

**DEBRE BIRHAN UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES**

**DEPARTMENT OF SPORT SCIENCE**

**THE ASSESSMENT OF FACTORS THAT AFFECT THE DEVELOPMENT OF  
FOOTBALL PROJECT PLAYERS IN THE CASE OF NORTH SHOA ZONE**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT  
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EDUCATION IN SPORT MANAGEMENT**

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## **DECLARATION OF THE AUTHOR**

The researcher hereby stated that this thesis is for the partial fulfillment of the requirement for the Degree of Master on the research is the original work and has no any previous research on the defined title. The researcher then declared that the thesis is her own real work and conformed by her signature singed below.

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## **Abbreviation**

AI	Adequate Intake
BMI	Body Mass Index
DFB	Detacher Fuss Ball Bound
EFF	Ethiopia Football Federation
FIFA	Federation international football association
RDA	Recommended Dietary Allowance
S.A.I.D	Specific Adaptation to Imposed Demand
UL	Upper Intake Level

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Football is the most popular sport in the world. It can be played by young and old, boys and girls, by elite and physically or mentally challenged and on small or wide field. Football is a famous and popularized sport loved by many people. It has attracted a large amount of faithful fans that will do their best to support it. People will prefer to watch the exciting football game irrespective of race, color, and nationality and or even learn playing it.

Football is becoming one of the income sources among the sources of income in the world contributing millions of dollars to flow in world investment. In many European and Latin countries football sport is becoming the main sources of their foreign currencies. The globally increasing popularity and recreational value of football sport is enforcing various investors to invest their resources on the area.

However, to those people who are novice to the game, it is necessary from them to know what the football game is all about. It is also a game which requires skill and intelligence, the factor of speeds, power and endurance become important as one grows older.

Today, football is a global sport governed by FIFA. Many countries around the world have their own leagues and football clubs that follow international rules on the sport. Every 4 years, FIFA organizes the biggest prize in football which is the “World Cup”. This particular tournament is participated by many countries from all continents to gain football supremacy. [http://www.fifa.com/classicfootball/history/.](http://www.fifa.com/classicfootball/history/))

Even though Ethiopia is well re-known in athletics world especially in long run sport, the football is the foremost appreciated sport among of the majority of the society. At the present time the Ethiopian football is affected by different factors and



due to those indefinite reason they loss good results but Ethiopian still love football game. The Ethiopian football federation has gotten recognition by the government in 1947 but the association has been established under the prince Hayleselassie in 1943 after the English men had begun the first football game long years later, the Ethiopian also adapt the sport in love.

The first Ethiopian football championship is taken between five different clubs in 1943. Those clubs were the Ethiopian Kidus Giorgis(St George) football club the Britannia troops football club, the Italian fortitude football club, the American Ararat football and Greek Olompiakos. The first Ethiopian national team friendship match is done against the Djibouti national team at the field Jan-meda in 1947 on that game Ethiopia won 6 to 0.and the Ethiopian first abroad is with the Greece and lost 0 to3.

Historically football emerged in Ethiopia many years ago. History tells us Ethiopian football team is one among the team established in Africa. But the development could not be exhibits the expected improvement. According to Ethiopian football Federation, though the role and popularity of football in the country's economy is not significant it is getting the attraction of the society and the government is giving due attention so that the country can take advantage of the game. To utilize the advantages football sport, the country is expected to produce elite players in the required quantity and quality. Accordingly, the EFF is widely working on football.

In the world many countries use different mechanism to develop elite footballer most of them are use football academy system of developing elite footballer starting from grassroots level and categorizing by different age bracket. best practice for developing elite footballer is to train by qualified coach from grass root level. These are U-6 kids and 1<sup>st</sup> level graders. soccer at this age should be discouraged in any form rather than as a fun activity for kid. U-8 1<sup>st</sup> and 2<sup>nd</sup> graders soccer is still all about having fun with the ball and encourages the

children to want to have the ball at their feet. U-10 3<sup>rd</sup> and 4<sup>th</sup> graders, U-12 5<sup>th</sup> and 6<sup>th</sup> graders, U-14 7<sup>th</sup> and 8<sup>th</sup> grades, U-16 9<sup>th</sup> and 10<sup>th</sup> graders just like this age bracket the coach give special training according to their age practice and produce many elite players for their clubs and national teams. <http://www.coachesnet.usoccer.com>).

Player development occurs when the developing athletes are exposed to the strategic capabilities of the academy and shown how to effectively use taught skills. These skills reside in an organization's rules, routines and procedure style or manner in which the company makes decisions and manages its internal processes to achieve organizational objectives (Jones & Hill, 2009).

Many African countries use this sport academy system like Ghana, South Africa, Nigeria etc but in our country there is no sport academy for football but there is a project but these project at different region have not enough facility, qualified coach. This is also true in Amhara region but this region is potential area related to other region. In this case the purpose of this study was to investigate the assessment of factors that affect the development of football project players in the case of north Showa zone

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

Developing elite players in the required number and quality is the vision of strong teams and projects of football. When developing project soccer players, the players in a team come with different characteristics at different age and require different needs at different ages in order to be project players. The best mechanism of developing project players is to train from grass root level by age bracket based on the characteristics of players at different age.

The strength of football team depends on the quality and quantity of project players included or produced in the team. The availability of project players in a team is important to arise the youth to be elite also basic source of financial income for the players itself and the country. Thus, producing elite players is the basic goal of

football team goals.

However, the process of developing project player is affected by many factors. Regarding the factors, has identified different main factors that influence the development of project soccer players. These are training factors, the relative age effect, the role of coaching and instruction, parental influences and cultural factors.

The researchers observe that most woredas they cannot consider about the football project players and also they cannot consider on their development. Simply they concern on for the sake of report.

Additionally, the researcher believes that why the project players cannot be an elite players and also why they cannot play for different clubs. So, the researcher sees gab and in this case this study is a research to fill the gap which have been got the project players in these woredas.

In order to produce elite players North Shoa Zone specifically Debre Birhan, Tarma Ber and Mehal Meda word in Amhara region, to mention the challenges of project players should be reduced or avoided if possible. Using motivational mechanisms, the interest of coaches should be enhanced and the motive of trainees to be elite players must be assessed before joining the project. The Researcher is highly interested to see the above listed factors to identifying the factors that affect the development of football project players in case of in North Shoa Zone woredas, namely Debre Berhan, Tarma Ber and Mehal Meda.

### **1.3. Research Questions**

Thus, this study tries to assess the factors that affecting the development of football project players in Amhara region, North Shoa zone, Debre Birhan, Tarma Ber and Mehal Meda woredas with the following research questions:

- a. Do the projects have the required infrastructures for the development of elite players in the projects?
- b. What are the training methods to apply on the projects players?

- c. What are the challenges of developing project players in Debre Birhan, Tarma Ber and Mehal Meda Woredas football projects?
- d. What is the relationship of in the project members?
- e. What are the possible mechanisms of enhancing the development of football project players in the existing projects of Bebre Birhan, Tarma Ber and Mehal Meda Woredas?

#### **1.4. Objectives of the Study**

##### **1.4.1. General objectives**

The main objectives of this study was to assess the factors that affect the development of football project players in the case of north Showa zone woredas, namely Debre Birhan, Tarma Ber and Mehal Meda.

##### **1.4.2. Specific objectives**

The specific objectives of the study are:

- ✚ To identify if the projects in Debre Birhan, Tarma Ber and Mehal Meda Woredas have the required infrastructures for the development of players in the projects.
- ✚ To explore the training method on applying of the project players in selected woredas.
- ✚ To identify the challenges of developing project players in Debre Birhan, Tarma Ber and Mehal Meda Woredas football projects.
- ✚ To explore the relation of project members.
- ✚ To find the possible mechanisms of enhancing the development of project football players in the existing projects of Debre Birhan, Tarma Ber and Mehal Meda Woredas.

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

The findings of the study have the following significances:

- ✚ It may bring the opportunity for the youth of this region to get benefit from

their natural strength and appearance by participating and hard working in football even also other ball games rather than passing their time indifferent bad habits.

- ✚ Give an insight about the contribution of developing project footballer for that region youth and even for the country as a means of changing social bad behaviors.
- ✚ It may help the Sport offices in selected woredas to get firsthand information concerning the factors affecting the development of project players in the area
- ✚ It may help as an input information for other researchers who want to conduct further studies on similar or related issues

### **1.6. Delimitation of the study**

This study was delimited in North Shoa Zone within three Woredas that have football projects, namely Debre Birehan, Tarma Ber and Mehal Meda football projects to identify major factors that affect the development of football project players in North Shoa Zone woredas.

### **1.7. Limitations of the study**

In conducting the study the researcher has faced the following limiting factors. The lack of enough reference materials and other studies on the area related to the development of elite players were the major limiting factors.

### **1.8. Definition of operational term**

**Development:**-the process of changing and becoming larger, stronger, or more impressive, successful, or advanced, or of causing somebody in to elite players.

**Elite:** - Richest, best, or most powerful: more talented, privileged, or highly trained than others soccer players.

**Football:**-Ball game uses no hands, a game in which two teams of 11 players stray to score by kicking or butting a ground ball into the net goals on either end of rectangular field.

**Football academy:** - an educational institute devoted particularly for producing elite footballer.

**Soccer:** - A game in which a round inflated ball is advanced by kicking or propelling with any part of the body except the hands or arms. The object of the game is to place the ball in opposite goals.

**Game:-** is a play in which two teams of 11 players try to score by kicking or butting a ground ball into the net goals on either end of a rectangular field.

**Project:** - task or planned program of work to develop players or upgrade their abilities and teach new skills.

### **1.9. Organization of the study**

The study organize into five main chapters, chapter one to five. In the first chapter the introduction in which the background, statement of the problem, basic research questions, objectives, significances, delimitation and limitations of the study are include. In the second chapter the review of related literature is present. The third chapter is concern with the methodology of the study in which the design of the study, study population, sample and sampling techniques, data collection, chapter four analysis and interpretation methods are include. The last chapter is concern with the summary, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about concepts of elite soccer players, characteristics of players at different age in order to produce elite player, different factors that affect the development of elite soccer player like training factors, maturational factors coaching styles, facilities and equipment and sport drinks and nutrition for developing elite soccer players finally about successful football academies/project, psychology and performance and the Concept of Interpersonal Relationship.

#### **2.1. Concepts of developing elite soccer players**

Soccer is one of the most popular sports and has millions of spectators in the world. Different people define this term, as US Youth Soccer Player Development Model (2012;7) defines Soccer is within a given set of rules there are two teams who compete to score goals against each other. Each team consists of 11 (or fewer) individuals who must use their abilities to play together while trying to win the game.

Elite sport refers to power and performance sport which includes those sporting codes that are highly organized and competitive. In most traditional definitions, sport is regarded as a physical activity that is competitive, requires skill and exertion, and is governed by institutionalized rules (Aman, Mohamed & Omar-Fauzee, 2009).

Bohlke and Robinson (2009) describe that an elite sports system as the infrastructure and practices used to identify, develop and prepare athletes for sporting success. It begins with the identification of raw talent that is transformed by a number of factors into athletes that can achieve success on an elite sports stage. Houlihan and Green (2008) outline that 'elite' sport systems are concerned with the systematic and strategic development of elite athletic performance.

This performance is developed through an appropriate environment that is conducive to learning in the hope that potential is realized (Williams & Reilly, 2000).

According to U.S Soccer “D” License Manual (2008:23) the concept of player development is essential to the long-term growth and improvement of the player. Player development demands that the player is central to all decisions made regarding training and competition. The coach who believes in player development will ensure that the following objectives are met: Games and activities are used that players want to participate in because they are enjoyable-goals to score on and to defend. Every player has a ball for training. Games and activities are designed to maximize the number of touches on the ball by each player. Training session is designed to improve a player’s technical abilities and their tactical application. Competition is a main ingredient within the practice helps to motivate and challenge the player, educates players to develop an appreciation for the game, teammates, opponents, referees and coaches.

In order to get privileged minority or talented soccer players different countries use different strategies based on their philosophy, experience, scientific findings and economical background. Developing soccer players requires preparing curriculum following players from the grass root level is an inevitable for most countries in the world even though they use different strategies based on this US Youth Player Development Model 2012 suggest that, A project must have a model for the development of all players. The core for planned development is a sound curriculum. True player development occurs when each player’s daily training and playing environment is of the highest quality.

The natural physical ability of players is crucial in order to produce project soccer players by applying training principles. Technical and tactical skills in soccer are highly dependent on the player’s physical capacity. More than 90% of a game is performed by aerobic metabolism, and the average intensity is



around the anaerobic lactate threshold (80–90% of maximal heart rate). However, the actual time spent at exactly that intensity is about 20 minutes, as the players either exercise above (accumulating lactate) or below (oxidizing the accumulated lactate) this threshold. One of the most important factors that influence exercise intensity is the player's maximal oxygen uptake ( $Vo_{2max}$ ) (Chamari *et al.*, (2004).

Talent development is concerned with providing individuals with an appropriate environment that is conducive to learning in the hope that potential is realized (Williams & Reilly, 2000). The creation of an appropriate environment provides the strategic context for the value creation activities. Those wishing to emulate the success within an academy system have attempted to copy successful practices because the provision of the system and services is perceived to be essential in the production of 'elite' athletes (Deloitte & Touche, 2003). Even though it is generally agreed what services should be provided by an elite sport system, little is known about how sports systems should manage their elite services (Bohlke & Robinson, 2009).

## **2.2.Characteristics of project Player Development Path Way**

According to the influential study by Appelbaum *et al.* (2000), when developing elite soccer players shows their ability by different characteristics at different age and requires different needs based on their ages in order to be effective. The best mechanism of developing elite players to train from grass root level by age bracket based on the characteristics of players at different age. Structures and support systems allow athletes to develop their skills and abilities.

In other words, people perform well when they have the necessary knowledge and skills to do so, when they have the motivation to do it and when their work environment provides them the necessary opportunities.

These development pathways would include aspects of training and providing opportunities for the talent to progress along a pre-determined path.

According to (Kuijer, 2007), training is the acquisition of knowledge, skills and competencies as a result of teaching. The effects of training for the young players can be clearly identified within the realm of football. Training is seen as offering

skill- enhancing practices to young players in a football club, allowing them to develop and progress through a development system to achieve maximum benefit for both the individual and also the club. A youth player becomes a valuable resource to a club if he manages to become a professional player. Young players that develop and make it as a professional football player can generate revenue to the club.

### **Ball Control and Creativity: 6-10 years old**

According to (Starton G. *et al.* 2004:8) During childhood, fundamental motor skills such as kicking, throwing, catching, jumping, running, rolling, balancing and so forth are developed and refined in preparation for entry in to specialist sporting activities such as soccer.

Soccer at these ages should be discouraged in any form other than as a fun activity for kids that happen to include a soccer ball.

### **Ball skill, creativity and gradual insight in to the game 11-14 years old**

According to US youth soccer player development model (2012) Soccer for this age is a fun activity for the kids that encourages a lot of games to goals and encourages experimentation with the ball. The ratio of balls to players should be small enough that all your players are involved all the time. The focus is on developing a relationship with the ball in a joyful environment. There should be no standings and no awards.

At the youth level, games are forum for players to test their ball skills and game awareness, and should be considered an additional means of development rather than the objective.

### **How to function in group 15-16 years old junior level teenage years**

According to US soccer coaching manual (2012) critical time in a player's development is age of 15 and 16 years old. Many children stop playing because of other interests, a lack of success, a shortage of playing opportunities, poor leadership or other reasons. Players tend to be mentally tough and self- confident, but need attention and security. There is a need for team spirit, leadership and discipline within a team.

### **Competition and outcome: 17years and older senior level: U-18 and above**

As the International DFB-Coaching Course Manual (B-license, 2008:92) notes

that; it is in this age group that the consolidation of previously established performance ground is takes place. Training bad devised to support and to foster the natural biological development must create the prior conditions for ensuring that the youth can smoothly join the ranks of senior football. This training bad is even aimed to physically adjust players to the diversity of the challenges posed by competition, but equally applies to the intellectual-mental sphere.

### **2.3.Factors influencing the development project soccer player**

There are different factors influencing the development of elite soccer players. Based on this, Baker *et al.*, 2003) discussed six main different factors. These are training factors, maturational factors: the relative age effect, the role of coaching and instruction, parental influences and cultural factors.

#### **➤ Infrastructures factors**

There should be training infrastructure; the one who know training method and has an experienced coach requires producing elite soccer players according to (Baker *et al.*, 2003) It is perhaps not surprising that high levels of training or practice are required to expertise to attain or develop elite soccer players.

According to (Thomy R. 2007), following training principle is important to produce elite soccer players a basic principle of training is that the biological system to be affected is overloaded. The training stimulus or stress presented is greater than that which the individual is normally accustomed to.

#### **➤ Maturational factors**

According to (Baker *et al.*, 2003:3) the availability of essential resources, such as coaching and parental support, can significantly influence the ability to engage in the required amounts of high quality training and developing elite soccer players.

According to (Malina *et al.*, 2007) Youth soccer players classified as elite and non- elite, or as possessing high and low levels of soccer ability differ in body size and maturity, and in strength, flexibility and soccer- specific skills. Unfortunately, size and maturity status are generally not controlled in comparisons of functional tests and sport- specific skills.

### ➤ **Parental Influences**

Retrospective research with elite performers over the last 30 years has revealed the importance of parental support for the development of expertise. Bloom and colleagues (1985) interviewed talented performers and their families in the fields of music, art, science, mathematics, and athletics and created a model of talent development with three stages: the early years, the middle years, and the later years. Each stage is characterized by shifting demands on the child and parents.

In the early years parents were found to take a leadership role where they provided their child with the initial opportunity to participate in the domain and sought out their child's first formal teacher. The research of Bloom (1985) and Côté (1999), demonstrates how parental support helps expert performers and elite athletes deal with the demands of the sustained deliberate practice necessary to reach an expert level of performance.

### ➤ **The relative age effect**

According to Glasmer and Vincent (2004: 32), youth sport programmers use cut-off dates to ensure that children will receive age-appropriate instruction and to allow for fair competition. However, there is a great variance in the perceived abilities of children who may compete in the same age bracket. An Under-13 soccer player born in January may have a distinct advantage over an Under-13 soccer player born in December. A 12-months difference in age has been shown to significantly explain performance differences in youth competitions due to important anthropometric variances (Reilly, Bangsbo & Franks, 2000: 677; Helsen, van Winckel & Williams, 2005:629).

According to (Baker *et al.* (2003: 2) state that the relative age effect may be explained by the fact that older players are better in all physical aspects and they thus experience more success and rewards in the sport. This early success motivates the older players to remain in the sport, while the younger players drop out. It is also possible that older players get incorporated into higher competitive representational teams, where they receive better facilities and training than their younger peers.

## **2.4. Facilities and Equipment of Football Training**

Different pieces of equipment are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own

your own equipment. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment. As a result, the following lists of materials are the most important parts for successful training.

➤ **Football field**

According to Frank F. Diclemente (1995:8) the football/soccer playing field can be made from rectangular area of maximum width 69m and minimum width 59m; the maximum length 110m and the minimum length 101m. In other words the Foundation Soccer Coaching Manual (2008:192) describes that; the field of play must be rectangular, its length cannot be more than 119m nor less than 91m. Its width cannot be more than 91m nor less than 46m. One goal must be anchored at each end of the field.

➤ **Soccer Ball**

The Official U.S. Youth Soccer Coaching Manual (2002:19) 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.

➤ **Cones or Field Markers**

After soccer balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down.

Cones are used to define the playing areas, known as “grids.” Unless a team is lucky enough to have its own practice field, it will probably have to share space on a soccer field with one or more teams.

➤ **Air Pump**

Keep an air pump with the extra balls or in the medical kit. A coach need to make sure that he/she have the needles required for inflating the balls. A simple check prior to the beginning of practice to see who needs to have their

balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly (Mohammed Nasir2011).

➤ **Practice bibs**

When running a practice session, a coach will often need to break his/her team into small groups or into separate teams for scrimmaging. The players should wear different colored shirts to eliminate confusion.(Mohammed Nasir2011).

➤ **Football Shoe**

As Adrian Lees (1996:141) explains that a typical football shoe is one which is made from leather and cut below the ankles and with a hard outsole to which studs are attached. Moreover, Dewitt, J. (2001:5) explains that three basic styles of football/soccer shoes. These are discussed as follows: Flat-soled shoes with no cleats or studs: are suitable on artificial turf and in locations the ground is hard. Molded cleats: are probably the most common shoes used in football/soccer and they are appropriate outdoors on grassy fields. The cleats are not removable.

➤ **Shin Guards**

The shin guard is used 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 these injuries. In relation to this idea, Lees A. (1996:147) describes that the shin guard can reduce the effect of bruising, glancing blows and scraping by the ground or an opponent's studs.

➤ **Shirts and Shorts**

Players need to have uniforms (shirts and shorts) to play football game or during training session. Furthermore, the Official U.S. Youth Soccer/football Coaching Manual (2002:22) suggests that uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

➤ **Net for a Soccer Goal**

If a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players'

confidence and satisfaction.

Because many of the activities that the team runs will involve shooting one goal, the net can also help keep players from having to chase their balls after they shoot (Mohammed Nasir, 2011).

➤ **Portable Goals**

Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small (Mohammed Nasir, 2011).

➤ **Whistle**

Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle. Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play (Mohammed Nasir, 2011).

## **2.5. Sports drinks and nutrition**

One of the crucial things for developing elite soccer players is sport drink and balanced diet before and after training and computation Ronald (2002:3) the food that we eat provides that fuels and building materials for life, supplying both the structural elements of the body and the means of sustaining the body's energy– requiring process. Energy is needed for all biosynthetic pathways and for maintaining the internal environment of the body. After the body's basal needs have been met, additional energy is needed to fuel muscular activity, weather this carried out for occupational, recreational, or sporting purpose.

According to Thomas Reilly (2007:130), during training the coach must consider the weather condition and prepare sport drinks for players to protect dehydration that leads to decline performance players must be adequately hydrated prior to playing and training in the heat in order to cope best with its conditions in these circumstances, water is lost through sweat at a faster rate than if it can be replaced by means of drinking and subsequent absorption through the small intestine.

Besides, thirst is not a very precise indicator of the level dehydration and

players should make a conscious effort to drink regularly. **Carbohydrates**, such as sugar and starch, are the most readily available source of food energy. **Protein:** is a major structural component of all body tissues and is required for muscle growth and repair. **Fats, or lipids**, are the most concentrated source of food energy. Vitamins and Minerals As indicated in the Official U.S. Youth Soccer Coaching Manual (2002:78) Vitamins and minerals do not provide energy.

**Vitamins** are metabolic regulators that help govern the processes of energy production, growth, maintenance and repair. Vitamins do not provide energy, although vitamins are important for the release of energy from carbohydrates, fats and proteins. Water is the most important nutrient and the most abundant substance in the human body, comprising between 70-75% of total body mass (BM), and provides the aqueous environment for the functioning of every cell. Water helps to maintain body temperature, metabolize body fat, aid in digestion, lubricate and cushion organs, transport nutrients, and flush toxins from the body (Hall & Guyton, 2011).

## **2.6. Successful football academies/project**

The common task of a football academy is to create an appropriate environment for the development of elite players (Ajax FC, 2010). Academy easier to develop players for the first team or, at the very least, generates income through the sale of marketable assets (Richardson et al., 2004). Many professionals in Dutch and international football have spent their youth development years at Ajax Football Club Youth Academy (Kuijer, 2007).

According to (Bilton, 1999, A success flu football academy makes a positive impact on the clubs financial performance and the clubs success on the field). Thesis achievable through the success of the academy producing marketable assets of young professionals that improve the first team and realize income from the transfer fees of those academy-produced players that do not establish themselves within the first team squad. Maximizing the return on investment through the production of talented youth footballers should be a directive outlined by a football club.



## **2.7. Psychology and performance**

Sport psychology performance-enhancing techniques in football are in caressingly well recognized for their value. Having discovered what motivates you, found a mission or creed, and set goals, there are several performance-enhancing techniques to help achieve these goals. These include relaxation and breathing techniques, mental imagery, concentration and focus, positive self-talk, and confidence building (Caudill, D., Weinberg R., & Jackson A. 1983). Better breathing increases blood flow, improves the circulation, reduces risk of injury, and decreases the recovery time after a match or training session.

Two useful techniques are circle breathing and progressive relaxation. Clear the mind of all distractions, and relax. Then, breathe slowly in through the nose from the center of the body, which is behind the belly button, drawing air upwards to fill the lungs. Breathe in for about four seconds, hold for about two seconds, and then breathe slowly out for four seconds.

**Progressive relaxation** involves tensing and relaxing each muscle from the neck to the ankles. Tense the muscle whilst breathing in, hold, and relax on exhaling. The aim is to gradually relax each muscle, and so relax the whole body. There are other relaxation methods, such as meditation, and also methods of controlling the circulation and heart rate. One of the most potentially damaging aspects of anxiety for athletes is muscle tension (Weinberges, Gould D. 1995).

**Imagery** involves imagining a particular action in your mind before actually doing it. For example, before attempting to take a penalty, imagine yourself scoring by kicking the ball exactly where you want it to go. This method can also be used in learning new skills, such as a dribbling trick (Murphy S. 1996).

## **2.8. The Concept of Interpersonal Relationship**

Jowett and Meek (2000) applied this to a coach-athlete relationship by stating that this dyad is interdependent and that its main goal is to produce a combined outcome of an improved and high performance.

Following on from previous research, it is emphasized that due to the

interpersonal nature of this relationship between the coach and the athlete, the quality of this relationship would have a great impact on the possible consequences for both the athlete and the coach, for example performance.

### **Development of interpersonal relationship**

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others.

### **The Interpersonal Relationships between Coach-athlete**

In order to develop or produce elite soccer players interpersonal relationship is crucial.

In a sport context there are many personal relationships (e.g. coach- parent, athlete-athlete, and athlete-partner) that can impact on performance, but the coach-athlete relationship is considered to be particularly crucial (Jowett & Cockerill, 2002; Lyle, 1999).

The coach- athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or gender- instead it is the foundation of coaching.

Their findings also found the more positive, compatible, and strong the coach-athlete relationship, the more beneficial experience the athletes will have in their respective sport (Poczwardowski *et.al.* 2002).

## **2.9. Coaches quality**

### **➤ The Role of coach**

A coach should do everything possible to tap his/her players' potential in training whose ultimate aims to win in competition.

The following are important roles of a coach: Evolving technical skills and cultivating technical skills and achieving the final results.

### **➤ Functions of a coach**

According to (Eyerusalem Yacob 2011) development of personality, this task is very important in the coaches' work. The most important task of a coach is not

only to teach a young man to play. But to develop a right and trained athlete, in the development work the following aspects should be done:-Molding of character (from psychological point of view.) Courage Strong willets are hence Kindness Moral qualities of the personality-honesty, Responsibility being of principal devotion, collectivism qualities of the personality and Patriotism fight for peace, internationalism and social *function*. There are competitions and fans involved in sport. *Sport training function*-works- Training is the most important function of the coach's work. The teams result is a true measure of the coaches' success.

### **Objectives of coaching:-**

According to (Eyerusalem Y. 2011), if you ask coaches what they won't out of coaching the answer usually include: winning, fun and athlete development. An athlete development is affected by the importance placed on winning or losing. Striving to win is always important. A "win at all costs" attitude, however, ignores the development of the athlete.

It is an attitude frequently used by those coaches who judge themselves by how well their athletes finish. This philosophy has been expressed many times as: Athlete First winning second It Means: Athletics is seen as one aspect of a person's life not his/her whole life. There is respect and appreciation of the coach and his work. Athletes decide with the coach the importance of performance and strive to meet their joint expectations. There is respect for the laws and spirit of fair competition. Athletes reaching their potential seen as success, there is respect for both opponents and officials.

### **Styles of coaching**

According to (Eyerusalem Y. 2011), in the modern world the athlete is exposed to wider views and his vocabulary has expended to include the word "why?" this should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms identify three distinct leadership styles, Authoritarian *etc.*

**Table1. The characteristics of the three styles are compared in the following table.**

<b>Elements</b>		<b>Authoritarian</b>	<b>Cooperative</b>	<b>Casual</b>
1	Philosophy	Win centered	Athletes centered	No emphasis
2	Objectives	Task objectives	Social & task objective	No objective
3	Decision making	Coach makes all decisions	Decisions are guided by coach but shared	Athletes make decisions
4	Communication style	Telling	Telling, asking, listening	Listening
5	Communication Development	Litter or none	High	None
6	What is "Winning"?	Judge by coach	Judged by athlete and coach	Not defined
7	Athlete development	Little or no trust in the athlete	Trust in the athlete	Trust not shown
8	Motivation	Sometimes motivated	Motivates all	No motivation
9	Training structure	Inflexible	Flexible	None

**Adapted from Eyerusalem Yacob 2011**

## **CHAPTER THREE**

### **METHODOLOGY AND MATERIALS**

#### **3.1. Study area**

The study would be conducted in Amhara region in north Shoa Zone particularly Debre Birhan, Tarma Ber and Mehal Meda. The town of Debre Birhan was located at 130 kilo meter far from Addis Ababa to the northern direction. The town of Tarma Ber was located at 60 km far from Debre Birhan to the north direction, the town of Mehal Meda found 152 km far from Debre Birhan to the North direction.

#### **3.2. Research Design**

This study would be used a descriptive survey design. Descriptive statistics have been used to describe the existing situation of football project by percentage and table has been used to assess factors that affect the development of football project players. The study population would be Amhara Region of North Shoa zone within three selected football projects namely: (Debre Birhan, Tarma Ber and Mehal Meda). All these projects were selected as study area to know the factors of football project.

Therefore, this study would be designed incorporating both qualitative and quantitative approaches of organizing and analyzing the data collected by interviewing, questionnaire and observation.

#### **3.3. Sources of data**

Accordingly, the required data was obtained from both primary and secondary sources of data. The primary data be collected from questioner & observation. Secondary data be collected from documented data, books, Manuals, and other related published materials.

#### **3.4. Study population**

The study population was in North Shoa woredas on football projects. Those projects were Debre Birhan, Tarma Ber, Mehal Meda football projects. 109 players, 6 coaches' and 3

sport office employees' woredas in total populations were 118. The sample had been taken from three woredas from the total population players, coaches, and sport office employees.

**Table: 2 target population of the study**

<u>No</u>	Name of the project	Number of players	Number of coaches	total
1	Debre Berhan project	37	2	39
2	Tarma Ber project	35	2	37
3	Mehal Meda project	37	2	39
	Total	109	6	115

### **3.5. Sampling Techniques and sample size**

Some selected of North Shoa which had different football projects and from those projects there were 109 male football project players. Due to the projects find far apart each other and the football players were large in number the researcher used 60 players, 100% coach and 100% sport office employees. In order to use different data collection instruments at the same participants, three projects were selected by simple random sampling technique. Randomization technique was used to avoid the researcher's bias and to have been equal chances of the population being selected. To operate the law of chances freely in the selections a lottery system was used to choose the projects. Since as the size of the sample in qualitative data depends on what the researcher tried to found out and from what source, here, it was important to taken the sample, which located individuals from the population.

Thus, the sample includes 60 football players from the three woredas projects with 20 individuals from each project.

Besides, the office representative of north shoa zone is includes in the sample using purposive sampling method favoring the role in sport affairs of the woredas. Thus, the sample has a sample size of 69 individuals of which 60 (89.56%) of them are players, 6 (8.9%) of them are coaches and 3 (one) or 100% office representative.

### 3.6.Data Collection Instruments

In order to collect reliable information, different data collection instruments were used, such as observation with checklist, questionnaires and interviews and it follows a survey type of descriptive method.

**Questionnaire:** The questionnaire comprised of issues related to the basic questions emphasis on factors affecting football project players were prepared for football project coaches and players in order to secure relevant information.

The questionnaire was consisted of close and open-ended items.

**Interview:** interview was one of the major instruments employed in this study. Semi-structured interview was used in order to strengthen and cross check the responses made by the respondents through questionnaire.

**Observation:** - The observation with checklist was intended to observe the presence of suitable environment during their training programmers. That means observation was used to seen the appropriate training climate, infrastructure (facilities) training materials including measured fields, the environment, training shoes etc. and this was helped the researcher to triangulate the data obtained through both the interview and the questionnaires.

### 3.7. Data Collection Procedure

Different sets of questionnaires would be administered to the players and coaches. The researcher visited the sample project 2 times to distribute, administer and collect data through conducting and completing questionnaires, interview and observation.

Constructive suggestions were obtained from research advisor before being administered to the respondents. Following the comments and suggestions frequent improvements such as modifying for poor questionnaires that made confusing to respondents, rejecting and totally avoiding the worst items are make. Then, a pilot test was administered to two coaches and eight players in order to check the clarity and understandability of the tools. As a result, no questions were changed since there were not comments and suggestion obtains from the pilot test participants. Finally, improve items were administered to the sample project respondents.

The selection of the players was done by the researcher together with the coaches and projects administrator. Once the players were determined, oral explanations were given on the purpose of the study how to fill questionnaire. After giving orientation, they were filling in front of the researcher and with one additional helper/the coach/ of the clubs. Similar steps were done in all sample selected projects at different day time schedules. Similarly, giving information of the study items were distributed to the coaches.

Finally, the questionnaire was collected by the researcher himself right from players and coaches. Data was collected from the sample projects by the researcher through observation with checklists. Interview of woredas sport officers is facilitated by the researcher. Data was collected from documents by the researcher in collaboration with the zone sport officers.

### **3.8. Data Analysis Procedure and Technique**

This study used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively. For quantitative analysis percentage and number were employed. The data collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

The collected data was sorted out, organized and synthesized so that meaningful results of the study were obtained and conclusions were also made based on the interpreted data. Thus, the information obtained through close-ended questions was tallied and put in to numbers (Percentages). This helped the researcher to use tables for interpretations. Then cross-check was made through information which was collected with observation in order to triangulate the data collected through the questionnaire and interview. Finally, the report was organized and written by using verbal descriptions supported by percentages or numbers of the respondents from the tables provided for particular items or question.



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This part of the research is concerned with the presentation, analysis and interpretation of the respondents' response to the questions presented to them. Besides, the presented data was analyzed and interpreted with the existing literature review and given in detail in this chapter.

#### 4.1. Presentation and Analysis of Data

The responses of the player and coaches from the three projects in North Shwoa zone to the questions presented to them was organized in the form of tables and figures presented with the analysis in this part of research.

##### 4.1.1. Respondents' background

**Table 3: respondents' distribution**

No	Respondents	Number	Percent
1	Players	109	92.4%
2	Coaches	6	5.08%
3	Office employees	3	2.54%
<b>Total</b>		118	100%

The number of coaches is small for 109 players as it was shown in the above Table 3. As one can understand from the above table, the office workers are very small in number. This may have burden on the coaching staff by making them busy with routine duties.

**Table 4: The body Mass Index (BMI) of players**

Based up on the responses of respondent players regarding their height and weight, their BMI was calculated according to the table below.

.No	Item	BMI value	Frequency		Description
			No	%	
1	The value of BMI of players	<20	41	37.6	Under weight
		21-24	68	62.38	Normal
		>24	-	-	Over weight
		Total	109	100	

As shown in table 4, 37.6% of the players have a BMI value of < 20 and 62.38% of them have a BMI value of 20-24 while none of them have a BMI value greater than 24. This implies that the BMI value of the majority of the players in FB Dbre Brhan Trma Ber and Mehal Meda have a normal distribution of the height and relative age group. However, there are few players whose BMI value is under weight.

Thus, the availability of players whose BMI values are underweight may have high influence on the process of developing elite players in the teams. The coaches were asked their satisfaction on their job as a coach of the team and the possible reasons if they have low satisfaction and they responded as table 3 above:

**Table 5: The satisfaction of teams coach on their jobs**

<b>No</b>	<b>Item</b>	<b>Responses</b>	<b>Frequency</b>	
			<b>No</b>	<b>%</b>
	What is your satisfaction as a coach of the team?	<b>High</b>	-	-
		<b>Medium</b>	<b>1</b>	<b>16.66</b>
		<b>Low</b>	<b>5</b>	<b>83.33</b>
		<b>Total</b>	<b>6</b>	<b>100</b>

As shown in table 5, none of the coaches in Debre Brhan Trma Ber and Mehal Meda football projects coaches have no with high satisfaction, while 16.66% of them have a satisfaction of medium level and 83.33% of the coaches have law satisfaction. This implies that the majority of the coaches have law satisfaction on their job as a coach with few coaches (16%) having a medium level of satisfaction.

Those coaches who have low satisfaction were asked an open ended question on their reasons for having low satisfaction. Accordingly, insufficient salary, lack of bonuses and incentives and work overload were the most frequent reasons mentioned by the respondents.

Thus, concerning the satisfaction of the coaches in Debre Brhan Trma Ber and Mehal Meda football projects, all (100%) of them does not have high satisfactions on their duty as a coach. The main reasons for lack of satisfaction are insufficient salary, lack of bonuses and incentives and work overload.

Regarding the duty and assignment of coaches on the existing projects the response of the Woreda Sport office representative to the interview conducted revealed that the office is paying only 400 birr of pocket money per month and the coaches were governmental

employees in the woreda and coaching projects in their free time. besides, it was also mentioned that the existing payment and work structure of the projects requests improvement and their office has a long run plan of improving the issues related to the mechanisms of implementing strong financial structure in the projects. Thus, considering the effect of unsatisfied coach on the process of developing a strong team and project player the issue needs a serious attention of the concerned bodies.

#### 4.1.2. Respondents' motive

The respondent players were asked their motive for joining the team as a football player and they responded as table given below:

**Table 6: players' motive to join the team**

No	Item	Responses	Frequency	
			No	%
	What is your motive for Joining the team?	For recreation	52	47.7%
		To get more money	21	19.26%
		Influence of others	12	11%
		To become an elite player	24	22.01%
		Total	109	100

As shown in table 6, the players joined their respective teams for different reasons. 47.7% of them joined their teams for the purpose of recreation, 19.26% of them joined their teams to get more money, 11% by the influence of others while 22.01% of them joined the teams to become a known football player. This implies that the majority the players in the projects of football in North Shwoa zone woredas joined their respective teams and projects for three main purposes. These are for recreational (47.7%), to get money (19.26%) and to become elite player (22.01%), according to their order of importance. However, there are very few players who have joined their teams to influence others.

Thus, one can conclude that almost all (91.7%) of the players of the projects in North Showa woredas football teams joined the projects for different reasons. However, very few players had a motive of becoming an elite player. Consequently, this lack of motive

and dream of becoming an elite player by the players may affect the development of elite players in the area.

**Table 7: response on coaches' quality**

S. N	Item	Respondents	E		Vg		Sat		Us		Total	
			N	%	N	%	N	%	N	%	No	%
1	The training skill of coaches	Players	12	11	17	15.5	50	45.	30	27.	109	100
		Coach	3	50	2	33.3	1	16.7	-	-	6	100
		Total	15	61	19	49.3	51	62.	30	27.	115	100
2	The availability of training principles	Players	10	9.17	24	22	18	16.	57	52.	109	100
		Coach	2	33.3	1	16.7	1	16.7	2	33.	6	100
		Total	12	10.	25	21.7	19	16.	59	51.	115	100
3	The dedication of coaches	Players	14	12.	25	22.9	34	31.	36	33	109	100
		Coach	1	16.	2	33.3	2	33.	1	16.	6	100
		Total	15	13	27	25	36	31.	37	32.	115	100

Item 1 of table 7 shows that the training skill of the coaches is rated excellent by 11% players, 50% coaches and very good by 15.6% players and 33.3% coaches, satisfactory by 45.8% players and 16.7% coaches and unsatisfactory by 27.5% players and none of the coaches.

This implies that the majority (62.5%) of the respondents responded the training skill of coaches as satisfactory and above while few (49.32%) of the respondents responded the training skill of the coaches is very good.

The availability of training principles is responded excellent by 9.17% players and 33.3% coaches, very good by 22% players and 16.7% coaches, satisfactory by 16.5% players and 16.7% of coaches, unsatisfactory by 52.3% of players and 33.3% of coaches, as shown in item 2. This implies that the majority of the respondents (51.3%) responded that the

available training principles used by the coaches are unsatisfactory while few of the respondents responded (21.7%) as very good and above. However, the principles used by the coaches should have been excellent so as to develop elite players. The dedication of coaches for the teams is responded excellent (16.7%), very good (33.3%), satisfactory (33.3%), and unsatisfactory by 16.7% respondents. This shows that the coaches of the football projects in North Showa zone selected woredas were not fully dedicated to developing strong teams and there by getting elite players in the area.

Table 8: response on facilities and equipment's

S. N	Item	Respo ndents	E		Vg		Sat		Us		Total	
			No	%	No	%	No	%	N o	%	No	%
1	The training facilities such as balls,	Player s	35	32.1	52	47.7	20	18.3	2	1.8	109	100
		Coach			1	16.7	5	83.3	-		6	100
		Total	35	32.1	53	43.5	25	21.7	2	1.8	115	100
2	The availability of videos, manuals etc for supporting training	Players					92	84.4	17	15.6	109	100
		Coach					6	100	-	-	6	100
		Total					98	85.2	17	15.6	115	100
3	The availability of medical facilities	Players					97	89	12	11	109	100
		Coach					6	100	-	-	6	100
		Total					103	89.6	12	104	115	100
4	Psychology and guidance facility	Players					99	90.8	10	9.2	109	100
		Coach					6	100	-	-	6	100
		Total					105	91.3	10	8.69	115	100
5	Nutritional facilities	Players					99	90.8	10	19.2	109	100
		Coach					-	-	6	10.0	6	100
		Total					99	86.1	16	13.9	115	100

Item 1 of table 8 reveals that the training facilities and equipment's of the projects in North Showa zone selected Woredas is responded very good by 47.7% players and 16.7% coaches, satisfactory by 18.3% players and 18.3 % coaches and unsatisfactory by 1.8% players and 33.4% coaches. Besides, there are very few players (32.1%) who abstained from giving their responses.

This implies that the training facilities and equipment's in the football projects of North showa selected Woredas is satisfactory according to the majority of players (84.4%) and coaches (17%). However, there are very few players (15.6%) and coaches (83%) responded it is unsatisfactory.

Item 2 of the same table shows that the availability of training manuals and videos are responded unsatisfactory, by 83% respondents. Besides, the medical facilities are rated unsatisfactory by 95.5% respondents, as shown in item 3. In item 4 the availability of psychology and guidance is responded unsatisfactory by 90.8% respondents with very few (9.2%) abstainers. Finally, item 5 shows that the nutritional facility is responded as satisfactory by almost all (99%) respondents.

Thus, the facilities related to manuals and videos, medical, psychological and guidance services in the football projects of North showa zone selected Woredas are rated unsatisfactory by the majority of the respondents and the services related to psychological and nutrition are rated satisfactory by almost all respondents.

**Table 9: Responses on the relationship environment**

S · N	Item	Respo ndent s	E		Vg		Sat		Us		no.resp		Total	
			N	%	N	%	N	%	N	%			No	%
1	The relationship between coaches and managements	Players			45	41.3	55	50.5	9	8.25			109	100
		Coach			4	66.7	1	16.7	1	16.7			6	100
		Total			49	42.6	56	13.9	10	8.7			115	100
2	Between coach and players	Players					35	32.1	74	67.8			109	100
		Coach					5	83.3	1	16.7			6	100
		Total					40	34.7	75	65.2			115	100
3	The relationship between managment	Players					20	18.3	80	73.4	9	8.3	109	100
		Coach							6	100			6	100
		Total					20	17.4	86	74.8	9	7.8	115	100
4	The relationship between and a team	Players							94	86.2	13	12	109	100
		Coach					1	16.7	5	83.3			6	100
		Total					1	0.86	99	86.1	13	11.3	115	100

Concerning the FB projects of North Showa zone selected Woredas, the respondents responded that the relationship between management and coaches is very good (41.3%), satisfactory (50.5%) and unsatisfactory by 8.25% respondents (item 1). This shows that the managers and coaches have above satisfactory relationship according to the majority of the respondents (50.5%).

The respondents' response, shown in item 2, revealed that the relationship between coaches and players is responded satisfactory by 32.1% respondents and unsatisfactory by 67.8% respondents. This implies that the majority (67.8%) of the respondents rated the degree of relationship between coaches and players unsatisfactory. Thus, one can conclude that the relationship between coaches and players of the existing teams of North Showa zone selected Woredas FB project are not satisfactory.

The relationship between the management body of the FB projects in North Showa zone selected Woredas, and the society is responded as satisfactory by 18.3% respondents and unsatisfactory by 73.4% respondents while 8.3% respondents remained abstain ( item 3). This implies that the relationship between the management body and the society is unsatisfactory as responded by the majority (73.4%) of the respondents. However, the degree of relationship the management body with the society is indispensable in the success of the organization.

**Table 10: Response on the organizational structure**

No	Item	Respondents	E		Vg		Sat		Us		No respondent		Total	
			No	%	No	%	No	%	No	%			No	%
1	Strength in coordinating the activities	Players					22	20.2	80	73.4	7	6.4	109	100
		Coach							6	100			6	100
		Total					22	19.1	86	74.7	7	6.08	115	100
2	The transparency in the organization	Players					25	22.9	84	77.1			109	100
		Coach					3	50	3	50			6	100
		Total					28	24.3	87	75.6			115	100
3	The accountability of the manager	Players					10	9.2	85	78	14	12.8	109	100
		Coach							6	100			6	100
		Total					10	8.7	91	79.1			115	100

Concerning the organizational structure of the football projects in North Showa zone selected Woredas, the strength of the organization in coordinating the activities of their respective teams is responded satisfactory by 20.2% players and none of the coaches and unsatisfactory by 73.4% players and all (73.4%) of the coaches (item 1). This implies that the majority of the respondents (73.4%) responded that the FB projects in North Showa zone selected Woredas have unsatisfactory strength in coordinating their respective team activities. This may affect the success of the organization in the development process of elite players.

Item 2 of the same table shows that the transparency of the FB projects in North Showa zone selected Woredas is responded satisfactory by 22.9% respondents and unsatisfactory by 77.1% respondent players and coaches. This implies that the transparency level of the organizations is not satisfactory according to the majority of the respondents (77.1%). Item 3 of the same table revealed that the accountability level of the organizations is not satisfactory according to the majority of the respondents (78%).

Thus, one can understand that the organizational structures of the FB projects in North Showa zone selected Woredas are weak in coordinating the activities of the teams, have poor transparency and accountability in the organization.



## **4.2. Discussion and Interpretation**

The purpose of this study was to assess the basic factors of developing an elite football player in North Showa zone selected Woredas, Amhara region. Accordingly, the study tried to answer five basic research questions:

1. What does the composition of the football projects in North Showa zone selected Woredas look like regarding the football players and coaches included in the teams?
2. Do the projects have the required infrastructures for the development of elite players in the projects?
3. Does the relationship environment in the football projects of North Showa zone selected Woredas enhance the development of elite players in the area?
4. What are the challenges of developing elite players in North Showa zone selected Woredas football projects?
5. What are the possible mechanisms of enhancing the development of elite football players in the existing projects of North Showa zone selected Woredas?

To do this, the required data was gathered from 109 players of the existing three football projects in North Showa zone selected Woredas and 6 coaches, presented and analyzed and the discussion and interpretation of the data was given hereunder.

1. The composition of the teams members in relation to their interest is almost all players in FB projects of North Showa zone selected Woredas (92%) do not have the vision of becoming an elite football player. They have joined their respective teams for different purposes such as for recreational purpose, for getting more money, and influence of others. However, there are very few players (8%) who have the vision of becoming an elite football player.  
Thus, the large number of players with no sound motive to become an elite player may have a negative impact on the development of elite players in the teams.
2. **The quality of coaches**

A coach plays the main role in the process of developing an elite player by giving the respondents the techniques of playing football (Maugham, 2007). The quality of the coaches was assessed and it was observed that: The majority of the coaches coaching the football projects in North Showa zone selected Woredas were assigned due to the short- term trainings they have attended. However, the short term trainings did not acquainted them with the skills and principles of developing strong elite players

### **3. Availability of infrastructures in the projects**

To develop an elite player in a football enough infrastructures regarding training equipment's and facilities, nutritional facilities, medical facilities, psychological guidance and development are the major requesting the attention of any team (Dewitt J., 2005)

As far as the infrastructures are concerned, it was observed that the existing situation in North Showa zone selected Woredas is as follows:

- The facilities and equipment's required for the training such as shoes, shirts, field areas are observed to be more than satisfactory.
- The training facilities such as video and manuals are not available in the existing projects of North Showa zone selected Woredas
- The projects have a series shortage of nutritional, medical and guidance facilities.
- The projects have a problem of nutrition. That is, the nutritional status of the players is not in the it develop them and make them acquire the required strength which was identified from the BMI of the players with value less that 20 showing that they are underweight However, according to scholars these mentioned facilities are the crucial tools of building a strong team and elite players in the teams. For instance, Dewitt J. (2001:55) stated the characteristic of well-organized football teams as follows:

*“You may find it convenient to own your own equipment's. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment's.”*

- The challenges of developing elite players in the football projects North Showa zone selected Woredas of are:

- ✓ The absence of visionary players and coaches to be an elite player or elite coach in developing elite players.
- ✓ The absence of organizing teams according to the scientific principles of football teams.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Summary**

The purpose of this study was to assess the factors affecting the process of developing elite football player in North Showa zone selected Woredas, and Amhara region. To do so, samples are selected from football players, coaches and office representative of North Showa zone selected Woredas sport office. The required data is then selected from the sample respondents using questionnaire and interview. Besides, observation and document analysis are employed so as to get useful data from the practical work activities of the projects and from the record offices of the projects. The collected data is then analyzed and interpreted with the review of literature.

Accordingly, the summary of the major findings of the study are given below.

- ✚ The BMI value of the majority of the players in Football on north showa zone woredas has a normal distribution of the height and relative age group. However, their few players whose BMI value is under weight.
- ✚ The majority the players in the projects of football clubs in North Showa zone selected Woredas joined their respective teams and projects for three main purposes. These are for recreational (47.7%), by the influence of others (11%) and to get more money (19.26%), according to their order of importance. However, there are very few players who have joined their teams to become elite player (22.01%).
- ✚ That the majority (50%) of the respondents responded the training skill of coaches as satisfactory and above while few (33.3%) of the respondents responded the training skill of the coaches is very good.
- ✚ The application of training principles is responded excellent by 9.17% players and 33.3% coaches, very good by 22% players and 16.7% coaches, satisfactory by

16.5% players and 16.7% of coaches, unsatisfactory by 52.3% of players and 33.3% of coaches

- ✚ The dedication of coaches for the teams is responded excellent (16.7%), very good (33.3%), satisfactory (33.3%), and unsatisfactory by 16.7% respondents. This shows that the coaches of the football projects in North Showa zone selected Woredas were not fully dedicated to developing strong teams and there by getting elite players in the area.
- ✚ The training facilities and equipment's in the football projects of North Showa zone selected Woredas is satisfactory according to the majority of players (18.3%) and coaches (83.3%). However, there are very few players (1.8%) responded it is unsatisfactory.
- ✚ The facilities related to manuals and videos, medical, psychological and guidance services in the football projects of North Showa zone selected Woredas are rated unsatisfactory by the majority of the respondents and the services related to psychological and nutrition are rated unsatisfactory by almost all respondents.
- ✚ The respondents responded that the relationship between management and coaches is very good (41.3%), satisfactory (50.5%) and unsatisfactory by 8.25% respondents (item 1). This shows that the managers and coaches have above satisfactory relationship according to the majority of the respondents (50.5%).
- ✚ The respondents' response, shown in item 1 & 3, revealed that the relationship between coaches and players is responded satisfactory by 32.1% respondents and unsatisfactory by (67.8% respondents. This implies that the majority (67.8%) of the respondents rated the degree of relationship between coaches and players unsatisfactory. Thus, one can conclude that the relationship between coaches and players of the existing teams of North Showa zone selected Woredas FB is not satisfactory.
- ✚ The relationship between the management body of the FB projects in North Showa zone selected Woredas and the society is responded as satisfactory by 18.3% respondents and unsatisfactory by 73.4% respondents while 8.3% respondents remained abstain ( item3). This implies that the relationship between the management body and the society is unsatisfactory according to the majority

(73.4%) of the respondents. However, the degree of relationship the management body with the society is indispensable in the success of the organization.

- ✚ That the majority of the respondents (83.3%) responded that the FB projects in North Showa zone selected Woredas have unsatisfactory strength in coordinating their respective team activities. This may affect the success of the organization in the development process of elite players.
- ✚ That the transparency level of the organizations is not satisfactory according to the majority of the respondents (77.1%).
- ✚ That the accountability of the organizations is not satisfactory according to the majority of the respondents (79.1%).

## 5.2 Conclusion

Based on the discussions and the summary of the findings the following conclusions are drawn:

The main factors influencing the football projects of North Showa zone selected Woredas are:

1. The teams are composed of
  - ❖ Players with majority of them do not have the vision of becoming elite players.
  - ❖ Coaches with majority of them not having enough training and education on the idea of coaching and they lack dedication
  - ❖ Coaches having low satisfaction on their job due to the absence incentive, enough salary making them to give low attention for their duty.
2. The shortage of infrastructures of the clubs to develop elite players.

The projects have a shortage of medical, psychological and nutritional facilities. Thus, the lack of enough facilities is observed to affect the process of developing elite players in the projects.

3. The organizational structure of the clubs

The organizational structure of the football projects in North Showa zone selected Woredas are not in position of developing elite players because:

- Medical professionals are not included in the organization
- Psychological endurance is not given the proper position
- Low attention is given to the role of nutrition in the organizations

4. The organizational relationship in the organization

The relationship in the organizations is a factor hindering the development of elite players because:

- ✓ There is no close relationship between the society and the organizations
- ✓ Poor participation of stakeholders in the projects
- ✓ The degree of transparency and accountability are not promising

- ✓ The challenges of developing elite players in the football projects of North Showa zone selected Woredas are:
  - ✚ The absence of visionary players and coaches to be an elite player or elite coach in developing elite players
  - ✚ The absence of organizing teams according to the scientific principles of football teams
- ✓ The possible mechanisms of enhancing the development of elite players in North Showa zone selected Woredas
- ✓ football projects are:
  - ✚ Developing the teams with players and coaches who have the required vision, interest and dedication to become elite players.
  - ✚ Reorganizing the existing projects with the current principles, theories and infrastructure requirements of football.

### **5.3. Recommendation**

Based on the summary of the major findings of the study and conclusions drawn the following recommendations are forwarded:

1. The Sport office of North Showa zone selected Woredas is expected to motivate the coaches by increasing salary and implementing other motivational mechanisms because a satisfied coach has a greater impact on the development of elite players in a team.
2. The management bodies of the football projects in North Showa zone selected woredas are expected to reconsider their existing structure in a manner of increasing transparency, accountability and responsibility among the managers, the players and the coaches.
3. The management bodies of football projects at different levels are expected to give significant attention to the importance of medical, psychological and nutritional facilities and need to fulfill them realizing that these facilities are the crucial resources in the development process of an elite player and strong team.
4. The management body of the Woreda sport office is expected to design ways of producing financial sources for the football teams by increasing the participation of the society and the different stakeholders to take part in the process of developing strong teams and elite players for the woreda, the region, and the national team of Ethiopia.



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## **Appendix A**

**Debre Berhan**

**University**

**Department of sport science**

### **Questionnaire for football players**

*Dear football project player, the purpose of this questionnaire is to collect information about factors that affect the development of project players and to suggest affirmative solution and possible recommendation based on the findings. To get essential information, your honest and sincere cooperation in responding to each question is very important to meet the intended objective. Thus, feel free and confidential in giving your responses knowing that the responses are used for the purpose of the research only and do not be given to any other third body.*

*General direction*

1. *You do not need to write your name*
2. *Individual data will be kept confidential Thank you for your heart felt cooperation in advance Instruction*

- A. *Fill in the given box by putting a symbol of right (v)*
- B. *Choose the appropriate of your option from the given alternatives and circle if*
- C. *For open ended, write brief and short answers General profiles of the trainees*

I. *your Age* \_\_\_\_\_

II. *Height* \_\_\_\_\_

III. *Your weight* \_\_\_\_\_

IV. *Name of the club* \_\_\_\_\_

*Main questions:*

1. *Do you have a vision of becoming project players?*

- a) *Yes*                      b) *no*

2. *What is your motive to join the team?*

A. for recreational

B. To get more money

C. Influence of others

d. Other, if any another specify, \_\_\_\_\_

3. What are the major problems to develop project players in number in this region?

A. Problem of training infrastructure

B. Lack of resource

c. Scarcity of the knowledge of the football training objectives

d. Lack of cooperation among the concerned bodies

e. Lack of scientific method of training

f. If another specify \_\_\_\_\_

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**Appendix b**  
Debre Birhan University

**Department of sport science**

**Questionnaire for football players**

*Dear football project player, the purpose of this questionnaire is to collect information about factors that affect the development of project players and to suggest affirmative solution and possible recommendation based on the findings. To get essential information, your honest and sincere cooperation in responding to each question is very important to meet the intended objective. Thus, feel free and confidential in giving your responses knowing that the responses are used for the purpose of the research only and do not be given to any other third body.*

<b>S. N</b>	<b>Items</b>	<b>Excellent</b>	<b>Very good</b>	<b>Satisfactory</b>	<b>None</b>
<b>A</b>	<b>The quality of coaches</b>				
1	The training skill of coaches				
2	The use of training principles				
3	The dedication of coaches				
<b>B</b>	<b>The facilities and equipment</b>				
4	Facilities related to for training such as shoes, balls, fields, etc				
5	Training manuals, videos etc				
6	Medical experts and facilities				
7	Psychological guidance by professionals				
8	Nutritional conditions				
<b>C</b>	<b>The organizational structure of the clubs</b>				
9	The strength of the clubs in coordinating Activities				
10	The transparency in selecting members				
11	The accountability of the management body to the club				
<b>D</b>	<b>The relationship within the club</b>				
12	The relationship between management and Coaches				
13	The relationship between coaches and Players				
14	The relationship between management and Players				
<b>E</b>	<b>Society's attitude and support</b>				

15	Attitude of the society				
16	The support of the society				



## Appendix C

### *Debre birhan University*

### *Department of sport science*

#### *Questionnaire for coaches*

*Dear coach, the purpose of this questionnaire is to collect information about factors that affect the development of project players and to suggest affirmative solution and possible recommendation based on the findings. To get essential information, your honest and sincere cooperation in responding to each question is very important to meet the intended objective. Thus, feel free and confidential in giving your responses knowing that the responses are used for the purpose of the research only and do not be given to any other third body.*

*General direction*

*1. You do not need to write your name*

*2. Individual data will be kept confidential Thank*

*you for your heart felt cooperation in advance*

*Instruction*

*3. Fill in the given box by putting a symbol of right (v)*

*4. Choose the appropriate of your option from the given alternatives and circle if for open ended, write brief and short answers*

*General profiles of the coaches*

*a. Certificate*

*b. Diploma*

*c. Degree*

*a. Masters*

*b. Others, specify\_\_\_\_\_*

*Field of study*

*a. Sport science*

*b. Social sciences*

*c. Natural science*

*d. Coaching*

*Other, specify*

Main questions:

*1 What is your satisfaction as a coach of the team?*

*a. High*

*b. Medium*

*c. Low*

*2. If your satisfaction is low, please mention the possible reasons for having low satisfaction*

*a. \_\_\_\_\_*

*b) \_\_\_\_\_*

*c. \_\_\_\_\_*

**Appendix D**  
**Debre Birhan University**

**Observation check lists for coaches**

<b>S. N</b>	<b>Items</b>	<b>Excellent</b>	<b>Very good</b>	<b>Satisfactory</b>	<b>None</b>
<b>A</b>	<b>The quality of coaches</b>				
1	The training skill of coaches				
2	The use of training principles				
3	The dedication of coaches				
<b>B</b>	<b>The facilities and equipments</b>				
4	Facilities related to for training such as shoes, balls, fields, etc				
5	Training manuals, videos etc				
6	Medical experts and facilities				
7	Psychological guidance by professionals				
8	Nutritional conditions				
<b>C</b>	<b>The organizational structure of the clubs</b>				
9	The strength of the clubs in coordinating Activities				
10	The transparency in selecting members				
11	The accountability of the management body to the club				
<b>D</b>	<b>The relationship within the club</b>				
12	The relationship between management and Coaches				
13	The relationship between coaches and Players				
14	The relationship between management and Players				
<b>E</b>	<b>Society's attitude and support</b>				
15	Attitude of the society				
16	The support of the society				

## **Appendix E**

**Debre birhan University**

**Department of sport science**

**Interview questions for three selected woredas sport**

**office representative Interview date: \_\_\_\_**

**Time \_\_\_\_\_**

**Place \_\_\_\_\_**

1. What is the effort of your office concerning the development of elite football players in the woredas?
2. What are the challenges of developing elite football player in this area?
3. Do you support players in order to make elite player?

# ተቀጽላ 1

## ደብረ ብረሃን ዩኒቨርሲቲ

### ስፖርት ሳይንስ ትምህርት ክፍል

እግር ኳስ ተጨቾች የተዘጋጀ የጽሁፍ መጠይቅ

የተከበራችሁ የእግር ኳስ ኘሮጀክት ተጨቾች የዚህ መጠይቅ ዋና አላማ Factors that affect the development of project players በሚል ጥናት ላይ ተመስርቶ ላሉ ችግሮች መፍትሄ ለመስጠት እና ወደፊት ምን መደረግ አለበት በሚለት ከጥናቱ ከሚገኝ ወጠታ በመሳሳት ለመስጠት ነው፡፡ በመሆኑም ትክክለኛ መረጃ ለማግኘት የእርስዎ መልካም ምላሽ እና ትብብር ለምያንዳንዱ ጥያቄ የምትሰጡት መልስ የጥናቱን አላማ ለማሳካት ወሳኝ በመሆኑ ነፃ እና በራስ መተማመን ይሰጡኝ ዘንድ ስጦታ እርስዎ የሚሰጡት መረጃ ከሶሶተኛ ወገን የማይደርስ መሆኑን እገልጻለሁ፡፡

አጠቃላይ መመሪያ

1. ስም መጻፍ አያስፈልግም
2. ግላዊ መረጃ የተጠበቀ ነው

ለምትሰጡት ምላሽ ክልብ አመሰግናለሁኝ

መመሪያ

ሀ/ምርጫ ስላላቸው ጥያቄዎች ምላሽዎ ፊትለፊት ባለው ሳጥን ወስጥ የ /√ /ምልክት ያስቀምጡ

ለ/ከተሰጠዎ ምርጫ ወስጥ ትክክለኛውን መልስ በመክበብ ያስቀምጡ

ሐ/ክፍት ለሆኑ ጥያቄዎች ግልጽ ማበራሪያ ያስቀምጡ

የሰልጣኞች አጠቃላይ መረጃ

1. እድሜ-----
2. ቁመት-----
3. ክብደት-----
4. የ ኘሮጀክቱ ስም-----

ዋና ኛ ጥያቄዎች

1. የ ኘሮጀክት ተጨቾች ለመሆን ራዕይ አለዎት

ሀ/ አዎ

ለ/ የለም

2. ቡድኑን ለመቀላቀል ያነሳሳዎት ነገር ምንድን ነው

ሀ/ለመዘናናት በሚሰጡበት



ለ/ገንዘብ ለመግኘት በሚሰጠው

ሐ/በሌሎች ጭኔ

መ/ሌላ ምክንያት ካለዎት ይግለጹ-----

3. የኘርጀክት ሰልጣኞች ቁጥር ለመጨመር እንደ ወረዳ ያሉ ችግሮች ምን ድን ርቶው

ሀ/የ መስጠት መሰረተ ልማት ችግር

ለ/የ ጥሬ እቃ እጥረት

ሐ/የ እውቀት ችግር

መ/የ ሚሞላ ከታቸው አካላት የእርስ በእርስ የመተባበር ችግር

ሠ/ሳይንሳዊ ያሰልጣኝ ችግር

ረ/ሌሎች ካሉ ይግለጹ-----

ደብረ ብረሃን ዩኒቨርሲቲ

ስፖርት ሳይንስ ትምህርት ክፍል

እግር ኳስ ተጨዣች የተዘጋጀ የጽሁፍ መጠይቅ

የተከበራችሁ የእግር ኳስ ኘሮጀክት ተጨዣች የዚህ መጠይቅ ዋና አላማ Factors that affect the development of project players በሚል ጥናት ላይ ተመስርቶ ላሉ ችግሮች መፍትሄ ለመስጠት እና ወደፊት ምን መደረግ አለበት በሚለት ከጥናቱ ከሚኖሩ ወጠታ በመሳሳት ለመስጠት ነው። በመሆኑም ትክክለኛ መረጃ ለማግኘት የእርስዎ መልካም ምላሽ እና ትብብር ለምያንዳንዱ ጥያቄ የምትሰጠኝ መልስ የጥናቱን አላማ ለመሳካት ወሳኝ በመሆኑ ነፃ እና በራስ መተማመን ይሰጠኝ ዘንድ ስጧቸው እርስዎ የሚሰጡ መረጃ ከሶሶተኛ ወገን የማይደርስ መሆኑን እገልጻለሁ።

ተ.ቁ	ተግባራት	እጅግ በጣም ጥሩ	በጣም ጥሩ	አስደሳች/በቁ/	የላም
ሀ	የአሰልጣኞች ጥራት በተመለከተ				
1	የአሰልጣኞች የሚሰጡ ችሎታ				
2	የስልጠና መርሆችን የመጠቀም አቅም				
3	አሰልጣኞች በአላማ የመሰረት ሂደት				
ለ	መርጃ መሳሪያዎች እና ቁሳቁሶችን በተመለከተ				
4	ለስልጠና ምቹ የሆኑ ነገሮች ለምሳሌ፡ -ጭጭ፣ ኳስ፣ የመጫዎች ማዳ ወዘተ				
5	የሚሰጡ ማንኛውንም የተጠቀሱ የተቀረፁ ወዘተ				
6	የጠፍ ባለሙያዎች እና አስፈላጊ መሳሪያዎች				
7	የምክር አገልግሎት የሚሰጡ ባለሙያዎች				
8	የአመጋገብ ስርዓት የሰነድ -ምግብ ሁኔታዎች				
ሐ	የኘሮጀክቱን አወቃቀር በተመለከተ				
9	ለኘሮጀክቱ ተግባራት በጋራ የመሰረት ብቃት				
10	አባላትን በግልፅ ሻነት የመሥረጥ ተግባር /ብቃት/				

11	የኘሮጀክቱ አመራር በተጠያቂነት የመሰራት ብቃት				
መ	በኘሮጀክቱ ወስጥ ያሉ አጠቃላይ ግንኙነትን በተመለከተ				
12	የአመራርና የአሰልጣኙ ግንኙነት				
13	የአሰልጣኙና የተጨማሪ ግንኙነት				
14	የአመራርና የተጨማሪ ግንኙነት				
ሠ	የሚመለከቱ አመለካከት እና እገዛ በተመለከተ				
15	የሚመለከቱ አመለካከት				
16	የሚመለከቱ እገዛ				

ተቀጽ 3

ደብረ ብረሃን ዩኒቨርሲቲ



## ስፖርት ሳይንስ ትምህርት ክፍል

### እግር ኳስ አሰልጣኞች የተዘጋጀ የጽሁፍ መጠይቅ

የተከበራችሁ የእግር ኳስ አሰልጣኞች የዚህ መጠይቅ ዋና አላማ Factors that affect the development of project players በሚል ጥናት ላይ ተመስርቶ ላሉ ችግሮች መፍትሄ ለመስጠት እና ወደፊት ምን መደረግ አለበት በሚለት ከጥናቱ ከሚኖሩ ወጠቋት በመሳሳት ለመስጠት ነው፡፡ በመሆኑም ትክክለኛ መረጃ ለማግኘት የእርስዎ መልካም ምላሽ እና ትብብር ለምያንዳንዱ ጥያቄ የምትሰጡት መልስ የጥናቱን አላማ ለማሳካት ወሳኝ በመሆኑ ነፃ እና በራስ መተማመን ይሰጡኝ ዘንድ ስጠይቅ እርስዎ የሚሰጡት መረጃ ከሶሶተኛ ወገን የማይደርስ መሆኑን እገልጻለሁ፡፡

አጠቃላይ መመሪያ

1. ስም መግ ፍ አያስፈልግም
2. ግላዊ መረጃ የተጠበቀ ነው

ለምትሰጡት ምላሽ ክልብ አመሰግናለሁኝ

መመሪያ

1. ምርጫ ላላቸው ጥያቄዎች ምላሽዎት ፊት ለፊት ባለው ሳጥን ወስጥ / √ / ምልክት ያስቀምጡ
2. በተሰጠዎት ምርጫ ወስጥ ትክክለኛውን መልስ በመምረጥ እና በመከበብ ያስቀምጡ በተጨማሪም ክፍት ለሆኑ ጥያቄዎች ግልጽ የሆነ እና አጭር መልስ ያስቀምጡ

የአሰልጣኞች አጠቃላይ መረጃ

ሀ/ሰርተፊኬት

ለ/ዲፕሎማ

ሐ/ዲግሪ

መ/መዝተር/2ኛ ዲግሪ/

ሠ/ሌላ ካለ ይገለጽ-----

የተሞሉት መጽን በተመለከተ

ሀ/ስፖርት ሳይንስ

ለ/መሀበራዊ ሳይንስ

ሐ/ተፈጥሮ ሳይንስ

መ/አሰልጣኝነት

ሠ/ሌላ ካለ ይገለጽ-----

ዋና ጥያቄዎች

1. የቡድኑ አሰልጣኝ በመሆንዎ ምን ያክል ደስተኛ ነዎት

ሀ/ከፍተኛ

ለ/መካከለኛ

ሐ/ዝቅተኛ

2. ደስታዎ ዝቅተኛ ከሆነ እባክዎ ለምን ዝቅተኛ እንደሆነ ምክንያት ያስቀምጡ

ሀ/-----

ለ/-----

ሐ/-----

ተቀጽላ 4

ደብረ ብረሃን ዩኒቨርሲቲ

እግር ኳስ አሰልጣኞች የተዘጋጀ የጽሁፍ መጠይቅ

ተ.ቁ	ተግባራት	ኋላ ገደብ በጣም ጥሩ	በጣም ጥሩ	አስፈላጊ/በቂ/	የለም
ሀ	የአሰልጣኞች ጥራት በተመለከተ				
1	የአሰልጣኞች የማስጠን ችሎታ				
2	የስልጠና መርሆችን የመጠቀም አቅም				
3	አሰልጣኞች በአላማ የመሰራት ሂደት				
ለ	መርጃ መሰሪያዎች እና ቁሳቁሶችን በተመለከተ				
4	ለስልጠና ምቹ የሆኑ ነገሮች ለምሳሌ፡ -ጫማ፣ ኳስ፣ የመጨቆቻ ማዳገጃ ወዘተ				
5	የማስጠን ማንኛውንም በምስል የተቀረፀ ወዘተ				
6	የጠፍ ባለሙያዎች እና አስፈላጊ መሰሪያዎች				
7	የምክር አገልግሎት የሚጠቀሙ መሰሪያዎች				
8	የአመገብ ብስርዓት የሰነድ -ምግብ ሁኔታዎች				
ሐ	የኘሮጀክቱን አወቃቀር በተመለከተ				
9	ለኘሮጀክቱ ተግባራት በጋራ የመሰራት ብቃት				
10	አባላትን በግልፅ ገንዘብ የመሞረጥ ተግባር /ብቃት/				
11	የኘሮጀክቱ አሙር በተጠያቂነት የመሰራት ብቃት				
መ	በኘሮጀክቱ ወስጥ ያሉ አጠቃላይ ግንኙነትን በተመለከተ				
12	የአሙራና የአሰልጣኙ ግንኙነት				
13	የአሰልጣኙና የተጨማሪ ግንኙነት				
14	የአሙራና የተጨማሪ ግንኙነት				
ሠ	የማህበረሰቡ አመለካከት እና እገዛ በተመለከተ				
15	የማህበረሰቡ አመለካከት				
16	የማህበረሰቡ እገዛ				

ተቀጽላ 5

ደብረ ብርሃን ዩኒቨርሲቲ

ስፖርት ሳይንስ ትምህርት ክፍል

በስፖርት ቢሮ ወስጥ ለማሰሩ ሶስት ለተመረጡ ወረዳዎች የተዘጋጀ የቃል መጠይቅ

ቃል መጠይቁ የተደረገበት ቀን-----

ሰዓት-----

ቦታ-----

1. በዚህ ወረዳ ታላላቅ የእግር ኳስ ተጨዋቾች እንዲፈጠሩ የእርስዎ ቢሮ ጥረት ምን ያክል ነው
2. በዚህ አካባቢ ታላላቅ /የተሻሉ/ተጨዋቾች እንዳይወጡ ያለው ችግር ምንድን ነው
3. የተሻሉ ተጨዋቾች እንዲሆኑ ለተጨዋቾች እገዛ እያደረጉ ይገኛሉ