JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

CHALLENGE AND PROSPECTS OF FEMALE FOOTBALL PROJECTS IN CASE OF EAST HARARGE ZONE

BY

NETSANET DEJENU ABERA

A RESEARCH SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF NATURAL SCIENCES, DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE FOOTBALL COACHING

FEBRUARY 202

JIMMA, ETHIOPIA

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JIMMA,ETHIOPIA

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DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the thesis will give recognition through citation.

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THE CHALLENGES AND PROSPECTS OF FEMALE FOOTBALL PROJECT IN THE CASE OF EAST HARARGE ZONE

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Acronyms

FA- Football association

FC- Football club

USA- United States of America

FIFA -Federation of international football association

UEFA- Union European football association

UAFA- Union de football association

CAF -Confederation of African football

EFF- Ethiopian football federation

BIOGRAPHICAL SKETCH

The author was born in east Hararge zone, chelenkoshe attended her elementary school at chelenko primary, secondary and preparatory school. Then she joined Ambo University in 2013 graduate with Bsc Degree   in sport science. Soon after she has workedof east Hararge zonesport bureaus.

Abstract

The purpose of this research was to study variables that hinder the performance of Ethiopian women football premier league and to suggest possible alternatives that would achieve theprospects of the clubs and the improvement of the performance of the team. All populations were included as study participants by using purposive techniques i.e.4 football coaches, 44female football club players and 2 projects managers (n=50) from Harar and Babille female football projects. The studies used both quantitative and qualitative data types and cross sectional study design were employed. Questionnaire and interview were used to collect the data pertains. The data were analyzed into descriptive statistics (mean and standard deviation) and inferential statistics using paired and independent test at p < 0.05 level of association or agreement using SPSS 23 on three main variables. The result of the study indicates that somevariables affect the performance of female football projects; organization and structure of training, facilities, income and equipment and attitudes and perceptions. The mean value of players and athletes were M ≤ 1.5 respectively showed high level of agreement and t-test value was no significant since (p > α, α < 0.05) in the mentioned variables, The major challenges associate with the development female football projects in sampled clubs are lack of adequate facilities, safe places to train football, poor repair, or fields or courts, very few number of sponsors, very few number of spectators, absence of organized club supporters, absence of regular skill development courses for coaches, insufficient remuneration for coaches and players, shortage of courts for training and competition, losing popularity, and incapacity of competence, access to training facilities, special development programs and high-quality coaching and advice. Based on the findings the following recommendations are forwarded proper implementation of national and regional sport policy to guide athletes, experts, coaches and administrators in code of sport ethics and to maximize female sport success. Hararge sport organizations administrators are front liners to success sport in Hararge zone, in conjunction with Oromia regional state sport commission, should give attention to solve female football clubs, the number of women football clubs in Hararge is fewer, the concerned government body should force female sport clubs, highly developing in the other field of sport, to get involved in football sport.

Key words: - (project , challenges, coaching, football)

CHAPTER ONE

1.1Background of the study

Football is one of team sport or ball game that is played by two teams of eleven players each. The aim of each team is to score in the opponents' goal and to prevent the other team from Scoring. It is the most popular form of sport on the world, which is being played in every nation without exception of gender, race and age. In terms of participation and equality, female have made tremendous strides in the past few decades. Today it is commonplace to see females participating in all levels of the workforce, the political arena, and athletics. However, while it is generally accepted in many cultures that female can partake in facets of life that were once Considered male oriented, there are still many stigmas that surround females that chose to do so. (Williams *et al* 1990).However, the game is playing without rule variation between both sexes, and the acceptance of Popularity for both sexes is different. Reports of female playing soccer during the middle ages are not as common as those referring to men.

Player development occurs when the developing athletes are exposed to the strategic capabilities of the academy and shown how to effectively use taught skills. These skills reside in an organization's rules, routines and procedures – that is, the style or manner in which the company makes decisions and manages its internal processes to achieve organizational objectives (Jones & Hill, 2009).

 In Ethiopia for long time men and female of all ages have been playing football. The game has become a favorite of fans who enthusiastically follow their favorite college, schools, clubs and National teams. The female football game grew in popularity among most of the schools. The task of identifying the prospects of female football, skills physical qualities, physiological capabilities, Assimilation and perfection of the knowledge and habits of play form the basis for top-level Performance. It is possible to finding literature considerations, theoretical models, and practical Training observation that led to a complex conception of the analysis of the Performance of female football premier league. This study would therefore, attempt to describe the challenges andprospects of female football in East Hararge. The study aims to pursue information from the coaching community, players, society and expertise to appreciate their new Role in modifying the existing traditional approach, and the system of training in the country. It

is expected that, this study provide valuable support in improving the prospect of east HarargeZone female's football project and solving the current challenges.

1.2. Statement of the problem

Football is the most popular sport game throughout the world. Although, women football gets its popularity within a short period of time, according to the situation, one can safely say that female football lucks its popularity through time. May be it is dishonor to say female football is at the infancy level in relation to the time it started in our country but it is true that its development is too slow. The causes for these are organizational and that of the outlook of the people. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. Females in Ethiopia play football according to their environmental, social and economic status without the help of governmentally organized body. The limited role of the community in female football, the decline of female football in schools, the shortage of facilities, sport wear and equipment as well as the lack of trained personnel in the sphere have also made the problem more complex. According to Beker *et al* (2003) the following factors as the main hindrances for the development of female footballlack of public interest, negative attitudes for female football, less media coverage, poor practice of talent identification, less coaching competence, shortage of football equipment's and facilities, lack of family support. These days the public expectation is very high in visualizing the future success. So, we cannot stay exclusively upon the past which has disappeared, however, we can only depend on what is being done nowadays for the future by working together in harmony with all stakeholders. As it is reviled on the above, many clubs still have inadequate sports and changing indoor facilities. Modern, high-quality, well-appointed changes rooms, including clean private shower areas and toilet facilities, and bright, attractive, safe areas for activities are essential for full and successful participation by girls. These requirements are relevant for males as well as females, but evidence suggests that they have a stronger impact on the take-up by females.

In this interesting and most popular football game, there is an increase public expectation from the sector forces to create changes in the sport to see female football games as men also to get popularity. By avoiding the old fashioned philosophy and accommodating the new scientific method of working system to answer the need of the citizens and to be the part of the fast changing world. However, the increasing demands of achieving success by the entire stakeholder is larger as compared to successes resulted from other discipline to this end, the call for

investigating the problem focusing on challenges and prospects of female football to move towards the strong point and limitation as well as to identify the area which require progress is compulsory. That is why; the researcher gets the chance to observe closely the challenges and prospects of female football project in the case of east Hararge zone.Through the idea mentioned above the researcher intended to investigate the factors that limits the prospect of female football in East Hararge zone especially in Harar and Babille

In addition to the above mentioned problems and challenges, this research were tried to look the associations responses of respondents on the same variables that identify the degree of problems found and to cross check between them in the projects under study. Moreover, the purpose of this study is to deal with those problems that wereaffecting the prospects of female football and to indicate possible solutions. Balyi, I. (1998). Long-term planning of athlete development-the training to train.

1.3. Research questions

To this end, the study were tried to answer the following basic research questions;

1. What is the status of facilities and budget in case of east Hararge zone female football project?
2. What is the organization and structure of female football projects in the case of east Hararge zone?
3. Whatare the attitude andperception of player and coach towards female football project in case of east Hararge zone?
4. How is the difference/association between players and coaches on major challenges variables in case of east Hararge zone?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to identify the challenges and prospects of female football clubs in east Hararge zone.

1.4.2. Specific Objectives

1. To determine the status of facilities, equipment's and budget of female football project in east Hararge zone?

2. To assess organization and structure of female football project in east Hararge zone?

3. To identify the attitude and perception players and coach towards female football project in east Hararge zone?

4. To identify the difference/association between players and coaches responses on major challenges variables in east Hararge zone?

1.5. Delimitation of the study

This study mainly focused on identifying the challenges of female football and its prospects of female football project in Harar and Babille. Because of female project availability and geographical convenient the researcher conducted the study in east Hararge zone at the selected city and district town namely Harar and Babille.

1.6 Significance of the Study

The study may contribute to give insight for football federation, media, clubs', community and administrators to identify female football hindrance and to give suggests for officials, coaches and other stakeholders.

1.7 Limitation of the Study

Any research cannot be free from limitations but the degrees of challenge vary depending on the nature and type of research problem and study site. Thus, in the course of this study, the most challenges encountered were poor culture of the respondents about a research work and luck of experience as a student researcher the following were some of the limitations of this study.

1.8. Operational Definitions of terms

Practice: - is an occasions when you do something in order to become better at it, or the time that you spend doing. (http://www.macmillan dictionary. com)

Coaching: - is a term coveringinvolved in the work of the coach training and development, directing, advising and correcting players and helping them to progress (soccer glossary).

Football: a game played by two teams of 11 players, using a ground ball which players kick up and down the playing field. Teams try to kick the ball into the others teams goal. (Oxford dictionary)

Club: - to join, as a number of individuals, to the same end; to contributes separate powers to one end, purpose, or effect: usually with together.

Challenges:- for this study challenges are obstacles or impediments that hinder effectiveness of human resource development practices in the selected sport offices. (Isaac,2013).

Development: means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals. (Jackson, 2010)

CHAPTER TWO

2. RELATED REVIEW LITERATURE

This chapter discusses about concepts of elite soccer players, characteristics of players at different age in order to produce elite player, different factors that affect the development of elite soccer player like training factors, maturational factors coaching styles, facilities and equipment's and sport drinks and nutrition for developing elite soccer players finally about successful football academies/project.

2.1. Concepts of developing elite soccer players

Soccer is one of the most popular sports and has millions of spectators in the world. Different people define this term, as US Youth Soccer Player Development Model (2012:7) defines "Soccer is within a given set of rules there are two teams who compete to score goals against each other. Each team consists of 11 (or fewer) individuals who must use their abilities to play together while trying to win the game."

Elite sport refers to power and performance sport which includes those sporting codes that are highly organized and competitive. In most traditional definitions, sport is regarded as a physical activity that is competitive, requires skill and exertion, and is governed by institutionalized rules (Aman, Mohamed & Omar-Fauzee, 2009).

Bohlke and Robinson (2009) describe an elite sports system as the infrastructure and practices used to identify, develop and prepare athletes for sporting success. It begins with the identification of raw talent that is transformed by a number of factors into athletes that can achieve success on an elite sports stage. Houlihan and Green (2008) outline that 'elite' sport systems are concerned with the systematic and strategic development of elite athletic performance.

This performance is developed through an appropriate environment that is conducive to learning in the hope that potential is realized (Williams & Reilly, 2000). According to U.S Soccer "D" License Manual (2008:23) the concept of player development is essential to the long-term growth and improvement of the player. Player development demands that the player is central to all decisions made regarding training and competition. The coach who believes in player development will ensure that the following objectives are met:

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a. Games and activities are used that players want to participate in because they are enjoyable- goals to score on and to defend. b. Every player has a ball for training. c. Games and activities are designed to maximize the number of touches on the ball by each player. d. Training session is designed to improve a player's technical abilities and their tactical application. e. Competition is a main ingredient within the practice helps to motivate and challenge the player. f. Educates players to develop an appreciation for the game, teammates, opponents, referees and coaches.

In order to get privileged minority or talented soccer players different countries use different strategies based on their philosophy, experience, scientific findings and economical background. Developing or to get elite soccer players requires preparing curriculum following players from the grass root level is an inevitable for most countries in the world even though they use different strategies based on this US Youth Player Development Model 2012 suggest that "A club must have a model for the development of all players. The core for planned development is a sound curriculum. True player development occurs when each player's daily training and playing environment is of the highest quality. If this environment is consistent, with a clear vision of what lies ahead for the players, development is maximized. To this end, a club must have a business plan for staff growth, facility management and implementation of programming within the club. The club must also provide for the ongoing education of the administrators, coaches, parents and referees who make up the four adult pillars supporting youth soccer. A club must also build, maintain and expand its facilities as one of the elements in the formula of successful player development."

The natural physical ability of players crucial In order to produce elite soccer players by applying training principles (Chamari et al., 2004) Technical and tactical skills in soccer are highly dependent on the player's physical capacity. More than 90% of a game is performed by aerobic metabolism, and the average intensity is around the anaerobic lactate threshold (80–90% of maximal heart rate). However, the actual time spent at exactly that intensity is about 20 minutes, as the players either exercise above (accumulating lactate) or below (oxidizing the accumulated lactate) this threshold. One of the most important factors that influence exercise intensity is the player's maximal oxygen uptake (Vo2max).

Talent development is concerned with providing individuals with an appropriate environment that is conducive to learning in the hope that potential is realized (Williams & Reilly, 2000). The creation of an appropriate environment provides the strategic context for the value creation

activities. Those wishing to emulate the success within an academy system have attempted to copy successful practices because the provision of the system and services is perceived to be essential in the production of 'elite' athletes (Deloitte & Touche, 2003). Even though it is generally agreed what services should be provided by an elite sport system, little is known about how sports systems should manage their elite services (Bohlke & Robinson, 2009)

2.2. Historical Perspective of Football

Football is still couldn't get the place where it exactly started, whoever, some sources and expertise reflect their concepts. The first known version of football was called tsu-chu (kicking ball with feet) invented by The Chinese EmperorHuang-Ti in 1697 B. C. A thousand years later, the Japanese started playing Kamari, a game that was probably copied from tsu-chu. The two games evolved enough that a Chinese writer Li-Ju in 50 B.C. recorded the first ever-international match between the two countries. The ancient Egyptians also claim to have originated football, citing balls placed in tombs that were used for playing and kicking as evidence. The seventh century B.C., Berbers played a football-related game called koura as a fertility rite. Kicking a ball over the fields taught the crops how to abundantly grow (Abraham, et al 2006).

The founders of the Olympics, the ancient Greeks had their own version-episkiros. This form included kicking and throwing the ball and was the first game to have boundary lines. The Romans plagiarized the Greeks with their own more physical game called harpist.Appelbaum, E., Bailey et al. (2000). Why High Performance Systems Pay Off. New York: ILR Press. It was the Romans who brought this game to the shores of England in 43 A.D. England is credited with founding the modern game and it began with the Roman occupation. By the time the Roman Empire collapsed, the game was firmly entrenched as a highly popular sport. Football had progressed from a ball representing the sun ritually kicked across fields as a fertility symbol to a contest between two villages. The object was to kick the ball to the opposing village in a barbaric melee. The game spread from the villages to the cities where it was a violent threat to lives and property. Football was a menace to law and order, and the first royal proclamation banning football was issued in 1314. No one heeded the proclamation and everyone kept on playing. By1349, a frustrated King Edward III who wanted to conquer France demanded prison terms to anyone playing football because it was not only a public menace, but also disrupted archery practice. King Edward III actually coined the name "Football" tithe English language in an effort to produce better archer(www.footballhistory.com).

The name came not from the obvious inference of a ball played with feet, but to differentiate a game played on foot rather than on horseback. It did not matter which following ruler or which following proclamation forbade football, it still prospered amongst the people. Such early forms of the sport had one dominant characteristic the complete lack of rules. Players advanced the ball by any means they could master. Participants used tactics such as kicking, handling, running with the ball, brawling andfighting. However, the sport did progress enough to warrant some rules.Football is widely played in almost every country in the world. In most countries, it is the predominating sport enlisting a large number of participants and commanding a great popularity. Itfurnishes, to the highest degree, team combination, discipline and excitement (www.fifaworld football.com).

There is several information regarding to the origin of football. Football originated in ancient Greece where the game was called Has-partum, here the ball was propelled by any possible means over lines, which were usually at opposite ends of a town and were defended by the opposing teams. According to the above author, the Romans soon began playing the game and used it for military training. As the Romans conquered other lands, the sport was introduced. Football attracts to the novice since the fundamental movements such that the beginner finds himself equipped to play the game the first time he/she tries it, but the prime requests is the physical fitness and the mastery of basic techniques. Football is one of the safest conditioning sports because of the restrictions on the use of hands and the limited body contact, co-ordination and self-control are developed. What makes the game more acceptable to schools, colleges, universities and organizations is the fact that little special equipment is required. International matches had only been played between England and Scotland since 1872. Nevertheless, a group met in Paris in 1904 to from the Federation international e Football Association (FIFA). At this time, France had played its first international Match only 20 days earlier; Spain and Denmark had never fielded an international team, and three of the seven nations represented did not have national football associations at all.

The Federation international de Football Association (FIFA) was formed on May 21, 1904, in Paris by the National Associations of seven countries (France, Belgium, Denmark, Netherlands, Spain, Sweden and Uruguay). In Africa, the first of the National Associations was established in the Republic of South Africa. Egypt was first on the international scene. In1924, only three years after forming a National football Association, they defeated Hungry in the Olympic Games in

Paris Conmebol was the first confederation of football association, the South American Confederation which was set up to organize a continental competition, the South American championships, in1917. It was nearly half a century later when the demand arose elsewhere for continental tournaments, before another such confederation was established. Thus, the union of European football Associations formed in 1954, same year its Asian counterpart and two years before the African football confederation, the central and North American and Caribbean baby, was launched in 1961. This body of world football, the Oceania Football Confederation was formed in 1966,(Diclemente,1955:3).

2.3. Factors influencing the development elite soccer player

There are different factors influences the development of elite soccer players based on this (Baker et al., 2003) discussed six main different factors these are training factors, maturational factors: the relative age effect, the role of coaching and instruction, parental influences and cultural factors.

2.3.1 Training factors

There should be training infrastructure; the one who know training method and has an experienced coach requires producing elite soccer players according to (Baker et al., 2003) It is perhaps not surprising that high levels of training or practice are required to expertise to attain or develop elite soccer players.

Following training principle is important to produce elite soccer players (Thomy Reily, 2007) a basic principle of training is that the biological system to be affected is overloaded. The training stimulus or stress presented is greater than that which the individual is normally accustomed to.

2.3.2Maturational factors

According to (Baker et al., 2003:3) the availability of essential resources, such as coaching and parental support, can significantly influence the ability to engage in the required amounts of high quality training and developing elite soccer players. Another factor that appears to influence the acquisition of expertise is the relative age phenomenon. First demonstrated in the academic domain, the relative age effect refers to differences in age among children born in the same calendar year.

(Malina et al., 2007) Youth soccer players classified as elite and non-elite, or as possessing high and low levels of soccer ability differ in body size and maturity, and in strength, flexibility and soccer-specific skills. Unfortunately, size and maturity status are generally not controlled in comparisons of functional tests and sport-specific skills. Further, classifications as elite and non-elite or as having high and low ability are generally based upon coach or staff evaluations or level of competition, and as such have a degree of subjectivity. Skill in soccer is more complex than indicated by field tests, level of competition and so on, and includes a combination of physical, functional, behavioral and perceptual features.

2.3.3 Parental Influences

Retrospective research with elite performers over the last 30 years has revealed the importance of parental support for the development of expertise. Bloom and colleagues (1985) interviewed talented performers and their families in the fields of music, art, science, mathematics, and athletics and created a model of talent development with three stages: the early years, the middle years, and the later years. Each stage is characterized by shifting demands on the child and parents. In the early years parents were found to take a leadership role where they provided their child with the initial opportunity to participate in the domain and sought out their child's first formal teacher. Her parents also encouraged and supported their child's learning and were often involved directly in lessons and practice. For the child athlete, the emphasis in these years was on having fun and enjoying learning the basics skills. The transition to the middle years was characterized by a greater commitment of both parents and the athletes to the athletic domain. Parents were found to assume a leadership role, seeking more accomplished teachers for their child while also devoting more time and resources to the activity. It was also during these years that the child's talent often dominated the family's routine. During the later years, parental involvement decreased as the performer took greater control of the decision- making process with regards to their future career. Yet, parents continued to provide support in a background role, as providers of not only financial support but also emotional support. According to Sloane (1985) of greatest importance was that parents offered a "nurturing, understanding environment for their child to retreat to, if necessary" (p.470). Sloane's (1985) analysis revealed how parents can ease the demands imposed on their child by the demands of training (e.g., reduction of psychological stress by providing a supportive atmosphere).

Côté (1999) furthered the work of Bloom (1985) by developing a sport-specific model of talent development. Côté's work with families of elite Canadian rowers and tennis players lead to the idea that talent development in sport is encompassed by sampling years (ages 6-12), specializing years (ages 13-15), and investment years (ages 16+). Similar to Bloom's model, parental roles changed with the differing demands of each stage. During the sampling years parents provided their children with the opportunity to sample a wide variety of sports. Côté noted that while parents encouraged participation in sport, the choice of sport was not important. In essence, parents played a leadership role during the sampling years by initiating sport involvement. The specializing years saw parents in a facilitative role where they made financial and time commitments to their child's sport, supporting access to better coaches, equipment, and training facilities. Finally, in the investment years parents played strictly an advisory and supportive role as the athlete committed to a higher level of training and competition. Parents maintained a high interest in their child's sport and were essential in providing emotional support to help their child overcome setbacks, such as injuries, pressure and fatigue as well as financial support for training. This high level of emotional support during stressful times is a central characteristic of the investment years.

The research of Bloom (1985) and Côté (1999) demonstrates how parental support helps expert performers and elite athletes deal with the demands of the sustained deliberate practice necessary to reach an expert level of performance. The two models demonstrate the evolving role of parents from that of a leadership role, to that of a general supportive role. Athletes unable to access certain emotional and financial resources face a qualitatively different road in order to accumulate the high levels of practice necessary for expert performance.

2.3.4 The relative age" effect

According to Glasmer and Vincent (2004: 32), "youth sport programmers use cut-off dates to ensure that children will receive age-appropriate instruction and to allow for fair competition". However, there is a great variance in the perceived abilities of children who may compete in the same age bracket. An Under-13 soccer player born in January may have a distinct advantage over an Under-13 soccer player born in December. A 12-months difference in age has been shown to significantly explain performance differences in youth competitions due to important anthropometric variances (Reilly, Bangsbo & Franks, 2000: 677; Helsen, van Winckel &

Williams, 2005: 629). This is known as the „relative age effect" and it may be explained by both physical and psychological factors.

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

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

Baker et al. (2003: 2) state that the relative age effect may be explained by the fact that older players are better in all physical aspects and they thus experience more success and rewards in the sport. This early success motivates the older players to remain in the sport, while the younger players drop out. It is also possible that older players get incorporated into higher competitive representational teams, where they receive better facilities and training than their younger peers.

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

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

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

 These players are taught the correct skills and techniques, while being socialized into appropriate attitudes for later success by capable coaches. Those players who are not selected are not exposed to this socialization and specialized training. Thus, they have a higher risk of non-

selection at subsequent player evaluations. Moreover if the slightly older players are told by coaches that they are talented and therefore destined for elite participation, these players are more likely to train harder and longer to attain the elite level.

2.4 Facilities and Equipment's of Football Training

Different pieces of equipment's are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, "You may find it convenient to own your own equipment's. Regardless of your situation, basic sources equipment will make teaching and coaching easier." Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipment's. As a result, the following lists of materials are the most important parts for successful training. □ Football field According to Frank F. Decrement (1995:8) the football/soccer playing field can be made from rectangular area of maximum width 69m and minimum width 59m; the maximum length 110m and the minimum length 101m. In other words the Foundation Soccer Coaching Manual (2008:192) describes that; the field of play must be rectangular, its length cannot be more than 119m nor less than 91m. Its width cannot be more than 91m nor less than 46m. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle.

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

2.4.1. Soccer Ball

The Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering football/soccer techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice. When each player has his/her own ball, more players can be working on individual skills at any given time. Cones or Field Markers

After soccer balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A

coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down. Cones are used to define the playing areas, known as "grids." Unless a team is lucky enough to have its own practice field, it will probably have to share space on a soccer field with one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team's area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the team's practice.

2.4.2.Air Pump

Keep an air pump with the extra balls or in the medical kit. A coach need to make sure that he/she have the needles required for inflating the balls. A simple check prior to the beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly (Mohammed Nasir 2011).

2.4.3. Practice bibs

When running a practice session, a coach will often need to break his/her team into small groups or into separate teams for scrimmaging. The players should wear different colored shirts to eliminate confusion. A team should have at least as many practice bibs as it have players on the team, in two separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another (Mohammed Nasir 2011).

2.4.4 Football Shoe

As Adrian Lees (1996:141) explains that a typical football shoe is one which is made from leather and cut below the ankles and with a hard outsole to which studs are attached. Moreover, Dewitt J. (2001:5) explains three basic styles of football/soccer shoes. These are discussed as follows:

• Flat-soled shoes with no cleats or studs: are suitable on artificial turf and in locations the ground is hard. • Molded cleats: are probably the most common shoes used in football/soccer and they are appropriate outdoors on grassy fields. The cleats are not removable. • Screw-ins: are cleared shoes with removable and replaceable cleats. This shoe is appropriate for older players on very soft or wet fields.

2.4.5.Shin Guards

The shin guard is used to protect the lower leg from impact injuries. These injuries can range from sever to the minor bruises and scratches. The shin guard offers protection from some of these injuries. In relation to this idea, Lees A. (1996:147) describes that the shin guard can reduce the effect of bruising, glancing blows and scraping by the ground or an opponent's studs. It is unlikely to be effective against high energy direct blows which may lead to fracture. Nevertheless the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.

2.4.6. Shirts and Shorts

Players need to have uniforms (shirts and shorts) to play football game or during training session. Furthermore, the Official U.S. Youth Soccer/football Coaching Manual (2002:22) suggests that uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

2.4.7.Net for a Soccer Goal

If a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot (Mohammed Nasir 2011). □ Portable Goals Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small (Mohammed Nasir 2011).

2.4.8.Whistle

Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle. Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play.

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

their voice instead of a whistle during practice, they are training the players to respond to them (Mohammed Nasir 2011).

2.5. Successful football academies/project

The common task of a football academy is to create an appropriate environment for the development of elite players (Ajax FC, 2010). Academies aspire to develop players for the first team or, at the very least, generate income through the sale of marketable assets (Richardson et al., 2004). Amsterdamsche Football Club Ajax, also called AFC Ajax or Ajax FC, is internationally known and recognized for training and developing young talent. Ajax invests heavily in the training of youngsters and is very successful in doing so. Many professionals in Dutch and international football have spent their youth development years at Ajax Football Club Youth Academy (Kuijer, 2007).

A successful football academy makes a positive impact on the clubs financial performance and the clubs success on the field (Bilton, 1999). This is achievable through the success of the academy producing marketable assets of young professionals that improve the first team and realize income from the transfer fees of those academy-produced players that do not establish themselves within the first team squad. Maximizing the return on investment through the production of talented youth footballers should be a directive outlined by a football club. A high quality academy increases the number of own players in the first team which would consequently decrease the costs of recruiting players. The quality of your academy is therefore not only important for the sporting results, but also for the financial results (Kuijer, 2007). 2.7 Psychology and performance

Sport psychology performance-enhancing techniques in football are increasingly well recognized for their value. Having discovered what motivates you, found a mission or creed, and set goals, there are several performance-enhancing techniques to help achieve these goals. These include relaxation and breathing techniques, mental imagery, concentration and focus, positive self-talk, and confidence building (Caudill, D, Weinberg R, Jackson A 1983).

2.6. The Concept of Interpersonal Relationship

Jowett and Meek (2000) applied this to a coach-athlete relationship by stating that this dyad is interdependent and that its main goal is to produce a combined outcome of an improved and high performance.

Following on from previous research, it is emphasized that due to the interpersonal nature of this relationship between the coach and the athlete, the quality of this relationship would have a great impact on the possible consequences for both the athlete and the coach, for example performance, self-worth, motivation and enjoyment.

2.7.Development of interpersonal relationship

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others. One of the most influential models of relationship development was proposed by psychologist George Levanter. This model was formulated to describe heterosexual, adult romantic relationships, but it has been applied to other kind of interpersonal relations as well.

2.8. The Interpersonal Relationships between Coach-athlete

In order to develop or produce elite soccer players interpersonal relationship is crucial. In a sport context there are many personal relationships (e.g. coachparent, athlete- athlete, and athlete-partner) that can impact on performance, but the coach-athlete relationship is considered to be particularly crucial (Jowett & Cockerill, 2002; Lyle, 1999). The coachathlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or genderinstead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. Overall, the coaching-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled (Jowett & Cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self- reliance. This article aims to offer a perspective on the coach-athlete relationship and show how sport

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

There is a necessary harmonic component within the coach athlete relationship. Poczwardowski, Barott, & Henschen, (2002) reported that "The coach-athlete relationship as a recurring pattern of three parts: (1) mutual care between the athletes, (2) the presence of relationship oriented interactions and activates, and (3) specific meaning which the athletes and coaches attach to their relationship." Their findings also found the more positive, compatible, and strong the coach-athlete relationship, the more beneficial experience the athletes will have in their respective sport (Poczwardowski et.al. 2002).

2.9. Coaches quality

2.9.1. The Role of coach
A coach should do everything possible to tap his/her player's potential in training whose ultimate aims to win in competition. The following are important roles of a coach:

☐ Evolving technical skills and
☐ Cultivating technical skills and
☐ Achieving the final results.

2.9.2. Functions of a coach
☐ Development of personality
☐ Social function
☐ Sport training function-work

Development of personality:- This task is very important in the coaches' work. The most important task of a coach is not only to teach a young man to play. But to develop a right and trained athlete (Eyerusalem Yacob 2011) . In the development work the following aspects should be done:-
1. Molding of character (from psychological point of view.)
2. Courage Strong will persistence.
3. Kindness Moral qualities of the personality- honesty.
4. Responsibility being of principal devotion
5. Collectivism qualities of the personality
6. Patriotism fight for peace, internationalism and social

Objectives of coaching:- If you ask coaches what they won't out of coaching the answer usually include: Winning, Funand Athlete development

An athlete development is affected by the importance placed on winning or losing. Striving to win is always important. A "win at all costs" attitude, however, ignores the development of the athlete. It is an attitude frequently used by those coaches who judge themselves by how well their athletes finish. By contrast, the view taken by many successful and experienced coaches is to place the development of the athlete as the single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance greater consistency and more satisfaction for the athlete and coach than an over emphasis on winning (Eyerusalem Yacob 2011).

2.9.3   Styles of coaching

In the modern world the athlete is exposed to wider views and his vocabulary has expended to include the word "why?" this should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete.   Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms identify three distinct leadership styles, Authoritarian, cooperative and causal (Eyerusalem Yacob 2011)

2.10. African Football History

Football has taken long time since it started in the continent of Africa. The African Football confederation was formed in 1957, in Egypt, and received birth into FIFA World Cupin1970. The first president of African football confederation was Abdel Aziz Abdullah. It represents 53 countries from all over Africa. The Confederation of African Football has a close relationshipwith the Union Arab de Football Association as 10 of its countries participate in the UAFA Cup, and with all the federations which are inside each African country. CAF Champions League—The CAF Champions League is an annual competition run by the Confederation of Africa Football. The top club teams from all of Africa are invited to participate in this tournament. The winner of the competition gets millions of dollars in price money. CECAFA Cup—The CECAFA Cup is the oldest football soccer tournament in Africa. It is a tournament

that is overseen both by FIFA and the CAF. Uganda has the most wins of any country in Africa. CEMAC Cup—is an amateur football tournament that, which features local league players from parts of Central Africa. Even though it is not a professional tournament; a lot of European recruits attend the game in order to scout talent for their team.

2.11. Football in Ethiopia

Ethiopia has a long football tradition and was among the pioneers of international competition in Africa, playing its first international match in 1947, defeating a French Somaliland selection 5–0.The EFF affiliated to FIFA in 1953 and to the Confederation of African Football in 1957. The team took part in the inaugural African Nations Cup in 1957, when they finished second, and in 1959. Ethiopia entered the 1962 World Cup qualification, where they played against Israel. The team lost both games, 2-4 on aggregate, being knocked out of the competition. They won the African tournament on home soil, in 1962. Nine countries entered the competition, including the reigning champions United Arab Republic; meaning for the first time a qualification tournament was required. As with previous tournaments, the finals only included four teams. United Arab Republic, as holders, and Ethiopia as hosts, qualified automatically meaning each needed to play only one game to reach the final. Ethiopia won the tournament for the first time after extra timeinthe final. MangiestWork and Abdel Fattah Badawi both had three goals each, but the award itself was given to Work because his team had won the title. This was the greatest feat ever achieved by the Ethiopian National team, and the only African Cup of Nations title they have ever won.

According to the Ethic Football (1999:7) suggestion, there are no clearly written documents that notice the beginning of football in Ethiopia. On the other hand, the journal indicates that some foreigners were playing the game as early as 1880. According to this journal, the first football team in Ethiopia to have been documented is the Addis Ababa selected team which was established in 1935, by a group of Ethiopians and Armenians. The team played with the French sailors club during its first year of formation. The first football club in Ethiopia, the St. George football club was formed in 1936 by some youth living in an area known as Armada in the capital city of the country. According to some witness from the time, this team used to play with several others school teams, which were active until the Italian invaded Ethiopia. According to the information obtained from Journal of Ethic-Football (1999:8), the Italians launched the first tournament of football in 1938, with complete rules and regulations that were then in effect.

According to this Jo---urinal (1999:9), the Italians encouraged the establishment of youth clubs. In 1943 the Ethiopian Football Federation (EFF) was formed, and become a member of FIFA in 1953. In 1961, Ethiopia won the African cup and was a finalist in 1957. In 1944, the Ethiopia Cup was founded where teams from the different regions of the country were included forth first time, and rules and regulations were formulated. The organizational framework of the Ethiopian football Federation was drafted in 1948 in a meeting held at the place called Janmedainthe capital Addis Ababa. Based on the information from the journal of Ethic football (1999:11) the participants were the representatives of St. George, the Defense force club (Michal) and tuber Zeeman (the body guard) and Key-Baher clubs (red Sea.) the Ethiopian football federation executive committee was set up the same year in the presence of representative from all the football teams in the country. The Journal of Ethic Football (1999:18) acknowledges the Derg government by stating that it had contributed to the development of sport in general and of football in particular. After 1976.The Sport commission was set-up under the Ministry of Youth sport and culture. A 4 million birr annual budget was allocated for the country's sports for the first time.

2.12. Sportas a Tool to Promote Gender Equity

Sport is an integral part of the culture of almost every nation. However, its use to promote gender equity and empower girls and female is often overlooked because sport is not universally perceived as a suitable or desirable pursuit for girls and female. Existing social constructs of masculinity and femininity — or socially accepted ways of expressing what it means to be a man or female in a particular socio-cultural context — play a key role in determining access, levels of participation, and benefits from sport (Beijing 1995).According to the above conclusion: It is true in all countries that girls and female are less likely than boys and men to participate in sport, and sport continues to be dominated by males. It is a mistake, however, to assume that this is because girls and women do not wish to participate. Poverty, heavy domestic demands, safety concerns, lack of accessible transportation, inadequate sport and recreation facilities, and few opportunities for physical education and skill development frequently prevent female's participation in physical activity and sport.

As well, socio-cultural norms and constraints preventing girls and from being physically active, leaving home unaccompanied, or being seen by men outside their family female, are additional barriers preventing girls and female from becoming involved in sport and physical activity. At

the same time, many international frameworks support women's participation in sport, with some national laws requiring equal access and opportunities for females. A small but growing body of evidence has also begun to establish sport as a viable tool for addressing gender equity on a broader scale. (Beijing 1995).Research on sport, gender, and development indicates that sport can benefit girls and female by: -Enhancing health and well-being, Fostering self-esteem and employfemale, Facilitating social inclusion and integration, Challenging gender norms, and, providing opportunities for leadership and achievement. Sport can help increase self-esteem by giving girls and female opportunities to learn new skills, engage in positive relationships, acquire achievements, engage in volunteer service and receive public recognition. By providing female and girls with a voice in program design and decision-making, training, and opportunities for leadership and advocacy, sport programs can also empower and help equip them to take greater control over their own lives (Beijing 1995).

Sport programs can help to reduce the social isolation and exclusion that many girls and female experience; particularly those that cannot attend school and live in poverty. Sport programs can provide girls and female with safe places to gather, help them to build social networks, offer social support, and connect them to health, education and employment information, services, and opportunities that can help to address their marginalization in society. Sport programs can enhance the empowerment process by challenging gender norms, reducing restrictions and offering girls and women greater mobility, access to public spaces, and more opportunities for their physical, intellectual and social development. By involving families, community leaders, and boys and men in gender education, changes to gender norms can benefit men and female alike. Sport can also provide girls and female with powerful role models, leadership skills and experience that they can transfer to other domains such as their family life, civic involvement, and advocacy. All of these beneficial effects are self-reinforcing, and may also make sporting opportunities for girls and female more sustainable over time. In spite of the benefits, the successful implementation of sport programs aimed at gender equity involves many challenges and obstacles. Not only do girls and women have limited time available for sport, but there is often little value placed on sport activities for girls by their families, by girls themselves, and bytheircommunities. To overcome these challenges, and to convince key stakeholders about the benefits of sport programs for gender equity and empowerment, evidence to support the benefits must be documented. (Beijing 1995).

2.13. Early Women's Football

Female have well been playing "football" for as long as the game has existed. Evidence shows that an ancient version of the game (Tsu Chu) was played by female during the Han Dynasty (25–220 CE). Two female figures are depicted in Han Dynasty (25–220 CE) frescoes, playing Tsu Chu. There are, however, a number of opinions about the accuracy of dates, the earliest estimates at 5000 BCE. Reports of an annual match being played in Scotland are reported as early as the 1790s.The first match recorded by the Scottish Football Association took place in 1892 in Glasgow. In England, the first recorded game of football between female took place in 1895.Association football, the modern game, also has documented early involvement of female. In Europe, it is possible that 12th-century French female played football as part of that era's folk games.

An annual competition in Mid-Lothian, Scotland during the 1790s is reported, too 1863, football governing bodies introduced standardized rules to prohibit violence on the pitch, making it more socially acceptable for female to play. The first match recorded by the Scottish Football Association took place in 1892 in Glasgow. In England the first recorded game of football between women took place in England in 1895(Newsome, 1994).According to the above statements; the well-documented early European team was founded by activist, Nettie Honey ball, in England in 1894. It was named the British Ladies Football Club. Nettie Honey ballis quoted, "he founded the association late last year, with the fixed resolve of proving to the world that women are not the 'ornamental and useless' creatures men have pictured. I must confess, my convictions on all matters where the sexes are so widely divided are all on the side of emancipation, and I look forward to the time when ladies may sit in Parliament and have a voice in the direction of affairs, especially those which concern them most." Honey ball and those like her paved the way for female's football. However the women's game was frowned upon by the British football associations, and continued without their support. It has been suggested that this was motivated by a perceived threat to the 'masculinity' of the game. Female's football became popular on a large scale at the time of the First World War, when employment in heavy industry spurred the growth of the game, much as it had done for men -fifty years earlier. The most successful team of the era was Dick, Kerr's Ladies of Preston, England.

2.14. Recent Development female football

From the 1998/99 season a new League structure emerged for the female's game in England, with combination leagues established to feed into the National Premier League structure, bridging the gap between established elite teams and more embryonic ones. The FA appointed a National Co-coordinator of female's Football and since 1990 the FA have had 3 full-time Regional Directors for football and females - one for the Midlands region, one for the Northern region and one for the Southern region. The FA also for the first time, held a national conference in November 1992 on the 'Development of Girl's and female's Football in the UK.' Issues around female play have also been discussed at two conferences of the newly established Football Associations Coaches Association (1997 and 1998). Existent until 1996 when the first football Centre of excellence for girls was opened. Since this Date, effort has gone into improving the league structure and the number of development opportunities available for girls (Lopez, 1997).

According to Caudwell statements, Owen (2005); was member of the first English female's team and won 16 caps for her country. In her book, she highlighted some of the struggles both her and other women faced during their involvement in football. Owen stated that her skills were developed through hours of practice with her younger brothers and other young boys in the area. She claims she was only accepted, as she was better than most of them, although new boys moving to the area were not as accepting at first. The research suggested that there was a clear link between football and the butch style some lesbians manifest. What was also evident from the research was that gender boundaries were clearly defined, apparently impermeable, and prevalent and these boundaries were socially and culturally constructed and maintained. Caudwell (2003) also offered; a feminist critique of football's system of sexual difference and concluded that sex, gender, and desire were identified as inter- related and socially and culturally produced and reproduced. Tomlin and Wenger,(2001).football performance and aerobic training, for enhancing motor performance. Journal of Sports Med. 5:33-55,, 2001.Scranton et al (1999) investigated international similarities and differences with respect to how female entered the world of football and whether gender relations continue to impact on both their access and opportunities in the sport. The data came from 40 semi-structured interviews with top-level female footballers from England, Germany, Norway, and Spain. The interviews were structured around six key themes: sporting biography, social networks, daily life, gendered identities, the body, sport and life plans. Unlike Caudwell (1999, 2003)

2.15. The origins of the modern women`s game

Female's football in England is not a new sport. As early as 1895, a representative football match between northern and southern female's teams was recorded in London. However, in 1902 the FA Council forbade its member teams from playing against 'lady teams' and, without official encouragement and support, female's football floundered until the First World War, when female's roles started to change and they took on jobs and responsibilities previously fulfilled by men(William's and Woodhouse, 1991). According to the above conclusion; the new female's teams in wartime were based around factories and were usually formed to raise money for War charities. The most successful team was Dick Kerr's Ladies from Preston - Dick Kerr's being the munitions factory that the female players worked for. By the end of the War, the numbers of teams had increased across the country and they attracted huge crowds in some cases, such as on Boxing Day 1920 when 53,000 people were reported to have watched. female's football in England was attracting more interest and bigger crowds, - in some cases bigger crowds than low ranking men's matches, a situation the FA found difficult to accept. Therefore, in December 1921, the FA banned female from playing football on Football League grounds on the premise that the money which had been raised for War charities was actually being used for other purposes However, the true sentiment of the ban was found in the FA's statement that it was of the: 'strong opinion that the game of football is quite unsuitable for females and should not be encouraged.' The FA summarily directed member clubs not to allow their grounds to be used for women's game (Newsome, 1994).

2.16. Women's World Cup

Prior to the 1991 establishment of the FIFA female's World Cup, several unofficial world tournaments took place in the 1970s and 1980s, including the FIFA's Women's Invitation Tournament 1988, which was hosted in Taiwan. The first female's World Cup was held in the People's Republic of China in November 1991, and was won by the USA. The third Cup, held in the United States in June and July 1999, drew worldwide television interest and a final in front of a record-setting 90,000+ Los Angeles crowd, where the USA won 5-4 on penalty kicksagainstChina.

2.17. Ethiopian Women Football

The Ethiopian national team made its debut in September 2002 in the 2002 African Championship's qualifiers, beating Uganda to progress to the final tournament, where it ended last in its group, only grasping a tie with Mali. It subsequently played the 2003 All-Africa Games, losing all three games. In 2004 they again qualified for the African Championship, where they made it to the semifinals after beating South Africa and drawing with Zimbabwe. After being knocked out by Nigeria, they lost the bronze to Ghana on penalties. As of 2013 it remains Ethiopia's best performance in the competition. Ethiopia withdrew from the 2006 African Championship, and it didn't take part in the 2008 edition either. However it did take part in the 2007 All-Africa Games, losing its two games. In its return to the African Champion the other hand in the 2012 Summer Olympics qualifiers Ethiopia made it to the final round after knocking out Congo DR and Ghana, ultimately losing a spot in the Olympics to South Africa. In 2012 the team qualified for the African Championship 8 years later, settling the score with Tanzania. It didn't manage to score; only grasping a draw with Cameroon.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Study Area and period

Thisstudy was conducted in the case of east Hararge zone in some selected city and district town namely Harar city and Babile Town. Hararis walled city in eastern Ethiopia. It was formerly the capital of Hararge and now the capital of the modern Harar region of Ethiopia. The city is to catted on a hilltop in the eastern extension of the Ethiopia highlands about 525 km from the national capital Addis Ababa at an elevation of 1885 meters.'

Babille is one of the woredas in the Oromia Region of Ethiopia. It is named after one of the 12 major tribes of the Oromo people, the Babille Oromo. Part of the Misraq (East) Hararghe Zone, Babille is bordered on the south and east by the Somali Region, on the west by Fedis, and on the north by Gursum; the Fafen River defines a portion of Babble's eastern border. The administrative center of this woreda is Babille. (www.wikipedia .com /Harar city and Babille town in east Hararghe zone)

Harar   Babille
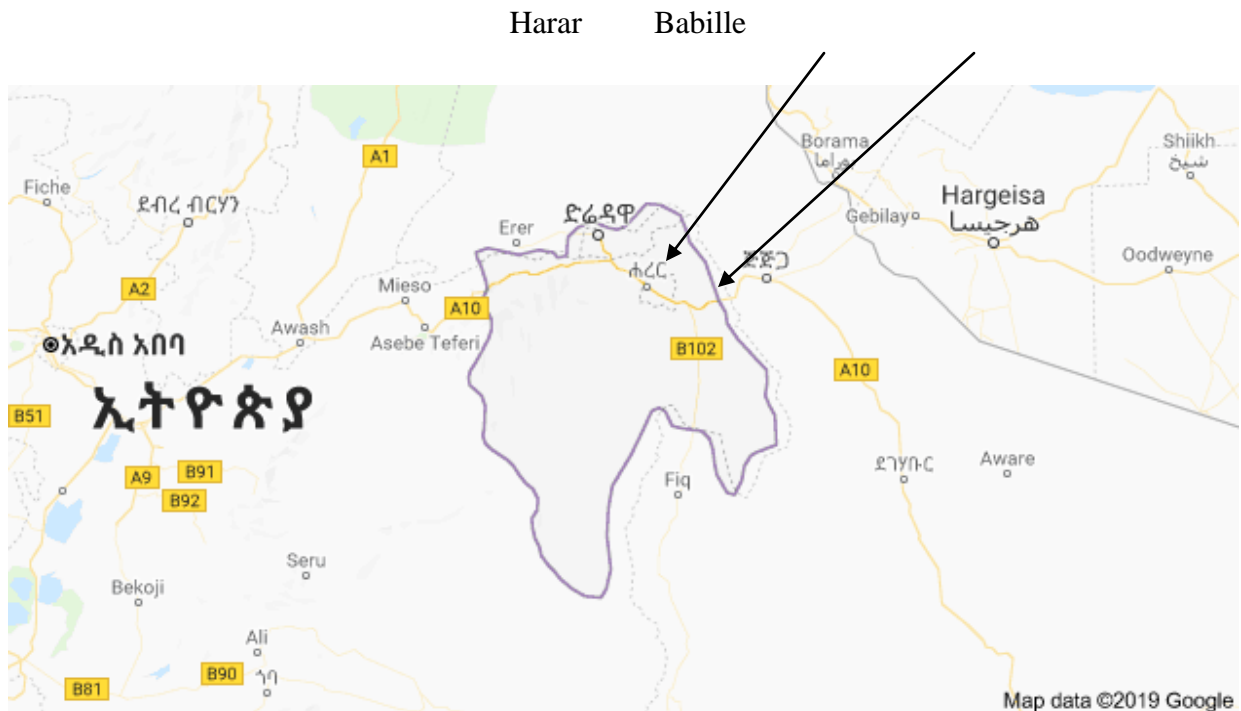
Also this research was conducted for one year duration from august 20117/18 to September 2019

3.2 Research Design

For this study, cross-sectional design was found most appropriate (Creswell, 2012). This design is distinctive in that the researchers was mix quantitative and qualitative strands concurrently that guide the joining of multiple studies in a multiphase research. The qualitative data set, interview provide actual words of people in the study(Yin, 2009), offer many different perspectives and challenges in Hararge zone female football projects that provide a complex picture of the situation (Creswell, 1998; Miles & Huberman, 1994).

3.3. Population of the study

No	Name of project	Total population Includes Whole Member Of Project		
		Female football Player	Coaches	Projects managers
1	Harar city	22	2	1
2	Babille district	22	2	1
	Total	44	4	2

The total populations of this study were female football player, coaches and project managers of two Projects namely Harar female's football project and Babille district female's football project found in Hararand Babille.

3.4. Sample and Sampling Techniques

While we conduct research it's obvious that data collected from the whole population makes the accuracy of research findings to be very high. By considering this point in to mind the researcher included all populations purposely found in the sampled female football projects. The east Hararge zone has two female football clubs (Harar and Babille) and both clubs were taken as sample for this study because their number was small. Also all populations directly targeted and connected to projects development in the clubs were taken as sample because the researcher believe that they are key informant for the study and also their number is small. Accordingly four coaches, forty four female players and two club managers (total n=50)

3.5. Sources of Data

In order to gather sufficient information related to the problem under study, the researcher used primary as well as secondary data sources. The primary sources of data were obtained from the players, coaches and club managers. Secondary sources like documents, journals and web services which were related to the challenges and prospects of female football analyzed to strengthen data obtained from primary sources.

3.6. Data collection instruments

The study was used both quantitative and qualitative data collecting approaches. In order to gather adequate and reliable data the researcher was used questioner and interview. The questionnaires in this study were developed based on the research questions and after review of related literature it was adopt for participant (Simpson, 2000). Likert scales method ranging from 1 to 5 (strongly disagree, disagree, undecided, agree and strongly agree) were used to measure the extent and to which participants agree or disagree with a particular statement. The questionnaire and interview designed in English, yet it were translated into "Afaan Oromo" while the data collection, in order to avoid ambiguity. The questionnaires and interview were reviewed by major advisor who guide the researcher in the study.

3.6 .1Questionnaire

 Two sets of questionnaires were developed in English and one was translated in to Afaan Oromoo language to obtain information from athletes' and experts' of the respective clubs challenges. In order to elicit the necessary data, questionnaires were constructed based on the reviewed of related literatures; consisting of four main sub-topics under it: I, personal profile II, Organization and structure of training III, facilities, income and equipment and IV, Attitudes and perceptions related factors. (See appendix) this was constructed in keeping with the main themes of research guiding questions as well. In fact, this was attempted in order to make more the questions brief, attractive to look at, easy to be understood and reasonably to be completed quickly.

3.6.2 Interview

Interviews are a type of survey where questions are delivered in a face-to-face encounter by and interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999). Accordingly, structured interview was designed to supplement and enrich the information that was drawn by the questionnaire. To strength this point, I think quoting Korthari's (2008) assertion is appoint: Unstructured interviews demand deep knowledge and greater skill on the part of the interviewer, happens to be the central techniques of collecting information in case of exploratory or formulate studies, but in case of this descriptive studies we quite use the technique of structured interview because of its being more economical, providing a safe basis for generalization. Thus, two club managers participated in the interview. Pertaining to the interview, every effort was made to create friendly atmosphere of trust and confidence in order the respondents would feel at ease while talking to and discussing with the interviewer. Hence, the interview was followed by probing a set of predetermined questions and taking note, comments which were given by each interviewee after questions, jot down on the note book until the last question comes to an end. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point. Beside this, Interview was held in 'Afaan Oromoo' language for ease of communication and clarity of ideas. Finally, the whole idea of the interview was summarized and analyzed from what has been written on the note book during and after the discussion. In average the interview takes from 20-30 minutes.

3.7. Procedure of data collection

For those respondents, the final copies of the questionnaires were distributed in face-to-face situation by the researcher. This was done intentionally, if there was a need for additional explanation on how to respond and to get back as many questionnaires as possible.

3.8. Methods of Data Analysis

Yin (1994) states that data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study. Data analysis is also a process that includes editing, coding, classification and tabulation of collected data (Kothari, 2006. Therefore, the questionnaires were first collected, organized, tabulated and coded in SPSS version 23. The following statistical procedures were employed for numerical interpretation. Descriptive statistics like mean, standard deviation, frequency and percentage were used to

analyze basic information and distribution of scores and also to discuss the proportion for respondents along with challenges/variables on organization and structure of training, facilities, income and equipment and attitudes and perceptions related factors on clubs sport success and development. The t-test were employed to check whether there were significance deference or not between independent variable to dependent variable. In addition to this, inferential statistics such as t test, and effect size were calculated for the total samples of players and coaches. The data collected was analyzed by applying aspired sampled-test for player's questionnaire and t-test for both player and coaches. Level of significance was kept at $p<0.05$.

3.9.Pilot study

In order to testing the self- designed questions, the study pilot had been conducted on 4 coaches and 44 athletes through collecting responses on 31 questions from other female football clubs which are not sample clubs. The responses that had been collected were grouped into three based on the basic research questions and reliability statistics were calculated using *Cornbrash Alpha* and the result were presented in the table bellows. The Cornbrash alpha coefficient is used to determine the reliability measures of a measuring instrument.

Reliability was defined earlier in this chapter as referring to the consistency in which a measuring instrument measures what it is intended to measure (Foxcroft & Roodt, 2009.With the Cornbrash alpha coefficient, a number that ranges from 0 (no internal consistency) to 1 (maximum internal consistency) is the most common estimate (Terre Blanche et al., 2006, p. 154).

Table1: Reliability Statistics using Cronbatch Alpha

S.N	Variables	
1	The organization and structure of clubs	0.704
2	Facilities, income and equipment	0.72
3	Attitudes and perceptions	0.71

Reliability and Validity of Data

The validity of data refers to how well the instrument measures what they are supposed to measure (Triola, 2001). Validity of the data is important to assure that the research findings were

measured accurately by instrument used. On the other hand, reliability is the degree to which the instrument produces stable and consistent result (Phelan and Wren, 2005). The Cronbach's alphas were used to show reliability and validity. In this study, the Cronbach's alphas were considered high enough to consider the data as valid and reliable. Since most researchers use 0.70 as an acceptable level of coefficient alpha and still others consider 0.6 as sufficient (Kerlinger and Lee, 2000). Reliability analysis was conducted using 31 items .Computed Cornbrash's alpha were 0.704, 0.72, and 0.71 respectively. As shown in table above. This showed that the study research was valid. Hence it was give confidence the researcher to progress with the data analysis.

3.10. Ethical Clearance

This study dealt with the ethical issues related to the investigation. Information of subject's participation in this research waskept confidential. The findings of the study were general for the study community and will not reflect any thing particular of individual. If the subjects agree to participate in this study, their participation should be voluntary. If not, they have full right to declare not to take part at all. They also have the right to stop participating at any time. Therefore the study will conduct all action based on the university rule, code of conduct and policies concerning research ethics. Ethical approval was obtained from institutional research ethics review committee (IRERC) of JimmaUniversity. The protocol was approved by the university guidelines and written consent was given and informs the concerned bodies.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

In this section, the results obtained from the questionnaire, interview, and documents are analyzed and interpreted in such a way that percentage is employed to analyze responses of close-ended items in the questionnaires. In addition to this documents were used to triangulate the responses.

4.1. Characteristics of the Respondents

The purpose of this section is to provide an overview of the characteristics of the respondentsused in this thesis.In the following information provides a breakdown of the sample by sex, age,

Educational qualification, religion and total years of playing/coaching experience.

4.1.1 Demographic characteristics of respondents

Table.2. Demographic characteristics of the coaches and players respondents

Item	Responses	Respondents			
		Player		Coach	
		N	%	N	%
Age	10-15	12	27	-	-
	16-20	32	73	-	-
	26-30	-	-	3	75
	>31	-	-	1	25
	Total	44	100	4	100
Educational level	Elementary	16	36	-	-
	Secondary	18	50	-	-
	Preparatory	10	14	-	-
	1st degree	-	-	4	100
	Total	44	100	4	100
Playing/coaching experience	0-2 years	34	77	-	-
	2-4 years	10	23	2	50
	4-6 years	-	-	1	25
	>7 years	-	-	1	25
	Total	44	100	4	100

The above table indicates the demographic characteristics of respondents on their age, educational level, playing/coaching experience and religion status. Accordingly, the majority of players 73% players and 75% coaches are found between 16-20 and 26-30 ages respectively. The rest are found between ages range10-15 for players and for coaches >31 years age. In view of this fact, one can easily reduce that the largest portion of both groups of athletes and coaches in the sample population belongs to the youngest age groups, except a few coaches.

The football players'educational background had elementary, secondary and preparatory schools level category. Among the total samples half of them are secondary school educational level followed by elementary level (36%) and the least (14%) are preparatory students. All the coaches are first degree holders. The greater (77%) of players had playing experience of less than two years and the rest (23%) has 2-4 years playing experience in the project. Also half of the coaches has experience of coaching between 2-4 years and 25% of them had experience 4-6 years and the last 25% had greater coaching experience in the project which greater than >7 years.

At this stage, therefore, if one is to draw a profile of what may be characterized as a typical trainee athlete and coach of the club are represented; one could come up with is attending high school education and with coaches first degree holders having two and above years' experience in coaching respectively.

4.2 Facility, equipment and budget relatedanalysis

Table.3.one sampled t-tests of female football players and coaches on facilities and income related scaleN=48)

Item	Player (n=44)				Coach(n=4)				p-value	t
	Min	Max	M	SD	Min	Max	M	SD		
My club have equal ratio of football materials with number of trainees in the club	2	5	2.1	.13	2	5	1.9	.89	.000	1.17
The club have enough sport material	3	4	1.9	.23	3	5	1.2	.56	.01	11.5
Shortage of material like balls, cloths, sport equipment, etc.	1	3	2.6	1.2	2	4	2	.89	.04	14.2
Shortage of play and training ground	3	5	2.9	.32	3	4	3	1.2	.85	1.89
The club has identified all sources of income (e.g., membershipfees, fundraised, etc.)	1	5	1.5	.84	3	5	1.9	.25	.26	.78
Your club management team review and finalize the budget andfinancial processes together.	2	4	2.5	.58	2	4	3.5	.39	.96	5.5
The club has financial policies for the club (e.g., member fees, meeting fees, sponsorship levels, etc.)	3	4	1.2	.99	4	5	1.5	.96	1.25	9.51

Key:- SD ≥ 4.5, D = 3.4-4.49, U=2.5-3.49,A=1.5-2.49,SA≤ 1.49

Concerning availability of materials/equipment's and budget and source of income for the projects all (players and coaches) replied identical response. The majority of respondents expressed their high level of disagreement on materials/equipment's and budget and source of income. The statistically mean value of the groups were ranges from (M=1.2, SD 0.74 to M=3, SD= 0.25 and M=1.2, SD=.56 to M=3.5, SD= 0.39) respectively for athletes and coaches. Besides, Concerning paired t-test for first item of table, since the p-value is less than our chosen

significance level ($\alpha = 0.05$), there is enough evidence to suggest an association between athlete and coaches on materials/equipment's and budget and source of incomefor all the items in the table above. the item 2 and 3 above their t-test results shows t(1) = 1.17, *p*< .000), t(1) = 11.5, *p*< .001), t(1) = 14.7, *p*< .000), t(1) = 1.8, *p*< .000), t(1) = .78, *p*< .000), t(1) = 5.7, *p*< .002) and t(1) = 9.51, *p*< .000) respectively. The degree of associations was also conducted by using Cohen's d and it implies there is moderate effect size ranges, Phi (ϕ)= .22 and .14 respectively.

It reveals that almost two groups have similar opinion on lack of adequate budget significantly affect football projects success.Jess and Brownell 2001) as quoted by Frost; et, al (2002), totally as statistically result value from responses of the questionnaire and interviews clearly reflects that lack of adequate budget, well designed scientific sport training program, administrators proper supervision, budget and source income, facilities and equipment were the factors significantly affect the success of sport in Hararge Zone.

The interview of club manager results also shows adequate facilities and training equipment is the basic elements to develop and success sport but there is a shortage. The relevance of the presence of facilities, equipment and other supplies to the smooth running of organization sport program has been severally emphasized elements for sport successes activities. As (Akinsami, 1995; Mgbor; 2005) explained, the level of sport success most programs is greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities as these form the hub around which such program revolve. This revealed that lack of adequate facilities and training equipment affected the success of sport.

Awosika (1992) asserts that facilities and equipment are program related in any sport program and should be provided in sufficient quantity to meet the needs of the success sport programmers. National Association for Sports and Physical Education (NASPE: 1995) advocates that sufficient sport resources are needed to meet the standard for sport success program. Owoeye and Olatunde (2011) opined that availability of sport facilities is a potent factor to quantitative sport success.

4.3 Organization and structure of football projects analysis

Table.4.One sampled t-tests of female football players and coaches on organization and structure of training scale (N=48)

No	Item	Player		coach		p-value	T
		M	SD	M	SD		
1	coaching plan	4.1	0.91	3.9	0.8	.001	35.5
2	attend and upgrade coaching competence	4.9	.52	3.86	.24		
3	incorporate different coaching methodologies	4	1	4.25	.38	.00	22.2
4	follow talent scouting procedure in selection of trainees	4	1.5	2.5	.38	.00	36.2
5	annual training plan	3.5	1	4.99	.89	.00	24.1
6	use additional training aids like video, audio, charts, films etc.	4.99	1	4.88	.12	.00	12.2
7	actively involved in every training sessions	4.81	2.5	4.32	.01	.001	35.5
8	manager have ability to cooperate with project supporters	2.98	4.7	3.9	.45	.00	25.3
9	Stakeholder participated to improve performance of project s management	3.8	4.5	3.8	.45	.00	22.2
10	The project structure is standard one	4.10	.59	4.6	.89	00	12
11	The team give enough opportunity to improve personal performance	4.78	.86	4.5	.96	.001	24.1
12	Administrators encourages the project players to participate during decision making time	3.99	.27	4.23	.96	00	34.2
13	Assessments are always made without the knowledge of the project players 'and employees performance	4.58	.58	4.69	.56	.001	35.5
14	All decisions are made by the managers themselves	4.65	.96	4.63	.56	00	35
15	Have a good relationship with your employees and players	4.87	1.2	4.39	.82	.001	22.2

Key:- SD ≥ 4.5, D = 3.4-4.49, U=2.5-3.49,A=1.5-2.49,SA≤ 1.49

As we can see from the table in average both participants were agreed with the statements related to organization and structure of football projects items rangers from M=2.98, SD=4.7 toM=4.99, SD=1 for players and M= 2.5, SD=0.38 to M=4.99, SD=0.89 for coaches. A one sampled t-test was conducted to determine whether there is an association between female football players and their coaches on organization and structure of training related factor in east Hararge zone female football projects.

Also the results of one sampled t-test depicts from the above table since the P-value is less than the chosen significance level $\alpha = 0.05$, there is an association between female trainers and their coaches on their projects structure and organizational strategies in the east Hararge ranges t(47) = 12-35.53, p = .000-.001.

The social structure of sport refers to the manner in which the game is physically structured and played, the manner in which athletes are promoted, divided and rewarded. For example, one structure (of almost all sports) is that they are performed in order to determine a sole winning individual or winning team over other losing individuals or teams. Yet, this is not the only structure upon which one can play sport. (Anderson 2005b; Oxendine 1988)

The assessment of training is used to determine the effectiveness of a training program and the organizational form of coaching. As kacani (1986:68) stared that evaluation of training process primarily focuses on program effect vented development of performance largely depends on the constant monitoring and continuous evaluation. Therefore, it should be kept in mind that with a view to ensure the improvement, constant feedback and evaluation is essential. It is the position of the present researcher that, the need to develop the standard of women football in Ethiopia pauses to the question how to plan and achieve the training goal effectively. Furthermore, it requires more efforts to training players in their clubs, improve, and develop the physical fitness and the skills of football to the level of peak performance, before they join the club.

4.4 Attitude and perceptions of participant's towards football projectsitem analysis

Table.5. Descriptive statistics of female football playersand coaches responses on attitudes and perceptions towards their football projects and football sports (n=48)

Item	Players(n=44)		Coaches (n=4)	
	M	**SD**	**M**	**SD**
I got additional skills from playing/coaching football	3.37	0.137	4.2	0.36
I got time to play/coach football skills better	3.11	0.452	4.6	0.75
I have opportunities to work with other playmates/coaches	2.45	0.278	4.8	0.87
I receive individual help from project manager or other coaches	4.21	0.68	3.5	0.25
I am actively played football during my childhood	4.35	0.96	4.1	0.91
I enjoy playing/coaching football very much	4.96	0.23	4.2	0.81
I am getting good health after playing/coaching football	4.98	0.21	4.5	0.82
Overall I like football playing/coaching	4.25	0.25	4.1	0.91

Key:- SD ≥ 1.49, D = 3.4-4.49, U=2.5-3.49,A=1.5-2.49,SA≤ 4.5

The table above shows that the attitudes and perceptions of theparticipants towards football sport in general and their football projectsin particular from their football projects point of view scored mean value ranges from mean value 2.45 to 4.98 with a standard deviation ranges varies from 0.27 to 0.96 for players and for coaches M=3.5 to 4.8, SD=0.25 to 0.87. From this result one can conclude that the female players and coaches had positive attitudes and perceptions to football sport in general and East Hararge female football projects in particular. In contrary the club managers interview results reveals medium/moderate attitudes and perceptions towards their clubs. For instance interview (x) said;

> *"Frankly speaking I'm not such much satisfied with this project as some*
> *remuneration are not enough, lack of attention from sport governing bodies in*
> *relatives to other male football projects found in the zone"*

In sporting this factor (Beijing 1995) displayed Sport is an integral part of the culture of almost every nation. However, its use to promote gender equity and empower girls and female is often overlooked because sport is not universally perceived as a suitable or desirable pursuit for girls and female. Existing social constructs of masculinity and femininity — or socially accepted ways of expressing what it means to be a man or female in a particular socio-cultural context — play a key role in determining access, levels of participation, and benefits from sport. According to the above conclusion: It is true in all countries that girls and female are less likely than boys and men to participate in sport, and sport continues to be dominated by males. It is a mistake, however, to assume that this is because girls and women do not wish to participate. Poverty, heavy domestic demands, safety concerns, lack of accessible transportation, inadequate sport and recreation facilities, and few opportunities for physical education and skill development frequently prevent female's participation in physical activity and sport.

4.5 The coaches and players differences onchallenge related variables

The table below shows the summary of the findings for within-subject differences, comparing the female players and coaches across organization and structure of training, facilities, income and equipment and attitudes and perceptions on their projects by using Paired Sample t test.

Table 6.paired sampled t-test of Players and coaches response differences on research variables

Variables	Players		Coaches		CI					
	M	SD	M	SD	UL	LL	df	t	Sig.(2tailed)	Cohn's d
Organization and structure of training	4.37	0.92	4.41	0.41	-.01	-.059	47	-3.3	0.120*	-0.03
Facilities, income and equipment	4.76	0.75	4.98	0.18	0.22	.014	47	6.53	0.21**	0.12
Attitudes and perceptions	3.96	0.38	4.71	0.52	0.98	0.12	47	4.53	0.112***	0.02

Note: SD = Standard Deviation, LL = Lower limit, UL = Upper limit
Significance levels. Significance levels. * p < .05, ** p < .01, *** p < .001

Table above shows the paired sample t test of female football players and coaches on organization and structure of training, facilities, income and equipment and Attitudes and perceptions related factors. We can see from the two means that participants not made a larger amount of organization and structure of training factor activities for players (M=4.37, SD= 0.92) than coaches (M= 4.41, SD= 0.41). *A paired samples t-test found this difference to be not significant, t(-3.35) =47, p > 0.120. The magnitude of the difference in the means (mean difference = 1.29, 95% CI = -.01,-1.89) and the effect size was very small (Cohen's d= -0.03).*Also the tables shows other variables on facilities, income and equipment found in sampled football projects and the means between players and coaches are slightly different; players (M=4.37, SD= 0.92) and coaches (M=4.41, SD= 0.41). The inferential statistics also no significance difference between the two groups on the same variables, *t(6.53) =47, p > 0.210* with effect size *(Cohen's d= -0.12).*

The last item in table is about attitudes and perceptions of participants towards football sport in general and their football project in particular. Accordingly there no differences on the two groups of participants; players (M= 3.96, SD= 0.38) and coaches (M=4.71, SD= 0.52).The outcome variable was found to be normally distributed and equal variances are not assumed based up on results of Levine's test (F=12, t(47) = 4.53, P=0.112) and the effect size was very small size (Cohen`s d = 0.02).

Generally, the value of t-test implies there was no significant difference on all variables which value of t test varies from -3.35 to 6.53 and p- value ranges from 0.112 to 0.21, which is greater than P > 0.05, with effect size varies from 0.02 to 0.12. Therefore, it is concluded that there is no significance difference between female football players and coaches on some challenges related factors among the participants.

4.6 Discussion and Results

The majority of respondents expressed their high level of disagreement on materials/equipment's and budget and source of income. It reveals that almost two groups have similar opinion on lack of adequate budget significantly affect football projects success. Jess and Brownell 2001) as quoted by Frost; et, al (2002), totally as statistically result value from responses of the questionnaire and interviews clearly reflects that lack of adequate budget, well designed scientific sport training program, administrators proper supervision, budget and source income, facilities and equipment were the factors significantly affect the success of sport in Harage Zone.

There is an association between female trainers and their coaches on their projects structure and organizational strategies in the east Hararge ranges t(47) = 12-35.53, p = .000 .001.Furthermore, it requires more efforts to training players in their clubs, improve, and develop the physical fitness and the skills of football to the level of peak performance, before they join the club.The female players and coaches had positive attitudes and perceptions to football sport in general and East Hararge female football projects in particular. In contrary the club managers interview results reveals medium/moderate attitudes and perceptions towards their clubs.

The finding of this study reveals mean value of players and athletes were M $\leq$ 1.5 respectively showed high level of disagreement and t-test value was no significant since (p > α,α < 0.05) indicated the lack of adequate budget, adequate facilities and training equipment, poor designed

scientific sport training program, lack of organizational structure were the most critical problems that affect sport success and positive attitudes of participants towards their clubs in Hararge zone of Harar and Babille female football projects.

The interview of club manager results also shows adequate facilities and training equipment is the basic elements to develop and success sport but there is a shortage. Awosika (1992) asserts that facilities and equipment are program related in any sport program and should be provided in sufficient quantity to meet the needs of the success sport programmers. National Association for Sports and Physical Education (NASPE: 1995) advocates that sufficient sport resources are needed to meet the standard for sport success program. As (Akinsami, 1995; Mgbor; 2005) explained, the level of sport success most programs is greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities as these form the hub around which such program revolve. This revealed that lack of adequate facilities and training equipment affected the success of sport. Owoeye and Olatunde (2011) opined that availability of sport facilities is a potent factor to quantitative sport success.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

The purpose of this study was to identify the practice and challenges that affect the development of female football projects (Harar and Babille) in east hararge zone. In order to answer these questions, cross sectional research design was employed. The data relevant to the study were gathered through questionnaires, and interview. The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation and the t-test. When the value of 't' obtained is greater than the level of confidence is found there was, significant and if the "t" value is less than the level of confidence obtained, significant was not found. The Schaffer's test is applied as test to determine which of the paired mean had significant differences. In all the cases, the level of confidence is fixed at 0.05 to test the significance. Finally, based on the review of related literature and the analyzed data, the following major findings were obtained from the study.

The football player's questionnaires and interview were conducted with Harar and Babille women football club officers and coaches wereasked to articulate how they conceptualize with the potential to become elite players.The finding of this study reveals mean value of players and athletes were $M \leq 1.5$ respectively showed high level of disagreement and t-test value was no significant since ($p > \alpha, \alpha < 0.05$) indicated the lack of adequate budget, adequate facilities and training equipment, poor designed scientific sport training program, lack of organizational structure were the most critical problems that affect sport success and positive attitudes of participants towards their project in Hararge zone of Harar and Babille female football projects.

5.2. CONCLUSIONS

Based on the analysis and major findings of the study, the following conclusions are drawn;

- Statistically result of mean value of players and coaches were M ≥ 4.01 respectively showed disagreement and t-test value was no significant since (p >α, α < 0.05) indicated that the majority of the participants were agreed with major challenges found in the clubs.

- The finding of this study reveals mean value of players and athletes were M ≤ 1.5 respectively showed high level of agreement and t-test value was no significant since (p > α,α < 0.05) indicated the lack of adequate budget, adequate facilities and training equipment, poor designed scientific sport training program, lack of administrators proper supervision, were the most critical problems that affect sport success in Hararge zone of Harar and Babille female football clubs

- The major challenges associate with the development are lack of adequate facilities, safe places to train football, poor repair, or fields or courts, very few number ofsponsors, very few number of spectators, absence of organized club supporters, absence of regular skill development courses for coaches, insufficient remuneration for coaches and players, shortage of courts for training and competition, losing popularity, and incapacity of competence, access to training facilities, special development programs and high-quality coaching and advice are the major challenges found in clubs of Harar and Babille.

- Other key aspects of talent development include the players' financial and logistic resources that enable them to take part into club or state activities, the players' motivation to train and their ability to overcome a varied range of sport-specific and general life challenges.

- The largest proportion of the respondents indicated lack of miscellaneous resources and facilities cause poor sport success. As (Akinsami, 1995; Mgbor; 2005) explained, the level of sport success most programs are greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities.

- There were many factors that had affected the sport success according to the finding of this study. Lack of adequate budget, well designed scientific sport training program, administrators proper supervision and lack of athletes adequate and balanced diet were the factors that hindered sport success. National Association for Sports and Physical

Education (NASPE: 1995) advocates that sufficient sport resources are needed to meet the standard for sport success program.

➢ Sport was not successful due to very few sport competition conducted, poor development of grass root athletes, dissatisfaction of coaches and athletes with current sport result.

➢ Poor movement of female sport to entertain society and it was not improved people socio-economic status in Hararge zone selected woredas. Society participation leads to sport success and their socio- economic status development. According to FDRE sport policy document:(1997), the bases for sport is the community and the nation at large participating in sport not only empowers the individual with health physique and brain but also strengthens bondage by creating harmony with others.

5.3. RECOMMENDATIONS

Based on the findings of the study, the researcher and participants were suggested the following recommendations in light of the summary and the conclusions made:

- ➢ It is important that for the implementation of national and regional sport policy to guide athletes, experts, coaches and administrators in code of sport ethics and to maximize female sport success according to its different principles. Hararge zone policies should also implemented to improve structures of sport activities, conduct all relevant and crucial information that lead to sport success.
- ➢ Sport organizations administrators are front liners to success sport in Hararge zone, in conjunction with Oromia regional state sport commission, harage zone sport commission and words government officials should give attention to solve sport administrators knowledge and skill problems by giving repeated training and recruiting efficient administrators depending on professionalism, competence, similar experience, interest and motivation to administer.
- ➢ The federation should work in collaboration with all stakeholders. Hence, School is one of the main sources of women football players for the clubs, so the federation should work in collaboration with schools and clubs so as to produce elite players: moreover, it should organize regular inter-school competition to give chance for young talented players to have acquaintance with the ever growing scientific training coaches should get training on regular bases or providing appropriate and sufficient training for coaches.
- ➢ For the number of women football clubs in Ethiopia is fewer, the concerned government body should force sport clubs, highly developing in the other field of sport, to get involved in football sport.
- ➢ The federation should work hard for the establishment of women football youth projects in the entire region. Apart from this, the federation should assist and make regular follow-up for the growth and development of these projects.
- ➢ The concerned government body should construct football courts in different corners of the region to cultivate talented players and to make the women football popular among the societies.

- The concerned government body should set standard for the enrolment of women football and make regular control over the fulfilment of the standard.
- Since sport miscellaneous resource supply were not adequate government and society should work together to solve to the deficiency of resource supply. Administrators have to motivate societies to participate with their capacity. Society participation leads to sport success and their socio- economic status development.
- To improve sport success athletes must get scientific, effective, sufficient and programmed training. To conduct such like trainings coaches, experts, administrators and athletes ought to collaborate to achieve common goal.

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Appendix A

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by players

Please take a few moments to complete this questionnaire. The purpose of this questionnaire is to get necessary data to conduct a research titled as prospect and a challenge of female's football; in the case of Harar and Babile female football project and to recommend possible alternatives for development of female football in East Hararge.

So I kindly request you to fill this questionnaire and give your genuine response, because it gives a great benefit for the success of the research. Thank you for your valuable time and effort.

Thank you in advance for your time

Part I general information; circle one or fill in the blank spaces

1. Gender:- 1)male   2)female
2. Age_____
3. Educational level _____
4. Salary_____
5. Place of birth:- 1)urban   2)rural
6. Religion _____

Part II organization and structure of training scale; following are items that address your organization and your coaches training methodologies. Please read each item and rate your response on five point's scales.

No	Item	Strongly disagree	Disagree	undecided	agree	Strongly agree
1	My coach has coaching plan in every training sessions					
2	Your coach can attend and upgrade his coaching competence					
3	Your coaches incorporate different coaching methodologies					
4	Your coach follow talent scouting procedure in selection of trainees					
5	Does your coach has annual training plan					

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No	Item	Strongly disagree	Disagree	undecided	agree	Strongly agree
6	Your coaches uses additional training aids like video, audio, charts, films etc					
7	I am actively involved in every training sessions					
8	The manager having ability to cooperate with project supporters					
9	Stakeholder participated to improve performance of projects management					
10	The structure is standard one					
11	The team give enough opportunity to improve personal performance					
12	Administrators encourage the project players to participate during decision making time					
13	Assessments are always made without the knowledge of the project players 'and employees performance					
14	All decisions are made by the managers themselves					
15	Have a good relationship with your employees and players					

Part III facilities, income and equipment related scale;

No	Item	Strongly disagree	Disagree	undecided	agree	Strongly agree
1	My project have adequate					
2	The project have enough sport material					
3	Shortage of material like balls, cloths, sport equipment, etc.					
4	Shortage of play and training ground.					
5	The project has identified all sources of income (e.g., membership fees, fundraised, etc.)					
6	Your project management team review and finalize the budget and financial processes together.					
7	The project has financial policies for the project (e.g., member fees, meeting fees, sponsorship levels, etc.)					

Part IV; Attitudes and perceptions related scales

No	Item	Strongly disagree	Disagree	undecided	agree	Strongly agree
1	I got additional skills from playing football					
2	I got time to learn football skills better					
3	I have opportunities to work with other playmates					
4	I receive individual help from coach					
5	I am actively involved in training sessions					
6	I enjoy playing football very much					
7	I am getting good health after playing football					
8	Overall I like football playing					

Appendix B

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by coaches

Please take a few moments to complete this questionnaire. The purpose of this questionnaire is to get necessary data to conduct a research titled as prospect and a challenge of female's football; in the case of Harar and Babile female football project and to recommend possible alternatives for development of female football in East Hararge.

So I kindly request you to fill this questionnaire and give your genuine response, because it gives a great benefit for the success of the research.

Thank you for your valuable time and effort.

Part I general information; circle one or fill in the blank spaces

1. Gender:- 1)male   2)female
2. Age_____
3. Educational level _____
4. Salary_____
5. Coaching certificate _____
6. Caching experience _____

Part II organization and structure of training scale; following are items that address your organization and your coaches training methodologies. Please read each item and rate your response on five point's scales.

No	Item	Strongly disagree	Disagree	undecided	agree	Strongly agree
1	I have coaching plan in every training sessions					
2	I can attend and upgrade my coaching competence					
3	I incorporate different coaching methodologies					
4	I follow talent scouting procedure in selection of trainees					
5	I have annual training plan					
6	I use additional training aids like video, audio, charts, films etc.					
7	I am actively involved in every training sessions					

8	Your manager have ability to cooperate with project supporters					
9	Stakeholder participated to improve performance of project management					
10	The project structure is standard one					
11	The team give enough opportunity to improve personalperformance					
12	Administrators encourages the project players to participateduring decision making time					
13	Assessments are always made without the knowledge of theproject players 'and employees performance					
14	All decisions are made by the managers themselves					
15	Have a good relationship with your employees and players					

Part III facilities, income and equipment related scale;

No	Item	Strongly disagree	Disagree	undecided	agree	Strongly agree
1	My project have equal ratio of football materials with number of trainees in the project					
2	The project have enough sport material					
3	Shortage of material like balls, cloths, sport equipment, etc.					
4	Shortage of play and training ground					
5	The project has identified all sources of income (e.g., membershipfees, fundraised, etc.)					
6	Your project management team review and finalize the budget andfinancial processes together.					
7	The project has financial policies for the project (e.g.member fees, meeting fees, sponsorship levels, etc.)					

Part IV; Attitudes and perceptions related scales

No	Item	Strongly disagree	Disagree	undecided	Agree	Strongly agree
1	I got additional skills from coaching football					
2	I got time to coach football skills better					
3	I have opportunities to work with other coach mates					
4	I receive individual help from project manager or other coaches					
5	I am actively played football during my childhood					
6	I enjoy coaching football very much					
7	I am getting good health after coaching football					
8	Overall I like football coaching					

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

Interviewees guide Questions for club Management/Managers/:

The purpose of this interview is to get necessary data to conduct a research titled as prospect and a challenge of female's football; in the case of Harar and Babile female football project and to recommend possible alternatives for development of female football in East Hararge. Therefore, your response has great value in this research outputs.

Thank you in advance for your valuable time and efforts.

Part one: Demographic characteristics of Questionnaire

Age _____

Sex _____

Marital status _____

Educational level _____

Year of working service Experience _____

Part two: main interviewed questions

1. What kind of benefits does the player get from the formation of your project ?

2. What is the strategy of the management of football project (Vision, Mission, and SWOT)?

3. Do you have any strategy or plan to stabilize the project top most leagues in the country?

4. Is the project supply enough amount of sport facility and equipment's?

5. Is the manager having ability to cooperate with project supporters?

6. How do you express the participation of players in project management practice?

7. What is the attitude of players and employers in project management practice on your point of view?