THE MAJOR CHALLENGES THAT AFFECT THE PARTICIPATION OF FEMALES FOOTBALL PLAYERS: IN CASE OF ADDIS ZEMEN TOWN

BY

MOLLA G/KIDAN

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF SCIENCE IN SPORT SCIENCE

AUGUST, 2013

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Acronyms

CAF – Confederation of African Football.

EFF – Ethiopia Football Federation.

FA – Football Association.

FF – Football Federation.

UEFA – union Ethiopia Football Association.

UN – United Nation.

UNESCO – United Nations for Education Science and Cultural Organization.

USA – United States of America.

WF – Women's Football.

WHO- World Health Organization.

WFA – Women Football Association.

Abstract

The purpose of this study was to investigate the major challenges that affect the participation of female football players in Addis Zemen Town. To conduct the research a descriptive survey method that include questioner, interview, observation and document analysis were employed. The target population were 70 female students two sport officer, one youth officer, one town admiration and three school teacher were selected by Radom sampling techniques. The study shows that female students did not participate in football activities, because of culture, religion, knowledge and attitude of the society. It was the observation of the researcher that playground is not satisfactory and comfortable. It was recommended that the town administration ought to show efforts to encourage the participations of female players in the town.

Key words: female football, attitude, society, women participation & competitive.

Abstract

The purpose of this study was to investigate the major challenges that affect the participation of female football players in Addis Zemen Town. To conduct the research a descriptive survey method that include questioner, interview, observation and document analysis were employed. The target population were 70 female students two sport officer, one youth officer, one town admiration and three school teacher were selected by Radom sampling techniques. The study shows that female students did not participate in football activities, because of culture, religion, knowledge and attitude of the society. It was the observation of the researcher that playground is not satisfactory and comfortable. It was recommended that the town administration ought to show efforts to encourage the participations of female players in the town.

Key words: female football, attitude, society, women participation & competitive.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ball games are widely practiced all over the world. It realized competitive interest and attract people's attention, like volley ball, basketball and hand ball, among them football is the most popular sport in the world in terms of spectators and participants because at this large number of people uses their leisure time to relax themselves to support their teams in moral and participant in football activities.

It is vigorous game which demands a great amount of physical fitness quality such as strength, endurance, flexibility and requires skill teamwork critical thinking and decision making. Over the years, football has become increasingly significant, as it remains one of the last few strongholds where can men still assert their dominance and supremacy.

For males, achieving success in football reinforces and promotes their masculinity; whereas for women achieving success in sport is often considered as having rejected feminine values. As a result of this, football is often considered a male-dominated sport in terms of both participation and support. This is partly due to the masculine imagine of sports generally and soccer in particular.

Women participation in football playing remains limited especially in the third world countries. This was due to biased views on females that women lack the strength or the stamina to run, kick, or tackle. Furthermore, women have often been excluded from many sports and physical activities on the premise that they risk medical harm and physical trauma. Additionally the societal expectations of femininity often results in women being dissuaded from lifting weights, sweating, grunting, being aggressive, participating and competing in sports and physical activities (Sherrow 1996). Hence, women are underrepresented not only in the football playing rather at all levels like in coaching, management, commercial sporting activities and the media as well as in decision making bodies at the local, national regional and international levels, including the international Olympic committee (promotions of women sports leaders, 2007). Although change has

been slow, the opportunity for women to engage in a range of sports has grown. Since the 1990s, western women's participation in male dominated sports has increased steadily this is generally attributed to improvements in women's social and economic power through liberal political agendas and the equal rights legislation. To exemplifying to this, the numbers of female players start to participate in playing football game.

The FIFA report also showing this reality of the rapid growths of female football players in the world. The FIFA Big Count surveys also indicate the extent to which the number of male and female football players has changed from 2000 to 2006. FIFA declared that between 2000 and 2006 overall participation in football increased by 9% across its 207 member associations, with male participation increasing by 8% and female participation increasing by 19% (FIFA 2007a; Population Trends 2007). For instance, in 2002, football became the fastest growing female sport in the UK, replacing netball (The FA, 2007) however these changes have been seen in the western countries of Europe only. However it is not true in Ethiopia, still females are not fully participate in football playing games due to different factors. Lack of interests of females in participations of football playing is still a great problem in my research area of Addis Zemen Town. This was the reason why the researcher used to select the topic "the major challenges that affect the participations of females in football playing in the case of Addis Zemen Town".

1.2 Statement of the Problem

In Addis ZemenTownthere are different football projects both in the woreda andKeblelevels. All of these football projects include many individuals by categorizing team as under 15, under 17 and under 20, but none of these projects include females in their projects. Not only in sport projects females are not participate or play football in the school compound of the sport period while men are playing. Therefore, the researcher has become across the problem of female participation especially in football. Though females are participating in different works, their participation in football is very low and the same is true in Addis Zemen town. This research will try to answer the following research questions.

1. What are the major factors that affect the participation of female players towards football game?
2. What is the role of sport administrations towards motivating female's football players?
3. What are the tendencies of clubs or organizations to have the female football club at Addis Zemen Town?

1.3 Objectives of the Study

General Objective

The general objective of this study to examine the major challenges of participation femalefootball players at AddisZemen town

Specific Objectives

- To assess the interest and motivation of females in football participation
- To assess the present status of female participation in in football
- To find out the problem of female participation in football
- To identify proper solution on how female participate in football

1.4 Delimitation of the Study

The study is conducted in south Gondar Zone emphasizing on the major challenges that affect the participation of females in football game more specifically the study was conducted in Addis Zemen town. Because in this town there are no female football players. Additionally in this town the research can easily gain information because the researcher was born and grew up in the town.

1.5 Limitation of the Study

The research is limited to the major challenges that affect the participation female football players because of problem that the researcher faced during study or researching this thesis is

- Time and reference material constraints.
- Few questionnaires were not returned in the expected time.

- Lack of internet access.

1.6 Significant of the Study

The study would support and enrich the participation of female football players.

To triad the significance of the study to:

1. Discovers the common problems performance of physical activities in female football.
2. Give emphasis and information on the problem of females towards football participation.
3. Give awareness for parents, females are equal with male.
4. Serve as a spring board for researchers to conduct deep study on the problem. .

1.7 Operational Definition of Terms

Football:-is a game played by two teams on rectangular field in which players attempt to knock a round through the opponents goal, using any part of the body except the hands generally players use their feet and heads as they ,dribble and pass the ball toward the goal.one player on each team guards the goal. This players, the goal keeper, is the only player allowed to touch the ball with the hand while it is in play.

Performance:-The accomplishment of a given task measured against preset known standard of accuracy. Completeness cast and speed. In a contract performance is deemed to be the fulfillment of an obligation in a manner that released the performer from all liabilities under the contract.

Tactic:-the ability of solving the given challenge/problem.

Technical:-The ability of the player or movement of the player with and without a ball.

Women's Football:-a game played two team 11 women players using around ball which players kick up and down the playing field. Teams to kick the ball in to the other team 'goal.

1.8. Organization of the Study

This study organized in five chapters, chapter one is about the problems its approach. Background of the problem, statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study and definition of key terms with dealt here chapter two is about review of related literature. The study design and methodology used with state and describe in chapter three. Chapter four is about finings and discussion, chapter five deals with summary of findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Global Perspective of Women's Football

Women football like the world football its beginning and attempt was the recent sport in relation to men's football. From 1930 world football match still walking strong up to 2010, except the disruption of the game due to the world war 2nd .While in the women football much attention began to be provided during the last three decades. Whereas football as a match competition first held in 1872, in Glasgow between Scotland and England, although at this stage the sport was rarely played outside Great Britain American (encyclopedia, 2010).

Worldwide the women's football match started in 1895 and also in 1920 the first women's international game Preston-based held between Dick Ken's ladies and French. Because of many reasons, in history after 1920 football of women banned. Some of the reasons were "the game of football is quite unsuitable for females and ought not to be encouraged therefore around 48 years ago women's football were banned throughout the world due to the FA reasons that "Women are not suitable for football. However, through a long time of banning, in 1969 the women's football association (WFA) is formed with 44 club members. Through different struggle of this association, finally, the FA council lifts the ban which forbade women playing on the grounds of affiliated clubs. Therefore, the first WFA cup held in 1971.

After the lifting of mentioned ban, the new defunct women's Football Association held its first national knock out cup in 1970- 71.Itwas called the MitreTroply which became the FA women's cup in 1993.

Prior to the FIFA's 1991 establishment of the women's world cup, several

Unofficial world tournaments took place in the 1970s and 1980s including the FIFA's women's Invitation Tournament 1998, which was hosted in Taiwan.

Women Football and Its Historical Development

Women football first recorded match was in Olsgaw, Scotland and in England was in 1895.Nethe Honey bill founded the British ladies football club in 1894. He said that "I founded the association with the fixed resolve of proving to the world that women are not the ornamented and useless creatures man have pictured" Honyball paved the way for women's football however it was without the support of the British

Then, the world war 1st company teams mini-boom in popularity. Most success full team was (Dick Kerr's ladies of Preston England) In 1921 English FA banned women's football from league grounds. UEFA and Scotland followed suit. "Football is unsuitable for females and ought not to be encouraged ....game played by women was distasteful" It was a speculation-decision based on jealousy. Then after, women's football continued at local parts but gained limited exposure.

Barriers to progress of women's football throughout Europe were:

- Perceptions of masculinity;
- Loss of femininity (England);
- Women's roles in society motherhood (Spain);
- Doctors or Journalists perception 'unhealthy' and 'ungraceful' (Norway);and
- Too competitive (Germany);

The USA and Australia women's football was not on the radar, is men fought to preserve and protect male domains of sport, the women's game stuttered and stalled until post WW2nd- 970's (Nicolas Look, May 2010:74).

In general there were many social, cultural, political factors: limiting the progress of women's football. There was also a market and demand for women's football as players and spectators.

In 1971 UEFA encouraged all National Associations to take control of women's football. During the modern time there was an also different challenge that was

affecting women football development. Some of these were:-

- Unfeminine;
- Reproductive system;
- Women do not need life lessons from sport;
- Not real athletes (strength, speed, muscle mass)
- Can't attract audience; and
- Females not interested in sport

(Obtained from United Nations 2007:15)

Women football in Asia

Just as many other sports in China, the phenomenon of the female blossoming and the Chinese women in modern football began in the early 1980s.The first National Women's Football Tournament took place in Guangdong. Thereafter, a number of women's soccer teams emerged across the country. By 1988, Chinese women showed their quality in an international women's football tournament hosted by Guangdong. Simultaneously, on Chinese TV, a documentary recorded the history of women soccer. These developments promoted the popularity of football among girls. By the late 1980s the number of women's football teams at provincial level reached 26. While Chinese men have been struggling to go beyond Asia, Chinese women realized the goal with something to sparethough, they dominated the 1990 and 1994 Asian games. Martha saavedra (2011) women football in the horn of Africa.

Women football in Europe

In 1971 ban lifted by FA and in 1991 WFA launched national league, 24 clubs continuing that in 1993 FA established women committees and took over national team, in 1997 development plan for girls comment. In2005 UEFA cup hosted by England.Scandinavians admitted women's football in early to mid1970's toFA's. Norway and Sweden set up women's committees early, which focus on development and promoting club and national teams. Around in mid-1990's Norway has more female than male players. The semi-pro players in some teams post mid 1990's

They socially and culturally fill will past WW2nd.In 2003, 12.5 million viewers attended the match and the Germany won the world cup. Women football players received 40,000 dollar from the government.

In Australia, in 1978, the first national team formed. Around in 1979 the 1st official international match held. It is the fastest growing sport in the 2000's.In general, social and cultural myths remain heavy barriers to expansion of the game. And also, media attention is difficult to attain. Due to different reasons local leagues have difficulty in sustainability (FIFA 2012:276-280).

Women Football in America

In 1960's battles-legal system in educational institutions and sport bodies. In 1972 title IX equal education amendment act verifies which equal gender access to federal funds was. By this the elite male football programmers grew from 5-10 to 1000 and above. In 1978 Federal Legislation banning sex discrimination in US Olympic Committee. The participation of USA players was 50,000 in 1986, 3.4 million in 1993 and at 2003 it reached 7.5 million players. (Nicolas Look; May, 2010: 211).

Women Football in Africa

Women's football champion ship founded in Africa in 1991 and held 8 times up to now. Most successful championship is held in Nigeria. It won the championship for 8 times. Due to much awareness and emphasis for women football Nigeria and South Africa became host nations for three times. These two African countries a little further gone in women football rather than the rest of African countries.

Women football in South Africa first emerged and became successful from 2006, October. Theorists of South Africa football point to ways in which girls and women are marked as outsiders to the game of football. They comment about women's footballers with hostility not only constructs women as outsiders and discourages their participation, reinforces dominant gender ideologies that demand clearly marked differences between men and women

(The journal of pan African studies (2007) volume 1# 9)

Women Football in Ethiopia

Football has deep roots in Ethiopia. Ethiopia was one of founding members of confederation African football. While neither the men's nor the women's national teams are highly ranked internationally, football remains extremely popular throughout the region.

The Ethiopian women football managers interviewed and asserted that, in the 1960s and 1970s there was a strong women's football league in Ethiopia, especially in Addis Ababa, but also in the countryside. They mentioned teams such as Itumelamichi,Libitu,andDerbaboli and players such as BeleteshGebremariyam who went on to become officials in the EFF and CAF.According to those interviewed, the fortune of the earlier teams declined and women's football was not as strong again until the 1990s when it began to reemerge. In 1993, the Ethiopian women's national team had their first international match against Djibouti. In 2004, the team placed 4th in African women's cup. As the officials asserted, things fell apart through again until a new management team came. Players spoke of mixed receptions from their families, especially from fathers and brothers. They had to be convinced - seemingly with success-that it was all right for their daughters to play. Additionally they said that families are more supportive now. In Ethiopia now women players have recently started receiving for Signing (wikipedia, 2012).

2.2 Women Participation in Physical Activity

Because of men domination sports and stereotypic view, women were isolated from many physical activities. This restriction of women from various physical activities caused from complicated gender equity and lack of women empowerment ideas. However, after so many international and local critical thinking and scientific investigations, this belief began to change.

Women were often perceived as being too weak for sport, particularly endurance sports, 'such as marathons, weightlifting and cycling, and it was often argued in

the past that sport was harmful to women's health, particularly their reproductive health. In 1896,Baronpierre de Coubertin, founder of the modern Olympics, stated "No matter how toughened sports woman maybe, her organism is not cut out to sustain certain shocks, "Such stereotypes fueled gender-based discrimination in physical education and in recreational and competitive sport, sporting organization and sport media.(UN.. ..Dec, 2007)

After scientific analysis and worldwide understandings emerged out everywhere drastically, and indeed changes began to be seen. Given that sport was traditionally a male domain, the participation of women and girls in sport challenges a multitude of gender stereotypes, not only those related to physical ability but also those regarding women's role in local communities and society at large. B/directly challenging miss conceptions about women's capabilities integrated sport programmers help to reduce discrimination and broaden the role prescribed to women. An increase of women in leadership positions in sport can also have a significant influence on social attitudes towards women's capabilities as leaders and decision makers. (ibid)

The idea which neglect women from physical activities were dovetailing with political and cultural measures that related with women employment and empowerment. The role of men and boys in challenging and changing unequal power relations is critical. In recent years, a stronger focus has developed on the positive role men and boys can and do play in promoting women's empowerment in different arenas, including in the home, the community and the labor market.

The UNESCO international charter of physical education and sports takes physical sport for women, as a right. Article 1 of UNESCO International charter of physical education and sport says "the practice of physical education and sport is a fundamental right for all. 'Therefore, such a right based understanding of sport and physical activity has been present since the founding of the United Nations.

Over the past decades, there has been a growing understanding that access to and participation in sport and physical education is not only a right in itself, but can also be used to promote a number of important development goals through

facilitating democratic principles, promoting leadership development, and encouraging tolerance and respect,, as well as providing access to opportunity and social networks.

Therefore, the participation of women in physical activity influenced all areas of development. Women's physical activity in

Sport promotes health, education, political development and peace and security. (UN Dec, 2007)

2.3 Challenges and Opportunities in Women Football

From the longtime of reference participation of women in a physical activity were very difficult and unable event for women in a younger age. Even restriction and social affairs within a combination of an idea of "impossibility" of football for girls and women was challenging everywhere across the world. However, after unmoors study and factual attitudes shined-out which made the 'unable' to be able.

Before the participation of women in football various women, gender equality actions have been taken place. However challenges that had faced with empowerment of women were not easy. As one UN document emphasized,' women's access to positions of leadership and decision making was constrained from the local level to the international level. The value placed on women's sport was often lower resulting in inadequate resources and unequal wages and prizes. In the media, women's sport was not only marginalized but also often presented in a different style that reflects and reinforces gender stereotypes. Violence against women, exploitation and harassmentin sport were manifestation of the perception of men's dominance, physical strength and power, which were traditionally portrayed in male sport. (UN, 2007)

Another challenge that became obstacle for women football development was lack of role models in sport. Women and girls have been less involved in sport than man and boys through the centuries. At all levels and in all roles.

Community participation, elite athletics, coaching, managing and leading sports organizations. Women, especially those from marginalized groups, have been under represented. This situation is gradually changing in some areas because of the concerted efforts of individuals and groups. But change is slow. In 2006, around 29% of all representatives on strategic sports boards and committees were women.

According to 4th FIFA Women's Football Symposium some of the main challenges on application of the women football are:-

- Outcomes from plans, seminars and courses are implemented and supported by the member associations
- Investments are made to progress the development of WF administration structure is strong
- Ensure sustainable activities -build the foundation for the future
- Provide pathways for talent to progress (create opportunities)
- To secure additional resources
- To maintain long-term partner ship
- Accessibility to infrastructure. Are the main challenges to be faced.(FIFA 2007)

In women, gender equality script well expressed that women could be beneficiary if they would like to participate in many physical activities. Although many of clinical trials and epidemiological studies in health research have excluded women, the data available suggest that women derive much health benefit from an active lifestyle. Participation in sport and physical activity can prevent a myriad of non-communicable diseases which account for over 60 percent of global death, 66 percent of which occur in developing in developing countries. For girls it can have a positive impact on childhood health, as well as reduce the risk of chronic diseases in later life. (FIFA 2012)

For older women sport and physical activity as well football, can contribute to the prevention of cardiovascular diseases which account for one third of deaths among women around the world and half of all deaths among women over 50 in developing countries. An important role of physical activity in the life of older women lies in prolonging independence. Much of the physical decline that was presumed an inevitable consequence of aging is now thought to be the result of in activity.

Participation in sport and physical activity can also facilitate good mental health for women of all ages, including the management of mental disorders such as Archaizer's disease. It can promote psychological wellbeing through building self-esteem, confidence and social integration, as well as help reduce stress, anxiety, loneliness and depression, (ibid)

The benefits of participation in physical activities are great, and the potential costs of in activity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to equitable access and opportunities.

2.4 Barriers to Women Football

Women's football has been played for many decades but, it was associated with charity games and physical exercise in the past before the break through of organized women's association football came in 'the 1970 before the 1970s ,football was seen as men's game. Football is the most prominent team sport for women in a few countries like USA, China, Japan and England; and one of the few women's team sports with professional's leagues(Jahodawillson, 1988).

The growth in women's football has been major competitions being launched at both national and international level. Women's football has faced many struggles though out its fight for right. Although women's football had its first golden age in the UK in the early 1920s when some matches achieved over 50,000 spectators. This was stopped once December 1921 when England's

football association voted to ban the game from grounds used by its member clubs. The ban was not cancelled until July 1971(FIFA, 2012).

In 1970s women's club teams started to appear on college campus, but it wasn't until the 1980s that they started to gain recognition and gained a varsity status. The first national level tournament was held at Colorado College, in

1981. Women's football over looked for centaury because of different reasons. At one .time it was rising up and going strong for a certain period of time.

Besides for the banning and becoming unable of the women's football there were a lot of barriers. Although women's football has its first golden ages in the UK in the early 1920s there are also different barriers.

Practical Barriers

According to (Wikipedia 201-2& encyclopedia of American 1993) there are six are practical barriers.

1. **Lack of Time and Child care:-**Women tend to have less leisure time than men as they take on the greater burden of responsibility for house work, childcare and care of elderly or in firm relative.
2. **Lack of Money:-**More women than men say that lack of money limits them from taking part in sport and physical activity. Women earn on average almost 5,000 pound a year less of paid work and even through nearly as many women as men are in paid work now, men are still seen as more desiring of such rewards. Poor familiar may not be able to afford to invest in club membership, or pay for sport clothing and equipment, and mothers from poorer families are unlikely to afford child care to give them the time to take part in spot.
3. **Lack of Transport:-**This is a particular problem for women with young children, elderly women .These groups are more reliant on public transport, which is too often unreliable, inconvenient and expensive. The cost of transport is a particular hurdle, given the lower incomes of women in comparison with men.

4. **Personal Safety** :-Personal safety on the streets, on public transport, and in and around sports and community venues is a particular problem for women and girls who may fear not only physical and sexual attack but also unwanted attention and harassment, these fears may make parents of girls reluctant to allow' their daughters go out after dark. Some groups are particularly vulnerable.
5. **Funding:**-At most levels, women's sport attracts less funding than men's. In 2006/07 women made up 41% of all athletes funded through various sports council programmers and while the five sports councils funded 832 men in 2005/06, they funded only 571 women. At the community sport level girls teams tend to attract less sponsorship from local businesses because of old fashioned ideas about sport not being suitable for girls. These in qualities in funding result in poorer facilities, equipment and kit, as well as less sponsorship for female athletes.
6. **Access to facilities:**-Women and girls cannot play sport if they can't get access to the necessary facilities. Too often, sports halls prioritize ale sport when it comes to pitch time so that men/boys get facilities at they preferred time, while women/girls have to make do with less convenient times. Given that women have less leisure time than men; this is a double leisure whammy of inequality.

2.5 Lack of Female Role Models

Sports personalities flood news headlines, endorse all varieties of products and, in this globalized world, are among the most recognized celebrities worldwide. Even children in remote rural African villages wear T-shirts and carry notebooks depicting football stars who play for Manchester United or Arsenal, and can name their favorite players. These stars serve as role models and idols for children around the world, particularly during major sporting events, such as the World Cup. Yet female sports figures are noticeably absent.

Cultural and Religious Barriers:-Around the world, cultural and religious

Factors prevent women and girls from engaging in sport. From an early age, boys are encouraged to participate in sports, while girls may be told to stand and watch from the sidelines. An extreme example in the past was in American football, where scantily dressed women stood at the edge of the field to cheer on

The male competitors. Although, it should be noted that now cheer leaders have become acrobatic specialists, participating in their own sport of cheerleading. This has become one of the most See Higgs, C, K Weiller, and S Martin, "Gender Bias in the 1996 Olympic Games," Journal of Sport and Social Issues, Vol.27, No.1,52-64 (2003); Eastman, S. and Billings, A., "Gender Parity in the Olympics: Hyping Women Athletes, Favoring Men Athletes," Journal of Sport and Social Issues 23(2): (1999).

Psychological Factor: -Females are also influenced psychologically from participation indifferent sport activity especially in playing football such psychological factors are:-

Lack of motivation lack of confidence, self – awareness, self-actualization, fear of playing in front of large number of people/students.

Even though most educators wrote some psychological gender differences let us look at (Sunder land 1994-159) as an example.

Women are proceed relatively less competent less objectively and logical than men are perceived expressiveness in comparison to women more over stereotypically masculine traits arc more often perceived to be desirable then stereotypically feminine characteristics most importantly both men and women in corporate both the positive and negative trait of the appropriate stereotype in to them self-concepts than dome in addition to this Sunderland (1994/94) relieves the following as psychological difference for most men talk is primary a men must importantly both men and women in corporate both the /positive and negative trait of the appropriate stereotype in to them self-concepts. There are several psychological factors that causes frustration in female at what while they participate in football. Some of these' inferiority complex those means female athlete negatively influenced psychologically from participation of different sport activities.

As a result the belief of the society has an impact on the self-concept of females. So a number of females less competent. Less self-concept of females. Less

activity, less topic etc. furthermore, they have some psychologically preferences like need of respect for males, but females need love rather that dignity next to this let us look at the degree of females fright and anxiety in comparison with males (Sunderland 1994/94)

Personal Barriers

1.Body image:-This issue affects all aspects of society research shows that, in general, female adolescents report greater body image dissatisfaction than do males .However, body image is a particularly important issue in sport research also shows that women are far more self-conscious than men when taking part in sport and physical activity. For girls and women the relationship between body image and physical activity is a vicious circle, the more self-conscious they feel about their bodies, the less likely they are to take part in sport and yet, participation in sport has a positive effect on girl's perfections of their bodies. This is particularly significant for obese and overweight girls and women who are least likely to want be physically active and who are frequently excluded from activities based on their own and society's perceptions of their interests and abilities.

Body images issue is also related to sexuality and sexual orientation. Girls who are developing sexual identities as straight, lesbian or bisexual might dislike the attention that certain kinds of clothing or activities bring.

2. Clothing and Equipment:-Clothing and equipment for sports can be expensive. This is a particular problem for women, given that, an average, they earn less than men. Images of sports people can promote the idea that, unless you're dressed in fashionable clothing designed for a particular sport, you'll look out of place. Some sports clothing is also quite revealing, which create problems for women for girls, linked to the issues about body image.

3. Lack of self-confidence:-Plenty of research shows that girls, on average, have self-confidence than boys and rate their performance or ability mirrored negatively than do boys. Indeed, a boy bursting with self-confidence will be admired and encouraged while a girl similarly full of confidence can be put down as a little madam. This is linked to issues about body image, girls who don't feel good about their bodies can lack confidence in their physical abilities and may be over negative about their performance.

4. Parental and adult influence:-the influence of parents, coaches and other roamed adults affects girls and boys differently. For example, adolescent females place greater emphasis on self-comparison and comments from adults than do adolescent males, who rely more on competitive out comes and ease of learning, as their basis for personal judgment t of physical competence. Adverse comments from coaches and teaches provide one of the main reasons for girls becoming discouraged from playing sport. .

Given that rely on adults, comments, parents, coaches and teachers play a particularly important role in motivating them to participate in sport and physical activity. Girls are more likely to enjoy their sport if they think that relevant adults have realistic expectations, provide support and encouragement for their efforts and refrain from negative evaluations of their performance.

Research shows that the mother's participation in physical activity and father's more generic involvement and assistance are important in sustaining activity level of adolescent girls. The physical activity levels are not the same for them. National football development plan (2017) football federation Australia.

Social and Cultural Barriers

1. **The male dominated culture of sport:-**it might seem strange to suggest that a barrier to participation in sport is sport itself, but this idea is worth considering some people argue that sport has traditionally been defined, organized promoted and constructed as a male activity. For example, some women or girls are turned off sport all together because they see it as male dominated activity. Working in sector when you are a minority can make you feel that you don't belong.

2. Attitudes and prejudices about sexuality:-Women's sport or especially male dominated sport such as football is still regarded by some as fundamentally unfeminine. The resulting erroneous, conclusion is that all sports men must be. There are several consequences some women or girls refrain from certain sports for fear of being perceived as unfeminine and or lesbian.

3. Sexual Harassment and Abuses:-Recent studies indicate that sexual harassment and abuse is just as much a problem in sport as it is elsewhere in society. Many females drop out sport rather than continue being subjected to the undermining effects of constant harassment and abuse others endure the sexual attention of their male coaches or because of fear, desire for athletic reward, low self-esteem or ignorance of who to turn for help.

2.6 Health and Women in Physical Activities

Women participation in physical activities has direct relation with health. The more they participate in physical activities the better will be their health. Their benefit multiplies. Women and girls will benefit a lot by sports and physical activities. According to WHO (World Health Organizations), involving in sport and physical activities could help for the development of physical, mental and reproductive health. (WHO 2012)

Physical Health:-Regular participation in physical activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world.

Physical activity may influence the physical health of girls in two ways. First, it can affect the cause of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a lot of factors affecting girls' physical health, including diabetes, blood pressure and the ability to use fat for energy. Second physical activity could reduce the risk of chronic diseases

In later life. A number of adult conditions such as cancer, diabetes and coronary heart diseases, have their origins in childhood and can be aided, in part, by regular physical activity in the early years. Also regular activity beginning in childhood helps to import bone health, these preventing osteoporosis, which predominantly females. Physical activity can be an important feature of a weight control programmed for girls, increasing calorific expenditure and promoting fat reduction. (WHO 2012)

Mental Health:- In recent years, there has been evidence of disturbingly high rates of ill health among adolescents and even younger children, ranging from low self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. Adolescent girls are particularly vulnerable to anxiety and depression disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode; girls are also significantly more likely than boys to have seriously considered suicide.

Research suggests two ways in which physical activities can contributed to mental health in girls, Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon girls psychological wellbeing; indeed some studies indicate that girls may respond more strongly than boys in terms of short-term benefits. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. (WHO 2012)

Reproductive Health:-Adolescent pregnancy and sexual ill health are major social problems across the globe. Although there is a shortage of research in this area, early studies conducted in US have found that adolescent girls who participate in sports tend to become sexually active later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls. Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high risk sexual behavior, (ibid)

Education:-A range of evidence suggests that for many girls' sports and physical activities are positive features of their academic aspiration and achievement. More recent studies have found improvements for many children in academic performance when time for physical activity is increased in their school day. Studies from the United States report a host of encouraging findings including: girls who participate in sports are more likely to achieve academic success than those who do not play sports.

Strategies for Women Football Development:-There is no doubt that women's football has become highly recognized all over the world. At the elite level we can certainly say that the future of women's football has already arrived. However, as we look back with satisfaction on the quality of the top teams play in Germany, we are also aware that there wills much to be done to improve the women's game around the world.

In the next four years, FIFA will continue to live up to its mission tor women's football in creating more opportunities for women and girls to become involved in our sports. FIFA will continue championing recognition and equality for women and girls let's embrace the challenges together and bring more women and girls on board.

2.7 Causes of Women Football supporting:

FIFA support women's football for member countries and designed an opportunity to develop women football. The goals and objectives are:-

- ✓ For increasing the number of female players involved from grassroots to elite level.
- ✓ For increasing involvement of former female players as administrators and leaders.

How Can This Be Achieved

This women football development plan can be achieved -by strengthening, assess and continually review the structure supporting women football.

- ✓ By developing a woman's football committees and department empowered and equipped by the member associations leadership.

- ✓ By including girls in grassroots programmers from as early as six years old.
- ✓ By introducing and optimize women's football competitions from grassroots to elite level.
- ✓ By actively engaging with the media regarding women football.

In order to increase and develop women football various measures should be taken for the development of women football. Accordingly, these measures may divide into the following ways. (FIFA 2012) women's football development program Gide lines, fore the game, for the world,

Governments Responsibility :-Local governments and institutions can support the member associations in their development programs for football in general and women's football-trough the:

- ✓ The inclusion of football with in the school curriculum and the grassroots level specifically for girls or for boys and girls.
- ✓ Provision of a public platform to promote women's football and its benefits.
- ✓ Inclusion of football for women and girls as part of nationwide health programs.

Medias Responsibility

The Medias provide a platform to promote women's football. Member associations should therefore work closely and communicate proactively with the media and information outlets to:-

- ✓ Extend to reach of their women's football programs -provide greater exposure of women's football to a wider audience, heightening awareness and interests.
- ✓ Help foster recognition of female players
- ✓ Educate the general public, families and school about the positive social and health impacts for women and girls of playing football.
- ✓ Demonstrate to sponsors that women's football offers a unique demographic to sell products to

Private Sectors Responsibility:-The private sector provides funding opportunities for women's football. Member associations should seek partnership with national and international corporations.

- ✓ Link popular brands corporations with women's football and associated competitors leagues -increase investment and support to achieve greater results in women's football
- ✓ Achieve social progress goals (empowerment) women and girls trough football and corporate social responsibility programs.

2.8 Females in the Media

Girls identified the lack of media coverage of females in sport and the media representation of the ideal girl as thin and beautiful as issues that might impact on their participation in sport and physical activity. Media messages are perceived as putting greater importance oilmen and boys in sport.

Women's sport and their participation

The gender-based discrimination against women in sport-related employment is also apparent in the unequal representation of women in sport media, and the negative portrayal of women athletes and women's sports remains a persistent problem. In addition, women's sporting events remain marginalized from the mainstream multi-billion dollar sport-media industry and while many local, national and international competitions include both men's and women's events, the men's events invariably dominate media coverage and local and global attention.

For example, in the United States, the media coverage ratio in 2004 between male and female professional sporting events was 95 to 1 in television and 20 to 1 in print media. In Australia, a 1996 study conducted by the Australian Sports Commission found that coverage of women's sport was just two per cent of total sport broadcasting in television, 1.4 per cent in radio and 6.8 per cent in sport magazines. Newspaper reportage of women's sport was higher at 10.7 per cent.

When the South Australian Premier's Council for Women commissioned similar research in 2006, it found that newspaper coverage was just 4.1 per cent, despite a number of high-profile women's sporting events held during the study period. (Frank Deford, a senior writer for Sports Illustrated), has argued that coverage of sport is dictated by what people want to see.Austeralia sport comition.womwe and sport –Issues Available from http://www.aussport.gov.au/women/fssex.aso

2.9 FIFA's Guidelines for Women's Football Development

FIFA encourages programs of countries in line with their women football development strategies. The programs are available to all member associations and regions and are presented in four core areas.

Competitions

Quality and quantity of competitions and grassroots projects

1. Support for national women's football competitions
2. Football for girls

Management

Member associations structure and women's football committee, finances, facilitates,

3. Financial assistance program 15% earmarked for women's football development
4. Regional seminars for member associations on women's football development
5. Regional administration workshops for member association's women football development managers
6. Consultancy for developing women's football

Education

Coaches, referees, administrators and officials

7. Member association's technical courses for women's football development
8. Regional coaching workshops for women's football coaches
9. Refereeing education for women within the reefing assistance program

Promotion

Social support, partners, communication, Income generation 10. Women's football community seminars

11. Women's football development legacy program through FIFA
12. Women's youth competitions. (FIFA P)

2.10Content Football Training

Wondimu (2004) defines training as systematic process of repetitive, progressive exercise or work involving learning and acclimatization. Whereas Kachany (1977) defines football training as a complex, long and conscious educational process, with the aim of, making use of specific means, to contribute to the achievement of maximum football performance by a player on the basis of balanced development of his personality.

As (Wondimu, 2004) indicates more, football training is an act of faith, which is best regarded in terms similar to a bank deposit account. That means, the more one puts in, the more can be drown out at a future date. If the investment is wise, the interest yields are greater; similarly, if are 'systematically and scientifically and scientifically trained and prepared, the achievement of performance is superior to earlier performance. The principles, which apply to football training, are a collection of rules, which in sports training, are a collection of rules, which in sports training are geared towards football. They are reflected above all in the content, means, methods, planning and in the organization of the training process. Therefore, football training is a process of education with respect for and encouragement of the principles of training.As (Wondimu, 2004), one thing is certain for him, as a specialist in football that

Is there is no 'a special type of training that would be uniformly followed for success. However, training for performance development depends on the particular condition of a given country. Thus, special abilities of footballer, dedication and hard work, for which there is no substitute, respond well to training. Football training include systematic practice and improvement of play activities, learning special skills, the development of mobility and creativity of the players, the molding of moral and mental qualities, which respond the requirements of the game.

The contents of football training are dominated by physical activities during the first half of the preparatory period. The aim of these activities is to influence the organism of the player both as a whole and in all its variety and to stimulate developments, which result in improvement of his/her physical performance. In order to achieve permanent improvement and to make training as effective as possible, certain stages and fundamental components must be distinguished. Each of components includes tasks of great significance for the performance of play. The relationship between the components of training varies in proportion to the level of performance of the players, the length of the training period and the shortcoming established.

2.11 The Methods of Developing the Content of Football Training

The process of forming and perfecting habits of play in order to resolve play situations through individual play activities and play combinations with a given play systems is very complex. Modern football training can be separated into three methods of instruction. (Wondimu, 2004)

The practice method: This method is oriented towards learning the technique of play activities and development of mobility. The training begins with explanation and demonstration followed by practical training in simple play situations. In the course of training, both will power and special mobility are developed. At this level of complexity practice of individual play activities corresponds to preparatory exercises in relatively in changing circumstances. The aim of exercise is to teach the technical aspects of play activities and this is

gradually integrated in to the series of play activities. Organization of the exercise must ensure repetition of play activities in isolation from the game itself.

Table 2.1. The Practice Method Training

	The practice method
Advantage	Playing games is fun- also suitable for schools; Therefore ideal for young people; Ball and body techniques have to be adapted to the situations of the game; Reactions, ability to make decisions and correct Procedure are all improved. The players can get on with the game, leaving The coach to watch, or carry out some special Training. Tactics are improved at the same time.
Disadvantage	Mistakes can easily creep into the beginner's game; Efficiency is lessened by long rest intervals; It takes much longer time to learn a technique; Sometimes beginners not up to the complex exercises;
Main aim	Make training fun! Choosing the right technical possibility and adapting the single elements to the match situation.

The game method: This method involves technical and tactical exercises in the form of games. These movements are trained to near- match pitches gradually increasing the difficulty of the exercises. The games are either framed with in a set of rules, where the player's duties are changed continuously making the game increasingly more difficult or the games follow a general idea. During these games, the players will improve his technical until it is near match pitch and in so doing he will build up his knowledge of the game and his experience. This method is suitable for beginners and players that are more advanced. '

Table 2.2 .The game method

	The game method •
Advantage	Good results in a short time; Sequence of movements assimilated and made automatic; Suitable for beginners without any technical training; The coach has a good overall view of the players as they in regular formation: Many-players can practice on a small training area; Because of the numerous formations, variety is possible without changing the exercise.
Disadvantage	Technique practiced without reference to actual match situations; Everything looks different in a match; The exercises could easily • become boring (especially with an unimaginative coach); Young people quickly lose interest; No improvement of condition.
Main aim	To learn an exact technique, work on it, perfect it and practice it until it becomes automatic.

The complex method: with the complex method, more than one skill is practiced simultaneously. Here large section of play activities practiced. For example:

- ✓ Technique + condition;
- ✓ Technique and tactics+;
- ✓ Technique, tactics, and condition.

Table 2.3 the complex method

	The Complex Method
Advantage	Technique, tactics and condition simultaneously. Because of good motor sensory effect, good results in a short time. Continually changing periods of pressure followed by periods of rest. Well suited to circuit training. During the technical-tactical exercises ability to read the situation, speedy reactions and the free choice within the framework of the rules are developed and
Disadvantage	With the complex exercise derived from the practice method (group 1) there are the same dangers as for this method itself. Exercises for two players only are hardly ever used. During the technical-tactical complex exercise ' (group 1 1), the player's interest is held only if he is very keen to rain. The coach must watch the whole time, time exercises, etc. Individual exercises are very intense. Sometimes not enough attention is paid to technique.
Main aim	To work on technique, tactics and condition and to be able to solve given near match situation.

2.21. Technical- tactical preparation

Wondimu (2004) in his book stated, Technique in football is the skill of being able to move with and without the ball economically and with purpose. This is the basis of a good performance. Football puts very complex technical demands on the player. It is the ability to execute a solitary action in isolation from the game such as control with the chest, a pass or a volleyed shot. The player is only

Concerned with executing the action without the distractions of other players. Technique also refers to the relationship and harmony. Football puts very complex technical demands on the player. The player has to control the ball, run with it pass the ball to another player with precision, and score goals by means of well-placed shots. He has to be able to carry out all these duties from standing positions, on the run and often under hard pressure from his opponents.

The basic requirement for all position technique is an exceptional control of the body or body technique. As. Wondimu (2004) that there is no substance for good technique. The better technique and wider the range of techniques, the better player will be. AnOutstanding player is one who has mastered all the necessary techniques required in football play and who has the skill to know which technique to use in any position. To perform well at organization and any level in football, a player has to learn and use a wide range of skills.

Tactics is the execution of the sporting contest. Tactics means the art, by which the pla5' errs own technical and conditional skills are used as successfully as possible. Tactics are used to score goals, prevent goals, to win games and achieve the best possible result at the end of the season. Tactics in addition to technique and fitness, play a major role in achieving success.

Tactics in addition to technique and fitness, play a fundamental role in achieving success. Tactics may be described as systematic success-oriented maneuverings and methods used to achieve a desired goal. The tactics used depend on whether or not the team has possession; it is simpler to define tactics by distinguishing between individual, group and team tactics. (Wondimu 2004)

Physical preparation

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

performance. The content of physical preparation must conform to the age and performance level of a given collective. In deterring the content of physical preparation, we proceed from an analysis of the physical movements in the game. The basis for the quantitative characteristics of the content of physical preparation is the level of exertion and is determined by the number, duration and repetition of all impulses in the course of the game. (Wondimu, 2004)

Psychological preparation

Many players can describe what it is like to be under pressure, psychic up or psyched out. However, Psychological preparation is essential to any competitive event. Players who are not mentally prepared for competition sometimes experience mental lapses during a game. The aim of psychological preparation is to adapt the player and his/her psyche to a game, situation so that during the competition he makes most use of his performance potential gained during training. We can view sport training as a gradual adjustment of the player to a "taxing" situation

Table 2.4.Method of Psychological Preparation

Physiological	Warming up, loosening muscles for match and training, breathing exercises (yoga), preparatory message, and both saunas.
Biological	Food, sleep (relaxation) pharmacological preparations prescribed by a doctor (only those permitted)
Psychological	Conversation, convincing, encouragement, stimulation, preparation for the match and "Inquest" on it relaxation, (film, theatre), concentration before the match, self training (relaxation of muscle groups while at rest and thinking "I am relaxed," this 2-5) min three times a day).
Main Aim	Competitive exercise, relays, games, preparatory plays, adapted matches, internal training.

2.12 Principles of training

Wondimu (2004) in his book deeply stated that, a physical exercise is a systematical educational process and to exercises, properly one must observe certain guide line. You should not. To be an expert in physiology to conduct sound exercises programs, but must understand and practice the principle of exercise. Some of the main principles of training as Wondimu, (2004) are the following.

1. **Principle of specificity:** the effects of training are very specific. This means that if you wish to build the strength of the upper arm muscles of the players they need to perform physical exercise, which put stress on the particular muscles concerned. One must not assume that an exercise designed to improve flexibility will also improves strength or endurance.

2. **Principle of overload:** Regarding this principle, training must place a demand or overload on the body's system for improvement to occur. As the body adapts to the increased load, more load needs to be added.

3. **Principle of progression:** The effect of training can be seen most easily in the early stages. Almost any increased amount of regular stress will produce improvement in the body parts being stressed. It is most important that the over load is increased progressively.

4. **Principle of variation:** Training program must include variety to keep players interested. The concept of work (hard and easy) is the basis of the variation principle. Training must always include periods of work followed by rest, and hard exercise followed by an easier work out.

5. **Principles of long-term exercise:** Footballers experience long term training effects by overloading regularly and progressively their body systems. The principle of long-term training reminds coaches to be patient as they monitor the progress of the footballers and cares them against pushing youngsters too hard, too fast and too soon.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter research design, study site, participants, sampling technique and instrument, procedure of data gathering and analysis are described.

3.1 Research Design

Since the major objective of this study was the major challenges of that affect the participation of females in football the case of Addis Zemen Town, survey design was employed.

Research Site

The research was carried out at Addis ZemenTown.It is founded in South Gondar administration Zone. The Addis Zemen town is one of the zonal towns found in Amhara region, which are found in the southern part of Amhara.

The researcher chooses the study site based on the rational that he had a familiarity of the study site. This created the researcher to administer and collect the data in more conducive way.

Population

The population of the study consists of females in Addis Zeme town (student from primary school, secondary school, preparatory school their age (14-29) teacher and sport office in the Town. According to the town education office report there are 750 female students were registered in Addis Zemen town in the academic years.

3.2 Sample and Sampling Techniques

The participants of the study were youth student in Addis Zemen town from primary, secondary school, preparatory school and civil servants and sport office in the town their age is 14 to 29.

To select participants from this sampling frame, participant was stratified based on their class level, sex, age and family background. Since class level and sex were include in the study as variable; selecting proportional sample based on the variable was pertinent for the study, accordingly participant were first stratified based on their age and education level.

By using random sampling one primary, one secondary and one preparatory school ,Woreda youth sport officers, teacher and town administration were selected.

After that the selected school participants was stratified based on their sex age, following that, the number of participant was selected from each distinct stratum through random sampling techniques use methods.

The main study was conducted on the random sample of 75 (10%) of the population, that is 750 excluding pilot study's participant of 75 were female; all of them is youth age 14 to 29. The sample size 75 was taken depend on the guide line for sampling which suggests that for such descriptive designs as correlation studies, 10% to 20% should be sampled because this size provides a good representation if selected appropriately (Airasian& Gay, 2004).

Out of the total sample 70 female respondents responded questioners appropriately however (5 female) students failed to provide complete data, so analysis was done based the (70female) respondent

Table-1: summery of the population and sample by sex age and level of education and family back ground.

Background	Items		Percentage (%)
1.sex	Female	75	100
	Total	75	100
2.Age	14-17	22	29.33
	18-21	39	52
	22-25	12	16
	26-29	2	2.67
	Total	75	100
3.Education background	Primary	31	41.33
	Secondary	42	56
	11 and12thgrade	2	2.66
	Diploma	0	–
	Degree and above	0	–
	Total	**75**	**100**

Back ground information for the interviewed

NO	Back ground	Item	NO	Total
1	Sex	M	4	7
		F	3	
2	Position	Sport officer	2	7
		Youth officer	1	
		Town admins	1	
		School teacher	3	
3	Age	23-26	2	7
		26-29	3	
		Above 30	2	
4	Educational back ground	Certificate	-	7
		Diploma	2	
		Degree	5	

3.3 Data Gathering Tools

To obtain reliable and sufficient data to draw an appropriate conclusion and to formulate valid recommendation and suggestion a number of data collection tools were used like questionnaire, interview, document analysis and observation were used.

Observation

In order to obtain clear picture about the major challenges that affect the participations of females in football game especially with reference of Addis Zemen Town different practical sessions has been observed.

Questioner

A questionnaire which was distributed for the student and sport export, contain both open ended and cloth ended questions.

Through the questioner some information like the respondent; women's participation, challenges of women football has been included in order to identify the major challenges of women football in Addis zemen.

Interview

The Researcher interviewed two sport officer, one youth officer, three teachers and one town administrator has been interviewed about the major challenges on the participations of women football and problem of women's football.

Document analysis

The newspaper magazine, internet and different book has been reviewed and analyses accordingly.

3.4 Methods of Data Analysis

The data which is obtained through questionnaire, interview and document has been after the systematic organization and arrangement of the thesis.

Both qualitative and quantitative methods were applied to analysis the data after related item have been treated to gather.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Background of the Respondents

Based on information obtained from self-report questioner. The data of the study group was examined in terms of sex, age, qualification and years of experience. The following table below summarizes the data about the research subject.

Table 1: Summery of the population and sample by sex age and level of Education and family back ground

No	Background	Item	No	Percentage
1	Sex	Female	75	100
		Total	75	100
2	Age	14-17	22	29.33
		18-21	39	52
		22-25	12	16
		26-29	2	2.66
		Total	**75**	**100**
3	Education background	Primary	31	41.33
		Secondary	42	56
		Preparatory	2	2.66
		Diploma	-	-
		Degree and above	-	-
		Total	**75**	**100**

Back ground information for the interviewed

NO	Back ground	Item	NO	Total
1	Sex	M	4	7
		F	3	
2	Position	Sport officer	2	7
		Youth officer	1	
		Town admins	1	
		School teacher	3	
3	Age	23-26	2	7
		26-29	3	
		Above 30	2	
4	Education back ground	Certificate	-	7
		Diploma	2	
		Degree	5	

Table 1. Do you have an interest to participation in football?

A/ Yes **B/No**

Item	Number of respondent	Percent
Yes	40	57.14
No	30	42.86
Total	**70**	**100**

0As the table shows that 40(57.14%) of the respondents are agree. There for majority of the respondent have interest to participate in the game of football and 30 (42.86%) have no interest to participate in the game of football for the above table the respondent they said no (lack of interest 30(42.85%) because of the following reason.

Table 2. Do your parents allow you to participate in football?

Item	Number of respondent	Percent
Yes	10	14.28
No	60	85.72
Total	**70**	**100**

Based on the above table the response obtained that only 10(40%) respondent get permission from their parent to participate in football 60(85.72%) of the respondent said that their parent does not allow to participate in football.

The respondent for the question no 20 the said of majority of the respondent 40(57.14%s) by the culture of the community 10(14.28) lack of knowledge and family background and their religion does not allowed girths to playing football and 10(14.25%) of respondent said that unable to get role model.

Table 3. The culture, Religion, Economy and Averment Encourage you to participate in foot ball.

Item	Number of respondent	Percent
Yes	5	21.42
No	55	78.58

Majority of the respondent 55 (78.58%) said that the culture, the religion economy and environment did not encourage to participate in football. But 15 (21.42%). Respondent said the culture and environment encourage them to participate in the football.

Table 4. Unable to get playground could be one challenge for less participation of females in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree(SD)	Total
Number & respondent	50	10	10	-	-	70
Percent %	71.43	14.28	14.28	-	-	100

From the above table 50(71.43%) of the respondent said that strongly agree (SA). 10(14.25) Agree (A). 10(14.28%) undecided (N) but there is no response give for the other alternative.

Based on the above information the researcher conclude that the majority of the respondent agree there is shortage of play ground on the town so women not encourage to go and play football.

Table 5. School teacher could not encourage you to be play football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	10	12	5	30	13	70
Percent %	14.28	17.14	7.14	42.86	18.58	100

The above table show that 10(14.28% of the respondent strongly agree (SA) 12(17.14). the respondent agree (A) 5(7.14) undecided (N) 30(42.85%) disagree and 13(18.57%) strongly disagree (SD) for the equation about the school teacher motivate the women's to participation in football.

Based on the above information the research conclude the school teacher's encourage the women s to take part in football game.

Table 6. Watching football game itself could not contribute for women to participate in football game?

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	20	10	15	15	10	70
Percent %	28.58	14.29	21.42	21.42	14.29	100

As the table shows that 20(28.58%) strongly agree (SA) and 10(14.28%) agree (A) (15/21.42) undecided (N), 10(14.28%) strongly disagree (SD) respectively.

There for based on the above informationit's possible to say watching game only does not have any contribution for women to participate in football game. So women rather than watching the game it's better to participate and play actively in the game of football.

Table 7. Dose Peer pressure causeshelp women's for better involvement in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	32	20	5	6	7	70
Percent %	45.72	28.57	7.14	8.57	10	100

In the above table the researcher observed that 32(45.72%) respondent strongly agree (SA), 20(28.57%) agree (A) and 5(7.14%) undecided (N) and 6(8.57%) disagree (D).

Finally 7(10%) of the respondent strongly disagree (SD).So it is possible to peer pressure is very vital for the participation of women's in football.

Table 8. Culture does not influence on the participation of women in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	6	4	5	28	27	70
Percent %	8.58	5.71	7.14	40	38.57	100

As indicted in table (5) respondent said that 6 (8.58) strongly agree (SA) the respondent said that 4(5.71) agree (A) the respondent said that 5(7.14%). Undecided (N) 28(40%) said that disagree and 27(38.57) that strongly disagree. So majority of the students 55(78.57) said that culture of the living society affects their participation in football

Table 9. Role model would be one factor for women participation in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	30	18	12	5	5	70
Percent %	42.85	25.72	17.15	7.14	7.14	100

As we have seen from the above Table 30(42.85) strongly agree (SA) 18 (25.72) said that agree (A) 12(17.14%) said that undecided (N) 5(7.14%) said that Disagree (D) 5(7.14) said strongly disagree.

Therefore 30(42.85) respondent said that role model is very essential to participate in football game. 18(25.71%) of the respondent said that role model is vital for women to take part in football. 12(17.14%) respondent didn't decide on the role model question but 5(7.14%) and 5(7.14%) respectively said that role model doesn't have any r/n with women participation in football.

Table 10. Family back ground could be one factor for the less participation of women in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	26	22	10	8	4	70
Percent %	37.15	31.43	14.29	11.42	5.71	100

As shown in the table 7 majority of the respondent strongly agree on the family back ground and participation of women in football and some of the respondent disagree on the family background to participate women's in football.

So the respondent rated 26 (37.15%) said that strongly agree (SA) 22 (31.43%) said that agree (A) and 8(11.42) said that disagree (D) and 4(5.71) said that the respondent strongly disagree (SD).

Table 11. Public Education Program is very essential for participation on women in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	15	20	10	12	13	70
Percent %	21.43	28.58	14.28	17.14	18.57	100

The above table exhibits that among the total participation of respondent 15(21.43%) said that strongly agree (SA) 20(28.58%) respondent said that agree (A). 10(14.28%) said that undecided (N) 12 (17.14%) said that disagree (D) and 13(18.57%) said that strongly disagree.

The research conclude that public education program and awareness creation activity is very essential to aware people and to change their attitude towards questions related with women and their participation in football.

Table 12. I feel Confident when I am playing football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly agree (SA)	Total
Number & respondent	20	15	5	20	10	70
Percent %	28.57	21.43	7.14	28.58	14.28	100

In the above table the research observe that 20(28.57%) of the respondent said that strongly agree (SA) 15(21.43) of the respondent said that agree (A) 5 (7.14%) of the respondent undecided (N) 20 (28.58%) of the respondent said that disagree (D) and 10(14.28%) of the respondent strongly Agree (SA).

Therefore majority of the respondent feel confident when they are playing football on contrast of the respondent they didn't feel confident when they took part in football game.

Table 13. I have plan to play football game.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly agree(SA)	Total
Number & respondent	5	7	10	28	20	70
Percent %	7.14	10	14.29	40	28.57	100

As shown in the above table 5(7.14%) of the respondent said that strongly agree (SA) 7(10%) of the respondent said that agree (A) and 10(14.28%) said that undecided (N) 28(40%) the respondent said that disagree (D) and 20(28.57%) said that strongly agree (SA).

So the research conclude that most majority of the respondent didn't have plan for football game this may contribute for the less involvement of women in football.

Table 14. Lack of sport equipment is one of the cause less participation of women in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly agree (SA)	Total
Number & respondent	53	17	-	-	-	70
Percent %	75.72	24.28	-	-	-	100

As indicated in the above all of the respondent said that 53(75.72%) strongly agree (SA) 17(24.28%) agree. (A)

So the research conclude that the major problem and challenge for the women not to participate in football game because of each of sport equipment.

Table 15. Community is one of the challenge for women to participation in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly agree (SA)	Total
Number & respondent	25	26	7	5	7	70
Percent %	35.72	37.14	10	7.14	10	100

As show in the above table 25(35.72%) and 26(37.14%) of the respondent rated strongly agree (SA) and agree (A) on the questions that are given in the above.

But 5(7.14%) and 7(10%) respondent rated strongly agree and disagree (D) on the questions.

Table 16. The Local government support women to participate in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree	Total
Number & respondent	10	15	5	25	15	70
Percent %	14.29	21.43	7.14	35.72	21.42	100

As shown in the table 10(14.29%), 15(21.43%), 5(7.14%) 25(35.72%), 15(21.42%) of the respondent rated strongly agree, agree, undivided, disagree, and strongly disagree so it's possible to conclude between based on the data presented above.

Totally 40(57.13%) of the respondent agreed the local government not supporting for female football player in the town but totally 25 (35.72%) of the respondent said the local government support them the remaining not divided on the item.

Table 17. There are organizations in the town support females to participate in football

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number & respondent	-	6	14	19	31	70
Percent %	-	8.57	20	27.15	44.28	100

As we have seen in the above table 6(8.57%) of said other are organization support the female participation in football 14(20%) of the respondent not decide on the item.

But 19(27.15%) of the respondent said that there is no organization in the town supporting the participation of female football players, and 31(44.28%) of the respondent agreed on the absence of organization in supporting female football player in the town.

Table 18. I am participating in football game three times a week

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SDA)	Total
Number & respondent	5	4	7	22	32	70
Percent %	7.14	5.71	10	31.43	45.72	100

As we have seen from the table 5(7.14%) of the respondent strongly agree, 4(5.71%) agree, 7(10%) respondent undecided 22(31.43%) dis respondent disagree and 32(45.72) of the respondent strongly disagree on the item. Therefore the understood from the response majority of the respondent not regularly participate in football game totally 46(65.71%) of the respondent they didn't play football three time a week.

Table 19. Economic is one of the factor not to participate in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SA)	Total
Number & respondent	34	21	15	-	-	70
Percent %	48.58	30	21.42	-	-	100

As indicated in the table 34(48.58%) of the respondent strongly agree (SA) economy is one of the factor for the less participation of female in football, 21(30%) of the respondent also support the first idea but 15(21.42%) of respondent not divided for the question.

Table 20. Sport Policy of the Country Encourage female to participate in football.

Item	Strongly agree (SA)	Agree A	Undecided (N)	Disagree (D)	Strongly disagree (SD)	Total
Number &respondent	51	13	6	-	-	70
Percent %	72.86	18.57	8.57	-	-	100

As shown in the table 51(72.86%) of the respondent said that the country policy encourage the female football player to participate in the festivity, 13(18.57%) of the respondent said that again the first idea, and 6(8.57%) of the respondent not decided to give the right.

Therefore, the country policy encourage for the participation of female football player but there is problem in local governmental bodies.

4.1.2 Analysis Interpretation and Discussion of the Data

1 The Participation of Female in Football

Almost all respondent said that the participation of female in football game is very law in the town of Addis Zemen, because of the following factors lack of role model, the society culture did not allow girls to take part in football game, there is no family that allows her daughter to participate in the game of football, they may consider her, as violent and breaking the culture.

Females in this town they have activity given by the community like collecting fire wood, fetch water, cooking food and keeping the have rather than playing football.

2/ The Main reason the less involvement of females in football.

The it's possible to say many reasons but the major reason for the less involvement of female in the town is the community culture, burden in the house, religions, lack of knowledge and developing ergative attitude towards participation in football, and the youth and sport of free, the school teacher didn't work hand in hand to increase the participation of females in football.

Discussion

The main objective of this study was to assess the major challenges that affects the participation of female football players in Addis Zemen town this part mainly deals with discussion of the major finding that were ford obtained from the data analyses and interpreted in part four and one (4.1). Accordingly, the major finding are discussed below.

Challenge that affects participation of female football players

As somebody like knowledge about something he/she may attracted for something they may develop positive attitude, if they develop they may develop instruct, if they have interest they may design plan how to tackle the problem/challenge that affect them to participate in the achieving of football. From the data that couched from students by using.

Questionnaire and interview shows that the females in the town, they want participate in football game inside/outside the school time, but there are a lot of problems. Which are against the development of female football players among the major problems. Some are social problem, poor emphasis given by the stake holders, and concerned bodies' lack of skilled man power that encourage them to take parts, lack of facilities, equipment, leak of competition role model ,the culture of the society religion as and gender issue.

Here the obtained that indicates that how much women are struggling with the acceptance of the society and with other problem like lack of availability of facilities and equipment the playground the playing materials even to play football.

Regarding on the playground the school teacher, peer pressure family background awareness and the community finding from the students questionnaires indicates that.

They have play ground in their school and in the town but it's not comfortable the school teacher did not encourage females to take part in football game, the community has develop negative attitude towards female participation in football, even the family back ground, economy also they have their own contribution for females not participate in football.

CHAPTER FIVE

SUMMERY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to investigate the challenge that affect the participation of female in football in Addis Zemen town. To this and the researcher raised the following research questions.

1. What are the major factor that affects the participation of female prayers towards football game?
2. What is the role of sport Administration towards motivation female is football players?
3. What are the tendencies of clubs or organization to haw female's football clubs at Addis Zemen town?

In order to answer those basic questions, female student in the town were targeted as the population of the study. Representative sample of female students were selected by simple random and purposive sampling methods.

Questionnaires, observation and interview were used to gather the necessary information. Both qualitative and quantitative methods of data analysis were employed.

Based on the analysis of data the following finding were drawn

- The research finding showed that female student have positive attention/interest in participation in football.
- As the descriptive statics revealed, most of female student has discourage by the family when they need to play football.
- Majority of the students have additional work (burden) at home it's not possible for them to go out to play football rather than doing work at home.
- The ration of sport equipment football with the student is not appropriate to allow all students to participate in the game of football.

- Most females in Addis Zemen are resistance to break their culture and the doctrine of their religion.
- Most the females student if they need to play football they get, punishment from the parents, dis encouraged by the community and elder people.
- Most of the parents they have little knowledge, negative attitude towards the participation of females in football.
- Economy of the society also one of the major factors for females not to participate in football game.
- Gender bias on the participation of female football players.

5.2. Conclusion

Based on the finding of the study the following conclusion were down

1. Female students in the town have interest to participate in football.
2. Most female student were discouraged by their parents and elder people.
3. The community culture did not allow female participation in football.
4. The school teachers encourage females to participate in sport /football/ but they didn't get support and positive reward from the community and concerned body.
5. There is no sport club and organization that support females to participate in football.
6. The religion and the community outlook for the participation of female in football were the major challenge.
7. The playground not comfortable to play football.
8. Lack of role model, shortage of sport equipment, work load at house were the major challenges for female not to engage in football game.
9. The value of football is not well recognized by the Addis Zemen parents.
10. Most students didn't have (TV) to watch football game.

5.3. Recommendation

Based on the fining and conclusions, so far made, the following recommendations are for warded.

1. The school teacher is the concerned body and the student parents should work hand to hand address the female participation in football.
2. The playground in the town is not proportional so the town administrator and the concerned body should give attention for the playground to make it comfortable.
3. The town Administrator and the sport youth and office and the town education office should work hand in hand to charge the attitude of the community towards formal participation in football.
4. The school teacher should create awareness raising activity to change the attitude of parents towards football.
5. The school community should reinforce female's football player in the school.
6. The town administration should give priority to encourage females to take part in football and organized income generation activity to support female football clubs.
7. Youth and sport office should awareness the religious leader about the importance of football for female.
8. All stake holders should encourage the participation of female football players in the town.
9. The female the school should create bridge to encourage females to participate in football.

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APPENDIX- A

ADDIS ABABA UNIVERSITY

FACILITY OF LIFE SCIENCE

DEPARTMENT OF SPORT SCIENCE

A questionnaire for partial fulfillment of the requirement for master of sport science.

The main purpose of this questionnaire is to identify and provide solutions of the challenges of female's football in Amhara region at Addis Zemen.

In order to make this study effective and fruitful your keen support only added to it. Therefore please observe this questionnaire carefully and provide me the appropriate answer accordingly.

- **In responding the questions remember the following**

1. No need of writing your names.
2. Put this mark "X" on the provided space in relation to your choice.
3. Please write the most important points only. In a place where you are order to write your comment.

Part 1

1. General Direction

1.1. Class level

1.2. Sex A – Male ☐

B – Female ☐

1.3. Age A – 11-15 Year ☐

B - 16-20 Year ☐

C - 21 – 25 Year ☐

D – 26- 29 Year ☐

1.4. Flow many close fiend do you have

A. One or two B. Three or four C. Four and above

Item no	Questions	Chooses				
		SA	A	N	D	S
1	Do you have an interest to participation in football?					
2	Do your parents allow you to participate in football?					
3	The culture, Religion, Economy and Averment Encourage you to participate in foot ball.					
4	unable to get playground could be one challenge for les participation females in foot ball					
5	School teacher could not encouraged you to be play football.					
6	Watching football game itself could not contribute for women to participate in football game.					
7	Poor pressure causes better involvement women in football.					
8	Culture doesn't any influence on the participation of women in football.					
9	Role model would be one factor for women participation in football.					
10	Family background could be one factors for the less participation of women in football					
11	Public education program is very essential to aware people for participation off women in football.					
12	Feel confident when I am playing football.					
13	I have plan to play football game					
14	Lack of sport equipment is one of the cause less participation of women in football.					
15	Community is one of the challenge for women to participation in football.					
16	The local government support women to participate in football.					
17	There are organizations in the town support female to participate in football.					
18	I am participating in football game three times a week					
19	Economic is one of the factors not to participate in football.					
20	Sport police of the country encourage female to participate in football.					

APPENDIX - B

Interview Questions for Challenge that affects female participation in football for the student

1. Do you know any women's football clubs in your town?
2. What are the major factors that affect your not to participate in football?
3. Is there any organization supporting female to participate in football?
4. What are the role of your teacher when you play football?
5. What is the community outlook when you participate in football?
6. If you have any comment about the challenge that affects the participation of females in football, please, you could say mere?

APPENDIX - C

Interview Question for youth sport office/Town Administrative and teachers about the Major challenge that Affects women participation in football

1.Do you encourage females to participate in football?

2.Do you have female's football club in your town?

3.What are your major role in the town football?

4.Do you have comfortable play ground in your town?

5.What do you think about the participation of females in football?

6.Are you supporting the schools to organized female football club?

የሰውነት ማጐልመሻና ስፖርት ትምህርት ክፍል

የድህረምረቃፕሮግራም

በተማሪዎችየሚሞላ

ውድ ማሪዎች ይህ በአዲስ አበባዩ ኒቨርሲቲ በእግር ኳስ አሰልጣኝነት በሁለተኛ ዲግሪመ መረቂያ ፁሁፍ የሚውል ጥያቄ ሲሆነ የጥያቄው አላማ የሴቶች እግር ኳስ ተሳትፉያለውን ነባራዊ ሁኔታ ለማወቅ ይሆናል፡፡

ስለዚህ የእርስው ምላሽ የጥናቱ መሰረት ስለሆነ ጥያቄውን ባለመሰልቸት እንዲመልሱ ልንበትህትና እጠይቃለሁ፡፡

ስለሚያደርጉልኝ ብብር ከወዲሁ እያመሰገንኩ መረጃዎቹ ሚስጥራቸውን እንደጠበቁ እ ንዲቆዩ ለመግለፅ እወዳለሁ፡፡

ማሳሰቢያ

- በመጠየቁ ላይ ስም መፃፍ አይቻልም
- ለመረጡት መልስ የX ምልክት ይጠቀሙ

ክፍልአንድ

ግላዊመረጃ

1. ፆታ ወንድ ☐ ሴት ☐
2. እድሜ ሀ/ 11-15 አመት ☐ ለ/ 16-20 አመት ☐
   ሐ/ 21-25 አመት ☐ መ/ 26-29 አመት ☐
3. የት/ት ደረጃ ሀ/10ኛ ያጠናቀቀ ☐ 12ኛ ያጠናቀቀ ☐

ተ/ቁ		በጣምእስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣምአልስማማም
1	እግር ኳስ የመሳተፍ ፍላጎት አለሽ ?					
2	ቤተሰቦችሽ እግር ኳስ እንድትሳተፊ ፍቃድ ይሰጡሻል ?					
3	የአካባቢው ባህልና እምነት እግር ኳስ እንድትጨወቱ ያበረታታችዋል ።					
4	ለእግር ኳስ ለማግኘት ሴቶች በእግር ኳስ እንዳይሳተፍ ያደርጓቸዋል ?					
5	አሰተማሪዎች እግር ኳስ እንድትጫወቱ ያበረታታችሁም?					
6	እግር ኳስ መመልከት ሴቶች በእግር ኳስ እንዲሳተፍ አስተዋጸ የለውም					
7	የጓደኛ ተጽኖ ሴቶች በእግር ኳስ እንዲሳተፍ ያደርጋል ?					
8	በሴቶች የእግር ኳስ ተሳትፎ ባህል ምን አይነት ተጽኖ የለውም ?					
9	አርያ የሚሆን ሰው አለማግኘት አንድ የሴቶች በእግር ኳስ ያለመሳተፍ ችግር ነው ?					
10	የቤተሰብ ሁኔታ ሴቶች በእግር ኳስ እንዳይሳተፍ የማድርግ አንድ ችግር ነው ?					
11	ህብርተሰቡን የማሰተማር ፕሮግራም ሴቶች በእግር ኳስ እንዲሳተፍ ጠቃሚ ነው ?					

ተ/ቁ		በጣምእስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣምአልስማማም
1	እግር ኳስ የመሳተፍ ፍላጎት አለሽ ?					
2	ቤተሰቦችሽ እግር ኳስ እንድትሳተፊ ፍቃድ ይሰጡሻል ?					
3	የአካባቢው ባህልና እምነት እግር ኳስ እንድትጨወቱ ያበረታታችዋል ።					
4	ለእግር ኳስ ለማግኘት ሴቶች በእግር ኳስ እንዳይሳተፍ ያደርጓቸዋል ?					
5	አስተማሪዎች እግር ኳስ እንድትጫወቱ ያበረታታችሁም?					
6	እግር ኳስ መመልከት ሴቶች በእግር ኳስ እንዲሳተፍ አስተዋጸ የለውም					
7	የጓደኛ ተጽኖ ሴቶች በእግር ኳስ እንዲሳተፍ ያደርጋል ?					
8	በሴቶች የእግር ኳስ ተሳትፎ ባህል ምን አይነት ተጽኖ የለውም ?					
9	አርያ የሚሆን ሰው አለማግኘት አንድ የሴቶች በእግር ኳስ ያለመሳተፍ ችግር ነው ?					
10	የቤተሰብ ሁኔታ ሴቶች በእግር ኳስ እንዳይሳተፍ የማድርግ አንድ ችግር ነው ?					
11	ህብርተሰቡን የማሰተማር ፕሮግራም ሴቶች በእግር ኳስ አንዲሳተፍ ጠቃሚ ነው ?					

12	አሁን ያለሁበት ሁኔታ መተማመኔ ይጨምራል?					
13	እግር ኳስ ለመጫወት እቅድ አለኝ ?					
14	ለእግር ኳስ መጫወቻ የሚሆን ትጥቅና ኳስ አለማግኘት የሴቶችን በእግር ኳስ እንዳይሳተፍ ያደርጋል ?					
15	ህብረተሰብ የራሱ የሆነ ተጽኖ አለው ሴቶች በእግር ኳስ እንዳያሳተፍ የማድረግ ?					
16	የከተማዋ አሰተዳደር ሴቶች በእግር ኳስ እንዲሳተፉ ያበረታታል ?					
17	በከተማ ውስጥ ሴቶችን በእግር ኳስ እንዲሳተፉ የሚረዳ ድርጅት አለ?					
18	በሳምንት ሦስት ጊዜ በእግር ኳስ እሳተፋለሁ?					
19	ሴቶች እግር ኳስ እንዳይሳተፉ የሚያደርግ ኢኮኖሚ አንዱ ችግር ነው ?					
20	የእስፖርት አመራሩ በከተማ ውስጥ እግር ኳስ እንድትጫወቱ እገዛ ያደርጋል ?					

አዲስ አበባ ዩኒቨርስቲ
የስውነት ማጎልመሻና ስፖርት ክፍል
የድህረ ምርቃ ፕሮግራም
የቃል ምልልስ መጠይቆች

1. በከተማዋ ውስጥ ማንኛውም አይነት የሴቶች ክለብ አለ?
2. እግር ኳስ እንደትሳተፍ የሚያደረግሽ ዋናው ችግር ምንድን ነው ?
3. ሴቶችን በእግር ኳስ እንዲሳተፍ ድጋፍ የሚያደርግ ድርጅት አለ?
4. የመመሀሮች ሚና ኳስ እንድትጫወቱ ምኑ ላይ ነው
5. እግር ኳስ ስትጫወቱ በህብረተሰቡ ዘንድ ያለው አመለካከት ምንድን ነው ?
6. እግር ኳስ ስትጫወቱ የሚሰጠቸውን አሰተያየት ምን ምን ነው

Declaration

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

Name of the Candidate	Signature	Date
MOHA GIKIDAN		3 - 1 - 2006 E.C

Advisors Name	Signature	Date
_____	_____	_____