FACTORS THAT AFFECT THE DEVELOPMENT OF PROJECT FOOTBALL PLAYERS: THE CASE OF GAMBELLA REGIONAL STATE MAJANGER ZONE GODERE WOREDA

BY

BETIGLU BEFIKADU DENEKE

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT OF THE REQUIRMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE

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ACKNOWLEDGMENTS

Thanks are due to a number of people for their assistance and support throughout this process. But first of all I would like to thank my LORD JESUS for everything.

I would like to express my special thanks and sincere appreciation to Ato Mebratu Belay, my thesis advisor, for his constructive suggestions, critical comments and scholarly advice that have shaped this thesis immeasurably. Without his proper guidance, the study would never have seen in the light of today also I would like to express my special thanks for AAU for financial support.

Special thanks should also go to my brother, Kassahun Befikadu for and Tamiru Garuma his various types of contributions in editing and moral support for the success of this thesis.

Eventually, I would like to thank my family and friends for their valuable encouragement and support during my study.

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Abbreviations

AI Adequate Intake

BMI Body Mass Index

DFB Deutscher Fussball Bund

EFF Ethiopian Football Federation

FIFA Federation International de Football Association

FYSA Florida Youth Soccer Association

GW Godere Woreda

GWSO Godere Woreda Sport Office

RDA Recommended Dietary Allowance

S.A.I.D. Specific Adaptation to Imposed Demand

UL Upper intake Level

Abstract

The purpose of this study was to assess the factors affecting the process of developing project football player in Godere woreda, Majang zone, Gambella region. To do so, a sample of 67 individuals were selected from the existing 82 population of the study in which 60 football players, 6 coaches and one sport office representative were included using purposive sampling method to include all caches and lottery method to include 60 players in the sample. Besides, questionnaire, interview and observation were used as a data gathering tools. The collected data was organized, analyzed and interpreted. Accordingly, it was observed that almost all the players in the projects do not have the vision of becoming an elite player and almost all of the coaches have low satisfaction. Secondly, the projects have a series shortage of training infrastructure, medical, psychological and poor nutritional facilities. Thirdly, the transparency and accountability among the organizations are very poor. Finally, the organizational structures of the projects do not participation of the society and the different stakeholders in developing project players and a strong football teams. Consequently, it was concluded that the poor composition of the teams, the training infrastructures, the lack of transparency and accountability in the organizations were the major factors hindering the development of project football players in Godere woreda. Thus, it was recommended that the Sport office of Godere is expected to fulfill the infrastructures on medical, psychology and guidance and improve the nutritional facilities of the football players in the woreda by design mechanisms of creating financial sources knowing that the mentioned problems are crucial to the process of developing project football player in the area. Besides, the management body of the projects are expected to improve their organizational structure with increased transparency, accountability and responsibility among the organizations for mobilizing the projects in the development of elite players who can play a significant role in the economical development of the country and who can represent the country in different positions football game.

Key words: - project, football, football academy, development

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 funs 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/

Even though Ethiopian is well re-known in athletics world especially in long run sport, the foot ball is the foremost appreciated sport among of the majority of the society. At the present time the Ethiopian foot ball is affected by different factors and due to those indefinite reason they loss good results but Ethiopian still love foot ball game. The Ethiopian foot ball federation has gotten recognition by the government in 1947 but the association has been established under the prince Sahile Selasie in 1943 after the English men had begun the first foot ball game long years later, the Ethiopian also adapt the sport in love.

The first Ethiopian foot ball championship was taken between five different clubs in 1943. Those clubs were the Ethiopian Kidus Giorgis(St George) foot ball club ,the Britannia troops foot ball club ,the Italian fortitude foot ball club, the American Ararat foot ball and Greek Olompiakos. The first Ethiopian national team friendship match was 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 was with the Greece and lost 0 to 3.

Historically football emerged in Ethiopia many years ago. History tells us Ethiopian football team was 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. In relation to this http://coachesnet.ussoccer.com says best practice for developing elite footballer is to train by qualified coach from grass root level. These are U-6 kids and 1st level graders soccer at this age should be discouraged in any form rather

than as a fun activity for kid. U-8 1st and 2nd 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 3rd and 4th graders, U-12 5th and 6th graders, U-14 7th and 8th grades, U-16 9th and 10th 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.

> 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 procedures – that is, the 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 Gambella region but this region is potential area related to other region.

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 elite 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 elite players. The best mechanism of developing elite players is to train from grass root level by age bracket based on the characteristics of players at different age (US youth soccer player development model 2012).

The strength of football team depends on the quality and quantity of elite players included or produced in the team. The availability of elite players in a team are important to arose 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.

However, the process of developing elite player is affected by many factors. Regarding the factors, (Baker *et al*,. 2003) has identified different main factors that influence the development of elite soccer players these are training factors, maturational factors, the relative age effect, the role of coaching and instruction, parental influences and cultural factors (Baker *et al.*, 2003).

In order to produce elite players from Gambella region specifically Godere woreda Majanger zone, the mentioned negative factors 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.

1.3 Research question

Thus, this study tries to assess the factors affecting the process of developing elite football players in Gambella region, Majanger zone, Godere woreda with the following research questions:

a. What does the composition of the football projects in Godere Woreda look-like regarding the football players and coaches included in the teams?
b. Do the projects have the required infrastructures for the development of elite players in the projects?
c. Does the relationship environment in the football projects of Godere Woreda enhance the development of elite players in the area?
d. What are the challenges of developing project players in Godere Woreda football projects?
e. What are the possible mechanisms of enhancing the development of elite football players in the existing projects of Godere Woreda?

1.4 Objectives of the Study

General objectives

The general objectives of this study are:

- To assess the factors that affects the development of elite footballer in number in Gambella region, Godere Woreda.
- To suggest the possible solution to produce a number of elite footballer for different clubs of Ethiopian primer league and even for national team from this region.

Specific objectives

The specific objectives of the study are:

- To identify the composition of the football projects in Godere Woreda regarding the football players and coaches included in the teams.
- To identify if the projects in Godere Woreda have the required infrastructures for the development of players in the projects.
- To distinguish the relationship environment in the football projects of Godere Woreda in enhancing the development of elite players in the area.
- To identify the challenges of developing project players in Godere Woreda football projects.
- To find the possible mechanisms of enhancing the development of elite football players in the existing projects of Godere Woreda.

1.5 Significance of the study

Understanding and trying to reduce or if it is possible avoiding challenges faced in the development of elite footballer in this region has positive impact on producing many elite players from this region may play significant impact on economical and social development of that region young even for our country Ethiopia as a source to produce strong footballer for national team because naturally their physical appearance and strength makes them talent area for football.

In general, 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 in different bad habits.
- Give an insight about the contribution of developing elite 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 GW to get first hand information concerning the factors affecting the development of elite 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
- Give information for different Ethiopian premier league clubs about the relevancy of developing elite footballer from this region because the youth of this region naturally strong and have good appearance for football relative to other region of Ethiopia in number.

1.6 Delimitation of the study

The study focuses on one selected woreda in Gambella region among the existing woredas in the region due to the constraints of time and financial resources. The focus of this study was Godere woreda situated in Majanger Zone at a distance of 325 km from the regional town, Gambella and 595 km from Addis Ababa. The study was also delimited to assessing the factors of developing an elite player in the area.

1.7 limitations of the study

In conducting the study 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.
- The shortage time and budget or finance.
- The shortage of transportation infrastructures in the study.

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 try to score by kicking or butting a round ball into the net goals on either end of a rectangular field.

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

Soccer: - North American Australia New Zealand ball game uses no hands. Game in which two teams of 11 players try to score by kicking or butting a round 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 is organized 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 were included. In the second chapter the review of related literature was presented. The third chapter is concerned 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 included. The last chapter is concerned with the summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

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 equipments 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 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:

a. Games and activities are used that players want to participate in because they are enjoyable- goals to score on and to defend.
b. Every player has a ball for training.
c. Games and activities are designed to maximize the number of touches on the ball by each player.
d. Training session is designed to improve a player's technical abilities and their tactical application.
e. Competition is a main ingredient within the practice helps to motivate and challenge the player.
f. 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 or to get elite 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 club 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. If this environment is consistent, with a clear vision of what lies ahead for the players, development is maximized. To this end, a club must have a business plan for staff growth, facility management and implementation of programming within the club. The club*

must also provide for the ongoing education of the administrators, coaches, parents and referees who make up the four adult pillars supporting youth soccer. A club must also build, maintain and expand its facilities as one of the elements in the formula of successful player development."

The natural physical ability of players crucial In order to produce elite soccer players by applying training principles (Chamari *et al.,* 2004) 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).

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 Elite Player Development Path Way

When developing elite soccer players shows different characteristics at different age and requires different needs based on their ages in order to be effective and elite players. 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. According to the influential study by Appelbaum et al. (2000), the performance of individuals depends on their ability, motivation and opportunity.

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.

Training is the acquisition of knowledge, skills and competencies as a result of teaching (Kuijer, 2007). 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 (Kuijer, 2007) 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

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. There should be groups of players rather than teams. Fees should be nominal. Attendance should be optional. Creating a joyful environment is mandatory. Playing 3 v 3 is best option for these ages, Goalkeepers should not be used, Field Size: 4 v 4 (37mx 22m) 3 v 3 (27m x 18m) Ball Size: 3, when ball goes out of bounds the game is restarted with a kick-in or dribble-in. No throw-ins.

(Starton G. '*etal*' 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.

U.S. youth Soccer player development model (2012) recommends that there is no organized matches at this age. Consistently set up mini games at practice for your kids to compete with and against each other, according to their age.

30 to 45 minutes is the best option for these ages. Most of the practice should be spent in ratios of one ball per child or one ball per two children.

The children should be having fun with the ball. There should be periods of active playing where everyone is involved, and there should be ample opportunities for short breaks for water and for catching their breath. If there is more than one adult/coach, the children should be divided into smaller groups, with at least one adult per group. At these young ages, children work hard and tire quickly. Allow them to have "active rests," where they are not running but are trying to do something specific with the ball, often sitting or standing. Everyone should be occupied with something, even when resting. Keep the numbers from 1 v to 3 v 3 and keep as many children actively involved with a ball as possible.

Enjoy playing on their terms, and as a by-product of their play, they will gain some limited comfort with the ball. Although they love to play, their ability to stay focused on any one thing is very limited. Keep your activities short and simple. Finally, even as they are steadily developing physical and mental abilities, they are still very young. Always treat children with care, patience and give plenty of encouragement. It can be helpful to include parents in the practice/play time so they can take ideas home with them to their backyards or parks. If children must be involved in these organized practice times, they should be having so much fun that when they go home; the soccer ball becomes one of their favorite toys.

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.

Results are important as it gives the player a competitive focus in the match. Coaches are encouraged to promote soccer that: free flowing, coach guided, not coach directed. Regardless of their specified position participate in defending and attacking. Game Form: A maximum of 6v6 including a goalkeeper Game, Duration: 2 X 25 minutes Substitution: Free, goalkeeper Status: Players rotate as goalkeeper in game. Practices should consist of no more than 60 minutes of structured, adult-directed soccer with an additional 30 minutes allotted for free play/self expression and self-improvement.

All players should experience playing all the different spots on the field during the season. Field Size: 55m x 36m Ball Size: 4 (US youth soccer player development 2012).

At this age, there are some children that are becoming more physically mature. Among your group, there are now some bigger and faster players whose eye-hand and eye-foot coordination is a little ahead of the majority of your players. Some of your players may also demonstrate a greater capacity to stay focused for longer periods of time. At the same time, they are still people of action rather than thought. Explanations must still be brief, concise and purposeful. What seemed to make sense to them last practice may have to be almost relearned at the next

practice? Care should be taken with players, regardless of athletic ability, to address ball skill, especially in tight spaces. The faster, stronger players should not be encouraged to use their athleticism to solve all their problems. Building comfort with the ball at ages nine and ten will provide them with a variety of crucial tools they will need as they get older, and the level of ball skill and athleticism rises. Begin to introduce the players to the idea of thinking about their decisions and movement as being related to themselves and one or at most two of their teammates and one or two of their opponents.

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.

According to International DFB-Coaching Course Manual (B-license) (2008:91) this stage is another stage of harmony. In this stage players become taller and broader and differ from adults only by strength and dynamism accounted for by the gap in development. In general they can withstand training that is meant for adults. It is proved that in adequate conditioning may give them problems to cope with training bad later, even at the beginning of the senior age.

For fitness, work with the ball (economical training) is always more engaging, and the adolescent player will now respond physiologically to additional physical fitness training. The overload principle is applicable in order to stress the player's body enough for real gains in strength, power and acceleration. Supplemental fitness training should be a part of the coach's monthly training plan with U-16 and older teams. Speed training is now realistic with the onset of adolescence and will now produce gainful results. The S.A.I.D. principle is most

appropriate in the training environment. As a routine part of the monthly plan, some speed training and soccer-specific weight training should be added. Speed and strength training must be properly done for best results and to avoid injury. This supplemental and demanding training must fit into the soccer calendar at appropriate periods in order to peak at the right times US youth soccer player development 2012).

Technique training should be leading to artistry with the ball. The perfection of technique is not an end in itself but rather a means to achieving tactical superiority over an opposing team. However, this superiority depends on each player's ability to execute the fundamentals of the game. The ultimate goal of technique training is the improvement of the team as a whole and not the perfection of isolated skills. Coaching ball skills is based on a progressive pattern, beginning with the fundamentals and leading to the more complex methods of dealing with the ball under match conditions US youth soccer player development 2012).

Fundamental skills can be rehearsed during the warm-up. A season long objective for this age group is to increase their technical speed. With the growing muscular power of the U-16 player, striking balls accurately over distance while under pressure should emerge in their game. This new ability will add a new tactical dimension to their game (US youth soccer player development 2012).

At these ages, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness, and results are the keys. Success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development than on team building. The players should be developing an understanding and familiarity with each other on the field, but the desire to get a result on Saturday should not hamper their instincts for the game, or their desire to experiment and explore the game. These players are a long way from being "complete."

Competition and outcome: 17 years 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.

At this age, the technical blueprints of which the player will be as an adult soccer player is almost complete. From here on, any growth is largely determined by how well the player has developed up to this point. Most of the growth is fine-tuning the qualities that already exist. Areas that can still be influenced greatly are game insight, physical conditioning and attitude.

Snow (2012:92) Much of the training with the U-18+ age group will continue the refinement of skills and tactics previously learned with an emphasis on developing positional and team play. The objective of this training is improved consistency and speed of play.

In the rest of the world, this is the age where players are signing their first professional contracts with their clubs. Their technical abilities and their "soccer sense" have placed them in a position to begin making a living as a player. In this environment, however, they need to work every day to improve their game in order to keep their place on the team and to continue to advance up the line to the senior team.

According to FYSA Coaches Manual (2010:11) at the junior level, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and results are key. At this point, any success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development than on team building.

At these ages, players should be able to recognize the needs of a particular game and how to make the appropriate adjustments. There are several recurring themes during the course of a game that the coach can use to help the players focus their energies. For example, within each 45 minute half, there are three often distinct 15 minute segments.

Regardless of the issues that the coach chooses to emphasize, it is important that they are consistently addressed during practices and then reinforced during the games. In the end, it is all about getting the players to think critically on the field so that they will be able to recognize for themselves when they are at an advantage and when they are at a disadvantage, and then make decisions based on what's happening in the game." Game Form: 11v11 Game Duration: 2 X 40 / 2 X 45 Substitution: No re-entry GK Status: GK chosen based on ability Field Size: 105m x 64m/ 110 m x 64m minimum Ball Size: 5.

2.3. Factors influencing the development elite soccer player

There are different factors influences 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.

- **Training 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.

Following training principle is important to produce elite soccer players (Thomy Reily, 2007) 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. Another factor that appears to influence the acquisition of expertise is the relative age phenomenon. First demonstrated in the academic domain, the relative age effect refers to differences in age among children born in the same calendar year.

(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. Further, classifications as elite and non-elite or as having high and low ability are generally based upon coach or staff evaluations or level of competition, and as such have a degree of subjectivity. Skill in soccer is more complex than indicated by field tests, level of competition and so on, and includes a combination of physical, functional, behavioral and perceptual features.

- **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. Her parents also encouraged and supported their child's learning and were often involved directly in lessons and practice. For the child athlete, the emphasis in these years was on having fun and enjoying learning the basics skills. The transition to the middle years was characterized by a greater commitment of both parents and the athletes to the athletic domain. Parents were found to assume a leadership role, seeking more accomplished teachers for their child while also devoting more time and resources to the activity. It was also during these years that the child's talent often dominated the family's routine. During the later years, parental involvement decreased as the performer took greater control of the decision-making process with regards to their future career. Yet, parents continued to provide support in a background role, as providers of not only financial support but also emotional support. According to Sloane (1985) of greatest importance was that parents offered a "nurturing, understanding environment for their child to retreat to, if necessary" (p. 470). Sloane's (1985) analysis revealed how parents can ease the demands imposed on their child by the demands of training (e.g., reduction of psychological stress by providing a supportive atmosphere).

Côté (1999) furthered the work of Bloom (1985) by developing a sport-specific model of talent development. Côté's work with families of elite Canadian rowers and tennis players lead to the idea that talent development in sport is encompassed by sampling years (ages 6-12), specializing years (ages 13-15), and investment years (ages 16+). Similar to Bloom's model, parental roles changed with the differing demands of each stage. During the sampling years parents provided their children with the opportunity to sample a wide variety of sports. Côté noted that while parents encouraged participation in sport, the choice of sport was not important. In essence, parents played a

leadership role during the sampling years by initiating sport involvement. The specializing years saw parents in a facilitative role where they made financial and time commitments to their child's sport, supporting access to better coaches, equipment, and training facilities. Finally, in the investment years parents played strictly an advisory and supportive role as the athlete committed to a higher level of training and competition. Parents maintained a high interest in their child's sport and were essential in providing emotional support to help their child overcome setbacks, such as injuries, pressure and fatigue as well as financial support for training. This high level of emotional support during stressful times is a central characteristic of the investment years.

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 two models demonstrate the evolving role of parents from that of a leadership role, to that of a general supportive role. Athletes unable to access certain emotional and financial resources face a qualitatively different road in order to accumulate the high levels of practice necessary for expert 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).

This is known as the „relative age effect" and it may be explained by both physical and psychological factors.

In terms of physical development, it has also been noted that within the same age group, older children may possess greater size, speed and co-ordination simply because they are more mature (Glamser & Vincent, 2004).Reilly et al. (2000: 677) concluded that if junior players have a birth-date late in the competition year, these players are placed at a disadvantage within the organization of soccer participation. The researchers maintain that matching junior soccer players according to biological age is unrealistic. They propose that players should compete according to their body size.

A junior player‟s perceived potential and predicted success in soccer is affected by the „relative age effect‟. Current talent identification and selection both appear to be significantly influenced by a junior player‟s physical attributes rather than by his soccer skill (Helsen et al., 2000: 730).

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.

Early-maturing young players may also be given specialist coaching, which late-maturing players are denied this opportunity at the same chronological age.

Similar findings with the psychological impact of the „relative age effect‟ have been observed in diverse sports such as soccer, basketball, ice hockey , swimming and tennis (Esteva & Drobnic, 2006:6).

The collective result of the relative age effect is achieved through the notions of physical developmental advantage, socialization and the self-fulfilling prophecy (Glasmer & Vincent, 2004: 33). Slightly older players tend to be superior physically and psychologically. This makes their selection more likely.

These players are taught the correct skills and techniques, while being socialized into appropriate attitudes for later success by capable coaches. Those players who are not selected are not exposed to this socialization and specialized training. Thus, they have a higher risk of non-selection at subsequent player evaluations. Moreover if the slightly older players are told by coaches that they are talented and therefore destined for elite participation, these players are more likely to train harder and longer to attain the elite level.

2.4 Facilities and Equipments of Football Training

Different pieces of equipments 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 equipments. 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 equipments. 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. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle.

Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

- **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. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice.

When each player has his/her own ball, more players can be working on individual skills at any given time.

- **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. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team's area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the team's practice.

- **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 Nasir 2011).

- **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. A team should have at least as many practice bibs as it have players on the team, in two separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another (Mohammed Nasir 2011).

- **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 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.
- Screw-ins: are cleared shoes with removable and replaceable cleats. This shoe is appropriate for older players on very soft or wet fields.

- **Shin Guards**

The shin guard is used to protect the lower leg from impact injuries. These injuries can range from sever 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. It is unlikely to be effective against high energy direct blows which may lead to fracture. Nevertheless the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.

- **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 on a 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.

Therefore, the players will have to become proficient at processing information while playing the game. In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a whistle during practice, they are training the players to respond to them (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.

During training the coach must consider the weather condition and prepare sport drinks for players to protect dehydration that leads to decline performance Thomas Reily (2007:130) 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, about 200ml every 15-20min when training in the heat. The primary need of water since is hypotonic. Electrolyte and carbohydrate solutions can be more effective than water in enhancing intestinal absorption. The details of each nutrient and sport drinks as follows:

- **Carbohydrates**, such as sugar and starch, are the most readily available source of food energy. During digestion and metabolism, all carbohydrates are eventually broken down to the simple sugar glucose for use as the body's principal energy source.

When athletes do not eat enough carbohydrate, their glycogen stores quickly become depleted, resulting in fatigue or staleness.

Though the body uses both the sugars and starches for energy, a high-performance diet emphasizes nutrient-dense carbohydrates. Nutrient-dense carbohydrates such as whole grain breads and cereals, rice, beans, pasta, vegetables and fruit supply other nutrients such as vitamins, minerals, protein and fiber. Sweet foods that are high in sugar (candy bars, donuts and cookies) supply carbohydrate, but they also contain a high amount of fat and only insignificant amounts of vitamins and minerals (Maughan, 2007)

Fruit contains the sweetest of all simple sugars – fructose. Since fruit is mostly water, its sugar and calorie content are relatively low. Like starchy foods, most fruits are rich in nutrients and virtually fat free.

As with calories, carbohydrate needs vary among athletes, depending on the intensity and duration of training and body size. To determine how much an individual athlete needs, divide his or her weight by 2.2 to get the weight in kilograms. Then multiply the number by 6 to 8.

For example

- 130 pounds divided by 2.2 = 59 kilograms
- 59 kilograms times 6 = 354 grams of carbohydrate

The carbohydrate content of different foods can be determined by reading food labels. As a general guide, starchy foods and fruits provide the highest amount of carbohydrate (15 grams) per serving.

- **Protein:** is a major structural component of all body tissues and is required for muscle growth and repair. Protein is not a significant energy source during rest or exercise. Although athletes have slightly higher protein requirements than non-athletes, athletes usually consume enough protein unless they are not eating enough calories.

Protein requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair. Current research on protein requirements suggests that athletes need about 1.2 to 1.7 grams of protein per kilogram of body weight daily.

For a 154 pound (70 kilogram) athlete, this represents 84 to 119 grams of protein a day. This amount is adequate for athletes who are involved in both endurance and explosive events.

The proteins in both animal and plant foods are composed of structural units called amino acids. Of the more than 20 amino acids that have been identified, nine must be provided by our diet and are called essential amino acids. Meat, fish, dairy products, eggs and poultry contain all nine essential amino acids and are called complete proteins. Vegetable proteins, such as beans and grains, are called incomplete proteins because they do not supply all of the essential amino acids.
The body can make complete proteins if a variety of plant foods – beans, grains, vegetables, fruits, nuts and seeds – and sufficient calories are eaten during the day. Since the body utilizes amino acids from foods eaten at different meals, vegetarians don't need to combine specific foods within a meal to achieve complete proteins (Maughan, 2007).

- **Fats, or lipids**, are the most concentrated source of food energy. One gram of fat supplies about nine calories, compared to the four calories per gram supplied by carbohydrate and protein. Fats are the body's only source of the essential fatty acids linoleic and linolenic acid that are required for growth, healthy skin and healthy hair.

Fat insulates and protects the body's organs against trauma and exposure to cold. Fats are also involved in the absorption and transport of the fat-soluble vitamins. All athletes need a certain amount of fat in their diets and on their bodies. The challenge is eating a diet that provides the right amount. Most U.S. health agencies recommend consuming no more than 30 percent of calories from fat. Too much fat contributes excess calories in the diet, which can lead to weight gain. High fat diets can also increase the risk of heart disease and certain

cancers. Also, athletes who eat too much fat often do not eat enough carbohydrate, which is detrimental to good health and optimum performance.

To lower fat intake, athletes should choose lean meat, fish, poultry and low-fat dairy products. Fats and oils should be used sparingly. Fried foods and high fat snacks should be limited.

Vitamins and Minerals

As indicated in the Official U.S. Youth Soccer Coaching Manual (2002:78) Vitamins and minerals do not provide energy. Carbohydrates, proteins, and fats are the energy nutrients. But, vitamins and minerals play key roles in helping the body breakdown carbohydrates, proteins, and fats for energy and build other body structures.

- **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.

Vitamins are divided into two groups: water-soluble and fat-soluble. Fat-soluble vitamins include A, D, E and K. They are stored in body fat, principally in the liver. Taking a greater amount of vitamins A and D than the body needs over a period of time can produce serious toxic effects. Vitamins C and the B complex are soluble in water and must be replaced on a regular basis. When athletes consume more water soluble vitamins than needed, the excess is eliminated in the urine. Though this increases the vitamin content of the urine, it does not help performance (Maughan, 2007).

Athletes should try to consume the amount of a nutrient recommended by the Recommended Dietary Allowance (RDA) or Adequate Intake (AI). The RDA and AI are the amount of a nutrient that meets the estimated nutrient needs of most people.

- **Minerals** serve a variety of important functions in the body. Some minerals, such as calcium and phosphorus, are used to build bones and teeth. Others are important components of hormones, such as iodine in thyroxin. Iron is crucial in the formation of hemoglobin, the oxygen carrier within red blood cells.

Minerals also contribute to a number of the body's regulatory functions. These include regulation of muscle contraction, conduction of nerve impulses, clotting of blood, and regulation of normal heart rhythm.

Minerals are classified into two groups based on the body's need. Major minerals, such as calcium, are needed in amounts greater than 100 milligrams per day. Minor minerals or trace elements, such as iron, are required in amounts less than 100 milligrams per day. Calcium and iron deserve special attention because of their importance in an athlete's diet. Iron is crucial for athletes because it assists in oxygen transport in the blood and utilization by the muscles. A lack of iron hurts performance by decreasing the capacity of the muscle to use oxygen. Young female athletes in particular are at risk of iron deficiency due to increased iron losses through menstruation and typically low iron intake. It is recommended that coaches see that their female athletes have hemoglobin levels checked at least once a year (Maughan , 2007).

If one of your athletes appears to be iron deficient, you should consult your team physician for diagnosis and treatment. Supplemental iron may be prescribed for individuals whose lab tests indicate iron deficiency. However, a routine use of iron supplements by all athletes is not recommended.

The RDA for iron is 18 milligrams for women and 8 milligrams for men. Animal iron sources are better absorbed than vegetable iron sources. Vitamin C-rich foods (orange juice) enhance iron absorption. Iron-

enriched or fortified cereal/grain products provide additional iron. Beans, peas, split peas and some dark green leafy vegetables are good vegetable iron sources. Table 4 lists good sources of iron and the milligrams of iron each provides.

An adequate calcium intake is important not only to prevent osteoporosis (bone deterioration), but because calcium also helps to maintain bone density and prevent stress fractures. An athlete's calcium needs are greatest during adolescence, when the bones are growing. Young women athletes who develop amenorrhea (absence of menses) have increased bone loss. This is a serious health risk, since once bone mass is lost; it may never be fully replaced.

- **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).

Water is the most essential of all nutrients for athletes. At rest, athletes need at least two quarts of fluid daily. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration – the loss of body water – impairs exercise performance and increases the risk of heat injury. Consuming adequate fluid before, during and after exercise is vital for safeguarding health and optimizing athletic performance. Athletes should drink 14 to 22 ounces of fluid two to three hours before exercise. During exercise, athletes should drink 6 to 12 ounces of fluid every 15 to 20 minutes. Fluid

intake should closely match the fluid loss from sweating to avoid the detrimental effects of dehydration. After exercise, athletes should drink at least 16 to 24 ounces of fluid to replace every pound of body weight lost during exercise. Thirst is not an adequate guide to fluid replacement. Most athletes replace only 50 percent of their fluid losses during exercise. Encourage athletes to replace fluids by drinking according to a time schedule rather than in response to thirst.

Sports drinks containing carbohydrate and sodium are recommended during intense exercise lasting longer than an hour. The carbohydrate helps to delay fatigue, improve fluid absorption and replace glycogen following exercise. The sodium helps to stimulate thirst, increase voluntary fluid intake and enhance fluid retention (Maughan, 2007).

- **Nutrition before Training**

The primary purpose of the pre-competition meal is to provide energy and fluid for the athlete during the game. Carbohydrate-rich foods provide the quickest and most efficient source of energy, and unlike fatty foods, are rapidly digested. The increases in exercise performance with CHO ingestion are believed to be due to maintenance of a rate of CHO availability within the contracting skeletal muscle(Coyel 1986) Since many athletes experience abdominal discomfort if they have food in their stomachs during competition, the timing of the meal is important. To avoid potential gut distress, the calorie content of the meal should be reduced the closer to exercise the meal is consumed. A small meal of 300 to 400 calories is appropriate an hour before exercise, whereas a larger meal can be consumed four hours before exercise.

- **Nutrition after Training**

The major considerations after completion are to replenish carbohydrate and fluid losses. As already mentioned, it is important to consume carbohydrates as soon as possible after exercise in order to achieve a quick and complete glycogen restoration. The first 2 hours post exercise

is the most crucial period for the ingestion of carbohydrates (Ivy et al., 1988), since the glycogen-synthesizing enzymes are very active during this time. A recommendation would be to consume 1.5 g kg_1 body weight of carbohydrate within the first 30 min after competition or exercise; for a 70-kg player this represents 105 g of carbohydrate. Whether the carbohydrate is in solid or liquid form is immaterial and may be left to the preference of the player. A concentrated carbohydrate beverage would prove invaluable to these players (Maughan, 2007).

- **Nutrition during Training**

During tournaments or meets, athletes require fluids and carbohydrate throughout the day. Some athletes may be reluctant to eat and drink because they have to compete again. However, failing to refuel and replace fluid losses can cause their performance to deteriorate, particularly toward the end of the day. Bringing along a cooler packed with familiar high-carbohydrate, low-fat meals and snacks keeps athletes from then being dependent on the high-fat fare typical of concession stands (Maughan, 2007).

Since everything an athlete eats before a competition may be considered a pre-event meal, it is important to consider the amount of time between competitions. If there is less than an hour between games or events, athletes can consume liquid meals, sports drinks, carbohydrate gels, fruit juices and water. When there is an hour or two between games or events, athletes can consume easily digestible carbohydrate-rich foods such as fruit, grain products (fig bars, bagels, and graham crackers), low-fat yogurt and sports bars in addition to drinking fluids. When games or events are separated by three hours or more, the athlete can consume high-carbohydrate meals along with drinking fluids (Maughan, 2007).

If an athlete finds that he or she is low on energy during practice or competition, eating a high-carbohydrate snack that is low in fat and protein can be beneficial. The suggested carbohydrate intake during exercise is 30 to 60 grams per hour. It is often difficult to stop and eat while exercising; therefore, consuming convenient, prepackaged snacks such as raisins, energy gels, energy bars, sports beans, and sports drinks are highly recommended. These products provide a quick and easy way for the athlete to get the necessary energy back into his or her body during exercise and help to avoid the pitfall of premature fatigue (Maughan, 2007).

During ultra endurance events, athletes should consider adding a small amount of protein to their regular carbohydrate supplement in order to prevent excessive muscle breakdown and potential premature fatigue (Maughan, 2007).

Adequate hydration is the key to a successful practice or competition. An athlete should consume approximately 5 to 12 ounces of fluid every 15 to 20 minutes during exercise. If exercise lasts less than 60 minutes, there is no need to consume sports drinks; water is adequate. If the athlete knows that the activity will last longer than 60 minutes or if the water (pool/open water) or ambient temperature is high, causing higher than normal sweat rates, sports drinks are proven to be beneficial and should be consumed from the start of exercise. The athlete should not wait until after the 60-minute period to begin consuming sports drinks. The athlete should follow the same drinking protocol for water—5 to 12 ounces of fluid every 15 to 20 minutes (Maughan, 2007).

Fluids and Their Importance

The Official U.S. Youth Soccer Coaching Manual (2002:76) states that, at a level of only 1-2% dehydration, a young football/soccer player will start to feel prematurely tired or fatigued. In addition to this, Foundation Soccer Coaching Manual (2008:248) explains that, dehydration, the loss of body water, impairs exercise performance and increase the risk of heat injury. Furthermore, Jack H. Wilmore and David L. Costill (1999) elucidates that minimal changes in body's water content can impair endurance performance. Without adequate fluid replacement, exercise tolerance shows a pronounced decrease during long term activity because of water loss through sweating.

Therefore, at rest players should drink adequate amount of water in order to control their body temperature during training, for eliminate of waste products from metabolism and for energy production. Moreover, the Official U.S. Youth Soccer Coaching Manual (2002:76) recommends that drinking before, during, and after a game of football/soccer as follows:

Before a training session, drink 2 cups of fluid one hour prior to playing.
During a training session, make an effort to drink 0.5 cup of fluid every 15-20 minutes of training or play time.
After training or at the end of the training session, drink immediately and often until urine color is very light yellow to clear.

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). Academies aspire to develop players for the first team or, at the very least, generate income through the sale of marketable assets (Richardson et al., 2004). Amsterdamsche Football Club Ajax, also called AFC Ajax or Ajax

FC, is internationally known and recognized for training and developing young talent. Ajax invests heavily in the training of youngsters and is very successful in doing so. Many professionals in Dutch and international football have spent their youth development years at Ajax Football Club Youth Academy (Kuijer, 2007).

A successful football academy makes a positive impact on the clubs financial performance and the clubs success on the field (Bilton, 1999). This is 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. A high quality academy increases the number of own players in the first team which would consequently decrease the costs of recruiting players. The quality of your academy is therefore not only important for the sporting results, but also for the financial results (Kuijer, 2007).

2.7 Psychology and performance

Sport psychology performance-enhancing techniques in football are increasingly 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 centre 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. Repeat 5-10 times. Perhaps the most simple yet important techniques to regulating anxiety is breathing (William 1986) common for athletes to take short quick breathes when confronted with a stressful event or situation such as rehabilitating injuries.

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, self-worth, motivation and enjoyment.

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. One of the most influential models of relationship development was proposed by psychologist George Levinger. This model was formulated to describe heterosexual, adult romantic relationships, but it has been applied to other kind of interpersonal relations as well.

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. The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. Overall, the coaching-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled (Jowett & Cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self- reliance. This article aims to offer a perspective on the coach-athlete relationship and show how sport psychology can contribute to

the study or relationships whilst learning from, and building on, the work of scholars in social and relationship psychology.

There is a necessary harmonic component within the coach athlete relationship. Poczwardowski, Barott, & Henschen, (2002) reported that

> *"The coach-athlete relationship as a recurring pattern of three parts: (1) mutual care between the athletes, (2) the presence of relationship oriented interactions and activates, and (3) specific meaning which the athletes and coaches attach to their relationship."*

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

- Development of personality
- Social function
- Sport training function-work

*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 (Eyerusalem Yacob 2011) . In the development work the following aspects should be done:-

1. Molding of character (from psychological point of view.)
2. Courage Strong will persistence.
3. Kindness Moral qualities of the personality- honesty.
4. Responsibility being of principal devotion
5. Collectivism qualities of the personality
6. Patriotism fight for peace, internationalism and social

- *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:-

If you ask coaches what they won't out of coaching the answer usually include:

1. Winning 2. Fun 3. 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. By contrast, the view taken by many successful and experienced coaches is to place the development of the athlete as the single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance greater consistency and more satisfaction for the athlete and coach than an over emphasis on winning (Eyerusalem Yacob 2011). Competition becomes merely a challenging and satisfying way of measuring personal development. 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 sprit of fair competition.
- Athletes reaching their potential seen as success.
- There is respect for both opponents and officials.

Styles of coaching

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 (EyerusalemYacob 2011).

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, cooperative and causal* (Eyerusalem Yacob 2011)

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

Elements		Authoritarian	Cooperative	Casual
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

RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the study area

Gambella regional state is situated in South-western Ethiopia, about 777km away from Addis Ababa and one of the hottest regions in Ethiopia and its altitude is around 500m above sea level. Its area is 25,274 square km, consisting of 3 zones and 13 woredas. Among these woredas, the specific area for this study was Majanger zone, Godere woreda.

3.2 Research Design

For achieving the research objectives the researcher used cross-sectional study involving both qualitative and quantitative data to assess factors that affect the development of project footballer in the study area. Cross-sectional survey was selected as research design because of the opportunity it provides the researcher to collect data from different sources.

3.3 Data source and population

The study used both primary and secondary sources of data. The primary data sources for the study were GWSO representative, the coaches and players of the teams in Godere Woreda while the secondary data sources of the study were the record offices of the sample teams in Godere Woreda and the woreda sport office. Thus, the population of this study was 75 football players, six (6) coaches and one office representative of Godere Woreda yielding a population of size 82individuals.

3.4 Sample and sampling techniques

Among the existing 13 woredas and administrative towns in Gmbella region, the researcher selected Godere Woreda using purposive sampling method. The mentioned woreda was selected as the target population of the study favoring

the availability of many football projects in the woreda over the rest of the woredas in the region.

The target population of the study, Godere Woreda has three male football teams named Akash, Gumare and Tinishu Metti projects and the detail of the teams was given by the table below.

Table: 2 target population of the study

S.N	Name of the project	Number of players	Number of coaches	Total
1	Akash project	25	2	27
2	Gumare project	25	2	27
3	Tinishu metti project	25	2	27
		75	6	81

Among the existing 82 individuals of the population, samples were drown .Accordingly, all (100%) of coaches of the three clubs in Godere Woreda were included in the sample using purposive sampling method favoring their direct participation in the overall process of developing elite players in Gambella Region, Godere woreda. Besides, random sampling method was used to include players in the sample from the three clubs. Thus, the sample included 60 football players from the three clubs with 20 individuals from each club.

Besides, the office representative of GWSO was included in the sample using purposive sampling method favoring the role in sport affairs of the woreda. Thus, the sample has a sample size of 67 individuals of which 60 (89.56%) of them are players, 6 (8.9%) of them are coaches and 1(one) or 1.5% office representative.

3.5 Method of Data Collection

In order to collect the data necessary for the study three main techniques were employed. These are observation, questionnaire, and interview and document analysis.

A. Observation

Observation was used to collect data from the actual processes of the teams regarding the issue of developing elite players. This included about the way of developing player an elite player, the way the coaches gives training for the players, the facilities and equipment for developing an elite players and the provision of supports from sport commission and other sectors in the woreda.

B. Questionnaire

A questionnaire was used to collect relevant information from players, coaches. Accordingly, open and close - ended questionnaire were prepared, translated in to Amharic and distributed to sample respondents of players and coaches.

C. Interview

Interview was used to collect the necessary data from the Sport office of Godere Woreda regarding the overall conditions of the existing clubs in developing elite players. Accordingly, both structured and unstructured interview questions were designed and conducted with the office representative of GWSO.

3.6 Method of Data Analysis and Interpretation

The data collected through questionnaire was organized in the form of tables and figures. The organized data was presented, and analyzed quantitatively by the methods of descriptive statistics such as percentage and majority vote. The analyzed data was then discussed and interpreted with the data obtained by the other methods of data gathering used and the existing literature review. Finally, conclusions and recommendations were drowning from the interpreted data.

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 clubs in Godere woreda to the questions presented to them was organized in the form of tables and figures and presented with the analysis in this part of research.

4.1.1 Respondents' background

Table 3: respondents' distribution

S.No	Respondents	Number	Percent
1	Players	60	**89.3%**
2	Coaches	6	**10.7%**
Total		**66**	**100%**

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.

S.N	Item	BMI value	Frequency		Description
			No	%	
1	The value of BMI of players	<20	12	20%	Under weight
		20-24	48	80%	Normal
		>24	-		Over weight
		Total	60	100%	

As shown in table 4, 20% of the players have a BMI value of < 20 and 80% 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 FBGW have a normal distribution of the height and relative age group. However, there 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 below:

Table 5: The satisfaction of teams coach on their jobs

S.No	Item	Responses	Frequency	
			No	%
	What is your satisfaction as a coach of the team?	High	-	-
		Medium	1	16.7%
		Low	5	83.7%
		Total	6	100%

As shown in table 5, none of the coaches in GW football projects have high satisfaction while 16.7% of them have a satisfaction of medium level and 83.3% 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 GW 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 300 birr of pocket money per month and the coaches were governmental employees in the woreda and coaching the

teams 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 elite 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

S.N	Item	Responses	Frequency	
			No	%
	What is your motive for joining the team?	For recreation	22	36.7%
		To get more money	21	35.0%
		Influence of others	12	20.0%
		To become an elite player	5	8.3%
		Total	60	100.0%

As shown in table 6, the players joined their respective teams for different reasons. 36.7% of them joined their teams for the purpose of recreation, 35.0% of them joined their teams to get more money, 20% by the influence of others while 8.3% of them joined the teams to become a known football player.

This implies that the majority the players in the projects of football clubs in Godere Woreda joined their respective teams and projects for three main purposes. These are for recreational (36.7%), by the influence of others (20%) and to get more money (35%), according to their order of importance. However, there are very few players who have joined their teams to become elite player.

Thus, one can conclude that almost all (91.7%) of the players of the projects in Godere Woreda 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	%	N	%
1	The training skill of coaches	Players	10	16.7	15	25	18	30	17	28.3	60	100
		Coaches	3	50%	2	33.3	1	16.7	-		6	100%
		Total	13	19.7	17	25.8	19	28.8	17	25.8	66	100
2	The availability of training principles	Players	6	10	14	23.3	8	13.3	32	53.3	60	100
		Coaches	2	33.3	1	16.7	1	16.7	2	33.3	6	100%
		Total	8	12.1	15	22.7	9	13.6	34	51.5	66	100
3	The dedication of coaches	Players	4	6.7	5	8.3	15	25	36	60	60	100
		Coaches	1	16.7	2	33.3	2	33.3	1	16.7	6	100%
		Total	5	7.6	7	10.6	17	25.8	37	56.1	66	100

Item 1 of table 7 shows that the training skill of the coaches is rated excellent by 16.7% players, 50 % coaches and very good by 25% players and 33.3% coaches, satisfactory by 30% players and 16.7% coaches and unsatisfactory by 28.3% players and none of the coaches.

This implies that the majority (74%) of the respondents responded the training skill of coaches as satisfactory and above while few (26%) of the respondents responded the training skill of the coaches is unsatisfactory.

The availability of training principles is responded excellent by 10% players and 33.3% coaches, very good by 23.3% players and 16.7% coaches, satisfactory by 13.3% players and 16.7% of coaches, unsatisfactory by 53.3% of players and 33.3% of coaches, as shown in item 2. This implies that the majority of the respondents (51%) responded that the available training

principles used by the coaches are unsatisfactory while few of the respondents responded (49%) as satisfactory 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 (7.6%), very good (10.6%), satisfactory (25.8%), and unsatisfactory by 56.1% respondents. This shows that the coaches of the football projects in Godere Woreda were not fully dedicated to developing strong teams and there by getting elite players in the area.

Table 8: response on facilities and equipments

s. n	Item	Respondents	Excellent		Very good		Satisfactory		Unsatisfctory		No res		Total	
			N	%	N	%	N	%	N	%	n	%	N	%
1	The training facilities such as balls, shoes and shirts	Players			15	25	32	53.3	11	18.3	2	3.3	60	100
		Coaches					1	16.7	5	83.3			6	100%
		Total			15	22.7	33	50	16	24.2	2	3.1	66	100
2	The availability of videos, manuals etc for supporting training	Players							52	86.7	8	13.3	60	100
		Coaches							6	100	-	-	6	100%
		Total							58	87.9	8	12.1	66	100
3	The availability of medical facilities	Players							57	95	3	5	60	100
		Coaches							6	100			6	100%
		Total							63	95.5	3	4.5	66	100
4	Psychology and guidance facility	Players							59	98.3	1	1.7	60	100
		Coaches							6	100			6	100%
		Total							65	98.5	1	1.5	66	100
5	Nutritional facilities	Players							59	98.3	1	1.7	60	100
		Coaches									6	100	6	100%
		Total							59	89.4	7	10.6	66	100

Item 1 of table 8 reveals that the training facilities and equipments of the projects in Godere Woreda is responded very good by 25% players and 16.7% coaches, satisfactory by 53.3% players and 18.3 % coaches and unsatisfactory by 18.3% players and 33.4% coaches. Besides, there are very few players (3.5%) who abstained from giving their responses.

This implies that the training facilities and equipments in the football projects of Godere Woreda is satisfactory according to the majority of players (78%) and coaches (17%). However, there are very few players (18.3%) and coaches (83%) responded it is unsatisfactory.

Item 2 of the same table shows that the availability of training manuals and video are responded unsatisfactory, by 87.9% 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 98.3% respondents with very few (1.7%) abstainers. Finally, item 5 shows that the nutritional facility is responded as unsatisfactory by almost all (86.4%) respondents.

Thus, the facilities related to manuals and videos, medical, psychological and guidance services in the football projects of Godere Woreda are rated unsatisfactory by the majority of the respondents and the services related to psychological and nutrition are rated unsatisfactory by almost all respondents.

Table 9: Responses on the relationship environment

s. n	Item	Respondents	Excellent		Very good		Satisfactory		unsatisfctory		No res		Total	
			N	%	N	%	N	%	n	%	n	%	N	%
1	The relation between coaches and managers	Players			20	33.3	25	41.7	15	25			60	100
		Coaches			4	66.7	1	16.7	1	16.7			6	100%
		Total			24	36.4	26	39.4	16	24.2	2	3.1	66	100
2	Between coaches and players	Players					15	25	45	75			60	100
		Coaches					5	83.3	1	16.7	-	-	6	100%
		Total							58	87.5	8	13.3	66	100
3	The relation between management and society	Players					10	16.7	48	80	2	3.3	60	100
		Coaches							6	100			6	100%
		Total					10	15.2	54	81.8	2	3.1	66	100
4	The relation between players of a team	Players							54	90	6	10	60	100
		Coaches					1	16.7	5	83.3			6	100%
		Total					1	3.1	59	89.4			66	100

Concerning the FB projects of Godere Woreda, the respondents responded that the relationship between management and coaches is very good (36.4%), satisfactory (38.4%) and unsatisfactory by 24.2% respondents (item 1).This shows that the managers and coaches have above satisfactory relationship according to the majority of the respondents (76%).

The respondents' response, shown in item 2, revealed that the relationship between coaches and players is responded satisfactory by 30% respondents and unsatisfactory by 70% respondents. This implies that the majority (70%) 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 Godere Woreda FB project are not satisfactory.

The relationship between the management body of the FB projects in Godere Woreda and the society is responded as satisfactory by 15.2% respondents

and unsatisfactory by 81.8% respondents while 3% respondents remained abstain (item 3). This implies that the relationship between the management body and the society is unsatisfactory according to the majority (82%) of the respondents. However, the degree o relationship the management body with the society is indispensable in the success of the organization.

Table 10: Response on the organizational structure

s.n	Item	Respondents	Excellent		Very good		Satisfactory		unsatisfctory		No res		Total	
			N	%	n	%	N	%	n	%	n	%	N	%
1	Strength in coordinating the activities	Players					12	20	46	76.7	2	3.3	60	100
		Coaches							6	100			6	100
		Total					12	18.2	52	78.2	2	3	66	100
2	The transparency in the organization	Players					5	8.3	55	91.7			60	100
		Coaches					3	50	3	50			6	100
		Total					8	13.3	58	86.7			66	100
3	The accountability of the managers	Players					2	3.3	52	86.8	6	9.9	60	100
		Coaches							6	100			6	100
		Total							58	86.7			66	100

Concerning the organizational structure of the football projects in Godere Woreda, the strength of the organization in coordinating the activities of their respective teams is responded satisfactory by 20% players and none of the coaches and unsatisfactory by 76.7% players and all (100%) of the coaches (item 1).

This implies that the majority of the respondents (78%) responded that the FB projects in Godere Woreda 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 Godere Woreda is responded satisfactory by 13.3% respondents and unsatisfactory by 86.7% respondent players and coaches.

This implies that the transparency level of the organizations is not satisfactory according to the majority of the respondents (87%).

Item 3 of the same table revealed that the accountability level of the organizations is not satisfactory according to the majority of the respondents (87%).

Thus, one can understand that the organizational structures of the FB projects in Godere Woreda are weak in coordinating the activities of the teams, have poor transparency and accountability in the organization.

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4.2 Discussion and Interpretation

The purpose of this study was to assess the basic factors of developing an elite football player in Godere woreda, Majanger zone, Gambella region. Accordingly, the study tried to answer five basic research questions:

1. What does the composition of the football projects in Godere Woreda 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 Godere Woreda enhance the development of elite players in the area?
4. What are the challenges of developing elite players in Godere Woreda football projects?
5. What are the possible mechanisms of enhancing the development of elite football players in the existing projects of Godere Woreda?

To do this, the required data was gathered from 60 players of the existing three football projects in Godere Woreda and 6 coaches, presented and analyzed and the discussion and interpretation of the data was given hereunder.

1. The composition of the teams

   Almost all players in FB projects of Godere Woreda (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 Godere Woreda 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 equipments 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 Godere Woreda is as follows:

   - The facilities and equipments required for the training such as shoes, shirts, field areas are observed to be more that satisfactory.
   - The training facilities such as video and manuals are not available in the existing projects of Godere Woreda
   - 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 under weight 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 equipments. 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 equipments."*

- The challenges of developing elite players in the football projects of GW 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 Godere woreda, Majanger zone, and Gambella region. To do so, samples are selected from football players, coaches and office representative of GW 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 FBGW has a normal distribution of the height and relative age group. However, there few players whose BMI value is under weight.
- The majority the players in the projects of football clubs in Godere Woreda joined their respective teams and projects for three main purposes. These are for recreational (36.7%), by the influence of others (20%) and to get more money (35%), according to their order of importance. However, there are very few players who have joined their teams to become elite player (8.3%).
- That the majority (74%) of the respondents responded the training skill of coaches as satisfactory and above while few (26%) of the respondents responded the training skill of the coaches is unsatisfactory.

- The availability of training principles is responded excellent by 10% players and 33.3% coaches, very good by 23.3% players and 16.7% coaches, satisfactory by 13.3% players and 16.7% of coaches, unsatisfactory by 53.3% of players and 33.3% of coaches
- The dedication of coaches for the teams is responded excellent (7.6%), very good (10.6%), satisfactory (25.8%), and unsatisfactory by 56.1% respondents. This shows that the coaches of the football projects in Godere Woreda were not fully dedicated to developing strong teams and there by getting elite players in the area.
- The training facilities and equipments in the football projects of Godere Woreda is satisfactory according to the majority of players (78%) and coaches (17%). However, there are very few players (18.3%) and coaches (17%) responded it is unsatisfactory.
- The facilities related to manuals and videos, medical, psychological and guidance services in the football projects of Godere Woreda 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 (36.4%), satisfactory (38.4%) and unsatisfactory by 24.2% respondents (item 12).This shows that the managers and coaches have above satisfactory relationship according to the majority of the respondents (76%).
- The respondents' response, shown in item 13, revealed that the relationship between coaches and players is responded satisfactory by 30% respondents and unsatisfactory by 70% respondents. This implies that the majority (70%) 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 Godere Woreda FB are not satisfactory.

- The relationship between the management body of the FB projects in Godere Woreda and the society is responded as satisfactory by 15.2% respondents and unsatisfactory by 81.8% respondents while 3% respondents remained abstain (item14). This implies that the relationship between the management body and the society is unsatisfactory according to the majority (82%) of the respondents. However, the degree o relationship the management body with the society is indispensable in the success of the organization.
- That the majority of the respondents (78%) responded that the FB projects in Godere Woreda 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 (87%).
- That the transparency level of the organizations is not satisfactory according to the majority of the respondents (87%).

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 Godere woreda 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 GW 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 GW 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 GW 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 Godere Woreda 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 GW 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

Addis Ababa University

School of graduate study

Facility of life science

Department of sport science

Questionnaire for football players

Dear footballer, the purpose of this questionnaire is to collect information about factors that affect the development of elite 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 elite 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, f any anther specify, _____

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

A. *Problem of training infrastructure* ☐
B. *Lack of resource* ☐
A. *Scarcity of the knowledge of the foot ball training objectives* ☐
B. *Lack of cooperation among the concerned bodies* ☐
C. *Lack of scientific method of training*

If another specify _____

_____

Appendix B

Addis Ababa University

School of graduate studies

Department of sport science

Observation check list for players

S. N	Items	Excellent	Very good	Satisfactory	None
A	**The quality of coaches**				
1	The training skill of coaches				
2	The use of training principles				
3	The dedication of coaches				
B	**The facilities and equipments**				
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				
C	**The organizational structure of the clubs**				
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				
D	**The relationship within the club**				
12	The relationship between management and coaches				
13	The relationship between coaches and players				
14	The relationship between management and players				
E	**Society's attitude and support**				
15	Attitude of the society				
16	The support of the society				

Appendix C

Addis Ababa University

School of graduate study

Facility of life science

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 elite 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

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

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

Educational level

a. *Certificate*
b. *Diploma*
c. *Degree*
d. *Masters*
e. *Others,specify*_____

Field of study

a. *Sport science*
b. *Social sciences*
c. *Natural science*
d. *Coaching*
e. *Other, specify*

Main questions:

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

a. *High*
b. *Medium*
c. *Law*

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

   *a.*_____

   b) _____

   c. _____

Appendix D

Addis Ababa University

School of graduate studies

Department of sport science

Observation check lists for coaches

S. N	Items	Excellent	Very good	Satisfactory	None
A	**The quality of coaches**				
1	The training skill of coaches				
2	The use of training principles				
3	The dedication of coaches				
B	**The facilities and equipments**				
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				
C	**The organizational structure of the clubs**				
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				
D	**The relationship within the club**				
12	The relationship between management and coaches				
13	The relationship between coaches and players				
14	The relationship between management and players				
E	**Society's attitude and support**				
15	Attitude of the society				
16	The support of the society				

Appendix E

Addis Ababa University

School of graduate studies

Department of sport science

Interview questions for Godere woreda sport office representative

Interview date: _____

Time_____

Place_____

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

Appendix F

Annex: table of BMI

No	height	weight	BMI	Remark
1	1.55	54	22.5	NORMAL
2	1.56	55	22.6	NORMAL
3	1.56	46	18.9	Under
4	1.57	57	23.1	NORMAL
5	1.57	50	20.3	NORMAL
6	1.59	51	20.2	NORMAL
7	1.59	59	23.3	NORMAL
8	1.6	58	22.7	NORMAL
9	1.6	55	21.5	NORMAL
``10	1.6	51	19.9	Under
11	1.7	54	18.7	Under
12	1.7	55	19.0	Under
13	1.71	62	21.2	NORMAL
14	1.71	63	21.5	NORMAL
15	1.72	57	19.3	Under
16	1.72	55	18.6	Under
17	1.72	65	22.0	NORMAL
18	1.72	57	19.3	Under
19	1.72	63	21.3	NORMAL
20	1.73	66	22.1	NORMAL
21	1.73	68	22.7	NORMAL
22	1.73	67	22.4	NORMAL
23	1.73	69	23.1	NORMAL
24	1.73	68	22.7	NORMAL
25	1.73	58	19.4	Under
26	1.74	59	19.5	Under
27	1.74	61	20.1	NORMAL
28	1.74	68	22.5	NORMAL
29	1.75	71	23.2	NORMAL
30	1.75	59	19.3	Under

No	height	weight	BMI	Remark
31	1.75	61	19.9	Under
32	1.75	62	20.2	NORMAL
33	1.75	66	21.6	NORMAL
34	1.75	71	23.2	NORMAL
35	1.76	69	22.3	NORMAL
36	1.76	65	21.0	NORMAL
37	1.76	71	22.9	NORMAL
38	1.76	60	19.4	Under
39	1.76	63	20.3	NORMAL
40	1.77	67	21.4	NORMAL
41	1.77	66	21.1	NORMAL
42	1.77	68	21.7	NORMAL
43	1.77	60	19.2	Under
44	1.77	69	22.0	NORMAL
45	1.77	64	20.4	NORMAL
46	1.78	65	20.5	NORMAL
47	1.78	66	20.8	NORMAL
48	1.78	62	19.6	Under
49	1.78	62	19.6	Under
50	1.78	70	22.1	NORMAL
51	1.78	70	22.1	NORMAL
52	1.78	63	19.9	Under
53	1.78	63	19.9	Under
54	1.79	65	20.3	NORMAL
55	1.79	65	20.3	NORMAL
56	1.79	68	21.2	NORMAL
57	1.79	70	21.8	NORMAL
58	1.8	69	21.3	NORMAL
59	1.8	71	21.9	NORMAL
60	1.81	75	22.9	NORMAL

DECLARATION

This thesis is my original work and has not been presented for a master in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Signature Date

Name of the candidate _____ _____ _____

Advisor's name _____ _____ _____