

**CHALLENGES AND PROSPECTS OF FOOTBALL TALENT IDENTIFICATION
AND DEVELOPMENT PROCESS IN GAMOGOFA ZONE – THE CASE IN
ARBA MINCH TOWN**

BY

PAULOS MADA

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN
PARTIAL FULLFILMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
BASKETBALL COACHING**

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ADDIS ABABA

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Paulos Mada

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Examiner (external)

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Abstract

Talent identification is a complex but important issue in competitive sport, especially in sports like football in which the ability to identify talent has significant commercial implications for clubs and players. However, little is known about how coaches conceptualize talent to identify athletes for successful performance. With this in mind the purpose of this research paper was to investigate the challenges of talent identification and development process in Arbaminch. Hence data were gathered through questionnaire and interview. The in formations collected from the aforementioned tools were subjected to both qualitative [using coding], and quantitatively [using tables and percentages]. The result of the analysis shows as there are various challenges such as lack of appropriate and adequate support by the concerned body, lack of competition, provision of materials and equipments were among the reasons that drag the process of talent development backward in Arbaminch.

Key terms: Talent identification, talent development, talent detection, talent selection.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In sport, as in other domains such as science, music and the arts, the attainment of excellence is the primary goal of many individuals. Maguire and Pearton define soccer as an achievement sport. This involves its production on a global scale, its consumption by a global audience, and the utilization of talent identification and development. An increased need for early talent identification and development came with the passing of the "Bosman Ruling" by the European Court of Human Rights in 1995, which forbade professional soccer clubs from "withholding a player's registration at the completion of his contract" (A. M. Williams, "Talent Identification"). This led to a swarm of foreign players invading the major professional soccer leagues, Spanish, Italian, English, and German, and produced an inflationary affect on player's salaries and transfer fees (A. M. Williams, "Talent Identification"). Therefore since 1995 it became necessary for clubs to find a cost efficient method of staffing their squads while "retaining the services of their most talented players on a long-term basis and balancing flow of new players so that stability in performance of the team was not adversely affected" (A. M. Williams, "Talent Identification").

The most obvious and economically beneficial solution to this problem as Reilly, Bangsbo, and Franks indicate was for the "club management to be on the look-out for emerging stars developing in under-age and youth ranks." Along with the aid of the "Charter for

Quality" of the Union of European Football Association (UEFA), which allows English clubs greater access to youth players and to place top players in soccer talent facilities (A. M. Williams, "Perceptual Skill"), has led to the institution of soccer academies affiliated with the professional soccer clubs (Reilly, Bangsbo, and Franks) and linked to the Football Association's Centre of Excellence program (Maguire and Pearton). "In France, it is mandatory for each of the Division One Professional Clubs to have their own soccer academy" (Stahl, Session with French National Team). However, before player's can be developed and groomed in these soccer academies they must first be identified, preferably at an early age.

A. M. Williams and Reilly describe talent identification in soccer as a process of recognizing current participants, who have the potential to become elite players. As Regnier states, "it entails predicting performance by measuring physical, physiological, psychological, and sociological attributes as well as technical abilities"(qtd. A. M. Williams and Reilly).

1.2 statement of the problem

This research is entitled as “challenges and prospects of talent identification and development”: with reference to Gamo-gofa zone particularly in Arbaminch town. Governments invest to educate talented students in economic, cultural, art and sport dimensions and considers equal opportunities regardless of religion and race as a fundamental principle for children's growth. Identifying soccer potential at an early age ensures that players receive specialized coaching and training to accelerate the talent development process.

The reliable identification of future elite players permits clubs to focus their expenditure on developing a smaller number of players, representing a more effective management of their resources. In the attempt to produce young talented players, sports scientists have a role to play in working together with coaches, scouts and administrators to underline key elements of the talent identification and development process.

1.10 Objectives of the study

1.10.1 General objectives

The main purpose of the study is to uncover the challenges of talent identification and development process of future performers and to suggest some possible remedial measures to be taken to deal with those challenges.

1.10.2 Specific objectives

Based on the above general objectives, specific objectives of this study is

- To identify potential challenges of football talent identification and development in Arba minch town
- To suggest possible solutions to the potential problems of talent identification and selection in the town.
- To gather relevant information on how those problems affect talent identification and selection process in the town.

1.11 Research questions

Based on the statement of the problem, the research is expected to answer the following basic questions:

- ⇒ Is Arbaminch a source of football great players?
- ⇒ What are the potential challenges of talent development in Arbaminch?

1.12 Significance of the study

To date as far as the knowledge of the researcher goes, there are no baseline data and work available that indicate the degree of competitive balance in the Ethiopian football clubs championship. Therefore, studying the prevalence of degree of CB in Ethiopia is hoped significant to:

- ☞ The results obtained may generate a body of knowledge about talent identification & development process in Ethiopia.
- ☞ Provide valuable feedback for stake holders- Gamogofa zone Sport Commission, EFF, clubs about the challenges and future prospect of talent identification and process.
- ☞ Incorporate new results of the research findings into the system of clubs management in the country.
- ☞ Help as a spring board for discussions and serve as preliminary information to carry out other in-depth studies in the area.

1.13 Delimitation of the study

This study is delimited in its scope to Gamogofa zone- Arba minch town. In addition to this, the study will also be limited only to investigate the problems related to talent identification and

development process in football. Hence, the results of the study will only reflect and be applicable to football in Arba minch.

1.14 Limitation of the study

In the process of conducting this research the researcher faced many problems, some of them includes financial constraints, lack of literature review which is relevant with the topic especially in the Ethiopian context, and also the researcher faced problem of time shortage.

1.8 Operational definitions

Talent detection: refers to the discovery of potential performers who are currently not involved in the sport in question.

Talent identification refers to the process of recognizing current participants with the potential to become elite players.

Talent development implies that players are provided with a suitable learning environment so that they have the opportunity to realize their potential.

Talent selection involves the ongoing process of identifying players at various stages that demonstrate prerequisite levels of performance for inclusion in a given squad or team.

1.9 Organization of the study

This research work is organized in five chapters, the first chapter deal with the introduction, background information, statement of the problem, research questions, objectives of the study, significance, delimitation, limitation of the study, organization of the study and

operational definitions of terms. The second chapter contains various review of related literature to the topic of study. The third chapter talks about research methodology and design. The fourth chapter deals with analysis and interpretation of data gathered, and finally the last or fifth chapter deals with summary, conclusion and recommendations given

CHAPTER-TWO

LITERATURE REVIEW

2.1 Concepts of talent identification and selection

Howe *et al.* (1998) argued that talent has several properties. First, they suggested that talent may be characterized by properties that are genetically transmitted and partly innate. Talent may not be evident at an early age, but there will be some indicators that enable trained people to identify its presence. These early indicators of talent may provide a basis for predicting those individuals who are more or less likely to succeed at some later stage. Very few individuals are talented in any single domain; if all children were talented, there would be no way to discriminate or explain differential success. Finally, talent is specific to that particular domain.

These properties highlight the complex nature of talent and illustrate why there is no consensus of opinion regarding the theory and practice of talent identification in sport. At present, professional soccer clubs rely on the subjective assessment of scouts or coaches, supported by a 'shopping list' of key criteria. These criteria include acronyms such as TABS (Technique, Attitude, Balance, Speed), SUPS (Speed, Understanding, Personality, Skill) and TIPS (Talent, Intelligence, Personality, Speed). Although the ability of coaches and scouts to interpret such criteria and identify particular aptitudes for success should not be underestimated (see Thomas and Thomas, 1999), appending sports science contributions to these judgments can contribute a degree of objectivity to the process. At the very least,

objective data collected by sports scientists can help confirm practitioners' initial intuition with regard to players' strengths and weaknesses.

From a scientific perspective, the pursuit of excellence can be broken down into four key stages (Russell, 1989; Borms, 1996). These can be distinguished as 'detection', 'selection', 'identification' and 'development' (see Fig. 1). Talent *detection* refers to the discovery of potential performers who are currently not involved in the sport in question. Because of the popularity of soccer and the large number of children who participate, the detection of players is not a major problem when compared with minority sports. Talent *identification* refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over various periods of time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities, either alone or in combination (Regnier *et al.*, 1993). An attempt is made to match a variety of performance characteristics, which may be innate or amenable to learning or training, to the requirements of the game. A key question is whether the individual has the potential to benefit from a systematic programme of support and training. Talent identification has been viewed as part of talent development in which identification may occur at various stages within the process. Talent *development* implies that players are provided with a suitable learning environment so that they have the opportunity to realize their potential. The area of talent development has received considerable interest of late, leading several researchers to suggest that there has been a shift in emphasis from talent detection and

identification to talent guidance and development (see Durand-Bush and Salmela, in press). Finally, talent *selection* involves the ongoing process of identifying players at various stages who demonstrate prerequisite levels of performance for inclusion in a given squad or team. Selection involves choosing the most appropriate individual or group of individuals to carry out the task within a specific context (Borms, 1996). It is particularly pertinent in soccer, since only 11 players can be selected to play at any one time.

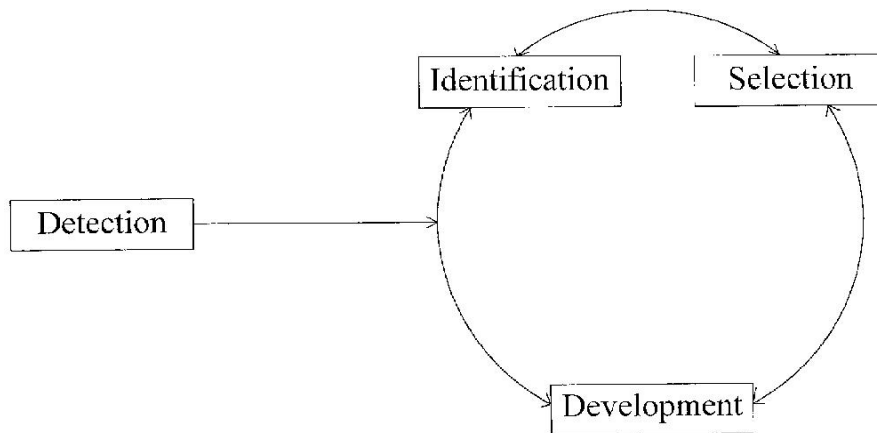


Fig. 1. Key stages in the talent identification and development process (adapted from Williams and Franks, 1998).

2.2 Research on talent identification in soccer

Predictors of talent

Research on talent identification in football has highlighted a number of important physical, physiological and psychological predictors of talent (Jankovic, Matkovic, & Matkovic, 1997; Williams & Reilly, 2000; Holt and Dunn, 2004).

However a number of difficulties with predicting performance and identifying football players based on these qualities have been reported, e.g., there is noconsensus about the relative importance of these qualities in predicting football talent (Williams & Reilly, 2000). Methodological problems within the talent identification literature also exist (e.g., Burns, 1996) as well as a lack of research on variables that are important for football performance (e.g., ball skills). Difficulty also exists in predicting performance in team sports such as football, which are characterized by fewer discrete variables unlike individual sports such as track athletics for which there are distinct measures of performance (e.g., stride frequency, stride length, velocity).

Moreover, later success in football is dependant upon a number of external factors such as opportunities to practice and remaining free of injury (Reilly, Williams, Neville, & Franks, 2000). These interrelated factors reflect the difficulty and complexity that researchers face in predicting successful football performance.

It is hardly surprising, therefore, that talent identification programs across the globe are not firmly grounded on scientific rationale (Williams & Franks, 1998) and rely heavily on the intuition or ‘eye’ of expert coaches and talent scouts in identifying talented sports performers (Williams & Reilly, 2000). Although a number of studies have investigated the opinions of coaches regarding what ‘qualities’ are important for successful performance in sport (Giacobbi, Whitney, Roper, & Butryn, 2002, Thomas & Thomas, 1999), there has been limited research (if any) that has investigated how coaches conceptualize talent to identify athletes for successful performance. For example, on what key criteria do coaches make decisions about talented football players? Considering the utility of identifying talent in football, the question of how coaches conceptualize talent to identify youth football players is an important one that warrants investigation.

The purpose of talent identification is to match an individual’s qualities to the task demands of a given sport to ensure the highest probability of maximum performance outcome (Réginer, Salmela, & Russell, 1993). This process is made up of four key stages: (a) detection, (b) identification, (c) selection, and (d) development (Williams & Franks, 1998)

For those children who are already sport participants, and usually involved in the target sport, the *Talent Identification* stage seeks to identify those with the potential to become elite players. Talent identification is often followed by *talent Selection* as it refers to the continuous process of identifying players at various stages who display prerequisite levels of performance for inclusion into a given

team or squad. The final stage is *talent development*; often athletes who are identified at this stage are invited to a higher competitive level such as a professional sporting club or sporting institute for further development.

Traditional research on the talent identification process focused on developing 'talent detection' models to provide guidelines on the most appropriate ways to detect talented children (e.g., Bar-Or, 1975; Gimbel, 1976). Research on talent in football has focused on the talent identification stage (e.g., Williams, 2000; Davids, Lees & Burwitz, 2000). The focus on these stages is likely due to the commercial implications for clubs (and players) in accurately identifying talented football players. For example, identification and subsequent recruitment of youth football players allows clubs to invest in talent development and medium term player retention. This minimizes costly activities such as player transfers and investment in players who do not progress to the higher level. To investigate talent identification and selection, researchers have used the elite-novice paradigm to examine differences in certain qualities that are presumed to be fundamental for successful performance in football. Typically, elite youth football players are compared with their novice counterparts on physical, physiological, and psychological measures, either alone or in combination (e.g., Reilly et al., 2000). Thus, measuring these qualities is considered useful for talent identification purposes. Williams and Reilly (2000) argued that physiological data should be not used in isolation in predicting football talent, especially in sports in which ball skills (e.g., kicking, dribbling, and heading) are essential to success. Consistent and

effective execution of advanced ball skills such as kicking and heading are required for successful performance in football. Reilly and colleagues (2000) using performance tests (e.g., slalom dribbling test) reported equivocal findings about the ball skill differences between expert and novice-performers. Specifically, they found that elite youth players were better at dribbling the ball than their novice counterparts; however, no differences were observed in their kicking ability.

Research examining the relative age effect phenomena (e.g., Helsen, Starkes, & Van Winckel, 2000; Helsen, Van Winckel, & Williams, 2005) supports the perceived benefits of early maturation in the identification of football talent. Helsen and colleagues found that players born earlier in the football season are more likely to become elite players than players born in the latter half of the season and argued that coaches may be inclined to identify players who are physically more mature as more talented than players who are less physically mature. The importance of physical strength in football is further supported by evidence that has identified anthropometric qualities such as stature, mass, body composition, bone diameter and limb girth as determinants of successful football performance (Borms, 1996). However, the use of physical strength as a performance predictor for talent identification purposes has been highly criticized due to differences in physical maturation and growth in adolescents (Williams & Reilly, 2000). Thus, players physically less mature may be overlooked in the talent identification process and attrition from football altogether (Helsen, Starkes, & Van Winckel, 1998)

Researchers have yet to identify a specific ‘sporting’ personality or an overall psychological profile that can predict successful performance in sport (Morris, 2000). However, more recently, researchers have investigated whether more changeable personality variables known as ‘states’ characterize successful sport performance (e.g., Gould, Dieffenback, & Moffett, 2002; Reilly, et al. 2000). For example, Reilly and colleagues (2000) found that compared to novice football players, elite players were less likely to experience somatic anxiety and were more inclined to perceive somatic and cognitive anxiety and self confidence as facilitative, rather than debilitating to performance. These findings are consistent with numerous accounts in sport psychology research that have suggested that qualities such as emotional control, mental toughness, and self confidence, often termed ‘mental’ or ‘psychological skills’ can be modified to facilitate performance (e.g., Anshel, 1995; Gould et al., 2002). Furthermore, one of the issues associated with broad terms such as ‘mental toughness’ is that there has not been a clear definition and understanding of what is meant by this term, although more recent research has provided greater insight into the key attributes associated with qualities such as mental toughness (Bull, Shambrook, James, & Brooks, 2005; Jones, Hanton, & Connaughton, 2002; Thewell, Weston, & Greenlees, 2005).

While research on psychological skills and talent identification has yet to be reported in the literature, motivational variables have received some attention. While not specific to football, seminal work by Benjamin Bloom (1985) examining the development of talent in individuals from a variety of endeavors (e.g., sport, music, science)

found that high levels of motivation characterized talented teenagers. Bloom described athletes in the middle years of development as being “hooked” on their sport and reported the high levels of dedication and desire for success required to develop talent. The research by Bloom is consistent with Holt and Dunn’s (2004) findings that elite youth football players were motivated to play football by the love of the game and the desire to succeed, which is consistent with major social-cognitive theories of motivation (e.g., Self-determination theory, Deci & Ryan, 1985). Some researchers have suggested that psychological variables cannot be objectively measured to identify talent and recommend that practitioners focus on developing psychological skills in young athletes to assist in their ability to cope with increasing demands of the elite adult game and promote continued enjoyment in the sport (Morris, 2000).

2.3 Physical predictors of talent

There is research evidence to suggest that players’ anthropometric characteristics (e.g. stature, mass, body composition, bone diameter, limb girth) are related to performance in important and sometimes complex ways (Borms, 1996). The implication is that such measurements may assist in the identification of talent (Carter, 1985). Successful young soccer players, for instance, appear to have similar somatotypes and physiques to older successful performers (Pena Reyes *et al.*, 1994; Malina *et al.*, this issue). In particular, adult stature, which is commonly used for prediction, is strongly influenced by genetic factors (Lykken, 1992), whereas other physical attributes (e.g. muscle mass, body fat) are seen as being more

amenable to training and dietary influences (Bouchard *et al.*, 1997; Reilly, Bangsbo and Franks).

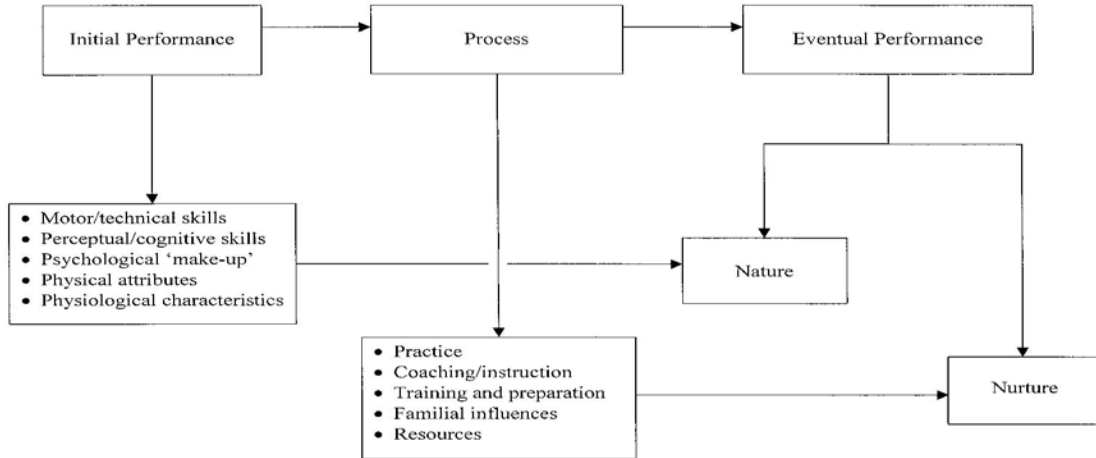


Fig. 2. The role of nature and nurture in the development of elite players (adapted from Bloom, 1976).

A wealth of research evidence indicates that elite youth soccer players have greater biological age (i.e. are more physically mature) than their less proficient counterparts and coaches appear to favour players advanced in morphological growth during the selection process (see Pan® l *et al.*, 1997; Malina *et al.*, this issue). This trend in favour of children born early in the selection year (i.e. September± December) is apparent in several countries (e.g. Sweden, Belgium, UK) and persists into adult elite squads (see Helsen *et al.*, this issue). Over 50% of players who attended the English Football Association's National School at Lilleshall were born between September and December (Brewer *et al.*, 1995). A similar percentage of players selected for the England national team during the 1986, 1990, 1994 and 1998 World Cup qualifying campaigns were born early in the selection year (Richardson, 1998). This latter finding suggests a

`residual bias' as a result of selection policies at youth level that favour individuals born in the early part of the academic year (cf. Boucher and Mutimer, 1994). The discrimination bias is particularly evident with goalkeepers and defenders, who tended to be the tallest and heaviest players in the adult game (see Franks *et al.*, 1999).

Many of the physical qualities that distinguish elite and sub-elite players may not be apparent until late adolescence, confounding the early selection of performers (Fisher and Borms, 1990). The implication is that the prediction of future elite players from anthropometric measurements may be unrealistic in younger age groups because performance could be affected by the players' rate of physical growth and maturation. Since late maturing children can compensate for any apparent disadvantage in size and strength by working on their technical capabilities or by improvements in other areas (such as agility and muscular power), it is important that the talent identification process is not overly biased towards the early maturing child. Any potential bias can result in late maturing and potentially talented players dropping out of the game at an early age. Furthermore, late maturing players are more likely to miss out on the experience of high-quality coaching. The key message is that young players should be selected on skill and ability rather than on physical size. Helsen and colleagues suggest some potential solutions to the problem of seasonal birth date distribution in this issue. A reduction in age-band range and closer matching of players into groups based on maturational rather than chronological age may be fruitful avenues to explore.

2.4 Physiological predictors of talent

Physiological measures have also been used in an attempt to identify key predictors of performance (Jankovic *et al.*, 1997; Pan® 1 *et al.*, 1997; Janssens *et al.*, 1998; Reilly, Bangsbo and Franks). Jankovic *et al.* (1997) compared successful and less successful 15- to 17-year-olds using measures of maximal oxygen uptake ($\dot{V}O_{2max}$), anaerobic power, grip and trunk strength and heart volume (absolute and relative). They deemed successful players to be those who were later selected by clubs playing in the top leagues in Croatia, Germany, Italy and England, whereas those considered less successful did not progress beyond regional leagues. The successful players possessed better physiological ® fitness than their less successful peers. Janssens *et al.* (1998) showed that performance in short (30-m) and prolonged 'shuttle' running discriminated between successful and less successful 11- to 12-year-old soccer players. Similarly, in a study by Pan® 1 *et al.* (1997), elite 16-year-olds recorded better performance in running and jumping than their less elite counterparts. Such findings led Jankovic *et al.* (1997) to conclude that physiological measures could be useful in predicting later success in soccer (see also Carter, 1985; Pan® 1 *et al.*, 1997). Nevertheless, the possibility remains that, in the above studies, part of the physiological superiority of the successful players was due to a more systematic approach to training before their induction into the specialized under-age squad.

Although physiological measures such as maximal oxygen uptake have been successful in distinguishing between expert and intermediate young players, they may not be sensitive enough to distinguish players already selected and exposed to systematized

training for national teams. In a recent study, Franks *et al.* (1999) analyzed data for 64 players who attended the English Football Association's National School (14 ± 16 years) between 1989 and 1993. Anthropometric characteristics as well as aerobic and anaerobic measurements were recorded. Players were categorized according to playing 'position' and whether they had signed a full-time 'professional' contract on graduation. No differences were observed between those who were deemed to be more or less successful. In a group of youth players already highly selected, other factors may determine their employability as professionals. It may well be that talent becomes harder to predict in later years, since the population of players becomes smaller and more homogeneous, particularly with respect to their physical and physiological profiles. Those who have not developed the requisite characteristics tend to drop out of the sport at an early age.

Physiological measurements may be useful alongside subjective judgments of playing skills for initial talent detection, but such measures do not appear to be sensitive performance indicators on a global basis and cannot be used reliably on their own for talent identification and selection purposes. Moreover, while research using twin siblings has indicated that physiological characteristics are highly genetically predisposed, appropriate training can have a pronounced influence (see Bouchard *et al.*, 1997). Although some people may be more favored genetically than others to adapt and benefit from training, particularly with regard to the relative distribution of muscle fiber types (Simoneau and Bouchard, 1995),

physiological responses to exercise are highly dependent on regular training and practice (see Reilly, Bangsbo and Franks, this issue).

Contemporary professional soccer is now played at a higher 'tempo' than 10 years ago (Williams *et al.*, 1999). It is probable, therefore, that physiological correlates of work-rate during games have gained in importance in the context of fitness for soccer. Physiological values indicative of aerobic fitness, such as $\dot{V}O_{2\max}$, may be more influential in successful performance in the future.

Consequently, a relatively high threshold for oxygen uptake capability may be a significant criterion when young players are assessed. However, there is concern regarding the extent to which a high fitness indicator tracks through from childhood to adulthood.

2.5 Psychological predictors of talent

Psychological profiling intuitively, it is thought that successful players are distinguished from less successful ones on the basis of psychological factors. The assumption is that a talented player possesses personality characteristics that facilitate learning, training and competition. Although coaches and scouts may argue that talented and less talented players can be differentiated on the basis of their psychological 'makeup', researchers have yet to identify specific personality characteristics, or an overall psychological profile, that are predictably associated with success in sport. No clear or consistent relationship has been demonstrated between personality and expertise (see Vealey, 1992; Auweele *et al.*, 1993, in press; Morris, this issue). As yet there is no psychological inventory to help select players with more or less potential and it is hardly likely that

any single inventory would have complete predictive power. Initially, researchers examined whether talented performers differed from their less talented counterparts on specific personality dimensions or traits. These traits are believed to be relatively stable over time and reflect a player's predisposition towards certain types of behaviour (e.g. aggression, extroversion, sensation seeking, neuroticism). As demonstrated by Morris elsewhere in this issue, no clear relationship has been found between such global personality characteristics and expertise in soccer. Some studies have highlighted differences on one or more variables (e.g. aggression, tough-mindedness), whereas others have not.

2.6 Coaches' perceptions of Talent

Despite these aforementioned difficulties, there is substantial anecdotal evidence to suggest that coaches have been successful in identifying future elite performers. For example, Jairzinho a highly experienced Brazilian football coach 'discovered' Ronaldo when he was 14 years old playing football for his local club. After Jairzinho 'discovered' Ronaldo, he was immediately signed to one of the most prominent clubs in Brazil (Eastham, 2004). Now at 29 years of age, Ronaldo is considered by many as one of the greatest football players of all time. This example is one of many where the intuition or 'eye' of expert coaches and talent scouts is highly valued in identifying talented football players. Alternatively, it could be argued that many talented players might have been missed because of the 'eye' of the coach.

The knowledge and experience of football coaches for talent identification is preferred to more scientifically based methods. Ulner (cited in Bartmus, Neumann, & Demarees, 1987) supports this notion and stated, “as scientifically based talent search is still problematic, a selection based on success in competition and especially the eye of the coach are most important” (p. 415). Moreover, coaches have significant involvement in talent identification programs. For example, Ajax Amsterdam, a professional Premier League club in the Netherlands uses experienced coaches to assess players on their technical skills, intelligence, personality and speed (TIPS) (Brown, 2001).

When the structure and mechanisms of talent identification programs are described, the specific criterion upon which selection is based and how selections are made is not clear (Brown, 2001; Burns, 1996). Burns (1996) outlined that a ‘network of scouts’ identify players who are then invited to a training program, yet no criteria was given regarding how talent scouts identified these players. Thus, a very important question remains; what do coaches see and value in talented football players? There have been only a few researchers that have investigated what ‘qualities’ coaches believe are important for successful performance in sport. Kucenbecker (1999) reported that analysis of data collected from 658 coaches from a variety of different sports and competitive levels, identified loving to play the game, having a positive attitude and being ‘coachable’ as the most important determinants of successful sport performance.

While studies by Kuchenbecker (1999) and Giacobbi et al. (2002) are useful in providing insight into the opinions of coaches about successful athletes, they do not identify how coaches perceive these qualities and which of these qualities are considered more important on deciding the more talent players. Moreover, both studies used participants from a variety of different sports and coaching levels.

Considering different sports have specific performance requirements, from a talent identification perspective it is important to investigate specific sports and coaches whose responsibility is to identify talent for further progression in each sport. Therefore, considering the utility of identifying talent in football and its subsequent impact on resources (e.g., human and financial costs), the purpose of this study was to identify how coaches conceptualize and evaluate talent to identify youth football players with the potential to become elite football players.

Studies that have focused on identifying predictors for successful performance in football have clearly recognized some important qualities, however, there are many unresolved issues associated with predicting performance based on the identification of particular personal qualities. First, there has been no consensus about the relative importance of these factors in predicting football talent (Williams & Reilly, 2000) and in which part of the talent identification processes the testing of these qualities is most appropriate. Second, the majority of the research on talent identification in football has neglected variables that are important for football performance such as ball skills. Third, using the expert-novice paradigm to identify predictors of performance presents a

variety of problems. For example, according to Williams (2000) this paradigm makes it difficult to ascertain whether expert-novice differences are due to experts' genes or to increased familiarity with the task environment due to practice. Martindale, Collins, and Daubney (2005) underscore the importance of separating performance from potential in the identification in the long term development of athletes. Collectively, all of the above-mentioned factors contribute to the notion that predicting performance is a complex and problematic process. Therefore, it is not surprising therefore that talent identification programs across the globe are not firmly grounded on scientific rationale (Williams & Franks, 1998).

2.7 Early versus Late maturation

There is a wealth of research that suggests early maturing individuals are more likely to be selected through programs than late maturing players (Davids, Lees & Burwitz, 2000; Malina, Peña Reyes, Eisenmann, Horta, Rodrigues and Miller, 2000; Morris, 2000; Williams & Reilly, 2000). The use of physiological and psychological testing means that there is an inherent bias towards stronger and more cognitively developed athletes. Whilst this can lead to late maturing athletes missing out on top quality coaching and/or dropping out of the sport at an early age (Williams & Reilly, 2000), the use of weight categories and two-year age banding at competitions does help to limit this problem in.

The majority of research suggests that young players should be selected on skill and future potential rather than physical ability. In this respect, this could be compensated by a longitudinal approach to

athletes should be physically tested on initial and then monitored for improvement rather than against a baseline figure. Players who do not improve should have their training program reviewed or possibly be removed from the program. Caution should also be placed on “identification events” being in the same part of the year, as suggested by Helsen, Hodges, Van Winckel & Starkes (2000) in relation to soccer where they state that the advantage of being born early in the selection year may relate to physical precocity; that is, players have up to a month advantage in physical maturation over their peers born at the end of the selection year. Hence individuals in charge should be aware of this issue.

2.8 Talent identification and nutrition

Most serious football players play in one or more competitive games per week for a large part of the year and will train most days of the week, sometimes twice a day, throughout this time. The energy demands of training must be met to maintain performance capacity and prevent the development of excessive fatigue. Those who play for fun and train occasionally will find this a good way to stay fit and control weight, but they do not face the same nutritional challenges.

Players should individually manage their energy stores of body fat, carbohydrate (muscle fuel) and protein (muscle mass) by managing intake and expenditure of these nutrients separately. These issues will be discussed in separate parts of this booklet. Players should follow an eating plan that helps them to achieve their specific goals rather than relying on appetite to guide energy intake. Advice from a sports nutrition expert is often

required to develop this plan. Players should use a number of separate biomarkers to monitor their progress in achieving each of their energy-related goals. Monitoring body weight can be misleading, and the information can be misinterpreted. Body weight is not a reliable or accurate indicator of energy balance, since day to day changes mostly reflect. In Arba Minch there are plenty of food sources which can provide vital materials therefore it is possible that the food sources are also importantly good for talent development and identification.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

A descriptive survey research methodology will be employed. In addition to this the researcher will use a quantitative research design to analyze the information gathered using questionnaires, document analysis & observation.

3.2 Participants of the research

Since the study focuses on talent and its development in Arba minch, in order to get reliable information, sport commission individuals, former and current football players, coaches, physical education teachers and spectators were taken as the participants of the research.

3.3 Sampling technique

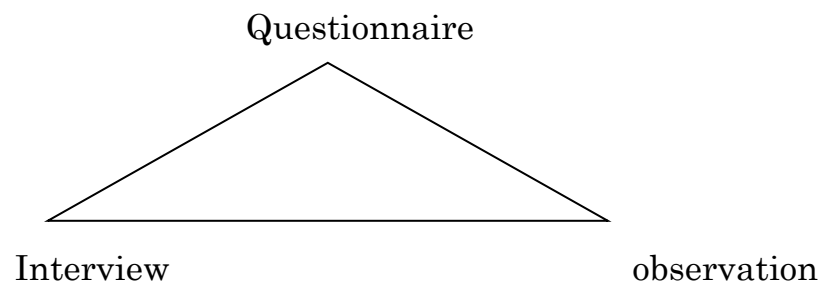
The researcher deliberately selected the participants [those that the researcher believed to get the necessary and reliable information about the problem] of the research using systematic sampling technique.

3.4 Data gathering instruments

The data for the research will be obtained through questionnaire, document analysis, and interview. The data obtained from these will be triangulated to ascertain the validity of data findings.

3.5 Method of data analysis

One approach of collecting valid data employed is triangulating information of key items using various means. According to Hagan (2003: 277-78), triangulation assumes use of multiple methods to measure the same phenomenon. The purpose of triangulation “using different methods and/or techniques” (questionnaires, interviews, experiment, observation, and/or documentary analysis is to ascertain the validity of data findings. Triangulation methods assume that it is relatively hopeless to attempt to demonstrate the validity or reliability of data using only one method. In the same vein, it is proposed that the study be conducted within the quantitative and the qualitative paradigms or approaches. To this end, document analysis, questionnaire, and focussed group discussion were used as the main sources of data gathering instruments.



CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In order to commence analysis and interpretation of the data, the researcher needed to organize, manage, and retrieve the most meaningful bits of data in order to identify key themes and patterns using questionnaires distributed. The results of data have been mostly presented by using tables and percentages that refer to all variables collected in the questionnaire. An attempt was made in this study to know the level of information, knowledge and awareness of players and coaches towards talent identification development in Arba Minch town.

4.1 Background information of the Respondents

The demographic characteristics i.e sex, age, and educational background of the respondents are presented as follows.

Table 1, sex of respondents

Sex	Number	Percentage
Male	32	91%
Female	3	9%
Total	35	100%

DISCUSSION

The obtained result shows that, 32 (91%) of respondents were male and the rest 3 or (9%) were female respondents. This reflects as there are small numbers of female football players in the town.

Table 2 shows age category of respondents

Age of respondents	Number	Percentage
20 – 25 years	29	83%
26 – 30 years	4	11%
31 – 35 years	2	6%
36 – 40 years	-	-
>40	-	-

DISCUSSION

In table 2 above it is shown that concerning the age category of the respondents, 29 (83%) of the respondents were between ages of 20 – 25, 1 (11%) of them were between the ages of 26 – 30, and 2 (6%) of the respondents were between the ages of 31 – 35. No players are beyond of 35 years. This shows as the respondents were in their appropriate age to provide current and up to date information about talent identification and development process in Arbaminch town.

Table 3 Educational Level of the respondents

Educational Level of respondents	Number	Percentage
High school	5	14%
College diploma	25	72%
First degree	5	14%
Msc/MA	-	-
PhD.	-	-

DISCUSSION

Regarding the educational background of the respondents: out of 35 player respondents 5 (14%) were at high school level, 25 (72%) of the respondents were achieved college diploma, and the rest 5 or (14%) of them were first degree holders. No player achieved Msc or above. This clearly shows as the majority the respondents were in adequate educational qualification to provide appropriate, reliable and sound information pertaining to their educational background about the topic in question.

4.2 Analysis of response of players towards challenges of talent identification and development in Arba Minch town

Table 4, shows players response towards Arba Minch as a source of talented players in the country,

Variables	Responses	Number	Percentage
Do you agree with the idea that “Arba Minch is the source of great football player in Ethiopia?	Yes	35	100%
	No	-	-

DISCUSSION

As the respondents mentioned above all 35 or 100% of them agree with the idea that Arba Minch is source of great football players in Ethiopia. And no one said, Arba is not source of great football players.

Table 5 shows players’ time and place they played football

Items	Responses	Number	Percentage
Where did you first played football?	School	20	57%
	Kebele	11	31%
	Club	-	-
	Other organization	4	12%
Have you played for any football clubs outside or inside Arba Minch?	Yes	35	100%
	No	-	-
At what age did you start playing football?	5	3	9%
	10	10	28%
	12	13	37%
	13	9	26%

DISCUSSION

The obtained result shows above that, schools are sources of potential players. 20 players or 57% of respondents started playing football in school, and 11 players or 31% of respondents started in Kebeles and 4 players or 12 % of them started in other place which was not specified.

In addition to that, all 35 players or 100 % of respondents replied that they all are played outside Arba Minch for different clubs and also national team. This strengthens the idea that Arbaminch is the source of great football players.

Regarding the age or time they started paying football 3 Players or 9% of respondents began at the age of 5, 10 players or 28% of respondents began at the age of 10, 13 players or 37% of players started at the age of 12, and finally 9 [24%] of them started at the age of 13. This shows that many of them had start playing football lately.

Table 6 shows others role in being successful football player

Variables	Responses	Number	Percentage
Parents support	Very important	12	34%
	Important	10	29%
	Fairly important	5	14%
	Unimportant	6	17%
	Not relevant	2	6%
Parents participation in Sport	Very important	3	8.5%
	Important	27	77%
	Fairly important	3	8.5%
	Unimportant	1	3%
	Not relevant	1	3%
Club Coaches	Very important	20	57 %
	Important	11	31%
	Fairly important	2	6%
	Unimportant	1	3%
	Not relevant	1	3%
Brothers/sisters Participation in sport	Very important	6	17%
	Important	8	23%
	Fairly important	21	60%
	Unimportant	-	-
	Not relevant	-	-
School teachers/College tutors	Very important	1	3%
	Important	28	80%
	Fairly important	4	11%
	Unimportant	2	6%
	Not relevant	-	-
My own commitment/Practice	Very important	33	94
	Important	2	6
	Fairly important	-	-
	Unimportant	-	-
	Not relevant	-	-
My growth	Very important	34	97%
	Important	1	3%
	Fairly important	-	-
	Unimportant	-	-
	Not relevant	-	-

DISCUSSION

On the basis of the respondents' reaction to each of specific item in the role of others in developing their own talent, percentages were computed in order to describe the position of the respondents along the continuum in the role others have in talent development.

Based on the information, regarding parents' role, 12 or 34% of respondents agreed that the role of parents in talent development is very important, 10 or 29% of the respondents replied that parents role in talent development is important, 5 or 14 % replied their role or parents role is fairly important, 6 or 17% replied the role of parents is unimportant 2 or 8% of the respondents replied the role of parents in the development of talent is not relevant.

Regarding parents participation in Sport 3 or 8.5 % of the respondents replied that the role of parents participation in sport is very important in talent development, 27 or 77 % of the respondents replied that the role of parents participation in sport is important in talent development, 3 or 8.5 % of the respondents replied that the role of parents participation in sport is fairly important in talent development, 1 or 3 % of the respondents replied that the role of parents participation in sport is unimportant in talent development, and finally, 1 or 3 % of the respondents replied that the role of parents participation in sport is not relevant in talent development.

For the statement that needs to show the role of or importance of club coaches in the development 20 players or 57% of respondents replied that club coaches played very important role in their talent development, 11 or 31 % of the respondents replied that the role of club coaches is important in talent development, 2 or 6 % of the respondents replied that the role of club coaches is fairly important

in talent development, 1 or 3 % of the respondents replied that the role of club coaches is unimportant in talent development, 1 or 6 % of the respondents replied that the role of club coaches is not relevant in talent development.

Regarding the role of brothers/ sisters participation in sport for the development of talent, 6 or 17% of respondents responded that the role of brothers/ sisters in sport is very important in talent development, 8 or 23% of respondents responded that the role of brothers/ sisters in sport is important in talent development, 21 or 60% of respondents responded that the role of brothers/ sisters in sport is fairly important in talent development, 2 or 6% of respondents responded that the role of brothers/ sisters in sport is unimportant in talent development and at the end, no player replied the role is not relevant at all.

Regarding school teachers/college tutors role in the development of talent, 1 player or 3% of respondents replied the role of school teachers is very important in the development of talent, 28 players or 80% of respondents replied the role of school teachers is important in the development of talent, 4 players or 11% of respondents replied the role of school teachers is fairly important in the development of talent, 2 player or 6% of respondents replied the role of school teachers is unimportant in the development of talent, and finally, no respondent replied that the role of school teachers is not relevant.

Regarding the role of players own commitment or practice for the development of talent, 33 players or 94 % of respondents replied that players won commitment or practice is very important for talent identification and development, 2 players or 6 % of respondents

replied that players won commitment or practice is important for talent identification and development, no respondent is replied the role as fairly important, unimportant or not relevant.

Finally, regarding the role of players way of growth for the development of talent, 34 players or 97% of respondents replied the way of growth for talent development is very important, 1 respondent or 3% of the respondents replied the way of growth is important for talent development, and lastly, no respondent replied it is fairly important, unimportant and not relevant.

Table 7, players response towards parents support, availability of play grounds, individual training plan and motivations for talent development.

Variables	Responses	Number	Percentage
Do your parents encourage you to play football?	Yes	28	80%
	No	7	20%
	Total	35	100
Is there a sufficient play ground in your area, school/ village?	Yes	10	29%
	No	25	71%
	Total	35	100
When you were a player or as a player do you get an individual training plan?	Yes	30	86%
	No	5	14%
	Total	35	100
Are you motivated to concentrate on football?	Yes	35	100%
	No	-	-
	Total	35	100

DISCUSSION

As shown above in table 7, players were required to give response regarding parents support or encouragement to play the game of football, based on this, 28 of them or 80% of respondents said yes that their parents support them and the remaining 7 players or 20% of respondents said No. this reflects as the community [since families are what make up the community] involve in the talent development process by providing support for their future football performer children.

Regarding the availability of play grounds or playing fields, 10 respondents or 29% of the respondents replied as there are sufficient fields or play grounds in my village or school, and the remaining 71% of players said that there are no sufficient playgrounds in their village or school. Based on the results obtained, one can conclude the lack of sufficient play grounds is one of the challenges for talent development in Arba Minch town administration.

For the question that requires the respondents to give response about the individual training plan they get while they were players or as a player, 30 players or 86% of the respondents responded that they get individual training properly, and the rest 5 players or 14% of respondents replied they did not get individual training plan. Based on this, one can conclude the coaches' role in talent identification and development is high in Arba Minch.

Finally, regarding the question about the motivational level of players to play the game, all 35 players or 100% of respondents replied that all they are motivated to play the game of the ball. Here respondents were further asked as what motivate them to continue

in their football career. Accordingly, the majority of the respondents responded “ the desire and passion that they have for football”, “ the support and benefit that I get by playing football”, “ the success of senior players” were among the reasons that motivates players.

4.3 Background information of the Respondents [coaches and physical educators]

The demographic characteristics [Sex, Age and educational background] of the respondents [coaches] are presented as follows.

Table 8, sex of respondents

Sex	Number	Percentage
Male	17	85%
Female	3	15%
Total	20	100%

DISCUSSION

The obtained result shows that, 17 (85%) of respondents were male and the rest 3 or (15%) of respondents were females.

Table 9 shows age category of respondents

Age of respondents	Number	Percentage
20 – 25 years	-	-
26 – 30 years	6	30%
31 – 35 years	6	30%
36 – 40 years	6	30%
>40	2	10%

DISCUSSION

Based on the information obtained above in table 9 it is shown that concerning the age category of the respondents, 6 (30%) of the respondents were between ages of 26 – 30 years, 6 (30%) of them were between the ages of 31 – 35, and again 6 (30%) of respondents were beyond the age of 40 years. And no player is between the ages of 20 – 25 years. This shows the maturity level of the respondents to be participants in this research.

Table 10 Educational Level of the respondents

Educational Level of respondents	Number	Percentage
High school	9	45%
College diploma	2	10%
First degree	7	35%
Msc/MA	2	10%
PhD.	-	-

DISCUSSION

Regarding the educational background of the respondents: out of 20 coaches and physical educators, 9 (45%) of them were at high school level, 2 (10%) of the respondents were achieved college diploma, 7 or (35%) of them were first degree holders. And the rest 2 or (10%) of the respondents were MSc holders, and no coach achieved PhD. This shows as there are trained and qualified professional which can help the talent identification and development in the town by sharing their know ledges, skills, and football experiences.

4.4 Analysis of response of coaches and physical education teachers towards challenges of talent identification and development in Arba Minch town

Table 11, shows coaches response towards Arba Minch as a source of talented players in the country,

Variables	Responses	Number	Percentage
Do you agree with the idea that “Arba Minch is the source of great football player in Ethiopia?	Yes	20	100%
	No	-	-

DISCUSSION

As the respondents mentioned above all 20 or 100% of them agree with the idea that Arba Minch is source of great football players in Ethiopia. And no one said, Arba is not source of great football players. The same result was obtained from questionnaires distributed to the players as well as the interview conducted with different professionals. This is also well implied by the researcher observation. Hence, it can be concluded that Arba Minch is source of great football players in Ethiopia.

Table 12, shows coaches response towards players ability in acquiring fundamental ball techniques,

Variables	Responses	Number	Percentage
Is players easily adapt fundamental ball techniques you teach/coach?	Yes	18	90%
	No	2	10%
For the above question if your answer is “YES” then, what is the reason for easily adapting the techniques?	Due to innate characteristics	2	10%
	Due to environmental factors	16	80%
	My coaching style	2	10%

DISCUSSION

The crucial point for coaches is that while hereditary factors are likely to play a role in shaping an individual’s response to practice and training, skills are highly modifiable and adaptable to training and every player will need to practice for many hours to develop and refine these skills. What is under estimated is the specific amount of practice needed before expertise is attained. Initial attempts to identify the practice history profiles of experts occurred in individual sports.

The general viewpoint shared by many coaches, however, is that many of ball techniques are associated with innate characters and not amenable to practice and instruction. Coaches consider that ball techniques improves purely as a result of playing experience and

that it is not possible or at best too difficult, to develop structured training programs to improve these techniques. In contrast to this intuitive perspective, compelling empirical evidence now exists to indicate that the acquisition of game techniques and skills can be mediated through appropriate interventions.

Based on the information obtained above in the table 9, 18 coaches or physical educators replied that their players adapt ball techniques and skills easily, and the rest 2 respondents or 10 % of them replied as the players do not adapt the techniques easily. Based on this information one can conclude that many of players can easily adapt ball techniques and this is the indicator of the potential or innate potential players have.

Regarding the question asked about the reasons for players easily adapting ball techniques, 2 coaches or 10% of the respondents replied that the reason for adapting ball skills easily is due to innate characteristics, 16 coaches or 80% of respondents replied the reason for adapting ball techniques easily is due to environmental factors, and finally, 2 of them or 10 % of them replied as my coaching style make players to adapt ball games easily.

Table 13, shows availability of resources for both coaches and players which contributes the development of football talent

Variables	Responses	Number	Percentage
Do you get adequate incentives from the respected bodies?	Yes	6	30%
	No	14	70%
Do you and players provided with the kits well in advance?	Yes	4	20%
	No	16	80%
Do you get enough support from respected bodies?	Yes	12	60%
	No	8	40%

DISCUSSION

Based on the information provided above, coaches were asked about getting adequate incentives from respected bodies, from this 6 of the or 30 % of the participants were replied as they get sufficient incentive from the respected bodies and the rest 14 or 70% of respondents replied as they do not get adequate incentives from respected bodies. Players have also complained on the provision of incentives. Thus, one can conclude that; can be one of the potential challenges for the development of soccer talent in Arba Minch town.

Regarding the provision of necessary materials and equipments, 4 of them or 20 % of the respondents replied as they are provided with the kits well in advance and the remaining 16 respondents or 80% of them replied they are not provided with necessary materials and equipments well in advance. Based on this information, those who

were and are working in the gamogofa zone sport commission were asked as to why materials are not provided in advance for those who are working to develop football talent in the town. And have mentioned budgeting problems. Whatever the problem, this can potentially and severely hinder the talent development process.

At the end regarding the support from respected bodies, 12 coaches or 60% of them replied they did not get enough support from respected bodies and the remaining 8 or 40% of respondents replied they get enough support from concerned bodies. This can also be concluded as lack of enough support for coaches from concerned bodies is one of the challenges for football talent development and identification.

Table 14, shows coaches response towards players' talent potential development and potential

Variables	Responses	Number	Percentage
How do you rate the tactical intelligence capacity of players you coached?	Good	12	60%
	Average	8	40%
	Fair	-	-
	Poor	-	-
Have you ever coached a developing player with potential football talent?	Yes	16	80%
	No	4	20%
At what age do your players begin to learn techniques with ball?	Early	16	80%
	Late	4	20%

DISCUSSION

Coaches and spectators often imply that elite players are in some way “gifted” with unique abilities that ensure that they will achieve excellence within the sport in question. In support of this presumption, scientists argue that we are not all born equal and that certain individuals may be endowed with characteristics that predispose them towards achieving excellence more than others. However, to achieve excellence in any domain, individuals have to spend a considerable amount of time trying to improve performance through practice-related activities.

The individual characteristics of the player include chronological and biological age, body morphology, fitness levels, perceptual and cognitive development, and emotions such as anxiety and self confidence. Important task constraints include the rules and laws of the game, any conditions imposed by the coach and the equipment employed, such as the size of the ball (i.e. scaling of equipment relative to body size). Environmental constraints include the playing surface and weather conditions as well as access to different sources of sensory information, such as vision and proprioception. Coaches are encouraged to manipulate these constraints such that the desired behavior emerges through guided discovery and self-exploration rather than via prescriptive instruction.

Based on the information provided above in table 11, regarding the average tactical intelligence capacity of players 12 coaches or 60 % of respondents were replied as the average intelligence capacity of players that they coached were good, and the remaining 8 coaches or

40% of the respondents replied as the average tactical intelligence as it is average. And no coach replied it is fair and poor.

Regarding coaching players with potential football talent, 16 or 80% of respondents replied yes they coached such players before, and the remaining 4 or 20% of the respondents replied no, they did not coached such players before.

Finally regarding the question which talks about the age in which players begin to learn ball techniques, 16 coaches or 80% of respondents replied many of players begin learning ball techniques earlier, and the rest 4 or 20% of the respondents replied they begin or players begin learning ball techniques lately.

Table 15 shows the response of coaches and physical education teachers towards various variables associated with talent development and identification

Variables	Responses	Number	Percentage
What is your coaching background?	Level I	6	30%
	Level II	14	70%
	Other	-	-
Are there sufficient play grounds in schools and kebeles in the town?	Yes	14	70%
	No	6	30%
Do the communities contribute for the development of the game?	Yes	20	100%
	No	-	-
How often does sport office organize football competitions in the town?	Once in a year	5	25%
	Twice in a year	12	60%
	Three time	-	-
	Four times a year	-	-
	Regularly	3	15%
What is your interaction with parents, players and other coaches?	Good	20	100%
	Not good	-	-

DISCUSSION

Based on the in formations provided above in table 12 from the respondents, regarding the coaching back ground, 6 of them or 30% of the respondents replied that they have first level or Level I coaching license, the remaining 14 respondents or 70 % of them have level II or second level coaching license.

Regarding availability of sufficient playgrounds in schools and kebeles, 14 respondents or 70% of them replied as there are sufficient play grounds in schools as well as in kebeles which helps players to develop their innate talent. And the remaining 6 respondents or 30 % of them replied that the available play grounds in schools and kebeles are not sufficient to play and practice different techniques of the game.

Regarding communities contribution for the development of the game, all of the respondents or 100% of them replied that the communities contribute a lot for the development of the game in the town administration.

Concerning the question about interaction of coaches with the community 20 respondents or 100% of them replied that they have good interaction with the community, and no respondent said the interaction is not good. Therefore, based on this one can conclude that the positive interaction of coaches with the community and other concerned bodies has good contribution for the development and identification of talent.

Finally, regarding the frequency of competitions organized by the sport office, 5 respondents or 25 % of them replied as the office organizes competitions only once in a year, 12 respondents or 60 % of respondents were replied that the office organizes different football competitions twice a year, and 3 respondents or 15% of them replied as the office organizes competitions regularly, and no one replied as three times or four times in year. The researcher observation as one of the residents of Arbaminch and as a worker in the sport commission office proved as there was a shortage of competition held in the town. The same result was found from the information gained through interview. Thus, based on the above data collected and analysis made one can conclude that competitions are very important for talent development and identification but the number of competitions organized in a year is not enough as many of the coaches and physical education teachers agreed. In addition to the above points the communities support and contribution are as paramount important for players talent development and identification.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section of the study, deals with the summary of the major findings of the research, the conclusions drawn based on the findings, and recommendations based on the conclusions drawn.

5.1 Summary

The intention of this study was to find out the major challenges of talent identification and selection in football the case of Arba Minch town. Moreover, it was intended to make a general survey on players, coaches, office experts. The study is taken by dividing the process in five chapters and all the chapters have treated main points associated with the study. To answer research questions posed at the beginning of the research, information was gathered through questionnaire and using semi structured interview. To triangulate the in formations, the researcher also used his own observation as a source of data. The data was then analyzed both qualitatively using coding system and quantitatively using frequency distribution and percentages. Based on the results of the analysis of the data, the following major findings were obtained:

- ⇒ It was found out that Arbaminch as a source of great football players.
- ⇒ Schools, particularly school physical education classes were found to be important contributors of talent development process in the cit.
- ⇒ Parental support and coaching ability of coaches were also among the factors that contribute to the development of talent.

- ⇒ Material and equipment provisions like balls shirts, shorts, play grounds, were found to be important for the development of future performers.
- ⇒ The degree of support provided for coaches and players can also contribute to the development of football.

5.2 Conclusions

Arbaminch is one of the areas identified as the potential area for football in Ethiopia. Some premier league clubs like Dedebit F.c are keen to open a football project knowing that the area is a source for great football players. Many football players had played and are also playing in the country's top flight football competition as well. Sintayehu Getachew [Koche], Tesfaye Fetene, Degu Debebe, are and Abebaw Butako are examples of such players.

However, the rate at which talented players are identified and brought to the forefront is some what delayed. With this in mind, the purpose of this research was to identify the potential challenges that severely hindered the talent identification and development process. To meet this purpose data was collected using questionnaires, interview, and the researchers' personal observation. Then the informations were analyzed both qualitatively and quantitatively and triangulation method was employed to maintain the reliability of the data.

Based on the major findings of the analysis, it was found out that the major challenges of the process of talent identification and development in Arbaminch are lack of adequate support for those involved in talent development, the presence of limited competitions,

shortage and time of distribution of provision of materials and equipments. As a result it can be concluded that the talent identification and development of future talented football performers is at its weak level.

5.3 Recommendations

Based on the major findings obtained and the conclusion drawn, the following recommendations were suggested:

- ⇒ Work where necessary to ensure that schools retain soccer field on their annual plan.
- ⇒ That the role of clubs in talent identification and development is acknowledged, consolidated and, if possible, strengthened.
- ⇒ The consistency of coaching objectives and communication between coaching of different levels is maintained and, if possible, strengthened.
- ⇒ To formally acknowledge the significant role made by parents and the community in supporting footballer.
- ⇒ Find a means to organize more competitions in the city in different age categories.
- ⇒ Adequate and appropriate support in terms of moral, materials and equipments should be provided for those who are working in the area of talent development.

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