



THE ASSESSMENT OF CHALLENGES AND OPPORTUNITIES OF  
JIMMA TOWN FEMALE FOOT BALL CLUB

BY: SELAMAWIT GENENE

A RESEARCH OF THE SENIOR PAPER TO BE SUMMATED TO  
JIMMA UNIVERSITY COLLEGE OF NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF  
REQUIREMENT FOR BACHELOR DEGREE IN SPORT SCIENCE

JUNE, 2014

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## Table of content

| Content   | Page |
|---|------|
| List of table.....  | III  |
| Acknowledgement.....  | IV   |
| Abstract .....  | V    |
| <b>CHAPTER ONE</b>  |      |
| 1. Introduction.....  | 1    |
| 1.1 Background .....  | 1    |
| 1.2 Statement of the problem .....                              | 2    |
| 1.3 Objective of the study .....                                | 3    |
| 1.3.1 General objective .....                                   | 3    |
| 1.3.2 Specific objectives .....                                 | 3    |
| 1.4 Significance of the study .....                             | 4    |
| 1.5 Delimitation of the study .....                             | 4    |
| 1.6 Limitation .....  | 4    |
| 1.7 Operational of the study .....                              | 4    |
| <b>CHAPTER TWO</b>  |      |
| 2. Review of related Literature .....                           | 5    |
| 2.1 Background of female foot ball .....                        | 5    |
| 2.2. Concept of foot ball .....                                 | 6    |
| 2.3 Factors that challenges women foot ball participation ..... | 6    |
| 2.3.1 Cultural factors .....                                    | 6    |
| 2.3.2 Gender difference .....                                   | 7    |
| 2.3.3 Psychological factors .....                               | 7    |
| 2.3.4 Social factors .....                                      | 7    |

2.3.5 Equipment facility factors .....8

2.3.6 The coach qualification factors .....8

**CHAPTER THREE**

3. Methodology .....9

3.1 Design study .....9

3.2 Population of the study .....9

3.3 Sample size .....9

3.4 Sampling technique .....9

3.5 Instrument of data collection .....9

3.6 Data analysis techniques.....10

**CHAPTER FOUR**

4. Data analysis and Interpretation .....11

**CHAPTER FIVE**

5. Conclusion and Recommendation .....19

5.1 Conclusion .....19

5.2 Recommendation .....20

Reference .....21

Appendix I.....22

Appendix II.....25

## **List of table**

|   |    |
|---|----|
| Table 1: Players age response .....   | 11 |
| Table 2: Players response on coach ability to coaching .....  | 11 |
| Table 3: Players response on moral support .....  | 11 |
| Table 4: Players resonance on coach training on field.....  | 12 |
| Table 5: Players response on clubs materials and clothes .....  | 12 |
| Table 6: Players response on comfortable field training .....   | 12 |
| Table 7: Players response about opportunities on football matchers and preparation<br>for friendly match..... | 13 |
| Table 8: Players response on proper support form coach at time of training .....                              | 13 |
| Table 9: Players response about cultural implication and field training .....                                 | 13 |
| Table 10: Players response about family willingness in football participation .....                           | 14 |
| Table 11: Players response about coaches effort to increase player ability in football .....                  | 14 |
| Table 12: Players response about problem the creates imposition.....  | 14 |
| Table 13: Players response about get and lose at training time .....  | 15 |
| Table 14: Players response about shower service .....   | 15 |
| Table 15: Players response about club change .....  | 15 |
| Table 16: Players response about benefit and football playing.....  | 16 |
| Table 17: Coach response on education level .....   | 16 |
| Table 18: Coach response on unity and respect.....  | 16 |
| Table 19: Coach response on training technique and tactic .....   | 17 |
| Table 20: Coach response on opportunities get additional training .....                                       | 17 |
| Table 21: Coach response on enough equipment providing .....  | 17 |
| Table 22: Coach response on proper budget supply from institution .....                                       | 17 |
| Table 23: Coach response on training component .....  | 18 |
| Table 24: Coach response on interest of players .....   | 18 |

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## **Abstract**

The purpose of this study was to explore the challenges and opportunities of Jimma town female football club. The study focus on the availabilities of sport facility, management activities and qualities and the coach competence of coaching. The researcher was used survey study design method and the researcher was selected 16 players and one coach as a sample by using simple random sampling technique from the total populations data was collected from all samples by using questioner and interview. After the data was collected it was analyzed through meaningful statements and tables. As the result of collected and analyzed data Jimma town female football club has the following challenges training field is not comfortable, the club doesn't provide basic and sufficient sport materials and cloths and no shower service availability at the end of each training and competition session. In order to create a good opportunities for the players, the concerned body such as the club managers, coaches and the communities tray to adjust the challenges that exist or apper in the club by contributing money and other material.

# CHAPTER ONE

## 1. Introduction

### 1.1 Background

Soccer is the most popular sport in the world, organized soccer is being played in 144 nations. With nearly 20 million players participation of world cup match which is held every four years is televised around the world and attracts over billion viewers. It is popular as many people in the different corners of the world without linguistic or cultural barriers (2004 unpublished foot ball hand out) chros M.C Daugall april 2012).

Soccer is much loved sport event for millions of people throughout the world foot ball is played predominantly with the feet, but players may use any part of their body except their hands and arms to probe the ball the exceptions to this are throw in (i.e when the ball goes out of bounds. Field players throw the ball in to play from the side lines) and the two plan years acting as goalkeepers. Who are the only ones allowed to handle more number of points (goals) when a specified length of the time has elapsed (Higginsom D.C (1984).

Foot ball is the world's most popular ball game in numbers of participants and spectators. In its principal rules and essential equipment. The sport can be played almost any where. From official foot ball playing fields (pitches) to gymnasiums, streets, school play grounds parts or beaches (Higginsom D.C (1984).

Various forms of foot ball can be identified in history often as popular peasant's game. Cotemporary codes of foot ball can be traced back to the codification of these games at English public schools in the eighteenth and nineteenth century. The influence and power of the British empire allowed these rules of foot ball to spread to areas at British influence outside the directly controlled empire, through by end of the nineteenth century distinct regional codes were already developing Gaelic foot ball. For example deliberately incorporated the rules of local traditional foot ball games in order to maintain their heritage.

In 1888, the foot ball league was founded in England, becoming the first of many professional foot ball competitions. During the twentieth century the various codes of foot ball became amongst the most popular team sport in the world (en. Wikipedia org/wiki/foot ball).



Jimma town female foot ball was establishe in 2000 E.C. This club-consists of 27 players and 1 caches. The aim to establish this club is to increase participation of female foot ball players and to create good competitive female player.

## **1.2 Statement of the problem**

They are few females foot ball club in Ethiopia. Especially Oromia region specifically Jimma town. Jimma town female foot ball club is one of the club founded in 2000 E.C these club is just a team it can functional the criteria get by ministry of sport and foot ball federation of the country. There are challenges reflected by the female athlete of the club there fore the research of this paper needs to investigate all the factor of challenges of the athlete scientifically to gather with their opportunity.

## **Basic Research questions**

The researchers questions of this study were focus on the current condition. For the availabilities of sport equipments, materials and facilities. In addition includes the management activities and qualities and the coach competence of coaching to examine the following questions.

1. What are the major problems of Jimma town female foot ball club.
2. What aspects of the club is most challenging?
3. How the coach is competent in coaching?
4. What is the relationship between players in the clubs?
5. What is the role of the management in this club?

## **1.3 Objective of the study**

**The study has two objective**

### **1.3.1 General objective**

The general objective of this study was to explore the challenges and opportunities of Jimma town female foot ball clubs.

### **1. 3.2 Specific objective**

The specific objective and target of this study will be

1. To identify the challenges and opportunities of female players in foot ball training time.
2. To assess the availability of sport equipment
3. To assess the availability of accessibility of sport facilities
4. To assess the management activity to increases. Female participation in foot ball
5. To assess and evaluate the coach competence of coaching females.

## **1.4 Significance of the study**

**The major significance of this study will suggest the following important paints.**

1. To make the community aware about some challenges of Jimma town female sport club to find solution so as to minimize their problems during the training.
2. It would changes negative attitudes of the community about female foot ball players
3. It would be initiate or arouse other female foot ball players .
4. Used as a source for other researcher around this area or study

## **1.5 Delimitation of the study**

The study would delimit Jimma town female's foot ball sport club. Found in Jimma town the researcher delimited Jimma town foot ball club due to man power. Financial problem and time.

## **1.6 Limitation of the study**

The limitation of the study are due to the shortage of time and lack of budget. So this study must have questioner. For that questioner, that is no enough answers and difficult to get permeation also to collect data, there are shortage of reference books.

## **1.7 Operational definition of terms**

- ❖ **Challenge:-** treats and negative impacts that may hinder or slow dawn our actively (<http://scarch Security tochtarget. Com/definition/challenge>).
- ❖ **Opportunity:-** Supportive chances or alternatives to be utilized for effective performance of the sport <http://www.Google.com>.
- ❖ **Sport facilities:-** a team and infrastructure required for effective performance of the sport

## CHAPTER TWO

### 2. Review of related literature

#### 2.1 Background of women football

It is more explain that the background of title at the same all about give the information of history part. The processes of reading analyzing, evaluating and summarizing scholarly materials about specific topic review literature can be constructed with more subjective examinations of recording information. Remarkably. Women's foot ball has been around since the establishment of the sport in the late 19<sup>th</sup> century and their is evidence of female involvement in all the forgeries of the game as well as medial foot ball. Although not as population with spectators to day it was actually extremely popular during world way sport was practically ended with the foot ball associations decision to ball women's foot ball in 1921 due to supposed bad taste however, it eventually revived following the formation of the English women's FA in 1969 and lifting of the bon in 1971 on a global level too the dgame expended and by 1992 Japan was home to the first semiprofessional women's world cup and the European champion ships. Further mate in the up statistics should showed will over 100,000 registered women's foot ball at the end of 2005 this was almost alen fold increase from the 11.200 registered in 1993 attesting both to popularity of women's foot ball in its self and the cross gender appeal of the sport generally (Higginson D.C(1984).

The independent women's foot ball league was founded 2000 as a non profit organization to primate female foot ball it's a full teacher women's league that allouls member teams to function independently as of 2000 more than 40 teams had. Formed across the nation this league is still active to day. This May become the first women's foot ball league in America to reach a notional audience says stuart pant author of the history of women's professional foot ball (Higginson D.C (1984).

## **2.2 Concept of football introduce**

Foot ball is played on several levels though the world foot ball is probably plied in china as early as 400B.C. two teams of eleven players each compete to get around ball into the other team's goal there by scoring a goal. The team which has scored the most goals the conclusion of the game is the winner it both team have an equal numbers goals then the game is adrow. The primary rule for this objective is that players, other than the goal keeper's May not internation ally touch the ball with their hands or arms during play (though they do use their hands or during a throw a though players mainly use their feet to move the ball around they May use any part of their bodies other than their hands or arms hands with their opposable thumbs tend to dominate all aspects of most sports but not in foot with the hand chest thighs and whose body following in to line. All the body part, except for the hands gives foot ball its fluidity and flexibility and maxes it a very pliable sport. A good keeper dives to stop the ball from entering his goal. In typical game play, players attempt to move to wards a goal through individual control of the ball such as by dribbling (running with the ball club to their feet by passing the bal from team mate to team mates and by faking shorts at the goal opposition players May try to regain contron of the ball by intercepting a pass or through tack lines the opponent who controls the bal (unpublished( (levene's. a & nation J.R (2002).

## **2.3 Factor's that challenges women football participation**

### **2.3.1 Cultural factors**

Cross. Cultural Comparison is are of the most common research paradigms for studying environmental influences on human development (cognitive, social and motor development it is also expected that gender discrepancies in motivation to participate in sport will be greater because cultures than with in a cultures. In addition age related differences with in a culture May be smaller than the age differences because culture social cultural environments affect human motor development as well as influence gender d/c in physical activity patterns practically understanding culture d/t in d/t in children's motives for participation that others children expected sport experiences and moment learing out comes in amute cultural society cultural intolerances are instrumental during the adolescent devold in deterring the extents to which girls are discourage from physical activity or at a best treated with in on courage and find

many type of stimulating be words to their successful privation ([http://www study mode. Com/essays/ socials cultural factor](http://www.study mode. Com/essays/ socials cultural factor)).

### **2.3.2 Gender difference**

The positive out comes of sport for gender equality and women's empowerment are constrained by Gender based discrimination in all are as and at all levels of sport and physical activity filled by continuing stereotypes of women's physical abilities and social roles women are frequently segregate involuntarily in to different types of sport events and competitions specifically targeted to women, women's alleys to leadership and delusion making is constrained from the local level to the international level. A number of critical elements have been identified for challenging gender discrimination and unequal gender relations, and establishing on enabling environment for gender equality and the empowerment of women in many different areas ending women and sport (Kiovulon (1995)

### **2.3.3 Psychological factors**

Women are proceeding relatively less competent less objectively and logical than men. The perceived expressiveness in comparison to women are over stereotypical masculine traits are more often perceived to be desivable that stereotypically feminine characteristics must importantly both men and women in cooperate both positive and negative trait of the appropriate stereotype in to them self concepts. There are several psychological factors caused frustration in female athletes negatively influenced psychologically from participation of different sport activities [http://www.bbc.co.ok/schools/gccebitesite/pelper\\_tormance\\_3-perfromant](http://www.bbc.co.ok/schools/gccebitesite/pelper_tormance_3-perfromant).

### **2.3.4 Social factors**

The large majority of foot ball fans in world are men both men and female fans acknowledge that foot all ball is a largely masculine domain which the world of the fan is organized around typically male oriented social space pubs, bars and large score sports arenas. In such specs men are permitted to express their emotions and passions honing women presents, it is felt can habit this some times unmanly behavior. The predominance of males have ever, does not preclude the involvement of women line the world of the foot ball fan women's participation in and their

consumption of the sport has increased significantly over the past few decades several fan clubs across Europe are now dedicated exclusively to women and they are increasingly accepted as authentic fans not just the wives, girlfriends or daughters of male fans. There is a strong communality among all fans across Europe football unites rather than divides in this sense the specific social and cultural role that football plays in any given country however is heavily influenced by social factors (Kane M.J (1998)).

### **2.3.5 Equipment and facility factors**

It is proposed that very little equipment is needed to get started in football. When we see the qualities of equipment athletes develop better attitudes about sport drills and practicing skill it may be pointed out to the athlete how the enjoyment at the event is increased when skills are sufficient to often in numerous possibilities in awareness of football gear consists of equipment worn by football players for the protection of the body during the course of a football game basic equipment is worn by some football players including helmet shoulder pads, gloves, shoes and thigh and knee rolls elbow pads mouth guard shin pads tailbone pads rib pads, and other equipment may be worn in addition to aforementioned basics. Football protective equipment has remained consistent in use for decades with some slight modifications made over the years in design and materials ([http://www en. Wikipedia](http://www.en.wikipedia.org) (1995)).

### **2.3.6 The coach qualification factors**

The coach behavior can convey varying degrees of autonomy support, structure, and involvement and earning to ward athletes which are influences athletes perceptions of autonomy, competence and relatedness some of which are determinants of coaches behavior towards athletes orientations towards coaching a natural tendency to be controlling or autonomy supportive the context within which each work and the perception coach may have of their athletes behavior and motivation with respect to the effects of autonomy supportive behavior on motivation much athletes who feel that their coaches are controlling tend to report lower levels of contextual intrinsic motivation a coach is a person involved in the direction, instruction and training of the operations of a sports team or of individual sports people a coach may also be a teacher (FIFA reviewed 10 June 2012).

## **CHAPTER THREE**

### **3. Methods and Methodology**

#### **3.1 Study design**

In order to deal this study in a short time and easy way descriptive survey methods was be designs to assess the challenges and opportunities Jimma town female foot ball club.

#### **3.2 Population of the study**

The number of population that participate in this study was 27 players and one (1) coach that means the total population was 28. From the total population 16 players and 1 coach select as a representative sample by using random sampling technique.

#### **3.3 Sample size**

The sample source of this study was be from Jimma town female foot ball club the number of total population that participation this study, was 27 players and 1 coachers from this total population 16 players and 1 coachers was be selected to represent the population as a sample.

#### **3.4 Sampling technique**

Simple random sampling technique would be used to select the representative sample from the total population, this technique is chosen from other techniques because of its simplicity and time effectiveness.

#### **3.5 Instrument of data collection**

In this study to collect data or information from the players and coachers questioner and interview was be used. To collect data using questioner, 32 well or sonized question would be prepared from this total question 19 of them are prepared for coachers.



### **3.6. Data analysis techniques**

In order to generalize the study results in a simple and easy way meaningful statements, percentages, and tables would be used.

## CHAPTER FOUR

### 4. Data analysis and interpretation

The analysis made depend on the player response and the result collected through questionnaires

Table 1 Players age response

| Item                | Alternative | No of respondents | Percentage |
|---------------------|-------------|-------------------|------------|
| Ages of respondents | 12-15       | 2                 | 12         |
|                     | 15-17       | 3                 | 19         |
|                     | 17-20       | 11                | 69         |
|                     | >20         | 0                 | 0          |
|                     | Total       | 16                | 100        |

From the above table the age of the respondent is 12-15/12%, 3/19%,/15-17,11/69%, and is above 20 as we can see that the age of the respondents who participate in this study are between 12-20 years old.

Table 2 Players response on coach ability to coaching?

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| How was your coach coaching ability/ability/capacity until now? | High        | 9                 | 56.25      |
|   | Medium      | 7                 | 43.75      |
|   | Less        | 0                 | 0          |
|   | Total       | 16                | 100        |

As we can see from the above table 9(56.25) of the respondents answered that the coaches coaching ability is high and 43.75 at respondents reposed the coach ability is medium. The above table indicates that the coach ability is high.

Table 3 Players response on moral support

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| Do you have amoral support from the coach at the a time of training | Yes         | 16                | 100        |
|   | Sometimes   | 0                 | 0          |
|   | No          | 0                 | 0          |
|   | Total       | 16                | 100        |

As the above table shows all 16/100%) of the respondents responded they have amoral supported from the coach during the time of training. This indicated that the coach give moral for players during training.

Table 4 Players response on coach training on field

| Item   | Alternative    | No of respondents | Percentage |
|--|----------------|-------------------|------------|
| Does the coach presents the training filed at the right time and property. | Yes            | 16                | 100        |
|  | Sometimes late | 0                 | 0          |
|  | Very late      | 0                 | 0          |
|  | Total          | 16                | 100        |

As we can see from the above table show all 16/(100%) of the respondent replied as the coach present the training field at the right time.

Table 5 Players response on clubs materials and clothes

| Item   | Alternative | No of respondents | Percentage |
|--|-------------|-------------------|------------|
| Does the club provides basic and sufficient sport materials and clothes. | Yes         | 2                 | 12.5       |
|  | Few         | 0                 | 0          |
|  | No          | 14                | 87.5       |
|  | Total       | 16                | 100        |

As we can see from the above table shows that 2(12.5%) of respondents are responded yes the other 87.5% of the respondents are responded that no the club provides basic and sufficient sport material. This indicate that the club not provide enough material for the players.

Table 6 Players response on comfortable field training

| Item   | Alternative | No of respondents | Percentage |
|--|-------------|-------------------|------------|
| Do you believe that the felid of training is comfortable and sufficient? | Yes         | 2                 | 12.5       |
|  | Medium      | 7                 | 43.75      |
|  | No          | 7                 | 43.75      |
|  | Total       | 16                | 100        |

As the above table shows that 2(12.5%) of the respondents responded they believed that the filed of training contributed and sufficient and 7(43.75%) of the respondents responded medium and the other 7(43.75%) of the respondents responded no.

Table 7 Players response about opportunities on football matches and preparation for friendly match

| Item   | Alternative    | No of respondents | Percentage |
|--|----------------|-------------------|------------|
| Is there enough opportunities of football matches to play and preparation friendly matches with another clubs. | Yes            | 4                 | 25         |
|  | Sometimes late | 0                 | 0          |
|  | No             | 12                | 75         |
|  | Total          | 16                | 100        |

As we can see from the above table 4(25%) of the respondents responded that yes enough opportunity of football matches to play and preparation friendly matches with another clubs and the other 12(75%) of the respondents responded no based on the above table results the majority of the respondents' replied there is no friendly match with the other club.

Table 8 Players response on proper support from coach at time of training

| Item   | Alternative    | No of respondents | Percentage |
|--|----------------|-------------------|------------|
| If you faced challenges at the time of training does the coach gives proper support for you. | Yes            | 16                | 100        |
|  | Sometimes late | 0                 | 0          |
|  | No             | 0                 | 0          |
|  | Total          | 16                | 100        |

As we can from the above table shows all 16(100%) of the respondents responded the coach support the players facing a problem. As we can understand from the above table result all respondents replied the coach support the players when facing a problem.

Table 9 Players response about cultural implication on field training

| Item  | Alternative    | No of respondents | Percentage |
|---|----------------|-------------------|------------|
| Is there cultural implication an the time of you are going to training filed. | Yes            | 5                 | 31.25      |
|   | Sometimes late | 0                 | 0          |
|   | No             | 11                | 68.75      |
|   | Total          | 16                | 100        |

As the above table shows 5(31.25%) of the respondents responded that the cultural implication/ imposition at the time of going to training fielded and the other 11(68.75%) of respondent responded no.

Table 10 Players response about family willingness in football participation

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| Do your family gives you their willingness to you participate in football | High        | 10                | 62.5       |
|   | Medium      | 6                 | 37.5       |
|   | Low         | 0                 | 0          |
|   | No          | 0                 | 0          |
|   | Total       | 16                | 100        |

As we can see from the above table shows 10(62.5%) of respondents responded that the family gives you their willingness to you participate in football and the other 6(37.5%) respondents responded no.

Table 11 Players response about coaches effort to increase player ability in football

| Item   | Alternative | No of respondents | Percentage |
|--|-------------|-------------------|------------|
| How much the coach uses his effort to increase football ability of players | High        | 15                | 93.75      |
|  | Medium      | 1                 | 6.25       |
|  | Low         | 0                 | 0          |
|  | Total       | 16                | 100        |

As the above table shows 15(93.75%) of respondents responded high the coach uses his effort to increase football activity and 1(6.25%) of the respondents responded medium.

Based on the above table result the majority of the respondents replied that the coach high effort to increases football ability of player.

Table 12 Players response about problem that creates imposition

| Item   | Alternative | No of respondents | Percentage |
|--|-------------|-------------------|------------|
| At the time of football playing/participation/which problem creates imposition | Religious   | 0                 | 0          |
|  | Culture     | 0                 | 0          |
|  | Gender      | 12                | 75         |
|  | All         | 4                 | 25         |
|  | Total       | 16                | 100        |

As we can see from the above table shows 12(75%) of respondents responded culture is the time of football playing/participated problem creates imposition and other 4(25%) of respondents responded all the time of football playing participation problem creates imposition.

Table 13 players response about get and lose at training time

| Item  | Alternative    | No of respondents | Percentage |
|---|----------------|-------------------|------------|
| Do you get something replace that what you lose at the training time. | Yes            | 16                | 100        |
|   | Sometimes late | 0                 | 0          |
|   | No             | 0                 | 0          |
|   | Total          | 16                | 100        |

As we can see from the above table shows all 16(100%) of respondents responded that something replace that lose at the training time.

Table 14 Players response about shower service

| Item  | Alternative    | No of respondents | Percentage |
|---|----------------|-------------------|------------|
| Do you get the shower service after the end of the training | Yes            | 0                 | 0          |
|   | Sometimes late | 0                 | 0          |
|   | No             | 16                | 100        |
|   | Total          | 16                | 100        |

As the above table shows all 16(100%) of respondents responded no shower service after the end of training.

Table 15 Player response about club change?

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| Do you think to change the club after the end of the session? | Yes         | 4                 | 25         |
|   | No          | 12                | 75         |
|   | Total       | 16                | 100        |

As we can see from the above table shows 4(25%) of respondents responded yes to changes the club after the end this session and 12(75%) of the respondents replied no. according to the table based on the majority of respondents no change the club after the end of the session.

Table 16 Players response about benefit of football playing

| Item                                  | Alternative | No of respondents | Percentage |
|---------------------------------------|-------------|-------------------|------------|
| What do you get from playing football | Yes         | 5                 | 31.25      |
|                                       | No          | 11                | 68.75      |
|                                       | Total       | 16                | 100        |

As we can see from the above table shows 5(31.25%) respondents responded to yes get from player football and the other 11(68.75) of the respondents replied no. according to based on the table the majority of respondents no important from playing football.

Table 17 Coach response on education level

| Item           | Alternative | No of respondents | Percentage |
|----------------|-------------|-------------------|------------|
| Level of coach | Diploma     | 0                 | 0          |
|                | Degree      | 1                 | 100        |
|                | Masters     | 0                 | 0          |
|                | Total       | 1                 | 100        |

As we can see from the above table shows all 1(100%) response of coach about level of coach is degree.

Table 18 Coach response on unity and respect

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| What is your unity and respecting between you and trainers. | Very high   | 1                 | 100        |
|   | High        | 0                 | 0          |
|   | Low         | 0                 | 0          |
|   | Very low    | 0                 | 0          |
|   | Total       | 1                 | 100        |

As we can see from the above table shows all 1(100%) of response of coach about that the unity and respect ion between coach and player are very high. The above table result indicate that coach the players very high respect ion.

Table 19. Coach response on training technique and tactic

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| Do you think/ believe that the trainer has got proper enhanced training technique and tactic. | Yes         | 1                 | 100        |
|   | Medium      | 0                 | 0          |
|   | No          | 0                 | 0          |
|   | Total       | 1                 | 100        |

As we can see from the above table shows all 1(100%) of the respondents responded believe that trainer has good proper enhanced training technique and tactic based on the above table result the majority of the respondents replied all players changes tactic and technique .

Table 20 Coach response on opportunities to get additional training

| Item   | Alternative    | No of respondents | Percentage |
|--|----------------|-------------------|------------|
| Does the club facilitate opportunities for you to get additional training. | Yes            | 1                 | 100        |
|  | Sometimes late | 0                 | 0          |
|  | No             | 0                 | 0          |
|  | Total          | 1                 | 100        |

As we can see from the above table shows all 1(100%) of respondents respond yes the club facilitates opportunity to get additional training. According to the table based on the above table respondents get additional training.

Table 21 Coach response on enough equipment providing

| Item   | Alternative | No of respondents | Percentage |
|--|-------------|-------------------|------------|
| Do you the institution properly provide you enough equipment | Yes         | 1                 | 100        |
|  | Few         | 0                 | 0          |
|  | No          | 0                 | 0          |
|  | Total       | 1                 | 100        |

As we can see from the above table shows all 1(100%) of the respondents responded the institution property provide enough equipment.

Table 22 coach response on proper budget supply from institution

| Item  | Alternative | No of respondents | Percentage |
|---|-------------|-------------------|------------|
| At the time club matches does the institution supply proper budget at the right the time. | Yes         | 1                 | 100        |
|   | Few         | 0                 | 0          |
|   | No          | 0                 | 0          |
|   | Total       | 1                 | 100        |



As we can see from the above table shows all 1(100%) of the respondents responded at the time of club matches does the institution supply proper budget at the right time. The above table result indicate that yes the time of club matches the institution supply proper budget at the right time.

Table 23 Coach response on training component

| Item   | Alternative         | No of respondents | Percentage |
|--|---------------------|-------------------|------------|
| To which training component you give more emphasis | Physical filthiness | 0                 | 0          |
|  | Technique           | 0                 | 0          |
|  | Tactic              | 0                 | 0          |
|  | All                 | 1                 | 100        |
|  | Total               | 1                 | 100        |

As the table shows 1(100%) of the respondents responded all training component you give the player.

Table 24 Coach response on interest of players

| Item   | Alternative | No of respondents | Percentage |
|--|-------------|-------------------|------------|
| How do you rate the interest of your players | Very high   | 1                 | 100        |
|  | High        | 0                 | 0          |
|  | Medium      | 0                 | 0          |
|  | Very low    | 0                 | 0          |
|  | Total       | 1                 | 100        |

As we can see from the above table shows all 1(100%) of the respondents responded very high rate interest players of football activity.

## CHAPTER FIVE

### 5. Conclusion and recommendation of the study

#### 5.1 Conclusion

Based on the finding reported on the previous chapter the researchers made the following conclusion.

- ✚ The field of football training is not comfortable and not sufficient.
- ✚ The club does not provide basic and sufficient sport materials and clothes.
- ✚ There is no any opportunity of football matches to play friendly matches with another clubs.
- ✚ The coach is presents the training filed at the right time
- ✚ The player get replace lose at after training.
- ✚ The family of player have willingness for player to participation in football.
- ✚ There is no the shower service after the end of training.
- ✚ The time of club matches the institution supply proper budget the right time.
- ✚ The institution properly provides enough equipment for the coach.
- ✚ The coach is emphasis all training component.
- ✚ The club proved sufficient facility for the training time.
- ✚ The majority of players do not change the club after the end of these session.

## 5.2 Recommendation

Based on the finding that are summarized the following solutions are recommended

- The club Jimma town female football club Oromia region and the people football federation and other concerned body should fulfill equipment and prepare comfortable football training filed for female football team.
- The club and the concerned boders should prepare friendly matches before a game.
- The club and the concerned bodies should facilitate shower service after a training.
- The coach should continuing percents the training field at the right time.
- The unites and respect ion between coach and player are to important opportunity of effective coaching activity.
- The clubs and institution should supply proper budget at the time of club matches at the right time is important for players motivation.
- The coach should give all training component to the players equally.

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**ጅማ ዩኒቨርሲቲ**  
**የተፈጥሮ ሳይንስ ኮሌጅ**  
**ስፖርት ሳይንስ ት/ክፍል**

**በሴት እግር ኳስ ተጫዋቾች የሚሞላ መጠይቅ 2006 ዓ.ም**

የዚህ መጠይቅ ዋና አላማው ለጅማ ከተማ የሴቶች እግር ኳስ ቡድን ላይ ያሉትን እድሎችና ፈተናዎችን ለማጥናት ነው።

ስለዚህ ለጥናቱ ያንቺን ትብብርና ቅንነት ያስፈልጋል። ለትብብርሽ ክልብ አመሰግናለሁ።

የአሞላል ቅደም ተከተል

ምርጫዎ ላይ (✓) ምልክት ያድርጉ

ጥያቄው ዝርዝር ከሆነ ይዘርዝሩ

ስም መጻፍ አያስፈልግም

- 1. እድሜ ሀ. 17-20  ለ. 21-24  ሐ. 25-28  መ. 30 በላይ
- 2. የስልጠና ዘመን \_\_\_\_\_

2. ጥያቄ

- 1. በአንቺ አመለካከት የአሰልጣኞችሁ ብቃት በአሁን ሰዓት ምን ያህል ይመስላል;  
ሀ. ከፍተኛ  ለ. መካከለኛ  ሐ. ዝቅተኛ
- 2. በስልጠና ጊዜ አስለጣኝሽ ሞራል ይሰጥሻል ወይ;  
ሀ. አዎ  ለ. አንዳንዴ  ሐ. አይሰጥም
- 3. አሰልጣኞችሁ በስልጠና ጊዜ በትክክለኛ ሰዓት በማሰልጠኛ ቦታ ይገኛል;  
ሀ. አዎ  ለ. አንዳንዴ ይዘገያል  ሐ. በጣም ይዘገያል
- 4. ክለብ ለተጫዋቾች አስፈላጊ የእግር ኳስ እቃዎችና የስፖርት ልብሶችን ያቀርብላችኋል;  
ሀ. አዎ  ለ. በትንሹ  ሐ. አያቀርብም

5. በአንቺ አመለካከት የስልጠና ሚዳው ምቹና በቂ ነው ትያለሽ;  
ሀ. አዎ  ለ. መካከለኛ  ሐ. አይደለም

6. በ5ኛው ጥያቄ ላይ መልስሽ አይደለም ከሆነ ምክንያቱን ጥቀሽ;

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7. ከሌሎች ክለሶች ጋር የብቃት ምዝና በበቂ ሁኔታ ታደርጋላችሁ;  
ሀ. አዎ  ለ. አንዳንዴ  ሐ. አያደርግም

8. በስልጠና ሰዓት አደጋ ቢደርስብሽ አሰልጣኝሽ አስፈላጊውን እርዳታ ያደርግልሻል;  
ሀ. አዎ  ለ. አንዳንዴ  ሐ. አያደርግልኝም

9. ስልጠና በምትሄዱበት ሰዓት ባህልሽ ባንቺ ላይ የሚያመጣብሽ ጫና አለ;  
ሀ. አዎ  ለ. አንዳንዴ  ሐ. የለም

10. ቤተሰቦችሽ እግር ኳስ ላይ እንድትሳተፉ ያበረታቱሻል ወይ;

ሀ. ከፍተኛ  ለ. መካከለኛ  ሐ. ዝቅተኛ  መ. የለም

11. የተጫዋቾችን ብቃት ለመጨመር የአሰልጣኙ አስተዋጾ ምን ያህል ነው;

ሀ. ከፍተኛ  ለ. መካከለኛ  ሐ. ዝቅተኛ

12. እግር ኳስ በምትጫወቹበት ጊዜ ከሚከተሉት ውስጥ የትኛው ጫና ያደርስብሻል

ሀ. ሃይማኖት  ለ. ባህል  ሐ. የታ  መ. ሁሉም

13. ከልምምድ በኋላ ለስራሽው የላብ መተኪያ ይሰጥሻል;

ሀ. አዎ  ለ. አንዳንዴ  ሐ. የለም

14. ከልምምድ በኋላ የሻወር አገልግሎት ታገኛለሽ ወይ;

ሀ. አዎ  ለ. አንዳንዴ  ሐ. የለም

15. ከዚህ አመት የውድድር ጊዜ በኃላ ክለብ ለመቀየር አስበሻል;

ሀ. አዎ  ለ. የለም

16. እግር ኳስ በመጨረሻ ያገኘሻቸው ጥቅሞች አሉ;

ሀ. አዎ  ለ. የለም

17. ከ16 ጥያቄ ላይ መልስሽ አዎ ከሆነ ምን አይነት ጥቅም;

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18. የሴቶችን ተሳትፎ ለመጨመር በአንቺ አመለካከት ምን መደረግ አለበት ትያለሽ;

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19. የወደፊት ህልምሽ የት ለመጫወት ነው;

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**ጅማ የኒቨርሲቲ**  
**የተፈጥሮ ሳይንስ ኮሌጅ**  
**ስፖርት ሳይንስ ት/ክፍል**

በአሰልጣኞች የሚሞላ መጠይቅ 2006 ዓ.ም

ለአሰልጣኞች የዚህ መጠይቅ ዋና አላማው በጅማ ከተማ የሴቶች እግር ኳስ ቡድን ላይ እድሎችና ፈተናዎችን ለማጥናት ነው።

ስለዚህ ጥናቱ ያንተን ትብብርና ቅንነት ያስፈልጋል።

ለትብብርህ ከልብ አመሰግናለሁ።

**የአሞላል ቅደም ተከተል**

1. ምርጫዎ ላይ (✓) ምልክት ያድርጉ
2. ጥያቄው ዝርዝር ከሆነ ይዘርዝሩ
3. ስም መጻፍ አያስፈልግም

1. የአሰልጣኝ በትምህርት ደረጃ

ሀ. ዲፕሎማ  ለ. ዲግሪ  ሐ. ማስተርስ

2. የአገልግሎት ጊዜ-----

2. ጥያቄ

1. ከአሰልጣኞችህ ጋር ያለህ አንድነትና ክብር ምን ያህል ነው;

ሀ. በጣም ከፍተኛ  ለ. ከፍተኛ  ሐ. ዝቅተኛ  መ. በጣም ዝቅተኛ

2. አንተ እንደምታስበው ሰልጣኞቹ ከነበሩበት ደረጃ ችሎታና ዘዴ ጨምረዋል ብለህ ታስባለህ;

ሀ. አዎ  ለ. መካከለኛ  ሐ. አልጩመሩም

3. ለ2ኛው ጥያቄ መልስህ አልጩመረም ከሆነ እባክህ ምክንያቱን ዘርዝርልኝ;

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4. ክለቡ ላንተ ተጨማሪ ስልጠናዎችን እንድታገኝ ሁኔታዎችን ያመቻችልሃል;

ሀ. አዎ  ለ. አንዳንዴ  ሐ. አያመቻችልኝም

5. የክበቡ አመራር በቂ የስፖርት ትጥቆችና ጫማዎችን ያቀርቡልሃል;

ሀ. አዎ  ለ. በትንሹ  ሐ. አያቀርብልኝም

6. ለ5ኛው ጥያቄ መልስህ አያቀርቡልኝም ከሆነ እባክህ ምክንያቱን ጥቀስልኝ

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7. ውድድር በማይኖርበት ሰዓት አመራሩ ለክለቡ በቂ ብር ይመድባል;

ሀ. አዎ  ለ. በትንሹ  ሐ. አይመድብም

8. ከየትኛው የስልጠና አይነት ላይ ነው በጣም የምታተኩረው

ሀ. የአካል ብቃት ላይ  ለ. ችሎታ  ሐ. ዘዴ  መ. ሁሉም

9. ሰልጣኞች ምን ያህል ችሎታ አላቸው ብለህ ታስባለህ;

ሀ. በጣም ከፍተኛ  ለ. ከፍተኛ  ሐ. ዝቅተኛ  መ. መጣም ዝቅተኛ

10. ክለቡ በቂ የሆነ ለስልጠና የሚያገለግሉ እቃዎች ያቀርባሉ;

ሀ. አዎ  ለ. የለም

11. የክለቡ አመራሮች ከተጫዋቾችና ካሰልጣኞች ጋር ጥሩ ግንኙነት አላቸው;

ሀ. አዎ  ለ. የለም

12. የክለቡ አመራሮች ለስልጠና ሰዓት እየመጡ ይከታተሉሃል ወይ;

ሀ. አዎ  ለ. የለም

13. ሴት ተጫዋቾችህ ብቁ ተወዳዳሪና ተሳታፊ እንዲሆኑ ምን ምን ትመክራቸዋለህ;

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