

**INVESTIGATING FACTORS THAT AFFECT THE DEVELOPMENT OF  
FOOTBALL IN SOUTH NATION NATIONALITES AND PEOPLES  
REGION: WITH PARTICULAR REFERNCE TO KAFFA ZONE**

**BY**

**YASIN ABAFITA ABAWARI**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN  
SPORT SCIENCE**

**June, 2013**

**Addis Ababa Ethiopia**

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**June, 2013**  
**Addis Ababa Ethiopia**

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## ACRONYMS

E FF:	Ethiopian football federation.
ENL:	Ethiopian national league.
EPL:	Ethiopian premier league.
FC:	Football club.
FGD:	Focus group discussion.
FIFA:	Federation of international football association.
SNNPR:	South nation nationalities and Peoples Region.
TTC:	Teachers training college.
TVET:	Technical and vocational education training.

## Abstract

This study was conducted with the objectives of investigating factors that affect the development of football in SNNPR with particular emphasis to kaffa zone and to recommend the possible solutions accordingly. Data utilized for the study have mainly been acquired through sample survey of (N= 68) participants. Among these, (N= 40) randomly selected football players from the four clubs and (N=4) purposively selected coaches (Wushwush Bonga TVET, Bonga TTC and Mankira Coffee) were included in the questionnaire and (N=10) were participated in interview and the other 14 purposively selected were participated in the FGD. Mainly, descriptive (frequency distribution and percentage, mean) method of analysis has been utilized to analyze the data collected through questionnaire whereas the data from FGD and interview was analyzed through qualitative technique. A cross sectional design method is employed as a general approach in the study. The findings of the study indicated that the following major problems were dominant in the zone football sport clubs: less emphasis given to the value of sport in general and football in particular, by the general public, the investors and sport officers at all levels, absence of transparent and accountable administration, lack of cooperation among the concerned stallholders, very low popular participation, absence of permanent fund for the clubs, lack of sufficient football courts in the area and less emphasis given to even the existing ones, lack of trained sport professionals that could supplement the problems man power from zone to woreda levels, less access and opportunity or available structure that could invite the private investors to attract to. As a general solution to the identified problems greater emphasis has to be given to the youth football in the area so that it could be possible to recruit adult players in the near future and this could also be a fundamental base for the sustainability of the major adult football clubs in the zone. Establishing and organizing football youth projects and clubs in all of keffa zone weredas could be one major strategy to address the sustainability of the major football clubs.

**Key words:** development, football clubs, football projects, investigation, investment, national league, Primer league

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the study

Football is currently acclaimed to be the biggest sport making use of it actively and passively. The number of people who patronize this game is more than 200 million worldwide. It is a global sport with a huge following all over the world. It is about the only sport which commands such a big following week after week and brings together people from different backgrounds and cultures.

Football has successfully outmanoeuvred many other team sports, such as basketball or handball, and has been accepted as the number one sport with regard to media attention and audience reception worldwide (Horne & Manzenreiter 2002b). It is a famous and popularized sport loved by more people as it has attracted a large amount of faithful fans that will do their best to support it. People will prefer to watch the exciting football game or even learn playing it. However, to those people who are novice to the game, it is necessary from them to know what the football game is all about. It is also a game which requires skill and intelligence, the factor of speeds, power and endurance become important as one grows older, the origin of football can be founded in every corner of geography and history. The Chinese, Japanese, Italian, ancient Greek, Persia, Viking and many more played a ball game long before our era. The Chinese played football games date as far back as 3000 years ago. The ancient Greek and the roman used football games to sharpen warriors for battle. In south and Central America a game called "Tilatchi" one flourished. But it was in England that footballs really begin to take shape. It all started in 1863 in England, when two foot ball association (association football rugby foot ball) split off on their different course. Therefore, the first football association was founded in England. The spread of football outside of England, mainly due to the British influence abroad, started slow, but it soon gathered momentum and spread rapidly to all parts of the world.

According to Dolles H. (2005) why is European football of increasing importance to ongoing research in international business and business administration? Because it is a huge and fast

growing business, operating worldwide – but still lacks systematic knowledge. If this is a bold statement, it is backed by many arguments: football is highly popular (this in itself should generate interest in research); it has rabid fans (whose sociology is well researched); it involves high uncertainty (the outcome of a game is not always the same as winning a game); and it is an activity where ethnic, gender, social, and economic backgrounds are irrelevant to its practice (but still of great interest to spectators). The skilful team or the talented football players are visibly obvious; this is intuitively perceived by all spectators. The game has become famous because it is generally linked to our childhood, and its professional teams are on top of pyramid-like organizations of several leagues, with amateur players at all levels, from silver aged teams to kid's teams. And football today is an international business, as players are transferred frequently around the globe, international professional leagues are created, and the European Cup finals or the FIFA World Cup finals are top media events (Harald, 2005).

During Hailesilase and the dergue regime kaffa was selected as 'kiflehager' its position was like as the current regional states to govern six 'Awrajas,' which was similar to the current zonal position. At that time kaffa Awraja football team was competing with five Awrajas: these are Limu, Jimma, Sheka, Bench, and kulo-konta.

Among these competitor areas, kaffa was the cup winner of all awrajas for two years since 1982&1983. There is no recorded document before and no one knows the previous progress of Kaffa football. Due to this, the researcher focused only the year mentioned above.

Nowadays, football league in Ethiopia is structured in to two formats: the top flight football comprises from 14 to 16 clubs which is known as the Ethiopian Premier league (EPL) and the other league, which is one step down from the premier league, is Ethiopian national league (ENL) commonly known as "Biherawi league". This league do not have a fixed number of clubs which compete in every season and serves a feeder system enabling those ranking first and second in the league to join the premier league.

As indicated from the above structures, regional states of the country are formulate their objective to promote in higher (top) flight to achieve their objectives, all they make a club champion competition schedule program from year to year in all zones in the states. In the year 2012 (G.C), football season the SNNPR football club champion competition was held at kaffa

zone, Bonga town and comprising of 18 clubs from 14 zones and 3 unique woredas. Among them the only 4 clubs have passed the match and represented SNNPR national league to promote 2013(G,C) the Ethiopian national leagues. These are Wolayita kenema, Butajira kenema, and yirgacefe coffee and mizan-aman kenema clubs. At this competition two clubs have represented kaffa zone but none of them can show best progress. This information indicates that how much kaffa football is weaker and it obligates to re-look the factors that affect its development.

Previously there are six (6) football clubs (fc) in kaffa zone which are competing to the national league to SNNPR. These are kaffa-coffee, wushiwush, Bonga administration, Bonga TTC, mankira, Bonga TTV. Two of them joined the league in the 2012 (G.C). These are kaffa-coffee and wushiwush. But no one shows its best progress. Among six clubs, Bonga administration and kaffa coffee are dispersed at all but currently the remains are present. Also this information indicates that the structure and organization of football club in the zone is weaker.

The development in football league is a process in which teams are transferred between divisions based on their performance at the end of the season and fulfils the grassroots of football. Through this process, the best ranked teams in each division are promoted to the next highest division.

The development of football in kaffa zone is seems difficult job for the clubs due to different factors, despite the fourteen zones and three unique woredas of SNNPR kaffa zone football team were grouped under secondary division since 2013. Thus, in this study; emphasis will be given to investigate the possible factors that affect the development of football in kaffa zone.

## **1.2. Background of the study area**

According to Bekele Woldemariam (2010) Kaffa as a kingdom was known in the 14<sup>th</sup>c. The province was the centre for the excellence of long distance trade in the historical process of Ethiopia. The province had a tremendous contribution in many aspects of the country's history.

Today, it is one of the administrative provinces in SNNPR. The zone is situated in south western part of Ethiopia. The capital of the Zone, Bonga, is found in a distance of 449 km from Addis Ababa, and 750km from Hawassa, the capital of the region/SNNPR. The latitudinal location of the Zone is at  $6^{\circ}15'$  -  $8^{\circ}08'$  North Latitude and  $35^{\circ}30'$ - $36^{\circ}46'$  East Longitud. Around 70% of the land has temperate climate type; whereas the remaining 30% i.e. around 4% and 26% have highland and lowland climate condition, respectively.



### **1.3 Statement of the Problem**

During the Dergue regime, Kaffa zone football team was known in its best performance in the whole Awuraja championship season. For example, the team won a number of champions during football championship in the years between 1982 and 1983. There is no recorded document before and no one knows the previous progress of Kaffa football. Nevertheless this has not continued and not yet improved since the year 2013. The zones football performance is not promising at present. This deterioration is observed in its poor success in the regional championship to promote in national league level. This is observed in the regional club championship and all the regional games of 2012 and 2013. Moreover, Kaffa football team was and is being categorized under the lowest or secondary division based on its performance.

Hence in south nation nationalities and Peoples particularly in Kaffa zone, the development of football sport is declining and there should be a mechanism to restore the performance of the zone football development. This research is attempted to investigate the factors that affect the development of football sport faced in Kaffa zone in order to suggest possible solutions to fill the changes and gaps which will be identified in this paper.

This is observed by using different observational and historical background of football and methods of survey. In the light of the information discussed above, one can raise the following basic research questions relevant for this study?

### **1.4 Research questions**

1. What is the current status of football sport in kaffa zone?
2. What are the challenges faced in development of football in Kaffa zone?
3. Are there well developed and properly functioning infrastructures for football sport practice in the study area?
4. Do football clubs in Kaffa zone have qualified football coaches?

### **1.5. Objectives of the study**

#### **General objectives**

The general objective of this study is to critically investigate factors that affect the development of football in Kaffa zone and to suggest possible alternatives that alleviate the problem.

## **Specific Objective**

The specific objectives of the study are to:

- Assess the current football status in Kaffa zone.
- Describe factors that affect the development of football in Kaffa zone.
- Generate negotiating ideas for sport commission and other concerned bodies to give to attention for the development of foot ball.
- Assess the contribution of the surrounding Investors to football development.
- Find out basic solutions for the challenges of football in Kaffa zone.

## **1.6 Significance of the study**

**The present study has the following importance:**

- To provide proper and fertile ground information for coaches, sport professionals, societies and for others on the current status of football in Kaffa zone.
- It helps to identify factors that affect the development of football in Kaffa zone in general and to take appropriate measures.
- Help to show the significance of qualified coaches, facilities, and the role of sport administrations, and budget for the development of and success of foot ball.
- Helps as a guide for coaches and sport professionals for day to day activities to alleviate football challenges.
- It also serves as stepping stone for further investigation on the issues.
- This study is also believed to open ways for the other researchers who are interested on the issues raised.

## **1.7. Delimitation**

The study is delimited in scope in terms of study area; Kaffa zone; four football clubs. These are wushiwush, Bonga TTC, mankira coffee and Bonga TVET and six woredas are purposively selected these are Bonga administration, Gesha, Bitu, Chena, Tello and Decha. The criteria for the selection of the study area and the participants are accessibility, possibility of getting data and affordability in both time and cost. And also social stratification, cultural practices, compiling the whole woreda and experiences among kaffecho people which are almost similar throughout the

zone. In addition, since the researcher is the part and parcel of the study area, it will be easy to observe, contextualize and analyze the data in line with the reality in the study site. Accordingly a total of 68 respondents with 40 adult football players and 4 coaches has taken from four football clubs for the questionnaire and 10 respondents (1 zone sport head, 2 zone sport experts, 3 wereda sport heads, 2 wereda sport experts 2 investors and 2 officials) were interviewed and 14 respondents (3 woreda sport heads, 3 wereda sport experts, 2 investors, 1 zone administration head, 1 investors and 4 football players) were involved in focus group discussions.

### **1.8 Limitation of the study**

In conducting the research, there were some limitations. There was some difficulty in fixing appointments with participants. When time and venue was agreed, not all participants were available due to some personal reasons. It was, therefore, not possible to meet all the participants personally. Telephone interviews became a useful option in getting participants who could not be physically available. Inadequacy of available relevant research materials was the other limitation encountered in this study. In addition, the scarcity of sufficient books and literature in the area of study was the major short coming that the researcher encountered during the execution of the study.

### **1.9. Definition of operational terms as used in the research document**

**Coach:** The person who takes care of the coaching and training of a team and who prepares them for performance,

**Coaching:** The term covers everything involved in the work of the coach: training and developing, directing, advising and correcting players and helping them to progress.

**Ethiopian football federation:** the governing body of Ethiopian football.

**Ethiopian premier league:** the first top football competition or division of the country.

**Ethiopian national league:** the second top football competition or division of the country.

**Football club:** an organization formed for the pursuit of competing in football.

**Kaffa:** an area which kaffa peoples live together.

**Investors:** Individuals and groups that invest in football clubs

**Investment:** in sports it is the exchange of benefit between investors and the sports institution in achieving the focused objective.

**Kaffecho:** a nation who lives in kaffa zone.

**Kafigna:** is the language of Kaficho Nation.

**Micro-cycle:** is a shorter training period of about 7-10 days and includes more detailed information on the intensity, frequency, duration and sequencing of the Training Sessions.

**Mesocycle:** is usually 4-8 weeks in duration and has a specific objective

#### **1.10. Organization of the study**

The content of the study is organized into five chapters. The first chapter deals with introduction, which consists of: background of the study and study area, statement of the problem, research question, general and specific objectives, significance of the study, delimitation and limitation of the study, definition of some key terms and concepts and organization of the study. Chapter two deals with review of related literature, which consists of: Historical background, history of football, football diffusion in different parts of the world, factors that contribute for the development of the football, the characteristics of a good coach, planning in football, Benefits of Youth Sports and Reasons Children Participate, the role of investment on football clubs. Sports nutrition and factors affects football performance. And chapter three, four and five deals with research methodology, data analysis and interpretation, summery, conclusion and recommendations, respectively.

## CHAPTER TWO

### REVIEW OF RELATED LITRATURE

#### **2. Historical Background**

This discussion will begin by looking at the history and development of football. Thereafter, the chapter will discuss history of football, the diffusion of football in Europe and Africa. It will also discuss how football flow to Ethiopia and it consists about factors that affect football development these are: the contribution of effective coaching for football development, the contribution of Effective Planning for football development, the characteristics of a good coach, Facilities and Equipments of Football Training, Training Plan in Football, Benefits of Youth Sports and Reasons Children Participate and the role of investment on football clubs. Sports nutrition and factors affects football performance.

#### **2.1. History of Football**

Football is one of the sports with a very rich global history. According to Armstrong and Giulianotti (1999), most cultures and civilizations seem to have played some kind of proto-football which involved the kicking of a ball between different groups of players. For example, the Han dynasty which ruled China for about two centuries until AD 25 ceremoniously played Tsu Chu (kick the ball), on the imperial birthdays (Young, 1968). Perhaps as a result of Chinese influence, the Japanese as well evolved a ball-game known as Kamari. About two thousand years ago, the ball-games were also a part of the great athletic-poetic-dramatic festivals of classical Greece. Since the Romans attempted to take over Greek culture, they also began to play a game which they called Harpastum (Young, 1968).

In medieval Europe, French peasants practiced a violent ball-game they called Soule; while the Florentine Renaissance men practiced Calcio (Armstrong and Giulianotti, 1999). The Scots and the English played various forms of 'folk football'. Walvin (1975) holds that several forms of informal or regulated games in which balls were kicked more or less, and handled by the opposing teams were a usual feature of the pre-industrial society.

The game was simply an ill-defined contest between indeterminate crowds of youths, often played in riotous fashion, in tightly restricted city streets, producing uproar and damage to property and attracting to the fray anyone with an inclination to violence (Walvin, 1975: 12).

Some games, for example, contained a lot of kicking, some a lot of handling and others various mixtures of the two (Mason, 1980). The nature of the ball also varied from place to place, the balls were often made of inflated animal bladders, sometimes covered with leather. The field of play could sometimes comprise a large area of countryside or sometimes it consisted of the whole village with well known land marks miles apart as goals. According to Mason (1980), some matches were subject to fairly detailed sets of rules, designed to reduce aggression among participants while others had few rules.

Russell (1997), points out that folk football was a rich source of raw materials for the codified games of football and rugby that later developed in the nineteenth century. On the other hand, he argues that informal street football played an important role providing continuity between folk football and the modern game of football as folk football had largely died out by 1850. Street football was however, not very different from folk football, the only difference was that street football was less dramatic in design and was more informal and spontaneous (Russell, 1997).

According to Mason (1980), a kind of rough football, not very different to that played in many places in England, was also played in the leading public schools in the eighteenth century. The game existed at Eton, Westminster, Harrow, Shrewsbury and Charterhouse as far back as 1747-49. In these schools, football seems to have been run by the boys themselves with a lot of opposition from their teachers (Russell, 1997). Any number of boys mostly seniors could play and the matches could last the whole afternoon or just a few hours. Senior boys played a key role in football during this period as they sometimes would decide to modify the rules to suit their interests (Mason, 1980). By the end of the eighteenth century, public school pupils were mostly coming from the upper classes and playing football was one of the ways senior boys dominated other boys (Mason, 1980). The public school game was not very different from the popular game in that, each public school played a game which was unique to itself with its own special characteristics (Mason, 1980). Each school had its own set of rules and style of playing the game.

Some schools such as Rugby, Marlborough and Cheltenham concentrated on basically a handling game while others, such as Eton, Shrewsbury, Westminster and Charterhouse focused on kicking game (Russell, 1997).

In the 1830's headmasters such as Arnold, at Rugby, began to reform schools, making pupils more disciplined and making senior pupils use games as a way of exercising responsible authority on behalf of the staff. Senior pupils were expected to run games in a manner which provided discipline, without bullying the younger pupils. This was a way of controlling the bigger boys who were a threat to the teachers. Around the 1840's and 1850's the games in public schools were no longer only a way of controlling pupils, but were seen as a formidable vehicle for character building (Russell, 1997). Mason (1980), points out that following the reforms of the public schools, rough football which had been played earlier was reformed too. In 1848, a number of collegians who had played different forms of football met in Cambridge and agreed upon a common set of rules that would enable them to play the game.

According to Young (1968), the most important date in the modern history of football is the evening of Monday, October 26, 1863. On this day, a meeting of representatives of football clubs such as Kensington School, Crusaders, Forest, Barnes, Blackheath School and many others convened at the Free-mason's Tavern, along Great Queen Street in London. The purpose for this meeting was the formation of a Football Association. Guttmann (1994) observes that it was on this date, when the Football Association was founded in London, and most scholars agree that this was the date that marked the beginning of the development of modern football.

The growth of football in England especially in the midlands and north become very pronounced in the 1870's, although still within the framework of which, in concrete and ideological terms, was entirely public school (Walvin, 1975). Despite all the developments in provincial football, the 'old boys teams' from the south still maintained their dominance of the game until the early 1880's. This was during the 'Golden Age of the Amateur' when the gentlemen of leisure were dominating the game and when the great technical and athletic skills and feats of football were a preserve of the ex-public-school men (Walvin, 1975). The first eleven years, the F.A. Cup was won by Wanderers, Old Etonians, Oxford University, Royal Engineers, Old Corinthians and Clapton Rovers. However, waves of change began blowing in 1882, when for the first time;

Blackburn Rovers from the north reached the finals of the FA Cup and challenged the supremacy of the southern gentlemen's team.

The shift was firmly underlined in 1883 when Blackburn Olympic, founded as recently as 1878, beat the Old Etonians in the FA Cup final, the winning goal scored by Jimmy Costly, a cotton spinner by trade. No old boys side was ever to win the cup again ... (Russell, 1997: 12).

This represented a major change in the nature of the game, because they broke the hegemony of public schools. Mason (1980) argues that, 1883 became the year when all football players in the United Kingdom outside the public schools accepted what came to be known as association football rules. Around 1888 the Football Association started implicitly accepting what came to be known as association football rules. Around 1888 the Football Association started implicitly accepting that football had become 'the people's game' (Guttman, 1994). Thereafter, it began to diffuse from England to other parts of Europe and other continents.

## **2.2. How did Football diffuse to Different Parts of the Worlds?**

According to Guttman (1994), on the continent of Europe, it was the anglophile segments of the upper classes that initially responded to the new game, the middle classes responded by spreading the word and the arrival of the working class at the soccer pitch completed the process of diffusion.

It therefore, seems very clear, the football percolated into differing social situations all over Europe and South America because of the missionary zeal to the travelling Englishmen anxious to play their national game and equal anxious to encourage locals to play with them. The international nature of the game developed from these small, accidental and often unusual personal beginnings (Walvin, 1975).

### **The diffusion of Football in Europe**

According to Walvin (1975), football spread first by settling in Europe, it diffused rapidly through Holland, Germany, Scandinavia, Italy, France and Central Europe. In Denmark the first club was formed in 1876 by English residents and was later encouraged by a visiting player.

Through the efforts of pupils who had studied at English public schools, football spread to Holland in the 1870's and within the same period, the game spread to Germany (Walvin, 1975).

When looking at the diffusion of football in Europe, we can draw a similarity from the diffusion of football in Norway. Football was brought to Norway by different social groups (Goksoyr and Hognestad, 1999). These groups included sailors working on British naval merchant ships, Britons who traveled to Norway for work and by Norwegians who returned home after being in England either for business or studies (Goksoyr and Hognestad, 1999). Goksoyr (1996) adds that the diffusion of English sports in Norway has been attributed to students' and businessmen's personal knowledge of the game after their stay in England or to the role played by Britons who travelled or stayed in Norway. According to Anderson (2007), in most countries where football had spread to, the first local people to play football were the children who belonged to the upper classes of societies. Thereafter, football would spread to the other classes in the society's social ranking and become a popular sport (Anderson, 2007). Until the 1930's, football in Norway was played mostly by middle class students and merchants' sons. It was after the 1930's that football became the largest sport in the Norwegian Sports Federation and got to be described as the 'people's sport' (Goksoyr and Olstad, 2002: 43; Goksoyr and Hognestad, 1999).

In his analysis of the diffusion of football in Norway, Goksoyr (1996) argues that:

If we are to take the circumstances surrounding the first matches of Norwegian ground in 1886 literally, officers and cadets from the fleet of the British Empire displayed British sports culture. The naval cruise functioned as a launching of British football. In two of the three largest cities which the fleet visited, the British gave influential contribution to the introduction of the game. There is, however, little reason to believe that the officers themselves felt and acted as football missionaries. A conscious ideology for the diffusion of British culture in Europe corresponding to what took place in the British Empire did not exist (Goksoyr, 1996: 371).

Another example we can look at is the Netherlands. The diffusion of British sport to the Netherlands was almost similar to that of Norway. According to Guttmann (1994), the introduction of sports such as cricket, football and tennis in Netherlands was the work of

Englishmen who were residents in the Netherlands and the Dutch who had been to England. Pin Mulier who studied in England at a boarding school, founded the Haarlemsche Football Club which became Holland's first football club in 1879 (Guttman, 1994). On the other hand in the port city of Rotterdam, soccer was played by dock workers who had learnt it from the British seamen (Guttman, 1994). This shows a pattern of how football diffused to some parts of Europe.

From Europe football diffused to Latin America, where the finest teams and the most fanatical supporters of the game are found today (Walvin, 1975). It was exported to Latin America by the British entrepreneurs, who dominated the economic scene for most of the nineteenth century (Guttman, 1994).

Walvin (1975), points out that the early development of football in Europe and South America led to the formation of formal institutional frameworks. Following the initiative of pioneering clubs, local Football Associations were formed based on the English model. The development of football around the world demanded for an international controlling body. In 1904, in Paris an international football organization FIFA<sup>1</sup> was formed and its main aims was to regulate and supervise the evolution of the world game (Walvin, 1975).

### **The diffusion of Football in Africa**

After looking at the diffusion of football in Europe, interesting questions one would ask would be: what was the difference between the diffusion of football in Europe and in Africa? What factors could have influenced the differences in these diffusions?

There are a lot of reports of early travellers, missionaries and more recently of anthropologists, sociologists and linguists who are engaged in research on traditional African cultures. They have focused on pre-colonial African participation in many types of ball play, target games, top spinning, foot races and jumping contests (Paul, 1987). According to Blacking (1987), in pre-colonial Africa there were many sports like activities which were practiced and some of which are still practiced in rural areas. These physical activities have been described by ethnographers as 'play, 'games,' 'pastime,' 'physical education,' 'recreation,' 'sport,' etc (Blacking, 1987). Blacking argues that these activities were commonly classified together as extensions of human

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<sup>1</sup> FIFA-Federation of International Football Association

aesthetic and ludic capabilities. He argues further that the activities were included into social life and continuing education of all members of a community not only reflections and reinforcements of cultural tradition, but also as a means of enhancing people's creativity and adjustment to the changing circumstances (Blacking, 1987).

However, Paul (1987) cautions us that foreign observers have regularly approached African cultures with alien outlooks and a mixture of interests, motives and methods of interpretation.

He argues that they have worked at different times and within limited sections of societies, and mostly with specific categories of informants (Paul, 1987). Therefore it becomes quite challenging to get fairly balanced accounts of sports in pre-colonial Africa based on available written records.

### **How did Football diffuse in Africa?**

As we have seen, there are a lot of factors that played a role in the diffusion of modern sport and football in Africa. Such factors include imperial education systems, missionary education, the colonial administrators, the military and many others. The following discussion will attempt to discuss some of these factors.

During the imperial era, the British were still practicing the late Victorian and Edwardian types of education. According to Mangan (1987), the Victorians believed that they had something to offer the world and all of them felt that they were missionaries who went to Africa to improve the lives of the natives. Therefore, in the empire, it was a philosophy that frequently reflected the values and impulses of the expatriate educators. Mangan and Hickey (2001), postulate that there were a lot of teachers from England who came to work in Africa. A lot of these teachers carried with them the same late Victorian and Edwardian certainty that team games were a desirable educational instrument (Mangan and Hickey, 2001).

However, morality of the Africans was a constant concern of the Victorian, mostly whose own values, if he was a product of the public school system, were often shaped substantially by experiences on playing fields, depicted in descriptions associated with team games. Mangan (1987) stipulates that the best example of pedagogic paternalism was shown by Sir Frederick Lugard who was the first governor-general of Nigeria. Within the schools especially those for

high-ranking Africans, the means of implementing his basic objective of attaining athleticism included expatriate staff, residential accommodation, school prefects, and the encouragement of games (Mangan, 1987). In short Lugard advocated boarding schools for Africa, which in his own words should approximate the model of an English public school. Such thoughts played important roles in the introduction of modern sport in Africa (Mangan, 1987).

Magan (1987) argues that the role of the missionaries in the 'ludic diffusion' or the diffusion of British team games in Africa has been badly underestimated. The missionaries ran most of the few schools that existed; unlike the early settlers, the missionaries recognized the power of sport in assimilating Africans to the Western culture, above all to convert Africans to Christianity. Tenga (2000) also postulates that the European communities in Africa included missionaries. The missionaries were the ones who were the first to begin enlightening the native Africans with Western Education. This made the missionaries very instrumental in introducing, and also promoting modern sports including football in Africa. The missionaries were seen as agents of social change, which was meant to improve, and morally civilize the Africans (Darby, 2000). Therefore, as long as the educators and church men viewed football as having a civilizing and educative function, the game continued playing a central role in their missionary work (Darby, 2002).

The Anglican missionaries' concept of education mirrored the prevalent and fashionable metropolitan ideal of muscular Christianity, as allegedly upheld and implemented in the established school in England (Mangan, 1987). The missionaries were the major implementers of the British school system as this is seen in many schools which they built with a lot of different sports infrastructure. African children in these schools were compelled into learning physical education and doing school sports (Mangan, 1987). Mangan argues that it is important to note that missionaries, more than any other agents are the ones who deserve the credit of having laid the foundation for the promotion of modern sport in Africa. It was the missionaries who justified the incorporation of physical education and modern sport into the school curriculum, on the basis inculcating in the African children the values of physical fitness, health and social discipline.

It is quite evident that the participants of the extraordinary games-playing educational revolution that occurred in British public school (private schools for the privileged), were to a large extent

responsible both directly and indirectly for the twentieth century 'global sports culture' (Mangan and Hickey, 2001). According to Mangan and Hickey (2001), the public schools increasingly prepared their pupils for imperial roles in the neo-imperial expansion of the late nineteenth century.

The Victorians were determined to civilize the rest of the world and an integral feature of that process as they understood it, was to disseminate the gospel of athleticism which has triumphed so spectacularly at home in the third quarter of the nineteenth century (Mangan and Hickey, 2001).

The quality of colonial administrators in most British colonies played an important role in the diffusion of football in Africa. Kirk-Green (1987) holds that most of the British people who worked as colonial administrators or district officers in Africa were graduates from British Universities who were all appointed when they were very young. The commissioners who examined the new administrators personally in England, made a point of knowing their athletic record, and their physique was taken into consideration. Most of them were well known footballers, or cricketers (Kirk-Greene, 1987). The recruiters were interested in what they termed 'character' and to them character was seen in terms of athleticism.

The public schools which were the originator of modern sport played a role in shaping young citizens towards what the British called a gentleman, one who could be relied on to play fair, to win with modesty and to lose with good grace. Success at games came to be equated with a stamp of having character, and according to the recruiters;

...the success of the district officer in Africa depends on his possessing 'character'; character is tested, developed and improved by participation in team games; team games are an important an integral part of the British public school system. Therefore, the best type of colonial administrator will be found among those with recognized record of above average athletic success at school or university (Kirk-Greene, 1987: 83).

As much as the intentions of the recruiters might not have been of spreading modern sport to the colonies in Africa, it is obvious that these outstanding sports men made a big contribution in the introduction of modern sport in British colonies in Africa (Kirk-Greene, 1987). According to Kirk-Greene (1987), a few colonial administrators found themselves in a situation where they could not only continue to indulge in their favourite sport, but might often improve on them. In situations where teams could be raised from the larger-established schools or from military or police barracks, soccer and hockey frequently of high standard could be played. Inter-colonial matches were played regularly in West and East Africa (Kirk-Greene, 1987). This contributed to the diffusion of football in Africa.

Another important factor which could have played an important role in the diffusion of modern sport in Africa was the military. According to Clayton (1987), soldiers trained in the British tradition generally attached a high importance to sport, because of physical fitness where sport is linked to essential well-being and toughness. Sport was correctly seen as an important part of the personal development of a soldier and gave every soldier the pride in the membership of a unit whose standards must not be betrayed (Clayton, 1987).

The British military took with them all their views and the enormous majority of the regular officers were from public-school backgrounds. According to Clayton (1987), these views, along with those on the merits of parliamentary democracy and neoclassical education, were to be imposed to Africa as part of the colonial operation. The earliest example of the impact of British Army sports in colonial Africa appeared as early as 1899-1902 during the Anglo-Boer wars in South Africa. The presence of large numbers of the British military during these wars established football on a popular basis among the colored population of the Western Cape (Clayton, 1987).

British battalions recruited local mule-drivers, ox-drivers, scouts and other minor auxiliaries. These learned football while serving along with the British infantrymen; on a few occasions British battalion teams even included colored players of promise (Clayton, 1987: 117).

As time went by large crowds began to attend such football matches in several areas of South Africa, particularly in the ports of East London, Port Elizabeth, and Cape Town. The interest towards football of blacks as well as Coloureds increased greatly (Clayton, 1987).

Even though some commanding officers did not offer a lot of encouragement and sporting life was limited, most battalions by the 1930's were competing in army and sometimes in West African national football, track and field championship. Clayton (1987) stipulates that there was an ever-greater interest in European-style sports and games. This was because of the already not growing awareness of and pride in local or ethnic football; teams competed in big cities to the interest, enjoyment, pride or sham of the migrant urban workers. This partly was as a result of the sporting experience gained during wartime military service. He points out that sometimes when big concentrations of African troops from all colonies were assembled, as in preparation for and in the aftermath of a war, teams were drawn from battalions. Players recruited from one colony saw themselves as representatives of that territory in the inter-unit matches (Clayton, 1987). The soldiers, therefore, played a role in the diffusion of football in Africa

### **Football in Ethiopia**

The Journal of Ethio-Football (1999:7) cited in Wondimu and Damen (2004], states that, there are no proper documents that trace back the beginning of football in Ethiopia. On the other hand, the journal indicates that some foreigners were playing the game as early as 1980. According to this journal, the first football team in Ethiopia to have been documented is the Addis Ababa selected team which was established in 1935, by a group of Ethiopians and Armenians. The team played with the French sailors club during its first year of formation.

The first football club in Ethiopia, the St. George football club was formed in 1936 by some youth living in an area known as Arada in the capital city of the country. According to some witness from the time, this team used to play with several others school teams, which were active until the Italian invaded Ethiopia. According to the information obtained from Journal of Ethio-Football (1999:8), the Italians launched the first tournament of football in 1938, with complete rules and regulations that were then in effect.

According to this Journal (1999:9), the Italians encouraged the establishment of youth clubs. Some of the names of the clubs then were, Mefekere, Tehetena. Digest and Eminent. According to the Ethio-Football journal (1999:9) issue Yekesar Mangiest Meliketgna. These teams were encouraged for the benefit of physical fitness and discipline of the the youth. The Italian sport office encouraged and supported the establishment of such clubs in the country. In 1943

the Ethiopian Football Federation (EFF) was formed, and become a member of FIFA in 1953. In 1961, Ethiopia won the African cup and was a finalist in 1957.

Based on the Journal of Ethio-Football (1999:9), the Italian occupation had contributed a lot in popularising football among Ethiopians; and in the establishment of several local teams as well as the introduction of some basic laws of the game. The journal further states that, the time the Ethiopian football teams in schools immensely contributed for the strong base of the game in the decades that followed.

In the second half of the 1930's and early 1940's several school competitions were held. In 1944, the Ethiopian Cup was founded where teams from the different regions of the country were included for the first time, and rules and regulations were formulated. The organizational framework of the Ethiopian football Federation was drafted in 1948 in a meeting held at the place called Janmeda in the capital Addis Ababa. Based on the information from the journal of Ethio football (1999:11) the participants were the representatives of St. George, the Defence force club (Mechal) and Kuber Zebegan (the body guard) and Key-Baher clubs (red Sea.) the Ethiopian football federation executive committee was set up the same year in the presence of representative from all the football teams in the country.

The Journal of Ethio Football (1999:18) acknowledges the Dreg government by stating that it had contributed to the development of sport in general and of football in particular. After 1976. The Sport commission was set-up under the Ministry of Youth sport and culture. A 4 million birr annual budget was allocated for the country's sports for the first time. In addition, the Ethiopian Championships, the Ethiopian Knock-out Cup. The Ethiopian Tikedem Cup (Ethiopia Tikedem is a slogan to mean Ethiopia first) and the Cup Winners Cup competitions were launched and continued until 1991. A total of 294 sports councils were set-up all over the country, and football competition attracted great number of fans in the major towns across the country.

An extensive campaign was also undertaken in the field of sports in general and football in particular, the number of players, coach's, referees and others involved in the sport increased unexpectedly. However, the qualitative changes were in the reverse. The success experienced in the previous era was slowly fading away as new ones could not replace retiring famous players. The journal of Ethio Football (1999:21) further states that; the Ethiopian Championships were

played among clubs from all the provinces in the capital Addis Ababa that met here, after wringing their local leagues.

The time came when suddenly, all clubs were disbanded for the reason that was thought that some have apparently provoked anti revolutionary sentiments in journal of Ethio- Football (1999:21). They were, made then , to recognize themselves as new ones grouped under the sector of the economy that each of them represented, thus, form one team, and all those in the textile manufacturing forming another and right away. Such a move affected the football negatively. However, the love of the people had for the game did not change.

### **2.3. Factors that contribute for the development of football.**

#### **The contribution of effective coaching for football development**

Coaching effectively is essential in improving performance. Gallwey (2000) cited by Whitmore (2002) defines effective coaching as ‘...unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.’ Whitmore (2002) describes coaching as ‘...the essential management style or tool for optimizing people’s potential and performance. Commanding, demanding, instructing, persuading with threats, overt or covert, cannot produce sustainable optimal performance, even though they may get the job done.’

Coaching essentially involves planning, delivering and evaluating and an effective coach will excel in these main areas. The Sports Coach Foundation (2002) believes that to be an effective coach it is important for the coach to: ‘Analyze their performance against a checklist to identify areas of strengths and weaknesses Recognize the different behaviours exhibited in their own coaching Devise and implementing an action plan to change aspects of your own coaching behaviour where required Monitor any improvements in their coaching practice’

#### **Effective Coach Qualities**

Wade (1997) believes that in order for coaching to be effective the coach must exhibit a number of qualities. He outlines a number these: Leadership and intelligence, Analytical ability, Confidence and decisiveness, Integrity and reliability, Vision and imagination, coping with unpleasantness, Organization and administration and Enthusiastic approach.

### **Effective Planning for football development**

Planning involves ‘... a written document that guides you and your athletes through training and competition...It is a rational attempt at identifying...how all of the bits of training fit together to produce peak performance(s) at appropriate times, and it identifies what needs to be evaluated and monitored, in judging whether we are on-track to achieving our goals.( Parks ,2000).

Planning is essential to performance as Parks (2000) explains. ‘Whether we see our athletes 2-3 times per week, or 10-12 times per week, they can’t possibly work on all the things they need to work on in a single training session. Instead we need to focus on different aspects of our athletes’ performances. It is how we prioritize and sequence these components of training that is vital if we are going to take advantage of what sport science calls training adaptation. Perhaps more importantly as coaches, one of our goals should be to structure our practices, weeks of practice, months and phases of training and the competition season to maximize every moment of training and to bring our athletes to their peak performance level at the appropriate time in the season.’ Without planning the coach ‘...runs the risk of wasting time, or worse - an inappropriate or poorly thought out plan may in fact cause injury, long term damage, and/or may force the athlete to quit your program altogether.’ Parks (2000) ‘A professional coach must leave absolutely nothing to chance; every contingency has to be covered.’ Wade (1997) an athlete should only be expects to concentrate on one thing, practice. They should not have to worry about the facilities being free next week or equipment. Vision and imagination within drills and training situations will keep athletes both mentally and physically fresh. An effective coach ensures that boredom should never be an issue during practice.

### **Effective Delivery**

A player must know that they will receive the same treatment as any other athlete regardless of how important they are to the club or coach. This integrity is especially important during times of criticism. Reliability must accompany integrity. The coach, who is ever faithful with their timekeeping, may also in still confidence. ‘Even dishonest players value honesty in their coach, and they absolutely demand reliability. They will even accept open criticism so long as it is phrased constructively. Coaches become recipients of many personal secrets or confidences; their players must be totally certain of the coach’s reliability in protecting those confidences.’ Wade (1997) A decisive coach will gather player confidence. Wade (1997) describes this as ‘performer-

coach relationship confidence'. To be decisive requires positive language and communication with the player or athlete, not just verbally but also through body language. An effective coach '...applies intelligence to leadership and can involve persuasion and compelling players to go along with them.' Wade (1997) If a player or athlete is not led or guided appropriately through training they may feel unsure of what the coach is trying to achieve and reluctant to change their training or technique. A controlled enthusiastic approach can lift a team. 'A coach who is other than consistently enthusiastic, whatever the team's results or mood is in the wrong job. (Wade 1997)

### **Effective Analyzing**

The effective coach should not only be capable of analyzing his/her athletes constructively, but themselves also. An evaluation and reflection of the performance should include the good, bad and constructive criticism of the areas which need improving. A good coach should promote an athlete self-evaluation and reflection of their own performances. Coping with unpleasantness of injuries/personality clashes/parents is an inevitable and testing job for the coach. Wade (1997) notes dealings of such situations are often watched critically from a distance by those uninvolved. The coach will need sensitivity to handle the situation appropriately.

## **2.4. The characteristics of a good coach**

### **The Roles of the Coach**

Coaches can have a great influence on their athletes. The type and amount of influence you will have on your players is determined by your personal skills. You significantly affect your athletes' motivation to achieve and the enjoyment they receive from participation in football. Mutual respect for each other and the longer you are together with your players will increase the influence you have on them.

**The three major roles of the coach are:** The Coach as a Leader, The Coach as a Teacher and The Coach as an Organizer

### **The Coach as a Leader**

An important role of the coach is to be an effective leader. As a leader the coach must be able to:

1. Establish Seasonal Goals and Objectives:

2. Use a Democratic Coaching Style
3. Provide an Appropriate Role Model from Whom Your Players can Learn
4. Develop Leadership Abilities in Your Athletes
5. Establish a Positive Relationship with the On-Ice Officials
6. Deal Effectively with Well-Meaning but Difficult to Handle Parents
7. Demonstrate a Sincere Interest in Helping Athletes to Maximize their Potential

### **The Coach as a Teacher**

Being an effective teacher is an important role of the coach. As a teacher the coach must be able to:

1. Teach the Necessary football Skills
2. Teach Skills Using the Proper Sequences and Progressions
3. Teach Skills Using Understandable Language
4. Understand that Athletes Differ in their Readiness to Learn a Skill
5. Teach More than Just football Skills

### **The Coach as an Organizer**

An important role of the coach is to be an effective organizer. As an organizer, the coach must be able to:

1. Plan Effective Practices
2. Select Assistant Coaches who will Provide Maximum Benefit to Yourself and Players
3. Seek the Assistance of the Parents of your Players in Running the Activities of Your Program

**According to IFNA Basic Coaching Manual:** the coach should,

- Must possess a sound technical knowledge of the basic Netball
- skills and the rules governing the game
- Must have an awareness of the basic strategies,
- game tactics, routines and practices to complement
- Have clear and firm speech to obtain and hold attention

- Be a good listener
- Be flexible and adaptable to change when it is required
- Needs a sense of responsibility, good personal organization and the administrative ability to effectively and reliably
- implement their coaching programs

### **The Coach-Athlete Relationship**

The coach-athlete relationship is considered to be the foundation of the coaching process and the most meaningful interpersonal relationship in sport because its nature is likely to determine the athlete's development, satisfaction, self-esteem, confidence and performance accomplishments (Jowett & Cockerill, 2003; Jowett, 2005b; Lyle, 1999b). Cited in mohammed nasir(2011) The coach-athlete relationship has the ability to play a significant role in many of the decision-making processes which ultimately determine the athletes' ability to develop and perform both on and off of the playing field. Therefore, it is not surprising that the coach-athlete relationship is considered to be particularly crucial. Jowett explained:

“now that the coach-athlete relationship is recognized as the foundation of coaching and a major force in promoting the development of athletes' physical and psychosocial skills, [the] coaches' ability to create perfect working partnerships with their athlete becomes paramount” (2005b, p.412).

The “athlete and coach are mutually dependent” (Phillippe & Seiler, 2006, p.160) and Jowett (2003) cited in Mohammed Nasir (2011) whether the sporting experience is positive or negative depends largely on the coaches' philosophy and coaching behaviours. Coaches and athletes in negative relationships have identified experiences such as, hurt feelings, minimized time spent together, limited verbal exchanges, tension, avoidance,

Unfulfilled expectations, poor communication, lack of commitment and dissatisfaction, as well as various abuses of power and discomfort (Poczwardowski, Barrot, & Henschen, 2002).and in Jowett (2003) cited in mohammed nasir(2011) added that feelings such as being unattached, distant, having competing interests, conflicting goals, lack of understanding, and incompatible

roles, tasks and support can all negatively affect coach athlete relationships. Conversely, effective coaches are individuals who are able to provide a positive and supportive environment in which their coaching practices significantly enhance their athletes' performance, personal and professional development. As a result, the relationship that a coach has with an athlete is of paramount importance to the pursuit of excellence in sport.

### **Facilities and Equipments of Football Training**

Different pieces of equipments are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments. As a result, the following lists of materials are the most important parts for successful training. Field of play, Soccer Ball Cones or Field Markers, Air Pump, Football Shoe, Shin Guards, Shirts and Shorts.

### **2.5. Planning in Football**

International DFB-Coaching Course (B-license) (2008:72) defines that; periodization as the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and contents have to be taken into consideration. Similarly, FIFA Coaching Manual (2004:1) defines periodization as a technique of planning the process of training and competition so that the annual training plan is a succession of "periods", each of which has a different style of activity.

As described in the FIFA Coaching Manual (2004:1) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan.

In line with this idea the DFB-International Coaching Course Manual (B-license) (2008:23) has states that; football training is a complex serious of action aimed at influencing the development of performance in a systematic and goal oriented way. In addition to the above Dewitt J.

(2001:89) recommends of all duties and roles that one fulfils when coaching, the task that he/she will do more than any other will be planning and running training sessions. It is in these training sessions that the coach will do practically all of his/her teaching, because he/she can completely control the environment of the sessions. The coach can control the success rate of his/her players. He/she can stop the players at practice when they make mistakes to provide them with the vital feedback that is necessary to learning.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan. Adding to this idea, Dewitt J. (2001:89) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. However, as FIFA Coaching Manual (2004:1) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

### **Perspective Plan**

The assumption is that long-term planning of training, which is based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the success of the training in the long-run. Such kind of plan is mostly planned for world cup (four year plan), African cup of nations (two-year plan) and youth project plan. In addition to this idea Dewitt J. (2001:89) recommends that a long-term plan should reflect priorities, philosophies, and goals for the team, club or project.

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

According to FIFA Coaching Manual (2004:2) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations.

As suggested in FIFA Coaching Manual (2004:3) the following criteria's should be taken into account when drawing up an annual training plan:

- Playing level, performance age and training age.
  - The number of players (squad size) available.
  - The fixture list.
  - The objectives for performance on the pitch for the season.
  - The infrastructure, equipment and conditions available for training.
  - The coaching staff available (coaches, medical support, administration manager, sports psychologist).
  - Analysis and assessment of past performances.
  - The social environment of players (family, school, place of residence, lifestyle habits).
- For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

The International DFB-Coaching Course (B-License) (2008:73) recommends that; one-year plan to be divided into the following five micro-cycles:

- Preparatory period
- 1st competition period
- Minor transition period
- 2nd competition period
- Major transition period

However, FIFA Coaching Manual (2004:2) divided the annual training plan into three micro cycles:

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

Since the division in the FIFA Coaching Manual is suitable to plan and practice of the long-term development of youth project players. Therefore, the details are expressed as follows:

**The preparation period** is the key period for getting the players and the team as a whole in the right physical condition. It should last between 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors.

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

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

### **The Competition Micro-cycle**

The micro-cycle, which is a short, weekly training cycle, stretches over several days and often a whole week. The micro-cycle should not be merely a repetition of the previous cycle: it has to have a new foundation, and this also implies some of the process, methods and forms of training have to be revamped or repaired as well. Micro-cycles that are linked together over a 3 to 4 week period (there by forming a meso-cycle) can differ from one week to the next. The content of micro-cycle is often determined by the team's result, but also by other factors, such as the performance level of the team as a whole or of individual players, or the weather. With young players at the learning stage, the micro-cycle also has to take into account whatever learning objectives have been fixed for the cycle.

### **The Training Session**

FIFA Coaching Manual (2004:14) explains that the training session forms part of the micro cycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long-term learning

objectives, as well as taking into account the physiological, physical and mental strains on the team. The training session has to be varied-not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned. It should last between 80 and 100 minutes in total, depending on the type of session, the objectives and the training cycle.

As expressed in the FIFA Coaching Manual (2004:14) the training session comprises three phases. These three phases are also applied for different objectives with different durations. The details of the phases are discussed as follows:

### **The warm-up or limbering-up phase**

The warm-up or limbering-up exercise is part of the training session, which is practiced at the beginning of the training session. As Honeybourne et al. (2000:224) explains that the warm-up or limbering-up exercise helps to prepare the body for the physical exertion. By gently raise the pulse rate to increase the cardiac output and rate of ventilation. The vasomotor centre is making sure that more blood is being distributed to the working muscle. The combined effect is to increase the amount of oxygen being delivered to the muscle cells, which will help to reduce the oxygen deficit when enter to the performance phase or main activity.

Besides, John, Michael and Helen (2000:224) describe three phases of warm-up or limbering-up. Phase one involves a continuous, sub-maximal whole body activity, such as jogging, to gently raise the pulse rate. This is followed by a stretch session, in which particular attention should be paid to the joints and muscles that will be most active. Finally, specifically rehearse the movement patterns that will be performed.

In addition to this, FIFA Coaching Manual (2004:14) express warm-up or limbering-up as the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination exercises; the tempo is then gradually increased with exercises specifically adapted for football/soccer based on technical skills or on different game situations. When working with young players, separate coordination and integrated co-ordinate work with the ball must be included in the limbering-up phase.

There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase. In general warm-up helps to prepare mentally and physically for the activity, a warm-up considerably reduce the risk of injury. Depending upon the weather condition, the duration for this phase is also lasts between 15 and 20 minutes.

### **The performance phase**

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various training activities, not only as regards volume, but also the duration and intensity of the activities. Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players.

At training/development level, but mainly at pre-training/pre-development level, the football player must be at the heart of the whole training process. It should take up between 50% and 60% of the total duration of the session, although the coach must also ensure that the players' equip themselves with the necessary technical, tactical and mental skills using progressive, analytical exercises. In training, play improves when there is a better distribution between practice games on large and reduced-size pitches and training exercises. It is up to the coach to work out an optimum combination alternating between practice games, analytical exercises and other forms of playing, or between separate forms of training without the ball and integrated forms of training with the ball. In this phase of acquisition and training, the quality of the coaching (i.e. the commitment shown by the coach, his/her ability to intervene in the right place and at the right time, the precision of the corrections that he/she makes and his/her overall dynamism) will ensure active commitment on the part of the players and the success of the training objectives set. The duration of this phase varies. It generally lasts 50-60 minutes or up to 70 minutes, depending on the objectives, the day on which the session is being held, the weather conditions, local customers, and even how the coach feels.

### **The cooling-down phase**

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The players then have hydration or energy drinks as the first step to aid recovery.

John, Michael and Helen (2000:226) notes that cool-down prevents blood pooling because during the main session 85% of the blood volume is distributed to the working muscles and one of the main ways of maintain blood flow back to the heart by the skeletal pump mechanism. If muscle action stops suddenly the amount of blood returning to the heart drops dramatically. This in turn reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed.

A cool-down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage.

This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his/her assessment of the session, to fix new objectives or simply to communicate with the players. The duration for the cooling-down phase also varies between 10 and 15 minutes.

### **2.6. Benefits of Youth Sports and Reasons Children Participate**

According to, Ewing and Seefeldt (1996), Gill, Gross and Huddleston (1993), Lee, Whithead, and Balchin (2000). Cited in Richard H.cox. (Six edition).The benefits of youth sports participation include:

- To have fun and to enjoy participating in sport.
- To learn new skills and to improve on existing sport skills.
- To enjoy the challenge and excitement of sport participation and competition.
- To enjoy a team atmosphere and to be with friends.

In addition to the above Lee et al. (2000) Cited in Richard H.cox. (Six edition) states that the intangibles that children sport participation also includes things like learning to cooperate with

team-mates and coaches, learning what it means to be a good sport, and developing a sense of perceived competence and self-efficacy. A positive youth sports experience with enhance intrinsic motivation, which will in turn lead to continued participation in sports throughout a life time. Interestingly, “winning” or “to win” is seldom at the top of any child’s list of reasons for participating. (Richard)

### **Potential Negative Factors Associated with the Youth Sports Experience**

If youth sport programs are properly organized and supervised by responsible adults, there are no reasons why there should be any negative outcomes associated with the experience to avoid negative experiences in the youth sports experience, organizers should host two mandatory educational sessions. One training session would be held for youth sports coaches and the other for all parents of youth participants. The focus of these two seasons should be first, how to make the youth sports experience a positive one for the participants and second, how to avoid negative consequences associated with youth sports (Richard).

### **Contribution of Youth (junior-B) Club**

According to Mohammed Nassir (2011) Junior and youth football projects are the base, the source and ground for main clubs. Moreover, projects or youth academes are used as a source of producing players that have played professionally overseas and represented their country at youth and international level. In relation to this idea, the internet source through the free encyclopaedia expresses that, “Sydney United football club, a dominant club in Australian National Football League, the majority of its players had come through the club’s own junior ranks. Many of these players now play their tread in some of the best football leagues around the world and are still an integral part of the Australian national squad.”

Furthermore, in Europe, Barcelona’s long tradition of successfully bringing young players from its lower ranks make the team one of the world’s successful football team. In line with this idea, the internet sources through the same free encyclopaedia states the club as follows:

Barcelona's youth football academes consist of 290 players and 110 employees. Of the current first team squad the majority of players have come up through the junior ranks at the Camp Nou (Barcelona's youth football academy). Barcelona's youth system, it is worth noting, has also produce successful players who are no longer at the club, were brought through and educated at their academy.

All the above information implies that, in order to increase and develop the contribution of youth football project, the main team should give more emphasis to youth players. This means players should bring through and educated in the academy. Similarly, as the internet source of the free encyclopaedia states, about Liverpool football club youth academy, Scouts attend many local youth matches looking for talented boys. A boy will then be invited to attend training sessions at the Academy. They are taken in as young as the age of eight and the boys start by simply attending after-school training sessions, but as they reach their middle-teens, their academic needs will be taken over by the Academy if they are deemed athletically talented enough. As such, the Academy has a lecture theatre and a computer equipped classroom.

Generally, at the junior level ball skills should be refined. Players should begin to develop an insight to the game and an overall passion to the game. Player development should occur through a systematic approach and the project (club) should serve every facilities and equipments for players instead of their family or parents. (Mohammed, 2011)

## **2.7 The Role of Investment in Football Clubs**

### **Investment in Football**

Investment in sports is the exchange of benefit between investors and the sports institution in achieving the focused objective, profit or return (Alshafey & Amin, 2010). Alshafey and Amin comment that there is an opportunity for growth and investment if there is an exploitation of government funding. This assertion states the existence of a win-win situation, when it comes to football investment; and also the opportunities that exist from government in investing in sports.

Investors therefore, cannot be limited to only private individuals, but government sources as well. In some instances, government can be considered as an investor in football,

Investment in football is not only limited to just individual investors and sponsorship, but ticket sales can serve as a model of investment. Porter and Pinnuck (2006, p 502) describe ticket sale as a model for financial performance to a club. In relation to this research, ticket sales can serve as a model of investment since it serves as a source of generating income to boost the performance of the club. Increase in ticket sales are realized mostly with “Big Matches”. In the case of Ghana, A match between Hearts and Kotoko is considered a “Big Match” since it causes an increase in ticket sales. This is because a match between these two rivals can see the stadium filled up to capacity (Friday and Brobbey, 2009, p 22).

### **Investors and Football clubs**

Individuals and groups that invest in football clubs are normally interested in maximizing profit. The main objective of clubs owned by shareholders is to increase their dividend and amount invested (Samagaio, Couto & Caiado, 2007). Despite investors’ interest in profit, Samagaio et al (2007) also believe that investors and shareholders are interested in the performance of the team, even if it means a fall in financial performance. Thus investors are not only interested in maximizing their profit, but expecting the team to perform as well. Performance by the team can be seen as one of the benefits Walter (2010) describes as brand building

### **Sponsors as football investors**

Walliser (2003) describes sponsorship as “a business relationship between a corporation and an individual, event or organization that is based on an exchange relationship between the sponsor and the sponsored, and where marketing communication objectives are pursued through associations” (Cited in Tsiotsou, 2011, p. 557). From this definition, sponsors can be considered as investors. According to Tsiotsou (2011), sports sponsorship is the most widely used sponsorship and it involves the sponsorship of sporting events.

Football is a major sporting event most sponsors support in order to increase their brand awareness. Due to the increasing numbers of football fans, sponsors see football as an opportunity to reach a wider market (Dolles & Soderman, 2005). Dolles and Soderman (2005) give an example by stating that, “Manchester United’s objective in creating global sponsorship

alliances is to seek alliances that will encourage and reward investment...” (p. 16). Corporate Sponsors such as Nike, Samsung and Adidas are investors who seek to increase their brand awareness through football. Manchester City football club’s 400 million pounds sterling deal with Etihad Airline creates benefits for both parties.

Thwaites and Chadwick (2006) identify three determinants of sponsorship in football. They are: shared value, perceived benefit and opportunistic behaviour. Other researchers suggest that not all sponsors who invest in football clubs do it to satisfy a mutual agreement. This is what Thwaites and Chadwick term as “opportunistic behaviour”. Thwaites and Chadwick further state: “if, say, the sponsor is opportunistic, this will undermine their commitment to their relationship with a club” (p. 163). Intentions of investors in football, therefore, are not always a mutual one.

According to Thwaites and Chadwick, some business investors seek just their own gain without looking at their investment as a mutual one. This research can be considered as a reference in addressing the issue of investment in kaffa football clubs. Relating Thwaites and Chadwick’s work to the kaffa case, it could be that the inability of investors or sponsors to get the full benefit they seek in football, limits their investment.

### **Relationship between Investment and Football Club Success**

The theoretical framework of the literature is backed by the fact that investment in football clubs leads to the success of that football club. Financial literature shows there is a relationship between team success and financial performance. This includes the works of Carmichael, McHale and Thomas (2010). They state: “Revenue shares are, in turn, positively related to higher output, investments in human capital (players) are related positively to increases in revenue, and wages are systematically linked to playing skills and performances” (Carmichael et al, 2010, p. 467)

### **2.8. Sports Nutrition**

As expressed in Foundation Soccer Coaching Manual (2008:234), nutrition is an important part of any successful training program. Food is the fuel of athletic performance. Though the coach cannot control his/her athlete’s food, rather he/she can guide them toward healthy eating. For this purpose, the coach should be acquainted with the basic of proper nutrition. In line with this view,

Foundation Soccer Coaching Manual (2008:236) states that, “success in sport is determined primarily by athletic ability and proper training; nutrition affects the athlete in many ways. Nutrition is important for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. So the coach can have a positive influence on his/her athlete’s attitude about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches.

Coaches often want to know exactly what constitutes a “balanced diet”. A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. Moreover, the Foundation Soccer Coaching Manual has expresses that most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance.

### **Calorie Requirements for Athletes**

Calorie intake of athletes is different depending up on the type and level of physical activities (duration and intensity), and the age and body size. This indicates that the calorie intake and expenditure of athletes has a direct reaction with the type of activity they do, their body size and age. To strengthen this idea, Foundation Soccer Coaching Manual (2008:237) expresses that; calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily calorie requirement for athletes.

Some athletes have a hard time increasing their calorie intake because the volume of a larger meal causes them discomfort, especially if they are training soon after eating. Athletes juggling a heavy academic schedule with training and part-time job may have difficulty finding the time to eat. These athletes benefit from eating several small meals and snacks throughout the day.

### **Training Diet for Players**

The Official U.S. Youth Soccer Coaching Manual (2002:73) suggests that, “As a coach, parent, or athlete, you have to have enough information about food and nutrition to create a good training diet. The training diet is the foundation for feeling on top of your game during practice or during a game.”

During football/soccer training as well as during the match in order to persist in continuous training or game, players should take much amount of carbohydrate. Since carbohydrates are immediate sources of energy, foods in player’s diet especially before training should be dominated by carbohydrate. Because, when players eat more carbohydrates, their glycogen level increases and stored in muscles and liver. As a result they can be sustained for long duration of training with enough amount of energy. In supporting this idea, the Official U.S. Youth Soccer Coaching Manual (2002:73) recommends:

How much energy a player has at practice determines how work can be done on the playing field or in a weight room. If inadequate carbohydrate is in the diet glycogen levels, the storage form of carbohydrate will be low on the other hand if glycogen level are high because of a good food selection and appropriate timing of meals, energy reserve level will increase.

So as to store enough amount of glycogen to be used as an immediate source of energy (fuel) during training or a much time, players should eat carbohydrate rich foods such as breads, pasta, rice and cereals. In addition to carbohydrate, protein should be given more emphasis while preparing or sharing athlete’s diet because, it has important nutrients which are used to repair body, and growth of tissues.

In line with this idea, Foundation Soccer Coaching Manual (2008:243) has states:

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

unless they are not eating enough calories. Protein requirement increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair.

Protein can be gained from both animals and plants. However, protein gained from animals has all the nine essential amino acids but not from plants. The major sources of proteins are meat, fish, egg, dairy products, beans, and grains. Fat is used as the second source of energy next to carbohydrate. In addition to this fats used to protect different body organs.

### **Pre-Training Diet**

The two key nutrients important before exercise are water and carbohydrate. Examples of carbohydrate-rich foods that can easily be eaten as an early morning, mid-morning, afternoon or early evening pre-exercise meal include.

- Raise blood sugar
- Protect glycogen stores
- Provide an immediate form of easy, accessible fuel.

In order to sustain for prolonged period of physical exercise (activity), players should eat much amount of carbohydrate foods than proteins and fats because carbohydrate is an immediate source of energy. In relation to this, MacLaren D. expresses, in Reilly T. (1996:114) that the most important aspects of pre-competition meals are to elevate the body's carbohydrate stores, ensure hydration and yet provide satisfaction for the player.

However, while eating (taking) carbohydrate foods before training it is important to eat three hours before the training session. Moreover, he states that; soccer /football players should leave at list a 3-hour interval between a full meal and competition in order to minimize gastrointestinal problems such as nausea and a feeling of fullness.

According to the Official U.S. Youth Soccer Coaching Manual (2002:71) the two key nutrients important before training or competition are carbohydrate and water. More specifically, as sited in Reilly T. (1996:112) explains that; the meal should be high in carbohydrates, preferably complex carbohydrates such as bread, cereals, pasta, rice, potatoes, fruits and vegetables.

### **Post -Training Diet**

The major considerations after competition are to replenish carbohydrate and fluid losses. As already mentioned, it is important to consume carbohydrates as soon as possible after exercise in order to achieve a quick and complete glycogen restoration (Don MacLaren, cited in Reilly T. (1996).

In this regard the Official U.S. Youth Soccer Coaching Manual (2002:75) indicates that, what is eaten after exercise determines how quickly the young athlete recovers and is able to perform either the next day or during a consecutive game. First carbohydrate rich foods eaten within the first two hours after intense physical activity restore glycogen, the body's storage form of carbohydrate.

The second nutrient to pay attention after exercise is protein. By eating adequate protein after exercise young football/soccer players give themselves an advantage in two ways. First, they are eating appropriate nutrients (amino acids) to help repair the wear and tear on their muscle cells and secondly, they are eating the nutrient that will promote growth of muscle cells. The combination of carbohydrate and protein after exercise is the key formula for optimal recovery along with adequate fluid.

### **Fluids and Their Importance**

The Official U.S. Youth Soccer Coaching Manual (2002:76) states that, at a level of only 1-2% dehydration, a young football/soccer player will start to feel prematurely tired or fatigued. In addition to this, Foundation Soccer Coaching Manual (2008:248) explains that, dehydration, the loss of body water, impairs exercise performance and increase the risk of heat injury.

Furthermore, Jack H. Wilmore and David L. Costill (1999) elucidates that minimal changes in body's water content can impair endurance performance. Without adequate fluid replacement, exercise tolerance shows a pronounced decrease during long term activity because of water loss through sweating.

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

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

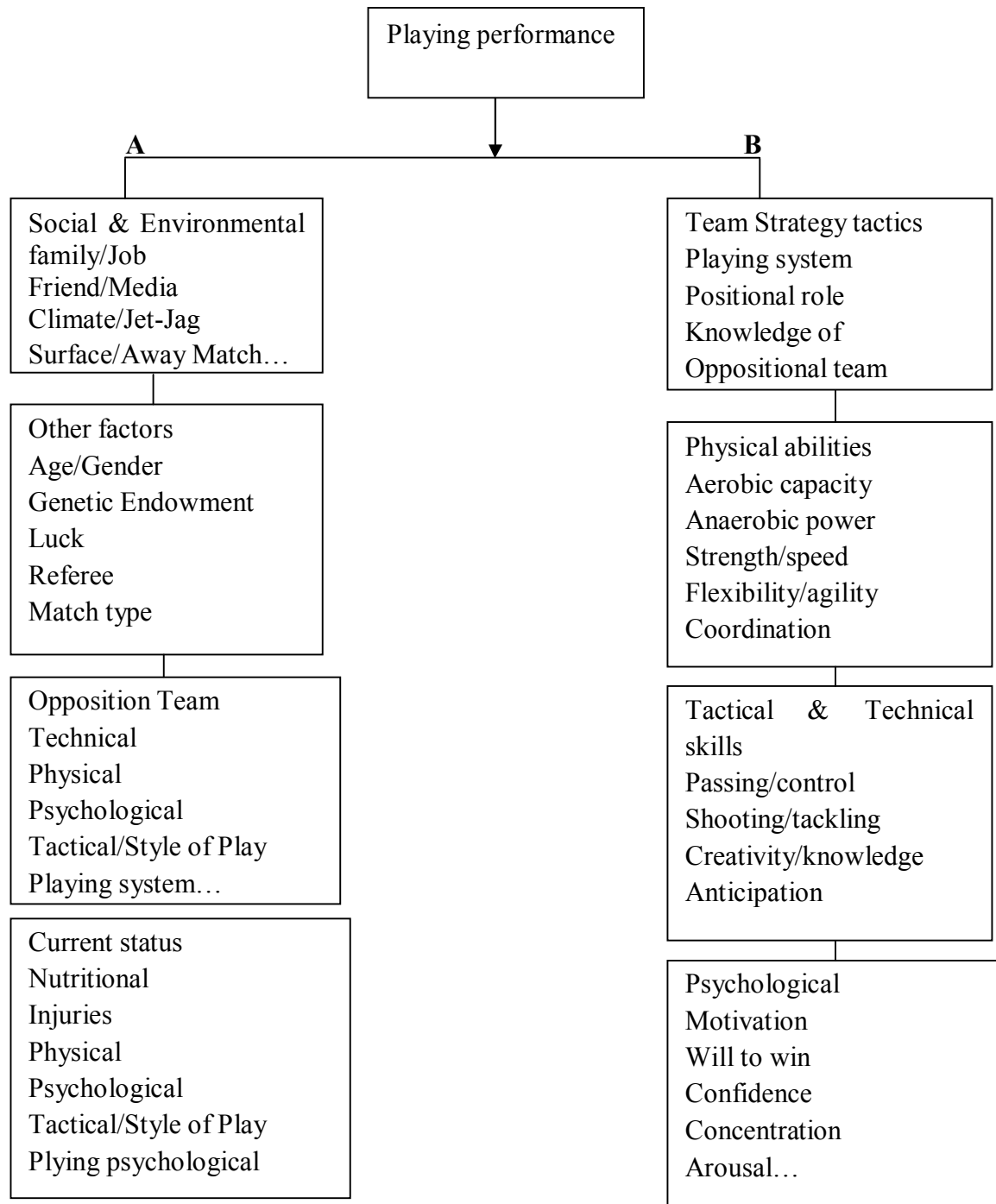
### **Vitamins and Minerals**

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

### **2.9. Factors influencing Football Performance**

During preparation and actual match day, many factors can or will influence team performance and of course the final result. This article attempts to describe these various factors involved in determining soccer performance. Fig 1.2 below illustrates the main areas, which must be taken into account by both the coach and player.

**Fig1.2: Factors Affecting Football Performance**



**A.** Factors that are often beyond the control of the coach/player

**B.** Factors that can be improved/alterd by the coach/player

**Source;** [www.soccerperformance.org/](http://www.soccerperformance.org/)

## **Factors often beyond the control of the coach& player**

**Social factors:** Many factors such as pressure by family, friends, fans or the media can have a negative effect on players. Although family and friends can as well become role models, provide encouragement, or be companions during physical activity. Coping with social pressure is all important in order to succeed. As well, combining work or school with soccer is not always easy and a happy medium must be found.

**Environmental factors:** Evidence shows that playing at home generally offers an advantage to a team although home players are often more anxiety prone and this can affect game performance. A hostile crowd atmosphere can lead to teams making mistakes. Chances are great that a change in cultural or social environment may also affect performance especially when combined with jet-lag. Jet-lag comes about from travelling across different time zones and symptoms include fatigue and general tiredness, inability to sleep at night, loss of concentration, headaches and feeling sick and weak. The time of the day plays an important role in performance. Factors such as reaction time, isometric strength, coordination and agility depend on body temperature which is closely linked to the time of the day. Some players may feel less comfortable playing in the morning.

**Circadian rhythms & sleep:** In human beings, a variety of physiological functions such as body temperature and heart-rate undergo distinct rhythmic changes in the 24 hour period. Generally the values are at their lowest during the night and reach their peak in the afternoon. This phenomenon is known as Circadian Rhythms.

These rhythmic variations in the physiological mechanisms of the body are linked to variations in performance. According to Professor T. Reilly (Sports Science advisor for the English FA), there are two major rhythms that have relevance for exercise and sports performance - body temperature and the sleep-wake cycle.

For example, values for leg and back strength, jumping performance, flexibility and anaerobic power are at their highest in the late afternoon (following the body temperature curve). It seems that physical conditioning work best takes place in the afternoon leaving the morning session for skill work especially as arousal levels and activities depending on the central nervous system tend

to peak around midday. A graded warm-up is useful in the morning to avoid stiff joints and muscles (not yet at their optimum temperature) being injured.

Generally, Circadian Rhythms do affect performance and the coach must take this into account when measuring physical performance and coordination skills as well as in daily training and competition.

Sleep plays a prominent role in preparation for training and competition. Individuals vary in the amount of sleep they need and research by Reilly showed that professional players do spend more time in bed and resting than the average adult. The effect of sleep loss depends on the type of task. Challenging or difficult activities are less likely to be influenced by reduced sleep. However, consecutive nights where the player has slept badly (partial sleep loss for example) will affect the players ability to perform. Other factors such as alcohol and heat can interact with sleep loss to further deteriorate performance.

**Travel fatigue & jet-lag:** Humans often experience travel fatigue during long journeys. Even without crossing different time zones which brings about jet-lag, fatigue can occur due to boredom or stiffness from unfamiliar seating/poor posture. Teams may want to travel the night before to avoid fatigue although sleeping in an unfamiliar environment can be detrimental to players who do not feel comfortable away from home. A refreshing shower along with light exercise and stretching can relieve any lethargy.

Jet-lag arises mainly from crossing time zones due to biological rhythms being disrupted. The body's rhythms on arrival try to retain the characteristics of their point of departure. However, the new environment forces new influences on these cycles, the main factors being the time of sunrise and onset of darkness. The body attempts to adjust to this new context but core temperature does not adapt very quickly. The causes can as well be linked to:

**Cabin dry atmosphere/stale air/air pressure:** A dry cabin helps increase the chances of headaches and dehydration, dries the skin and dry nasal and throat membranes thus creating good conditions for catching colds, sore throats etc. Stale air as well as cabin pressure can lead to tiredness, make you irritable and give headaches.

**Food & Drink:** Drinking a lot of tea, coffee and alcohol can accentuate the effects of dehydration. Also, according to the World Health Organisation, 50 % of travellers get stomach problems so good dietary care is vital.

**Lack of exercise:** People often get stiff and uncomfortable when travelling due to being sat for long periods, this increasing their general discomfort.

**Pre-flight condition:** If you are already tired, nervous, over-excited or hangover then this will increase the effects of jet-lag.

**Direction of travel:** This affects the severity of jet lag. It is easier to cope with flying in a westward direction as the body's rhythms can catch-up quicker when the day is artificially lengthened due to the natural circadian rhythm being longer than 24 hours. American football teams can be at a disadvantage when travelling coast to coast. Even a three hour time difference has been shown to adversely affect performance.

**Lack of sleep:** A non-familiar environment may result in players not being able to sleep on a plane which will obviously leave them tired.

The symptoms of jet-lag on arrival include being tired for days, sleeping problems as well as a loss of drive/motivation/concentration and appetite. Even simple tasks can prove difficult. Evidence shows you need one day for every time zone crossed to regain normal rhythm and energy levels. However, some individuals show little or no effect of jet-lag and fitter or younger people seem to be less affected.

There are many possible ways to reduce the effects of jet-lag:

**Before & During Travel:** Planning your trip such as the departure and arrival time and preparing everything so you are not rushed may help. Some travellers believe jet-lag is reduced by travelling in the day. Athletes should try to arrive well in advance for competition. Try to arrive in top form meaning after a good night's sleep. Drink a lot of water to reduce the effects of dehydration and avoid beverages such as coffee and alcohol. If you can, take a shower as this will

freshen you up, tones the muscles and gets the blood circulating again. Also, try a few light stretching exercises as well as walking around the plane to prevent stiffness.

Sleeping pills may help you to sleep but can have secondary effects such as drowsiness and dehydration. Plus recent studies show that people who stay static and sleep in their chair are more at risk of developing blood clots. Diet, drugs and light exposure are other factors used to reduce jet-lag.

**On arrival:** A key factor for the athlete is to fit in immediately with the phase characteristics of the new environment. Light exercise even on the day of arrival can be beneficial as travelling eastward will delay the onset of sleep although going to bed early can also help alleviate fatigue after travelling westward. The severity of symptoms may be worse 2-3 days after arrival so the athlete and coach should be prepared for any further deterioration in performance.

Exercise is more useful to help re-tune rhythms than taking naps which can anchor rhythms at the zone of departure. Training in the morning may be beneficial. Again various drugs are available on the market to help adaptation. The individual may have difficulty in sleeping for a few days, but activity and social contact during the day will help in accelerating adaptation.

It is well known that the environment plays an all important part in determining performance levels. We know that altitude, the weather and significant changes in temperature and humidity will affect performance. High altitude (e.g. above 2000m) is detrimental to performance. As well as lowering aerobic capacity and increasing muscle lactic acid levels, altitude sickness often occurs and can prevent any activity. Acclimatization combined with an optimized diet can help reduce the adverse effects of altitude.

Players may tire earlier on water logged pitches and skills become harder to perform. Wet soccer balls can increase the risk of head injury due to harder impacts especially in younger players. The soil quality and drainage system of a pitch and the number of games affect the quality of a playing surface. Artificial surfaces can also increase risk of injury due to increased resistance to movement rotation and balls often have different bouncing effects and can confuse unaccustomed players. The size of a pitch is important as teams used to large pitches may find themselves struggling to play their normal game on a smaller surface.

Temperature has an important role to in match play. Both hot and cold conditions will adversely affect performance. Muscle performance deteriorates as muscle temperature falls. Evidence also shows that during hot & humid conditions players will run lesser distances and are more at risk of dehydration

Pollution adversely affects exercise performance. Research has found that carbon monoxide, a primary component of air pollution, affects the exercise performance of athletes by reducing their aerobic capacity. Ozone affects the physical capacity of players and levels are often high in the late afternoon on hot sunny days. Exercise increases the effects of ozone because more of it enters the lungs.

**Opposition Team:** In one sense a coach or player cannot do anything about the opposition team, who are "as they are". A team may contain 11 international players and there is nothing an opposing coach can do about that. However, in the other sense a coach can prepare his team tactically, technically, physically and psychologically in the best possible way and adapt according to the match situation in order to cope with and be better than the opposition in these 4 areas.

**Other Factors:** Natural endowment (genetic factors) often plays a major role in a person's performance capacity, at least for those persons aspiring to the levels required for top level sport. The athlete often has to be endowed with the necessary talents to start with. But talent alone may not be enough. Champion-quality athletes must master the proper techniques and have the suitable tools or equipment. Granted the endowment, however, definite improvements in performance may be achieved by training. The physical response to a training program is also genetically determined although in a game like football, many players with excellent technique but who not as talented from a physical point of view have made the top level game.

Age and gender are important when judging and comparing performance. A 35 years old player may not be as quick or strong as an 18 year old but the vision and knowledge acquired over the years may still give him a real advantage.

The type of match to be played is important. A Cup match offers different stakes to a league game and teams may have to adapt their playing style perhaps leading to a change in performance

levels. Finally, other factors such as luck and the referee will always play a part in the results of a team. A bad bounce of the ball or a close refereeing decision can be the difference between success and failure.

**Factors that can be improved/altered by the coach/player.**

**Team strategy:** The choice of team strategy will have an important influence on performance. For example, a team neither physically nor technically capable of using a certain system or tactics will struggle. It has also been well documented that the positional role of a player affects performance, e.g. at midfield player generally runs greater distances than other outfield players. Another example illustrating the effects of strategy on performance is the style of play. A direct type game increases physical demands and may require a style of football certain players cannot adapt to.

**Physical ability:** A player, who can run faster and longer, is strong, has good levels of flexibility and balance will obviously have an advantage over players who are weaker in these areas. For example, a strong relationship has been found between tests of aerobic capacity (VO<sub>2</sub> Max) and distances run. Players with a higher aerobic capacity can run greater distances and may be less susceptible to fatigue. The coach should make sure that all players are as physically fit as possible in order to cope with the physical demands of the game.

**Tactical & technical skills:** This is similar to the physical abilities of players. The better the tactical and technical capacities of players, the greater their influence will be on the final result. A player who has mastered all the basic skills of the game such as shooting, passing and controlling will be at an advantage. Intellectual abilities combined with good skill are all important as creative, intuitive players with good judgment can often make the difference in big games.

**Psychological ability:** Areas such as motivation, confidence, concentration and the will to win all play a part in winning or losing games. A poorly motivated player may underachieve whereas an over motivated player can become a weak link due to poor discipline and self-control. Finding the right balance is important. Strong psychological skills may be the difference between two teams equal in physical and tactical ability. An analysis of the character traits of players may be useful.

**Current status:** The current health status and lifestyle of a player is very important. A player who is ill or carrying an injury or whose diet is lacking in the necessary nutrients will find that their performance levels may be diminished. Players who smoke or drink alcohol will experience similar problems. Doping will affect performance in some way and players desiring to take such products should be aware of the possible consequences.

Low-confidence levels can have an adverse effect with players missing easy chances they would normally score every time. Other factors such as over-training will at sometime result in problems or a team who is peaking at the wrong moment may find their results deteriorating later on in the season. Generally, the coach must try to educate players to prevent such problems and prepare and keep track of his players especially from a physical and mental point of view.

## CHAPTER THREE

### RESERCH DESIGN AND METODOLOGY

#### 3.1. Research Design

The main concern of this study is to investigate factors that affect the development of football in kaffa zone and to recommend the possible solutions and a good research design is the core for the final analysis of the research results. Hence, under this study, cross-sectional design was employed because the researcher has intended to examine fixed variables and fixed samples at a single point of time in bounded period from January16-febrwary16/13. Besides, quantitative, qualitative (questionnaires, interviews and Focus Group Discussions /FGDs and observation) methods were used. The quantitative study was done among football players and coaches and the qualitative study conducted with the zone sport commission and the sport sector experts at different levels. Besides, observation, using observation check list has been conducted in the area to check the facility of the football field, the players and the environment in general.

#### 3.2. Population and Sample Strategy

For this research, the population frame includes football players, coaches, zone sport commission head and woreda sport commission head and experts' investors and former players. Accordingly, 40 players, 4 coaches were participated in the questionnaire and 10 respondents (1 zone sport head, 2 zone sport experts, 3 wereda sport heads, 2 wereda sport experts and 2 investors) were involved in the personal interview and 14 respondents (3 woreda sport heads, 3 wereda sport experts, 3 investors, 1 zone administration head and 4 purposively selected football players) were involved in focus group discussion.

#### 3.3. Data Source

In this paper, it is tried to apply the principle of triangulation to gather information so as to make the study more valid and reliable. 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 certain the validity of data findings. In the study too, the following techniques have been applied: questionnaire, interview, FGD and observation. Besides,

in order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information. Additionally, intensive review of related literatures was made to support the study with empirical knowledge in the area.

**A. Primary Data:** The primary data were collected through structured questionnaire, interviews as well as FGD.

**Questionnaires:** was employed to generate both qualitative and quantitative data relevant to the demographic, social and economic characteristics of the sample population. For this purpose, the questionnaire was designed comprising of both open-ended and close-ended questions. Pre-test questionnaire was carried out to determine the clarity of instruction and to ensure the validity and reliability of the research instrument. There were 20 respondents involved in this questionnaire. The finding of the pre-test was used to revise arrangement of the questionnaire, i.e. order of questions, and skip patterns, and to clarify some questions. The questionnaire was also translated into the local language, Amharic for the convenience of data collection and its use for medium of communication with the participants. Out of the total questionnaires distributed to the target population, all (100%) i.e. 40 from players and 4 from coaches were returned.

**B. Secondary Data:** The secondary sources of information were obtained from published and unpublished works or materials, journals, books and articles. These data were collected from the online documents of the country's sport commission and sport offices of the zone and woreda. These sources were primarily used to supplement information/data for the primary sources.

### 3.4. Sample Size Determination and Sampling Procedures

#### Quantitative Study

Quantitative methods of data analysis can be of great value to the researcher who is attempting to draw meaningful results from a large body of qualitative data. The main beneficial aspect is that it provides the means to separate out the large number of confounding factors that often obscure the main qualitative findings (Savitri Abeyasekera). Hence, for this study quantitative data has been collected as a primary and vital input.

The criteria for the selection of the study area and the participants are accessibility, possibility of getting data and affordability in both time and cost. Since this study is concerned to investigate factors that affect the development of football in kaffa zone and to recommend the possible solutions, it is vital to include participants from various offices and levels in the sample to make sure that they are wide representatives of the study area. First, the questionnaire, interview and focus group discussion (FGD) guided questions, were prepared in Amharic and then translated in to English and then the researcher contacted with Kafa zone football club coaches to get permission on how to distribute the questionnaires' to players. Following this, the researcher contacted the sport commission head and sport office workers to discuss the issue via interview.

Out of the four clubs (these are, wushiwush, Bonga teachers training college, Bonga technical and vocational education training and mankira coffee), each consisting of 25 total players, 10 football players have been selected using simple random sampling technique. Accordingly, the questionnaire was distributed to 40 randomly selected samples from the four clubs. Random sampling technique is employed because it gives equal chance for every unit in the total population to be represented in the sample. It also gives equal and independent chance for all clubs in the defined population of being selected as a sample. Responses were voluntary and this has been told for the respondents at the orientation stage. Therefore, the total sample size for this study was 68 respondents (40 players, 4 coaches, 10 for personal interview and 14 for the two group focus group discussions).

#### Qualitative Study

**Focus group discussions:** Qualitative researchers typically rely on four methods for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in depth, and

(d) analyzing documents and material culture ([www.sagepub.com/upm](http://www.sagepub.com/upm)). One aspect of qualitative study, the focus group discussion, was done prior to the quantitative amongst two groups of study participants, each consisting of seven members. The members of FGD were purposively organized to include respondents from different administration levels, private investors and football players in the following manner: the first FGD members were composed of 2 woreda sport heads, 1 wereda sport expert, 1 investor, 1 zone administration head, and 2 purposively selected football players which are 7 in number. The second FGD members were 1 woreda sport head, 2 wereda sport experts, 2 investors, and 2 purposively selected football players, which also make 7 in number. Players were included in the quantitative survey were excluded from the focus group discussions (FGDs).

**In-depth personal interview:** The other source for the qualitative study was the personal interview which was conducted for a total number of 10 respondents composed of 1 zone sport head, 2 zone sport experts, 3 wereda sport heads, 2 wereda sport experts and 2 investors. Both the FGDs and personal interview tasks were managed by the student researcher. The interviews were used to gather information that cannot be collected using questioners and those questions that need detail explanation. Interview questions were also be both structured and unstructured that were suitable for gathering appropriate information. To keep interviewee comfort and increase their confidence, their voice was not recorded while interview was made.

**Observation:** This aspect of what is involved in observation is crucial to any efforts to use it as a method of research. This means that ‘observation’ is more than just recording of data from the environment. When we observe, we are active, not passive collectors of data like a tape recorder or video camera (Nick Fox, 1998). In order to obtain information about availability of facilities and equipment, principles of training applied by the coaches, observation of the study site has been used by the student researcher. This was made possible using observation check list and the results of observation is briefly discussed in the coming unit but generally speaking, it is understood that in the training area, coaches did not lead and follow the warm-up phase appropriately. As a result players were not warming-up properly but merely they stretch without properly jogging and rushing to the balls.

### **3.5. Data analysis and data quality management**

The collected data from different sources by using different instruments were classified, organized, and interpreted by using descriptive statistics such as tables and percentages to give a digested picture of the data. Accordingly, the summarized data from the structured questionnaire were analyzed in line with the theoretical frame work and the objective of the research to arrive at a meaningful conclusion. In similar ways, information generated from interviewees, focus group discussions and observation were analyzed by using qualitative techniques. To sum up, the results of data collected through questionnaire were interpreted using percentage, count and descriptive statements. For the data quality a pre-test was conducted prior to the actual data collection. Besides, the questionnaire was translated into Amharic and then back translated into English.

## **CHAPTER FOUR PRESENTATION OF DATA AND ANALYSIS**

This part of the study deals with the presentation and interpretation of data gathered through questionnaire, interview, observation and focus group discussion. And it presented in tables, analyzed using percentage and textual description the data were collected form adult football players, football coaches and key informants.

A total of 68 respondents with 40 adult football players and 4 coaches for the questionnaire and 10 respondents (1 zone sport head, 2 zone sport experts, 3 wereda sport heads, 2 wereda sport experts and 2 investors) were interviewed and 14 respondents (3 woreda sport heads, 3 wereda sport experts, 3 investors, 1 zone administration head, and 4 football players) were involved in focus group discussions.

### **4.1 Socio – Demographic characteristics of participants of the study**

Socio -demographic information obtained from respondents are presented here under.

**Fig 4.1 photo by the researcher at interview session**



**Fig 4.2: Photo by the researcher at focus group discussion and questionnaire filled session**



**Source: own survey**

#### 4.1.1 Demographic Characteristics of Football Player Respondents

<b>Characteristics</b>	<b>No of Respondents</b>		<b>Percentage (%)</b>
<b>Sex</b>	M	40	100
	F	-	-
<b>Age</b>	25-30	36	90
	31-35	4	10
	36-40	-	-
	>40	-	-
<b>Educational level</b>	Under Grade 10 <sup>th</sup>	20	50
	Grade 10 <sup>th</sup> complete	10	25
	Grade 12 <sup>th</sup> complete	1	2.5
	Diploma	8	20
	Degree	1	2.5
<b>Marital Status</b>	Married	4	10
	Unmarried	36	90
	Divorced	-	-
<b>Weight in Kg</b>	50-60	21	52.5
	61-70	17	42.5
	71-80	1	2.5
<b>Height in meter</b>	>80	1	2.5
	1.60-1.65	19	47.5
	1.66-1.70	13	32.5
	1.71-1.80	5	12.5
	>1.80	3	7.5

Source: own survey

Table 4.1 above presents the socio-demographic information of football player respondents.

Gender proportion was not maintained since all, 40(100%) of football player respondents were males. This might be because of limited involvement of females in the football profession.

The participants' age ranged from 25-30 years were the vast majorities, 36 (90%) while the rest 4(10%) were belonged to the age group 31-35 and there were no respondents in the age group of 35-40 and above 40.

As to the education of the respondents is concerned, an average amount of respondents (50%) have not completed grade 10, while one fourth of respondents (25%) have completed grade 10. In addition significant numbers of respondents were graduates of diploma (20%). However slight figure of respondents (2.5%) were grade 12<sup>th</sup> completes and degree holders (2.5%). It would, therefore, possible to infer that half of the sample players have been playing without having the basic knowledge of football science.

As seen in the table 4.1 majority of the respondents (90%) were unmarried and the remaining unimportant numbers of respondents (10%) were married. Besides, among player respondents no respondent have got divorced.

It is also shown on the table that respondents were asked about their weight in Kg and height in Meter. Accordingly, 21(52.5%) ,17(42.5%), 1(2.5%)and 1(2.5%) of respondents were belonged to weight group 50-60 kg, 61-70 kg, 71-80 kg and more than 80 kgs respectively. Likewise, very close to average (47.5%) of respondents belonged to 1.60-1.65 height category. But the remaining 32.5%, 12.5% and 7.5% of respondents were under the category of 1.66-1.70, 1.71-1.80 and above 1.80 meter respectively.

#### 4.2 Football Players' Response on Football Career

No	Questions	No of Respondents		Percentage (%)
1	Experience in playing football	1 year	8	20
		2 year	5	12.5
		3 year	26	65
		>4 year	1	2.5
2	Do you have sufficient football courts for training	Yes	13	32.5
		No	27	67.5
3	Do you have enough facilities and equipments during your training session	Yes	15	37.5
		No	25	62.5
4	Does your club have qualified and experienced coach	Yes	7	17.5
		No	33	82.5
5	Does your club have club owners	Yes	6	15
		No	34	85
6	How many training days do you have per week and hours per day	5days/week,&1 hr/day	-	-
		4days/week& 1 hr/day	4	10
		3days/week& 2 hr/day	15	37.5
		2days/week& 2 hr/day	20	50
		1days/week,&3 hr/day	1	2.5
7	Have you get nutrition after the training season from your club?	Yes	20	50
		No	20	50
8	Did you get payments (salary) from your club	yes	-	-
		no	40	100
9	Did you get incentives from your club	yes	2	5
		No	38	95
10	Does elite athlete selected from your club to other club	Yes	37	92.5
		No	3	7.5
11	If your answer is "yes" for question "10" the name of elite athlete are			
12	Have you get encouragement from your zone sport commission during your championship session	Yes	-	-
		No	40	100
13	Currently what is the overall development of football in 'Kaffa' zone	High	2	5
		Low	38	95
14	If your answer is "low" for question "13" please identify the main factors that you know			

As reported from table 4.2 for the question “experience in playing football” the majority (65%) of respondents have answered as they had played football for 3 years. For the same item 20% of respondents answered 1 year, 12.5% of respondents have answered 2 years and 2.5% of respondents have replied for more than 4 years. From this it is possible to understand that the experience of the players in football is minimum in relative terms which on the other hand means has significant influence on the development of the clubs as well as the football in the area.

The respondents were also asked the question” Do you have sufficient football courts for training?” accordingly, as indicated from table 4.2 item number 2, more than the average number of respondents(67.5%) have reported “NO”. Consequently, it may perhaps possible to assume that majority of players were playing in the deficiency of sufficient football courts (services and techniques) for training. This, by far, would have its own impact on the development of football in “Kaffa” zone. Nevertheless, 32.5 % of respondents have answered “yes” and this therefore, could reveal that though majorities have answered as “there is no sufficient training court”, still some of respondents have got sufficient training courts which in turn might have significant consequence on the development of football.

As can be seen on the above table 4.2, about 62.5% of respondents have reported as “there was no sufficient facility and equipments during training session”. Every training need facility which could increase the productivity of the training but if those things are not sufficient enough the probability to be successful on the program or training will be low and the same is true in football. In spite of this 37.5% of respondents have reported as the availability of sufficient facilities and equipment during the training but still it needs significant improvement on it since its availability is below average (37.5%). Finding which might go with this stated that, different pieces of equipments are needed during football training. Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment and facilities will make teaching and coaching easier.” Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments and facilities.

The participants were also asked to a question” Does your club have qualified and experienced coach? ”. From the 40 participants, only 7(17.5%) of them have responded “yes” and 82.5% of respondents have answered as their club have no qualified and experienced coaches. This

numerical data would tell us most of coaches working in different clubs found in 'Kaffa' zone are less unqualified. Although 17.5% of clubs possess coaches who are qualified, this much is not enough to come up with football development in the zone. In relation to this the research finding by Wade (1997) found that in order for coaching to be effective the coach must exhibit a number of qualities. Among this Wade has outlines the following qualities any coach should have;

- Leadership and intelligence
- Analytical ability
- Confidence and decisiveness
- Integrity and reliability
- Vision and imagination
- Coping with unpleasantness
- Organization and administration
- Enthusiastic approach

Regarding club ownership 34(85%) of players responded that the clubs had no owners whereas 6(15%) of respondents have reported as the clubs had owners. This indicate that majority of clubs in the zone had no owner which indirectly implies that there is less monitoring and evaluation system in particular and private management of the team in general. But in modernized world football is a major sporting event most sponsored and supported by different individuals, groups or institutions in order to increase their brand awareness on society at large. Due to the increasing numbers of football fans, sponsors consider football as an opportunity to reach a wider market (Dolles & Soderman, 2005). Dolles and Soderman (2005) give an example by stating that, "Manchester United's objective in creating global sponsorship alliances is to seek alliances that will encourage and reward investment..." (p. 16). Corporate Sponsors such as Nike, Samsung and Adidas are investors who seek to increase their brand awareness through football. Manchester City football club's 400 million pounds sterling deal with Etihad Airline creates benefits for both parties (Ogden, 2011; Miller, 2011)

Moreover, Individuals and groups that invest in football clubs are normally interested in maximizing profit. A finding by Samagaio, Couto & Caiado, (2007) stated that, the main objective of clubs owned by shareholders is to increase their dividend and amount invested.

Despite investors' interest in profit, Samagaio et al (2007) also believe that investors and shareholders are interested in the performance of the team, even if it means a fall in financial performance. Thus investors are not only interested in maximizing their profit, but expecting the team to perform as well. Performance by the team can be seen as one of the benefits Walter (2010) describes as brand building. All in all clearly shows us how club owner are important for the development of football sport.

Players were asked to respond regarding whether they can get nutrition easily after each training session or not, accordingly 50% of players responded that they have that. But 50% of players have still replied no. This implies that football clubs at kaffa zone should work more on it since nutrition is the most important thing in football sport in particular and all sports in general.

In relation to payment, all players who were included in the investigation have replied that no club paying salary for players. Hence to come up with development of football sport in kaffa zone all concerned bodies of zonal sport should have a look at on this issue.

As to the players frequency of training session per week and per hour, half of the respondents, 20 (50%) have reported that they have a training session of 2 days per week for about 2 hours per day. 37.5 % of participants have also answered 3 days per week with 2 hours of training per day. Furthermore, 10% of participants have reported 4 days per week with 1 hour per day. But insignificant numbers of participants (2.5%) have answered as 1 day per week for about 3 hours per day.

Participants of this investigation were also asked the question "Did you get incentives from your clubs?" in view of that, vast majority of participants (95%) have answered "no". this shows that, most of participant was playing with their clubs without courage building incentives. But on the same question 5 % of respondents have reported they had received incentives from clubs playing with. Economic theory predicts that many incentives arise not through formal contracts but implicitly through career concerns (Fama, 1980; Holmstrom, 1982/1999; Dewatripont et al., 1999a, 1999b). According to the theory of implicit incentives, agents whose true ability cannot be fully observed will exert effort in the hope of building a reputation for high ability that pays off in

the future. Even in the absence of any explicit incentive contracts, economic agents thus work hard in order to improve their future promotion and employment opportunities.

Regarding to the selection of elite athletes from the club they have played, about 92.5 % of respondents have answered “yes” and only 7.5% of respondents replied “no” for this particular question. This clearly indicates that the majority of players during the selection process do not consider elite athletes which may be because of lack of appropriate fund for the clubs. On the other hand participants were asked to mention the name existing elite athletes’ that grown up and become role player from their clubs. Accordingly, Miheretab Esreal, Anteneh Kebede and Mintesenot Tarekegne were listed.

The next item provided for the sample players was, “Have you get encouragement from your zone sport commission during your championship session” and replied as “No” by the entire participant. It can be very easy to understand here that lack of financial, technical and other form of assistance particularly during championship period is by far the major challenge that could impede the development of the football club in the area.

On the subject of current overall development of football in kaffa zone, 95% of respondents have reported as the football development is low and the remaining 5% of respondents have answered as the current development is high. As it could be seen from majorities of respondents, the development of football in the zone is low and hereunder respondents have listed feasible factors which were accountable for low stagnation for its football development. In broad approach responses were labeled in to the following manner.

#### **I. Material and Skilled man power related factors**

In relation to material and skilled man power, respondents have mentioned problems related to:

- ❖ Shortage of facilities and other sport related equipment during the training session.
- ❖ Lack of football court to make training effectively.
- ❖ Lack of skilled and trained football sport experts and officials who can provide professional support during training session.

## **II. Administration and Benefit related factors**

The following are mentioned as possible factors related to administration and benefits;

- ❖ Lack of planning, follow up, monitoring and evaluation by the zone sport commission.
- ❖ Lack of motivation to work in team spirit, coordination and organization among different sport experts on the issues related to football project and football clubs.
- ❖ Absence of payment, incentives and different remunerations for players from different clubs.
- ❖ Poor performance of football administration in collecting money and related funds from societies in the zone and lack of societal awareness on the benefits and roles of the football profession. In addition, due to lack of awareness of societies and different stakeholders like investors the clubs are not funded yet which in turn would result all of the aforementioned factors to happen in practice.
- ❖ Absence of transfer policy, instead of allowing home football players in several contests taking place in kaffa zone, some weredas had been buying (purchasing) and allowing players from different zones and weredas during tournament season rather than encouraging and allowing home players to actively participate in competitions taking place in their own zone. This in turn will have probability to discourage native players to actively take part in their own zone football and discourage football development in kaffa zone.

### 4.3 Demographic Characteristics of Football Coaches Respondents

Characteristics	No of Respondents		Percentage (%)
Sex	M	4	100
	F	-	-
Age	25-30	1	25
	31-35	1	25
	36-40	1	25
	>40	1	25
Educational level	Grade 10 <sup>th</sup> complete	-	-
	Grade 12 <sup>th</sup> complete	-	-
	Certificate in FIFA	-	-
	Certificate in other	1	25
	Diploma in sport science	1	25
	Diploma in other	1	25
	Degree in sport science	1	25
	Degree in sport other	-	--
	MA in sport science	-	-
	MA in other	-	-
	PhD in sport science	-	-
	PhD in other	-	-
	Marital status	Married	2
Un married		2	50
Divorced		-	-

Source: own survey

The above table shows socio-demographic characteristics of coach respondents i.e. sex, age, educational level and marital status. To start with their gender, all of the respondents under consideration were male coaches (100%). This shows that little emphasis have been given to the

female coach or on the other hand, indicating less competition and opportunity by female coaches which may partly hinder the development of football in Kaffa Zone. This is because for its full-fledged development, football sport should constitute both males and females. As a finding by Oglesby, Carole A., (2006) all girls and women have equal opportunities, equal access, and equal support in sport and recreation at all levels and in all capacities, as decision-makers, administrators, coaches, officials and participants. But in case of kaffa zone all of the coaches are men. Therefore it is better for a zone if all genders are given equal opportunity to take part in football sport.

In the table, the coaches' age groups were above 25 years and equally proportional. Loosely speaking, 25% of the respondents are in 25-30 years age group, 25% of coaches are between 31-35 years age group, 25% of coaches are in the age between 36-40 years group and the remaining 25% are above 40 years age group.

Similarly, the educational level of coach of the respondents ranges from certificate to first degree. Accordingly, 25% of respondents had certificate in other fields, 25% of respondents had diploma in other fields, 25% of respondents had diploma in sport science, 25% of respondents had first degree in sport science. This indicates most coaches have good educational back ground. Since 50% of them had sport science background. However, as we can see from the table the total numbers of respondents were only four which show scarcity of coach implying less emphasis given to the trained human power in Kaffa Zone. Moreover, even though the education level of coaches is somewhat good, 50% of the coaches were para professionalists who did not have at least theoretical background about football though they had experience. This does not mean that these coaches cannot do this job, but they lack some sort of scientific knowledge and principles which can only be possible having such profession through structurally upgrading their academic status. Regarding marital status, half (50%) of the coach respondents are married and half (50%) are single or unmarried.

#### 4.4. Football Coaches' Response on Football Career

No	Questions	No of Respondents		Percentage (%)
1	Experience in coaching football	Less than 1 year	-	-
		1-2 year	2	50
		3-5 year	-	-
		5-10 year	1	25
		>10 year	1	25
2	Did you prepare planning before you start training session	Yes	3	75
		No	1	25
3	On which schedule plan you give more attention	Annual plan	-	-
		Semester plan	-	-
		Monthly plan	-	-
		Weekly plan	-	-
		Daily plan	1	25
		All of the above plans	3	75
4	Do you have football coaching license	Yes	1	25
		No	3	75
	Had you been foot ball player before you begun coaching	Yes	4	100
		No	-	-
6	Does your club have ownership/sponsorship	Yes	2	50
		No	2	50
7	Do your trainers get appropriate nutrition from the club?	Yes	2	50
		No	2	50
8	Did you get payment (salary) from your club	Yes	-	-
		No	4	100
9	Have you get incentives from your club	Yes	1	25
		No	3	75
10	Does elite athlete appeared from your club to other club	Yes	1	25
		No	3	75
11	If your answer is yes for question no "8" list the name of elite athlete			
12	How do you describe the interest of your trainers towards football development	High	2	50
		Low	2	50
13	Does Kaffa zone sport commission gives encouragement at your championship session	Yes	-	-
		No	4	100
14	As a coach what is the current status of football development in kaffa zone	High	1	25
		Low	3	75
15	If your answer is "low" for question "11" please identify the main factors that you know			

Source: own survey

The above table 4.4 depicts the response of Football Coaches' on Football Career. According to the table, 50% of respondents have between 1-2 years of experience where as 25% of the coaches have between 5-10 years and above 10 years of experiences each. Generally speaking half (50%) of the coaches have 1-5 years of experience and another half (50%) have above five years coaching experience.

As described in the FIFA Coaching Manual (2004:1) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. Similarly, the above table shows whether coaches have experience in planning before they get started to football training. Accordingly, 75% of the coaches have prepared planning before they start training session. On contrast, 25% of them responded that they don't plan totally. In line with this, majority (75%) of them have prepared daily, monthly, weekly and annual plan where as 25% of them have given more attention to their daily plan. This indicates that most of them were good in planning for their training. In different scientific findings it is stated that coaches' planning as vital issue in football. Of different findings, a finding by Parks (2000), stated planning as '... a written document that guides you and your athletes through training and competition...It is a rational attempt at identifying...how all of the bits of training fit together to produce peak performance(s) at appropriate times, and it identifies what needs to be evaluated and monitored, in judging whether we are on-track to achieving our goals.

In addition, the table shows the status of license and their experience in playing football before they started coaching. To this end, even though all of the respondents (100%) had experience in playing football before the start coaching, only 25% of them had coaching license whereas majority of them (75%) do not have the license.

Regarding the club sponsorship/ownership, half (50%) of the coaches responded that their respective club has sponsorship/ownership where as another half said that their club has no ownership/sponsorship. Walliser (2003) describes sponsorship as "a business relationship between a corporation and an individual, event or organization that is based on an exchange relationship between the sponsor and the sponsored, and where marketing communication

objectives are pursued through associations” (Cited in Tsiotsou, 2011, p. 557). Therefore, it is clear that if clubs are getting sponsored, money from that will directly or indirectly affect the development of football sport.

Coaches were asked to respond regarding whether their trainers can get nutrition easily after each training session or not, accordingly 50% of coaches responded that they have that. But 50% of coaches have still replied no. This implies that football clubs at kaffa zone should work more on it since nutrition is the most important thing in football sport in particular and all sports in general.

Moreover, all (100%) of clubs didn't provide salary for coaches and majority of their clubs (75%) didn't also provide incentives for their coaches whereas only one club (25%) is giving incentive to its coach. This suggests that incentives, facilities as well as sponsorship opportunities were relatively low in Kaffa Zone football and it needs emphasis, from the stallholders and donors, for this sector so as to see and attract many elite players and investors for football in this zone. As to the table, there is high turnover from one club to another club, which might even hinder a stable football development. According to the table, 75% of the elite athlete successively moved from one club to the other, which might be a search for better football environment implying that the environment they were living was not as attractive as the newly targeted environment. In nutshell, this depicts that due concern were not given to football players in particular and its overall development in the zone in general. It is also stated in the table that the interest of the trainers is somewhat neutral. Lightly speaking, half (50%) of the coaches responded that the interest of the trainers is high where as another half (50%) said that their interest is low. This indicates that there has to be a great effort to bring the needs of those with low motives. This might be done by mitigating the factors which made those trainers dispirited, among others, providing the necessary incentives, which is major problem of football sport in the zone. For instances, all of the coaches (100%) responded that there is no encouragement from Kaffa zone sport commission at the time of their championship session. This is one of the major reasons why the most of the coaches rated football development in Kaffa zone at very low level. According to the above table, 75% of the coaches rated that football development in Kaffa Zone is low. This indicates that a lot of home works should be laid aside for the sport commission, the donors and all the stallholders at all levels so as to attract many players and develop that current status of

football in Kaffa zone. Finally coaches were asked to suggest some possible means to address the interests of players and coaches and bring football development in kaffa zone. Their response is summarized in the following manner:

- ❖ Establishing clear and effective follow up, monitoring and evaluation procedures
- ❖ Allocating enough budget which is needed for football sport
- ❖ Helping and encouraging investors to invest in the area.
- ❖ Facilitating regular capacity building trainings at different levels
- ❖ Employing sport experts

#### **4.5 Result from the interview**

Key informants were asked for the question “how do you describe the current status of football development in Kaffa zone?” Accordingly, almost all of the participants have replied the status of football development in Keffa zone is “low”.

Pertaining to the structure and organization of youth projects and football clubs majority of respondents responded there are different youth projects and football clubs in kaffa zone. But nearly to say, all of them are not well structured and well organized because of lack of budget allocated for football and lack of skilled man power in sport science in kaffa zone.

In addition majority of participants in the interview agreed on the absence of encouragement and incentives rather than paying their daily fee only during the championship occasion.

The participants have also showed lack of planning and designing a project which encourage private investors to invest on football and clubs but informally in orally they used talk with various entrepreneurs living in kaffa zone.

Finally participants were asked to suggest the factor which affects the development of football and its' possible solutions. Consequently they listed lack of commitment from different parties such as: politicians, football experts, community, players, coaches and different concerned officials as a problem. Therefore they have suggested the following issues as possible solutions;

- ❖ Increasing public awareness about football science
- ❖ Planning, following and evaluating what is to be done and what is already done on football in different periods.
- ❖ Building strong link between federal and regional football bureaus
- ❖ Working more on youth project
- ❖ Working with different entrepreneurs to make them to invest on football
- ❖ Building different football court in different areas
- ❖ Preparing frequent football competitions at kebele, wereda and zonal level
- ❖ Employing football experts in the areas where they are needed
- ❖ Increasing and collecting sport fee(‘Mewacho’) paid by the community of zone appropriately and timely
- ❖ Designing an appropriate transfer policy which allows home players to get more opportunity to participate on football of the zone.
- ❖ Assisting football clubs in materials, in training and in providing different facilities needed
- ❖ Strengthening follow-up and evaluation system
- ❖ Mobilizing the community to actively participate in football sport
- ❖ Allocating sufficient budget

#### **4.5.1 Position and office structure related factors (appendix 2)**

The interviewee have also been asked whether there exist appropriate positions and office structures in the zone sport commission so that it could be possible to attract and retain adequate sport professionals. Accordingly, almost all of the participants in the interview had similar ideas and their responses have been summarized in the following manner:

- ❖ Lack of new positions which will attract sport professionals with reasonable salary and other basic incentives so that the office could have professional and skillful leaders.
- ❖ This is probable one cause for the high turnover of sport experts in the zone and if there were increased number of positions and structures within the commission, it could have been possible to retain the expertise and professionals in the area.

#### **4.5.2 Organizational Problems**

The interviewee has also been asked whether they have structured and organized youth project and football clubs. Accordingly, almost all of the participants in the interview had similar ideas and their responses have been summarized from an organizational structure point of view the club of kaffa zone football did not organized and structured as finding by Relvas et al. (2010) cited in Anteneh Nigate.(2012) conceptualized description of the organization, it is possible to relate the five key parts of the organization with in the organizational and development structures emerging within the clubs. These are, strategic apex-chief executive and chairman, middle line – sports director and the coaches, operating core-the players, techno-structure and support staff. all the elements that work within the clubs and help the daily practices taking in to consideration this structures, the projects and clubs of kaffa zone did not organized and structured in professional manner.

#### **4.6 Result from Focus Group Discussion**

The overall result gained through the Focus Group Discussion is presented under this part. Administrative problems, societal interest in football, problems displayed on the side of players, concerning the problem of investors to involve on football are the main issues of this part.

According to the participants of this FGD group lack of planning follow up, monitoring and evaluation and allocating sufficient budget are the main administrative related that caused poor development of football in kaffa zone. Regarding budget allocated for sport they have replied, the list budget allocated in the kaffa zone in every season is for sport including football. In addition having less attention for football sport is problem of administrative bodies. Let alone got

concerned for football they didn't give the impression of being it is one aspect of development and what is development for them is agenda other than football.

As far as the communities' interest is one of the issue which should be involved in the development of football sport in kaffa zone, as discussed by the FGD group members the interest of community in football sport is very good. However, no one have encouraged, mobilized, and motivated them in appropriate means at the exact time.

Besides, all aforementioned football players are also other stakeholders in the football development of kaffa zone. The problem with them is more or less the problem in football sport. In line with this FGD participants mentioned; players' turn over at different time to different clubs for the sake of searching improved income as the foremost problem of players. Moreover, players' high exposure to different time consuming and misbehaving activities like chat chewing, alcohol drinking and gambling are reported as problems of players too.

Investors or business men in kaffa zone are supposed to be involved in football sport but according to FGD participants, there are no suitable conditions to do so. The participants have added there is no way to give chance for investors to get involved on football, no principles, rules and regulations, program and strategies which clearly states how investors be capable to participate.

To finish, with reference to the likely solutions of problems listed out previously, participants have mentioned the following:

- ❖ Establishing and organizing football youth projects and clubs in all of kaffa zone weredas
- ❖ Initiating and encouraging the community of kaffa zone to get involved in all sport in general and football sport in particular.
- ❖ Initiating , encouraging and creating an appropriate means for investors to take part in kaffa zone football development
- ❖ Preparing continuous capacity building training for people closely working in football sport
- ❖ Allocating sufficient budget for football

#### **4.7 Finding from Observation**

In order to obtain information about availability of facilities and equipments, principles of training applied by the coaches, observation has been used by the researcher. Hence, the investigator has observed some playing fields are not comfortable to apply tactics and techniques of the training .even if among the four (4) clubs two of them are performing their training in the school compound. As stated by concerned parties the reason why they use the schools field is because they have no their own plying fields. Regarding sport facilities and equipments like sport wears it is observed that majority of players were attending their training with different colour and some they are without sport shoe (on foot). Even many of players with this sportswear got supplied from their family. But sometimes the players are given sportswear from their clubs only for the purpose of competition. Another problem observed from the training was lack of facilities like, balls cones. Regarding balls, from 25 trainers only three to four balls are given for the players. Due to this scarcity of balls most of the trainers are wasting their time by watching others rather than actively participating on the task, training. It is also observed that almost all of the clubs are performing their training without cones. This implies that the trainers are not improving their physical fitness like as flexibility, agility coordination and so on which they would get because of training on cones. The other problem which the investigator has observed is during warm up and cooling down session. That is most of the coaches are not leading, following and evaluating their trainers. But occasionally the coaches were following them at the main training season, even though, they have no not books which is uses to write the weakness and strong side of the trainees and to re-evaluate their performance. General speaking, from observation, the investigator understood that in the training area, coaches did not lead and follow the warm-up phase appropriately. As a result players were not warming-up properly but merely they stretch without properly jogging and rushing to the balls.

But a finding by John, Michael and Helen (2000:224) suggest that warm-up should start with jogging to gently raise the pulse rate. And this is followed by stretching by giving particular attention to joints and muscles that will be most active. Therefore, coaches should follow and guide while players warming-up and create awareness about the advantage of proper warm-up or limbering-up exercise .the other problem observed is after the end of the training session the majority of players were started to stretch before simple jogging. This implies that players could

easily susceptible to dizziness and muscle damage. In line with this idea, John, Michael and Helen (2000:226) states that if muscle action stops suddenly the amount of blood returning from skeletal muscle to the heart drops dramatically. This intern reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed. To sum up the following problems are seen during the observation;

- Uncomfortable of playing field
- Low supply and accessibility of players sportswear for training session
- Lack of appropriate warming-up at the beginning and cooling-down at the end
- shortage of football facilities like balls, cones
- Lack of leading and follow up from the coach at the beginning and end of training session

## **CHAPTER FIVE**

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

#### **5.1 SUMMARY**

Cross sectional research design was employed to investigate factors that affect the development of football in kaffa zone. Specifically the investigation was aimed at assessing current football status of kaffa zone, to describe factors that affect the development of football in kaffa zone, to generate negotiating ideas for sport commission and other concerned bodies to give attention for the development of foot ball, and to find out basic solutions for the challenges of football in kaffa zone.

A total of 68 of the participants, 40 football players, 4 football coaches, 14 FGD participants and 10 interviewees were involved in the investigation. Hence both quantitative and qualitative (interviews and Focus Group Discussions /FGDs and observation) methods were employed.

Data collection instrument was comprised of questionnaire for football players and coaches, FGD interview guide and interview for key informants. The questionnaire administered for football players and coaches comprises of two parts, socio-demographic characteristics and football career. For FGD and interview for sport commission purpose 5 open ended questions for each were used. As well, in order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

The finding regarding the current status of football development in kaffa zone 95% of player respondents and 75% of coaches respondents have replied that the status of football development in kaffa zone is low. According to the participants of the FGD group and key informants in the interview it is reflected that football development in kaffa zone is poor. Moreover, based on the observation made by the investigator it is also assured that the development of football is still poor.

Similarly, the finding concerning the challenges faced in development of football in kaffa zone, as it could be seen from majorities of both player and coach respondents the development of

football in the zone is low and hereunder respondents have listed feasible factors which were accountable for low improvement of football.

- ❖ Shortage of facilities and sport related equipments during the training session.
- ❖ Lack of football court to make training
- ❖ Lack of skilled and trained football sport experts and officials who can provide professional support during training session.
- ❖ Lack of zone sport commission planning, follow up, monitoring and evaluation.
- ❖ Lack of working in team, coordination and organization among different sport experts on the issues related football project and football clubs.
- ❖ Absence of payment, incentives and different remunerations for players from different clubs.
- ❖ Poor performance of football administration in collecting money and related funds from societies in the zone and lack of societal awareness on the football profession. In addition, due to lack of awareness of societies and different stakeholders like investors the clubs are still owned by no one which in turn would result all of the aforementioned factors meaningful.
- ❖ Lacking transfer policy, instead of allowing home football players in several contests taking place in kaffa zone, some weredas had been buying and allowing players from different zones and weredas which would have probability to discourage home players to actively take part in their own zone football development.

Concerning the existence of developed and well structured football infrastructure, 62.5% of players and 75% of coaches replied that there is no such developed and well structured football infrastructure in kaffa zone. About the quality of football coaches in kaffa zone the finding showed that majority of coaches are not qualified since they are not trained in the area (specialized in football coaching), they have low experience and they have no coaching license.

Finally according to the finding majority of respondents from questionnaire, interview, FGD and observation the following are suggested as possible solutions for the challenges faced football development in kaffa zone.

- ❖ Increasing public awareness about football science and its contribution to societies economically, socially, physically and politically.
- ❖ Planning, following and evaluating what is to be done and what is already done on football in different periods.
- ❖ Building strong link between federal and regional football bureaus
- ❖ Working more on youth project
- ❖ Working with different entrepreneurs to make them to invest on football
- ❖ Building different football court in different areas
- ❖ Preparing continuous different football competitions at kebele, wereda and zonal level
- ❖ Encouraging players by giving incentives during their champion season and making awareness program to be change their attitude towards benefits of football sport in physically, socially, economically and politically rather than losing their time around stimulant areas like, chewing chat, drinking alcohols and smoking cigarettes.
- ❖ Employing football experts in the areas where they are needed
- ❖ Increasing and collecting sport fee('Mewacho') paid by the community of zone appropriately and timely
- ❖ Designing an appropriate transfer policy which allows home players to get more opportunity to participate on football of the zone.
- ❖ Assisting football clubs in materials, in training and in providing different facilities needed
- ❖ Strengthening follow-up and evaluation system
- ❖ Mobilizing the community to actively participate in football sport
- ❖ Allocating sufficient budget

## 5.2 Conclusion

Based on the results of the study, the researcher has found the following major problems, most of which are administrative, service and equipment related, which have to be revised straightaway. These are: less emphasis given to the value of sport in general and football in particular, by the general public, the investors and sport officers at all levels, absence of transparent and accountable administration, lack of cooperation among the concerned stallholders, very low popular participation, absence of long term and permanent fund for the clubs, lack of sufficient football courts in the area and less emphasis given to even the existing ones, lack of trained sport professionals that could supplement the problems man power from zone to woreda levels, less access and opportunity or available structure that could invite the private investors to attract to the sector.

In line with the ownership of the clubs, majority of clubs in the zone had no owner which indirectly implies that there is less monitoring and evaluation system, which has to be improved as this is one of the major determinant factors for the existence and improvement of the clubs. As the study result showed almost all players had no any kind of incentives from the commission or investors and this could potentially endanger the strength and mission of the clubs. Lack of different kinds of incentives and salary to the players are, in fact, among the major reasons to the visible high turnover especially for the elite players.

The study also indicated that, nutrition eaten by players before and after the training session was found to be almost none showing that availability of food for players before and after the training session is very low and even in question mark for the future. This is by far one of the major constraints regarding the success of the training of football clubs as a source of players.

Limited number of coaches and even lack of professional competencies among them was also another core problem raised by the participants of the study. Hence, the number and their educational status have to be increased so that development of football clubs can easily be achieved in Kaffa zone.

As it has been mentioned by the respondents, the current status of football development in the zone is very low and this is attributed by several factors which have been summarized in to position and office structure related, administrative and benefit related and material and skill man

power related factors. These problems are highly interconnected and have to be approached in systematic manner by giving prior emphasis to the problem which needs urgent solution.

### **5.3 Recommendations**

Based on the findings of the study, the following are the possible areas of intervention suggested as recommendation which might improve the current low level development of football in kaffa zone.

- ❖ The result of the study portrays the existence of several interrelated problems, (most of which are related to poor administration of the commission) which became major setbacks for the development of football in the study area. Hence, to see the dreams of enhanced, competitive and independent football clubs in Kaffa zone, there should be unreserved commitment of the zone and woreda sport offices together with the general public and investors by creating awareness for the value of football sport. This could be achieved through introducing fundamental structural changes in the administration system by giving greater focus to human resource increment and facilitating the techniques of improving the material and financial power of the clubs
  
- ❖ Among the rooted problems, as indicated by this research, less emphasis given to the services and equipment as well as poor nutrition has to be immediately revised. This could be done through creating awareness (via the available mass media in the zone) and working hard in the fund raising motion and possibly introducing different techniques for income generating activities.
  
- ❖ The other core problem, reported by the respondents, was the high turnover of the elite players. This is in fact the result of poor facility, motivation and absence of salary for the players. Therefore, all concerned bodies should exert unreserved effort to create suitable environment to attract newly emerging members and retain the available elite players.
  
- ❖ As it was repeatedly reported by the respondents in line with the participation of investors in football, there are no clearly established structures in the zone to attract and involve private investors. Hence, this has to be a daily routine task and assignment for the officers

at different level and even the coaches and players themselves which could be possible through easy communication and artistic negotiation.

- ❖ The existing football court should improved to be comfortable for players and maximum effort has to be made by the zone sport commission to increase the number and fulfil facilities for the available courts
- ❖ Greater emphasis has to be given to the youth football in the area so that it could be possible to recruit adult players in the near future and this could also be a fundamental base for the sustainability of the major adult football clubs in the zone. Establishing and organizing football youth projects and clubs in all of kaffa zone weredas could be one major strategy to address the sustainability of the major football clubs.
- ❖ Lastly, lack of high grade positions and competitive salary are contributing a lot to the high turnover of sport professionals. Hence, new office structures and positions are vital to keep the flow of human power and to attract new experts in collaboration of the SNNPRS sport commission and the federal sport commission. Over and above, woreda and zonal level offices should establish clear and effective follow up, monitoring and evaluation procedures, allocate enough budgets which are needed for football sport, facilitate regular capacity building trainings, especially more emphasis has to be given to upgrade the license for football coaches at different levels.

#### **5.4 Suggestions for future research**

This study is intended to indicate and develop a deep understanding of the nature and challenges of foot ball development in the study area. As mentioned in the results and discussion of the paper, it is possible to conclude that the objective of the study is already addressed. The research finding shall not be limited only on creating awareness about football development; rather it should extend many additional tips. Some of these can be a key to other researchers to extract other specific and general problems for further research. This may be in areas of the contribution of training youth football projects for football development, the current level and importance of female participation in football and above all, this research could be an important base to indicate the necessity of conducting scientific research and its application only in a single and specific areas like on a single club instead of two or more and project as well. This is because some of the issues generalized hereunder will be independently tackled in this approach in order to get through in-depth and detail analysis of contemporary issues.

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## Appendix 1

### Research Subjects or Participants

#### Category 1 football players

<b>RESEARCH PARTIVIPANTS</b>	<b>GENDER</b>	<b>PLYING EXPERIANCE IN THE CLUB</b>
1	Male	1 years
2	Male	3 years
3	Male	1 years
4	Male	3 years
5	Male	3 years
6	Male	1 years
7	Male	3 years
8	Male	3 years
9	Male	1 years
10	Male	3 years
11	Male	3 years
12	Male	3 years
13	Male	2 years
14	Male	3 years
15	Male	3 years
16	Male	3 years
17	Male	1 years
18	Male	3 years

19	Male	1 years
20	Male	3 years
21	Male	3 years
22	Male	2 years
23	Male	3 years
24	Male	3 years
25	Male	3 years
26	Male	3 years
27	Male	3 years
28	Male	3 years
29	Male	1 years
30	Male	3 years
31	Male	2 years
32	Male	3 years
33	Male	3 years
34	Male	2 years
35	Male	3 years
36	Male	3 years
37	Male	3 years
38	Male	2 years
39	Male	>4 years
40	Male	1 years

**Source: own survey**

## Appendix 2

### Research Subjects or Participants

#### Category 2 football coaches

<b>RESEARCH PARTIVIPANTS</b>	<b>GENDER</b>	<b>COACHING EXPERIANCE</b>
<b>1</b>	<b>Male</b>	<b>1-2 years</b>
<b>2</b>	<b>Male</b>	<b>5-10 years</b>
<b>3</b>	<b>Male</b>	<b>1-2 years</b>
<b>4</b>	<b>Male</b>	<b>&gt;10 years</b>

**Source: own survey**

### Appendix 3

**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Sport Science**

#### **A Questionnaire to be filled by Football Coaches**

##### **General Direction**

Dear respondents! The main purpose of this questionnaire is to collect relevant information for Kaffa zone football development and to investigate the factors based on the findings. So your sincere cooperation in responding to each question is highly important.

- Writing your name is not required
- Individual data will be kept confidential.

Thank you for your cooperation

##### **Instruction I**

Some profiles about coaches are indicated below. Please, select the appropriate answer from the alternatives given and fill the box by putting (✓) where necessary.

1) Name of the Club\_\_\_\_\_

2) Sex             Male                       Female

3) Age             25-30                       31-35  
                      36-40                       above 40

4) Educational Level

- |                                                          |                                                         |
|----------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Degree in Sport Science         | <input type="checkbox"/> Degree in others               |
| <input type="checkbox"/> Diploma in Sport Science        | <input type="checkbox"/> Diploma in others              |
| <input type="checkbox"/> MA in Sport Science             | <input type="checkbox"/> MA in others                   |
| <input type="checkbox"/> PhD in Sport Science            | <input type="checkbox"/> PhD in others                  |
| <input type="checkbox"/> Certificate in FIFA             | <input type="checkbox"/> Certificate in other           |
| <input type="checkbox"/> Grade 10 <sup>th</sup> Complete | <input type="checkbox"/> Grade 12 <sup>h</sup> Complete |

- 5) Marital status  Married  Unmarried Divorced
- 6) Experience in coaching football \_\_\_\_\_others \_\_\_\_\_Total\_\_\_\_\_
- 7) Did you prepare planning before you start training session?  
Yes  No
- 8) On which schedule plan would you give more attention?  
a. Annual plan   
b. Semester plan   
c. Monthly plan   
d. Weekly plan   
e. Daily plan   
f. All of the above
- 9) Do you have coaching licenses in football?  
Yes  No
- 10) Had you been football player before you begun coaching?  
Yes  No
- 11) Does your club have owner's /sponsorship/?  
Yes  No
- 12) *Does your trainer get appropriate nutrition from the club?*  
Yes  No
- 13) Did you get payment (salary ) from your club  
Yes  No
- 14) Have you get incentives from you club?  
Yes  No
- 15) Does elite athlete appeared from your club?  
Yes  No

16) If your answer is “yes” for question No “7” the number of elite athletes and their names are \_\_\_\_\_  
\_\_\_\_\_

17) Does your club have sufficient materials (facilities) during your training season?

Yes

No

18) How do you describe the interest of your trainers towards football development?

High

Low

19) Does Kaffa zone sport commission gives encouragement at your championship session?

Yes

No

20) As a coach what is the current status of football development in Kaffa zone? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21) What are the means to bring football development in Kaffa zone? \_\_\_\_\_  
\_\_\_\_\_

## Appendix 4

**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Sport Science**

### A Questionnaire to be filled by Football Players

#### General Direction

Dear respondents! The main purpose of this questionnaire is to collect relevant information for Kaffa zone football development and to investigate the factors based on the findings. So your sincere cooperation in responding to each question is highly important.

- Writing your name is not required
- Individual data will be kept confidential.

Thank you for your cooperation

#### Instruction I

Some profiles about players are indicated below. Please, select the appropriate answer from the alternatives given and fill the box by putting (✓) where necessary.

- 1) Name of the Club \_\_\_\_\_
- 2) Sex             Male                       Female
- 3) Age             25-30                       31-35  
                      36-40                       above 40
- 4) Educational Level
- Degree                                       Diploma
- Grade 10<sup>th</sup> Complete                       Grade 12<sup>h</sup> Complete
- Under Grade 10<sup>th</sup>
- 5) Marital status    Married                       Unmarried    Divorced

- 6) Weight in k.g.
- 50-60 k.g.  71-80 k.g.
- 61-70 k.g.  Above 80 k.g.
- 7) Height in meter
- 1.60-1.65  1.71-1.80
- 1.66-1.70  above 1.80
- 8) Experience in playing football \_\_\_\_\_
- 9) Do you have sufficient football courts for training?
- Yes  No
- 10) Do you have enough facilities during your training session?
- Yes  No
- 11) Does your club have qualified and experienced coach?
- Yes  No
- 12) Does your club have club owners?
- Yes  No
- 13) How many training days do you have per a week? And hours per day?
- a. 5 days/week and 1 hrs/day
- b. 4 days/week and 1 hrs/day
- c. 3 days/week and 2 hrs/day
- d. 2 days/week and 2 hrs/day
- e. 1 days/week and 3 hrs/day
- 14) Have you get nutrition after the training season from your club?
- Yes  No
- 15) Did you get payments (salary) from your club?
- Yes  No
- 16) Did you get incentives from your club?
- Yes  No
- 17) Does elite athlete selected from your club to other clubs?
- Yes  No
- 18) If your answer is “yes” for question no. “7” the name of the elite athletes \_\_\_\_\_
-

19) Have you get encouragement from your zone sport commission during your championship session?

Yes  No

20) Currently what is the overall development of football in Kafa zone?

high low  low level

21) If your answer is “low” for question No “10” please identify the main factors that you know? \_\_\_\_\_

\_\_\_\_\_

Appendix 5

አዲስ አበባ ዩኒቨርሲቲ ድህረ  
ምረቃ ትምህርት ቤት የስፖርት  
ሳይንስ ትምህርት ክፍል

**ለእግር ኳስ አሰልጣኝ የተዘጋጀ መጠይቅ**

የዚህ መጠይቅ ዋና አላማ በደቡብ ክልል በከፋ ዞን ለእግር ኳስ ዕድገት ማነቆ የሆኑ ችግሮችን ለመለየትና ለወደፊት የሚያድግበትን አቅጣጫ ለማስቀመጥ ይችላል ዘንድ መረጃ መሰብሰብ ነው። መረጃው የተሟላ እንዲሆን የእርስዎን አመለካከትና ሃሳብ በትክክል ያንጸባርቅልኛል ብለው ያመኑበትን አማራጭ ለእያንዳንዱ ጥያቄ በታማኝነት ለይተው እንዲመለከቱ በትህትና እጠይቃለሁ።

**መመሪያ**

1. ስም መፃፍ አያስፈልግም
2. አስተያየትዎን በባዶ ቦታ ላይ በአጭሩ ይፃፉ ሆኖም ግን ቦታ ከጠበብዎት በወረቀቱ በስተጀርባ መዘርዘር ይችላሉ።

ለትብብርዎ ሁሉ በቅድሚያ አመሰግናለሁ!!

**ክፍል አንድ:- መልስ መስጫ ሳጥኑ ውስጥ ከቀረቡት አማራጮች መካከል መልስ ይሆናል ያሉትን ሳጥን ውስጥ “✓” ምልክት በማድረግ ይመልሱ።**

1. የክለቡ ስም .....
2. ፆታ  ወንድ  ሴት
3. ዕድሜ  25-30  31-35  
 36-40  ከእርባ በላይ
4. የትምህርት ደረጃ

- ዲግሪ በስፖርት ሳይንስ
- ዲግሪ በሌላ
- ዲፕሎማ በስፖርት ሳይንስ
- ዲፕሎማ በሌላ
- ድህረ ምረቃ በስፖርት ሳይንስ
- ድህረ ምረቃ በሌላ
- ዶክትሬት በስፖርት ሳይንስ
- ዶክትሬት በሌላ
- ሰርተፊኬት በፊፋ
- ሰርተፊኬት በሌላ

5. የጋብቻ ሁኔታ  ያገባ  ያላገባ  በፍቺ የተለየ

6. በአሰልጣኝነት የአገልግሎት ዘመን በእግር ኳስ \_\_\_\_\_ በሌላ \_\_\_\_\_

በአጠቃላይ

7. ስልጠና ከመስጠትዎ አስቀድሞ ዕቅድ ያዘጋጃሉን?

- አዎ  አይደለም

8. ከሚከተሉት የዕቅድ መርሃ ግብሮች ለየትኛው ዕቅድ ትኩረት ይሰጣሉ?

- ዓመታዊ እቅድ
- መንፈቀ ዓመታዊ እቅድ
- ወራዊ እቅድ
- ሳምንታዊ እቅድ
- ዕለታዊ እቅድ
- በሁሉም የእቅድ ዓይነቶች

9. በእግር ኳስ ስፖርት የአሰልጣኝነት ስልጠና (ሙያ ፍቃድ) ስልጠና ወስደዋልን?

- አዎ  የለም

10. የእግር ኳስ ከማሰልጠንዎ በፊት የእግር ኳስ ተጫዋች ነበሩን?

- አዎ  የለም

11. የሚያሰለጥኑበት ክለብዎ ባለቤት (አጋዥ) አለውን?

- አዎ  የለም

12. ከሚያሰለጥኑበት ክለብ የገንዘብ ክፍያ ያገኛሉን?

- አዎ  የለም

13. ከሚያሰለጥኑበት ክለብ ታዋቂ የእግር ኳስ ተጫዋች ተገኝቷልን?

- አዎ  የለም

14. ለጥያቄ ተ.ቁ. 14 መልስዎት “አዎ” ከሆነ የተጫዋቾች ስም ይዘርዝሩ.....

15.በልምምድ ወቅት በቂ የሆነ የስልጠና ቁሳቁሶች ከክለብዎት ይቀርባልን?

- አዎ  የለም

16.የምያሰለጥኑበት ተጫዋች በእግር ኳስ ላይ ያላቸው ፍላጎት ምን ይመስሎታል?

- ከፍተኛ  መካከለኛ  ዝቅተኛ

17.ለጥያቄ ቁጥር “16” መልስዎት ዝቅተኛ ከሆነ ምክንያቱን ይጥቀሱ\_\_\_\_\_

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18.የግል ባለሀብቶች መንግስታዊ የሆኑና ያልሆኑ ድርጅቶች የእግር ኳስ ክለቦችን ያግዛሉን?

- አዎ  የለም

19.በዞንና በክልል ደረጃ ተወዳድራችሁ ውጤት ስታገኙ የዞኑ ስፖርት ኮሚሽን ማበረታቻ ያደርግላችኋልን?

- አዎ  የለም

20.እንደ እግር ኳስ አሰልጣኝ መሆንዎ መጠን በአሁኑ ሰዓት የከፋ ዞን እግር ኳስ ዕድገት ደረጃ ምን ላይ ይገኛል?

- ከፍተኛ  መካከለኛ  ዝቅተኛ

21.ለጥያቄ ቁጥር 20 መልስዎት ዝቅተኛ ከሆነ ምክንያቱን ይጥቀሱ\_\_\_\_\_

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**አዲስ አበባ ዩኒቨርሲቲ ድህረ  
ምረቃ ትምህርት ቤት የስፖርት  
ሳይንስ ትምህርት ክፍል**

**ለእግር ኳስ ተጫዋቾች የተዘጋጀ መጠይቅ**

የዚህ መጠይቅ ዋና አላማ በደቡብ ክልል በከፋ ዞን ለእግር ኳስ ዕድገት ማነቆ የሆኑ ችግሮችን ለመለየትና ለወደፊት የሚያድግበትን አቅጣጫ ለማስቀመጥ ይችላል ዘንድ መረጃ መሰብሰብ ነው። መረጃው የተሟላ እንዲሆን የእርስዎን አመለካከትና ሃሳብ በትክክል ያንጸባርቅልኛል ብለው ያመኑበትን አማራጭ ለእያንዳንዱ ጥያቄ በታማኝነት ለይተው እንዲመለከቱ በትህትና እጠይቃለሁ።

**መመሪያ**

- 3. ስም መፃፍ አያስፈልግም
- 4. አስተያየትዎን በባዶ ቦታ ላይ በአጭሩ ይፃፉ ሆኖም ግን ቦታ ከጠበብዎት በወረቀቱ በስተጀርባ መዘርዘር ይችላሉ።

ለትብብርዎ ሁሉ በቅድሚያ አመሰግናለሁ!!

**ክፍል አንድ:- መልስ መስጫ ሳጥኑ ውስጥ ከቀረቡት አማራጮች መካከል መልስ ይሆናል ያሉትን ሳጥን ውስጥ “✓” ምልክት በማድረግ ይመልሱ።**

- 1. ያታ  ወንድ  ሴት
- 2. ዕድሜ  25-30  31-35
- 36-40  ከአርባ በላይ

- 3. የትምህርት ደረጃ
  - ዲግሪ  ዲፕሎማ
  - 12ኛ ያጠናቀቀ  10ኛ ያጠናቀቀ
  - ከ10ኛ ክፍል በታች

- 4. የጋብቻ ሁኔታ  ያገባ  ያላገባ  በፍች የተለየ

5. ክብደት በኪሎ ግራም

- 50-60 ኪ.ግ.     61-70 ኪ.ግ     71-80 ኪ.ግ     ከ80 ኪ.ግ. በላይ

6. ቁመት በሜትር

- 1.60-1.65 ሜትር
- 1.66-1.70 ሜትር
- 1.75-1.80 ሜትር
- ከ1.80 ሜትር በላይ

7. የተጫዋችነት የአገልግሎት ዘመን.....

8. በቂና ደረጃውን የጠበቀ የእግር ኳስ መለማመጃ ሜዳ አላችሁ?

- አዎ                       የለም

9. በልምምድ ወቅት በቂ የስልጠና ቁሳቁሶች ይቀርብላችኋል?

- አዎ                       የለም

10. በቂ ልምድና በሙያው የተካነ የእግር ኳስ አሰልጣኝ አላችሁ?

- አዎ                       የለም

11. ክለባችሁን በገንዘብና በሞራል የሚደግፍ ባለቤት አለውን?

- አዎ                       የለም

12. በሳምንት ስንት የልምምድ ቀን እና በቀን ለስንት ሰዓት ትሰራላችሁ?

- በሳምንት 5 ቀናትና በቀን 1 ሰዓት
- በሳምንት 4 ቀናትና በቀን 1 ሰዓት
- በሳምንት 3 ቀናትና በቀን 2 ሰዓት
- በሳምንት 2 ቀናትና በቀን 2 ሰዓት
- በሳምንት 1 ቀናትና በቀን 3 ሰዓት

13. ከክለባችሁ ክፍያ ታገኛላችሁን?

አዎ  የለም

14. ከቡድናችሁ /ክለባችሁ/ በሙያውና ችሎታው የተሻለ ተጫዋች ወደ ተሻለ ደረጃ ተመርጦ ያውቃል?

አዎ  የለም

15. ለጥያቄ ቁጥር '14' መልሳችሁ “አዎ” ከሆነ የተጫዋቹ ስም ይጥቀሱ?

16. ውድድር አድርጋችሁ በምታሸንፉበት ወቅት የዞኑ ስፖርት ኮሚሽን ማበረታቻ ይሰጣችኋል?

አዎ  አይደለም

17. የከፋ ዞን እግር ኳስ ዕድገት በአሁኑ ሰዓት በምን ደረጃ ላይ ይገኛል ብለህ ታስባለህ?

ከፍተኛ ደረጃ  ዝቅተኛ ደረጃ  መካከለኛ ደረጃ

18. ለጥያቄ ቁጥር '17' መልስህ “ዝቅተኛ” ከሆነ ለእግር ኳስ ዕድገት ማነቆዎች ምን ይሆናል ብለህ ታስባለህ? ቢያብራሩልኝ-----

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19. ተጨማሪ አስተያየት ካለዎት ከዚህ በታች ባለው ክፍት ቦታ መጥቀስ ይችላሉ::

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## **Appendix 7**

**Addis Ababa University  
School of Graduate Studies  
Department of Sport Science**

### **Interview Questions for Sport Commission**

- 1) How do you describe the current status of football development in Kaffa zone?
- 2) Do you have well structured and organized youth project and football clubs?
- 3) Did you encourage and give incentives for football youth project and clubs during their championship session?
- 4) Does your staff member design a plan (project) to investors to invest football project and clubs?
- 5) In your opinion what factors affected to the development of football and what is the solution to solve those problems?

## **Appendix 8**

**Addis Ababa University  
School of Graduate Studies  
Department of Sport Science**

### **Focus Group Discussion for key informants**

- 1) What are the administrative problems that causes on the development of football in Kaffa zone?
- 2) What is the interest of societies towards football development in Kaffa zone?
- 3) What kinds of problems are displayed on the part of the players?
- 4) Is there a furnishing ground to attract investors in Kaffa zone in order to invest football clubs?
- 5) In what manner solutions will bring to solve the factors that hinder football development?

## Appendix 9

### Observation checklist

Name of observer .....

Date of observation .....

Club.....

Time of observation ..... starting ..... ending -----

Sign of observer-----

<b>no</b>	<b>items</b>	<b>yes</b>	<b>no</b>
<b>1</b>	Does all playing fields are comfortable to apply all techniques and tactics?		
<b>2</b>	Do all players properly wear their sportswear during the training session?		
<b>3</b>	Does the number of balls enough preferably one for each or one between two?		
<b>4</b>	Do coaches follow players during warm-up and cool-down?		
<b>5</b>	Do coaches use note book during training?		
<b>6</b>	Do the clubs have enough amounts of cones?		

## Appendix 10

### Manpower's in kaffa zone and woredas

Table showing the distribution of sport experts and professionals from the zone to woreda level

Appendix2 Table showing the distribution of sport experts and professionals from the zone to woreda level

ተቋ	የስራ መደብ መጠሪያ	ዞን		ከተማ አስ/ር		ጠሎ ወረዳ		ቢጣ ወረዳ		ጊምቦ ወረዳ		ጨና ወረዳ		ዴቻ ወረዳ		አዲዮ ወረዳ		ጌሻ ወረዳ		ገዋታ ወረዳ		ጨታ ወረዳ		ሳይለም ወረዳ	
		ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ
1	የስ/ል/ተጠ/ዋ/የስ/ሂደት	3		1		1	1	2		2		2		1		1		1		2		1			
2	የል/ዕ/ዝ/ክ/ግ/ደ/የስ/ሂደት	1																1							
3	የስ/ሀ/ስራ/ኢ.ሚ/ደ/ሥ/ሂደት		1									1													
4	የስ/ሀ/መረ/ስታ/አቅ/ደ/ሥ/ሂደት		2		2	1	1	1		2				1		1			1	1		1			
5	የጋራ አገ/ሎት	4	1							1															
6	የመረጃ አፈሰር	1										1						1							
7	ተሻሻሚ	1		1		1		1		1		1		1		1		1		1		1		1	
8	ጸጎፊ	1																1							
	ድምር	11	4	2	2	3	2	4		6		5		3		3		5	1	4		3		1	

Source ;from kaffa zone sport commission human resource department(2013)

## **Declaration**

I declared that this thesis is my own original work and has not been presented for any degree and that all sources of materials used for the study have been duly acknowledged.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_

This thesis has been submitted for examination with my approval as a university advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_