

**THE CHALLENGES AND PROSPECTS OF WOMEN  
FOOTBALL OF ETHIOPIA PREMIER LEAGUE: THE CASE  
OF DEDEBIT WOMEN FOOTBALL CLUB**

**BY  
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FOOTBALL CLUB**

As member of the Board of Examiners of the MSc Thesis Open Defence Examination, we certify that we have read evaluated the thesis prepared by MeridMekonnen and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Science in sport science.

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## **Acronyms /Abbreviation/**

|      |  |
|------|--|
| FA   | Football association                             |
| FC   | Football club                                    |
| USA  | United States of America                         |
| FIFA | Federation of international football association |
| UEFA | United European football association             |
| TI   | Talent identification                            |
| UAFA | Union de football association                    |
| CAF  | Confederation of African football                |
| EFF  | Ethiopian football federation                    |
| WPFL | Women's professional football league             |
| NWFL | National women's football league                 |
| UK   | United Kingdom                                   |
| BBC  | British broad cost                               |
| DWFC | Dedebit women football club                      |
| DR   | Democratic republic                              |
| SEWF | South east women football association            |

## ***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 the prospects of the clubs and the improvement of the performance of the team. The sample of the subject consists of two football coaches, 20 Dedebit women football club players, and one officer, two journalists and totally twenty five participants were included. To conduct a research both quantitative, qualitative and descriptive survey method were employed. For this purpose, A variable data suggest the prospects of women of players in their clubs has a significance impact on the quality of playing football in the Dedebit women football team. Questioner, interview, and observation were used to collect the data pertains. The result of the study indicates that some variables affect the performance of Ethiopian women football premier league. The major findings of the study are shows that majority of the respondents stated that the variables lack of good communication among concerned body, lack of support and encouragement from their families, low attention given by median, players low motivation to new skill, knowledge of the coach how to demonstrate and organize training.*

**Key words:-** (club, premier league, prospects, coaching, training )

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**Questionnaires to be filled by Club Coaches**

Please take a few moments to complete this questionnaire. The purpose of this questionnaire is to conduct a research on the prospect and challenges of Ethiopian women football premier league; the case of Dedebit women football club and to recommend possible alternatives for achievements of women football premier league in Ethiopia.

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 time.

**N.B No need to fill your name**

**Part I General information**

**Instruction: Answer the question by putting check mark (√) on your choice**

- 1.1. Gender      A. Female    B. Male
- 1.2. Age          A. 20-25    B. 26-30    C. 31-35    D.36-40  
E. 41 and above
- 1.3. Marital status    A. Married                      B. Single                      C. Divorced
- 1.4. Educational level    A. below Certificate                      B. Certificate  
C. Diploma                      D. Degree
- E. MA/MSc degree
- 1.5. Profession/Occupation \_\_\_\_\_

**2.1, Coaches response on the organization and process of training**

Questions    Yes    No

1. Do you have a coaching plan during your carrier?
2. Have you attended up grading course that can improve your coaching competence?
3. Does upgrading course are highly related with development of professional football?
4. Does the course you took incorporate the methodology of coaching?
5. As a coach, do you follow talent scouting procedure in selection of trainees?
6. Do you have annual training plane which is allocated based on the period of training?
7. Do you use additional training aid like video, charts for your Coaching?
8. Do you incorporate the four components of football training during practice?

9. Do you have the profound knowledge of periodization to run the training program?
10. Do you follow the manual while coaching at field?
11. Does the coaching manual consist of the methods of coaching?
12. Does club level training adequate?
13. Are there problems in training?
14. Do the players get motivation during training?

### **2.2, Dedebit women football officers Response on the organization and process of training**

Questions yes No

1. DWFC expertise supervises the women Football team to know their level of performance?
2. Does the expertise know major problem that hinders the development of the DWFC?
3. Do you think that adequate pre-games are available to the DWFC?
4. Do you agree that payment for the players is sufficient?
5. Does DWFC facilitate upgrading course for the coach?
6. Do the DWFC set scheduled meeting program with players to evaluate the present level of their performance
7. Does the technique committee supervise and give comment about the training?
8. Do clubs offer homogeneous training?

### **2.3. Dedebit women football officer's response on facilities and equipments**

NO questions Yes No

1. Does DWFC provide adequate support for women Football team?
2. Does DWFC has high relationship with sport expertise, other coaches and authors to support women foot ball team jointly?
3. Do DWFC facilitate up grading course for the coaches?
4. Do DWFC have meeting with football fans, caches and other professionals to support the women football club?
5. Do you agree that monthly payment for a coach is sufficient?
6. Does the technique committee work jointly with sponsors?
7. Does DWFC facilitate all materials during training?

8. Do you agree that payment for the players is sufficient?

### **3, Dedebit women football club players response on the organization and process of training**

NO Quotations yes No

1. Do you get appropriate help and support from your family?
2. Are you interested by your club supporters?
3. Do you get appropriate encouragement from your society?
4. Does your coach organize theoretical session to improve your mental capacity?
5. Do you have a piece of information about talent scouting process and selection criteria?
6. Have you been identified as a talented footballer and Get training in the academy?
7. Are you interested by the coaching style of your coach?
8. Does your family support your involvement in the football?
9. Have you ever got the opportunities to play at international level?
10. Does your coach motivate you to keep on training and improve your performances?
11. Do you train 4-6 times per a weak during pre-training session?
12. Do you drink adequate water during training?

### **4. Players Respondents' on the facilities and equipments**

Questions Yes No

- 1 Do you agree that the training field is convenient to conduct the training program?
- 2 Do you have appropriate material for the training?
- 3 Does DWFC supply adequate training materials for the program?
- 4 Do you agree that the training materials have quality?
- 5 Does your coach give you any recommended resources like (books, seminars, and websites)?
- 6 Do the DWFC provide you appropriate coaching uniform?
- 7 Do you think that DWFC has high fee for players?

**5. Officers response on the organization and facilities of the club**

1. How do you describe your relationship with people working at post in the football federation?

- A. Excellent          B. very good                  C. good          D. poor  
E. very poor

2. How do you describe your relationship with players in your team?

- A. Excellent          B. very good                  C. good          D. poor  
E. very poor

3. How do you describe your relationship with parents?

- A. Excellent          B. very good          C. good          D. poor  
E. very poor

4. How do you describe your relationship with referees?

- A. Excellent          B. very good          C. good          D. poor E. very poor

5. How do you describe your relationship with other club coaches?

- A. Excellent          B. very good          C. good          D. poor E. very poor

**6. Short answer questions for DWFC officers response on the club budget**

1. Does your club have a sufficient annual budget?

- A. Yes B. No

C. If no, what is its impact on the development of football in your club?

---

2. Where does your club recruit youth from?

- A. School                                  B. project                                  C. club  
D. if any \_\_\_\_\_

3. What requirements and amount of money are used to recruit youth and elite player ?

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4. Is there a project working on youth football skills development program in your club?

- A. Yes                  B. No                  C. If your answer is yes, do you believe that it fits?  
i. Yes                                  ii. No

iii. If no, what is its impact on the development of football premier league in your club? \_\_\_\_\_

\_\_\_\_\_

6. Does recruitment of youth football player follow scientific procedures?

A. Yes

B. No

7. Has there been any effort made for youth football players to have a chance to get involved in different football clubs after completing their trainings?

A. Yes

B. No

C. If no, what is its impact on the development of Ethiopian women football clubs? \_\_\_\_\_

\_\_\_\_\_

8. How do you see the performance of your women football club as a function of quality training? \_\_\_\_\_

\_\_\_\_\_

9. What are the possible solutions do you think to improve the life of the Dedebit women football club players? \_\_\_\_\_

\_\_\_\_\_

10. Do you think the coaches provide quality training to improve the performance of players on the premier league level? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any another university and that all Sources of materials used for the thesis have been duly acknowledged.

**Name:** - : - -----

**Signature:** -----

**Date:** - -----

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

**Name:** - -----

**Signature:** - -----

**Date:** - -----



# CHAPTER ONE

---

## INTRODUCTION

---

### 1.1. Background of the study

Football is one of team sport or ball game that is played by two (2) teams of eleven (11) 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, women 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 women 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. This is especially obvious in the area of sports (Ozkan & Lajunen, 2005; Williams & Best, 1990).

However, the game is playing without rule variation between both sexes, the acceptance of popularity for both sexes is different. Reports of women playing soccer during the Middle Ages are not as common as those referring to men. Although, women football gets its popularity within a short period of time, according to the situation, one can safely say that women football lacks its popularity through time. May be it is dishonor to say women 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. Women's in Ethiopia play football according to their environmental, social and economical status without the help of governmentally organized body. The limited role of the community in women football, the decline of women 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.

Based on the above complexity the researcher has observed the following factors as the main hindrances for the development of women football in Ethiopia. First, women football clubs have no public interest, second less media coverage, third poor practice of talent identification, fourth less coaching competence, fifth shortage of football equipments and facilities, sixth 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 revealed on the above, many clubs still have inadequate sports and changing indoor facilities. Modern, high-quality, well appointed changing 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 Ethiopia for long time men and women 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 women football game grew in popularity among most of the schools. The task of identifying the prospects of women 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 find in literature considerations, theoretical models, and practical training observation that led to a complex conception of the analysis of the performance of a women football premier league. This study would therefore, attempt to describe the challenges and prospects of women football premier league of Ethiopia. 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 would provide valuable support in improving the prospect of Ethiopian women football premier league and solving the current challenges.

## **1.2. Statement of the problem**

In this interesting and most popular football game, there is an increase in public expectation from the sector forces to create changes in the sport to see women 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 this fast-changing world. However, the increasing demands of achieving success by the entire stakeholder is larger as compared to successes resulted from other disciplines. To this end, the call for investigating the problem focusing on challenges and prospects of women football to move towards the strong point and limitation as well as to identify the areas which require progress is compulsory.

The researcher has had experience, because he conducted his undergraduate research on girls' football participation area. And the researcher has three years experience as boys and girls football projects coach in girls' football as a coach in Benshangule Gumuz region and Addis Ababa. That is why; the researcher gets the chance to observe closely the challenges and prospects of women football in Ethiopian premier league. Through the idea mentioned above the researcher intended to investigate the factors that limit the prospect of women football in Ethiopian premier league such as; women football clubs have no public interest (role of clubs managers, supporters, trainees parent involvement), less media coverage, poor practice of talent identification, less coaching competence, shortage of football equipments and facilities and less competence in referee. Moreover, the purpose of this study is to deal with those problems that have will affect the prospects of women football and to indicate possible solutions.

## **1.3. Research questions**

To this end, the study tries to find the following basic research questions.

1. What are the major factors that hinder the prospects of Ethiopian women football premier league?
2. What are the current developments of Ethiopian women football premier league?
3. Do media affect the development of Ethiopian women football premier league?

4. Does facilities, coaches and essential equipment's fulfilled during training?
5. What possible solutions should be implanted to solve the problem?

---

## **1.4. OBJECTIVES OF THE STUDY**

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This section states the aims and goals of the research and what will be achieved generally and specifically at the end of the study.

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### **1.4.1. GENERAL OBJECTIVE OF THE STUDY**

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The general objective of the study is to evaluate the challenges and prospects of women football of Ethiopia premier league.

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### **1.4.2 SPECIFIC OBJECTIVE OF THE STUDY**

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1. To evaluate major factors those hinder the prospects of Ethiopian women football premier league.
2. To know current developments of Ethiopian women football premier league.
3. To identify the major factor of media on the development of Ethiopian women football premier league.
4. To pursue whether facilities, coaches and essential equipments fulfilled during training.

---

## **1.5. SIGNIFICANCE OF THE STUDY**

---

This study would be designed in the direction to identify the challenges and prospects of Ethiopian women football premier league. The researcher of this study hopes that the findings of the study would contribute to:

- ❖ To gives insight for Ethiopian football federation, media, clubs', community and administrators to identify women football hindrance;

- ❖ To give suggests officials, coaches and other stakeholders DWFC to have better knowledge of the core problems;
- ❖ To provide accurate facts for the prospect of Ethiopian women football premier league.
- ❖ To initiate other researchers to conduct further and detailed study on the prospects and challenges of Ethiopian women football clubs.

---

### **1.6. LIMITATION OF THE STUDY**

Through in taking this study there will be shortage of reference materials that deal on the prospects and challenges of Ethiopian women football premier league. In fact, attempts made to overcome this inadequacy by making use of some relevant materials and documents. To one side from this, Constraints of time and money was contributed to the inadequacy of the research. However; the researcher have been tried all his best to maintain the excellence of this research by putting utmost effort.

---

### **1.7. DELIMITATION OF THE STUDY**

In order to make the study more specific, accurate and manageable, this study mainly focuses on identifying the challenges of women football and its prospects in Ethiopian women football premier league. And this study was delimited to the following parameters:-

1. The subjects of this study were women players at Dedit women football club.
2. The variables of this study were frequency of attendance at challenges and prospects of women football premier league of Ethiopia.
3. The researcher used self-administered questionnaires to conduct the study.

---

### **1.8. OPERATIONAL DEFINITION OF TERMS USED IN THE TEXT**

**Club:** a team that plays in a league.

**League:** is an alliance of teams that organizes sporting competition.

**Agility:** the ability to change quickly while maintaining control of the body.

**Out of bounds:** Occurs when the whole of the ball crosses outside the touch line the end line.

**Penalty box-** This is the area where the keeper is allowed to use her hands. Also, any foul in this box that would result in a direct kick.

**Touchline:** The sideline, or side boundaries of the field.

**Trapping:** Bringing the ball under control and bringing it to a stop.

**Coach:** - A person who instructs other in the side of sport competition

**Game:** - A physical or mental competition conducted according to rules with participant in a direct opposition to each other

**Skill:** - The ability of using the correct time, energy efficiently and effectively.

**Talent:** - Configuration of group of qualities, abilities and potential possibilities of an athlete

**Training:** - Pedagogical process upgrading or improving the performance of athletes

**Football game:** kicking the ball with feet.

## **1.9. ORGANIZATION OF THE STUDY**

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This study was organized in such a way that the first chapter presents and discusses the introduction (background of the study), statement of the problem, objective of the study, limitation, delimitation and significance of the study, definition of terms and organization of the paper. The second chapter attempted to forward various literature works of scholars that has relation to the topic under discussion. The concern of chapter three is on presenting the methodology of the study. Chapter four reports the presentation, analysis and discussion of the study and finally chapter five presents the summary, conclusion and recommendation of the study.

## CHAPTER TWO

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### RELATED REVIEW LITERATURE

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#### 2.1. A SHORT HISTORICAL PERSPECTIVE OF FOOTBALL IN AFRICA AND ETHIOPIA

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Football is still couldn't get the place where it exactly started, whoever, some sources and expertise reflect their concepts. The following findings were presented by some concerned bodies. The first known version of football was called tsu-chu (kicking ball with feet) invented by the Chinese Emperor Huang-Ti in 1697 B. C. A thousand years later, the Japanese started playing kemari, 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.

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 harpastum. 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. By

1349, 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" to the English language in an effort to produce better archers.

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 muster. Participants used tactics such as kicking, handling, running with the ball, brawling and fighting. 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. It furnishes, to the highest degree, team combination, discipline and excitement ([www.fifaworld football.com](http://www.fifaworldfootball.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 request 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 form 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. In 1924, only three years after forming a National football Association, they defeated Hungary 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, in 1917. 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 body, was launched in 1961. This body of world football, the Oceania Football Confederation was formed in 1966, (Diclemente, 1955:3).

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### **2.1.1. MEANING OF FOOTBALL**

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The word football is from the English language and was originally spelt as two words 'foot ball'. The original foot ball game was a ball game played at Shrovetide in medieval England. Other European countries also played Shrovetide ball games by different name which were very similar to Shrovetide football. The game had few rules but specifically prohibited the use of transport. As a result the game had to be played on foot hence the term 'foot ball'. All modern codes of football can be traced back to these Shrovetide ball games. Originally played all over England, the game has survived in some isolated places in England such as Derbyshire ([www...encyclopedia.com](http://www...encyclopedia.com).)

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### **2.1.2. AFRICAN FOOTBALL HISTORY**

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Football has taken long time since it started in the continent of Africa. The following information's has been described from different sources. The African Football confederation was formed in 1957, in Egypt, and received birth into FIFA World Cup in 1970.

The first president of African football confederation was Abdel Aziz Abdallah. It represents 53 countries from all over Africa. The Confederation of African Football has a close relationship with the Union Arab de Football Association as 10 of its countries participate in the UFAFA Cup, and with all the federations which are inside each African country. In 2007 the federation teamed up with UEFA in order to put on the Meridian Cup. Over the years the federation has had a total of 27 meetings. The national teams are –Ghana, Cameroon, Ivory Coast, Egypt, Nigeria, Guinea, Mali, Senegal, Morocco, Tunisia, Angola, Zambia, and South Africa Equatorial Guinea. , Gambia, DR Congo, Libya, Uganda, Congo, Gabon Zimbabwe, Algeria, Benin, Sudan, Cape Verde, Burkina Faso, Rwanda, Botswana ,Kenya ,Namibia, Eritrea, Mala ,Liberia ,Chad, Madagascar, Swaziland ,Sierra Leone ,Lesotho, Mauritius.

Africa Cup of Nations—the Africa Cup of Nations tournament is the main football competition in Africa and is held every two year. In order for a team to be able to play in this tournament they have to win during the qualifying tournament. Egypt is the most successful team in the cup's history winning a record of six championships. 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 prize 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—The 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.

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### **2.1.3. FOOTBALL IN ETHIOPIA**

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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 time in the final. Mengistu Worku and Abdelfattah Badawi both had three goals each, but the award itself was given to Worku 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 Ethio 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 Arada in the capital city of the country. According to some witness from the time, this team used to play with several others school teams, which were active until the Italian invaded Ethiopia. According to the information obtained from Journal of Ethio-Football (1999:8), the Italians launched the first tournament of football in 1938, with complete rules and regulations that were then in effect.

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

was formed, and become a member of FIFA in 1953. in 1961, Ethiopia won the African cup and was a finalist in 1957.

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

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

The Journal of Ethio Football (1999:18) acknowledges the 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. In addition, the Ethiopian Championships, the Ethiopian Knock-out Cup. The Ethiopian Tikedem Cup (Ethiopia Tikedem is a slogan to mean Ethiopia first) and the Cup Winners Cup competitions were launched and continued until 1991. A total of 294 sports councils were set-up all over the country, and football competition attracted great number of fans in the major towns across the country.

An extensive campaign was also undertaken in the field of sports in general and football in particular, the number of players, coach's, referees and others involved in the sport increased unexpectedly. However, the qualitative changes were in the reverse. The success experienced in the previous era was slowly fading away as new ones could not replace retiring

famous players. The journal of Ethio Football (1999:21) further states that; the Ethiopian Championships were played among clubs from all the provinces in the capital Addis Ababa that met here, after wringing their local leagues.

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

## **2.2. SPORT AS A TOOL TO PROMOTE GENDER EQUITY**

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Sport is an integral part of the culture of almost every nation. However, its use to promote gender equity and empower girls and women is often overlooked because sport is not universally perceived as a suitable or desirable pursuit for girls and women. Existing social constructs of masculinity and femininity — or socially accepted ways of expressing what it means to be a man or woman 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 women 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 women's participation in physical activity and sport.

As well, socio-cultural norms and constraints preventing girls and women from being physically active, leaving home unaccompanied, or being seen by men outside their family, are additional barriers preventing girls and women 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 women by:- Enhancing health and well-being, Fostering self-esteem and empowerment, 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 women opportunities to learn new skills, engage in positive relationships, acquire achievements, engage in volunteer service and receive public recognition. By providing women 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 women experience; particularly those that cannot attend school and live in poverty. Sport programs can provide girls and women 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 women alike. Sport can also provide girls and women 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 women 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 by their

communities. 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).

### **2.3. EARLY WOMEN'S FOOTBALL**

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Women 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 women 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 women took place in 1895.

Association football, the modern game, also has documented early involvement of women. In Europe, it is possible that 12th-century French women 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 women 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 Honeyball is 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 women'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. Women'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.

## **2.4. RECENT DEVELOPMENT**

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From the 1998/99 season a new League structure emerged for the women'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. There are now 30 clubs in the Premier League, 10 in the top flight and 10 each in the Northern and Southern Divisions. The top team from each of these Divisions at the end of the season is promoted to the Premier League.

The situation for women in the game has started to change considerably in the last few years with a major step being the FA takeover of the administration of the women's game in 1993. This move has provided better support and financial backing for the women's game in this country and has led to increased publicity and sponsorship and better coaching and provision of facilities. The FA appointed a National Co-coordinator of Women'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 Women'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).

Since the introduction of Howard Wilkinson as Technical Director, the FA's Charter for Excellence and the resultant Talent Development Plan means that an additional two Regional Directors have been appointed and in August 1998, 20 Centre of Excellence for women's football



were approved by the FA, with the FA contributing £5000 per centre per annum. New developments are aimed at increasing the number of females holding the FA Advanced Coaching qualifications. A Coach Mentoring Scheme was established by the FA to encourage women to train to the very highest level. Significantly, for the first time, the England team also now has a female coach, ex England international and vice captain, Hope Powell, who at 31, was also the youngest ever national coach in England (Woodhouse 2002).

It can be seen, then, that major changes seem to be taking place, both at the highest level of the football hierarchy and also at the grass roots level of the game. Increased interest and exposure is likely to lead to even more growth in the numbers of female players. The number of female officials is also rising, with Wendy Toms becoming the first female to act as Referees Assistant in an FA Premier League game. The negative attitudes of some will take a long time to overcome, but with the FA promising a new professionalized national women's league from 2003 and the BBC carrying live coverage of the women's FA Cup final for the first time in 2002, better times for the women's game seem to lie ahead.

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 women'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. She grew up at a time when there were no female role models. Her role models were strictly successful male players in the game. With the help of her father, her passion for the game flourished outside of the educational system. 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. Furthermore, she mentions that by playing with the boys the word 'tomboy' was never far away. From a very young age, the author was aware that although people close to her may have accepted her, this view was not reflective of the wider society. As with Lopez's experience, Owen never had the opportunity to play football at school, and felt that her

traditional girls' grammar school was not ready for her or her for it. She describes her experience of school as feeling like a square peg in a round hole.

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. Scranton et al (1999) investigated international similarities and differences with respect to how women 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 women 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)

## **2.5. CHARACTERISTICS OF MODERN FOOTBALL**

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Among the most complex sports on the world Football is the most popular, with its main characteristics being the way in which it is continually changing. Situations always evolve through circumstances, and players find themselves that, they are obliged to adapt to new situations. The main researcher as specialist in football training recommends five primary elements, which influence performance and success in football. The following, however, accepted by almost all professionals practicing football as a matter since these are discussed as follows;

1. **Technical skill:** Technique is evidently of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it unless a player has perfect ball control. He/she will never be able to control a game.

**2. Theoretical knowledge of the Game:** Football, like all other games, is played according to principles, and winners are determined by how much knowledge of the principles the players have and the extent to which they put this knowledge to use. Knowledge of the principles does not stamp a player for ultimate success. He/she must present some natural ability, and love for the game so that he/she is willing work hard to become skilful in the use of this knowledge. For the coach to be able to do this, he should know his profession and the subject, he should know how to train it, and he must be vigorously enthusiastic about it.

**3. Tactical Sense:** Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the playground . The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself.

**4. Psychological Make-up:** A player's psychological make-up is an aspect of considerable importance in the game at a competitive level. A player cannot perform thoroughly unless he is properly motivated. No matter how successful a coach has been, he should never feel that his method is the only way and that he knows all there is to know about football. A wise coach will be a tolerant and a very attentive listener, he must realize that the more ways he knows of doing things the more interesting and enthusiastic the response he will get from the players.

The present researchers suggest that, the coach must set the tone of the training sessions, establish the outlook and purpose of the training, and through constant planning he ought to come up with new, sound, and innovative ideas. The coach is responsible for keeping interests high and practices well organized. He must make his players feel that, if the game is worthwhile, it is worth playing well. Irresponsible, deviant, and hap – hazardous spirits should not be overlooked. Again, the present researchers believe that, the coach should realize that players have verifying degrees of natural ability, different temperaments and personalities, and his task is to introduce the most and the best of each. The coach would be able to get the most out of every member of his team by

knowing, through experience and study, how each player responds to flattery (smooth talk), building, sympathy and understanding. He must raise confidence in his players by being sure that, what he is training them in a sound way.

He must have the ability of knowing how to bring each one along at the right step. He has to be able to place a player in the position to which he is best suited, and then have him specialize so that he can develop the tricks that would make him brilliant individually and in combination with the team. This brilliance will come if the coach encourages, and properly leads the player to develop his own style. A coach must be able to keep the players all fighting for the same end, and develop team spirit and a strong friendship among them. The coach is expected to teach them the value of clean play (fair play) and encourage them to set and keep their standards high.

Though the players learn that, even in a loss, something can be gained by analyzing their play, finding out why they lost and then setting out to correct their weakness on their own initiative. In some cases, perhaps, the coach should wisely and cleverly work out a program to correct a player's weakness.

5. **Physical Fitness:** The game of football develops many fine qualities in a player. It is a game, which demands high standards of physical and mental alertness. It demands and develops: stamina, co-ordination, agility, speed, courage, determination, initiative, resourcefulness, and many other basic qualities, every situation offers a player a change to develop originality and keep judgment.

## **2.6. The origins of the modern women`s game**

Women's football in England is not a new sport. As early as 1895, a representative football match between northern and southern women'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, women's football floundered until the First World War, when women'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 women'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. Women'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 women 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).

This body blow effectively ended the War-time boom in women's football in England. Women continued to play football between the wars but there was no league structure and no-where for women to change on public parks. Matches were infrequent and looked on as a bit of a joke. This was until there was a resurgence of interest in the women's game from 1966 produced by the national enthusiasm following England's World Cup triumph. The World Cup was a main spur to football being seen by younger females both as a serious sport and one to which women should have more access. The pioneers of the women's game. People such Sue Lopez of Southampton Ladies and England was inspired to play the game by the World Cup triumph and by the conscious attempt by television to make the game accessible to women. 1969 saw the foundation of the Women's FA and this was followed in 1972, under pressure from UEFA, by the lifting of the FA ban on women playing on Football League grounds in England.

## **2.7. Women's professional football**

According to (Coffin Corner;2000), the history of women's professional football, although not as glorious nor abundant in record or mythology as the NFL, reaches back to the early days of the NFL, when teams like the Frankford Yellow Jacket employed women's teams for halftime entertainment purposes. That was 1926. For the next 39 years, women's professional football was either non-existent or restricted to sandlot status. The modern frame of reference for women's pro football starts in Cleveland, Ohio, 1965. A talent agent named Sid Friedman started a "gimmick" semipro tackle football league and billed it as the Women's Professional Football League.

From a two-team barnstorming effort, the WPFL blossomed to include teams in Bowling Green, Buffalo, Cincinnati, Dayton, Pittsburgh, and Toledo. As the 1970s began, the semipro Orlando Panthers made football history, for it is believed that the first woman ever to play on a men's semipro football team suited up a Panther. Her name was Patricia Barzi Palinkas. Yet, as the early 70s saw Friedman's WPFL disappear, 1974 saw the formation of one of the more successful women's leagues – the National Women's Football League. The NWFL's charter lineup included: the Dallas Bluebonnets, Fort Worth Shamrocks, Columbus Pacesetters, Toledo Troopers, Los Angeles Dandelions, California Mustangs, and Detroit Demons (Stuart Kantor 2000). How much indirect success did the NWFL achieve in only its first year? Linda Jefferson, a running back for the Troopers, was named Women's Sports magazine's 1975 Athlete of the Year. Her football career included five consecutive seasons and a fourth-place finish on Women's Superstars.

According to above statement; growth propelled the NWFL into three divisions: the Eastern, Southern, and Western. The Eastern Division was comprised of the Columbus Pacesetters, the Detroit Demons, the Philadelphia Queen Bees, the Middletown Mustangs, and the Toledo Troopers. The Southern Division consisted of the Oklahoma City Dolls, the Houston Hurricanes, the Dallas-Ft. Worth Shamrocks, the San Antonio Flames, and the Tulsa Babes. Finally, the Western Division teams were the Los Angeles Dandelions, California Mustangs, San Diego Lobos, and Pasadena Roses. As it turned out, the Toledo Troopers were the league's dominant team. From 1971 to 1976, the Troopers were an astonishing 39-1-1. Yet, all was not well with the California-based NWFL. Dandelions' owner Russell Molzahn formed his own spin-off league, the Western States Women's Professional Football League.

The WSWPFL was comprised of the NWFL's California squads, plus the Hollywood Stars, Mesa American Girls, Phoenix Cowgirls, Tucson Wild Kittens, Long Beach Queens, and the Southland Cowgirls. Expectedly, both leagues suffered financial hardships, and by the early-to-mid 1980s, were all but out of operation, although a rebound effort as late as 1998 was tried under the slogan "Women It Is Time That We Get a Chance at This Game!" A chance at professional football is what women received, albeit not stateside. In 1986, the American Football Verband Deutschland was formed and is currently being run by the German Games Organization, who humorously defines football as "committing attempted murder in the act of gaining 10 yards."

Strangely enough, however, no serious attempt at staging a women's professional football league in the US has proved effective. Rugby has become immensely popular among women on college campuses, and flag football's groundswell has inspired the formation of numerous city leagues and even an international association, the International Women's Flag Football Association. Betsy Berns wrote *The Women's Armchair Guide to Pro Football* in the mid-1990s, and Dallas Cowboys Special Teams Coach Joe Avezzano finds himself teaching 700 women the basics of pro football in a three-hour course held three times per year. Thus, it was obvious another attempt to sustain a women's professional football league needed to be made. After all, the WNBA and other women's professional sports are achieving great successes.

In 1999, Terry Sullivan and Carter Turner, both veterans of minor league football operations, launched the Women's Professional Football League with the Lake Michigan Minx and the Minnesota Vixens as the charter franchises. Attracting some of the finest women's talent in the country, the WPFL plans to succeed where others have failed. Fiscally sound and markedly superior in marketing, the WPFL already eyes expansion over the next few years into Miami, central and north Florida, Atlanta, Alabama, Savannah, Tampa, Minneapolis, Chicago, Green Bay, St. Louis, Detroit, Cleveland, Columbus, Canton, Baltimore, Washington D.C., Philadelphia, Atlantic City, Boston, Los Angeles, San Diego, San Francisco, Las Vegas, Salt Lake City, Phoenix, Hawaii, and Seattle, thus making the WPFL a truly national league. With television and radio coverage, corporate sponsorship, and a superb cast of talented players, the WPFL claim of No Limits should prove accurate, allowing it to become the first women's professional football league on American soil to truly reach a national audience.

## 2.8. WOMEN'S WORLD CUP

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Figure 1. World elite women football players picture: the picture is taken from website.

Prior to the 1991 establishment of the FIFA Women'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 Women'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 kicks against China.

## 2.9. 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 Championship in 2010 it was defeated in the qualifiers by Tanzania.



On 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 an 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.

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## **2.10. FACTORS AFFECTING FOOTBALL DEVELOPMENT**

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### **2.10.1. FAMILY SUPPORT**

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David Levinson *and* Karen Christensen (2005); Parents appear to be important as financial supporters, as organizers of transportation, in providing moral support, as supportive in times of problems such as injuries, and in their presence at practice and games.

According to the above survey; however, parental roles differ, and research concerning elite performers has revealed different stages in the development of talent, including shifting demands on the parents. Research suggests that in the early years, the sampling years (ages 6–12), optimum parental support is given to encouraging their child's participation, having fun, and enjoying the learning. In programs for the development of talent, it is recommended that parents provide the child with access to varied programs of physical education and sport from an early age. Rather than additional advice, the children require understanding and emotional support from their parents.

The middle years, the specializing years (ages 13–15), are characterized by a greater commitment of the child as well as the parents to a particular sport. More accomplished coaches are sought, and the parents often devote more resources to the activity. They are providing the child with financial support and transportation needed for training and competition. Often, the family's routine can be dominated by the child's talent development. During the later years, the investment years, parental involvement might decrease. Parents provide support in a background role and can be essential in providing financial as well as emotional support. During the investment years, athletes often need help in overcoming setbacks, such as major sporting defeats, injuries, pressure, and fatigue. Also, the departure of a trainer or the breaking up of a training team can be a stressful

event implicated in competition sport. Of great importance is that parents provide an understanding environment to which their children can retreat, if necessary.

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### **2.10.2. PHYSICAL AND PSYCHOLOGICAL FACTOR OF SPORT ON WOMEN**

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Sport is often a significant factor in the physical and psychological development of children and the selection of appropriate role models has implications for well-being and adjustment.(Giuliano et al, 2007);the role of females in sport and society is continuing to evolve and more research is need on how this is impacting women football players. This has implications for both the well-being of current athletes and the selection and development of future athletes. Society as a whole is sometimes quick to change but slow to adapt to changes. Football Sport is only one of many areas where women are taking on increasingly significant and visible roles.Changes in business and education have facilitated the recognition of females as equal and valuable participants. Football game as a whole can benefit from the incorporation of the literature from these areas in understanding group perceptions and differences. Future research should expand on these issues by continuing to consider individual differences.

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### **2.10.3. FACTORS AFFECTING FOOTBALL PERFORMANCE**

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At the most general level, football performance is a function of physical and mental characteristics of the individual. In addition, peak performance is the product of a careful preparation where the competitive peak is the result of a well-planned training program. At a less general level, it is possible to demonstrate that, football performance is influenced by specific physical characteristics, which can be measured and described. These include variables such as strength, mobility, speed, and endurance, which are frequently classified as components of physical fitness. This, as well, is useful way of analyzing football performance, because it highlights variables, which can generally be improved through training.

According to Kachany (1986:7); football performance is regarded as an actual manifestation of the efficiency of the player, it is a purposeful activity directed to the solution of a task determined

by the principle of training and estimable achievement is a complex mixture of environmental influences and training. Attempting to reach any meaningful conclusions it is therefore useful to separate these two factors.

Improvements in muscular and energy fitness take time. Setting training goals can be an effective way of sustaining players' interest toward fitness training. In an ideal world, coaches and players should set these goals together agreeing on a reasonable rate of expected improvement. In addition, the key to goal setting should always remain realistic.

If players constantly face goals that are unobtainable, instead of stimulating greater effort, they become discouraged and quickly lose interest. Such loss of interest negatively contributes towards the development of performance. Helping players set weekly, monthly, seasonal, and even long term training goals; the coach can keep a written record of player's progress and see if the goals may still be attainable. If they are attainable, they definitely contribute positively towards performance development. In this sense, football performance constitutes an integral system with a structure of its own. A player's performance within the constraints of his ability is significantly related to his physiological functioning. It is true that players react to competitive situations differently, depending upon their own character, early life experiences, and level of training, competitive experiences.

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#### **2.10.4. THE WOMEN'S CLUB SYSTEM**

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Women's football club systems exist in the Adelaide and the Mount Gambier regions. They refer to two different associations and are not connected to each other. They also differ in their main sporting values and their connectedness with the state system. The Mount Gambier club system is governed by South East Women's Football Association. In 2008, it comprised only eight clubs: six from Mount Gambier, one from Millicent and one from Portland, across the Victorian border (Western Border Soccer Association, 2008). It is a very young system (women's football in the area was introduced only in 2002), simply organized into a junior and a senior division, and its structure is still rather primitive. As opposed to Adelaide, where women's football clubs are independent institutions affiliated to a football association, the south-eastern clubs are not

standalone organizations and are all run by the SEWFA central committee (Birch, 2007,). The 'clubs' are effectively only teams, all belonging to the same organization, which is SEWFA itself. The SEWFA president explains: We manage and administer the SEWFA competition. We are in charge of looking after our teams logistically and financially. The teams don't have their individual committees, with presidents. The teams' make up can be a coach, an assistant coach, maybe a manager...and then the players. So, the competition is just run by us(Birch, 2007,).

As it mentioned above by SEWFA president; club women's football is still strongly associated with recreational rather than 'achievement' values and its connections with the state system are weak. The club system contributes to the state output of high quality players mainly by increasing interest in the sport in the Mount Gambier region. Its focus is still the growth of the local game in numerical terms, and the onus of high-quality players' production rests entirely with the local Regional Development Squad, which represents the local state subsystem. The Adelaide club system, on the other hand, represents for most players the first opportunity to engage with 'achievement' women's football in South Australia. It is organized in several age groups and divisions, and has strong connections with the state system (Rosso, 2008).

As it mentioned above; the club system reflects both recreational and result-orientated connotations. Within it, certain clubs embrace the 'achievement' challenge of players' production with a view to global women's football, while others cater for a more localized, recreation-orientated population. It is difficult to provide approximations on how many clubs are 'achievement' orientated and vice versa, particularly because current regulations allow the same clubs to field teams in both 'achievement'-orientated and essentially social leagues.

Achievement clubs typically have well-structured junior sectors, a senior team competing in the top league, and connections with the state system in terms of players or/and coaches involved with state teams. The club systems supposedly accommodate players for the greatest proportion of their careers. While still eligible for the state teams, state players typically spend most of their football-dedicated time in a year playing and training with their own clubs. The age at which players join women's football clubs, moreover, is increasingly lower as it is reflected by the growing number of junior competitions (Rosso, 2008).

Players who join women's football clubs in primary school and develop as senior players are looking at approximately fifteen-year long careers at the club level. Typically, players engage with their clubs two to three days a week for eight to nine months a year. Even players who move into the state and the national systems often maintain their positions in the club system. While state teams tend to be constructed groups with rapid membership turnover, relationships that players can access by membership in a club can be maintained and reinforced relatively easily. State players, coaches and officials, furthermore, are typically individuals involved with local clubs. In this light, the personal networks available to players during their club careers can become very important for their development. The club system has also the strongest connections with the local communities (Anderson, 1983).

As it is mentioned above, according to our countries Ethiopia context while women's football clubs rarely embody particular geographical, ethnic, cultural or socio-economic communities, they generally present characteristics of imagined communities. The typical 'family approach' to their membership inevitably favors the creation of networks between club members and the local communities to which they belong outside football. Similarly, individual members' networks with the wider football community become naturally available to the general 'club community' of those particular members. By membership in local clubs, therefore, individuals have the opportunity to establish and cement relationships within the women's football community and with wider local communities.

As clubs connected with the state system seem able to offer better resources and networks for the development of their players, as it replayed above, clubs well connected with their local communities or with the football communities could be able to make available important resources to their players. According to the study investigation; the connectedness of the club system is reflected by a dense network of formal and informal links between actors operating within and across different women's football systems (mainly club and state systems, but also school system). By membership in the Dedebit women football club system, players can establish wide sets of relationships with individuals and groups both within the system and across different systems. This complex web of relationships can influence the development of players at the club level and facilitate or undermine their passage to the state level. It includes actors such as the

clubs and the players themselves, the families of players, local schools, sporting communities, wider local communities, and the sport governing bodies.

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### **2.10.5. STRUCTURAL FACTURES OF FOOTBALL PERFORMANCE**

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Psychological: this is a lengthy, complex process and must be realized in conjunction with good physical education, and emphasizes the view varied and philosophical basis of the training process. The basis for influence on the player is philosophical, moral and willpower training. As regards to player's personality Kacany (1987:25) note the following: "Ideological preparation must the player so that he achieves a broad overview, thereby enabling him to arrive at the right assessment of the aim of football activates, and ideological preparation forms the basis of judgment of his intellect together with other aspects of his personality. At the same time it forms important components in the regulation of the players' motivation, which in turn forms the basis for growth in football performance", Nutritional Factor, Physiological factor, Technical & Tactical factors. Kachany in coaching license continues to state that moral preparation is directed to the development of characteristics such as the relationship to collective values, to work with fellow players, the coach and football activities in general.

The level of moral characteristics is expressed in honest behavior, responsibility with respect to training and matches, maintenance of a disciplined life style and conscientious performance of daily duties. This is expressed in all stages of training in club social life:

**Physical Factors:** the physical training of the player is a procedure designed to get well and steady the physical strength so that he can attain top –level performance. And this preparation is a double task, that is, all –round improvement of the player's condition plus the development of specialized characteristics of movement, which are in harmony with the demands of football.

**Physiological factors;** as Kacany, in coaching manual indicated, we understand that in the course of one game defensive player cover 4000-5000 meters, midfielders 6500-7000 meters, and attackers 5000 – 5500 meters. In the course a game players pass a ball 29-46 times, the exact number depending on the function of the individual player. Another numerical in play with the

ball: backs 43-47 times, midfielders 42-56 times, and wing forwards 34-40 times. Another basis for the qualitative characteristics of exertion is the intensity, expressed in the irregular switch from components with, high average and low intensity. In planning strenuous training, it is important to know what distance will be covered with high intensity. For backs, this is 1020 m. centre back 710m midfielders 1450m wing forward 1100m, and centre forward 980m. A qualitative indication of exertion is also the level of complexity.

The present researchers hold the position that, information obtained by analysis of the workload of the player during the game forms an objective basis for the training process. Not only enabling the coach to determine the orientation of the training and its components, the correct balance and optimum composition, however in addition the correct apportioning of work –load today, we can definitely that the transfer of knowledge of this kind to football players in the course of training and their confrontation with this reality is necessary.

**Technical and Tactical Factors:** the two essentials to succeed in football are a mastery of the basic skills and having the strength to perform these skills constantly and effectively. Thus, players should therefore, become proficient in the technique (passing, dribbling and trapping). Other skills to be mastered include heading and tacking. When these fundamentals are learned, attention can be focused on field position, team play, and strategy. Tactics denote the organization and execution of the sporting contest. In other words, Tactics signifies the art, by which the players own technical and physical skills are used as successfully as possible. The tactical aspect of play activities comprises the choice and adaptation of technique in the given play situation. For this reason it is impossible to treat tactical aspect separate from technique. Players learn to make a rapid and creative choice from the techniques they have been taught, selecting those that are most effective in the given situation, practice and perfection of play combinations, cooperation between players is in effect the same as practice and perfection of individual in play activities. The climax of tactical preparation is the practice and perfection of the play system. The play system represents action at high level by the player as adapted to the needs and abilities of the entire team.

**Nutritional Factor:** As food is a fuel for the biological machinery of the body a well-balanced diet in adequate amounts is necessary for the body to function optimally, and for providing a biological basis for top performance. Taylor (1992:85) notes that, the body needs energy to

function at any level and the more stress it is put under, in the form of exercise, then the more energy it requires. Taylor father discusses that, the body needs fuel to provide energy for all of its activities as well as to assist in the building and replacing of body tissues and a nutrient is a substance essential for the well being of human body. It is practical that the requirements for protein and certain mineral possibly somewhat increased in footballers during the training of muscular strength.

Thus, the total food intake in footballer's undergoing such training is also increased. When discussing the dietary requirements of footballers, Yeagly Jarry (1997: 75) so notes: "it is necessary to distinguish between training of very short duration, which involve technique and muscular strength and which last only seconds or a minute or two at the most, on the one hand and a training program that lasts for a long period stay up to several hours, and which therefore, requires endurance in the case of the endurance straining also it is necessary to distinguish between training programs lasting less than an hour and training programs of significantly longer duration". Nancy Clark (1990:29) recommends that training glycogen depletion can be prevented by a carbohydrate – rich diet and periodic rest days to give the muscles time to rebuild their stores. Carbohydrate is essential for glycogen synthesis and should provide at least 60% of total calories. A diet containing 70% carbohydrate is recommended when the individual is exercising hard for several hours daily. If the individual is exercising for 1 hour or less, A diet of 60% carbohydrate is sufficient to replenish muscle glycogen stores, In addition to providing adequate carbohydrates for muscle glycogen stores. The player's diet may help prevent chronic diseases such as cardiovascular disease and cancer. Both these objectives can be met by following the use dietary goals established by the senate select committee on nutrition and Human needs in 1990.

In this diet, complex carbohydrates (starch) not more than 8% to 12% of calories, protein 12% of calories, and fat not more than 30% of calories. The present researchers agree, to a certain extent, that a footballer is a product of what he eats, and the nutritional value of the food that he used to build and maintain different cells, tissues and organs on his body. Therefore, it is essential to consider the quality and contents of the nutrition that constitutes the footballer's daily diet. An adequate diet provides the necessary raw material to allow a good training to build and run the human body. Food requirements: the amount of food necessary each day depends upon a player's energy needs. According to komadel (1989:235) as wondimu and Damene the energy needs are



directly related to: (1) periods of rapid growth (2) age and (3) physical activity. During the rapid growing years (12-22 years for boys and 12-18 years for girls). There is a gradual increase in the minimal daily food requirements. For example, sports persons requiring 5000 calories per day could have their menu divided as follows

**The six nutrients:** - Food is more than just a bulk that stops hunger: it is a fuel composed of important nutrients essential for maintaining optimal performance. There are six types of nutrients; discussed as follows:

1. **Carbohydrates:** are the primary energy sources when footballers are exercising hard. One should get 60% of his calories from the starches and sugars found in carbohydrate-rich foods such as fruits, vegetables, breads, and grains. Calories should come from protein-rich foods such as fish, chicken, and dried beans.
2. **Vitamins** Metabolic catalysts that regulate the chemical reaction within the body include vitamins A, B complex, C, D, E and K. Most vitamins are chemical substances that the body does not manufacture, so one should obtain them through his diet. They are not sources of energy (calorie).
3. **Minerals: Elements** obtained from foods must combine in many ways to form structures of the body (for example; Calcium for bones) and regulate body process (for example, iron in red blood cells transports oxygen). Other important minerals are magnesium, phosphorus, Sodium, Potassium, and Zinc. Minerals do not provide energy.
4. **Water:** - An essential substance that makes up about 50 to 55 percent of our weight and it stabilizes body temperature. It carries nutrients to and waste away from cells, and is needed for cells to function. Water does not provide energy.
- 5.

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#### 2.10.6. FACTORS OF TRAINING AND FITNESS

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According to Human Kinetics, 2002. A fitness training program encompasses five basic bio motor abilities, Strength, endurance, speed, flexibility and coordination. Other elements that must be considered in a holistic program include: specific skills acquisition, psychological training, and competition preparation. A complete training program must encompass all of the above elements. However, not all elements can receive equal emphasis throughout the training cycle. Many factors determine the type of training program, and the stress placed upon each element. These include the age and sports maturity level of the athlete, his or her prior state of fitness, and the event(s) for which the athlete is preparing.

Although these biometry elements are thought of as discrete entities, they are actually closely interrelated. The application of a training program will impinge on a number of systems, and the coach must understand these relationships when devising a training program. The Training Program The training process is divided into several periods (periodization). These Periods are usually termed as General preparation, Specific preparation, Competition, and Transition (active rest). The emphasis placed upon the various elements of training will vary both in volume and intensity. Volume refers to the total quantity of work, i.e. meters of running, or kilograms lifted during strength training. Intensity indicates the quality of training, usually in reference to the athlete's maximal capability in that activity (percent of best performance). During the preparatory periods, the volume of training is gradually increased; while the intensity is kept lower. As the competition phase is reached, the volume is slowly reduced as the intensity is raised. If both volume and intensity remain high, overtraining may occur. (Human Kinetics, 2002)

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### **2.10.7. COMPONENTS OF TRAINING**

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According to Leacamu( 1987 : 33 ) defines training as a complex , long and conscious educational process , with the aim of , making use of specific means , to contribute to the achievement of maximum sports performance by a player on the basis's of balanced development of this personality and further explains training as a systematic process of repetitive , progressive exercise and acclimatization. It is the position of the present researchers that football training is an act of faith, which is best regarded in terms similar to a bank deposit account. The more one puts in the more can be drawn out at a future date of the investment is wise the interest yields are

greater and if players are systematically and scientifically trained the achievement of performance is superior to earlier performance. It is also the confidence of the person researchers that, the principles, which apply to football, are a collection of rules, which in sports training are geared towards football. They are reflected above all in the content Means, methods, planning and organization of the training process. Sport training is a process of education with respect for encouragement of the principles of training. Peak performance is the final result of a well-balanced training program and the improvement in muscular and energy fitness plus setting-training goals can be an effective way of sustaining the interest of the national team players more toward physical fitness training. Ideally, coaches and national players should set these goals together, agreeing on a reasonable rate of expected improvement, and the key to goal setting is always to remain realistic. If players constantly face goals that are more unachievable, instead of stimulating greater effort, players become discouraged and quickly lose interest, goals must be relevant to the interest of the national football team if, it is to be achievable every player is searching for peak experiences-excitement and worth. One thing is certain for the researchers. That is, there is no special type of training that would be uniformly followed for success. Leacamu( 1987 : 33 ) .

However, training for performance development depends on the particular condition of a given country. Thus, special abilities of footballers, dedication and hard work, for which there is no substitute respond well to training. However, there must be certain conditions associated with this philosophy, the aim of training is to adapt to the stress of competition. It is the ability to manipulate in both extent and intensity adaptation that makes a good coach. We frequently hear that, practice makes perfect and this is only partially true because if a footballer, due to lack of correct advice, continues the wrong movement, or the wrong training regime, then perfection will not result. This is yet another duty of a coach to make sure that all practice sessions are constructive. The present researchers strongly believe that, the development of the player's personality is a lengthy complex process and must be realized in conjunction with good training process and mental preparation must mould the player so that he achieves a broad overview, thereby enabling him to arrive at the right assessment of the aim of football activities. Psychological preparation forms the basis of judgment of his intellect together with other aspects of his personality at the same time; it forms important components in the regulation of the

player's motivation structure, which in turn forms the basis for growth in football performance. Leacamu (1987 : 33 )

## **2.11. PRINCIPLES OF TRAINING**

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According to Bompa, T.O (1994) conclusion, Training programmers are designed to improve performance by developing the appropriate energy sources, increasing muscular structures, and improving neuromuscular skill patterns. Sports medicine professionals must be familiar with the basic principles and processes of training, so that they can evaluate training programmer and determine their adequacy in maintaining an athlete's health and preventing injury. Training theory encompasses all aspects of fitness knowledge, including social, psychological, and scientific. The coach uses this information, along with knowledge about the athlete as an individual, to devise the most effective training program.

### **The scope of training theories**

Sports psychology, Biomechanics, History, Nutrition, Growth and development, Injuries and first aid, Anatomy, Physiology, Teaching skills;

### **A. Principles**

#### **1. Progressive Loading ("Overload")**

Biological systems can adapt to loads that are higher than the demands of normal daily activity. Training loads must be increased gradually, however, to allow the body to adapt and to avoid injury (system failure due to overloading). Varying the type, volume, and intensity of the training load allows the body an opportunity to recover, and to over-compensate. Loading must continue to increase incrementally as adaptation occurs, otherwise the training effect will plateau and further improvement will not occur.

## **2. Adaptation**

Adaptations to the demands of training occur gradually, over long periods of time. Efforts to accelerate the process may lead to injury, illness, or “overtraining” Many adaptive changes reverse when training ceases. Conversely, an inadequate training load will not provide an adequate stimulus, and a compensatory response will not occur. Bompalao, T.O (1994)

## **3. Specificity**

Energy pathways, enzyme systems, muscle fiber types, and neuro-muscular responses adapt specifically to the type of training to which they are subjected. For example, strength training has little effect on endurance. Conversely, endurance training activates aerobic pathways, with little effect on speed or strength. Even so, a well-rounded training program should contain a variety of elements (aerobic, anaerobic, speed, strength, flexibility), and involve all of the major muscle groups in order to prevent imbalances and avoid injuries.

## **4. Reversibility**

A regular training stimulus is required in order for adaptation to occur and to be maintained. Without suitable, repeated bouts of training, fitness levels remain low or regress to their pre-training levels.

## **5. Variation and Recovery**

Muscle groups adapt to a specific training stimulus in about three weeks and then plateau. Variations in training and periods of recovery are needed to continue progressive loading, without the risks of injury and/or overtraining. Training sessions should alternate between heavy, light, and moderate in order to permit recovery. The content of training programmer must also vary in order to prevent boredom and “staleness”.The training program must consist of a variety of elements, including cardio respiratory (aerobic) fitness, general strength, anaerobic fitness (power), speed, neuro-muscular skills development, flexibility, and mental preparation. The emphasis placed upon each of these elements must vary during the training year, but will also depend on the athlete’s event and level of experience and maturity. Generally, basic preparation for all events should focus on general strength and aerobic fitness. Training cycles usually last about 3 weeks, with a week of lower-intensity recovery before starting the next cycle. Skills acquisition should not be emphasized during a high-intensity training cycle, but should be reserved for periods of lower volume and intensity. Bomp, T.O (1994)

## **2.12. PRINCIPLES OF PLAYING FOOTBALL**

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According to Dunning, Eric (1999) study, the principles of offence and defense are the foundations for the development of system of play and other tactical considerations. For example, a basic consideration in the game is the possession of the ball. In attack, the team must think and act positively: confident and accurate ball control is stressed, and the only justification for loss of position is taking a scoring opportunity that is, shooting. Conversely, when possession is lost, the team must think and act defensively, and repossession and safety are stressed.

From the basic principle of ball position come the principles of offence (attack) and defense: offence depends on depth, mobility, penetration, width, and improvisation; defense on depth, balance, delay, concentration, and control/restraint. The basic priorities of the game of football can be arranged according to the area of the field in which the play is taking place. Although, a football field is officially divided into two halves by the half way line, there are relay three areas of the field that make up the strategic areas of play for the team in position of the ball. For instructional purpose, the field can be divided into an attacking area, a midfield area,

anddefending area, each of which takes up approximately one-third of the playing field. Thepriorities of the attacking team in position of the ball according to the team's position on thefield.

Once the players have learned the three areas of play on the field, the coach shouldemphasize the two most basic and most simple principles of football: -When our team has the ball, we will attack and,-When the other team has the ball, we will defend. The simple principle of ball position explains why the team should attack or defend but now, so theprinciples can be further defined as:-When our team has the ball, we keep, we keep position, we penetrate (go past the otherplayers), we score and-When the other team has the ball, we block or delay their penetration, we prevent theirsoring, and we regain position of the ball. These simple principles of play can be explained in more formal instruction based on the principlesof play.

- A. is the area of most risk and a player has to take chance and defended
- B. Is a build-up area where a player is expected to keep possession and set-up receivers?
- C. Is the areas of list risk don't I give-up possession, play ball wide and safe as well as look forpenetrating passes and penetrate.

## **2.13. SEASON OF COMPUTATION AND PLANNING A FOOTBALL TRAINING**

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According toBompa, T.O (1994).Statement, Planning a training Session considerations for Practice whendesigning practices, exercises and drills, consider the strengths and weaknesses of each player and your team as a whole. Choose activities that allow your players to improve their weaknesses andexploit their strengths in competition. Teach so that your players learn to help coach each other.Instruct them to watch for correct and incorrect techniques, movements and decisions when in pairsor groups. The feedbacks your player's give each other will prove invaluable in developing teamunity and help players develop a greater understanding of the game.

Make practices fun; designpractices that hold players' attention; use exercises and drills that your players enjoy; use theseexercises to lighten the load of hard work and to establish positive team attitude; when practicingdrills,do enough to improve technique, yet not so much as to bore your

athletes;keep your talking to a minimum; short, concise instructions are better than long explanations;be willing to create or adapt drills to meet unique needs of your team; skilled players master drillsfairly quickly, so add some new twists to challenge these players.As you introduce new skills and techniques, you also need to review fundamental ones. Drills are agood vehicle for addressing your players’ technical flaws. Introduce new skills early in the practicesession, when players are fresh and attentive. Practice new skills for several days beforeincorporating them into more complex drills and game scenarios.Bompa, T.O (1994).

## **2.14. TALENT IDENTIFICATION IN SOCCER**

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Williams & Reilly (2000) reviewed and integrated the main research findings concerned with TI andfootball.The review highlights anthropometric factors that may help to predict success in football.The authors, however, concur with the statement made by Fisher and Borms(1990): “Many of thephysical qualities that distinguish elite and sub-elite players may not be apparent until lateadolescence, confounding the early selection of performers” (Fisher and Borms,1990)In regard tothe physiological factors that affect performance, Williams & Reilly (2000) found that a number ofcharacteristics have been highlighted in the literature as being able to discriminate betweensuccessful and non-successful athletes. This may be in part because of a more systematic approach totaining before their induction into a specialized under-age squad. The main physiologicalcharacteristic is that of VO<sub>2</sub>, although they acknowledge that there is a concern in the literatureregarding the extent to which this factor “tracks” from childhood to maturity. Williams additionallyhighlights the higher tempo of the modern game and postulates that this will continue to increase inthe future, and higher levels of VO<sub>2</sub> will be required from players.

Psychologically, Williams &Reilly (2000), identify commitment, self-confidence, less anxiety, the ability to use psychologicalcoping strategies and better concentration as predictors of success. The study also reveals thatanticipation, decision-making skills and social background as important characteristics of successfulplayers. Typically, players from a white, middle-class and nuclear family have a greater chance ofsucces. The talent identification review conducted by Williams & Reilly (2000) is comprehensive.It is not, however, a TI scheme; none of the characteristics identified has a corresponding testassociated with them.



Ethically, the question must be raised whether it is appropriate to select athletes based upon their social background. In addition, uncertainty remains as to how much weighting should be attributed to social background as criteria for the basis of analyze.

## **CHAPTER THREE**

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## **RESEARCH DESIGN AND METHODOLOGY**

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The content of the data is based on the method of both qualitative and quantitative research methods are implemented. Participants were selected in simple random and purposive method. Document analysis, Training session observation with check list, questionnaire 50 questioners were closed ended and 10 were open ended, interview and The researcher tries to see the previous documents on this issue to analyze the previous findings, the training session observation is by using observation check list; semi-structured questioners are organized to obtain data from the respondents' Opportunity is given to clarify or change any of their responses.

### **3.1. RESEARCH DESIGN**

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This part of the study deals with the research design, participants, instrumentation, procedures and analysis of the study. Descriptive survey and comparative approach were used in carrying out this research. Descriptive survey was used because it is particularly useful to describe the situation and understand some information regarding to Ethiopian women football premier league prospect and the most important factors of their club. Thus, a descriptive survey approach is best suited to be employed in this research. In relation to the research methods indicated above, this research study followed a quantitative research approach. The reasons for these are the researcher has employed quantitative measurement and statistical analysis of the data. In addition to the above reasons the data obtained through structured questioners and interview can be quantified in this case.

### **3.2. SUBJECT AND SAMPLING PROCEDURES**

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Participants in this study were women football players of the club and DWFC coaches, journalist, club officers and team players, who were responsible for coaching, twenty DWF team players, five DWFC workers and females' coaches, are participated in the study.

Coach with a certification for coaching football and had completed the coaching course in Football. All coaching participants had extensive experience in coaching. To better understand the coaching background of participants, an adapted version of a coach development interview guide was used in this study. Structured interview and questioner guide aims to elicit accurate information about the developmental experiences of coaches. Questions are asked regarding a variety of coaching and athletic experiences such as the structure of training, years of experience coaching at these levels, and engagement in coaching development activities.

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### **3.1.1. SOURCE OF DATA INSTRUMENTATION**

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This study followed both qualitative and quantitative research design to obtain complete data for the study. The following data collection instruments were used-

- A .document analysis
- B. Training session observation with check list
- C. questionnaire 50 questioners were closed ended and 10 were open ended.
- D. interview

The researcher tries to see the previous documents on this issue to analyze the previous findings, the training session observation were by using observation check list; semi-structured questioners were organized to obtain data from the respondents.

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### **3.1.2. QUESTIONNAIRE**

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A questionnaire was prepared and administered to the sample players to collect data regarding to challenges and prospects of women football to coaches and players. In order to elicit the necessary data, both questionnaires were constructed based on the review of related literatures; consisting of two main sub-topics: I, personal profiles, II, Factors affecting the development of women football. This was constructed in keeping with the main themes of research guiding questions as well. There are two sets of questions, some of them comprise close-ended while most of them consist of open ended questions which, the researcher believes, would help the respondent to write their real feeling about the phenomena they are asked.

Even though it is very difficult to analyze the second set of questions, the researcher believes that it gives the respondents much freedom to suggest their subjective thought more appropriately than the first types of questions. To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the background characteristics are concerned. The questionnaires were examined by English graduated student to avoid errors related to accuracy, fluency, and contents and to validate the frame items.

Besides, the questions were also examined by my friend who is graduated from Jimma University in the department of English to see if any correction is needed and to determine whether they lead to certain conclusion for the significant purpose of the study. Moreover, the instruments which were initially prepared were given to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments were made.

The researcher selected questioner as data gathering tool because of its convenience for the investigation. That is, its suitability for survey research. Using questioner makes the research less expensive and in addition it increases the likelihood of obtaining accurate information. But, by its nature questioner suffers from weakness such as lack of opportunities to clarify issues and responses cannot be supplemented with other information.

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### **3.1.3. INTERVIEW**

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According to (Kumar, 1999) revised; interviews are a type of survey where questions are delivered in a face-to face means encountered by and interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic. In this research the researcher has chosen semi structured interview for presumes that this method of interview would help the interviewee to address issues which would be far reaching by the interviewer. Accordingly, one Administrator working in DWFC team and two sport journalists working in Ethiopian television are participated in the interview.

Every effort was made to create a friendly atmosphere of trust and confidence in order that the respondents would feel at ease while talking to and discussing every single issue interviewer. Hence, the interview was followed by probing a set of predetermined questions and issues abruptly raised by interviewee are recorded on the tape. Beside this, the interview was held in Amharic language to avoid communication gap, and clarity of ideas. Finally, responses of the overall interview were summarized and analyzed.

### **3.5. PROCEDURE**

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All participants were volunteered to participate in the study and were known to the primary researcher, who had worked with them and their teams. This already established relationship with the participants was perceived as beneficial and consistent with the researcher. A semi-structured interview, questioner and observation with check list were used in this study. This combined strategy offers the flexibility of probing and exploring certain subjects in greater depth. The standardized approach used in this study consisted of a series pre-planned open-ended questions organized into a number of interrelated sections. The interview guide approach is characterized by the interviewer being free to pursue responses that will illuminate the subject being investigated. Predetermined questions were used in conjunction with appropriate probes, which increased the richness and depth of responses. According to Patton (2002) demographic or background questions can often make people comfortable and they have a tendency to require only short-answer responses; therefore, he suggests that demographic questions be left to the end or at the beginning of the interview. The collected data is analyzed by using tables and description.

### **3.6. METHOD OF DATA ANALYSIS**

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The aim of the data analysis was to build an organizing system of categories that emerged from the data and that represented how these coaches, Dedebit women football club workers, club officers and team players conceptualized challenges and prospects of women football of Ethiopia

primer league. The content analysis of the data is based on the method of both qualitative and quantitative research methods are implemented to analyze the content of the data.

Participants were given the opportunity to clarify or change any of their responses. They were also asked whether they had any comments, questions or concerns about the interviews. To ensure that participant responses and ideas have been fairly represented, are accurate and complete. Second, an interceder consistency check was used to ensure the researchers' analysis of the data was appropriate and therefore minimizing researcher bias.

## **CHAPTER FOUR**

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### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

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#### **4.1. PRESENTATION**

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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 while descriptive statements are employed to interpret open-ended items in the questionnaires and the interview. In addition to this documents were used to triangulate the responses.

##### **4.1.1. BACKGROUND CHARACTERISTICS OF THE STUDY GROUP**

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Based on the responses obtained from players, Coaches, administrative stuffs and sport journalists the characteristics of the study groups were examined in terms of their sex, age, marital status, education, and work experience. This section will presents the result of the analysis on the self administered questionnaires, interview and observation check list.

The respondents to the study includes:-

- A. Dedebit women football club players
- B. Dedebit women football coaches
- C. Dedebit women football club officer
- D. Journalist

**Table 1. Back ground characteristics of the respondents of the study**

| No | Item              |                      | Respondents |       |
|----|-------------------|----------------------|-------------|-------|
|    |                   |                      | F           | %     |
| 1  | Sex               | Male                 | 5           | 20%   |
|    |                   | Female               | 20          | 80%   |
|    |                   | Total                | 25          | 4%    |
| 2  | Age groups        | 15-20                | 6           | 24%   |
|    |                   | 21-25                | 12          | 48.5% |
|    |                   | 26 and above         | 7           | 27.5% |
|    |                   | Total                | 25          | 100%  |
| 3  | Educational level | Below grade12/10     | 1           | 3.5%  |
|    |                   | Grade 12/10 complete | 8           | 32.5% |
|    |                   | certificate          | 5           | 20%   |
|    |                   | Diploma              | 8           | 32.5% |
|    |                   | Degree and above     | 3           | 12%   |
|    |                   | Total                | 25          | 100%  |
| 4  | Service year      | 1 year               | 4           | 16%   |
|    |                   | 2 year               | 9           | 32%   |
|    |                   | 3 year               | 6           | 24%   |



|   |                  |                 |    |     |
|---|------------------|-----------------|----|-----|
|   |                  | 4 yea and above | 6  | 24% |
| 5 | Playing position | Goalkeeping     | 2  | 8%  |
|   |                  | Defender        | 3  | 12% |
|   |                  | Midfielder      | 4  | 16% |
|   |                  | Attacker        | 4  | 16% |
|   |                  | Total           | 13 | 52% |

A breakdown of the study of population in terms of gender as indicated in item 1 of table 1, out of the 25 individuals involved in the study, among selected players 20(80%) of players were female, whereas 5(20%) were male players participated. Regarding the age group of respondents in item 2 of the above table, the age of 6(24%) Dedebit women football club players' lies between 15 and 20. The age of 12(48.5%) Dedebit women football club players' lies between 21 and 25. The age of 2(8%) coaches and 1(4%) officer lies between 28 and above. And also the age of 2(8%) journalists' lies between 30 and 33 were reported. In addition, with regard to educational background in item 3, 1(3.5%) player attends below grade 10, 6(24%) players are attending in preparatory between grade 11 and 12, 8(32%) players are diploma holders, 7(28%) players are degree holders. As of coaches, administrators and sport journalists in general 2(50%) of them are certificate holders, 5(20%) of them are diploma holders, 3(12%) of them are degree holders. As of the years spent in the profession indicated as item 5 table 2, 4(16%) players have less than or equal to 1 years of experiences, 9(36%) players are found to have between 2 years of experiences, 6(24%) players have experiences between 3 years and the last 6(24%) of players have more than 4 years and above of experience as football players. On the other hand, out of the overall coaches, administrators and journalists 1(4%) of them has 3 to 5 years of experience, 2(8%) of them have 6 to 8 years of experience and the majority 10(40%) of them have above 4 to 6 years of experience in the football game.

**Table 2: Women club players Attitude towards Football by Age(%)**

| Age   | Encouraging | Discouraging | Neutral |
|-------|-------------|--------------|---------|
| 16-21 | 46.0        | 19.3         | 34.7    |

|                 |      |      |      |
|-----------------|------|------|------|
| <b>22-25</b>    | 19.2 | 34.2 | 46.6 |
| <b>26-above</b> | 7.4  | 54.3 | 38.3 |

**In table 2.** In 2014 conducted a new survey of female players in Ethiopia women football premier league clubs, at the Dedebit women football club, covering 20 elite and other female players. Figure 2,item one shows that most women players 46.0were encouraged to play at club, because of some young elite women players are supported by their families and encouraged their friends they are inspired to take part in club.Whereas in item two,19.2 of women players are less encouraged to play at club. As respondents replayed they are not much more interested to play at clubs,because of lack of families' encouragement, lack of inspiration from their friends' and shortage of materials and equipment from the stakeholders. Different influential factors in the age between 22-26 years young women football players are less encouraged to take part in playing to football.In addition, with regard to players attitude in item 3, 7.4 number of players are also less encouraged to take part in football club, and Very few players who are now in their mid-20s or older had similar sorts of encouragement at club.

**Table 3: Who was the biggest influence on taking up playing football (%)**

|                        | <b>Elite players</b> | <b>Other players</b> |
|------------------------|----------------------|----------------------|
| <b>Father</b>          | 31.3                 | 23.0                 |
| <b>Mother</b>          | 9.4                  | 5.6                  |
| <b>Brother</b>         | 15.6                 | 11.0                 |
| <b>Both parents</b>    | 12.5                 | 4.0                  |
| <b>Friends</b>         | 3.1                  | 17.1                 |
| <b>Self-motivation</b> | 6.1                  | 10.8                 |

With regard to inspiration of athlete to take part in football;female respondents who were the most important person in inspiring them to take up the playing football the findings are included in Figure 3 above. Here it can be seen that a male figure. Usually the father is still important in inspiring and supporting female players. According to the above figure 3, item 3, 31.4 number of part of societies (fathers) are the primary of young women football players to inspire to take part

in playing football game. Brothers are second in number of 15.6 of fathers to inspire young women players to take part in playing football game. However, friends seem more important for non-elite players than for others. Most female players point to someone who was important to setting them off to playing football. Usually supporters from within the family, One-in-ten elite players now cite their mothers as the key influence. Resources accruing to players from family and local community social capital are less important in reaching the state level than in becoming involved with women's football beyond its recreational sphere. However, while the passage to state football is affected more by football-related networks than 'unrelated social capital', relationships within the players' families and their wider local communities can nonetheless facilitate access to certain important resources. Family social capital can provide access to logistic and financial resources, as well as contributing to maintain the players' self-confidence and motivation. Generalized social capital at the community level, instead, can help players to gain social skills useful for their all-round development as football players, including the ability to create further personal social capital.

Relationships within the players' families can be particularly important for the self-confidence and motivation of players. To be considered for club squads, players normally possess satisfactory drive and confidence. Furthermore, confidence and motivation to 'take the step' to club football are often maintained and increased through relationships with other football players or coaches. Nonetheless, caring and attentive families can provide additional encouragement in difficult moments, and mitigate the negative effects of social relationships within clubs.

Considering that most players engage with club football under the age of eighteen, families are also key sources of financial resources. As suggested by researcher and the importance of family social interaction, or the willingness of parents to help their children, increases with the increase of relative disadvantage of the players' families, in particular economic and vocational disadvantage. Social support within local communities is also helpful in endowing young players with precious social skills. Often, elite players dedicate much of their time to football and relegate their social lives outside football networks to the minimum. While this may imply the ability to establish strong connections within the women's football community, it risks depleting players of

other relationships and experiences useful for their social development as all-round persons. These skills, at times, make the difference between successful and unsuccessful players. Social interaction outside a sporting community favors the development of emotional and social skills, including the ability to form and use further social interaction.

**Table 4:female'sviews on football**

|                              |      |
|------------------------------|------|
| As something which is normal | 34.2 |
| No real objections to it     | 33.9 |
| Some opposition to it        | 29.4 |
| Lots of opposition to it     | 2.5  |

The researcher was also asked respondents for their views on how they thought local people regarded female football in the areas in which they played. The responses here are very interesting. Only just over one-third of all respondents thought the female game was now seen as normal in their local area. Almost three-out-of-twenty still thought there was some opposition to female play locally. This climate for female footballers is not as hostile as that but it is still not completely easy to play football if you are female in Ethiopia as compared to male.

**Table. 5. Media coverage in women football**

| Respondents | No. of respondents with percentage |   |         |   |
|-------------|------------------------------------|---|---------|---|
|             | Players                            |   | Coaches |   |
|             | Yes                                | % | No.     | % |
|             |                                    |   |         |   |

|              |           |             |          |             |
|--------------|-----------|-------------|----------|-------------|
| Very high    | 1         | 3.06%       | 1        | 0%          |
| High         | 0         | 0           | 0        | 0           |
| Medium       | 2         | 4.09%       | 0        | 0           |
| Low          | 7         | 14.29%      | 1        | 50%         |
| Very low     | 15        | 71.43%      | 1        | 50%         |
| <b>Total</b> | <b>25</b> | <b>100%</b> | <b>2</b> | <b>100%</b> |

Asking players and their respective coaches about the mediacoverage for women football sport in Ethiopia the following results wereobtained: the majority 50% and 71.43% coaches and players respectively said that it is very low 14.29% and 12.5% of players and coaches respectively said that it is low, 4.08% of the respondents of players said that it is medium, the rest 12.5% and 2.04% of coaches and players respectively respond it is very high.As the responses gathered from the interview with journalists for the question asked about sufficiency of portion of media coverage they replied that not that much. This is because the federation does not keep informing the media about the schedules of matches and the number of competition taking place is very few.As for the responses gathered from the interview with administrator of the same question they replied that it is not that satisfactory for the popularity of the sport. According to the administrator, currently they are having a great deal of air time for women premier league with oneFM radio in terms of fixture announcements and match reports. Thus, this response clearly implies that the womenfootball in Ethiopia does not have sufficient media coverage. So this is also one of the biggest problems that contribute for the decline of the development of women football clubs in Ethiopia.According to Eileen Kennedy and Laura Hills, (2009) stated that “Sport, which will not follow the media’s wishes, will die gradually.” According to Nicholson, M (2007) it is generally recognized that modern sport can no longer do without the media and vice-versa.

**Table 6.Regarding food during training and competition**

| <b>Item</b> | <b>Frequency of response in %</b> |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

|  | Player |    |       | Coach |    |       |
|--|--------|----|-------|-------|----|-------|
|  | Yes    | No | Total | Yes   | no | Total |
| Does your club provide sufficient food after competition and training? | 9      | 11 | 20    | 1     | 1  | 2     |

Regarding food after training and competition, 51.01% of respondents of players answered that the clubs do not provide sufficient food after training and competition. Whereas 48.99% of the respondents replied that the clubs provide sufficient food after training and competition.

For the same question, 50% of respondents of coaches answered that the clubs do not provide sufficient food after training and competition. Whereas 50% of the respondents replied that the club provides sufficient food after training and competition. Thus, this indicates that the majority of Ethiopian women football clubs does not provide food after training and competition. This could hinder the performance of players and coaches. According to Jackson (1986) underscored that energy intakes peaked between age 16 and 29 years and then decline for succeeding age groups.

A similar pattern occurred for males and females, although males reported higher daily energy in takes than female at all ages between age 20 and 29 years, the women consumed on average 35% fewer kcal than men on a daily basis, Individuals who engage regularly in moderate-to- intense physical activity eventually increase daily energy intake to match their higher energy expenditure level. As for the responses gathered from open-ended questions asked about impact of having insufficient food after training and competition, most of respondents responded as having insufficient food and it totally decreases physical fitness and interests for the sport.

**Table 7. Supplement of material and equipment**

| Item | Frequency of response in % |    |         |    |
|------|----------------------------|----|---------|----|
|      | Players                    |    | Coaches |    |
|      | Yes                        | No | yes     | No |
|      |                            |    |         |    |

|   |    |    |   |   |
|---|----|----|---|---|
| Do you get enough facilities for training and competition | 11 | 9  | 1 | 1 |
| Do you get appropriate sportswear                         | 7  | 13 | 1 | 1 |

The above table exhibits that 51.02% of the respondents of players replied that they have enough equipments and facilities for training. Whereas 48.98% of the respondents replied that they do not have enough equipments and facilities for training. For the same question 87.5% of the respondents of coaches replied that they do not have enough equipments and facilities for training.

Whereas 12.5% of the respondents replied that they have enough equipment and facilities for training. Based on the responses of coaches, as opposed to players, there is a shortage of equipments and facilities for training among football clubs. According to the responses gathered from open-ended questions asked about the impact of the availability of facilities and equipment, most of the respondents responded “not sufficient” and it leads to wastage of time to address every single players in the club as much training as every players is needed and also affecting individual interest for the sport so that it may decrease the number of potential players. Regarding sportswear for training and competition, 61.22% of respondents of players answered that they have the appropriate sportswear for training and for competition separately. Whereas 38.78% of the respondents replied that they do not have the appropriate sportswear for training and competition separately. For the same question, 50% of respondents of coaches replied that they have the appropriate sportswear for training and competition separately. Whereas half of the respondents of coaches replied that they do not have the appropriate sportswear for training and competition separately.

**Table 8.Regarding skills development given for coaches by federation**

| Item  | Duration   | Response in % |
|-------|------------|---------------|
| Coach | One year   | 0(0%)         |
|       | Two year   | 1(50%)        |
|       | Three year | 0(0%)         |

|  |            |        |
|--|------------|--------|
|  | Four year  | 1(50%) |
|  | If any     | 0(0%)  |
|  | Not at all | (0%)   |

The majority, of the respondents of coaches answered that the skill development courses given has no fixed interval of time,50% of the respondents answered that it is given in two years time, 50% of the respondents replied that it is given in four years time and the rest of the respondents replied that there is no skill development courses provided by the federation.

As for the responses gathered from open-ended questions asked about the appropriateness of time to get up-dating courses, even though, most of the respondents believe that they should have got up-dated in a yearly or at most in two years of time, the federation has not provided them with the necessary up-dating courses regularly.As for the responses gathered from the interview of administrators for the same questions, all of the respondents replied that regular training for coaches are not carried out for the delay in the preparation of training manuals.Thus, this would indicate that lack of regular training for coaches are one of the biggest problems for the development of Ethiopian women football clubs.

**Table 9.Player’s response to the social support from their coaches**

| No | Item   | Alternatives |     |   |     |   |     |   |     |   |     |
|----|--|--------------|-----|---|-----|---|-----|---|-----|---|-----|
|    |  | 5            |     | 4 |     | 3 |     | 2 |     | 1 |     |
|    |  | F            | %   | F | %   | F | %   | F | %   | F | %   |
| 1  | Helps the players with their personal problems       | 10           | 40% | 8 | 32% | 3 | 12% | 4 | 16% | 1 | 4%  |
| 2  | Helps members of the team settle their conflict      | 4            | 16% | 7 | 28% | 5 | 20% | 8 | 32% | 1 | 4%  |
| 3  | Expresses affection he/she feels for his/her players | 3            | 12% | 6 | 24% | 4 | 16% | 4 | 16% | 8 | 32% |



|   |  |   |    |   |     |   |     |   |     |   |     |
|---|--|---|----|---|-----|---|-----|---|-----|---|-----|
| 4 | Encourages close and informal relations with players | 2 | 8% | 7 | 28% | 4 | 16% | 3 | 12% | 9 | 36% |
|---|--|---|----|---|-----|---|-----|---|-----|---|-----|

Concerning the social support of coaching to their players four interrelated items were presented in table 9. Players were asked to rate the support they got from their coaches in the case of their personal problem. Accordingly, 10(40%) of the total research participants confirmed their agreement that their coaches were providing the necessary support in the case of their personal problem. On the contrary, a significant number 8(32%) of the respondents indicated their disagreement to the item.

The rest 3(12%) rated uncertain. Therefore, the players' response indicates that the players were getting the necessary support when they face personal problem. As can be seen from table 9, from item number 2, which says "helps members of the team settle their conflict" the result obtained indicates that 4(16%) of the respondents rated their agreement that their coaches were helped them to settle their conflicts. On the other side, 7(28%) indicated that their coaches did nothing in setting conflict between the players. About 5(20%) were neutral about the item.

Besides, all interviewed assistant coaches reported that the coaches are helping the players in the case of their personal problems and settle conflicts at the spot. Hence, from the information above one can conclude that coaches should use more efforts settling conflicts between his athletes. The other item raised in table 9 was, "the coach expresses his affection to his players". For this item, 3(12%) showed their agreement and 6(24%) disagreed with the item. The remaining 8(32%) were uncertain about the item. This implies that coaches have to develop more their habits of expressing their affection that they have towards their players. They have to clearly tell the players what they feel about them. In item 4 of the same table the players were asked whether they were encouraged to establish a close and informal relation with him or not. Accordingly, 2(8%) of the total respondents indicated that their coaches did little in establishing informal relationship with them. Likewise, 7(28%) of the respondents verified their agreement to the item.

The remaining 4(16%) were uncertain about item. Therefore, it looks logical to conclude that the majority of Ethiopian women football premier league club coaches did not encourage informal

relationship with their players. In general the observed social support coaching leadership behaviors of coaches were helping the players in case of personal problem, conflict setting between the players, and expressing their affection to the players. But they discouraged informal relations with the players.

## **CHAPTER FIVE**

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

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#### **5.1. SUMMARY**

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- Football is known as fantasy game in which human being relaxing and enjoying him, so it is one of the most popular team sports worldwide. Now a day's football is playing equally with both sexes without technique and tactical difference. Equality in both sexes is available to enhance popularity of football. But important issue in competitive sport, especially in sports like football in which the ability to organize training has significant commercial implications for clubs and players as well as for the country. However, little is known about how Coaches conducting quality training for successful prospect. The requests for research of this nature came from Dedebit women football club, or league. This combined with a relative lack of contemporary studies has led the formulation of the research question and area of inquiry. While not being the panacea for the future of women's football, this study does offer insightful analysis and practical recommendations

for the practitioners and managers of women's club football, especially in the Ethiopian women football premier league.

- Research on prospect of women football enhancement as a function of achieving result has highlighted a number of important physical, physiological and psychological predictors the Ethiopian women football premier league. However a number of difficulties with predicting performance and identifying football players based on these qualities have been reported, e.g., there is no consensus about the relative importance of these qualities in predicting football quality training, Methodological problems, facilities and players motivation. These interrelated factors reflect the difficulty and complexity that researchers face in predicting successful football achievement. It is hardly surprising, therefore, training programs across the Dedebit women football club.
- On what key criteria do coaches make decisions about training? The football player's questioner was conducted with Dedebit women football club officers and Coaches were asked to articulate how they conceptualize with the potential to become elite players. Inductive analysis produced four dimensions: physical skills, technical skills, cognitive perceptual skills and personal qualities. The participant coaches specifically identified talented players from those considered less talented. The implications of these results are discussed in terms of prospect of women football and practical applications to coaching and modification of football where clubs need to retain their most talented players due to increased focus on enhance results and training. The development of talented football players is an expensive exercise and early identification of future elite players.
- The assessment of training is used to determine the effectiveness of a training program and the organizational form of coaching. As kacani (1986:68) stated 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 poses the question how to plan and achieve the training goal effectively.
- Furthermore, it requires more efforts to train 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.

## **5.2. CONCLUSIONS**

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

- ✓ The major challenges associated with the development are lack of adequate facilities and balanced diet, very low media coverage, less number of youth projects, very few number of sponsors, very few number of spectators, absence of organized club supporters, absence of inter-school competition, the absence of regular skill development courses for coaches, insufficient remuneration for coaches and players, shortage of courts for training and competition, losing popularity, a few number of clubs, and incapacity of competence.
- ✓ Many physical education teachers have worked hard to encourage girls to continue to take part in and enjoy physical activity by listening to their views and responding to them wherever they can. Girls now have more choice of playing football both in and out-of-school hours than they have previously enjoyed.

- ✓ It is important to recognize that not all boys in schools have access to an extensive range of playing football either. There should be equal opportunity and choice and equal standards in facilities for both girls and boys.
- ✓ Safe places to train football are non-existent in some clubs. Football fields might be absent or in poor repair, or fields or courts could be located in high crime areas.
- ✓ The broad goal of the Ethiopian women premier league ‘achievement’ women’s football systems can be summarized as providing the opportunity to players to ‘take the next step’ in their careers. School football cannot be placed in the ‘achievement’ category, nevertheless the step between school and club football is an important one as it serves as an introduction to result-orientated systems. Normally, the career path of high-profile Ethiopian women football club players involves a progression from school football to the well organized clubs.
- ✓ Ethiopia’s ability to produce elite athletes relies on the clubs’ effectiveness to access and develop young players, and the state system’s ability to identify and further develop those who possess particular qualities. However, the factors that affect women’s football clubs development are not exclusively technical. For example, access to training facilities, special development programs and high-quality coaching and advice are all important factors that can influence the players’ possibilities to develop their talent.
- ✓ 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.

## 5.2. RECOMMENDATION

---

The researcher suggested the following recommendations in light of the summary and the conclusions made:

- ✚ 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 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 give special emphasis for the basis of employment in such a way that amateurs presently working in the federation should be replaced by full timers. The concerned government body should set standard and help clubs to fulfill the criteria's.
- ✦ The federation should work to have sufficient media coverage and sponsor for competition and every aspects of women 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 enrollment of women football and make regular control over the fulfillment of the standard.
- ✦ The concerned body of government should form permanent women football premier league clubs in the country. Women football clubs should work to their level best for the formation of supporters' association.
- ✦ Federal sport commission should work in collaboration with nongovernmental organization for the expansion of women football clubs.
- ✦ Encouraging a positive attitude toward playing football at any age can be helpful, although it is particularly beneficial in younger girls. Exposing girls to a wide range of groups and club football, either as an organized football clubs or group football games, can spur an interest in sports.

- ✚ Taking younger girls to watch football games to stadium. Community initiatives to repair sports fields and improve safety can play a key role in making football attractive to girls.
- ✚ The clubs should give emphasis for basic conditional exercise in addition to football training. Sufficient wages and incentives for coaches and players should be given the utmost attention by clubs.



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