional updating with the current coaching system, expected to design macro and micro plan, and need to have a specific period to discuss player-parents. The administration needs to allocate budget, it needs to follow the overall training process attentively, and give a high emphasis to the youth football projects.

Key words: - development, methods and methodology, facilities and equipment's, nutrition, style, and contribution.

CHAPTER ONE

INTRODUCTION

According to, Heather Bateman, Katy Mc Adam, Howard Sargeant, (2006:89), Dictionary of Sport and exercise science, Football/Soccer is a game in which two teams of eleven players try to kick or head around ball into the goal defended by opposing goal. Football is by far the world's most popular game (Science of Soccer John Wesson, 2002:1 Science of Soccer, the game soccer is the world's most popular form of team sport, being played in every nation without exception. Football is widely played in almost every country in the world. It is predominate sport enlisting a large number of participants and commanding a great popularity. The game provides a healthy, enjoyable outlet for children and adults all over the globe.

This study was prepared to study prospects and challenges of youth soccer development in Don Bosco integrated social and educational program, Ethiopia.

The research was divided into five chapters. The first chapter was an introduction and focused on the general topic area, objective of the research, why this topic is important to the broader community, and scope of the research. The second chapter focused on review of related literature, which is closely related with prospects and challenges of youth soccer development and the research work. Most likely include the dominant debates, theoretical and scientific approaches, and different research results that have been researched. This helped the researcher to find a gap in the literature something that had not been well researched. In this chapter the researcher included the literature review which is closely associated with youth soccer development. The major points were parent's role, nutrition and essential nutrients, talent identification, grass root football and youth development, components of soccer training, planning in youth soccer and the role of European experience of youth soccer development.

Chapter three of the study included the study area, research design, sample size and sampling techniques, method of data collection procedures, method of data analysis, pilot study and ethical consideration.

Chapter four of the study focused on data presentation, analysis, and interpretation. In chapter five summary, conclusions and recommendations of the study were included. The researcher studied

prospects and challenges of youth Football development in randomly five selected sectors of Don Bosco integrated social and educational program, Ethiopia. During the study, the researcher used the word Football and Soccer interchangeably.

1.1. Background of the study

In Don Bosco, sport is a means to reach the whole rounded development of youths. The main objectives of each Don Bosco center all over the world are to work for the welfare of the young people. In Ethiopian Don Bosco there are 13 Salesian centers: Meki Don Bosco, Adwa Don Bosco, Adigrat Don Bosco, Shire Don Bosco, Gambella Don Bosco, Sodo Don Bosco, Dilla Don Bosco, Hawassa Don Bosco, Zeway Don Bosco, Adamitulu Don Bosco, Debrezeit Don Bosco. Addis Ababa Mekanissa Don Bosco, and Bosco Children. Soccer is one of the most popular sport in all Don Bosco centers.

According to Tomas Raliy, (2007:34), the Science of Training Soccer, Soccer differs from individual sports in that there is no definitive index of each player's performance. The skills and techniques required the use of almost every part of our body, a lengthy period of practice is necessary for each individual player.

The researcher observed hopeful prospects and challenges of youth Soccer development of Don Bosco in the study. Therefore, it is undeniable fact that is still needs further effort to keep up what is good and fruitful in Don Bosco soccer progress and the challenges and problems in each center. Thus, it is advisable to investigate the strength and weakness behind the activities and it needs to work hard to outshine the progress. On the other hand, the prospects and major factors that affected the youth soccer development should be outlined.

1.2. Statement of the problem

The study was intended to find out challenges that delayed prospects of the youth soccer development in selected Don Bosco integrated social and educational program, Ethiopia. The problems in the training of youth football projects development program were: the absence of scientific coaching methods, lack of essential nutrition, the absence of family support and availability of sport equipments are affected the youth soccer development in Don Bosco soccer projects.

According to Thierry Barnerat, Jacques Crevoisier, Frans Hoek, Pjphilippe Redon, Michael Ritschard (2004:2), *FIFA coaching manual*, youth football project development program is the most vital and important time in which players acquire different techniques, tactics, abilities and knowledge that facilitate important development of player's performances. Sport training for youth football project is a very complex long and continuous educational process. The aim of the process is making use of specific means; to contribute to the achievement of maximum sports performance by a player based on the balanced development of his/her entire personality.

Previous researches had shown numerous factors influencing youth soccer development. The goal of the player development process was to find the most effective ways to help young players maximize their potential. Recently, soccer studies have tried to identify what kinds of activities professional players have engaged in their different careers.

A considerable gap such as: lack of scientific coaching method of training, shortage of balanced nutrition, lack of proper parents support, existed between the traditional football coaching approach and the modern coaching process. Most coaches focused on physical and technical aspects of soccer training. Research results showed problems took place on youth football project coaching. This was problematic because it was 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. According to Atlabachew Aberé's findings, youth soccer development in selected clubs in Addis Ababa (2014:66), indicated absence of scientific training, lack of balanced diet, lack of scientific players recruiting system, shortage of sportswear and shoes were hindered the youth soccer development program.

The researcher tried to fill the gap discussed before. The key elements of modern soccer were included in this study. They were, scientific training, methods and methodologies of youth soccer training, the role of an appropriate nutrition, parents role in the development players soccer development, coaching style, and experience of other countries soccer training system.

The purpose of this study was planned to discover the overall prospects and challenges of youth soccer development in Don Bosco integrated social and educational program.

1.3. Research Questions

This research attempted to answer the following questions:

1. What are the challenges of youth soccer development in Don Bosco integrated social and educational program?
2. What are the criteria used by the coaches to select players in the project?
3. How much enough is the availability of equipments in the youth soccer projects?
4. Which style of coaching and method of training are frequently used by the coaches?
5. How do parents support their children in the soccer participation?
6. To what extent are the coaches qualified?
7. To what extent do the players take an appropriate nutrition before, during and after training session?

1.4. Objective of the study

1.4.1. General objective

The general objective of the study was to assess and evaluate prospects and challenges of the youth soccer development in selected Don Bosco integrated social and educational program; Ethiopia.

1.4.2. Specific Objectives

The study focused on the following points:-

- Assess and evaluate the current prospects and challenges of the youth soccer development in Don Bosco integrated social and educational program; Ethiopia.
- Identify the problems of player recruiting method.
- Investigate the availability of equipments and facilities.
- Check out the training session and coaching methodology conducted in the youth soccer development.
- Distinguish how much parents support their children in the youth soccer participation.
- Examine the coach's qualification.
- Figure out nutritional problems of players.

1.5. Significance of the study

The study is expected to:-

- Help coaches and others who are needed to be aware of modern youth soccer development program.
- Pave the way for individuals who need to conduct further research in the same area.
- Examine and correct ways of coaching methods and methodologies.
- To forward possible solutions used to suggest recommendation overcome challenges of youth soccer development.

1.6. Delimitation of the study

The scope of the study was delimited in five selected Don Bosco integrated social and educational program. The research centers were Addis Ababa Bosco children, Addis Ababa Mekanisa Don Bosco, Adamitulu Don Bosco, Zeway Don Bosco, and Debrezeit Don Bosco. Age groups of the study were under fifteen and under seventeen age groups male soccer players.

It consists of underfourteen and under seventeen age group soccer players were included from each Don Bosco center. For the sake of assessing and evaluating the overall program, it seems mandatory and invaluable to make the study in all Ethiopian Don Bosco centers. However, because of the resource and financial constraints the researcher has obliged to undertake the study on the under fourteenand under seventeen male soccer projects.

1.7. Limitation of the study

The study is believed to have certain constraints. Primarily it should be kept in mind the sample size of the study was limited to only seventy five participants from players, eight coaches, ten from administration stuff, and eight from players parent. This often creates treat to generalize the study.

1.8. Definition of Operational Terms

Salesians: religious missionary congregation of Catholic Church.

Pitch: also known soccer field, is the playing surface for the game of association football.

Performance: is the manner in which sport participation is measured. Sport performance is a complex mixture of biomechanical function, emotional factors, and training techniques. It is visible and tangible change that is observed within the youth soccer.

Recruiting: It refers to the overall process of attracting, short listing, selecting and appointing suitable candidates.

Prospects: is the possibility or likelihood of some future event occurring. Joining clubs and having good professional skills through training and in amateur clubs and having technique and tactic of football as professional players.

Soccer development:the phenomena that is considered to be taken as progress particularly in youth soccer.

Talent Development: refers to providing athletes with suitable learning environment so that they have the opportunity to realize their potential or performance.

Talent Identification: refers to the process of recognizing individuals currently involved in sport with the potential to become elite athletes.

Talent Selection: involves the ongoing process of identifying athletes at various stages of the training.

Training: is a well-organized, long, complex and scientific process to produce skill and talented players.

Youth: is the time of life when one is young and often means the time between childhood and adulthood.

Sport Nutrition: is a specialization within the field of nutrition that partners closely with the study of human body and exercise science.

1.9. Organization of the study

This study was organized into five chapters. In chapter one the researcher provide background of the study and the underlined problem objectives, research method, significance of the study, Scope of the study, delimitation and limitation of the study, operational definitions of the terms used in the study and organization of the study. The second chapter explores and discussed the review of related literature. The third chapter reveals the research design and methodology. Chapter four focuses on the presentation and analysis of the data gathered and chapter five presents the summary, Chapter four focuses on the presentation and analysis of the data gathered and chapter five presents the summary, conclusions and recommendations of the study as a whole.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains a literature review of related literature about prospects and challenges of the youth soccer development in Don Bosco integrated social and educational program; Ethiopia. In addition, the analysis of the administration of football club organizing processes and organizational structures of football clubs and also soccer project contributions for the club organizing by referring professional footballs clubs, will be discussed. The literature overview identifies the various prospects and challenges of the youth soccer development. Therefore, in this chapter, the researcher briefly deals with the view of related literature and the presentation of concepts and theoretical frameworks.

2.1 Parents Role

Parents play an important role in their children's enjoyment, success and continuation of sport participation. Parents play the largest role in the development of their children. Learn from their parents, who serve as their main role models, Children also learn values, attitudes and how to behave from their parents. Parents are the most important behavior models, especially during the early years in a child's life.

As the Guide to Fix-it Drills for Youth Soccer, (Rober Koger, 2009:5), states addressing the parents in players soccer participation is a must, This needs to be done early in the season and is best done prior to the first practice.

According to 21st century players development manual. (Michael Singleton, 2003:65), most club directors and board members would agree that the least enjoyable part of their work is dealing with parent complaints and disciplinary measures. Unfortunately, this becomes part of the job of every youth soccer organization as problems and concerns develop that need attention. Solving these problems is not normally the unsavory part of the process; rather it is dealing with heated emotions. For this reason and others, it is extremely important the club take proactive measures to help educate parents and minimize points of conflict.

Parents or guardians have been responsible for the initial exposure, encouragement, motivation, support and guidance required by their children to be successful in sport. It is very important to have

a preseason meeting with parents. This is coaches' opportunity to set plans for the team as whole and your approach to player development.

2.2 Nutrition

Nutrition refers to those dietary constituents essential to life processes. Appropriate dietary intake of minerals is necessary for optimal health and physical performance. Nutrition refers to the study of how food nourishes the body. According to Thomas Reilly, A. Mark Williams and Dave Richardson, (2004:112) the youth soccer, the young soccer players a thoughtful attention to diet is important. Youngsters need to eat a range of foods that will promote health and they must drink sufficiently to maintain their hydration status. Food supplies energy and nutrients, extra energy is needed to provide energy are carbohydrates and lipids, whilst protein can also contribute in a minor way to yielding energy for exercise. Extra protein is required by growing tissues; protein deficiency in malnourished children leads to the condition known as kwashiorkor.

Eating before exercise is critical to optimize energy levels on the playing field, The training diet is the foundation for feeling on top to player' game during practice or during a game. If inadequate carbohydrate will be low and energy levels will be low. But, on the other hand, if glycogen levels are high because of good food selection and appropriate timing of meals, energy reserve levels will increase.

According to Dr. Thomas Fleck, Dr. Ronald W. Wuinn, Dr. David Carr, William Buren, Virgil Stringfield (2008:76), US youth soccer manual, without adequate calories and carbohydrates for energy to train and compete or without appropriate fluids to avoid dehydration, even the best coaching and training strategies won't make for an optimal performance. Key nutrition strategies for the young soccer player include; knowing what to eat on an average training day be understanding basic principles of good nutrition and athletic performance; knowing when and what to drink to prevent dehydration and premature fatigue on the playing field and knowing what to eat after exercise of competition to recover quickly or prepare for another game.

Based on Dr. Thomas Fleck, Dr. Ronald W. Quinn, Dr, David Carr, William Buren. Virgil Stringfield (2008:77), the official US youth soccer coaching manual, a coach, parent, or athlete, have enough information about food and nutrition to create a good training diet. The training diet is the foundation for feeling on top of your game during practice or during a game.

The body needs a variety of the essential nutrient of protein, carbohydrate, fat, vitamins and minerals. From the food we eat to stay healthy and productive.

2.2.1. Carbohydrates

Carbohydrates are the best fuel source to provide power for your working muscles. Eating enough carbohydrate before, during and after exercise helps to maintain energy levels, delay fatigue during exercise and support a more rapid recovery. During short, intense bouts of exercise, carbohydrate is the only fuel capable of supplying the body with energy quickly enough. In the first few minutes of any activity, it is carbohydrate that almost exclusively meets energy demands. According to (Fred Brouns, Crestar Cargill, (2002:9), *Essentials of Sports Nutrition Second Edition*. CHO is the most important fuel for high intensity muscular work.

As Thomas Fleck, Ronald W.Quinn, David Carr;William Buren, Virgil String field (2008:77), the official US youth soccer coaching manual, stated carbohydrate is the major nutrients that fuels the working muscle cell in the game of soccer. It is the most important fuel for high intensity muscular work. During physical exercise a number of metabolic and hormonal stimuli will lead to and increased uptake of blood glucose by the working muscles to serve as a fuel for muscular contractions. The rules of thumb regarding recovery nutrition and soccer focus on two leading nutrients; carbohydrates and protein. First, carbohydrate rich foods eaten within the first two hours after intense physical activity restore glycogen, the body's storage form of carbohydrate. Glycogen is the name of the carbohydrate used during soccer and can only become a fuel source if the athlete eats adequate amounts of carbohydrate- containing foods: rice, pasta, cereals, bread, fruits, juices, sports drinks are some examples. Thomas Fleck,. Ronald W. Quinn, David Carr, William Buren, Virgil String field (2008:79).

Players should have an appropriate carbohydrate intake before, during and after the training sessions. During exercise, glycogen is broken down to its smaller carbohydrate component, glucose, to be used as energy. Hundreds of calories worth of glycogen get used in one game of soccer and consequently must be replaced at the end of the day. Simply eating carbohydrate rich foods will do the trick. But what appears to be important is the timing of eating these foods. Having sports drinks, and fruits, snack bars/candy bars with peanuts, sandwiches, and juices available after a game will certainly allow athletes to start eating and drinking carbohydrates immediately.

2.2.2. Protein

Correct and adequate protein intake is crucial for soccer players involved in training or competition. Protein is essential for the growth and repair of skin, hair nails, bones, tendons, ligaments and muscles. It also serves a crucial role in enzyme production and maintaining a strict acid-base balance.

Appropriate protein supply with the daily diet is essential for growth and development of organs and tissues. Proteins are the building blocks of your body's muscles and tissues. Most athletes need only slightly more protein than non-athletes. Players can meet requirements of protein than non-athletes. Players can meet requirements of protein after training or com through increased food intake. Good sources of protein include low fat milk, poultry, fish, lean red meat, eggs, nuts, beans and soy products.

According to Thomas Fleck, Ronald W.Quinn, David Carr, William Buren, Virgil Stringfield (2008:79), US youth soccer manual, the second nutrient to pay attention after exercise is protein. Although most food groups contain varying amounts of protein, the two groups. Containing the most are the meat or meat alternative group and the dairy products group. Studies have shown that specific amino acids can counter protein breakdown after intense physical activity. Foods from both the meat and dairy groups contain all of the essential amino acids, making them excellent choice to promote. For example, yogurt, milk, cheese and ice cream provide protein as well as carbohydrates to promote glycogen formation. On the other hand, turkey or beef burgers, a tuna fish or peanut butter sandwich, or a cup or two of peanut and sunflower-rich trail mix will boost protein.

Bu eating adequate protein after exercise young soccer players gives themselves an advantage in two ways, first, eating appropriate protein nutrients to help repair the wear and tear on their muscle cells and secondly eating the nutrient to promote growth of muscle cells. The combination of carbohydrate and protein after exercise is the key formula for optimal recovery along with adequate fluid

2.2.3. Fat

All athletes need a certain amount of fat in their diets and on their bodies. Fat is the other energy source of out body. It contains more than twice the amount of energy as carbohydrate. Fat insulates

and protects the body's organs against trauma and exposure to cold. Fats are also involved in the absorption and transport of the fat-soluble vitamins.

As Second Edition, Fred Brouns. Carestar Cargill, (2002:32), Essentials of Sport Nutrition, stated during physical exercise, skeletal muscle can rely on both fat and carbohydrate (CHO) oxidation to fulfill the need for energy. In resting conditions fatty acid (FA) oxidation contributes considerably to total energy provision. Fat is important in the athlete's diet as it provides energy, fat-soluble vitamins and essential fatty acids. However, fat should be eaten in moderation. While fat cannot supply energy quickly enough for very intense activity, exercise such as jogging and walking. Fat also provides insulation and protection to vital organs such as the heart, lungs and liver and transports vitamins throughout the body.

According to Ronald J. Maughan (2008:85), Nutrition in Sport during exercise, exercise, the energy demands of muscle contraction will fluctuate enormously. For muscle contraction to occur, chemical energy stored in the form of adenosine triphosphate (ATP) must be converted into mechanical energy at rates appropriate to the needs of the muscle. However the muscle store of ATP is relatively small and therefore for exercise to continue beyond a few seconds ATP must be re-synthesized from phosphocreatine, carbohydrate and fat.

Fat is an important nutrient which insulates and protects the body's organs against trauma and exposure to cold. Fats are also involved in the absorption and transport of the fat-soluble vitamins. All athletes need a certain amount of fat in their diets and on their bodies. A single gram contains nine calories making it a valuable source of fuel for longer duration activities.

2.2.4 Minerals and vitamins

Vitamins and minerals are needed in the body for several important processes, including the growth and repair of body tissues, as cofactors in enzyme catalyzed metabolic reactions, for oxygen transport and oxidative metabolism, for immune function and as antioxidant. Carbohydrates, proteins, and fats are the energy nutrients. But, vitamins and minerals play key roles in helping the body break down carbohydrates, proteins and fats for energy and build other body structures.

As Thomas Reilly, A.Mark Willams and Dave Richardson (2004:112), Youth soccer, a healthy diet should also contain the appropriate mixture of micronutrients, specifically vitamins, minerals and trace elements. These substances are generally found in sufficient quantities in the food consumed in a well-balance diet, They play important roles in facilitating energy transfer within the cells of the body.

Any sustained deficiency of an essential vitamin or mineral will cause ill health, and an unhealthy athlete is extremely unlikely to perform to the best of his or her potential. Vitamins are organic compounds that are needed in very small quantities in the diet, As we discussed above minerals and vitamins are essential for soccer players. Therefore, the researcher believes these essential micronutrients are vital for players' development and soccer performance.

2.2.5 Water

Water is the most important nutrient in the body and is second only to Oxygen as a substance necessary to sustain life. Water is important because every cell in our bodies relies on water to carry out its activities, including transporting nutrients, removing wastes, and regulating body temperature. If a young soccer player appears to sweat profusely, losing noticeable body water, a sports drink may be the better choice in preventing dehydration. It is strongly recommended that both sports drinks and water are made available to young athletes and that the coach encourages frequent drinking, beyond the level of basic thirst.

According to Thomas Fleck, Ronald W.Quinn, David Carr, William Buren, Virgil Stringfield (2008:80), the official US Youth Soccer Coaching Manual, indicated that each exercising muscle cell uses water as part of the process of breaking down energy nutrients. As exercise becomes prolonged, more energy is needed to fuel activity, In addition, as sweating occurs to cool the body during activities, more water is lost, If fluid is not replaced, the body's ability to sweat is decreased and the body's internal core temperature increases. Recommendations for drinking before, during and after a game of soccer are as follows: before a game drink 2 cups of fluid one hour prior to playing, during a game make an effort to drink ½ cup of fluid every 15-20 minutes of play time drink immediately and often until urine color is very light yellow to clear, and after the training session try to drink up to 2 liter water.

For athletes, water consumption is important because when exercising, our bodies lose large amounts of water and as a result experience drastic changes in body temperature. Many research results indicated that water provides no calories or energy, but it can adequately hydrate and athlete both before and during play. However, excellent studies have shown that athletes don't drink an adequate volume of water alone. Since taste appears to influence the amount of volume or fluid consumed at any given time, sports drinks that come in a wide variety of flavors and colors appear to stimulate thirst and consequently volume consumed.

As Gareth Staratton, Tomas Reliy, A Mark Williams and Dave Richardson (2004:118), Youth soccer, stated the body water pools are regulated so that functions essential to life can be maintained. Without access to water, death from dehydration would occur within days. Its main functions are to transport nutrients throughout the body (as well as wastes) and to serve as a solvent for minerals, vitamins, glucose, amino acids and various small molecules.

2.3. Talent Identification

The key stages of youth soccer development process are talent identification. Talent identification refers to recognizing players who may have the potential to become an elite athlete, while talent selection refers to choosing these players to be part of specific training groups, teams, or academies,. It is the process of recognizing current participants with the potential to excel in a particular sport.

According to Gareth Staratton, Tomas Reliy, A.Mark Eilliams and Dave Richardson (2004:3), Youth Soccer, selection and development programs for soccer have two major goals, the first is to engage players in lifelong participation in the sport: and the second is to maintain a professional outlook that continues to inspire and motivate youngsters to participate.

Identifying and selection talented players at an early age is popular in soccer mainly because it is expected to be necessary in order to offer a high-quality coaching and training environment for the most talented players. Identifying talents of youth is an important step to recruit player's.

2.4. Football and Youth Development

Youth development is the pipeline of talent for the future: we cannot think of improving upon our current status in football without improving youth development system.

According to (Thomas Fleck. Dr. Ronald W. Quinn, David Carr. William Buren, 92008:4) , the official US Youth Soccer Coaching Manual, activities should fit the developmental levels of the children. fit the activities. If we look at the topmost football countries in the world today in terms of the FIFA rankings, it is evident that each of those countries has an excellent youth development system

Coaches should be well aware of of players varying developmental levels and how their development affects the way they play soccer. Soccer is natural for young children because soccer players experience body awareness and they use various body parts. Working in the grass root level is necessary for the development of soccer players.

2.5. Methods and Methodology of Soccer Training

2.5.1. Technical preparation

The two essentials to succeed In football are a mastery of the basic skills constantly and effectively. Skill is the ability to be in the right place at the right time and to be able to select and correctly employ the required technique on demand as result of the information provided to the player by the game situation. Thus, players should become proficient in the technique, such as passing, dribbling trapping and shooting.

As defined in Cambridge Youth Soccer Coaches Manual (2007:6), technique is the skills used to play the game. In soccer, the most important element is technique. Techniques are the skills of passing, receiving, juggling, and tackling, ball control, heading, shooting and throwing the ball. Skill contains several important components such as physical fitness, mental approach, technique and decision making which are all interrelated in complex pattern. Some players may have an excellent and wide range technique but struggle to use this ability in a game situation.

According to Stacey Chapman. Edward Derse, and Jacqueline Hansen (2012:102), Soccer Coaching Manual, the sport of Soccer is unique in demanding excellent physical fitness and excellent technique. Without strong technical skills players will not be able to score goals or defend effectively. Collecting, dribbling, passing, shooting and heading are fundamental techniques all players must develop and continually refine. The best players always have strong technique.

The football game places concrete demands on the individual player. Whether a football player is able to handle a given situation depends on the individual's ability to choose and execute a suitable solution among other things. A player who by definition has a good individual football skill will also choose and perform actions in a consistent manner over time and under different circumstances. Players must be able to achieve suitable solutions both during training and matches. As the researcher has discussed, good player will always possess the partial skills of passing, direction control, dribbling, tackling and finishing on goal. These are the basic ingredients of the football game. The importance of technical skills and preparation in successful soccer performance has been supported by earlier studies which have shown that technical skills differentiate soccer players of varying performance levels.

2.5.2 Tactical Preparation

Tactics is the organization and execution of the sporting contest. Tactics is the art of using, the players own technical and conditional skills as successfully as possible. The tactical aspect of play activities comprises the choice and adaptation of technique in the given play situation. For this reason, it is impossible to treat tactical aspect separate from technique. Players learn to make a rapid and creative choice from the techniques they have been taught, selecting those that are most effective in the given situation.

As mentioned by. Stacey Chapman, Edward Derese, and Jacqueline Hansen (2012:157), Soccer Coaching Manual, the game of Soccer is not a random combination of individual skills. It is a game of strategy and tactics based upon principles of space and movement. Soccer tactics are the strategies that players and teams use to play the game. When the coach teachers tactics to his/her players, his/her is actually teaching them how to make correct decisions.

Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how different players have different roles to play on the field. Tactics is the art, by which the players own technical and physical skills are used as successfully as possible. The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself. Tactics can be applied individually, in small group and large group, while both in attacking and defending.

2.5.3. Physical Preparation

In football, the physical preparation of the player is a process designed to improve and stabilize the physical condition so that he can achieve top level of soccer performance. Physical preparation is a two-fold task that is all-rounded improvement of the player's condition plus the development of specialized characteristics of movement which are in harmony with demand of football performance.

According to Atlabachew Abere (prospects and challenges of youth soccer development, 2014:42).Describes that many people associated fitness with the ability to run for a long time: football players actually have a few more requirements. However, when we are thinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Youth players should get sufficient training by regular drills and games Bangsbo J.(2012:12), US Soccer Coaching Manual.

Furthermore, Bangsbo J. (2010:12), US football Coaching Manual, recognized football is a physically demanding sport characterized by explosive activities such as tackling, tuning and jumping in addition to high intensity running and sprints over relatively short distances. Youth coaches must take into consideration the positive effects of adequate rest periods during training, alternating hard and light practices through the season and allowing days off and time away from football/soccer to recuperate Psychological Preparation and rekindle passion for the game.

The, coach should carefully observe how the individual players respond to the training, as young players can easily over train. Training for young players, prior to and during early puberty, should not be focused on the physical aspect, but should mainly emphasize technical training. Physical training of the player is a procedure designed to get the physical strength well and steady so that he/she can attain top-level performance. Speed, endurance, physical strength, is the key element of physical preparation.

2.5.4. Psychological Preparation

Football amongst number the category of games with an anticipatory and collective character, it is characteristically a mobile activity directed towards victory over the opponent in cooperation with the other players in the team. In view of the variety and range of the sport impulses.Football puts (exerts) extremely great demand on the psychic of the player. A high degree of adaptability to highly

varied external influences, creative use of mobility and anticipation based habits of play is expected. This is required in order to size up the intentions of both opponents and partners.

Mental skills are the set of trainable mental abilities and methods that are held to underpin successful learning and performance. The basic mental skills include concentration, goal-setting, imagery and mental rehearsal, relaxation and self-task.

According to Robert Weinberg and Daniel, (2011:247), Foundation of Sport and Exercise psychology, psychological preparation are considered as basic psychological skills such as self-confidence, motivation, arousal, stress and anxiety, concentration, and coping with adversity. The aim of psychological preparation is to adapt the player psyche to a game situation. Therefore, during the competition he can make most use of his performance potential. Besides, the coach should know the psychological factors and conditions that promote the learning of motor skills because coaching football deals with motor development and the factors underlying it. Psychological elements seem to be the underlying covert factors which directly and indirectly influence the performance and achievement of the players in the field and they either facilitate or hinder performance.

Coaches and parents can play an important role in helping with mental preparation, in order to maximize performance. Leading up to a competition, it is important to provide athletes with the mental tools so that they can learn to manage their own performance and create their optimal level of mental readiness.

2.6 Facilities and Equipments in Soccer

2.6.1 Field of Play

According to FIFA (2015/16:7), Laws of the game, football/ soccer playing field can be played on natural or artificial surfaces the maximum width 90m and minimum width 45m, the maximum length 120m and the minimum length 90m. The length of touch line must be greater than the length of goal line. In all international matches, the maximum width 75m and minimum width 64m, the maximum length 110m and the minimum length 100m. Two lines are drawn at right angles to the goal line. 5.5m high, with a non-pointed top and a flag. A quarter circle with a radius of 1m from each corner flag post is drawn inside the field of play. A goal consists of two upright posts equidistant from the corner flag posts and joined at the top by a horizontal crossbar. The goalposts

and crossbar must be made of wood. Metal or other approved material. They must be square, rectangular, round or elliptical in shape and must not be dangerous to players. The distance between the posts is 7,32 m and the distance from the lower edge of the crossbar to the ground is 2.44m.

2.6.2 Ball

The ball is one of the key materials in the game of soccer. According to FIFA (2015/16:15), Laws of the game, the ball is spherical, made of leather or other suitable materials. The circumference is not more than 70cm and not less than 68 cm. The weight of the ball is not more than 450 g and not less than 410g in weight.

2.6.3 Compulsory Equipment of the Players

According to FIFA laws of the game (2015/16:127), the basic compulsory equipment of a players comprises the following separate items: a jersey or shirt with sleeves, shorts, stockings, shin guards and footwear. Cones, bibs, and whistle are necessary equipments and facilities in the football game.

2.7 Planning Youth Soccer

Planning the session correctly, for the week and the season, will help the coach identify the team's needs and deliver a more efficient training session. Properly preparing a training session gives the coach greater confidence with the players and a better understanding of how to adapt the exercise to the team's and players' needs on the field. A good coach is a good planner. A well-organized plan will result in the desired psychological and physiological adaptation to the player.

According to Handbook of planning and evaluation for development result (2008,7), good planning, monitoring and evaluation enhance the contribution of by establishing clear links between past, present and future initiatives and development results. Good planning combined with effective monitoring and evaluation can play a major role in enhancing the effectiveness of development program and projects. A well-organized plan will result in the desired psychological and physiological adaptation the player. Plans should be designed using a sequential approach.

Good planning is about time management and mapping out the way forward with a view to ensuring progress via structured work and intermediate checks. The development of youth football players and the preparation of team are comparable to building a house. In order to achieve the objectives

that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. The planning of his team's training is therefore an essential task for any coach if he is to ensure that the players progress, that their performance abilities develop, and that they are prepared both individually and as a team for competitive action. This is just as much a task for top-level coaches as it is for youth coaches.

2.7.1. Perspective Plan

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Long-term plan is designed based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the success of the training in the long-run.

2.7.2. Annual Training Plan

The section of annual plan help the coach to quickly organize the season into competitive periods, transition periods (in between competitive periods) and offseason periods in the case of the older age groups. For younger groups it will be even more essential to have broader vision of the objective content, distribution and means of use during the season.

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

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

Without proper planning, youth soccer projects and programs may be implemented at the wrong time or in the wrong manner and result in poor outcomes. Therefore, proper annual training plan is the key element of youth soccer development. Practice is where you teach, make mistakes, gain fitness, practice game strategy and tactics and prepare for the next contest.

2.7.2.1. Periodization of the annual Training Plan

A. The Preparation period

During preparation period, physical training of the player is a procedure designed to get the physical strength well and steady so that he/she can attain top-level performance. In addition, this preparation is a double talk, that is, all-rounded improvement of the player's condition plus the development of the player's specialized characteristics of movement, which are in harmony with the demands of football. The method of physical preparation mainly focuses on the development and maintenance of the general and special physical preparedness of the players, and the development of special mobility as pre-condition for high performance in sport by players. In football, the physical preparation of the players is a process designed to improve and stabilize the physical condition so that he can achieve top level of soccer performance.

According to Javier Perez, (2002:58), Planning and Training, Planning the preparation period will help- the coach to identity the team's needs and deliver more efficient training session.

Preparation period is the key period for getting the players and the team as a whole in the right physical condition. It should last between four and ten weeks and must take into account physiological factor, Technical, tactical aspects of exercises are a part of preparation period. It should last between four and ten weeks (depending on the level of the players and the level of competition) and must take into account physiological factors.

Experience has shown that the first positive effects of training become apparent after six to ten weeks. A preparation period lasting 6 to 8 weeks seems to be the norm nowadays in football. The period is divided into two phases: general preparation based around physical work and pre-competition phase, the phase of specific physical development with the inclusion of

technical/tactical and mental aspects. The quantity of training is reduced: the quality therefore comes from the intensity of the work.

B. The Competition Period

Competition period is the period when general and specific fitness are transformed into match fitness. During this phase player' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing.

According to Javier Perez, (2002:59), Planning and Training, this period usually lasts between eight and ten months.

This is the period when the general and specific fitness are transformed in to match fitness: when players reach optimum performance capacity and seek to maintain this as long as possible. During this phase, the players need for competitive action is aroused and generated and they are prepared for coping with the emotions and pressures of competing.

C. The Transition Period

According to Javier Perez, (2002:60), transition period is the period when the level of performance drops off and where the players has to recover physically and mentally from the exertions of playing competitive soccer.

This period lasts between four to eight weeks. During this period players take active rest.

2.8. European Experience of Youth Soccer

2.8.1. German Youth Soccer Development Experience

Many soccer coaching techniques are practiced universally, particularly when it comes to teaching the fundamentals of the game. However, German coaching methodology has developed a reputation for consistency along with high performance. The German soccer governing body DFB has implemented a nationwide talent promotion program that offers coaching at 360 sites to young players. These sites use standard coaching methodology to improve tactical know how and individual skills, including passing shooting, dribbling, tackling and defensive organization.

German soccer coaching, a method respected throughout the world, has a history of producing successful teams and developing players who become world superstars, including Jurgen Klinsmann and the national team has won three world cup titles.

According to Simon Weiss July. (2013), German youth Development Manual, there are three main pillars that hold the whole development program together, special football centers, either realized through football bases (usually for the under eleven to under fourteen, in some regions even younger groups), elite schools that combine education and football.

The researcher were visited the method and methodology of German youth players development in the training sessions at FC Colon (Colon city), Bonner SC (Bonn city) and Sportschule Hennf (Sieg), Germany. German football federation, schools and clubs were focused on youth soccer development School based football raining is an important way to achieve youth soccer development, Therefore, the researcher agreed with German experience as indicated youth soccer development should not be only focused on soccer clubs and football centers.

CHAPTER THREE

RESEARCCH METHODOLOGY

3.1 The Study Area

The study area of this research were Adamitulu Don Bosco which is found near Zeway, Don Bosco Mekanissa Addis Ababa, Bosco children Addis Ababa, Zeway Don Bosco and Don Bosco Debrezeit.

3.2. The Research Design

Research designs are plans and procedures for research that span the decisions from broad assumption to detailed methods of data collection and analysis. These plans involve several decisions and need not be taken in the order in which they make sense. The selection of a research design was also based on the nature of the research problems or issues being addressed, the researchers' personal experiences, and the audiences for the study.

The aim of this study was to investigate prospects and challenges of youth soccer development in the five selected Don Bosco integrated social and educational program, Ethiopia. According to C.R. Kothari (2004:31), Research Methodology, Methods and Techniques, research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. A good design is often characterized by adjectives like flexible, appropriate, efficient and economical and so on.

To conduct this study, descriptive survey research design methodology was employed with the assumption that it helped to identify the existing situation of youth soccer that were encountered by the players in the five selected Don Bosco centers. As mentioned by T.Neville Postlethwaite, (2005:3), Educational Research, some basic concepts and terminology, descriptive research provides information about conditions, situations, and events that occur in the present. Descriptive research deals with the relationships between variables, testing of hypothesis and the development of generalizations, prediction of future phenomena is possible.

3.3. Sample Size and Sampling Techniques

The researcher believed that sampling was to be the act, process, or technique of selecting a suitable sample. It was also believed to be representative part of population for the purpose of determining parameters or characteristics of the whole population (players, coaches, football experts and sport office administrators). Therefore, sampling techniques were determined according to the following domains of data collecting instruments. Whereas the questionnaire domain coaches and players by using purposive sampling techniques because the questionnaires specifically focused to investigate prospects and challenges of youth soccer development. On the Interview domain, the researcher used purposive sampling techniques to determine representative samples because in this domain football experts and sport administrators were crucial for this study and the researcher can the data.

The target populations of the study were the age of the study were the age of under 14 and 17 male soccer players from the five selected Don Bosco integrated social and educational program. The ten youth parents were also a part of this study. The total numbers of players were 200. From these, the researcher randomly selected 37.5% of the players from the five Don Bosco centers, and fifteen players from each project. (I.e. $15 \times 5 = 75$, each center had an average of 15 players). The total number of coach's was fifteen, among these the researcher randomly selected eight coach's. Eight respondents from administration staff and ten randomly selected player's parents were also part of this study.

3.4. Method of Data Collection

To carry out this research, questionnaire, field observation and interviews were employed

3.4.1 Observation

The researcher's sense organs are the key instruments to collect data in the case of participant observation. The researcher used observation, as method of collecting research data, involves observing behavior and systematically recording the results of those observations. So this technique was guided by the research questions. Therefore the observations were conscious and planned. It was systematically recorded, often using an observational check list and photo camera because it was reduced biased of what is observed and to increase the reliability of measurement.

3.4.2. Questionnaire

Questionnaires were implemented to provide quick, inexpensive, efficient and accurate means of assessing information about the population. Two sets of questionnaires were developed in English and it was translated into Amharic language. Amharic version addressed for the respondents. This was due to the fact that it avoids language problems in understanding the questions that helps to find clear and pertinent information. In order to client the necessary data, both questionnaires were constructed based on the review of related literatures and research question, consisting of two main sub-topics. The first part is intended to collect personal data: the second part of the questionnaire is aimed at gathering information on the challenges of youth soccer development.

There were two sets of questions, some of them comprise open-ended while most of them consist of close ended question, the researcher believes that open ended questionnaire would help the respondent to write their real feeling about the phenomena they are asked. Every though it is very difficult to analyze but the researcher believes that it gives the respondents much freedom to suggest their subjective thought more appropriately than the second types of question. To satisfy the need for confidentiality, respondents wouldn't ask to put their names on the questionnaires, instead, they would kindly request to indicate their sex, age, qualification and experience as far as the background characteristics are concerned. Out of the total questionnaires distributed to the target population were seventy five players and eight coaches. Totally 83 questionnaires were distributed. Finally, responses of the overall questionnaire were summarized and analyzed on the way of qualitative and quantitative way.

3.4.3. Interview

According to Catherine Dawson, (2002:23), Practical Research Methods, the most common types of data collection are unstructured, semi-structured interviews. Semi-structured inter viewing is perhaps the most common type of interview used in qualitative social research in this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews.

As mentioned by Catherine Dawson, (2002:29), Practical Research Methods, structured the interviewer asks you a series of questions and ticks boxes with your response. This research method

is highly structured hence the name. Structured interviews are used in quantitative research and can be conducted face-to-face or over the telephone, sometimes with the aid of lap-top computers.

To carry out this research in addition to questionnaire researcher also used structured and semi structured interview. Because this method of interview helped the interviewee to address issues which will be far reaching by the interviewer. The researcher was attending seriously the interview by closing mouth because it is important to share things about the researcher idea, to build trust and get the conversation going. Accordingly, the current administrators working in Don Bosco centers and players parents were participated in the interview.. Every effort has made to create a friendly atmosphere of trust and confidence in order that the respondents to fell at ease while talking to and discussing every single issue with the interviewer. The data will obtain from the interview consist of response of the administrators about their knowledge, experience, opinions , perceptions and intervention concerning the prospects and challenges of youth soccer development.

The interview was hold in Amharic language to avoid communication gap, and clarity of ideas. This domain has two main sub-topics: personal profiles, and prospects and challenges of youth soccer development. From the respondents, eight from administration staff, and ten interviewers were players parent. Totally on this domain fifteen participants were participated. Finally, responses of the overall interview was summarized and analyzed qualitatively.

3.5 Data collection Procedures

After designing the research instruments (observational checklist, questionnaire and interview questions),the first step in data collecting procedure was observation of the facilities. This is because of gain first hand information. Secondly, date and times of contact was determined and quest questionnaires distributed to selected Players and their coaches. The interview session was following for players parent and sport administrators. In the descriptive study, the respondent were first contact and ask to provide their consent in case they are willing to participate. After their consent had been secured, the respondent asked to indicate the most appropriate time for them to conduct the interview. Each interview was beginning with an explanation of the purpose of the interview. No payment offered. As a standard in qualitative interviews, follow-up question were used to clarify vague responses. All interviews supported by mobile record and note book for transcription. At the

end of each interview, the researcher makes sure that the recorded interviews were audible. After this all data collection process the researcher were present great thanks for all participants.

3.6. Methods of Data Analysis

After carrying out the collection of data through questionnaire, structured interview, semi structured interview and observational check lists, based on the available data; the process of tabulation carried out. The items were first classified in to different tables according to the nature of issues raised in questionnaires and interviews and the data were analyzed. The data obtain from the open-ended and questions of the questionnaires, interview and observational check list analyzed qualitatively and quantitatively. The responses of the respondents of questionnaires and observational checklists buy the calculating of frequency and percentage distributions were the most common ways of summarizing data and also interview domain analyzed through content techniques. Moreover, the researcher used SPSS (Statistical Package for the Social Sciences) for interactive, batched statistical analysis. Moreover, during reference citation, the researcher used APA citation format. (Author, A. (Year of Publication). *Title of work*, Publisher City. State: publisher).

3.7 Pilot Study

Before the actual study carried out, a pilot study was conducted which was not a part of the sample group. The purpose of a pilot study is to assess the relevance of the questionnaires and interview design to collect appropriate data for the study.

According to T. Neville Postlethwaite (2005:20), Educational research, the pilot testing stage the instrument (tests, questionnaires, observation schedules, etc), are administered to a sample of the kinds of individuals that will be required to respond in the find data collection. To assess whether a questionnaire has been designed in a manner that was elicit the required information from the respondents. This process allows weaknesses in the questionnaire to be detected so that they can be removed before the final form is prepared.

The objective is to check the clarity of the questionnaire and interview items. Accordingly, fourteen questionnaires were distributed for ten players and four for coaches. On the bases of the feedback of the pilot study some modification was make on the questionnaire and interview. Besides, the items also examined by a friend of the researcher who was graduated from Haramaya University in the

department of foreign language and sport science department to see if any modification is need and to determine whether he lead to certain conclusion for the significant purpose of the study. Moreover, the instruments which are initially prepare, was given to different masters holding lectures, finally addressed to my advisor in order to comment the extent to which the items are appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments made.

3.8 Ethical Consideration

The main ethical consideration for this study, relates to providing the respondents with information as to the purpose of the study, the issue of confidentiality, the need for honesty in collecting data, and the need for objectivity in reporting data, Measures were taken to ensure the respect, dignity and freedom of each individual participating and to assure confidentiality in the study. The Participants may have that the information to keep confidential and the researcher will not be disclosed to anyone else including anyone in Don Bosco centers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In chapter three the descriptive research methodology that was utilized in conducting the research. The results were presented in terms of players, coaches, football experts and sport administrators responses and also the researcher observational check list.

The primary objective of this chapter was to find out the appropriate responses for the basic questions raised under the statement of the problem. The data gathered through questionnaires distributed to the footballplayers and coaches, semi structured interview designed for player's parents and administrators, observational checklist were conducted.

4.1 Characteristics of Respondents

Identifying, analyzing and interpreting the respondent's characteristics are very important that it provides essential information on respondent's ability to provide accurate data. The background information of football players by age, sex, training experience in the team and educational status in person is analyzed and interpreted in the following table.

Table 4.1 Characteristics of Player's Respondents

No.	Items	Age categories	No of Players respondents			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Age	Below 14	31	41.3%	-	0%
		14-16	15	20.0%	-	0%
		16-17	29	38.7%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%

2	Educational Status	Elementary school Grade 1-8	20	26.7%	-	0%
		High School Grade 9 and 10	50	66.7%	-	0%
		Preparatory school Grade 11 and 12	5	6.7%	-	0%
		If other	-	-	-	0%
		Total	75	100%	-	0%
j3	When have you been joined this project?	Before 2008	25	33.3%	-	0%
		2009	30	40%	-	0%
		2010	20	26.7%	-	0%
		If other	-	-	-	0%
		Total	75	100%	-	0%

As it could be shown in table 4.1 above, item 1 requests the age composition of football player's respondents. Accordingly 31 (4.3%), Of the football players were categorized in the age under 14 range and 15 (20%), respondents were the age between 15 to 17. The remaining 29 (38.7 %), players were 16 and 17 age group, item 2 shows that educational level of player's, 20 (26.7 %) respondents it implies that elementary school from grade 1-8 is, 50 (66.7%), grade 11-12 categories were 5(6.7%), were as high school students from grade 9-10 is, item 3 indicates when the players joined the project. Based on the characteristics of coaches respondents, 25 (33.3%), of the football players were join the project before 2008 EC, and 30 (40%), respondents were joined in 2009 EC, and the rest 20(26.7%), of the respondents are joined in 2010 EC. We can understand that from the table all players were on the way of education in Don Bosco Schools, this helps to the coaches and each center administrators while controlling players progress both in the soccer training and academically.

Table 4.2 Characteristics of Coachers' Respondents

No.	Items	Age categories	Coaches respondents			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Age	Under 20	1	12.5%	-	0%
		21-28	4	50.0%	-	0%
		29-35	2	25.0%	-	0%
		>36	1	12.5%	-	0%
		Total	8	100%	-	0%
2	Educational Qualification	12 completed	-	%	-	0%
		Certificate "C" license	-	0%	-	0%
		BA/BSC/BED	2	25.0%	-	0%
		MA/MSC/Med	-	0%	-	0%
		Volunteers'	6	75.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
3	Work experience	Less than one year	1	12.5%	-	0%
		1 year -3 years	4	50.0%	-	0%
		4-6 years	3	37.5%	-	0%
		7 years above	-	0%	-	0%
		If other	-	0%	-	0%
		Total	8	100	-	0%

Regarding the sex distribution of football coaches all 8 (100%), of them are male. This indicates that there is the absence of female football coach.

As clearly shown in the table 4.2.coaches, characteristics were analyzed. Accordingly, when the age group of football coaches was seen in item 1, 1(12.5%), of the football coaches were grouped in the age category of under 20 years, 4 respondents were categorized 21-28 age group, 2(25%), of them were grouped in the class of 29-35 and the rest 1 (12.5%), respondent categorized 36-40 years age group. This indicated that almost all football coaches were at the working age.

Besides a whole range of results was produced by question indicated in item 2,22 (25.0%), of the respondents have been finished grade BA/BSC/BED, those were physical education and sport teachers, 6(75.0%), of the coaches are volunteer individuals from Salesians of Don Bosco, they had no a coaching qualification. The level of education indicates that two of the respondents were well educated.

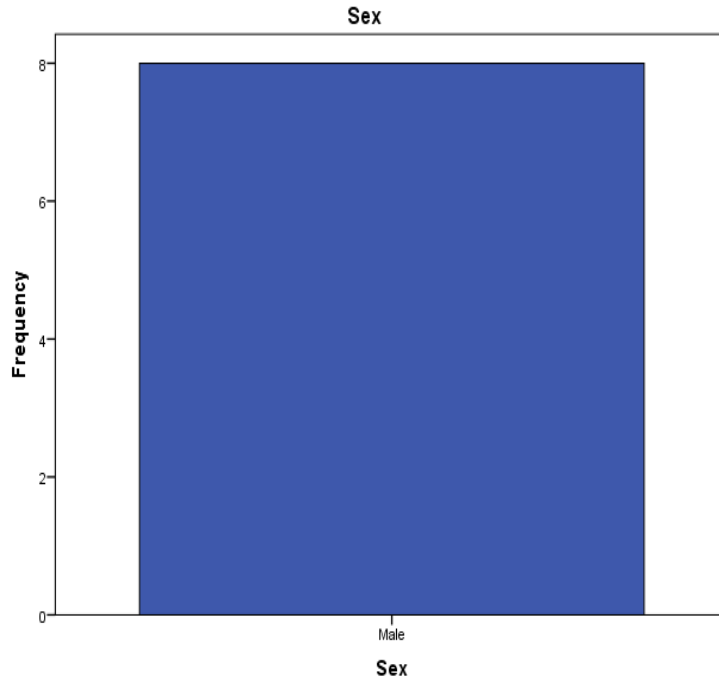
As of the years spent in the profession indicated as item 1, 1 (12.5%), of coach have less than one year of coaching experience, 4(50.0%), of coaches are found to have between 1 and 3 years of experiences and 3(37.5%), of coaches have experiences between 4 and 6 years. It indicated that except one coach more coaches have enough experience to train and cultivate players.

Table 4.3 Characteristics of Administrators Staff Respondents

No.	Items	Age categories	Coaches respondents			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Age	Below 20	-	0%	-	0%
		21-28	-	0%	-	0%
		29-35	1	12.5%	-	0%
		36-40	4	50.0%	-	0%

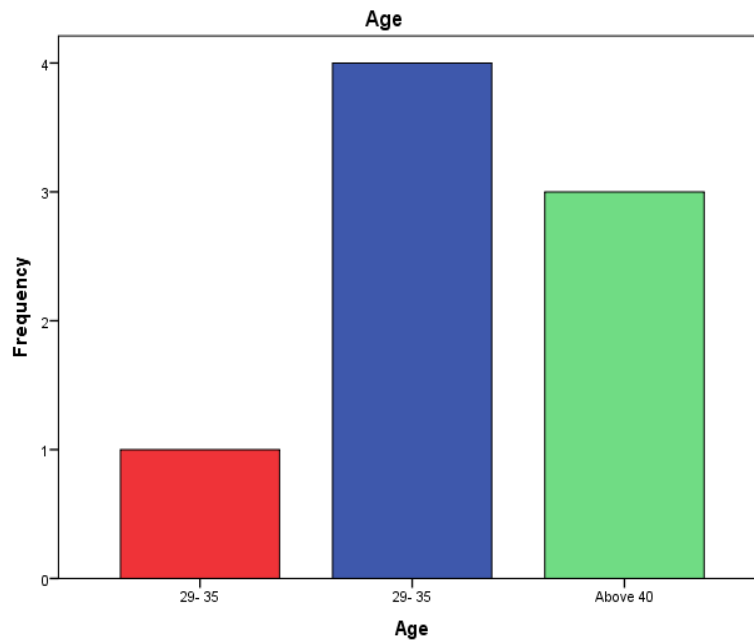
		Above 40	3	37.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
2	Educational Qualification	Certificate	-	0%	-	0%
		College diploma	-	0%	-	0%
		BA/BSC/BED	4	50.0%	-	0%
		MA/MSC/Med	2	25.0%	-	0%
		If other	2	25.0%	-	0%
		Total	8	100%	-	0%
3	Work experience	Less than one year	-	0%	-	0%
		1 year -3 years	-	%	-	0%
		4-6 years	1	12.50%	-	0%
		7 years above	7	87.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
4	Subject Area	Sport Science	-	0%	-	0%
		Management	2	25.0%	-	0%
		Accounting and Finance	1	12.5%	-	0%
		Theology	5	62.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100	-	0%

Chart 1, Sex
Frequency



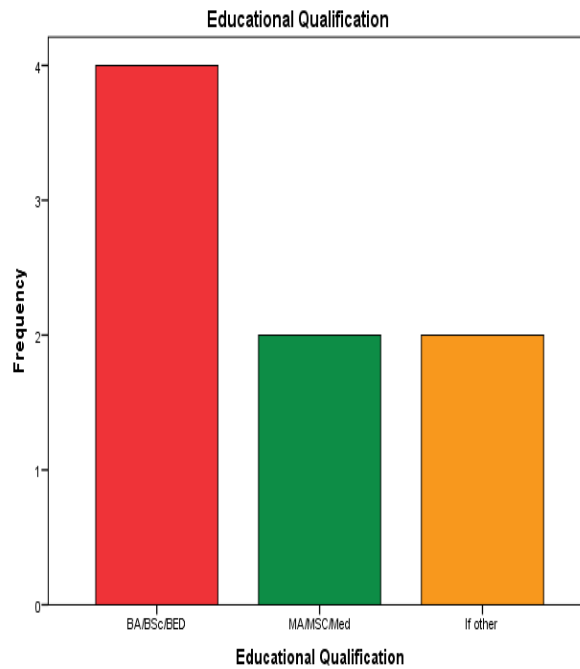
A breakdown of the study of population in terms of gender as indicated in table 4.3, out of the eight respondents from administration staff were involved in the study, males constitute an overwhelming majority 8 (100%), There is no female respondents from the overall sport administrator.

Chart 2, Age
Frequency



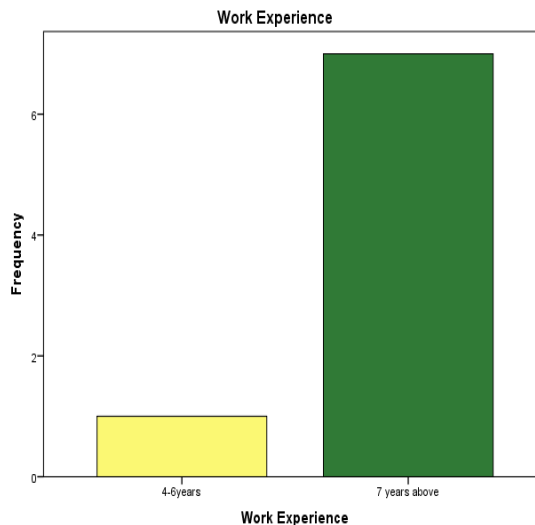
If the above table, 4.3 showed item I regarding to age group, 1 (12.5%), of the total respondent 29-35 years age group, 4(50.0%), of them are 36-40 years age group, and the rest 3(37.5%), are above 40 age group. It indicates more of the administrators are well experienced and at the working age.

Chart 3,
Educational
Background
Frequency



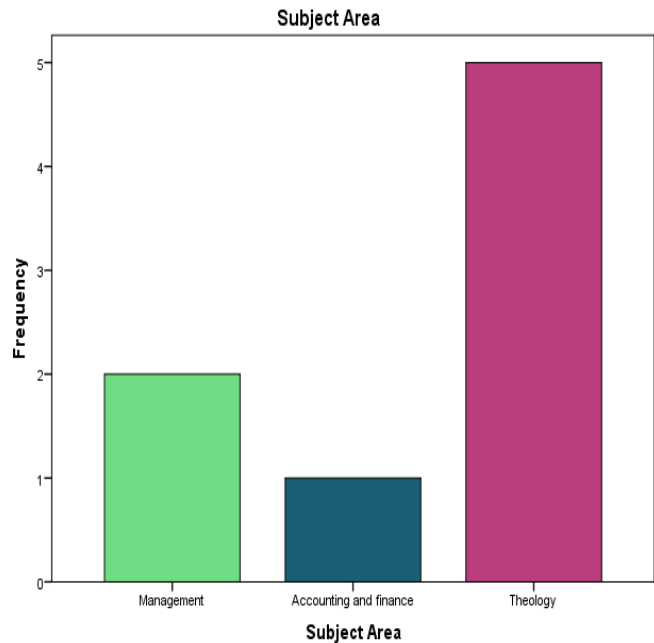
In addition, with regard to educational qualification in item 4(50%), were degree holders, rest of 2(25%), are Masters, and the rest 2(25%), were Salesian brothers. As we have seen from the table majority of administrators were first degree and master's degree holders that means the administration educational background is helpful for the administration process.

Chart 4, work
Experience



In examining respondents on the above table 4.3, item year of service, 1(12.5%), experienced 4-6 years and the remaining administrators, 7 (87.5%), experienced above 7 years in each Don Bosco centers. It implies that at least they can understand simply the way of how to follow the accomplishment of any issues through administrative process.

Chart 5,
Subject Area
Frequency



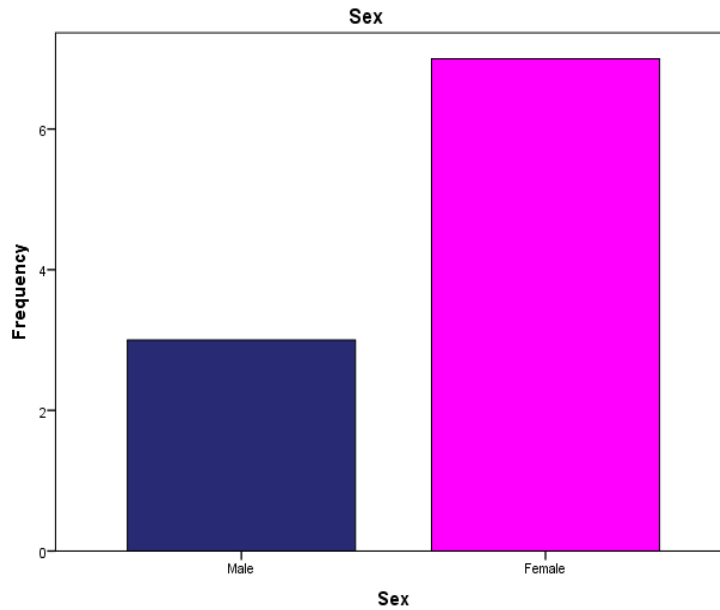
Item 4 indicates that the administrators subject area of graduate, out of them 2(25.0%), were management graduated, 1(12.5%), were accounting and finance and the rest 5(62.5%), were theology graduates. It implies that all of the administrators found in Don Bosco centers were graduated out of subject related area.

As can be seen from the interview in appendix 3, the administrative staff of Don Bosco centers were sometimes visit and motivate the players and coach during and after the training sessions and competition periods. However, the observations were not conducted by sport expert. They had no qualified sport expert. Based on this, to monitor and evaluate the training process, a qualifies sport expert in the area of soccer is necessary. As the interview responses were indicated, many projects have no proper budget allocation for football projects. However, few Don Bosco centers were paid monthly salary and pocket money for both the players and coaches.

Table 4.4 Parent’s profile

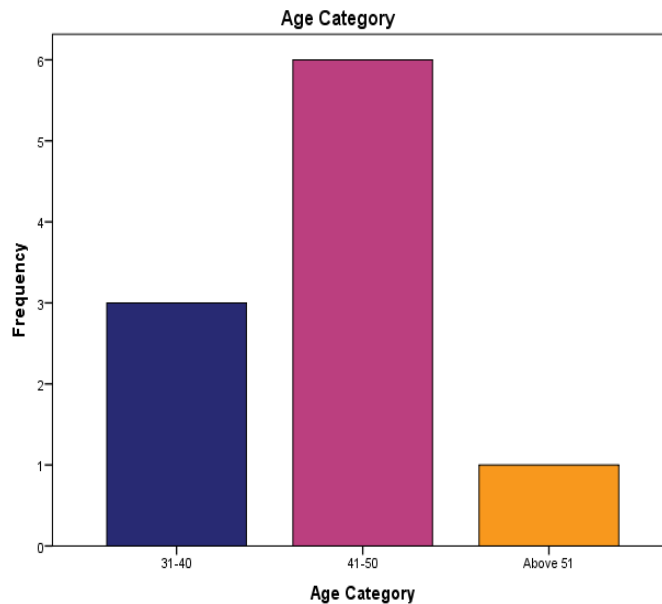
As it can be shown in the table 4.4 below indicated, the sex distribution of players parent 3(30%), of them are male, the rest of respondents 7(70%), were females.

Chart 6,
Parents sex
frequency



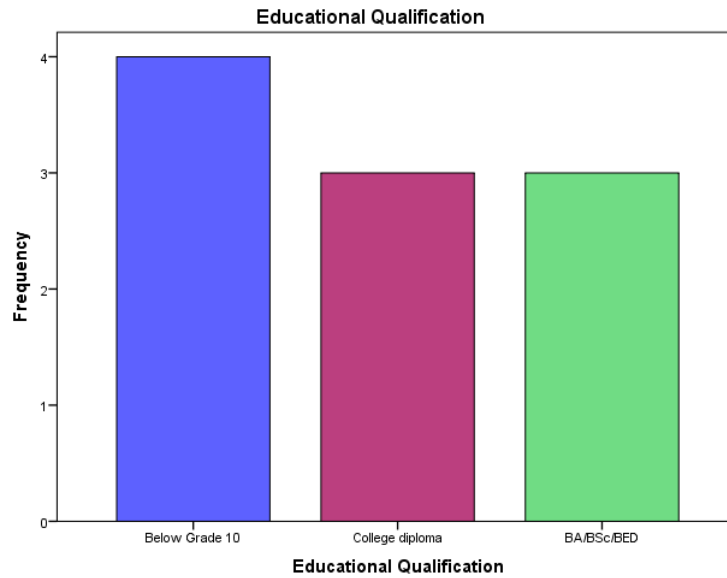
In table 4 below, 4 players' parents characteristics were analyzed. Accordingly, when the age group of parents were seen in item 1, 3(30%), of the parents were grouped in the age category of 31-40 years, 6(60%), respondents were categorized 41-50 age group, 1(10%), of them were grouped in above 51 age.

Chart 7, Age
categories



In addition, with regard to educational background in item 3(30%), were below grade 10 and 2(20%), of the respondents had a college diploma, 2(20%), of the respondents were a BA/BSc/Degree holders, the rest 3(30%), of the respondents have no job.

Chart 8,
Educational
Qualificatio



From the responses obtained from respondents regarding marital status, 1(20%), of the parents were single marital status, 7(60%), of them are married and the rest, 1(10%), of the respondent were categorized in divorce.

Chart 9,
Educational
Qualificatio

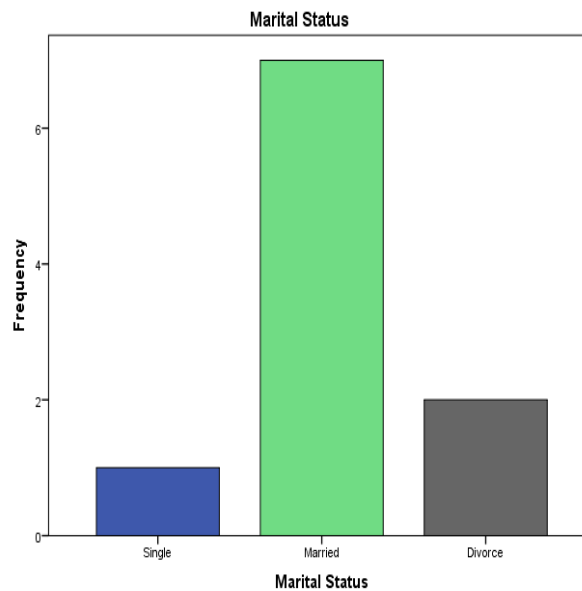


Table 4.4. Parents Profile

No	Variables	Age Categories	Parents' Responses			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Age	Below 30	-	0%	-	0%
		31-40	1	33.3%	2	28.6%
		41-50	2	66.7%	4	57.1%
		Above 51	-	0%	1	14.3%
		If other	-	0%	-	0%
		Total	3	100%	7	100%
2	Education Qualification	Below Grade 10	1	33.3%	3	42.9%
		Certificate	-	0%	-	0%
		College diploma	1	33.3%	2	28.6%
		BA/BSC/BED	1	33.3%	2	28.6%
		MA/MSC/Med	-	0%	-	0%
		Total	3	100%	7	100%
3	Material Status	Single	1	20%	-	0%
		Married	3	60%	4	80%
		Divorce	1	20%	1	20%
		Total	5	100%	5	100%

4.2 Analysis of Data Presentation

4.2.1 Concerning with Players

Table 4.5 Parents Role

No	Items	Alternatives	Responses	
			Frequency	Percent
1	Do your parents support you in your football participation?	Yes	20	26.7%
		No	43	57.3%
		Sometimes	10	13.3%
		If other	2	2.7%
		Total	75	100%

The data indicated in table 4.5, the players response towards parents support indicated that 20(26.7%), of respondents have gotten a family support and recognition about their football participation, 43(57.3%), players have no a family support and 10(13.3%), of the respondents sometimes have a family support. The rest, 2(27%), of the respondents were respond there is nobody knows about their football participation.

The above table shows above the majority of the respondents did not supported by their families during football participation. However, parents should help the players during their football participation.

The Guide to Fox-it Drills for Youth Soccer (Robert Koger, 2009:5), states addressing the parents about the players soccer participation is a must.

The interview item and responses of player's parent for the question number 1 "do you support your child on his football participation?" indicated that, most parents respond they were unhappy by their children football participation. Some parents were helped the players.

From these, Parents play an important role in their children's enjoyment, success and continuation of sport participation. Parents play the largest role in the development of their children.

4.2.2. Concerning Parents Role

Table 4.6 Coaches and parent Responses

No.	Items	Alternatives	Responses			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Do parents support their children football participation?	Yes	2	3.0%	-	0%
		No	3	4.5%	-	0%
		Sometimes	3	4.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100%		0%
2	Do you have a specific period to discuss with player-parents about what to be done regarding the trainees?	Yes	1	1.5%	-	0%
		No	5	7.6%	-	0%
		Sometimes	2	3.0%	-	0%
		If other	-	12.1%	-	0%
		Total	8	100%		0%

From the respondents in table 4.6 the coaches response towards parents support indicated the 2 (3.0%), of players have gotten a family support and recognition about their football participation, 3(4.5%), of the players sometimes have a family support, and 3 (4.5%) of the players sometimes have family support. Based on the coaches' response, family support is the main challenge of players. Paternal involvement must be caring and nurturing and not involve treating players as a means to achieve their own ends.

As clearly shown in table 4.6 coaches response of item 2, 1(1.2%), of the coach have a specific period to discuss with player-parents about what to be done regarding the trainees. 5(7.6), coaches indicated have no a specific period to discuss with player-parents about what to be done regarding the trainees, 5 (7.6%), coached indicated have no a specific period to discuss with players-parents

about what to be done regarding the trainees and the rest 2(3%), respondents indicated they sometimes have a specific period to discuss with player-parents about what to be done regarding the trainees.

From these, the respondent's response indicated that coaches should have a specific period to discuss with player-parents about what to be done regarding the trainees football participation. Therefore, in order to see the development of youth soccer players, parents have a great role by supporting their children during player's football participation. Therefore, coaches should have a specific period with player's parent. Moreover, parents of guardians have been responsible for the initial exposure, encouragement, motivation, support and guidance required by their children to be successful in sport.

4.2.3 Essential Nutrients

Table 4.7 Players responses about Essential Nutrients

No	Items	Alternatives	Players responses			
			Sex			
			Male		Female	
			Frequency	Percentage	Frequency	Percentage
1	Do you take carbohydrate meal before your training session in your project?	Yes	8	10.7%	-	0%
		No	47	62.7%	-	0%
		Sometimes	15	20.0%	-	0%
		If other	5	6.7%	-	0%
		Total	75	100%	-	0%
2	Do you take water and	Yes	24	32.0%	-	0%

	fluids during the training session in your project?	No	31	41.3%	-	0%
		Sometimes	17	22.7%	-	0%
		If other	3	4.0%	-	0%
		Total	75	100.0%	-	0%
3	Do you take essential protein nutrients after the training session in your project?	Yes	9	12.0%	-	0%
		No	38	50.7%	-	0%
		Sometimes	28	37.3%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%
4	Do you take an essential fat nutrient after the training session in your project?	Yes	6	8.0%	-	0%
		No	41	54.7%	-	0%
		Sometimes	28	37.3%	-	0%
		If other	-	%	-	0%
		Total	75	100%	-	0%
5	Do you take mineral and vitamins nutrients in your project?	Yes	4	5.3%	-	%
		No	56	74.7%	-	%
		Sometimes	15	20.0%	-	%
		If other	-	%	-	%
		Total	75	100%	-	%

As indicated in table 4.7 item 1 show that, 8(10.7%), respondents were response the project supply carbohydrates related foods before the training session, 47(62.7%), respondents were not have carbohydrates related foods before the training session, 15 (20.0%), respond the football project supplied carbohydrate meal and they have an access to take carbohydrate meal before the training session, the rest 5(6.7%), respondents two days per week take from Don Dosco feeding service. From this most respondents have no an access to take carbohydrate meal before the training session. Therefore, there is a shortage of carbohydrate nutrients for players, this shows that the administration staff and Saliesians of Don Bosco salesian's doesn't emphasis to supply essential nutrients.

As table 4.7 item 2 showed , 24 (32.0%), respondents were response the project supply water during the training session, 31 (41.3%), respondents were not have water during the training session, and 17 (22.7%), respondents respond the project sometimes supplied and they have an access to take water during the training session, the rest 3(4.0%), respondents take water from around. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration – the loss of body water – impairs exercise performance and increases the risk of heat injury.

As the data indicated in the above table 4.7 item 3,indicated that, 9 (12.0%), respondents were response the project supply protein contained food after the training session, 38 (50.7%), respondents had no protein meal after they finished the training sessions, the rest 28 (37.3%), respond the football projects supplied protein rich meal and they have an access to take protein meal after the training session. However, most respondents have no an access to take a protein related food after the training session; this can negatively affect both the players soccer development and performance. Protein requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair.

As the above table 4.7 item 4 showed, 6 (8.0%), respondents were response the project supply mineral and vitamins rich foods before the training session, 41 (54.7%), respondents were not have mineral and vitamins related foods before the training session, the rest 28 (37.3%), respond the football project sometimes supplied foods riches in mineral and vitamins and they have an access to take mineral and vitamins after and before the training session.

From this, most respondents have no an access to take mineral and vitamins meal before and after the training session. Therefore, there is a shortage of mineral and vitamins nutrients, this shortage can affect the functional capacity of body system. Therefore, projects in Don Bosco centers should give an emphasis to supply mineral and vitamins nutrients.

As the data indicated in the above table 4.7 item 5 showed, 4 (5.3%), respondents were response the project supply essential fat related meal, 56 (74.7%), respondents were not have an access to take essential fat related foods, the rest 15 (20.0%), respond the football project sometimes supplied foods riches in fat and sometimes they have an access to take essential fat before and after the training session. However, most respondents have no an access to take a fat related food after the training session; this can negatively affect both the players soccer development and performance.

From the above responses, players have no taken balanced nutrients. As Youth soccer (Thomas Reilly, A.Mark Willams and Dave Richardson , 2004:112), states that the young soccer players a thoughtful attention to diet is important. Players should have an appropriate carbohydrate, protein, fat, vitamins and minerals and water intake before, during and after the training sessions.

Table 4.8 Coaches Response about Essential Nutrients

No	Items	Alternatives	Coaches response			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Do the players take carbohydrate nutrients before the training session?	Yes	1	1.5%	-	%
		No	5	7.6%	-	%
		Sometimes	2	3.0%	-	%
		If other	-	%	-	%

		Total	8	100%	-	%
2	Do the players take essential protein nutrients after the training session?	Yes	1	%	-	%
		No	5	%	-	%
		Sometimes	2	%	-	%
		If other	-	%	-	%
		Total	8	100%	-	%
3	Do the players take fat nutrients after the training session?	Yes	1	%	-	%
		No	6	%	-	%
		Sometimes	13	%	-	%
		If other	-	%	-	%
		Total	8	100%	-	%
4	Do the players take water during the training session?	Yes	3	%	-	%
		No	4	%	-	%
		Sometimes	1	%	-	%
		If other	-	%	-	%
		Total	8	100%	-	%

The above table 4.8 item 1 showed that, 1 (%), respondent were response the project supply carbohydrates related foods before the training session, 5 (%), respondents were not have carbohydrates related foods before the training session, the rest 2 (%), respond the football project supplied carbohydrate meal and players have an access to take carbohydrate meal before the training session. From this most respondents have no an access to take carbohydrate meal before

the training session. Therefore, as players indicated the above table 4.8, there is a shortage of carbohydrate nutrients for players, this shows that the administration staff and Saliesians of Don Bosco do not emphasis to supply essential nutrients.

The above table 4.8 item 2 indicated that 1 (%), respondents were response the project supply protein contain food after the training session, 5 (%), respondents were respond players have no any protein meal supply by the project, the rest 2 (%), respond the football projects sometimes supplied after the training session. However, most respondents indicates players have no an access to take a protein diet after the training session, this can negatively affect both the players physiological development and soccer performance.

According to the above table 4.8 item 2, 3 and 4 respondents indicated that most projects have no a supply of essential nutrients by the project before, during and after training sessions. Therefore, this may affect youth soccer development.

From these, players had no taken balanced diet and essential nutrients. This negatively affect growth and development of soccer players. Eating before exercise is critical to optimize energy levels on the playing field. The training diet is the foundation for feeling on top of players' game during practice or during a game. If inadequate essential nutrients is in the diet, energy levels the storage will be low and energy levels of the players will be low.

4.2.4. Methods and Methodology of Soccer Training

Table 4.9 Players Responses on Components of Soccer Training

No	Items	Alternatives	Players response			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Do you think that the	Yes	20	26.7%	-	0%

	training system is easy to practice?	No	40	53.3%	-	0%
		Sometimes	15	20.0%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%
2	Do you have technical preparation in your training session?	Yes	34	45.3%	-	0%
		No	14	18.7%	-	0%
		Sometimes	27	36.0%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%
3	Do you have tactical preparation in your training session?	Yes	19	25.3%	-	0%
		No	32	42.7%	-	0%
		Sometimes	16	21.3%	-	0%
		If other	8	0%	-	0%
		Total	75	100.0%	-	0%
4	Do you have physical preparation in your training session?	Yes	42	56.0%	-	0%
		No	16	21.3%	-	0%
		Sometimes	17	22.7%	-	0%
		If other	-	100.0%	-	0%
		Total	75	100%	-	0%

5	Do you have psychological preparation in your training session?	Yes	3	4.0%	-	0%
		No	50	66.7%	-	0%
		Sometimes	10	13.3%	-	0%
		If other	12	16.0%	-	0%
		Total	75	100.0%	-	0%

As table 4.9 item 2 showed 1, 20 (26.7%), of the respondents agreed and they respond the training system is easy to practice, on item 1, 40 (53.3%), of the respondents think that their training system is not easy to practice, but 15 (20.0%), of the respondents were respond the training system is easy to practice. The above ratio of respondents were indicated that the training system is somehow is not scientific.

The above table 4.9 item 2 showed, 34 (45.3%), of the respondents have been indicated that they had a technical preparation such as passing, dribbling, shooting and heading in the training sessions; and 14 (18.7%), of the respondent on the other hand responded that they do not have a technical preparation to their training session, the rest 27 (36.0%), respondents sometimes have a technical preparation in their training session. Therefore, as the above respondent's ratio indicated most projects had a technical preparation in their training session. However, there is the absence of a technical preparation in their training session, without practicing basic technique of soccer players would not be successful enough.

In soccer, the most important element is technique. Technique is obviously of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in different play situation and for using it to good advantage.

As table 4.9 item 3, 19 (25.3%), of the respondents have been indicated that they had a tactical preparation in their training program; and 32 (42.7%), of the respondent on the other hand responded that they do not have a tactical preparation in their training program, 16 (21.3%), respondents sometimes have tactical preparation in their training program, the rest 8 (10.7%), respondents have no idea about tactical preparation. Therefore, as the above respondent's ratio indicated most projects

have a tactical preparation in their training program in their training session. However, there is the absence of tactical preparation, without practicing different physical fitness exercises; players would not be successful to achieve their goal.

As table 4.9 item 4 showed, 42 (56.0%), of the respondents have been indicated that they had a physical preparation in their training program like speed exercise, endurance activities, flexibility, agility, strength exercises, and 16 (21.3%), of the respondent on the other hand they do not have a physical preparation in their training program, the rest 17 (22.7%), respondents indicated that sometimes they have physical preparation program in their training session. Therefore, as the above respondents ratio indicated most training sessions have a physical preparation in their training program. However, somehow there is the absence of a physical preparation, without practicing different tactical approaches; soccer players would not be successful to achieve their goal. Coaches should be focus to include physical preparation in the training sessions.

As table 4.9 item 5 showed, 3 (4.0%), of the respondents have been indicated that they had a psychological preparation in their training program like emotional control skills, and self-control, on the other hand 50 (66.7%), of the respondent they do not have a psychological preparation in their training program, 10 (13.3%), respondents were indicated that sometimes they have a psychological preparation in their training session, the rest 12 (16.0%), respondents have no idea about psychological preparation. Therefore, as the above respondents ratio indicated most training sessions have no a psychological preparation in their training session. Therefore, psychological preparation is the key element of any sports men and women success, without practicing different psychological approaches, players would not be successful to achieve their goal. Coaches should be focus to include PST in their training sessions.

According to foundation of sport and exercise psychology (Robert Weinberg and Daniel, 2011: 247), psychological preparation are considered: basic psychological skills; self-confidence; motivation; arousal and activation; stress and anxiety; concentration; and coping with adversity. The aim of psychological preparation is to adapt the player and his/her psyche to a game situation so that during the competition he can make most use of his performance potential gained during training. Based on this, most coaches work voluntarily and they are not qualified. However, in few centers of Don

Bosco qualified PE teachers are conducting scientific training. The administration staff and Saliesians sometimes evaluate the training process.

Table 4.10 Coaches Response about Components of Soccer Training

No	Items	Alternatives	Coaches response			
			Males		Females	
			Frequency	Percent	Frequency	Percent
1	Do you apply principle of soccer training in your training session?	Yes	4	50.0%	-	0%
		No	2	25.0%	-	0%
		Sometimes	2	25/0%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
2	Do you use technical preparation of soccer training in your training session	Yes	4	50.0%	-	0%
		No	1	12.5%	-	0%
		Sometimes	3	37.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100.0%	-	0%
3	Do you have tactical preparation in your training session?	Yes	2	25.0%	-	0%
		No	2	25.0%	-	0%
		Sometimes	4	50.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
		Yes	5	62.5%	-	0%

4	Do you use physical preparation of soccer training in your training session	No	1	12.5%	-	0%
		Sometimes	2	25.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100.0%	-	0%
5	Do you use psychological skill training in your training session?	Yes	1	12.5%	-	0%
		No	5	62.5%	-	0%
		Sometimes	2	25.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100.0%	-	0%

As can be seen from the 4.10 item 1,4(50.0%), of the respondents have been indicated that as they were conducting scientific training, on the other hand item 2(25.0%), of the respondent they do not think as they were not conducting a scientific training, the rest 2(25.0%), respondents were indicated that sometimes they think the training were scientific.

In table 4.10 item 2,4(50%), of the respondents have been indicated that they had a technical preparation such as passing, dribbling, shooting and heading in the training sessions; and 1(12.5%), of the respondent on the other hand responded that do not have a technical preparation to the training session, the rest 3(37.5%), respondents were responded sometimes we have a technical preparation in our training session.

Therefore, as the above respondent's ratio indicated most projects and training sessions had a technical preparation, however, there is an absence of technical preparation in some training sessions. Without practicing basic technique of soccer, players would not be to succeed.

As mentioned by Soccer Coaching Manual, (Stacey Chapman, Edward Derse, and Jacqueline Hansen 2012;102), Soccer is unique in demanding excellent physical fitness and excellent technique.

Without strong technical skills your players will not be able to score goals or defend effectively. Collecting, dribbling, passing, shooting and heading are fundamental techniques all players must develop and continually refine. The best players always have strong technique.

According to table 4.10 item 3 showed, 2(25.0%), of the respondents have been indicated that they had a tactical preparation in their training program; and 2(25.0%), of the respondent on the other hand responded that they do not have a tactical preparation in their training program, the rest 4(50.0%), respondents sometimes have tactical preparation in their training program.

The above respondents ratio indicated most projects have a in their training program in the training session. Tactic is the key element of soccer. However, there is the absence of a tactical preparation, without practicing different tactical preparation; players would not be successful to achieve their goal. According to Soccer Coaching Manual, (Stacey Chapman, Edward Derse, and Jacqueline Hansen 212:157), the game of Soccer is not random combination of individual skills. It is a game of strategy and tactics based upon principles of space and movement.

As table 4.10item (62.5%), of the respondents were indicated that they had a physical preparation in their training program like strength, speed, endurance activities, flexibility, agility, and 1(12.5%), of the respondent on the other hand they do not have a physical preparation in the training program, the rest 2(25.0%), respondents indicated that sometimes they have a physical preparation program in the training session. Therefore, as the above respondents ratio indicated most training sessions have a physical preparation in the training session. However, somehow there is the absence of a physical preparation, soccer players would not be successful to achieve their goal. Coaches should be focus to include physical preparation in the training sessions.

As mentioned by U.S. football Coaching Manual (Bangsbo J. 2010:12), recognizes that football is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances, Because of this coaches should be focus to include physical preparation in the training sessions.

As table 4.10 item 5, 1(12.5%), of the respondent had psychological preparation in the training session like: emotional control skills, and self-control. On the other hand, 5(62.5%), of the respondents had no a psychological preparation in the training session, the rest 2(25.0%),

respondents were indicated that sometimes they have a psychological preparation in their training session.

The above respondents ratio indicated most training sessions have no a psychological preparation in their training session. Therefore, psychological preparation is the key element of any sport, without practicing different psychological approaches, players would not be able to achieve and succeed. Coaches should be focus to include PST program in their training sessions.

Therefore, coaches and parents can play an important role in helping with mental preparation, in order to maximize performance. Leading up to a competition, it is important to provide athletes with the mental tools so that they can learn to manage their own performance and create their optimal level of mental readiness.

4.2.5 Materials in Don Bosco Centers

Table 4.11 Availability of Facilities and Equipment /Player’s Response/

No.	Items	Alternatives	Players respondents			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	In there any problem in your project regarding with materials?	Yes	7	9.3%	-	0%
		No	58	77.3%	-	0%
		Sometimes	10	13.3%	-	0%
		If other	-	%	-	0%
		Total	75	100%	-	0%
2	Is the training field convenient to conduct the training program?	Yes	69	92%	-	0%
		No	6	8%	-	0%
		Sometimes	-	0%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%

From the respondents obtained from respondents regarding availability of equipments and facilities, item 1, 7(9.3%), respondents indicates there a shortage of basic football equipments such as a jersey

or shirt with sleeves, shorts, stocking, shin guards and footwear, and 58 (77.3%), respondents were respondent as there is no any problem regarding materials, and the rest 10 (13.3%) respondents were indicated sometimes there is no a problem regarding materials.

As the respondents mentioned in the above table, lack of materials and equipments were the main challenge during the training session. Therefore, each center should try to fulfill necessary equipments.

As can be seen from table above 4.11, item 2, 69 (%), respondents indicated the training field is convenient to conduct the training process, and the rest 6 (8%), of respondents were respond the training field is sometimes convenient to conduct the training process. Shortage of basic facilities and equipments are the main challenges of most projects.

According to laws of the game (FIFA, 2015/16:7), the foot ball/ soccer playing field can be played on natural or artificial surfaces the maximum width 90 and minimum width; the maximum length 120m and the minimum length 90m. The ball is one of the key materials in the game of soccer. According to FIFA laws of the game (2015/16:15), the ball is spherical object made of leather or other suitable materials. The circumference is no more than 70 cm and not less than 68 cm. The weight of the ball is not more than 450g and not less than 410g weight.

Based on this; the field, ball, a jersey or shirt with sleeves, short, stockings, shin guards and footwear.

Table 4.12 Availability of Facilities and equipment/coaches response

No.	Items	Alternatives	Coaches Responses			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Do you have enough availability of equipments such as cons, balls and in your project?	Yes	6	75.0%	-	0%
		No	-	0%	-	0%
		Sometimes	2	25.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%

As can be seen from table above 4.12 availability of equipments and facilities, item, 6 (75.0%), respondents indicates there a shortage of equipments such as cones, a jersey of shirt, shorts, stockings, shin guards and footwear, and the rest 2 (25.0%), of respondents were responded sometimes there is a shortage of problem regarding materials such as cone, and balls.

The coaches' response indicated absence of equipments was affected the projects and soccer development. Therefore, the administration should follow the gap to allocate a budget to fill the shortage of equipments.

4.2.6. Planning and Players Responses

Table 4.13 Strategic, annual, Monthly and Daily Training Plan

No.	Items	Alternatives	Players responses			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Is the training sessions are well planned?	Yes	20	26.7%	-	0%
		No	40	53.3%	-	0%
		Sometimes	15	20.0%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%
2	Have you ever seen the annual training plan in your project?	Yes	10	13.3%	-	0%
		No	51	68.0%	-	0%
		Sometimes	14	18.7%	-	0%
		If other	-	%	-	0%
		Total	75	100%	-	0%
3	Have you ever seen monthly training plan in your project?	Yes	13	17.3%	-	0%
		No	56	74.7%	-	0%
		Sometimes	6	8.0%	-	0%
		If other	-	0%	-	0%

		Total	75	100%	-	0%
4	Have you ever seen weekly training plan during your training session?	Yes	16	21.3%	-	0%
		No	36	48.0%	-	0%
		Sometimes	23	30.7%	-	0%
		If other	-	0%	-	0%
		Total	75	100%	-	0%
5	Have you ever seen daily training plan during your training session?	Yes	11	14.7%	-	0%
		No	49	65.3%	-	0%
		Sometimes	15	20.0%	-	0%
		If other	-	0%	-	0%
		Total	775	100%	-	0%
6	Do you have a monthly salary	Yes	-	0%	-	0%
		No	49	65.3%	-	0%
		Sometimes	-	0%	-	0%
		If other	26	34.7%	-	0%
		Total	75	100%	-	0%

According to the above table 4.13, item 1,20(26.7%), respondents think the training sessions are well planned. On the other hand, 40(53.3%), of respondents respond the training sessions were not well planned, and the rest 15(20.0%), respondents were indicated sometimes they think the training sessions were well planned.

As can be seen from the above table 4.13, item 2, 10(13.3%), respondents have seen annual training plan, on the other hand 51(68.0%), of respondents were respond have never seen the annual training plan and the rest 14(18.7%), respondents were indicated sometimes they have seen the annual training plan.

The above table 4.13, time 3,13(17.3%), respondents have seen monthly training plan, on the other hand 56(74.7%), of respondents were respond they have never seen the monthly training plan, and the rest 6 (8.0%), respondents were indicated sometimes they have seen monthly training plan.

As can be seen from the above table 4.13, item 4,16(21.3%), respondents have seen weekly training plan, on the other hand 36(48.0%), of respondents were respond have never seen the weekly training plan and the rest 23(30.7%), respondents were indicated sometimes they have seen the weekly training plan.

The above table 4.13, item 5, 11(14.7%), respondents have seen daily training plan, on the other hand 49(65.3%), of respondents were respond they have never seen have ever seen daily training plan and the rest 15(20.0%), respondents were indicated sometimes they have seen the daily training plan.

As can be seen from the above table 4.13, item 6, 49(65.3%), respondents have no a monthly salary, on the other hand 26(34.7%), of the respondents have a pocket money. However, the money is not considered as a monthly salary. The above respondent's ratio indicates there is a gap of preparing annual, monthly, weekly and daily training plan.

According to Handbook of planning and evaluation for development results(2009:7), good planning, monitoring and evaluation enhance the contribution of by establishing clear links between past, present and future initiatives and development results.

Based on this, planning is valuable in soccer development. Without a proper perspective, macro, and micro plan coaches and players would not be able to achieve the project goal and football development.

Table 4.14 Coaches Response about Training Plan

No.	Items	Alternatives	Players responses			
			Sex			
			Male		Female	
			Frequency	Percent	Frequenc y	Percent
1	Do you have daily training plan?	Yes	2	25.0%	-	0%
		No	2	25.0%	-	0%
		Sometimes	4	50.0%	-	0%

		If other	-	0%	-	0%
		Total	8	100%	-	0%
2	Do you have weekly training plan?	Yes	2	25.0%	-	0%
		No	2	25.0%	-	0%
		Sometimes	4	50.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
3	Do you have monthly training plan?	Yes	2	25.0%	-	0%
		No	3	37.5%	-	0%
		Sometimes	3	37.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
4	Do you have annual training plan?	Yes	1	12.5%	-	0%
		No	2	37.5%	-	0%
		Sometimes	4	50%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
5	Do you regularly evaluate your plan?	Yes	1	12.7%	-	0%
		No	3	37.5%	-	0%
		Sometimes	4	50%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%

Based on the above table 4.14, item 1, 2 (25.0%), respondents had daily training plan. on the other hand 2 (25.0%) of respondents have no daily training plan, and the rest 4 (50.0%), respondent were indicated sometimes they have daily training plan.

According to the above table 4.14, item 2, 2 (25.0 %) of the respondents had weekly training plan, on the other hand 2 (25.0%) of respondents respond they have no weekly training plan, and the rest 4 (50.0%) of the respondents were indicated sometimes they have weekly training plan.

As can be seen from the above table 4.14, item 3, 2 (25.0 %) of the respondents had monthly training plan, on the other hand 3 (37.5%) of respondents respond they had no monthly training plan, and the rest 3 (37.5%) of the respondents were indicated sometimes they have monthly training plan.

According to the above table 4.14, item 4, 1 (12.5 %) of the respondents had annual training plan, on the other hand 3 (37.5%) of respondents respond they have no annual training plan, and the rest 4 (50.0%) of the respondents were indicated sometimes they had annual training plan.

Without proper planning youth soccer projects and programs may be implemented in the wrong time or in the wrong manner, these results in poor outcomes.

As can be seen from the above table 4.14, item 5,1(25.0%), respondent evaluate the training plan, on the other hand 3(37.5%), of respondent have no evaluate the plan, and the rest 4(50.0%), respondents evaluate the training plan.

According to Handbook of planning and evaluation for development results (2009:7), good planning, monitoring and evaluation enhance the contribution of soccer development by establishing clear links between past, present and future initiatives and development results.

Based on this, planning combined with effective monitoring and evaluation can play a major role in enhancing the effectiveness of development program and projects. Coaches should frequently evaluate the training plan.

Table 4.15 Coaches Response about Salary

No	Items	Alternatives	Players responses			
			Sex			
			Male		Female	
			Frequency	Percent	Frequency	Percent
1	Do you have a monthly salary?	Yes	1	12.50%	-	0%
		No	5	62.50%	-	0%
		Sometimes	2	25.0%	-	0%
		If other	-	0%	-	0%

		Total	8	100%	-	0%
2	Is your have monthly salary satisfactory?	Yes	1	12.50%	-	0%
		No	5	62.50%	-	0%
		Sometimes	2	25.0%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%
3	Do players have monthly salary?	Yes	1	12.5%	-	0%
		No	6	75.0%	-	0%
		Sometimes	1	12.5%	-	0%
		If other	-	0%	-	0%
		Total	8	100%	-	0%

Regarding the above table 4.15, item 1(12.5%), of respondent have a monthly have a monthly salary, 5(62.5%), of the respondents have no a monthly salary, on the other hand the rest 2(25.0%), of respondent sometimes have money.

As can be seen from the above table 4.15, item 2.1 (12.5%), respondent were happy by monthly salary, 6(75.0), of the respondents were respond players have no a monthly salary, the rest 2(25.0%), of the respondents sometimes satisfied by monthly salary.

As can be seen from the above table 4.15, item 3, 1(12.5%), respondents were respond players have a monthly salary, 6(75.0%), of the respondents were respond players have no a monthly salary, the rest 2 (25%), of the respondents were respond players sometimes have a monthly salary.

4.2.8 Training Observation

This section highlight 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 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.

Training Observation Check List

- Name of observer: Daniel Gulene Demme
- Date of observation: 4/7/2010, 12/7/2010, 15/8/2010 and 22/7/2010
- Center: Don Bosco Zeway, Don Bosco Adamitulu, Don Bosco A.A. Mekanissa, and Don Bosco Children A.A.
- Time of observation start at: 10:00 end at 11:30
- Coach's Name: Dejene (Zeway), Tesfaye (Adamitulu), Samuel (Bosco Children)

Table 4.16 Results from Training Observation

No	Item	Strongly agree	Agree	Fair	Disagree	Strongly Disagree	Poor
1	Does the coaches have annual training plan?			✓	✓✓✓	✓	
2	Does the coaches have monthly training plan?				✓✓✓✓✓		
3	Does the coaches have weekly training plan?			✓		✓✓✓✓	
4	Does the coaches have daily training plan?			✓	✓	✓	✓✓
5	Does the coach use technical preparation in the training sessions?		✓	✓✓✓	✓		
6	Does the coach use tactical preparation in the training sessions?			✓	✓	✓✓✓	
7	Does the coach use varieties of physical preparation?		✓✓	✓✓	✓		
8	Does the coach include psychological preparation in the training sessions?					✓✓	✓✓

9	Do the centers have a football pitch?	✓✓✓✓✓ ✓					
10	Do playhers take water in the training session?				✓✓✓✓		
11	Does the project have enough cones?			✓✓✓	✓✓	✓	
12	Does the project have enough balls?	✓		✓✓✓	✓		

Based on the observation result table 4.15 showed, the coaches has poor results on planning annual, monthly, and weekly training sessions. However, most coaches had daily training plan. During the training observation technical preparation were fairly conducted in most training sessions. However, coaches were not focused on tactical preparation of football performance. Psychological preparation during the training sessions were poor.

As the above observation table indicated, availability of sport equipments was fair. Each Don Bosco center had enough balls, cons, whistle and other suitable soccer materials and a standard football pitches. However, in some centers they had no enough balls, cons, whistle and other suitable soccer materials. Therefore, the absence of equipments were affected the training sessions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the study and describes conclusions based on the findings of the research and provides the necessary recommendations.

From the basic questions formulated, the data collected through questionnaire, interview, observation and from the findings obtained, the following summaries were made. The purpose of this study was assessing the current prospects and challenges of youth soccer development in selected Don Bosco integrated social and educational program, Ethiopia.

5.1. Summary

- The way the players were selected by coaches affected the youth soccer development. The coaches do not have well-structured players recruiting system to work for the tangible changes.
- The coaches had little communication with parents to follow up their player's football participation.
- Lack of balanced diet affected negatively the youth soccer development because, carbohydrate, proteins, fat, water, minerals and vitamins had a great role to the youth soccer development.
- Absence of scientific training in the football training sessions affected the development of youth soccer. Most of the coaches did not use technical, tactical, physical and psychological skills training at a time of training their trainees.
- Coaches had no planned activities to work for changes in the development of youth soccer because, planning laid as a base for the quality of training process and youth soccer development, it is a very decisive tool to see the required progress.
- Each Don Bosco center had at least two standard football fields. The training fields were convenient to conduct the training program; this is a great opportunity for youth soccer development.

- There were lack of adequate training sportswear and shoe in the youth soccer projects although few centers had their own availability of equipments.
- Players and coaches had no a monthly salary. Therefore, it affected the motivation of coaches and players negatively.

5.2. Conclusions

Based on the findings of the study; the following conclusions have been made.

- ☞ There was no criterion to recruit new players. Due to this, coaches were exposed to personal bias.
- ☞ The players had no balanced diet before, during and after the training sessions so it affected the player's performance and physiological development.
- ☞ The coaches did not have annual, monthly, weekly and daily training plan.
- ☞ Lack of players and coaches sport equipments such as: sportswear, shoe, shin guard was negatively affect the training sessions and soccer development.
- ☞ Communication gap between coaches and players' parents had a negative impact on the player's development.
- ☞ Lack of family support towards player's soccer participation negatively affected the youth soccer development.
- ☞ The coaches in the soccer project were not qualified; they had lack of scientific coaching system.
- ☞ The absence sport experts affected the development of players in Don Bosco youth football projects.
- ☞ The training fields were convenient and well standard.
- ☞ The administration had no budget, because of these players and coaches had no monthly salary. So it is the motivation of the coaches and trainers.

5.3. Recommendations

From the discussion and data gathered of the study, the researcher forwards the following recommendations.

- ☞ The parents and the football projects need to work jointly to bring youth soccer development.
- ☞ Coaches should introduce the scientific coaching methods of training and instructional updating with the current coaching system.
- ☞ Appropriate coaching methods and methodology is needed to be applied in the training programs.
- ☞ Players looked for to get an appropriate balanced diet before, during and after the training sessions. The administration needs to work genuinely by facilitating balanced diet.
- ☞ Parents are required to support the players during football participation.
- ☞ The coaches expected to design plans in the training system to practice technical, tactical, physical and psychological development of youth soccer players.
- ☞ The administration needs to work genuinely by facilitating the necessary materials.
- ☞ Scientific coaching approach need to be implemented in the youth soccer development.
- ☞ The selection system and recruiting criteria were traditional. Therefore, it needs to be modernized.
- ☞ Coaches were not qualified so quality coaching needs to be conducted a scientific training.
- ☞ Coaches need to have a specific period to discuss player-parents about what to be done regarding the trainees football development.
- ☞ The present youth soccer development is expected to lay a baser for the next efforts made to improve the youth soccer development.
- ☞ Further in-depth research ought to be conducted to solve the youth soccer development programs from its roots and to see well progressed youth soccer in the country.

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Appendix I

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/**

Questionnaire to be filled by the players

Dear players,

This questionnaire is designed for the purpose of investigating data for the research title on prospects and challenges of youth soccer development, in the case of selected Salesians of Don Bosco integrated social and educational program. The success of this study depends on your genuine response to those questions. Please, read all the questions carefully and respond to the questions honestly.

Thank you in advance!!

General instruction

Please, do not write your name.

Indicate by mark or by “✓” or complete the blank space.

Part one

Personal information

1. Gender: Male Women
2. Age: Bellow 14 14-15 16-17 If other _____
3. Educational status: Elementary school Grade 1-8 High school Grade 9 and 10

If other, please specify _____

4. When have you been joined this club? Before 2008 2009 2010

If other, please specify _____

Part two

Items related with youth soccer players development.

1. Name of the center _____

2. What is your responsibility in Don Bosco? _____

3. Do your parents support you in your football participation?

A. Yes B. No C. Sometimes

If your answer for question number 3 is "No". Please explain the reason _____

4. Do you take carbohydrate meal before your training session in your project?

A. Yes B. No C. Sometimes

If your answer for question number 4 is "No". Please explain the reason _____

5. Do you take water during the training session?

A. Yes B. No C. Sometimes

If your answer for question number 5 is "No". Please explain the reason _____

6. Do your take essential protein nutrients after the training session in your project?

A. Yes B. No C. Sometimes

If your answer for question number 6 is "No". Please explain the reason _____

7. Do you take fat meal before your training session in your project?

A. Yes B. No C. Sometimes

If your answer for question number 7 is "No". Please explain the reason _____

8. Do you take mineral and vitamins nutrients in your project?

A. Yes B. No C. Sometimes

If your answer for question number 8 is "No". Please explain the reason _____

9. Do you think that the training system is scientific?

A. Yes B. No C. Sometimes

If your answer for question number 9 is "No". Please explain the reason _____

10. Do you have technical preparation in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 10 is "Yes". Please explain which techniques are do you use frequently exercise your training session _____

11. Do you have tactical preparation in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 11 is "Yes". Please explain which tactics are do you use frequently include in your training session _____

12. Do you have physical preparation in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 12 is “Yes”. Please explain which physical qualities are do you use frequently exercise your training session _____

13. Do you have psychological preparation in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 13 is “Yes”. Please explain which psychological skill training are do you use frequently exercise your training session _____

14. Is there any problem in your project regarding with materials?

A. Yes B. No C. Sometimes

If your answer for question number 14 is “Yes”. Please explain the shortage _____

15. Is the training field convenient to conduct the training program?

A. Yes B. No C. Sometimes

If your answer for question number 15 is “No”. Please explain the problem _____

16. Is the training sessions are well planned?

A. Yes B. No C. Sometimes

If your answer for question number 16 is “No”. Please specify the problem _____

17. Have you ever seen the annual training plan in your project?

A. Yes B. No C. Sometimes

If other please specify _____

18. Have you ever seen monthly training plan in your project?

A. Yes B. No C. Sometimes

If other please specify _____

19. Have you seen weekly training plan in your training program?

A. Yes B. No C. Sometimes

If other please specify _____

20. Have you ever seen daily training plan during your training session?

A. Yes B. No C. Sometimes

If other please specify _____

21. Do you have a monthly salary?

A. Yes B. No C. Sometimes

If other please specify _____

ክፍል ሁለት፡ ከታዳጊዎች እግር ኳስ እድገት እንዲሁም ለእድገቱ ተፅእኖ ካላቸው ጉዳዮች ጋር የተያያዙ ጥያቄዎች፡፡

1. የምትሰለጥንበት ቦታ ስም _____
2. በቡድኑ ያለህ የስራ ድርሻ _____
3. ቤተሰቦችህ የእግር ኳስ ስልጠናህን በተመለከተ ድጋፍ ያደርጉልሃል?
ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄ ተራ ቁጥር 3 መልስ “የለም” ከሆነ እባክህ ምክንያቱን አስረዳ _____

4. በሃይል ሰጪነት ይዘታቸው የበለፀጉ ምግቦች ከልምምድ በፊት ትመገባለህ?
ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄ ተራ ቁጥር 4 መልስ “የለም” ከሆነ እባክህ ምክንያቱን አስረዳ _____

5. በእግር ኳስ ስልጠና ልምምድ መሃል ውሃ ትጠጣለህ?
ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄ ተራ ቁጥር 5 መልስ “የለም” ከሆነ እባክህ ምክንያቱን አስረዳ _____

6. ከልምምድ በኋላ ገንቢ ምግቦችን (ኘሮቲን) ትመገባለህ?
ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄ ተራ ቁጥር 6 መልስ “የለም” ከሆነ እባክህ ምክንያቱን ዘርዝር _____

7. ከልምምድ በኋላ ስብ ነክ ምግቦችን ትመገባለህ?
ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄ ተራ ቁጥር 7 መልስ “የለም” ከሆነ እባክህ ምክንያቱን ዘርዝር _____

8. በሽታ ተከላካይ ምግቦችን (ቫታሚን) ትመገባለህ?
ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄ ተራ ቁጥር 8 መልስ “የለም” ከሆነ እባክህ ምክንያቱን ዘርዝር _____

9. የልምምድ ሂደቱ ዘመናዊና ሳይንሳዊ ነው ብለህ ታስባለህ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 8 መልስህ “የለም” ከሆነ እባክህ ምክንያትህን ዘርዝር _____

10. መሰረታዊ የእግር ኳስ ክህሎቶች በልምምድ ጊዜ ታደርጋለህ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 10 መልስህ “አዎ” ከሆነ የትኞቹን ክህሎቶቹን እንደምትሰለጥኑ ዘርዝር _____

11. የጨዋታ ስልቶችን በልምምድ ወቅት ትሰራለህ/ይሰጣሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 11 መልስህ “አዎ” ከሆነ ምን አይነት የጨዋታ ስልቶችን እንደምትሰለጥን ዘርዝር _____

12. በልምምድ ጊዜያቶች የአካል ብቃት ልምምዶችን ትሰራለህ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 12 መልስህ “አዎ” ከሆነ የትኞቹን የአካል ብቃት እንቅስቃሴዎች እንደምትሰራ ዘርዝር _____

13. በልምምድ ጊዜያቶች የስነልቦና እና የአምሮ ዝግጅት ልምምድ ታደርጋለህ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 13 የሰጠኸው መልስ “አዎ” ከሆነ የትኞቹን ዝግጅቶች እንደምታደርግ አስረዳ _____

14. ከልምምድ ጋር የተያያዙ እቃዎች ላይ ችግሮች አሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 14 መልስህ “አዎ” ከሆነ እባክህ የትኞቹ እቃዎች ላይ እጥረት እና ችግር እንዳለ አስረዳ _____

15. የልምምድ ሜዳዎች ለስልጠና ምቹ ነው?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 15 መልስህ “የለም” ከሆነ እባክህኝግሮቹን አስረዳ

16. የልምምድ ጊዜያቶቹ በአግባቡ የታቀዱ ናቸው ብለህ ታምናለህ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 16 መልስህ “የለም” ከሆነ ምክንያትህን አስረዳ

17. በቡድንህ ውስጥ አመታዊ የልምምድ እቅድ አለ/አይተሃል?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ሌላ መልስ ካለ _____

18. በቡድንህ ውስጥ ወርሃዊ እቅድ አለ/አይተሃል?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ሌላ መልስ ካለ _____

19. በቡድንህ ውስጥ ሳምንታዊ እቅድ አለ/አይተሃል?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ሌላ መልስ ካለ _____

20. በቡድንህ ውስጥ ዕለታዊ እቅድ አለ/አይተሃል?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ሌላ መልስ ካለ _____

21. ወርሃዊ ደሞዝ ይከፈልሃል?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ሌላ መልስ ካለ _____

Appendix II

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/**

Questionnaire to be filled by the Coach

Dear coach,

This questionnaire is designed for the purpose of investigating data for the research title on prospects and challenges of youth soccer development, in the case of selected Don Bosco integrated social and educational program. The success of this study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly.

Thank you in advance!!

General instruction

- Please, do not write your name.
- Indicate by mark or by “√” or complete the blank space.

Part one

Personal information

1. Sex: Male Female
2. Age: Bellow 20 21-28 29-35 36-40 Above 41
3. Educational qualification: 12 completed Certificate College diploma
BA/BSc/Bed MA/MSC/Med

If other, please specify _____

4. Work experience: Less than one year 1– 3 years 4– 6 years 7 years and above If other _____

Part two

1. Do you have criteria for selecting a new player in your project?

A. Yes B. No C. Sometimes

If your answer for question number 1 is “Yes”. Please explain the criteria _____

2. Do you have daily training plan?

A. Yes B. No C. Sometimes

If your answer for question number 2 is “No”. Please explain the reason _____

3. Do you have weekly training plan?

A. Yes B. No C. Sometimes

If your answer for question number 3 is “No”. Please explain your reason _____

4. Do you have monthly training plan?

A. Yes B. No C. Sometimes

If your answer for question number 4 is “No”. Please explain your reason _____

5. Do you have annual training plan?

A. Yes B. No C. Sometimes

If your answer for question number 5 is “No”. Please explain your reason _____

6. Do you regularly evaluate your plan?

A. Yes B. No C. Sometimes

If your answer for question number 6 is “No”. Please explain your reason _____

7. Do you apply principle of soccer training in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 7 is “Yes”. Please explain which principle of soccer training you apply in your training session _____

8. Do you use technical preparation of soccer training in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 8 is “Yes”. Please explain which techniques are do you use frequently exercise your training session _____

9. Do you use tactical preparation of soccer training in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 9 is “Yes”. Please explain which tactics are do you use frequently include in your training session _____

10. Do you use physical preparation of soccer training in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 10 is “Yes”. Please explain which physical qualities are do you use frequently exercise your training session _____

11. Do you use psychological skill training in your training session?

A. Yes B. No C. Sometimes

If your answer for question number 11 is "Yes". Please explain which psychological skill training are do you use frequently exercise your training session _____

12. Do you have enough availability of equipments such as cons, balls and in your project?

A. Yes B. No C. Sometimes

If your answer for question number 12 is "No". Please list shortage of equipments in your project _____

13. Do you have a specific period to discuss with player-parents about what to be done regarding the trainees?

A. Yes B. No C. Sometimes

If your answer for question number 13 is "Yes". Please how often you discuss per week _____

14. Do the players take carbohydrate nutrients before the training session?

A. Yes B. No C. Sometimes

If your answer for question number 14 is "No". Please explain reason _____

15. Do the players take water during the training session?

A. Yes B. No C. Sometimes

If your answer for question number 15 is "No", please explain the reason _____

16. Do the players take fat nutrients after the training session?

A. Yes B. No C. Sometimes

If your answer for question number 16 is “No”, please explain the reason _____

17. Do the players take essential protein nutrients after the training program?

A. Yes B. No C. Sometimes

If your answer for question number 17 is “No”, please explain the reason _____

18. Do you use other country’s coaching experience?

A. Yes B. No C. Sometimes

If your answer for question number 18 is “Yes”, please list the countries and your experience _____

19. Have you ever seen managerial problems in Don Bosco youth football project?

A. Yes B. No C. Sometimes

If your answer for question number 19 is “Yes”, please explain the challenges and problems frequently occurred _____

20. Do you have monthly salary?

A. Yes B. No C. Sometimes

If other, please specify _____

21. Is your monthly salary satisfactory?

A. Yes B. No C. Sometimes

If your answer for question number 20 is “No”, please explain your reason _____

22. Do players have monthly salary?

A. Yes B. No C. Sometimes

If your answer for question number 22 is “No”, please explain your reason _____

23. Do parents support their children football participation?

A. Yes B. No C. Sometimes

If your answer for question number 23 is “Yes”, please explain in which way parents support the players _____

ክፍል ሁለት፡ ከጥናቱ ጋር ተያያዥነት ያላቸው ጥያቄዎች

1. ተጫዋቾችን ወደ ቡድኑ ለመቀላቀል የሚመርጡበት መስፈርት አለዎት?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 1 መልስዎ “አዎ” ከሆነ መስፈርቶችን ይዘርዝሩ _____

2. እለታዊ የልምምድ እቅድ ያዘጋጃሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 2 ጥያቄ መልስዎ “የለም” ከሆነ እባክዎ ምክንያቱን ያስረዱ _____

3. ሳምንታዊ የልምምድ እቅድ ያዘጋጃሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 3 መልስዎ “የለም” ከሆነ እባክዎ ምክንያቱን ይዘርዝሩ _____

4. ወርሃዊ የልምምድ እቅድ ያቅዳሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 4 መልስዎ “የለም” ከሆነ እባክዎ ምክንያቱን ይዘርዝሩ _____

5. አመታዊ እቅድ ያቅዳሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 5 መልስዎ “የለም” ከሆነ እባክዎ ምክንያቱን ያስረዱ _____

6. እቅዶችህን በተደጋጋሚ ይገመግማሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 6 መልስዎ “የለም” ከሆነ እባክዎ ምክንያቱን ያስረዱ _____

7. የእግር ኳስ ስልጠና መርሆችን በስልጠና ጊዜ ተግባራዊ ያደርጋሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ አልፎ

ለጥያቄተራ ቁጥር 7 መልስዎ “አዎ” ከሆነ የትኞቹን መርሆች ነው በተደጋጋሚ የሚጠቀሙት _____

8. መሰረታዊ የእግር ኳስ ጨዋታ ክህሎት፣ ለምሳሌ ኳስ ማንከባለል፣ ኳስ መቆጣጠር፣ ኳስ መምታት የመሳሰሉት በስልጠና ወቅት ያሰለጥናሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ ፈልፎ

ለጥያቄተራ ቁጥር 8 መልስዎ “አዎ” ከሆነ የትኞቹን መሰረታዊ ክህሎቶችን ነው በተደጋጋሚ የምታሰለጥነው እባክዎ ያብራሩ _____

9. በእግር ኳስ ጨዋታ ውስጥ ካሉት ስልቶችን በልምምድ ወቅት ያሰለጥናሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ ፈልፎ

ለጥያቄተራ ቁጥር 9 መልስዎ “አዎ” ከሆነ እባክዎ የትኞቹን ስልቶች እንደሚያሰሩ ይዘርዝሩ _____

10. በልምምድ ወቅት የአካል ብቃት ስራዎችን ያሰራሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ ፈልፎ

ለጥያቄተራ ቁጥር 10 መልስዎ “አዎ” ከሆነ እባክዎ የትኞቹን የአካል ብቃት እንቅስቃሴና ልምምድ እንደሚያሰሩ ይዘርዝሩ _____

11. በልምምድ/ነገሮግራም/ ጊዜያቶች የሰነ - ልቦና እና አዕምሮአዊ ዝግጅቶችን ያደርጋሉ?

ሀ. አዎ ለ. የለም ሐ. አልፎ ፈልፎ

ለጥያቄተራ ቁጥር 11 መልስዎ “አዎ” ከሆነ እባክዎ የትኞቹን ዝግጅቶች እንደሚያሰሩ ያብራሩ _____

12. በነገሮግራም/በቡድን/ በቂ የእቃ አቅርቦት ለምሳሌ ኳሶች፣ ኮን፣ የልምምድ ትጥቅ የመሳሰሉት አለ?

ሀ. አዎ ለ. የለም ሐ. አልፎ ፈልፎ

ሀ. አዎ

ለ. የለም

ሐ. አልፎ ፈልፎ

ለጥያቄተራ ቁጥር 19 መልስህ “አዎ” ከሆነ እባክዎ ያሉትን ችግሮች ያብራሩ

20. ወርሃዊ ደሞዝ አለዎት?

ሀ. አዎ

ለ. የለም

ሐ. አልፎ ፈልፎ

ሌላ መልስ ካለዎት _____

21. በሚከፈልዎት ወርሃዊ ደሞዝ ደስተኛ ነዎት?

ሀ. አዎ

ለ. የለም

ሐ. አልፎ ፈልፎ

ሌላ መልስ ካለዎት _____

22. ሰልጣኞች ወርሃዊ ደመዎዝ ይከፈላቸዋል?

ሀ. አዎ

ለ. የለም

ሐ. አልፎ ፈልፎ

ሌላ መልስ ካለዎት _____

23. የሰልጣኝ ወላጆች በእግር ኳስ ልምምዳቸውና ተሳትፎዎቻቸው ወቅት ሰልጣኞችን ይደግፋሉ?

ሀ. አዎ

ለ. የለም

ሐ. አልፎ ፈልፎ

ሌላ መልስ

ካለዎት _____

ለጥያቄተራ ቁጥር 23 መልስዎ “አዎ” ከሆነ እባክዎ ያሉትን ችግሮች ያብራሩ

Appendix III

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/**

Dear Administrators,

This questionnaire is designed for the purpose of investigating data for the research title on prospects and challenges of youth soccer development, in the case of selected Don Bosco integrated social and educational program. The success of this study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly.

Thank you in advance!!

Administrative staff interview questions.

Part I Personal detail

1. Sex: Male Female
2. Age: Bellow 20 21-28 29-35 36-40 Above 40
3. Educational qualification: Certificate College diploma BA/BSc/Bed
MA/MSc/Med

If other, specify _____

4. Work experience: Less than one year 3 years 4- 6 years 7 years
above

If other, specify _____

5. Area of subjects: Sport science Management Accounting and finance

Theology If other please, specify _____

Part two

1. Are the coaches qualified? _____

2. What are the problems you have most encountered concerning with youth football coaching program? _____

3. To what extent do the trainers and coaches are closed to the modern training techniques? _

4. Do you evaluate the training process frequently? _____

5. How many times do you evaluate the training process per month? _____

6. Do you have a qualified sport expert in your administration staff? _____

7. Do you have a monthly salary for coaches? _____

8. Do you have a monthly salary for players? _____

9. Are the coaches qualified? _____

Appendix IV

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/**

Training observation check list

Name of an observer: _____

Date of observation: _____

Center: _____

Time of observation start at _____ end at _____

Coach's Name: _____

Number of players: _____

No	Item	Excellent	Very good	Good	Fair	Poor
1	Does the coaches have annual training plan?					
2	Does the coaches have monthly training plan?					

3	Does the coaches have weekly training plan?					
4	Does the coaches have daily training plan?					
5	Does the coach use technical preparation in the training session?					
6	Does the coach use tactical preparation in the training session?					
7	Does the coach use varieties of physical preparation?					
8	Does the coach include psychological preparation in the training sessions?					
9	Do the centers have a football pitch?					

10	Do players take water in the training session?					
11	Does the project have enough cones?					
12	Does the project have enough balls?					

Appendix V

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/**

Interview questions for parents

Dear Parents,

This interview questions designed for the purpose of investigating data for the research title on prospects and challenges of youth soccer development, in the case of selected Don Bosco integrated social and educational program. The success of this study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly.

Thank you in advance!!

Part one Personal detail

1. **Sex:** Male Female
2. **Age:** Bellow 30 31-40 41-50 Above 50
3. **Educational qualification:** Below Grade 10 Certificate College diploma
BA/BSc/Bed MA/MSC/Med

If other, specify _____

4. **Marital Status:** Single Married Divorce

If other, specify _____

Figure 1: Zeway Don Bosco



Figure 2: Players during answering questions



Figure 3: Awareness before Questionnaire / Adamitulu/



Figure 4: Coaches' during answering the questions



Figure 5: Players During Answering the questionnaires



Figure 6: Derezeit Don Bosco



Figure 7: Adamitulu Don Bosco



Figure 8: Mekanissa Don Bosco



Figure 9: Data organization, analysis and interpretation



Figure 10: Experience of youth soccer programs, Germany

