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**The Influence and Diversity of Football Coaching Staff ; In the
Case of Selected Male Football Teams**

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ADDIS ABABA, ETHIOPIA

The Influence and Diversity of Football Coaching Staff ; In the Case of Selected Male Football Teams

A THESIS SUBMITTED TO SCHOOL OF GRADUATED STUDIES OF ADDIS ABABA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF THE DEGREE OF MASTER OF SCIENCE IN SPORTSCIENCE (FOOTBALL COACHING).

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ADDIS ABABA UNIVERSITY
POST GRADUATE PROGRAM

MASTER'S THESIS

**The Influence and Diversity of Coaching Staff in Ethiopian
Football; In the Case of Selected Male Football Teams**

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AUTHOR DECLARATION

I declare that this thesis was developed, finished, and written on "The influence and diversity of Football Coaching staffs; in the Case of Selected Male Teams," under the contractual guidance and oversight of Dr. Eyasu Merhatsidk. It has never before been offered as the foundation for the award of a degree, diploma, or other comparable titles by a university, examination body, or other institution.

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DEDICATION

I dedicate this thesis to everyone who has helped me along the way in my life and during this process. I want to thank my motivational mother, especially for her forethought, ambition, and tenacity she has modeled for me throughout my career.

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Last but not least, I would like to express my gratitude to all project participants for contributing their time and cooperation to the preparation of this study.

ACRONYMS

AASP: - Association of Applied sport psychology.

AFCON: - African cup of nations.

APA: - American psychological association

AS: - Assistance coaches.

ASP: - Applied sport psychology.

CAF: - Confederation of African football.

CBE: - Commercial Bank of Ethiopia.

CF: -Coaching staff.

CPD: - Continued professional development

EFF: -Ethiopian football federation.

FIFA: - Federation of international football association.

FSC: - Football coaching staff.

KT: - Kinesiology therapeutic.

SPSS: -Statistical package for social sciences.

ABSTRACT

The purpose of this study was to assess and examine the influence and diversity of football coaching staffs (FCS) in the selected Ethiopian male teams that tackle the enhancement of player's performance due to Ethiopian football developments; therefore, the study is to learn more about the perceived hurdles and current demands in sport science among football coaches. More than two assistant coaches, a goalkeeper's coach, a sport psychologist, a sport physiologist, a massage therapist, a fitness trainer, a doctor, nutrition specialists, and others are included in the football coaching staffs along with the head coach's strategies. The study utilized a quantitative research methodology, representing a descriptive survey design to examine the influence and diversity of football coaching staffs and The researcher employed purposive sampling techniques to select three teams and, based on their minimum number, decided to use all 85 respondents' players and coaching staff as a sample size through census surveys. The study indicated that in teams where there are insufficient coaching staffs, this circumstance has an impact on the growth of players' abilities, In Ethiopian football development and the game was played out on the field as what the coaching staff does with the players was demonstrated. The identified obstacles to applying sport science in daily football practice were conservatism in teams and a lack of funding, a lack of specific football knowledge among coaches, poor sports science integration into practice, and a lack of time, the cooperation between coaches and sport scientists is vital because of how a player performs on the field and how the coaching staff trains their players. sports science. According to the poll, the majority of coaching staffs have four people (47.05%) and three members (17.64%), showing that the team is well-rounded and has enough members to handle players' performance in a variety of areas. The findings imply that there is a desire to include sport science concepts into football training. By concluding the perspectives of experienced, professional coaches, this analysis aims to bridge the gap between the latest advancements in sports science and their practical application on the field. The concerned bodies should understand as coaches cooperate with sport scientists, their point of view and attitude stand out in all areas, and their approach to coaching is updated to include new ways to deal with player performance.

Key words: *Coaching staffs, Sport scientists, Player's performance, Football development*

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Football is the world's most popular form of sport, being played in every nation without exception (Inkelaar, 1994 and Tumilty, 1993). It shows dramatic progress or development in different parts of the world. It has also large media converge and public attention. For example, when continental and international competitions are held every attention will be towards the direction of the competition.

Even in our country the game became popular starting from early 1940s, Ethiopia was one of only three teams (along with Egypt and Sudan) to participate in the inaugural Africa Cup of Nations in 1957 and the team won the competition in 1962, while it was also the host. However, success has been elusive since the end of the 1960s. The team qualified for the 2013 African Cup of Nations (AFCON) after a 31-year of absence and 2022 AFCON.

Ethiopia has a rich football history and was one of the first countries in Africa to hold international competitions. In 1947, Ethiopia played its first international match, winning 5-0 against French Somaliland. In addition to being one of the founding members of the Confederation of African Football in 1957, the Ethiopian Football Federation (EFF) joined FIFA in 1952. But now the progress and result are steadily going down due to the lack of complete coaching staffs that currently the African as well as the international teams these who have a modern science of coaching staff, because of this lack of coaching staff the development of Ethiopian football highly affected (CAF, 2013).

The coaching staff (CS) is a team-affiliated organization of non-athletes. In athletics, a CS can exist at any level. In addition to doctors, massage therapists, trainers, equipment managers, fitness trainers, nutritionists, biomechanics, physiotherapists, psychologists, and other professionals, it is headed by a head coach, who in certain sports is also referred to as a manager or senior coach. The members of the coaching staff are required

to go through several trainings and courses to ensure reliability (Magnusen and Marshall 2010).

When it comes to football teams, everyone is aware of the main players. Even anyone with a casual interest in football will be able to tell you that a manager is in charge of choosing the players, and they will be aware that there will undoubtedly be players. But what about the other employees that work for a football team? What additional roles are there played that contribute to making life easier for both the man at the top of the tree and those who regularly have to go out into the field? (Jon et al., 2015).

Sport scientist can contribute to the body of knowledge that influences athletic practice and performance, which could have a significant and positive effect on the sports environment (Bishop, 2006; Reid et al., 2004).

This likely originates from times when scientists were used to solve problems within their own research discipline such as physiology, nutrition, fitness training, psychology, biomechanics etc. Research questions were therefore not always in line with the complexity of problems coaches faced in reality (Sands, 1998; Sarmiento et al., 2017). Finally, the terminology used by scientists and coaches differs, as do their educational backgrounds. Coaches may find it challenging to understand and apply findings from scientific research in the real world due to language barriers. Thus, there could be a number of underlying causes for the discrepancy between football practice and sport science. It has been proposed that the entire performance and experience of the team will be enhanced by having a coaching staff that is pleasant and enthusiastic and has healthy connections with the athletes. Although college athletes have the final say where they will be pursuing their academic and athletic careers, coaching staffs and facilities are more often than not are deciding factors.

According this idea of scholar and football science implies that to be competitive, successful in Ethiopian football development, there must be complete coaching staffs collaborating with sport scientist. Therefore, to develop Ethiopian football, we should have to work on the basis of complete coaching staffs for every team, especially in Ethiopian premier league teams. However, the presence of influence and diversity of football

coaching staff highly impacted the Ethiopian football development, due to this core problem the researcher selected three teams of Ethiopian electric football team, Mechal football team and CBE football team, from the existing 16 Ethiopian premier league teams the researcher selected two teams and one from the thirty-two Ethiopian higher leagues to study empirically.

1.1. Statement of the problem

The influence and diversity of football coaching staff might result high impact in the development of Ethiopian football. The absence of coaching personnel can hinder team development, and the dissemination of sports science research can enhance player performance. Ethiopian football developments become less competitive either in African nation or in international case. The researcher concerned about the cause of being less competitive and unsuccessfulness with other nation teams, might influence the cooperation of coaches and sport scientists to enhance player's performance. The role of sport scientists in football coaching staffs has been a topic of increasing discussion in recent years. While the importance of physical training and conditioning in sports is widely recognized, the presence of sport scientists in football coaching staffs remains limited. This essay seeks to explore the reasons behind this lack and the potential benefits that sport scientists can bring to football teams. By examining existing literature and interviewing experts in the field, a comprehensive understanding of the issue can be achieved.

In addition to promoting a more inclusive and equitable work environment, diverse coaching staffs have been demonstrated to enhance team performance and success. Research has shown that teams with more diverse coaching staffs are more likely to adopt innovative strategies, have better problem-solving abilities, and demonstrate stronger leadership skills (Lapchick, 2010). Consequently, the researcher wants to figure out the influence and diversity of football coaching staff that might tackle the development of Ethiopian football. Due to this problem, the researcher selects some teams from the Ethiopian premier league and higher league to find out the influence and diversity football coaching staff in the team.

1.2. Research Questions

The study set out to provide answers to the following questions in order to fulfill its goals:

- How to minimize the influence and diversity of football coaching staff?
- Is there sport scientist who supports the team collaborating with coaching staffs?
- What sources do coaches consult when looking for new ideas?
- How does the lack of coaching staff affect players performance on some selected teams?
- How can sports science research be disseminated to assist coaches and enhance player's performance?

1.3. Research objective

1.3.1. General objective

The general objective of this study figures out and evaluate the influence and diversity of football coaching staffs; in some selected male football teams, to recommend and advice correct measures to minify the existed or encounter problem.

1.3.2 Specific objective

- Identify and describe the influence and diversity of football coaching staff.
- To assess the problems in the football coaching staffs collaborating with sport scientists.
- To examine the diverse of football coaching staffs and consulting new ideas.
- To examine the value collaboration sport science and coaches to enhance player's performance.
- To assess and evaluate current problems in football coaching staff, suggest basic solution and recommendation to minimize the problem of football coaching staffs.

1.4. Significance of the study

Identifying Ethiopian football due to the influence and diversity of football coaching staff from being competitive with other African and international teams. This enable the researcher recommend strategies to fix the absence of coaching staff by collaborating with sport scientist to be competitive and successful teams. This alleviates the impact of Ethiopian football development. Furthermore, the finding would contribute to coaching knowledge and it indicates area of further research for Ethiopian football development.

1.5. Delimitation of the study

The researcher focuses on the given title to concentrate or work on given conditions.

1. Focus on male football teams.
2. It concerns on the Ethiopian football development by studying the coaching staff of some selected teams.
3. Mainly concern on the football coaching staff problems
4. The study is included three teams those are MECHAL football team, Ethiopian electric football team and CBE football team located at Addis Ababa.
5. The coaching staffs and available players on the teams that were chosen sources of data for the researcher.

1.6. Limitation of the study

During the research problems that can be occurred, those would be as follows

- The retirement of my previous advisor.
- Our countries political situation and war.
- Shortage of full information to give for the researcher; due to the fear of their problems would be exposing.

1.7. Operational definition

Coach: - A qualified person who directs and monitors the morals, determinations, physical, technical and tactical preparations of athletes through well, planned training program with scientific bases. (Sam, 2012).

Coaching: - The term "coaching" refers to the activities of a coach that include player development, instruction, direction, advice, correction, and assistance in their advancement.

Coaching staff: - is a backroom staff of non-athletes tied to a sport team to enhance player's performance together (Wikipedia).

Football development: - International football contests and regulations are being organized, along with global football play. As a result, every group, manager, player, and organization aim to outperform their rivals and keep that advantage (Global football development FIFA).

Incomplete: - not having all necessary or appropriate parts (Merriam-Webster).

Masseur: - a person who provide massage professionally (Cambridge English dictionary).

Problem: - is an issue or circumstance that is deemed unwanted or unpleasant and that must be resolved; it can also be an investigation that begins with a precondition to look into or prove a fact, a conclusion, or a legislation (Merriam-Webster).

Sport: - it's a competitive physical activity, governed by formal rules and played by individuals seeking to outperform their opponents, it also defined as a structured, goal oriented, competitive, contest based and lucid physical activity (barrel 1978).

Sport scientist: - are assist sportspeople to achieve the best possible sport performance, by applying knowledge and techniques from the area of medicine, physiology, biomechanics (the study of human movement) nutrition, psychology and massage (go study).

1.8. Organization of the study

This research was split up into five chapters. The first chapter covers the following topics: introduction; study background; problem statement; objective; research question; scope; significance; delimitation; operational definition; study limitations; and study organization. The review of related literature is briefly explained in Chapter two. Also, the research design and methodology are made clear in Chapter three. In addition to this it gathers the data from three teams of Ethiopian electric football team, Mechal football team and CBE football team. The fourth chapter also illustrates and emphasis about the data analysis and interpretation. The final chapter five demonstrates about the summary, conclusion and recommendation of the title research.

CHAPTER TWO

2. Literature review

2.1. Introduction

A literature review as an analysis and synthesis of research sources to generate a picture of what is known about a particular situation and knowledge gaps that exists in the situation. The purpose of the literature review is to look for research approaches used by other researchers, which could be useful to particular study (Manzin, 1998). Other than (Manzin, 1998), the researcher found no literature on Ethiopian football development due to lack of football coaching staff, possible gaps in the Ethiopian football development, the best approach to uses and ultimately to make recommendations for practice and further research.

The ultimate goal in football is to achieve greatness based on performance. The performance of a football team affects many people over the world and therefore has great social influence (Kunz, 2007). From a financial standpoint, it is also important that a professional team performs well. High performing teams typically have a higher income from, e.g., match attendance, sponsorships, TV rights, visitors, merchandise and performance bonuses, which is important for maintenance and growth of clubs (Szymanski, 2001).

Football coaches are therefore involved with players on a daily basis, where a major part of the job is to conduct training sessions to get the most out of the team. Sport scientists share similar interests of increasing individual and team performance by conducting scientific research. Sport science can contribute to the body of knowledge that influences athletic practice and performance, which could have a significant and positive effect on the sports environment (Bishop, 2006; Reid et al., 2004).

In order to be successful, football coaching staffs must possess a diverse range of expertise and skills. At the collegiate level, coaching staffs typically consist of a head coach and several assistant coaches who specialize in different areas, such as offense, defense, and special teams. These positions require individuals who not only have a deep understanding of the game but also possess strong leadership abilities. The head coach serves as the ultimate decision maker and is responsible for overseeing all aspects of the team's performance. Meanwhile, the assistant coaches play a crucial role in implementing the head coach's vision and in providing specialized instruction to players (Bishop, 2006).

Despite the potential benefit from research, the transfer of knowledge from sport-related scientific research to sports coaches need further improvement (Martens, 2000 and Coutts,

2016). Lack of collaboration between science and practice is frequently mentioned in the literature (Goldsmith, 2000). Science is often criticized for not asking relevant questions for practical environments (Goldsmith, 2000; Reade et al., 2008).

A coach, particularly in a professional league, is usually supported by one or more assistant coaches and specialist support staff. The staff may include coordinators, strength and fitness specialists, and trainers. In elite sport, the role of nutritionists, bio mechanists, psychologist, massage therapist and physiotherapists will all become critical to the overall long-term success of a coach and athlete. They work on the overall responsibility of their athletes. According the literature review national and international sources will be listed on the following topics of Head coach, assistance coaches. Physiotherapist, fitness trainer, nutritionist, goal keeper coach, bio mechanists, massage therapist, sport psychologist and so on (Scott et al., 2016).

Principles of Peer Coaching Numerous staff development practices are called "coaching." These include "technical coaching," "collegial coaching," "challenge coaching," "team coaching," "cognitive coaching," and uses of "peer coaching" (Garmston, 1987) to refer to the traditional supervisory mode of pre-conference/observation/post-conference. None of these should be confused with, or used for, evaluation of teachers. Similar to our approach, technical coaching, team coaching, and peer coaching (as in peer clinical supervision) focus on innovations in curriculum and instruction (Kent 1985, Neubert et al.,1987), whereas collegial coaching and cognitive coaching aim more at improving existing practices (Garmston et al., 1993). All except team coaching differ from our practice in that their primary vehicle for improving or changing classroom instruction is verbal feedback.

2.1.1 Head coach

A head coach, senior coach, or manager is a professional at training and developing athletes. They typically hold a more public profile and are paid more than other coaches. In some sports, the head coach is instead called the "manager". In football, a coach is a person involved in the direction, instruction and training of the operations of teams or individuals of sport people. A coach may also be a teacher (Jon et al., 2015).

The role of the head coach in setting team culture and strategy is crucial for a football team's success. The head coach is responsible for creating a positive and cohesive

environment that fosters unity among players and coaches. A strong team culture enables players to work together towards common goals and promotes accountability. Additionally, the head coach is responsible for designing and implementing effective strategies based on the team's strengths and weaknesses. This includes analyzing opponents' tactics and developing game plans that give the team a competitive edge (Jones, 2019). The head coach's ability to establish a clear team culture and develop effective strategies greatly influences the team's performance on and off the field.

In the majority of nations, a coach's or trainer's job is restricted to developing and training the "first team" of the club. The goalkeepers' preparation and training are the responsibility of one of the assistant coaches who work alongside the head coach. Athletic trainers and medical staff also support the coach. The medium to long-term strategy of a football club, with regard to transfer policies, youth development and other sporting matters, is not the business of a coach in most football countries (Scott et al., 2016).

2.1.2 Assistance coaches

A coach is usually supported by one or more assistant coaches. Assist soccer coaches by reaching practice ground a few minutes earlier than scheduled time to enable timely starts of session. Work and help head coach to set up equipment, develop strategies and drills and also implement same during practice session. The assistance coaches monitoring all players during practice sessions to identify strengths and weakness of each individual develop program to observe player during drills, games and identify all special requirements to implement customized module (Jon et al., 2015).

Assistance coaches should design strategies for participating in health competitions, teach team members various soccer skills to help them develop sportsmanship, coordinate and manage all communication with various stakeholders through regular group interactions, and work with teams during internal and external games to provide the necessary support and guidance.

Assistant coaches'(AS) contributions in specific areas (offense, defense and special teams). Assistant coaches play a vital role in shaping the success of a football team in specific areas such as offense, defense, and special teams. They provide specialized knowledge and skills

in these areas, working closely with players to develop strategies and improve performance. For instance, offensive assistant coaches focus on developing effective play designs and enhancing the team's scoring ability (Rodger, 2007). On the other hand, defensive assistant coaches focus on analyzing opponents' plays and devising effective strategies to counter them. Special team's coaches focus on developing techniques and strategies for kicking, punting, and returning kicks. Contributions from these assistant coaches are crucial in enhancing the overall performance of the team in different aspects of the game.

Depending on what the manager wishes to accomplish, an assistant coach's position might vary greatly. A few managers see their role to be selecting the team and instructing players on tactics, but they do not believe they are responsible for coaching. In order to work with players both individually and collectively, other managers are very involved and frequently make their way down to the training field. Whatever they don't do, the assistant coach typically tends to pick up the (Scott et al., 2016).

Respect and understanding must be reciprocated in the head coach-assistant coach connection. With assistants, coaches need to be transparent, honest, and appreciative of their ideas. Assistant coaches are not allowed to speak or act in any way that might be detrimental to the head coach. Players who feel they can't communicate with the head coach effectively frequently approach the assistant coaches. The only thing assistants should vow to do is work as a good mediator between the head coach and themselves. Coaches should train assistant coaches to become head coaches, particularly in cases of succession planning (Andrew, 2016).

In most cases, an assistant manager would choose the team and the formation that the team will use during a game in conjunction with the manager. It will be their duty to communicate with the club's physicians and physiotherapist to find out which players are available for training, how the injured players are progressing with their recuperation, and other information. They will let the manager know about this. Additionally, they will determine the training sessions that are required, focusing on particular tasks like transition work, set-piece defense, or other crucial duties. Additionally, assistant managers typically lead the players through their pre-match and post-match warm-downs.

2.1.3 The goalkeeping coach

The role of goalkeeping coach is fairly self-explanatory: the coach works close with the team's goalkeeper to prepare them for a game. The specific tasks they perform vary from week to week and are usually determined by the opposition. For example, if the team they play against plays a lot of long balls and has a tall, strong striker, they may use rugby pads to 'rough up' the 'keeper as they come for crosses. Equally, if it looks as though the game is likely to go to penalties then they'll practice spot-kicks and look at the penalty takers and the way that they tend to shoot (Jon et al., 2015).

A goalkeeping coach's job is crucial as they work with the player that is isolated throughout most of the match. They'll do things like look at the opposition's strikers and see how they tend to play, informing the goalkeeper about their favored foot, whether they tend to shoot across goal or at the near post and so on. They'll also work with the goalkeeper on their distribution and the way that they set-up for set-pieces. They'll usually communicate with the manager over those sorts of things, figuring out whether they want them to get rid of the ball quickly or hold on to it, or whether they'd like them to play it short to the defenders near them or go long to the midfielders and strikers. They'll also work closely with the head coach (Quinn et al., 2013)

Good goalkeeping is critical to the success of the team and goalkeepers occupy an extremely unique position that requires an extremely unique set of skills. The two main problems faced by a single head coach are 1.) Insufficient personal training to provide proper instruction to their goalkeepers; and, 2.) Insufficient time to focus on the needs of these one or two individuals over the bulk of the team. These problems can be overcome by taking the necessary coursework, doing the homework, getting the experience, cross-training all of the team in goalkeeping, and having separate goalkeeper practices, or by finding an eager assistant coach (Jon et al., 2015).

2.1.4 Fitness Coach

The job of the fitness coach is arguably one of the most important in football. They have to look at the season as a whole and figure out how to work with the players in order to

ensure that they're fitness lasts throughout the season. They can't make players train too hard at the start of the campaign as they'll then be tired towards the end of it, but equally they can't allow them to be too laid back after the summer or else they'll be caught cold once the season gets underway (Jon et al., 2015).

The fitness coach also has to think about individual training for the different players. If they work with a player who has had a bad knee in the past, for example, then they won't want them doing too many exercises that will put that knee under lots of strain and its further damage. They'll also need to weigh up the importance of getting players ready for the full season as well as for the upcoming match, coming up with training regimes that will tick both boxes. Different players work and get fit at different rates, so that will need to be taken into account. They will work closely with the head coach. With technology and performance analysis now becoming ever more influential within the game, fitness coaches must also have a good understanding of the data available so that they can provide sessions which will help individuals and the team reach their peak for match days and avoid unnecessary injuries (Howley et al., 2011).

2.1.5 Conditioning Coach

The work of a conditioning coach is similar to that of a fitness coach in many ways, which is why the two will work so closely together. Conditioning coaches come up with programs and systems that allow players to become stronger, faster and more powerful. They can be thought of as being similar to personal trainers, working with players individually in order to ensure that they improve their weaknesses wherever possible (Jon et al., 2015).

Fitness coach can help amateur and professional athletes to be successful in a particular sport by teaching them the required skills needed. However, they can coach more than one sport to multiple people. Their role involves identifying athlete's strengths and weaknesses as well as those of their opponent. Coaches also improve the physical condition of an athlete to help increase their full performance; improve form, technique, skills and stamina. A coach must be ready to work long and irregular hours including evenings, weekends and

holidays. Typically, coaches are required to be a minimum 18 years of age and have a bachelor's degree (Howley et al., 2011).

As well as through the usual methods that you'd expect a conditioning coach to work with, such as in a gym and on the weightlifting equipment, more and more conditioning coaches are seeing the importance of doing things like yoga and calisthenics in order to strengthen the body and the inner core. Their role is all about getting players fit and improving individual aspects of their performance. They will get information from a physiotherapist in order to know what players can and can't do.

2.2 Physiotherapist

Physiotherapists work with players to help them recover from injuries or to ensure that previous injuries don't flair up again because of their work with the fitness or conditioning coaches. They will be called upon by the fitness sections of the club to help assess a player's injury and ability to work ahead of a match, amongst other things. Physio can be used to help players with muscle issues, musculoskeletal issues and even the likes of posture problems (Jon et al., 2015-2023).

Physiotherapists will work closely with players during their recovery period after an injury, making sure that they don't rush back too quickly and are doing appropriate exercises to help them recover as soon as they can. They'll usually be asked to create training programs and create holistic approaches to player recovery, aiming to ensure that there is then less chance of a player picking up a similar injury in the future. Such is the nature of football; the likelihood is that players will be weaker after an injury and so physio have the role of trying to help them get as close to normal as possible. One study showed that French elite players were generally able to maintain their skill-related performance throughout a game (Carling and Dupont, 2011).

Disease categories, types of patients, and methods of treatment known as specialties or they may assume responsibility for the provision of continuing and comprehensive medical care to individuals, families, and communities known as general practice. Medical practice properly requires both a detailed knowledge of the academic disciplines, such as anatomy

and physiology, underlying diseases and their treatment the science of medicine and also a decent competence in its applied practice the art or craft of medicine.

Both the role of the physician and the meaning of the word itself vary around the world. Degrees and other qualifications vary widely, but there are some common elements, such as medical ethics requiring that physicians show consideration, compassion, and benevolence for their patients. Players may also experience temporary fatigue during a game. Male elite football players have on a number of occasions been shown to engage in reduced high-intensity exercise, below game average, in the five-minute period following the most intense period of the match (Mohr et al., 2003; Mascio and Bradley, 2013).

2.2.1 Nutritionist

Football is the most popular sport all over the world. Like all sports, diet has the biggest impact on training. Whenever highly talented, motivated and well-trained players are meeting in competition, the margin between victory and defeat is small. Diet affects performance and the foods are chosen by players in training and competition will affect how well will play and are trained. Every player needs to be aware of his personal nutrition. Every player is different, and there is no single diet that meets the needs of all players at all times. Individual needs also change across the season and players must be flexible to accommodate this (Jones et al., 2019).

Sports nutrition is a specialty that occurs with the interaction of exercise and nutrition sciences. In addition to maintaining health and performance in sports nutrition, it is aimed to reach and maintain the body composition specific to the sports branch, to provide functions such as recovery after exercise and body fluid balance. Adequate and balanced nutrition is very important in achieving optimum body function and composition in athletes. The energy requirements of athlete's differ according to the duration and intensity of the exercise in daily and annual training plans (Jones, 2006).

Athletes must adopt nutritional techniques that improve their performance before and after exercise. A certain level of nutritional knowledge is required to apply these techniques. Low nutritional knowledge is considered to harm on food intake and performance in

athletes. In a study conducted by Kolodinsky et al. (2007), it was found that in athletes with low nutritional knowledge, fat and sugar consumption and energy intake were high and nutrient intake was low. In a similar study, it was found that athletes with low nutritional knowledge levels were not aware of current nutritional recommendations and their carbohydrate consumption was insufficient. In addition, it has been stated that athletes do not have sufficient information about the use of food supplements and doping, which can adversely affect health.

A good diet can help support consistent intensive training while limiting the risks of illness or injury. Good food choices can also promote adaptations to the training stimulus – this can lead to more improvement for the same training load. The right diet is also important in preparing for games and in hastening recovery afterwards. Getting the right amount of energy to stay healthy and to perform well is key. Too much and body fat increases: too little and performance falls, injuries increase, and illness results.

Any coach that works with players will also want them to ensure that they're having the best diet possible, which is where a club's chef and nutritionist will come in handy. Many normal people will head to the gym and work hard, wondering why their body isn't changing or they're not losing weight because they forget just how important nutrition is in the whole process. There are countless different aspects to the job of a nutritionist, needing to come up with meal plans that are healthy but that also ensure that players are getting everything that they need. They will need to offer players a decent carbohydrate intake ahead of a training load, spreading that out over all of the meals through the day (Perlepe, 2016).

The key thing that a nutritionist needs to be able to do is ensure that the meals are tasty as well as offering a player what they need. Oftentimes they'll need to do their best to make the meals easy to cook, knowing that either the players themselves or their family will be cooking their evening meals. What a player needs to eat will be different before a match and after one, to say nothing of when kick-off times differ. It's much harder to persuade a player to eat a steak at eight in the morning ahead of a lunchtime kick-off, for example, than it is late in the afternoon ahead of an evening game. Coming up with the right sort of

diet that can be eaten at the right time of day is invaluable, with players not wanting to be sluggish or tired mid-game because they've eaten the wrong thing (Jones, 2019).

2.2.2 Sport psychologist

The field of applied sport psychology (ASP) has met with different challenges during its relatively young history. It faced a significant challenge some four decades ago when trying to establish its reason d'être during the 1970s. Concerns raised on the ecological validity (i.e., the lack of attention to the unique context of sport) of laboratory-based sport psychology observations (Silva et al., 2007), the growing need for field-based observations and research, as well as the evolution of the scientist practitioner model in (sport) psychology brought the need for distinguishing the practices of academic sport psychology and that of ASP (Giacobbi et al., 2005).

The practitioner is central to the development of ASP practice. While an ASP-related educational background will provide a sound basis for a novice practitioner, other factors will enable practitioners to develop from a novice into a mature, experienced ASP professional. Two factors which have received particular attention include competency development and continued professional development (CPD). Competence refers to the professional's overall suitability for the profession, reflecting her or his knowledge, skills, and attitudes, and their integration (Rubin et al., 2007). In one of the few studies related to competencies in ASP practice, (Ward et al., 2005), found that 20 clinical sport psychologists, members of APA Division 47 and AASP Certified Consultants, rated counseling awareness and sensitivity within sport culture as essential competencies. More precisely, the knowledge domain reflected essential competencies in practitioners' understanding and respect of organizational/institutional regulations that may govern athletes' behaviors; the skills domain reflected essential competencies in their referral of athletes to more qualified professionals when appropriate; and the domain of attitudes/beliefs reflected in their awareness of their values and biases with regard to athletes and the sport environment. Non-essential competencies included sources of information valuable to psychologists working with athletes but not directly impacting their work (e.g., having expertise in the use of traditional assessment and testing

instruments; being AASP certified). Building upon the (Wylleman et al., 2009) found that 12 ASP practitioners used 57 different concepts ASP practitioners.

The area of sports psychology known as "mental game coaching" focuses exclusively on assisting athletes in overcoming the mental obstacles preventing them from reaching their maximum performance. Mental game coaching aims to increase performance overall by concentrating on the mental abilities required to succeed in any sporting event. Sport psychology is the process of recognizing limiting beliefs and adopting a more positive sport-related philosophy in order to enhance your mental game and attitude and help you reach your maximum potential.

2.3 Bio mechanists

Soccer kick is the main offensive action during the game and the team with more kicks on target has better chances to score and win a game. For this reason, improvement of soccer instep kick technique is one of the most important aims of training programs especially in young players (Weineck, 1997). The distance of the kick from the goal, the style of kick, air resistance, and the main kick technique which is best explained by biomechanical analysis all affect how successful an instep soccer kick is. It does appear, nevertheless, that throughout the past ten years, more scientific studies on the biomechanics of soccer kicks have been published. As a result, new characteristics of soccer kick performance are being discovered, such as further information about the movement's three-dimensional kinematics, the joint moments that propel the movement, and the mechanisms behind soccer performance. as well as various factors which affect soccer kick biomechanics such as age, gender, limb dominance and fatigue as well as a number of other variables including age, gender, limb dominance, and weariness that have an impact on soccer kick biomechanics. The aim of the present study was to examine recent findings on soccer kicking biomechanics and to identify new aspects that may be decisive for soccer kick performance (Lees and Nolan, 1998).

Key points

- Segmental and joint rotations in several planes, as well as the proximal-to-distal sequence of segmental angular velocities till ball impact, are used to accomplish the soccer kick. The ultimate ball speed, direction, and spin are also significantly influenced by the quality of the ball-foot impact and the mechanical behavior of the foot.
- Ball speed values during the maximum instep kick range from 18 to 35 m (sec)⁻¹ depending on various factors, such as skill level, age, and approach angle and limb dominance.
- A powerful kick is defined as the achievement of maximal ball speed; however, maximal ball speed does not guarantee a successful kick: in each case, the ball must reach the target. As previously explained, joint and segment velocities are lower when the player is instructed to hit the ball accurately as opposed to a fast and powerful kick performance. The majority of biomechanics research has focused on the biomechanics of powerful kicks, primarily in laboratory settings. It is therefore apparent that future research should focus on biomechanics of fast but accurate kicking (lees and Davies, 1998).

2.3.1 Massage therapist

The majority positive advantages of sports massage are said to exist for athletes. Sports massage can be applied during training, right before or after an event, or for recovery. It is a well-liked option for both recreational activities and professional athletes. Sports massage is a systematic manipulation of the soft tissues of the body that focuses on muscles relevant to a particular sport (Cambron et al., 2006).

The manipulation of the body's soft tissues is called massage. Commonly, hands, fingers, elbows, knees, forearms, feet, or a gadget are used to apply massage treatments. Generally speaking, massage is used to ease pain or stress in the body. In Europe, a person who has received professional training to provide massages is typically referred to as a masseur (for men) or masseuse (for women). These people are frequently referred to as massage therapists in the US since they are required to hold a license and certification as "Licensed Massage Therapists". In clinical settings, patients receive care while resting on a massage

table, lounging on a floor mat, or reclining in a massage chair. The massage industry offers an extensive range of techniques, such as Swedish, deep tissue, trigger point, and trigger point integration, manual lymphatic drainage, sports, Thai, and medical massage. Sports massage employs a wide range of motions and methods. Swedish massage, effleurage (stroking), petrissage (kneading), compression, friction, tapotement (rhythmic hitting), vibration, gliding, stretching, percussion, and trigger points are a few examples of these techniques. These movements and techniques are used to try to help the athlete's body achieve maximum performance and physical conditioning with a decreased chance of injury or pain and a quicker recovery (Jon et al., 2015-2023).

A massager is one of those underappreciated yet important positions in football for the players. Imagine jogging continuously for 45 minutes, taking a 15-minute break, and then repeating the process. Your muscles may suffer severe damage as a result, and the strain that builds up there may cause you to lose consciousness or experience cramps. The masseuse's role is to prevent it from occurring by assisting athletes in relaxing following a practice or game. By assisting in the removal of waste products that often accumulate in the muscles after exercise, a masseuse can help athletes reduce edema and promote muscular oxidation. They will also decide which type of massage is best for a player, usually opting for the soft-tissue variety but also offering more stimulating varieties when necessary (Cambron et al., 2006).

2.4 Football coaching staff requirement

Let alone trained goalkeepers, the majority of coaches lack goalkeeping expertise. Given that goalies make up just 10% of a soccer squad, this makes logical. Some coaches work to strengthen their keepers through exercises, which, if conducted in a limited space, is beneficial for practicing game situations or reaction/reflexes. However, that is insufficient to improve technique or address issues that were noticed during a practice or game. Therefore, I advise hiring a goalkeeper coach, if just part-time. To enhance all of your goalie talents, the goalie coach can use your keepers throughout part of practice or before/after practice. Remember that goalkeepers require their own unique pre-practice/game warm-up routines (Tom, 2016).

Physical fitness training encompasses various aspects such as speed, endurance, flexibility, strength, and so on, and most trainers are aware of it. As we have done in our books, I advise you to include ball-based physical fitness routines in your routine. Have a fitness trainer on your squad staff if you're not a specialist in fitness training, exactly like with goalkeeper training. They are also a great source of information for managing injuries. Competitive teams require extra finance, trip preparation, and administration due to their strict travel policies and increased equipment requirements. Some even have team bank accounts and demand shopping experience. A team manager can be very beneficial, and coaches don't want to be sidetracked from the growth of their players and teams.

So here is the team staff I recommend (and have personally assembled) for competitive teams:

- head coach
- goalkeeper coach
- assistant coach two or more
- team manager
- fitness trainer

When teammates get along well, the team grows into its own small unit and has a lot of joy and fun. In the end, it usually comes down to the head coach's leadership abilities. I've seen other models where experts, like strikers and defenders, are introduced to deal with specific functions. Certain teams assign all of their players to a fundamental skills coach. The key is to decide what can't be covered easily or competently by the coach and assistant coach and add that skill to the staff (Tom, 2016).

These larger organizations might give the team specific resources or pooled resources. Once more, the team receives the least attention from the coach and assistant coach. Shared resources could include team managers, personal trainers, and goalkeeper coaches. In these settings, extra services are frequently needed:

- medical staff (therapists, doctors, psychologists, chiropractors)

- statisticians
- media & community relations
- nutrition experts

Coaches and assistant coaches are full-time employees in professional soccer and certain university settings, where the demands on their leadership and decision-making skills are significantly higher. I encourage you to assess your future coaching situation and determine who the right people might be to help you along the way (Tom, et al., 2006).

2.5 Who is sport scientist

The appreciation and application of sport science support within team sports has grown exponentially over the past few decades. Support structures traditionally involved one sport science practitioner having a plethora of roles within a team, such as physical trainer, nutritionist and even sport psychologist. The growth within the sports science sector is concurrent to the increased financial wealth of teams (Doust, 2011), allowing investment in both support staff and technology. The number of distinct support positions inside a team has increased as a result of the significant rise in technology and data that are available to teams. Professional teams now frequently employ a number of sport science support personnel in physiology, biomechanics, nutrition, and psychology, among other sports science specialties. Typically, practitioners take on positions as a sports psychologist, data scientist, strength and conditioning coach, or rehabilitation fitness coach.

The Combined with colleagues from other disciplines, such as performance analysis and medical services, there is upwards of ~15 support staff for one team, notwithstanding the team's technical coaching staff (Eisenmann, 2017). Despite the increase in the amount of applied research being conducted by sport scientists, there still appears to be a gap when translating into practice with key stakeholders (i.e. coaches and athletes). (Rodgers et al., 2009), examined the transfer of sport science knowledge to high-performance coaches and found that coaches still prefer informal conversations with fellow coaches to gain knowledge of sport science. It may also be the case that sport scientists often research what

is relevant to themselves rather than the key stakeholders, recently defined as ‘interesting’ as opposed to ‘useful’ (Jones et al., 2019).

One potential consequence of the lack of sport scientists in football coaching staffs is a decline in overall team performance and competitiveness. Sport scientists play a vital role in enhancing athlete's performance through the implementation of evidence-based training methods, monitoring of physical and physiological parameters, and injury prevention strategies. With the absence of these specialists, teams may struggle to optimize their training programs, fail to identify key performance indicators, and may be more prone to injuries, resulting in suboptimal team performance and ultimately, a decrease in their competitiveness. The lack of sport scientists in football coaching staffs is a concerning issue that needs to be addressed. According to Jones (2019), sport scientists play a crucial role in enhancing athletic performance and reducing the risk of injuries. Their expertise in areas such as nutrition, physiology, and strength and conditioning can greatly benefit football teams. Further argues that sport scientists can provide valuable data and analysis to coaches, enabling them to make informed decisions and develop effective training programs. Therefore, it is crucial for football clubs to prioritize the inclusion of sport scientists in their coaching staffs to optimize player performance and overall team success.

Williams and Kendall (2007), found that coaches perceived a requirement for further research in sports psychology, which is often undervalued within the professional setting (Bishop et al., 2006). Showed that sport scientists should focus on adopting athletes' and coaches' language when communicating results, instead than using more conventional approaches (such journal papers). It's possible that some sport scientists with less experience possess a high degree of theoretical understanding but lack the "soft skills" that come with more expertise. Thus, while the number of partnerships in professional team sports has increased, the effectiveness of these initiatives has not been investigated. The current study set out to investigate practitioners' and academics' points of view regarding developing collaborative applied sport science research in team sports. The study's specific goal was to pinpoint the results and any possible roadblocks associated with partnerships.

Dissemination of scientific knowledge to coaches. For example, coaches have to be motivated to acquire new knowledge (Reade et al., 2008). Whilst the use of jargon and the inability to tailor for sport-specific needs impair scientific knowledge engagement (Martindale and Nash, 2013). Equally, contextual factors such as the need to prioritize decisions around injuries, illness, team selection, competition, travel, meetings, reviews and exercise programming are routinely discussed as KT barriers in sport (Bishop, 2008). It is possible that there are two types of barriers in this regard: those that are related to context (such as decision prioritizing, language use, and motivation) and those that are related to personal characteristics (such time and motivation). Because the Sport Scientist might not be able to influence the time and motivation constraints, it might be more appropriate to concentrate on the process and context.

To understand the context and bridge the research to practice gap, there has been an increase in the level of collaboration between academia and professional sport (Drust, 2019). In this way, researchers/academics embed themselves within the professional sporting organization with the aim of either conducting research relevant to the organization and/or acting as a conduit in disseminating relevant scientific information. Despite this aspect of knowledge transfer being considered a competitive advantage (Jones et al., 2019; McCall et al., 2016), Malone et al. (2019) report that academics and practitioners defined here as ‘on the ground’ members of any performance support staff group (Fullagar et al., 2019), share contrasting views on the dissemination of information. Indeed, academics ranked ‘journal articles’ a higher order of importance when obtaining scientific information than practitioners, whilst practitioners reported a greater preference for informal communication and info graphic type teaching (Malone et al., 2019).

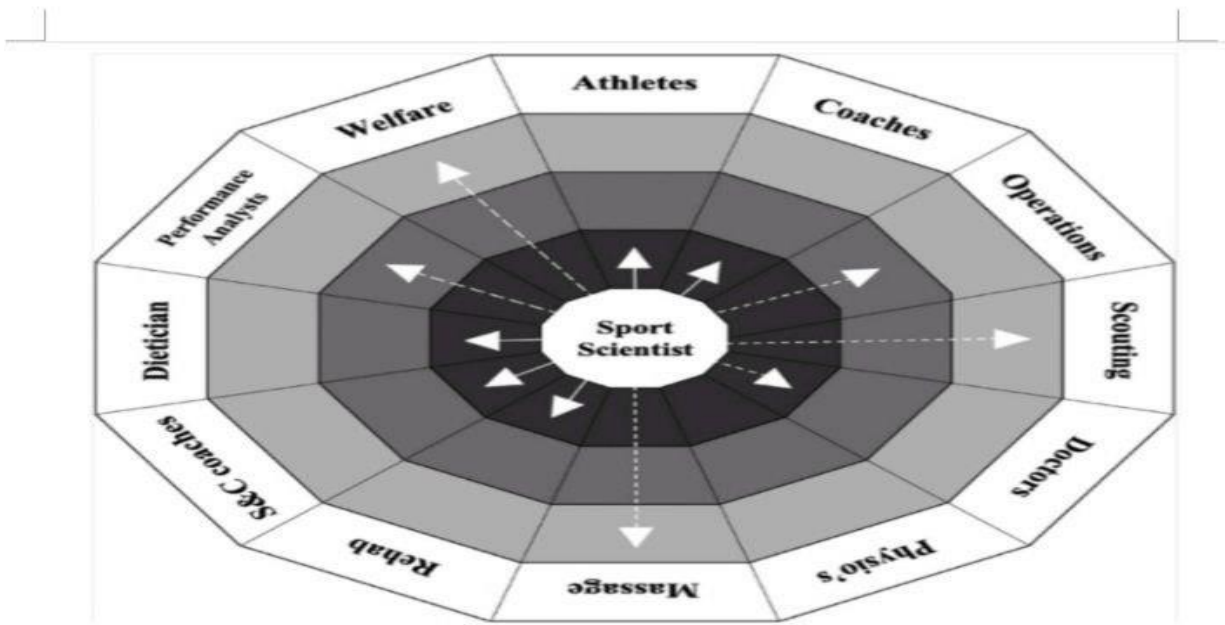


Figure 1.

A schematic overview and working example of the complex ‘web’ of stakeholders and communication that exists for a Sport Scientist on any given day within the professional sporting environment. Note that interaction and communication may occur between disciplines involving the Sport Scientist or without the Sport Scientist involved. The different shaded layers of the web indicate the proximity of interaction – primary (dark-inner), secondary (middle) and tertiary (light-outer); in which communication takes place with each discipline. The arrow denotes proximity of communication between the Sport Scientist and relevant stakeholder and connecting lines to arrow denote the frequency of communication with solid lines representing daily interaction and dashed lines representing weekly–monthly interaction. Whilst this is an example based on experience, it is likely context- and organization-specific.

This suggests that living and breathing similar/shared experiences, such as that in the field determines a commonality in approach to learning. Importantly, however, coaches perceive greater value in information pertaining to technical and tactical expertise, mental training and skill acquisition, whilst practitioners prefer research and information about fitness and recovery (Fullagar et al., 2019).

Philosophy, which represents how a Sport Scientist goes about their daily life and is perceived by their colleagues, is the culmination of character, leadership style, and assessment. However, considering that the Sport Scientist's primary responsibility is to assist others, it could be argued that the Sport Scientist's personality is representative of someone who prioritizes building relationships, welcomes and encourages change, embraces a culture of learning, collaborates with others, and encourages shared decision-making. These qualities are probably enforced by adopting the four essential transformational leadership concepts. Transformational leadership is underpinned by influence, individualization, stimulating intellect and inspiration (Bass, 1985). Assuming these traits in the day-to-day converges and result in raising awareness in others of key issues and increases the confidence of stakeholders (Bass, 1990).

CHAPTER THREE

3. RESEARCH AND METHODOLOGY

3.1 Introduction

Quantitative researchers consult possible designs and select or develop one from the models available. In this study, the researcher selected a descriptive design to examine the influence and diversity of football coaching staffs in the case of selected male Ethiopian football teams.

3.2 Research method

The researcher adopted a quantitative approach and used a descriptive survey design to examine the influence and diversity of football coaching staffs in the case of selected male Ethiopian football teams and strategies to alleviate or lessen the problem. Described a research design as an overall plan for conducting research.

3.3 Research design

The purpose of this study was to describe the influence and diversity of football coaching staffs on selected male Ethiopian football teams. To get this quantitative research based on the goal and objective of the study, as well as to identify ways to minimize the problem, was shown to be the best approach.

A self-completion questionnaire was used to collect data, and it was structured, formal, objective, and systematic, which was one of the quantitative research's qualities. The influence and diversity of football coaching staffs were studied using numerical data.

3.3.1. Descriptive

The design was intended to do descriptive research to learn more about the topic being studied. Furthermore, these kinds of studies offer a precise representation or description of the traits of a specific person, thing, or group in actual circumstances.

3.3.2. Source of data collection

The data collection has been done by using combination of primary and secondary data collection methods.

3.4 Sample and sampling techniques

In this investigation, purposive sample techniques were used to select three teams, two from the Ethiopian Premier League and one from a higher league of Ethiopian male football teams, based on their rank on the league table and who were established earlier.

The selected three teams were as follows:

- Ethiopian electric football team around Addis Ababa city.
- Mechal football team located in Addis Ababa city.
- CBE football team located in Addis Ababa city.

From these selected teams the researcher collected data from available players of (73) and coaching staffs (12) depending on census design.

Therefore, the questionnaire and data collection tool were formal, impartial, and systematic; hence, this strategy was thought to be appropriate. The benefits of quantitative research include being more affordable and effective, it took fewer people to distribute the questionnaires. After removing the element of identity, responses may become more objective and honest. Respondents who are challenging to reach by personalization or by phone call can be polled more cheaply and laboriously than in a face-to-face interview.

3.5 Data collection

Utilizing observation, an interview, and a questionnaire, an organized strategy for data collection was applied. The structured technique was used since it produces data that is simple to examine and doesn't demand much work from the responders.

3.5.1 Observation

The researcher was there during the game and during practice to observe the coaching staff of the chosen Ethiopian teams in order to learn more about the influence and diversity of the football coaching staff on those teams.

3.5.2 Questionnaire

The researcher collected data from the respondents by means of self-administered structured questionnaires. The questionnaire has both open-ended and closed-ended questions that were distributed to the players and coaching staffs. The researcher finally agreed to answer and clarify any queries.

3.5.3 Interview

The researcher interviewed the available coaching staffs in the selected teams about the influence and diversity of football coaching staffs in Ethiopian teams.

3.6 Validity and reliability

Validity and reliability are the determinants of the caliber of research and research tools. The researcher followed the validity and reliability standards in this study. The following methods were used by the researcher to guarantee the study's validity and reliability:

- For reliability and validity, the researcher uses a census by collecting data from all players and coaching staff on the team and using SPSS 25 for analysis.
- Undertaking a literature review.
- Ensuring congruency between the research question, objective, findings, and recommendations.
- Giving an operational definition of the concepts, which are specifications of the operations that the researchers must perform to collect the required information.

3.6.1 Ethical consideration

The researchers would obtain permission in writing to conduct the study with the three selected teams.

I. Privacy

The respondents gave their informed consent to engage willingly in the study in order to protect their privacy.

II. Freedom of choice and protection from harm

There was no chance of causing discomfort or injury to research participants. The respondents had the option of volunteering, and they were allowed to decline to participate or to leave the study at any moment if they so desired. Sensitive topics must not be covered in the questions, and responders must sign a consent form that is linked to the questionnaire.

3.7 Procedure of data collection

Respondents were evaluated following the creation of research instruments, such as observation, questionnaires, and interviews, with the assistance of research sources. The collection of information from the players and coaching staffs was given the researcher a clear clarification about the influence and diversity of football coaching staffs. Finally, the researcher was tending to accomplish the data analysis.

3.8 Method of data analysis

To condense, arrange, and interpret the data, data analysis was done. Typically, data gathering comes before data analysis. The study objectives and questions are what guide the analysis methodologies used first. When analyzing the data, questions requiring qualitative measurements were expressed as percentages and quantitative questions as descriptions. Results from the late analysis were collected. Finally, conclusions and suggestions were made using the data from the observation, interview, and questionnaires.

4. CHAPTER FOUR

DATA PRESENTSTION, ANALYSIS AND DISCUSSION

This chapter provides a quick overview of the general information acquired from respondents via a structured questionnaire given to football coaches and players. The researcher provides relevant responses to the fundamental queries posed by the problem statement, which is broken down into two sections: data analysis and respondent background information.

4.1 Demographic characteristics of players

The features of the responder must be identified, examined, and interpreted in order to obtain crucial information about their capacity to supply reliable data. The following was the analysis and interpretation of football players' past data sorted by age, athletic activities, and length of time spent with the team in person.

Table 4. 1Demographic characteristics of players

Variable	Frequency	Percentage
Age of respondents		
Under 18	0	0
18-23	19	26.02
24-28	33	45.20
Over 28	21	28.76
Total	73	100
Field of play	Frequency	Percentage
Goal keeper	9	12.32
Defense	22	30.13
Midfielder	22	30.13
Forward	20	27.39
Total	73	100
How many years have you been in the team	Frequency	Percentage
1 years	29	39.72
2 years	26	35.61
3 years	12	16.43
More than 3 years	6	8.21
Total	73	100

As Table 4.1 shows, there are no players under 18 and 19 (26.02%) responded at the age of 18-23. Out of 73 respondents, 33 (45.20%) were from 24-28 range of ages and the rest 21 (28.76%) were more than 28 years old.

From the data, we can understand that each team has three goaltenders, then 9 (12.32%) of the players are goaltenders and 22 (30.13%) of the respondents are defendants. For 73 players 22 (30.13%) of respondents are midfielders and attackers were 20 (27.39%). Those 73 respondents were 29 (39.72%) of the players stayed for one year and 26 (35.61%) were for two years. 12 (16.43%) of respondents have been staying for three years and the other 6 (8.21%) for more than three years. Based on that data, every team has a very short contract.

Table 4. 2Demographic characteristics of coaching staffs

Variable	Frequency	Percentage
Age of respondents		
20-35 years old	0	0
36-45	6	50
Over 46	6	50
Total	12	28.76
Education level	Frequency	Percentage
Under grade 10	0	0
Under grade 12	3	25
Diploma	3	25
Degree	4	33.34
Over MSc/PHD	2	16.67
Total	12	100
Your role in the team	Frequency	Percentage
Head coach	3	25
Assistance coach	2	16.67
Goalkeeper coach	3	25
Medical	1	8.34
Other	3	25
Total	12	100
Year of experiance	Frequency	Percentage
Under 5 years	0	0
6-10	1	8.34
Over 10 years	11	91.67
Total	12	100

Table 4.2 indicates that there were no respondents under the age of 35 from coaching staffs. While out of 12 coaches, half (50%) were 36 to 45 years old and the remaining 6 (50%) were over 46 years old. The educational attainment of respondents, where none of respondents below grades 10 and 3 (25%) were below grade 12. In addition to these 3 (25%) have a diploma, 4 (33.34%) have a degree and the other 2 (16.67) have a Master's degree. Whereas from the 12 respondents of coaching staff were 2 (16.66%) sport scientist and the other 10(83.34%) were from other unrelated departments and below grade 12.

These respondents have their own roles within their team, which is why 3 (25%) were head coaches, 2 (16%) were assist coaches, and 3 (25%) were goalie coaches. 1 (8.34) physician and the other 3 (25%) were from other support staff. Their experience was enormous 11 (91.67%) respondents have more than 10 years of experience in football practice and the remaining 1 (8.43%) has 6-10 years of experience.

Table 4. 3General information of players

Variable	Frequency	Percentage
Satisfaction rate with training method		
Very satisfied	26	35.61
Satisfied	40	54.59
Neutral	0	0
Unsatisfied	7	9.58
Total	73	100
Who supports you for fitness training?		
	Frequency	Percentage
Head coach	54	73.97
Assistance coach	6	8.21
Fitness trainer	4	5.54
Our selves	9	12.32
Total	73	100
Who supports you for massage therapy		
	Frequency	Percentage
Head coach	0	0
Assistance coach	20	27.39
Massage therapist	26	35.61
Medical doctor	12	16.43
Other	15	20.54
Total	73	100
Who supports you for sport psychology		
	Frequency	Percentage
Head coach	59	80.82
Assistance coach	0	0
Sport psychologist	5	6.84
Medical doctor	0	0
Other	9	12.32
Total	73	100

Table 4.3 Demonstrate that the researcher attempts to investigate player satisfaction with their training method and attempts to observe during training and games. Consequently, 40 (54.59%) of respondents are satisfied, 26 (35.61%) are very satisfied and the remaining 7 (9.58%) are dissatisfied with the training methods.

Of 73 respondents, 26 (35.61%) received help from a massage therapist after training or high intensity games and 20 (27.39%) received help from an assistant coach. 12 (16.43%) of the players were helped by their physician and the remaining 15 respondents were helped by other members of the training staff.

The researcher also asked who had helped them when they required a sports psychologist; of 73 respondents most players show their score by marking their head coaches on the given survey. Not only does this physical training even the majority of respondents show their result by scoring to their head coach, which means we can figure out from this how head coaches have been overloaded covering different areas.

(Jones, 2019) stated that, the head coach is responsible for designing and implementing effective strategies based on the team's strengths and weaknesses. This includes analyzing opponents' tactics and developing game plans that give the team a competitive edge. The coach is also assisted by medical staff and athletic trainers (Scott et al., 2016). However, my research indicates that the head coaches covered the majority of the territory.

Table 4.4 General information of players

Variable	Frequency	Percentage
Is nutrient system being the same for all?		
Yes	47	64.38
Partially	18	24.65
No	8	10.95
Total	73	100
Do you have enough coaching staffs	Frequency	Percentage
Yes	6	8.21
Neutral	28	38.35
No	39	53.42
Total	73	100
Do you learn theoretically in class?	Frequency	Percentage
Yes	24	32.87
Partially	15	20.54
No	34	46.57
Total	73	100
Are there sport scientists in your coaching staffs?	Frequency	Percentage
Yes	17	23.28
Partially	17	23.28
No	39	54.42
Total	73	100

As table 4.4 Displays the result on the question of "Is your nutrition system the same for every player? " of 73 respondents 47 (64.38%) indicated yes, 8 (10.95%) answered no and the remaining 18 (24.65%) remained to some extent. On top of this, the researcher asks how your coaching staff is enough, and then 6 (8.21%) player shows their agreement, 49 (53.42%) disagree and 28 (38.35%) are naturally occurring.

Respondents replied that 24 (32.87%) answered "yes" to the theoretical class, 34 (46.57%) answered "no" and the remaining 15 (20.54%) indicated their mark in some cases. In addition, the researcher seeks to explore the extent to which sport scientists have been included in the coaching staff. As a result of 73 respondents 39 (54%) showed their result by scoring nobody was a sports scientist in our training teams, 17 (23.28%) replied yes and the remaining 17 players (23.28%) remained partially.

According to (Jones, 2019), sport scientists play a crucial role in enhancing athletic performance and reducing the risk of injuries. Their expertise in areas such as nutrition, physiology, and strength and conditioning can greatly benefit football teams. Further argues that sport scientists can provide valuable data and analysis to coaches, enabling them to make informed decisions and develop effective training programs. However, my research revealed a lack of sport scientists.

Table 4. 5General information of coaching staffs

Variable	Frequency	Percentage
Player's satisfaction on training method?		
Satisfied	11	91.67
Partially	1	8.34
Unsatisfied	0	0
Total	12	100
Do you have enough coaching staffs?	Frequency	Percentage
Yes	2	16.67
Natural	5	41.67
No	5	41.67
Total	12	100
The relationship with sport scientists	Frequency	Percentage
Strong	2	16.67
Partially	3	25
Weak	4	33.34
Very weak	3	25
Total	12	100
How influence and diversity of coaching staffs?	Frequency	Percentage
High	1	8.34
Partially	10	83.34
Nothing	1	8.34
Total	12	100
Do you give theoretical classes?	Frequency	Percentage
Yes	4	33.34
Partially	3	25
No	5	41.67
Total	12	100
How is the administrative staff awareness about coaching staffs	Frequency	Percentage
Weak	6	50
Partially	4	33.34
Strong	2	16.67
Total	12	100

Table 4.5 shows the general information of the training staff in which, the players' satisfaction during the training method of 12 respondents most of the staff shows their satisfactions. The researcher also asked if they have enough support staff. Therefore, 2 (16.67%) answered yes, 5 (41.67%) answered no and the remaining 5 (41.67%) responded naturally.

The relationship between coaches and sport scientists shows us that 2 (16.67%) were solid. 3 (25%) were very weekly and natural for every given box and 4 (33.34%) respondent remains weak. Furthermore, the lack of influence of coaching staff was 10 (83.34%) respondents remained natural, highly influenced were 1 (8.34%) respondent and 1 (8.34%) said nothing. The researcher also asked about the awareness of administrative staff's influence on the team due to a lack of coaching staff; therefore, the result was that 6 (50%) respondents were weak, 2 (16.67%) were strong, and the remaining 4 (33.34%) stayed natural.

According to (Bishop, 2006) In order to be successful, football coaching staffs must possess a diverse range of expertise and skills. At the collegiate level, coaching staffs typically consist of a head coach and several assistant coaches who specialize in different areas. However, my research indicates that a deficiency in a variety of areas of expertise and skills.

Table 4. 6 The available members of coaching staffs? for coaching staffs and players

Variable (member of coaching staffs)	Frequency	Percentage
Head coach		
Yes, we have	85	100
No, we haven't	0	0
Total	85	100
Assistance coaches	Frequency	Percentage
Yes, we have	77	90.58
No, we haven't	8	9.41
Total	85	100
Goalkeeper coaches	Frequency	Percentage
Yes, we have	85	100
No, we haven't	0	0
Total	85	100
Medical doctor	Frequency	Percentage
Yes, we have	43	50.58
No, we haven't	42	49.41
Total	85	100
Massage therapist	Frequency	Percentage
Yes, we have	42	49.41
No, we haven't	43	50.58
Total	85	100
Sport psychologist	Frequency	Percentage
Yes, we have	0	0
No, we haven't	85	100
Total	85	100
Nutrition expert	Frequency	Percentage
Yes, we have	2	2.35
No, we haven't	83	97.64
Total	85	100
Sport physiologist	Frequency	Percentage
Yes, we have	2	2.35
No, we haven't	83	97.64
Total	85	100
Sport bio mechanist	Frequency	Percentage
Yes, we have	0	0
No, we haven't	85	100
Total	85	100
Physical trainer and conditioning	Frequency	Percentage
Yes, we have	7	8.23
No, we haven't	78	91.76
Total	85	100

Table 4.6. Shows that the results of the availability of the coaching staff were achieved by the players and coaching staffs. Therefore, all 85 respondents agreed by marking on the table, "Yes, we have, regarding head coach and goalkeeper coaches, the result of assistance coaches, said 77 (90.58%) yes and 8 (9.41%) no, in addition to this, 43 (50.58%) respondents said yes, we have a medical doctor, but 42 (49.41%) said no. in response to a question about table 4.6 the respondent replies the availability of sport psychologists and bio mechanists, said No, all respondents. Next to this, the results on massage therapist availability showed that 43 (50.58%) said yes, we have, and 42 (49.41%) said not available. Finally, based on the results of the nutrition expert, sport physiologist, and physical trainer, all most respondents showed their agreement by saying they were not available in their team.

According (Scott et al., 2016) a coach, particularly in a professional league, is usually supported by one or more assistant coaches and specialist support staff. The staff may include coordinators, strength and fitness specialists, and trainers. In elite sport, the role of nutritionists, bio mechanists, psychologist, massage therapist and physiotherapists will all become critical to the overall long-term success of a coach and athlete. But according to my research, that had an impact on the diversity of coaching staffs which combined with sport scientists.

Table 4.7 The number of coaching staffs? For players and coaches

Variable	Frequency	Percentage
Number of coaching staffs		
Two	6	7.05
Three	15	17.64
Four	40	47.05
Five	8	9.41
Six	9	10.58
More than seven	7	8.23
Total	85	100
Number of assistance coaches	Frequency	Percentage
Nothing	8	9.41
One	42	49.41
Two	33	38.82
Three	2	2.35
Total	85	100

Table 4.8 indicates the result of the number of coaching staffs available: 6 (7.05%) said two numbers of coaching staffs are available in their team, 15 (17.64%) said three, 40 (47.05%) said four members, 8 (9.41%) said five members, 9 (10.58%) said six members of the coaching staff, and the rest 7 (8.23%) said more than seven members of the coaching staff are available. In addition to this, the researcher tries to find out the result of the availability of assistance coaches; therefore, 8 (9.41%) respondents agreed with not available, 42 (49.51%) agreed with "one assistance coach," 33 (38.08%) agreed with "two and the rest (22.35%) agreed with three members of assistance coaches.

The Combined with colleagues from other disciplines, such as performance analysis and medical services, there is upwards of ~15 support staff for one team, notwithstanding the

team's technical coaching staff (Eisenmann, 2017). Despite the increase in the amount of applied research being conducted by sport scientists, there still appears to be a gap when translating into practice with key stakeholders (i.e. coaches and athletes). However, my research revealed a lack of coaching staffs.

Interview of the coaches' checklist

Below is a summary of the coach's responses to each interview. How does the lack of coaching staff affect the development of Ethiopian football, the researcher wonders? Their reaction where it must be employed in every squad; yes, it has a stronger impact on our teams than it does on the level of national teams that have been around for a while.

In contrast to a few years ago, when only head coaches covered all departments, we now have goalkeeper and assistant coaches.

The players try to compete with their national teams in various competitions after their performance is believed to be developed by a large coaching staff.

It will be simple when different departments work together with the head coach.

Due to the fact that player performance will be quantified, football coaching must now be undertaken by recruiting individuals from other professions.

The absence of coaching staff causes the head coach to be overburdened. The head coach assigns every activity, including fitness, technique, tactic, and psychologically to attackers, midfielders, and differentiators. This causes the head coach to be overburdened and unsuccessful.

In addition, when we asked several coaching staffs to join us, they replied that they had no the necessary funds. The investigator was inquired, "What will be the reason that our football doesn't develop as we are pioneers in Africa?"

We needed to develop a strategy that had continuity from the ground up or grassroots, which was the reason. The Ethiopian football system is complex due to the effect of politics and social issues, so we must dedicate a lot of time to projects that will continue in many parts of Ethiopia. We must continue to modernise football by integrating art

and science across a range of different departments, the lack of Federation structures, coaches-self-updating, the number of academies, and the scarcity of playing spaces are all factors that influences.

The investigator requests that, does your team have a strategy for working together with coaches and sports scientists to improve player performance? Therefore, the respondents request was Yes, we do have a plan, and we think those scientists who are knowledgeable in sport science are fantastic, but there is corruption in our football, and the majority of sport scientists and coaches don't agree on anything. The issue is that since they work in various professions, coordination is necessary.

Observation parts

The investigator was observed while training and playing. The result was that the observation carried out there is even no coaches of assistance in a few teams. Most teams have been trained in different areas by their head coaches, but all have goaltending coach and traditional massage therapists, what we call **WEGESHA**. Whereas the coaching staff member was less than four. But they have a man who has gathered the equipment in each team. This training method is always traditionally they don't have modernized to deal with the performance of players using different methods to avoid boredom.

As the observation showed who has a good score in a league have been who has the best coaching staff in the team. In some teams does not have a sports scientist where, as in some teams has their head coaches well educated in the science of sport, but this makes them overworked.

To understand the context and bridge the research to practice gap, there has been an increase in the level of collaboration between academia and professional sport (Drust, 2019). However, the results highlight the lack of coaches and the need to collaborate with sports scientists.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

The following are the main findings from the data analysis: The study's key conclusions are outlined in this section, along with some recommendations and a summary.

5.3. SUMMARY

The fundamental questions put forward, the information acquired through surveys, interviews, and team observations, and the outcomes obtained were used to construct the following summary. The primary and secondary sources of the study's data were consulted. Ethiopian football's development could be severely hampered by a lack of coaching staff. This study set out to define and evaluate the influence and diversity of Ethiopian football coaching staffs, provide information for more research, and provide recommendations. The researcher selected three teams from the Ethiopian premier league and higher leagues to explore the problem that comes with teams having an inadequate coaching staff in order to remedy this issue.

The necessary edits and modifications were performed after getting the respondents' responses but before the actual data were distributed. The study's sample area includes three Ethiopian male football teams (MECHAL, ECSC, and CBE) chosen using a purposive sampling technique. The study's data sources were collected from 12 coaching staffs and 73 players.

Prior to distribution, respondents received instructions on how to request the questionnaire, and any necessary revisions and modifications were made after receiving the respondents' responses, prior to the actual data collection.

The descriptive survey methodology was used to design and implement the data collection forms for the study, and the census method will be used to assure dependability. After reviewing important works from many sources to make the questionnaire's language and clarity better and Calculators for descriptive and statistical

purposes were employed in this investigation, along with other analytical methods. Part analyses in the SPSS 25 version were done for the description.

The following specific research objectives were developed in order to achieve the study's overall goal:

- Identify and explain the influence and diversity of Ethiopian football coaching staff; in some selected male football teams.
- To evaluate the coaching staff for football's difficulties.
- To assess the availability and worth of football coaching staffs.
- To investigate the benefits of collaborating with coaches and sports scientists to improve player Performance.
- To review and evaluate existing issues facing the football coaching staff and to offer a simple fix and suggestion to reduce the issue.
- To offer precise details for additional research.

On the basis of the aforementioned precise goals, hypotheses were also developed.

- There are no methods used by the coaching staff to maximize Ethiopian football growth.
- Sports scientists and the team's coaching staff don't communicate and collaborate well. The head coach keeps himself occupied when looking for new ideas rather than talking to other sports scientists.
- A substantial influence is had since Ethiopian football is not developing due to a lack of coaching staff.
- There are no proper steps that taken for a full coaching staff.
- Very flimsy to assist coaches and enhance player performance, sports science research needs to be properly conveyed.

The key conclusions for the data analysis are outlined as follows:

- ❖ How many members of the coaching staff are available?

According to the 85 respondents' responses, 61 (71.76%) of the coaching staffs had fewer than four members on hand, and the remaining 24 (28.23%) had more than five. The researcher noted that each of those three teams had fewer than four players, yet they still regarded their drivers and kit men as part of the coaching staff.

- ❖ How are the coaches and sport scientists on the team's interaction and collaboration?

Table 4's findings show that every team has a head coach, goalkeeper coach, and nearly as many assistant coaches, but no sport scientists like a sport psychologist, sport physiologist, nutrition expert, physical trainer, biomechanist, etc. Two (16.66%) of the coaching staff's 12 respondents were sport scientists, and the remaining 10 (83.34%) came from unrelated fields and were lower than grade 12. Even so, these two sports scientists are overworked and ineffective in certain situations because they also serve as head or assistant coaches. From 12 coaching staffs, 7 (58.34%) were rated as weak or very weak in their relationship with sport scientists, 2 (16.67%) as strong, and the remaining 3 (25%) as natural.

- ❖ How can the coaching staff improve the performance of the athletes in every circumstance?

The head coach was busy providing players with assistance in a variety of areas, such as personal trainers, nutritionists, sport psychologists, and others, in an effort to improve performance. The majority of players and coaching staffs agreed that their teams' coaching staffs weren't sufficient and that they were too busy focusing on improving players' performances through fresh research and training to keep themselves up to date. In certain situations, assistance coaches were used to help the players.

- ❖ If there is a plan for such a thing, what methods do you employ to fill your coaching staff for the upcoming season?

Despite the coaching staff's repeated requests for sport scientists and extra assistant coaches to join them, the administration staff's response stated that there was no budget. According to Table 3, the researcher also questioned the participant about the administrative staff's understanding of their influence on the team in the absence of coaching staff. According to the results, 2 (16.67%) were strong, 4 (33.34%) were natural, and 6 (50%) of the responders were weak.

Every facet of human performance is covered by sports scientists, including biomechanics, exercise physiology, motor control, motor development, physical fitness, sport psychology, therapists, and nutrition. Therefore, the goal is to maximize athlete development in competitive athletic situations by using an applied scientific process to support coaches' decision-making processes. Usually, this is accomplished by gathering high-quality data, interpreting it, and then providing information or suggested courses of action to the right stakeholders and decision-makers. Given that sports science is currently advancing at an exponential rate, working experts have high hopes for the field's endless possibilities.

The influence and diversity of football coaching staffs, as discussed earlier in this essay, highlights the integral role they play in shaping the success and culture of a football team. The coaching staffs' diverse range of backgrounds and experiences contribute to a broader perspective and innovative thinking within the team. Furthermore, these staffs have a significant impact on player development, game strategies, and overall team performance. Without their influence and diversity, football teams would lack the necessary guidance, knowledge, and support required for achieving optimal outcomes on and off the field.

Summarize the reasons for the lack of sport scientists and the consequences, there are several reasons for the lack of sport scientists in football coaching staffs, leading to various consequences. Firstly, limited financial resources and budget constraints hinder the hiring of specialized professionals. Additionally, the traditional coaching mind-set, focusing more on technical and tactical aspects, undervalues the science-based approach. Furthermore,

the lack of awareness and understanding about the role of sport scientists and their potential contributions also contribute to their absence in coaching staffs. Consequently, clubs and teams miss out on the benefits that sport scientists bring, such as improved performance, injury prevention, and enhanced player monitoring.

5.4. CONCLUSION

The purpose of the current study was to better understand the sport science requirements that now face professional football coaches as well as the perceived barriers to using scientific discoveries. According to the findings, football coaches have little to no academic training but extensive playing and coaching experience. Coaches were thought to be experts in technical and tactical skills. The coaches stated they knew less about both physical and mental abilities. They also had a strong interest in having more coaching staffs. The coaches admitted to having some understanding of recent breakthroughs in sport science and stated an interest in incorporating sport science into football practice. Conservatism within teams and a lack of funding were the main obstacles to joining sports science experts as part of the coaching staff.

This study examined and evaluated football coaches' current needs for sport science experts as a part of their coaching staffs and their perceived barriers to scientific findings. The fact that we included professional coaches in the survey contributed to the quality of the study because these coaches were expected to know what types of knowledge and skills were needed to successfully do their job (Collins and Collins, 2015).

According to the findings, one team with sports scientists, who were from the 12 coaching staffs, had better results in the league, working more closely together could improve scientists' understanding of practice, which may lead them to better connect with coaching staff and work on more relevant questions that exist in the field. This is also in line with the personal contact that most coaches prefer to gain scientific knowledge through (Reade et al., 2008). A short-term benefit for coaches would be direct access to scientific knowledge via personal contact in an informal way. A long-term benefit may be that the

collaboration may lead to scientific research that is better tailored to the real-world situation and, as such, easier to apply in practice. Since the scientific publication process is slow, coaches would have first-hand access to new insights, which may give them a winning edge (Coutts, 2016).

The influence and diversity of football coaching staffs have a significant impact on the success of a team. The incorporation of diverse perspectives, experiences, and coaching styles enhances the overall effectiveness and adaptability of a coaching staff. Additionally, a diverse coaching staff can better connect and resonate with an increasingly diverse group of players, fostering a more inclusive and supportive team environment (Jones, 2017). Overall, the influence of a diverse and collaborative coaching staff cannot be undermined in the context of football, as it directly contributes to the overall success and growth of the team.

The lack of coaching staff is highly influential on Ethiopian football development because football coaching now needs sport scientists who help players cooperate with coaches in physical and mental aspects. As Ethiopia was one of the pioneers in football among African nations and is now ranked 41 (from Africa) and 143 (from the world) based on the FIFA ranking calculator, the reason is that we are still there using traditional coaching methods.

For the development of Ethiopian football, the football federation should lay out a structure that includes more than two sport scientists in each squad. In order to participate at the AFCON of Cameroon, our national team has a large coaching staff that includes a sports scientist. As a result, every team should join a large coaching staff that works with sport scientists because when they join every team and their national teams, they will be part of the national squad with enhanced performance. This makes it easier for the national coaching staffs and ensures that results are consistent and effective.

The response claimed that the issue was a lack of funds from the teams, although this condition cannot be the problem given that they had to pay more than 23 players and make attempts to scout and move players with significant salaries. They should at least alter their coaching staffs to help the 23 players instead of doing this.

5.2 RECOMMENDATION

The researcher offers the following suggestions as potential means of reducing the problems seen based on the conclusions drawn from the findings of the data examined:

- The findings suggest that this group of football coaches is interested in incorporating sport science knowledge into practice.
The disciplines and topics they are interested in learning more about, as well as the removal of perceived obstacles, may aid in the integration of sport science in the context of a football career.
- Emphasizing the need for proactive measures to address the issue and improve football coaching staffs is crucial. As mentioned earlier, integrating sport scientists into coaching staffs can provide valuable expertise and support in areas such as injury prevention, player conditioning, and performance analysis. By recognizing the importance of sport scientists, clubs and organizations can take steps towards bridging the gap between theory and practice, ultimately enhancing the overall quality of coaching. Only through proactive measures can football coaching staffs fully harness the potential benefits that sport scientists can offer.
- The coaches have to keep themselves informed about recent research by consulting with sport scientists.
- The coaches should change the awareness of the administrative staff about how it influences the lack of coaching staff in their teams. Every coach, administrative staffs, football federation should be aware that improving player performance in football requires consideration of technical, tactical, mental and physical factors.
- Senior sport scientists should get in touch with the football federation to inform each team about how the lack of coaching staff affects Ethiopian football. They ought to request additional coaches and sport scientists to join each team and demonstrate how enhancements will be achieved.
- The present game of football requires outstanding coaches and sport scientists to develop players' performance. As a result, the concerned bodies should evaluate and determine if the team is successful or unsuccessful under these circumstances.

- The coaching staffs of national teams should inform the football federation of how the absence of coaching staffs in the nations where the players are recruited affects the performance of the national teams in several sectors and suggest to fix for the development of Ethiopian football.
- The administration of teams should be aware that both the lack of coaching staff that works to improve player performances as well as these players' representation on their national teams have an impact on various areas of Ethiopian football's development.
- The concerned should understand as coaches cooperate with sport scientists, their point of view and attitude stand out in all areas, and their approach to coaching is updated to include new ways to deal with player performance.
- Due to a lack of funds, the corruption and conservatism of the bulk of the teams should be eliminated or reduced as much as feasible.
- Due to the progress of Ethiopian football in several components, the federation should notify all teams, at least those in the Premier League, about the need for coaches and sport scientists to collaborate.

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Appendix – 1

Addis Ababa University

School of graduate student

Department of sport science

Questionnaire provided for coaching staffs

This questionnaire is designed to gather data on the Survey Study on the influence and diversity of coaching staff in Ethiopian football: in the case of selected Male football teams. Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

Part One: Background information

Direction 1: In order to answer the following questions, please write the relevant information in the designated space or place a “√” mark in one of the boxes.

The team's name _____

1. Age: 20-35 35 - 45 Above 46

2. How many years of experience do you have in coaching?

Less than one year 1-4 years 5-8 Years above 10 years

3. Are you licensed as a coach?

Yes NO

4. In the event that you respond "yes" to question 4, what level of coaching license do you currently hold?

A license B license C license

5. If your answer for question 4 is “No” / from backroom staff, what is your specialization field of study _____

6. What degree of education or training do you possess?

Grade 10 complete Grade 12 complete Certificate level

Diploma BSC MSC PHD

7. If you have completed more schooling than a diploma, what subject do you study?

Teaching physical education/ sport Football coaching

Another subject

8. How many coaching staffs have your team? _____

Part two

Direction 2: In order to answer the following questions, please write the relevant information in the designated space or place a “√” mark in one of the boxes.

1. Do you think the team's rules and regulations are adequate?

Yes No

2. Are you and your players getting along well?

Yes No

3. Do you believe the training approach has satisfied the players?

Yes No

4. Does your team coaching staffs are educated?

Yes No partially

5. Does your team work collaborate with coaches and sport scientists?

Yes No partially

6. Does your Football team administrative staff have knowledge about coaching staffs?

Yes No partially

7. How much interaction have you had with sport scientists/science?

Very week weak

Partially strong

8. How many assistance coaches have your team? _____

9. Who gives training to your team goalkeepers?

Part three

Direction 3: In order to answer the following questions, please write the relevant information in the designated space or place a “√” mark in one of the tables provided.

Member of coaching staffs	Yes, we have	No, we haven't
Head coach		
Assistance coaches		
Goalkeeper coaches		
Sport psychologist		
Nutritionist		
Physiologist		
Medical doctor		
Bio mechanists		
Physical trainer and conditioning		
Massage therapist		

Appendix – 2
Addis Ababa University
School of graduate student
Department of sport science
Questionnaire provided for players

This questionnaire is designed to gather data on the Survey Study on the influence and diversity of coaching staff in Ethiopian football: in the case of selected Male football teams. Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

Part one: background information

Direction 1: Please respond to the following questions by circling the appropriate information on the following alternatives.

1. Name of the team _____

2. Age A. Below 18 B. 18-23 C. 24-28 D. 28 years and above

3. Your position of play in the playing formation
 - A. Goalkeeping B. Central defender (back)
 - C. Right /Left defender (back) D. Attacking /Defensive mid fielder
 - E. Right /Left winger F. Attacking /Forward

4. For how long have you played for the club?
 - A. 1 year B. 2 Years C. 3 Years D. 3 Years and above

5. Training system of the club you are playing tend to encourage the players

A. Strongly agree B. Agree C. Disagree D. strongly disagree

Part two

Direction 2: In order to answer the following questions, please write the relevant information in the designated space or place a “√” mark in one of the boxes.

1. Do you have a good interest in your team coaching staffs?

Yes No Partially

2. Who helps you when you need psychologist towards your profession?

Head coach Assistance coach psychologist

Sport psychologist /scientist your teammate No one

3. Who helps you when you need massage therapist after intense training/game?

Head coach Assistance coach massage therapist

Sport scientist your teammate No one

4. Does your team have educated nutritionist who prepared diet depends on the science before and after training/game?

Yes No

5. Does your team have a physiologist in your team who has knowledge or educated on physiology?

Yes No

6. Who gives you physical training and conditioning?

Head coach assistance coach physical trainer

7. Who gives training to your team goalkeepers?

Head coach Assistance coach Experienced goalkeeper coach

8. Who threats an injured player during training and games?

Head coach

Assistance coach

Professional Physiotherapist/medical doctor

experienced therapist

9. Have you ever taken an orientation about football biomechanics by the professional bio mechanists or sport scientist in your team?

Yes

No

10. Do you have theoretical classes?

Yes

No

Part three

Direction 3:

In order to answer the following questions, please write the relevant information in the designated space or place a “√” mark in one of the tables provided.

Member of coaching staffs	Yes, we have	No, we haven't
Head coach		
Assistance coaches		
Goalkeeper coaches		
Sport psychologist		
Nutritionist		
Physiologist		
Medical doctor		
Bio mechanists		
Physical trainer and conditioning		
Massage therapist		

Appendix – 3
Addis Ababa University
School of graduate student
Department of sport science

Interview provided for coaching staffs

This unstructured interview is designed together data on the Survey Study on influence and diversity of coaching staff in Ethiopian football: in the case of selected Male football teams.

For Coaching staffs and administrative staffs

1. How is the influence and diversity of coaching staff in your team?
2. What are the causes of being not a good performance of the player while the coaches and sport scientist working collaborate?
3. How do you describe the lack of coaching staff that might results on development of Ethiopian football?

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7. የሚያስፈልጉትን መረጃዎች ለመስጠት ይረዱ (20 - 35 ዓመት) (36 - 45 ዓመት) (46 ዓመት)

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