



**WOLKITE UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

**ASSESSING THE MAJOR FACTORS THAT AFFECT YOUTH  
FOOTBALL COACHING IN CASE OF WOLKITE CITY.**

**A RESEARCH PAPER SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE  
FOR THE PARTIAL FULFILLMENTS OF THE REQUIREMENTS FOR THE BSC  
DEGREE IN SPORT SCIENCE**

**By: MESAY MARKOS**

**Advisor: ABAY YISAMAW (MSc)**

**AUG, 2013 EC**

**WOLKITE, ETHIOPIA**

**WOLKITE UNIVERSITY**  
**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**

**ASSESSING THE MAJOR FACTORS THAT AFFECT YOUTH FOOTBALL  
COACHING IN CASE OF WOLKITE CITY.**

**By: MESAY MARKOS**

**Advisor: ABAY YISAMAW (MSc)**

Approval Boards of Examiner

-----	-----	-----
Chair Man Full Name	Signature	
Date		

-----	-----	-----
Advisor Full Name	Signature	
Date		

-----	-----	-----
Examiner Full Name	Signature	
Date		

**AUG, 2013 EC**  
**WOLKITE, ETHIOPIA**

## Table of Contents

Acknowledgment .....	i
Acronimus and Abrivation.....	I
Abstract.....	I
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1. Introduction .....</b>	<b>1</b>
1.1. Background of the Study .....	1
1.2.Statement of the problem .....	2
<b>1.3. Objective of the Study .....</b>	<b>2</b>
1.3.1 General objectives .....	2
1.3.2 Specific objectives .....	2
1.4. Research questions.....	3
1.5 Significance of the Study .....	3
1.6 Delimitation of the study .....	4
1.7. Limitation of the study .....	4
1.8. Organization of the Study .....	4
1.9. Operational definitions of Study.....	5
<b>CHAPTER TWO .....</b>	<b>5</b>
<b>2. REVIEW LITERITURE .....</b>	<b>5</b>
2.1.Football and youth coaching definition .....	5
2.2.Factors that affect for the development of youth football coaching .....	5
2.3.Training plan in youth football .....	6
2.4.Basic facillities and Equipments of foot ball coaching .....	8
2.5.Scientific criteria’s to select football players .....	9
2.6.Style offootball coaching .....	9
2.7.The roles of the coach .....	10
2.8.Criteria to be effective coach .....	11
<b>CHAPTER THREE .....</b>	<b>12</b>

3.RESEARCH METHODOLOGY .....	12
3.1.Study area.....	12
3.3.Population of the study .....	12
3.4.Sample and sampling techniques .....	13
3.5.Data sources .....	14
3.6.Data collection instrument .....	14
3.7. Method of data analysis.....	14
<b>CHAPTER FOUR .....</b>	<b>15</b>
4.Data organization, analysis and interpretation.....	15
4.1.Results of all questionnaire .....	15
4.2.Data gathered from players .....	17
4.3 Data gathered from coaches.....	20
4.4.The information gathers from sport office workers on interview .....	24
<b>CHAPTER FIVE .....</b>	<b>25</b>
5.Summary, conclusion and recommendation .....	25
5.1.Summary .....	25
5.2.Conclusion .....	25
5.3.Recommendation .....	26
<b>REFERENCE.....</b>	<b>27</b>
APPENDIX-1 .....	28
APPENDIX-2 .....	30
APPENDIX-3.....	32

## List of Table

Table 4-1: Demographic information of respondents .....	15
Table 4-2: demographic characteristics of coaches, youngsters family, school directors, and sport officers .....	16
Table 4-3: Respondent response on training session, experienced coach, support from family, and sport offices support during the training time .....	17
Table 4-4: Respondents response on training days of player's pre week, each training session covers and availability of equipment's and facilities for players .....	18
Table 4-5: Respondent's response on friendly matches or games per year , coach's in demonstration of fundamental techniques and tactics and efficiencies of coach during the training .....	18
Table 4-6: Respondent response on coaching manual according to his trainee's age category, a chance of getting a course to upgrade yourself, assist coach and sport officers give any support during the training time.....	20
Table 4-7: Respondent response on current level of coaching license, category of the project and trainees scouted for the project .....	20
Table 4-8: Respondent response on the above question on manual according to his trainees age category, training days per week and each training session covers .....	21
Table 4-9: Respondent response on relationship between coaches with his players, friendly matches or games do the coaches have per year and necessary equipment and facilities in practical training . .....	22

## **Acknowledgment**

First of all I would like to thank God who helped me overall dimension to my success.

Secondly I would like to thank to advisor Mr. Abay Yisamaw (MSc) for his guidance and constructive comments and advice for my research.

Also I would like to thank for all project coach for his great assistance and cooperation in filling out and respond also thanks all Wolkite city sport office workers and all football project players for their cooperation in filling out all the questionnaire effectively.

Finally, I would like to thank my family and friends for their overall contribution and all people that are directly related with this study.

## **ACRONYMES AND ABBREVIATIONS**

**FIFA:** Federation International de Football Association

**FYSA:** Florida Youth Soccer Association

**YDF:** Youth Development Football

**US:** United State

**STYSA:** South Texas Youth Soccer Association

**USSF:** United State Soccer Association

**EFF:** Ethiopian Football Federation

**SNNPR:** South Nation Nationalities of People Republic

## **Abstract**

*This study was conducted to investigate assessing the major factors that affect youth football coaching in case of Wolkite city.*

*The study was conducted on Wolkite city football project male trainers, and the total population was 130, 10 Wolkite city sport office workers, 6 foot ball coaches,8 school directors and 6 youngsters family those who involved in sport setting recently. In order to achieve the objective of the study primary and secondary sources were used. The primary and secondary data was gathered through questioner interview and observation. After collect the data the research were analyzed and interpret through qualitative and quantitative method of data analysis and the sample technique. For the total population 100 players we take 100(100%) total number of players. At most of the respondent replied the major factor shortage of material, lack of training area, lack of attention and supports By giving awareness for the players about football training and its benefit, motivating the players to participate, educate the player's parents for the purpose of football, fulfilling the equipment and facility used to minimize the factors of male football training.*

**Key words:** *Youngsters, Soccer, coaches, trainees, football,*

# CHAPTER ONE

## 1. Introduction

### 1.1. Background of the Study

Football is undergoing constant transformation. The game is continuing to spread and conquer the world: smaller countries are starting to become organized; borders are opening up for players; teams are travelling; and the level of training and development of young players has reached new heights in many countries. In short, the game is in a healthy state. On the playing side as well, football is developing at a rapid pace: the game on the pitch is developing; the issues surrounding the game and the competitions are also developing; and, more recently, we have seen advances with the human-related factors and structures that lead to top-quality performance [*Thierry B, ET.AI, football today*].

On the other hand, football is youngsters for most motives for playing from an early age; such a motivation is often secured by following contemporary role model, deemed to be one of the game's best players, whether in the local, professional team and international soccer. Now a day many thousands of youngsters who participate in football have an aspire to play an elite level. [*Jones, 1997 Lyle, 1999: Smith & small, 1993 saucy & DENAND 1998 Youth projects*]

Now a days in Ethiopia there are so many clubs which compact in the premier, super and national league of the country. A soccer club creates a way of developing and growing young players. So in order to construct the basement of football in any country it is necessary to start training from the grass root level with the appropriate scientific procedure.

In the country at the beginning of football project programs implementation by Ethiopia Football federation (E.F.F) in 1989 E.C, the federation has made an agreement with the regions on the development of youth football project in order to improve and upgrade the football arena of the country. Among the regions, SNNPR is the one who took a responsibility as stake holders for the development of a number of youth football project. In its boundary, accordingly the region share and hand over the responsibilities to zonal administrations and woreda in its best, so as a potential part of the Gurage zone. Wolkite city has taken the major role in the development of the project having of youth football project to be established and developed at its territory. [*WondmuTadesse (Ass.pro) and (2004) Football Performance with Specific Reference to the National Team of Ethiopia (unpublished)*].

In this regard, at a startup in 1989 E.C, Wolkite city allocated the project to and has given an opportunity for different sub city and kebele to establish with in schools and outside of the school by the support of zonal sport commission lined departments and offices. But in recent time youth football projects were became lowered and the project is not effective for the production and the development of young players. Such a situation brought an attention of the to assess the major factors that affect youth football coaching

## **1.2. Statement of the Problem**

Youth football coaching is the most vital and important time in which youths acquire different skills technique, tactics, abilities and knowledge that facilitate the important and development of youths' football performance at their younger ages.

Since young player development program is a well-designed, well-structured and well organized program that again scientific method in its implementation by consisting qualified coaches, sufficient infrastructures and the necessary inputs, it was expected to made a certain significant impact on the development of qualified young players of the area.

In the past years the number of youth foot ball project were decreased and the transition of the players to another club is poor. Such circumstance made the researcher intended in order to asses and identifies the major factors that affect youth foot ball coaching.

## **1.3. Objective of the Study**

### **1.3.1 General Objectives**

The general objective of the study is to assess the major factors that affect youth football coaching in Wolkite city

### **1.3.2. Specific objectives**

- ✓ To investigate the availability of equipment's and facilities covering the football coaching.
- ✓ To assess the practice of youth football project and to suggest possible method for their development.
- ✓ To assess the organization of the projects.
- ✓ To suggest sound solution about the factors that limits the practice of youth player development.

## **1.4. Research questions**

1. What are the major factors that affect the youth football coaching?
2. What should be done to facilitate the youth project on the production of elite players?
3. Do the projects get a chance to participate in different competition as well as friendly match?
4. Is there continuous supervision by concerned bodies to evaluate and to shape the problems that faced the program?

## **1.5 Significance of the Study**

The main purpose of the study is to assess the major factors that affect youth football coaching in case of Wolkite city. As result this research was great input and it will play invaluable role in making the whole stake holders aware about issues of the practice of youth football projects.

Thus the findings of this study was the following significances

- Help to overcome the challenges and the requirements of the youth football project development.
- To gain understanding of factors that contributes to positive and negative outcomes in youth football projects.
- To provide a frame work to guide youth football projects.
- Help in designing and planning the suitable and important coaching style, scheduled of practice and training program and procedures.
- The study was significant in identifying different challenges and factor that affect youth coaching in Wolkity city, so that dedicated body can fix them.
- gave the way for individuals who need to conduct further research as on the same area

## **1.6. Delimitation of the Study**

The study was delimited only to assess the major factors that affect youth football coaching in the case of Wolkite city.

## 1.7. Limitation of the study

Some challenges were faced while conducting this research these are including:-

- In adequacy of available relevant research material, sufficient book and reference are the limitation encountered in this study. In addition the scarcity of sufficient book and literature in the area of study was the major short coming that the researchers encountered doing the execution of the study.
- lack of experience among the researcher
- Some players were unable to properly answer the questionnaires. Despite this limitation however the researchers has attempted to make the study as completes as possible.

## 1.8. Organization of the Study

The organizing this study as follows. The first chapter deals with introduction, covering background of the study, statement of the problem, objectives, delimitation and limitations significance of the study, organization of the study and operational definition of study. The second chapter reviews all available and relevant literature to formulate the conceptual framework of this study, while the third chapter explains the research methodology followed to generate necessary data, sampling techniques and sampling size, and methods of data collection. Fourth chapter the study about interpretation and analysis. Finally, the fifth chapter deals with summery, conclusion and recommendation.

## 1.9. Operational definitions of Study

- **Performance** - is the actual ability of individual or group in soccer, an act of performing a play. [ *International DFB Coaching Course Manual / License (2008).Jack H. Wimore and David ]*
- **Practice** -regularly repeated exercise in order to improve skill. [ <http://www.soccerperformance.org/training/overtraining.htm>].
- **Soccer** -a form of football played by two teams of eleven players with around ball which may not be handled during play except by goal keepers, the object of the game being to score goals by kicking or heading the ball in to the opponents goal. [ *U.S youth soccer coaching manual (2002)* ]

- **Training** - to make or become physically fit through a particular course of exercise. [*Governing Sport the Role of the Board (2005) Australian Sports Commission.*]
- **Youth** -the period of human life between childhood and maturity.[ *Jones, 1997 Lyle, 1999: Smith & small, 1993 saucy &DENAND 1998 Youth projects*]

## **CHAPTER TWO**

### **REVIEW LITERATURE**

#### **2.1 The concepts of Football and Youth coaching**

Football was one of the most popular games in U.S today (Arnold, Coker. & Nucgeku, 1977). The history of football goes in back as early as 500 BC. It is believed by many historians to have its roots in the Greek and Roman culture. We know that English laid the blue print for this sport around 1600AD. In the 1868; Henry Chadwick presented the game of Football to the United States. No one expected this game to be as popular as it is today. After World War I football began to show signs of popularity among the people (Arnold et. Al, 1977).

Athletes and coaches are always looking for ways to gain an edge on their competition. In the last few decades, this edge has been sought through the strength and conditioning programs. Since the game of football is very popular the thought is that there would be a large body of research devoted to this popular sport. However, the reality is that there is very little research available in this area. Obviously that football at the top club level is now highly internationalized whether in terms of player transfers, club ownership and broadcasting rights.

Football clubs are therefore in caressingly dealing with foreign clubs, individuals and other bodies. For mid-teens, study, social, activities and part time work pressures are increasing. Furthermore, entertainment opportunities such as movies, music and online games compete with the AFL for spectator interest. According to latest research, there are two dropout chasm critical transition periods coincide with “intrusive” changes in football playing conditions, such as a dramatic change in the rules of the game and the movement from first squad to second squad, which affects kind around 12-13 years of age. And then the movement from junior to a senior club which affects the 17-18 year olds.

#### **2.2 Empirical Literature Review**

The section that presents the determinants or factors that affect for the development of Youth Football coaching. [*Fundamental Coaching Manual (2008)*]

1. **Coaches coaching motives styles:** the reasons why you take up coaching will undoubtedly affect how you coach. For example, if you wish to see young people develop socially and learn new skills, you will adopt a supportive educational approach to coaching and place an emphasis on personal development rather than competitive

success. [*Foundation Soccer Coaching Manual (2008)* ]

2. **The athletes: if you adopt an athlete;** centered approach, as is recommended, you should adopt your coaching style to meet the specific needs of your athletes. [*Federation International de Football Association/ Member Association and FIFA –Stross*]
3. **The situation:** there are some situation in which a particular style of coaching is more appropriate than another. In certain contexts for example, where safety is an important issue, it might be more appropriate to adopt a directive approach to coaching in order to appropriate manner. [*COSTILL (1999). Physiology of Sport and Exercise, Human Kinetics, USA.*]
4. **Coach's personality:** coaches are human beings and therefore have individual personalities. Some coaches may be extroverts outgoing and lively in there and go about their coaching in a quit, calm manner. In truth personality does not matter provided that appropriate actions and behaviors are maintained, which relate to the situation. [*Governing Sport the Role of the Board (2005) Australian Sports Commission*]
5. **Coaches' knowledge:** the more knowledgeable you are as a coach, the more options you will have available to you to plan and deliver effective sessions. Knowledge will also help you to feel confident and create a positive environment for your athletes. A coach lacking in knowledge may come across as low in confidence and may be perceived as lacking skills or the ability of knowing how to deal with certain situations. [*International DFB Coaching Course Manual / License (2008). Jack H. Wimore and David*]
6. **Shortage of equipment and facilities;** materials like ball, cones, practice bibs, shirts and shorts...etc are suitable to coach the players effectively and motivates the players and coaches.
7. **Negative Attitude;** the negative attitude of players, coaches, school managements, city administrations and society are factors for youth foot ball coaching so their attitudes must to change positive attitudes at the time the youth foot ball coaching develops and the objective will be become success.

### **2.3 Training Plan in Youth Football**

International DFB-Coaching Course (B-license) (2008) defines that; per iodization as the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and Contents have to be

taken into consideration.

FIFA Coaching Manual (2004) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

### **Perspective Plan**

The assumption is that long-term plan of the training, which is 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. Such kind of plan is mostly planned for world cup (four-year plan), African cup of nations (two- year plan) and youth project plan. [ *in FIFA Coaching Manual (2004)*]

### **Annual-Plan/One-year Plan**

According to FIFA Coaching Manual (2004) annual training plan (one-year plan) is on the basis for all scheduled training activity, 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. As suggested in FIFA Coaching Manual (2004) the following criteria's should be taken into account when drawing up an annual training plan:

- Playing level, performance age and training age.
- The number of players (squad size) available.
- The fixture list.
- The objectives for performance on the pitch for the season.
- The infrastructure, equipment and conditions available for training.
- The coaching staff available (coaches, medical support, administration manager, sports psychologist).
- Analysis and assessment of past performances.
- The social environment of players (family, school, place of residence lifestyle habits).

FIFA Coaching Manual (2004) divided the annual training plan into three micro-cycles:

- Preparation (pre-season) period
- -Competition period
- Transition (wind-down) period

### **The preparation period**

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 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors.

### **The competition period**

Competition period is the period when general and specific fitness are transformed into match fitness. During this phase players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing. This period usually lasts between 8 and 10 months (depending on the country and level of competition).

### **The transition period**

Transition period is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertions of playing competitive football/soccer. This period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

### **The Training Session**

FIFA Coaching Manual (2004) explains that the training session forms part of the micro-cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team.

## **2.4 Basic Facilities and Equipment's of Football Training**

Different pieces of equipment's are needed during football training. The following list of materials is the most important parts for successful training.

### **Field of play**

According to Frank F. Diclemente (1995) the football/ soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards.

### **Soccer Ball**

The official U.S youth soccer coaching manual (2002) suggests that: every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/ Soccer techniques requires repetition,

which requires touching the ball.

**Shin Guards:-**The shin guard is to protect the lower leg from impact injuries. These injuries can range from severe to the minor bruises and scratches. The shin guard offers protection from some of the injuries.

**Shirts and shorts:-**Players need to have uniform (shirts and shorts) to play football game or during training session.

**Practice bibs:-**When running a practice session, a coach will often need to break his/ her team in to small groups or in to separate teams for scrimmaging. The player should be wear different colored shirts to eliminate confusion. A team should have at least as many practice bibs as it have players on the team, in two separate colors.

## **2.5. Scientific Criteria's to select Football Players**

From university journals and other research organizations-scientists are studying, (known as soccer ability in the US) to gain insight in to the role that skill plays in the physical performance of vertebrates. A scientific method that could help professional football clubs in the selection and identification of new talent should be used [Dr. Robbie W, June 2009].

## **2.6. Style Football Coaching**

Coaching style is the manager in which the coach works with the players and his/her team. There are a lot of coaches who are successful by using different coaching styles.

### **An Authoritarian Coach**

An authoritarian coach makes all the decisions for the team. There are little or no rooms for questioning, and players must complete every task the coach assigns. The coach is the boss, and it is his/her role to tell athletes what to do. Therefore, it is the athlete's role to listen, absorb, and perform. There are times when an authoritarian is necessary and desirable, such as when a new skill is being introduced. Many authoritarian coaches have enjoyed success using a particular method or approach and believe that there is no need to try other methods or playing styles.

### **Democratic coaching style**

A democratic coaching style is most appropriate in achieving these goals. Coaches who use this style understand their responsibilities in providing leadership and direction to the athletes while allowing the athletes the opportunity to share in the decision making and responsibilities. In so doing, you give direction and make decision when it is necessary, but you also realize when it is more beneficial to let the athletes make the decisions and make the responsibilities.

## **Coach and player relationship**

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

### **2.7. The Roles of the Coach**

Coaches can have a great influence on their athletes. The type of influence you will have on your players is determined by your personal skills you significantly affect your athlete's motivation to achieve and enjoyment they receive from participation in different sport activity.

The three major roles of the coach are

- **The coach as a leader:** An important role of the coach is to be an effective leader. As a leader the coach must be able to: establish seasonal goals and objectives and use a democratic coaching style.*[Governing Sport the Role of the Board (2005)Australian Sports Commission]*
- **The coach as a teacher:** Being an effective teacher is an important role of the coach. As a teacher the coach must be able to teach skills using the proper sequence and progressions, teach skills using understandable language, understand the athletes differ in their readiness and understand that athletes acquire skills at different degrees.*[Governing Sport the Role of the Board (2005)Australian Sports Commission]*
- **The coach as an organizer:** An important role of the coach is to be an effective organizer. As an organizer the coach must be able to: plan effectives practices, select assistant coaches who will provide maximum benefit to yourself and your payers.*[Governing Sport the Role of the Board (2005)Australian Sports Commission]*

## 2.8. Criteria to Be Effective Coach

In developing a coaching philosophy, the coach can take the key components to his/ her best ability formulas a coaching philosophy with the aim to improve coach /athlete satisfaction and to achieve better results, these components are discussed below.

**1. Know you self:** - it takes honest assessment to admit to having weaknesses but we all have them. We just do not want be able to identify, consistent ways to coach that utilize those strengths. Are you good teacher or motivator or academic or communicator or are you dynamic or easy going or hard notes or open and friendly? Use your strength to your advantage. [Kothari (2004).*Research Methodology*. New Age International Publisher Ltd].

**2. Known what you are up against your coaching context:-**as important as it is to understand what makes you tick, it is equally important to understand the confines on your coaching context. A good understanding of the age, gender and training level of the athletes you coach. What is your development program plan based upon and how far can you take it by enhancing and sophisticated technique analysis? What funding facilities serve as and equipment are at your There could be other restrictions that will affect your coaching delivery. [Kothari (2004).*Research Methodology*. New Age International Publisher Ltd].

**3. Understand your athletes:** Communication vital in coach football. It is important to talk to your athletes individually to determine what their values and beliefs are what their will not work properly. As a coach, you must be an influential role model and you can have a tremendous influence on your athletes. Take the time to known all athletes just as if you examined your own values beliefs and habits. [John H. Michael H, AND Helen M, (2000) *Advanced Physical Education and Sport*]

**4. Process versus product orientation:-** every coaching philosophy should have a major statement on how the coach views the results process of development and how they performed in important to focus on athletes process of development and how they informing competition rather than the result or outcomes that they achieved. [Yougessh,K ,sign , (2006) *Research Methodology and Strititcs*. New International Publisher Ltd]

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Study Area

The research was conducted at south nation's nationalities and peoples region (SNNPR) at Gurage zone Wolkite city where some youth football projects are located. Wolkite city was founded in 1937.

[Wondmu Tadesse (Ass. prof) and (2004) *Football Performance with Specific Reference to the National Team of Ethiopia (unpublished)*]. Wolkite is one of the reform towns in the southern nation nationalities and peoples region (SNNPR) and has a town administration, municipality, three sub-cities and six kebele's.

Wolkite city administration is the capital of Gurage Zone and also for administrative purposes; it is the center of Kabena woreda, Abeshgey Woreda and Gurage zone. The town is situated 155km south west of Addis Ababa and 430km North West of regional capital city of SNNPR (Hawassa). It is also located at a distance of 185km north of Jimma Zone, 81.9km west of Butajira. The astronomical location of Wolkite city ranges from 8° 17' N 37° 47' E latitude and 283° N 37.783° E longitudes. Traditionally the town climate is classified as woinadega type and 10-year data for rainfall of Wolkite station is 1,138mm. The total area of Wolkite city from administrative boundary is 72km. The total population of the town is 28,866 from this 15,074 are men and 13,792 are women. Wolkite is the woreda administrative town.

#### 3.2. Research design

The main objective of this study was to assess the major factors that affect youth football coaching. To this effect, the study used descriptive survey method. This study allows to collect adequate data within a short period of time in effective cost and time use. They also believe that the method was the best way to collect reliable information in order to examine the extent of their practice and its impact.

#### 3.3. Population of the study

The total population of the study was 130. The study uses 100 players (the players each Male youth football projects) 6 coaches, 10 sport officers, 8 school directors and 6 youngsters family those who involved in sport settings recently as the target population of the study was selected to participate in this researches to collect reliable data.

### 3.4. Sample and Sampling Techniques

Currently Wolkite city has 100 players, 10 Wolkite city sport expert, 6 coaches, 8 school directors and 6 communities. Therefore, the total population of this study was 130.

The sample size in the study was determined by using Yamane (1967) formula, at 95 % of confidence level and  $\pm 10$  % level of precision ( $e = 0.10$ ).

The sample size will be draw using by Yamane (1967) formula:  $n = \frac{N}{1 + N(e)^2}$

Where:  $n$  = Sample size

$N$  = Total population (household)

$e$  = margin error (Precision)

Thus:

$$n = \frac{100}{1 + 100(0.10)^2}$$

$$n = \frac{100}{1 + 100 \times 0.01}$$

$$n = \frac{100}{1 + 1}$$

$$n = \frac{100}{2}$$

$$n = 50$$

From 100 male youth trainers the study population was include 50 trainers from every male youth project by using simple random technique. This sampling technique was selected because it gave equal and independent chance for three projects players in the field population of being selected as a sample. and also there are 6 coaches, 2 sport officers, 2 school directors and 1 youngsters family by purposive sampling technique. Based on this the total population of the study was 61 by using both simple random sampling and purposive sampling technique.

### **3.5. Data Sources**

The researcher use both primary and secondary sources of data to secure sufficient data or information. Primary data are collected from coaches, players and sport commission through questionnaires. Secondary sources were minutes, annual and daily session plan, and reports.

### **3.6. Data Collection Instrument**

In order to get detail and reliable information from the respondents, the researcher was collect the data by using observation, questionnaire and interview.

3.6.1 **Observation** is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting.

3.6.2 **Questionnaire** is as an instrument for research, which consists of a list of questions, along with the choice of answers, printed or typed in a sequence on a form used for acquiring specific information from the respondents.

3.6.3 **Interview** is used to collect first hand data from the H.P.E teachers who teach the students under study. This tool is helpful to triangulate the research data and enable to get practical and detailed primary data.

### **3.7. Method of data analysis**

The investigator was analyzing the data both qualitatively and quantitatively. Also the data was analyzed by using tables and percentage.

## CHAPTER FOUR

### 4. Data organization, analysis and interpretation

This chapter deals with the analysis and interpretation of the data obtained from the players male youth football project, coaches and Wolkite city sport office experts. For 50 players, 6 coaches 2sport officer experts 2 school directors and 1 youngsters families those who involved in sport setting recently were able to fill the prepared questionnaire.

#### 4.1 Demographic data

*Table 4-1:-Demographic characteristics of players*

	Category	Frequency	Percent %/
Gender	Male	50	100%
	Female	-	-
	Total	50	100%
Age	Below 13	-	-
	14 years	17	34%
	15 years	28	56%
	Above 15	5	10%
	Total	50	100%
Academic status	1- 4	-	-
	5 -8	31	62%
	9 – 12	19	38%
	Above 12	-	-
	Total	50	100%
Training Age	Below 2 years	4	8%
	2 – 3 years	16	32%
	4 – 5 years	30	60%
	above 5 years	-	-
	Total	50	100%

The above table shows that 50(100%) of the players are males. Age 17(34%) of the players are 14 years old, 28(56%) of the players are 15 years old and 5(10%) of the players are above 15 years old. The academic status 31(62%) of the players are in grade 5-8 and 19(38%) of the

players are in grade 9-12. The training age 4(8%) of the player below 2 years, 16(32%) of the player 3-4 years, 30(60%) of the players 4-5 years.

**Table 4-2:-** demographic characteristics of coaches, youngster’s family, school directors, and sport officers

	Category	Frequency	Percent %/
Gender	Male	9	81.8%
	Female	2	18.2%
	Total	11	100%
Age	Below 25	1	9.1%
	26 – 35	10	90.9%
	36 – 45	-	-
	above 45	-	-
	Total	11	100%
Academic status	Certificate & below	-	-
	Diploma	-	-
	Bachelor Degree	11	100%
	Master and above	-	-
	Total	11	100%
Occupation	Sport office expert	2	18.2%
	Directors	2	18.2%
	Coaches	6	54.54%
	Community	1	9.1%
	Total	11	100%
Experience	5 years & below	3	27.27%
	6-10 year	6	54.54%
	10-15 year	2	18.2%
	above 15 year	-	-
	Total	11	100%

The above table shows that 9(81.8%) of the respondents are males and 2(18.2%) of the respondent is female. Age 1(9.1%) of the respondents are below 25 years old and 10(90.9%) of respondents are 26-35 years old. from this the study can conclude that there is unbalanced ratio of sex in the sport environment, the most of the peoples in the sport environment are at the youngest stage this implies that young people have enough knowledge and interest for sport, therefore the study can conclude that most projects have qualified and experienced coach.

## 4.2 Data gathered from players

**Table 0-3:-** Respondents response on training session, experienced coach, support from family, and sport offices support during the training time.

	Category	Frequency	Percentage%
Do you have enough facility during your training session?	Yes	8	16%
	No	42	84%
	Total	50	100%
Does your project have qualified and experienced coach?	Yes	33	66%
	No	17	33%
	Total	50	100%
Do you have support from family?	Yes	45	90%
	No	5	10%
	Total	50	100%
Do the sport officers any support during the training time?	Yes	32	64%
	No	18	46%
	Total	50	100%

From the above table 8 (16%) of the respondent say yes and 42(84%) of the respondent say no on the enough facility during your training session. 33(66%) the respondent say yes, 17(33%) of the respondent say no on they have qualified and experienced coach. 45(90%) of the respondent say yes 5(10%) of respondent say no on the support of family. 32(64%) of the respondent say yes 18(46%) of respondent say no on the sport office support during training time . From this the study can conclude that there is not enough facility training during their training session.

**Table 0-4:-** Respondent response on training days of player's per week, each training session covers and availability of equipment's and facilities for players.

	Category	Frequency	Percentage%
How many training days do you have per week?	1-3 days	50	100%
	4-7 days	-	-
	Total	50	100%
How many minutes do each training session covers?	45-64 minutes	-	-
	65-74 minutes	-	-
	75-94 minutes	40	80%
	Above 95 minutes	10	20%
	Total	50	100%
What is the availability of equipment's and facilities	Very low	18	36%
	Low	27	54%
	Sufficient	5	10%
	High	-	-
	Total	50	100%

The above table shows 50(100%) of the respondent says three training days per week. From this the study can conclude that three days training helps for the players to be free of stress, to have recovery within a short period of time and to save energy, 40(80%) of the respondents have 90 minutes training session covers and 10(20%) of the respondent have 120 minutes training session covers. From this the study conclude that, this helps for the players have enough experience and stay longer in the sport environment, 18(36%) the respondent says there is very low availability of equipment's and facilities 27(54%) the respondent says there is low availability of equipment's and facilities and 5(10%) the respondent says that there is sufficient availability of equipment's and facilities. From this the study can conclude that there is less availability of equipment's and facilities in the sport environment.

**Table 0.5:-** Respondent response on friendly matches or games per year , coach's in demonstration of fundamental techniques and tactics and efficiencies of coach during the training.

	<b>Category</b>	<b>Frequency</b>	<b>Percentage%</b>
How many friendly matches do you have per years?	Below 3 game	14	28%
	4-6 game	30	60%
	Above 7 game	6	12%
	Total	50	100%
How the skill of coach's in demonstrations of fundamental techniques and tactics?	Very High	26	52%
	High	11	22%
	Medium	13	26%
	Low	-	-
	Very low	-	-
	Total	50	100%
How is coach's efficient and effective utilization in each practical session?	Very High	11	22%
	High	22	44%
	Medium	17	34%
	Low	-	-
	Very low	-	-
	Total	50	100%

From the above table 14(28%) the respondent says we have below 3 friendly matches per year 30(60%) the respondent says we have 4-6 friendly matches per year and 6(12%) the respondent says we have above 7 friendly matches per year. 26(52%) of the respondents response is very high, 11(22%) of the respondents response is high and 13(26%) of the respondents' response is medium on 11(22%) of the respondents response is very high, 22(44%) of the respondents response is high, 17(34%) of the respondents response is medium the efficient and effective utilization of time for coaches in practical session.

From this the study can conclude that players have many friendly matches per year with other team this can help them to share experience and techniques from others. The studies conclude that there is high demonstration of fundamental techniques and tactics of coaches in sport environment. And the study concludes that sport office does not give any support for players during the training time.

### 4.3 Data gathered from coaches

**Table 0-6:** Respondent response on coaching manual according to his trainee’s age category, a chance of getting a course to upgrade yourself, assist coach and sport officers give any support during the training time.

	<b>Category</b>	<b>Frequency</b>	<b>Percentage%</b>
Do you have coaching manual according to you trainee’s age category?	Yes	5	83.3%
	No	1	16.7%
	Total	6	100%
Did you have a chance of getting a course to upgrade yourself?	Yes	6	100%
	No	-	-
	Total	6	100%
Do you have assistance coach?	Yes	-	-
	No	6	100%
	Total	6	100%
Do the sport officers give any support during the training time?	Yes	-	-
	No	6	100%
	Total	6	100%

The above table shows that 5(83.3%) of the respondent have a coaching manual according to their trainee’s age category and 1(16.7%) of the respondent have no coaching manual according their trainees age category. From this the study conclude that the most coaches have a coaching manual according to their trainees age category .This manual helps to design appropriate project depending up on the age category of trainees. Sport coaches have got a chance upgrade themselves. The chance helps them to fill their weakness and gap during their work time in the sport environment. The study concludes that coaches have no assist coaches. This makes the coach busy, and may get tired and over stress and the study concludes that sport office does not give any supports during the training time.

**Table 0-7:** Respondent response on current level of coaching license, category of the project and trainees scouted for the project.

	<b>Category</b>	<b>Frequency</b>	<b>Percentage%</b>
What is your current coaching level?	Certificate	-	-
	First level	4	66.7%
	Second level	2	33.3
	Have no coaching level	-	-
	Total	6	100%
	Your age category of the project?	U-10	-
	U-13	-0	-
	U-15	3	50%
	U-17	3	50%
	Total	6	100%
No of trainees scouted for the project?	<20	-	-
	21-25	1	16.7%
	26-30	4	66.6%
	Above 31	1	16.7%
	Total	6	100%

From the above table 4(66.7%) coaches have first level coaching license and 2(33.3%) coaches have second level coaching license. From this the studies conclude that all coaches have qualified for coaching professions. 3(50%) of the respondent are U-15 3(50%) of the respondent say U-17. From this the study can conclude that most of the trainees in the sport environment are at their youngest age category. This age category helps them to have more experience and skill about sport. 1(16.7%) of respondent says 21-25 trainees in the project 4(66.6%) of the respondent say 26-30 trainees in the projects and 1(16.7%) of respondent says above 31 trainees in the project . From this study conclude that trainees scouted for the project are good because the coach manage the players easily.

**Table 0-1:** Respondents response on the above question on manual according to his trainees age category, training days per week and each training session covers .

If your answer is yes for the above question do you follow it while coaching?	Category	Frequency	Percentage%
	Always	1	16.7%
	Sometimes	4	66.6%
	Not at all	1	16.7%
	Total	6	100%
How many training days do you have per week?	One - Two days	-	-
	Three - Four days	6	100%
	Five – six days	-	-
	Seven days	-	-
	Total	6	100%
How many minutes do each training session covers?	45 – 60 minutes	1	16.7%
	61 – 75 minutes	1	16.7%
	76 – 90 minutes	4	66.6%
	91 – 120 minutes	-	-
	Total	6	100%

From the above table the study conclude that most coaches follow the coaching manual based on their age category.

The study concludes that coaches have 3 - 4 training days per week. This makes them advantageous because they have enough rest time. 1(16.7%)of the respondents say 45 - 60 minutes training session cover 1(16.7%)of respondent say 61 - 75 minute and 4(66.6%) of the respondent says 76 - 90 minute training session covers.

The study concludes that coaches have no the same training session covers per day.

Table 0-2: Response of respondent on relationship between coaches with his players, friendly matches or games do the coaches have per year and necessary equipment and facilities in practical training.

What is your relationship with your players?	Category	Frequency	Percentage%
What is your relationship with your players?	As a teacher	2	33.3%
	As a manager/coach	1	16.7%
	As a friend	3	3%
	As a leader	-	-
	Total	6	100%
	How many friendly matches or games do you have per year?	Below 3 game	2
How many friendly matches or games do you have per year?	4-6 game	3	50%
	Above 7 game	1	16.7%
	Total	6	100%
	The provision of necessary equipment and facilities in practical training is?	Very high	-
The provision of necessary equipment and facilities in practical training is?	High	-	-
	Medium	4	66.7%
	Low	-	-
	Very low	2	33.3%
	Total	6	100%

From the above table the study concludes that the coach have a variety of relationship with their player. This makes the working environment smooth, friendly and respect-full with each other.

The study concludes that the coaches have above 2(33.3%) below 3 friendly match or games per year with others 3(50%) 4 – 5 friendly match or games per year with others 1(16.7%) above 7 friendly match or games per year with others. This help him sharing experience, techniques and playing tactics and make him strong and competent enough and get a chance to join in higher and premier leagues.

The study concludes that equipment and facilities in practical training are medium and it is not sufficient. This may make trainees less initiative and psychologically weak in their participation in the sport environment.

#### **4.4 The information gathers from Sport official workers on interview**

1. How do you see the supervision by the stake holders?

There is no sufficient supervision by the stake holders and the stake holder does not give attention for the players.

2. How do you see the supply of equipment for the project?

There is no sufficient supply of equipment for the projects. So there are things to be full filed.

3. How do you evaluate the trainee's state?

The trainee's state is evaluated based on their age difference and the total life style or biography data and also asking their health status .to understand in what condition they are found, and also by game and training time.

4. Can you mention other problems in coaching projects and how they are existed?

Yes, there are so many problems which faced to the projects. For example lack of playing area, shortage of training materials and budget. The reasons that the problem existed on projects are lack of supervision and lack of attention

#### **4.5 The information gathers from trainees on observation.**

1. How do you do the training during practical session?

The trainees train with good management and organization.

2. Do you see how many supply of equipment on the training?

There is no sufficient equipment for the project.

3. How do you evaluate the trainees?

The trainee's evaluation way is good categorized by age and skill status.

## CHAPTER FIVE

### 5. Summary, conclusion and recommendation

#### 5.1. Summary

The purpose of this study was to identify a case study on assessing the major factors that affect the youth football coaches in case of Wolkity city. And also to examine motivation of coaches in male participation of football practical session.

The researchers was taken the total number of players as sampling and to take the total number 46 players, 6 Wolkity city football project coaches,2 Wolkity city sport office experts,2 school directors and,1 youngsters family those who involved in sport setting recently.

The researcher was found assessing the major factor that affects the youth football coaches in case of Wolkity city. The researcher is used to quantitative and qualitative methods.

Lack of available resource, personal factor and lack of previous knowledge were to assess the major factors that affect youth football coaches in case of Wolkity city project.

To this end, this study has the following specific objective

- ✓ To identify the progress of youth football project.
- ✓ To investigate the availability of equipment's and facilities covering the football coaching.
- ✓ To examine the practice of youth football project and to suggest possible method for their development.
- ✓ To examine the organization of the projects.
- ✓ To assess the planning and training method of the projects.
- ✓ To suggest sounded solution about the factors that limits the practice of youth player development.

## **5.2. Conclusion**

The study shows that assessing the major factor that affect youth football coaches in case of Wolkity city Therefore, the question, objective were implemented to know the response of players, coaches and Wolkity city sport office experts. The response is analyzed in detail. According to the data analysis the following major conclusions were drawn: most of respondents believe that there is lack of sufficient material in Wolkity city all football project to physical activity.

In general the Gurage zone Wolkity city youth football project highly affected by absence training field, lack of enough friendly match, lack of coaching philosophy, lack of responsible (governmental or non-governmental) body, shortage of facilities and equipment for training session.

## **5.3. Recommendation**

Based on the finding and conclusion my research would like to recommend the following:

- ❖ The team administrator and concerned body should be sensitive to full fill enough material for project.
- ❖ The concerned body should facilitate the standard football field for training
- ❖ All concerned body should have to motivate or encourage the players enable them participate in practical activity
- ❖ Wolkity city sport office should facilitate different kinds of training and upgrade opportunities for coaches.
- ❖ The sport officers give attention for the players and supervise them.
- ❖ Give enough budget for the projects
- ❖ The players should be also challenging the above listed problems for the responsible governmental body.
- ❖ Finally, the study would like to recommend that further study to be conducted to find out if there are other major factors that affect the youth football coaching during practical training course might not be treated in this study.

## **REFERENCE**

- COSTILL (1999). Physiology of Sport and Exercise, Human Kinetics, USA.
- Federation International de Football Association/ **MerberAssociation** and FIFA –Stross
- FIFA Coaching Manual (2004)
- Fundamental Coaching Manual (2008).
- Foundation Soccer Coaching Manual (2008)
- <http://www.soccerperformance.org/training/overtraining.htm>
- Governing Sport the Role of the Board (2005) **Australian Sports Commission.**
- International DFB Coaching Course Manual / License (2008). Jack H. Wimore and David
- Jones, 1997 Lyle, 1999: Smith & small, 1993 saucy & DENAND 1998 Youth projects
- John, J (1978) .Junior Soccer. Film Type Service Great Britain Official US Soccer Coaching Manual (2002).
- John H. Michael H, AND Helen M, (2000) Advanced **Physical Education and Sport**, stanley Thornes (publisher) Ltd.
- Kothari (2004). **Research Methodology.** New Age International Publisher Ltd.
- Russell C. **Smeller Westont College Santa** /Head Coach CA/93/08 USA Professor of Kinesiology Head Coach Men's and Momen's Cross CoyntnyTtrack and Field.
- Soccer Journal January –Felmary (2011)
- Wondmu Tadesse (Ass.pro) and (2004) **Football Performance with Specific Reference to the National Team of Ethiopia** (unpublished).
- Yougessh,K ,sign , (2006) **Research Methodology and Stristitics.** New International Publisher Ltd.

# APPENDIX-1

## WOLKITE UNIVERSITY

### COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF SPORT SCIENCE

#### Questionnaire for coaches

The aim of this study is to assess the major factors that affect youth football coaching in wolkity city. This questionnaire has been designed to collect relevant information to the study expressed earlier. Your participation will be very much appreciated as it contributes towards the efforts made for the aforementioned purpose.

Thank you for your participation

#### General direction

1. No need of writing your name
2. For open ended questions please make your answer short and precise.
3. For multiple choice items make a circle on the answer letter.
4. please use this sign ( ✓ ) on the box for part one questions

#### Part I: personal information

1 Gender: Male  Female

2 Age -----

3 Your education level

High school diploma  degree  other

4 Your experience of coaching

1-2 years  3-4 years  5-6 years  above 6 years

5 What is your current level of coaching license?

Certificate level  first level  second level  have no coaching license

6 your age category of the project

U-10  U-13  U-15  U-17

7 Number of trainers scouted for the project

15  20  25  30

**Part two;**

1. Do you have coaching manual according to your trainer's age category?  
A. Yes B. No
2. If your answer is 'yes' for the above question, do you follow it while coaching?  
A. Always B. sometimes C. not at all
3. How many training days do you have per week?  
A. One - Two days B. Three - Four days C. Five – Six days D. Seven days
4. How many minutes do each training session covers?  
A. 45 minutes B. 60 minutes C. 75 minutes D. 90 minutes E. 120 minutes
5. DO you have a chance of getting a course to upgrade yourself?  
A. Yes B. No
6. Do you have an assistant coach? A. Yes B. No
7. What is your relationship with your players?  
A. as a teacher B. as a manager C. as a friend D. as a leader
8. How many friendly matches or games do you have per year?  
a. Below 3 game  
b. 4 -6 games  
c. 7 games and above
9. Do the sport officers give any support during the training time?  
A. yes B. No
10. The provision of necessary equipment and facilities in practical training is:  
A. very high B. high C. medium D. low E. very low



4 How many minutes do each training session covers?

A. 45 minute    B .60 minute    C.75 minute D. 90 minute    E 120 minute

5 what is the availability of equipments and facilities?

A very low    B. low    C. sufficient    D. high    E very high

6 How many friendly matches or games do you have per year?

A. 1game    B .2 games    C .3 games and above    D. No friendly matches throughout the year

7 How the skill of coach in demonstration of fundamental techniques and tactics?

A. very high    B. high    C .medium    D. low    E. very low

8 How is coach's efficient and effective utilization of time in each practical session?

A. very high    B. high    C .medium    D. low    E. very low

9 Do you have support from your family?

A. Yes    B. No

10 Do the sport office give any support during the training time?

A. Yes    B. No

### **APPENDIX-3**

### **WOLKITE UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**  
**DEPARTEMENT OF SPORT SCIENCE**

**Interview guidelines prepared to Wolkite city sport office**

The aim of this study is to assess the major factors that affect youth foot ball coaching in Wolkite city. This questionnaire has been designed to collect relevant information's to the study expressed earlier. Your participation will be very much appreciated as it contributes towards the efforts made for the aforementioned purpose.

Thank you for your participation

**Main Interview questions**

1. How do you see the supervision by the stake holders?
2. How do you see the supply of equipments for the project?
3. How do you evaluate the trainer status?
4. Can you mention other problems in coaching projects and how they are existed?