



WALLAGA UNIVERSITY

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COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT STUDIES

**ANALYSIS OF HIGH SCHOOL MALE FOOTBALL COMPETITION
THE CASE OF NEKEMTE TOWN GOVERNMENT SCHOOLS**

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
WALLAGA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN
FOOTBALL COACHING

BY

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NOVEMBER, 2025

NEKEMTE, ETHIOPIA



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APPROVAL SHEET
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As Research thesis advisors, we here by certify that we have read and evaluated the thesis prepared by Tariku Beyene under our guidance, which is entitled **Analysis of High School Male Football Competition in The Case of Nekemte Town Government School**. In its final format, consistent and acceptable. Hence, we recommend that the thesis be accepted as it fulfills the University and Department style requirements for the degree of Master in football coaching

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ABBREVIATION AND ACRONYMS

CAF: Confederation of African Football

EFF: Ethiopian Football Federation

FIFA: Federation of International Football Associations

PE: Physical education

SPSS: Statistical Package for the Social Science

US: United state

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ABSTRACT

This study analyses the organization, participation, and performance of high school football competitions in government schools of Nekemte Town. The main objective of the research is to examine the factors influencing the quality and effectiveness of football competitions among high school students, with a focus on management practices, availability of sports facilities, coaching quality, and student motivation. A descriptive research design was employed, and both qualitative and quantitative data were collected from physical education teachers, school administrators, and student-athletes through questionnaires, interviews, and observations. The findings revealed that although students show high interest and participation in football, the competitions face challenges such as inadequate sports equipment, limited training grounds, lack of qualified coaches, and poor financial and administrative support. Furthermore, the study found that effective coordination between schools and the local education office plays a crucial role in improving the quality of inter-school competitions. The research concludes that enhancing resource allocation, training sports staff, and improving school-level sports management are essential for promoting football development among students. Finally, recommendations are made to strengthen school sports programs and encourage sustainable youth football development in Nekemte Town government schools.

Keywords: *Football competition, High school sports, Nekemte Town, Government schools, Student participation, Sports management*

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation, limitation of the study, organization of the study and operational of definition of terms.

1.1. Background of the study

Football is the most widely played and followed sport in the world, enjoyed in nearly every country without exception (Akenhead & Nassis, 2015). With its long and rich history, football dominates the sporting landscape in most nations, attracting countless participants and fans. The simplicity of its basic movements makes it accessible to beginners, though success in the game requires physical fitness and mastery of fundamental skills (FIFA World Football History, 2023).

In Ethiopia, football was first introduced in 1923 by foreign residents living in Addis Ababa. According to Teshome and Muluneh (2005), Armenian, Indian, Greek, and Italian communities established teams and organized matches at “Jan Hoy Meda.” The game’s popularity expanded through competitions at Teferi Mekonnen and Menelik secondary schools, inspiring many young people to take up football. School-based football programs play a vital role in nurturing future professional players by building the technical, tactical, physical, and psychological foundations needed in modern football (Lowy & Gallop, 2015).

For players to succeed at woreda, zonal, regional, and national levels, consistent and well-structured training programs are essential. These programs should emphasize physical conditioning, technical skills, and movement principles introduced in their most basic forms. A systematic player development framework helps produce skilled athletes who can contribute to various clubs. The United States Soccer Federation Coaches Manual further underscores that achieving player development objectives requires careful and deliberate planning.

However, in Ethiopia, limited progress has been made in adopting this global trend, particularly in relation to the physical fitness components of secondary school football training programs. Fitness

training is frequently neglected, which forms the central focus of this study examining its impact on football performance. Adolescents, especially boys under the age of 16, are in a crucial phase of physical development, making this period highly suitable for structured and well-planned physical fitness training that supports both growth and skill enhancement.

Adolescence is an optimal period to begin training that emphasizes speed, agility, and power development using progressive resistance or heavier loads (Simon Weiss, 2013). However, when designing training programs for students who are still growing, it is important to account for individual

differences in tolerance and developmental stage (Gamble, 2013). This age group marks the ideal time to start structured fitness training aimed at enhancing football performance (Hakkarainen et al., 2007). Fitness programs offer numerous benefits, including improved self-confidence, greater speed, power, agility, and enhanced technical skills (Billot et al., 2010).

Athletes, particularly football players, require a high level of physical fitness to achieve optimal performance. Physical conditioning is fundamental in all sports, but it is especially critical in football, where physical ability directly influences game outcomes. Enhanced fitness improves both individual and team performance (Bangsbo et al., 2006). Teams that maintain superior physical fitness often hold a competitive advantage, leading to higher chances of success. For this reason, effective coaches prioritize fitness development before focusing on technical or psychological aspects of training. The role of a coach's knowledge in planning and implementing appropriate fitness programs is essential to achieving standards that align with physical fitness norms. Consequently, a well-structured fitness training program is indispensable for football development (Berahim & Kassim, 2016).

1.2 Statement of the Problem

Football is one of the most popular sports among high school students and plays a vital role in promoting physical fitness, teamwork, discipline, leadership skills, and social

interaction. Well-organized school football competitions contribute significantly to the holistic development of students and also serve as a foundation for identifying talented players for higher-level sports participation.

In Ethiopia, particularly in urban towns such as Nekemte, high school football competitions are expected to be organized regularly to enhance students' participation in sports and improve their athletic performance. However, observations and informal reports indicate that the standard and consistency of football competitions in Nekemte Town Government Schools are declining. Many schools face problems such as lack of adequate sports facilities and equipment, shortage of qualified coaches and physical education teachers, limited administrative support, poor organization of competitions, and low motivation among students.

Furthermore, students' participation and performance in football competitions appear to be affected by academic workload, limited training opportunities, poor infrastructure, and absence of well-planned competition schedules. These challenges have resulted in irregular competitions, low quality of matches, minimal talent identification, and reduced interest of students in school football activities.

Although football is widely played in schools, there is a lack of empirical studies that clearly identify the current status, influencing factors, and major challenges affecting high school football competitions in Nekemte Town Government Schools. Without reliable data, it is difficult for school administrators, teachers, and education authorities to design appropriate strategies to improve school football programs.

Therefore, this study is intended to analyze the current status of high school football competitions in Nekemte Town Government Schools, identify factors influencing students' participation and performance, examine challenges in organizing and managing competitions, and propose possible strategies to enhance the quality and effectiveness of high school football competitions in the town.

1.3. Research Questions

This study was guided by the following research questions:

What are the current status of high school football competitions in Nekemte Town Government Schools?

What factors influence students' participation and performance in football competitions in these schools?

What challenges are faced in organizing and managing high school football competitions in Nekemte Town Government Schools?

What strategies can be used to improve the quality and effectiveness of football competitions in Nekemte Town Government Schools?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was to analyze the status, challenges, and factors affecting high school football competition in Nekemte Town Government School.

1.4.2. Specific Objectives

The specific objectives of the study are:

To identify the current status and level of participation in high school football competitions in Nekemte Town Government Schools.

To describe the factors that influence students' participation and performance in football competitions.

To examine the challenges and obstacles faced in organizing and managing football competitions in these schools.

To propose strategies and recommendations for improving the quality, participation, and effectiveness of high school football competitions

1.5. Significance of the Study

This study is significant because it proposes practical ways to enhance students' football performance and participation in school competitions. It will help students understand the importance of football in developing physical fitness, teamwork, discipline, and sportsmanship, while providing teachers and coaches with insights into factors affecting participation and performance so they can design more effective training and competition programs. The study will also assist school administrators by identifying challenges in organizing football competitions and suggesting measures to improve the quality and management of school sports activities. Furthermore, it will contribute to the existing body of knowledge on high school sports and serve as a reference for researchers and

policymakers involved in school sports development in Nekemte Town and similar contexts. Finally, by strengthening school football competitions, the study will promote a culture of sport in the community, encourage healthy lifestyles, and support youth talent development.

1.6. Delimitation of the Study

This study is delimited in scope to the analysis of high school football competitions in government secondary schools located in Nekemte Town. Geographically, it does not include private schools or schools outside Nekemte Town. Conceptually, the study focuses on student participation, performance, challenges in organizing competitions, and strategies for improvement, and does not cover other sports, academic performance, or extracurricular activities unrelated to football.

Additionally, the study is limited to the period of the current academic year and may not reflect trends from previous years.

1.7. Limitation of the Study

While conducting this research some constraints have been faced mainly in terms of collecting appropriate information and data from the concerned research participants. The following are major challenges in the overall research process

Time consuming data gathering due to delays of questionnaires delivery

The problem of getting sufficient literature in the area of this study: especially the background of football in high school. Informants not giving enough attention in responding to the questionnaire

1.8. Operational Definition of Terms

A. Football

Football is a fast-paced team sport that requires a combination of physical, technical, and emotional skills, providing both physical and social benefits to participants (Alegi, 2010).

B. Performance

Performance refers to the level at which an athlete executes their activity, either in comparison to others or against personal goals and standards. According to Stratton, Reilly, Williams, and Richardson (2004), achieving top performance requires athletes to engage in deliberate and purposeful practice over extended periods, with focused attention on improving specific aspects of their skills and physical abilities.

C. Preparation Period

The preparation period is a critical phase designed to ensure that individual players and the team as a whole attain optimal physical condition. This period typically lasts several weeks, depending on players' fitness levels and the competitive standards of the event. It must take into account physiological factors to achieve maximum effectiveness. The FIFA Coaching Manual (2004) emphasizes that training sessions during this period form part of a microcycle and constitute the core of the weekly training plan.

D. Competition

Competition is a situation in which individuals or teams strive to outperform one another to achieve a specific goal, usually governed by established rules and standards (Martens, 1975).

E. Participation

Participation is defined as the act of taking part in an organized activity or event (ICDR, 2001).

1.9. Organization of the Study

This research is organized into five main parts: the first part introduces the study by presenting the background, statement of the problem, research questions, objectives, significance, delimitation, limitation, operational definitions of key terms, and the overall structure of the study; the second part reviews related literature and discusses previous studies and theoretical perspectives on football performance, nutrition, football management, competition planning, player selection, and the role of facilities and equipment; the third part explains the research design and methodology, including the study area, population, sampling techniques, data collection instruments, and methods of data analysis; the fourth part presents and interprets the data collected from respondents using tables and discussions; and the final part summarizes the major findings, draws conclusions, and provides practical recommendations for improving high school football competition and player development.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature on high school male football competition, with a focus on the educational, social, and physical development of students. The review explores theoretical perspectives, empirical studies, and practical challenges associated with school football, particularly male participation in government secondary schools. It highlights the benefits of football, the factors affecting participation and performance, and the challenges faced by schools in organizing competitions. The aim is to provide a comprehensive foundation for analyzing the state of male football competitions in Nekemte Town government secondary schools.

Football is widely regarded as the most popular school sport for male students globally and in Ethiopia. Participation in football competitions has implications not only for physical fitness but also for character development, teamwork, leadership, and life skills (Bailey, 2014; Akenhead & Nassis, 2015). By reviewing both theoretical frameworks and practical studies, this chapter identifies factors that enhance or hinder male students' participation and performance in football competitions.

2.2 Concept of High School Male Football Competition

Male football competition in schools refers to organized football activities for male students conducted within and between schools at intra-school, inter-school, and district levels. It is a structured sporting activity designed to improve students' physical, social, and psychological capacities (Akenhead & Nassis, 2015).

School football competitions provide male students opportunities to develop teamwork, leadership, discipline, and problem-solving skills. According to Bailey (2014), school sports competitions foster experiential learning, where students learn to cooperate with teammates, respect referees, and handle both success and failure. Football is especially popular among male students due to cultural preferences, peer influence, and competitive nature.

In addition, male football competitions are a talent development pathway. Students who excel in school competitions may progress to represent their school at higher levels, including district and national tournaments, creating opportunities for scholarships or professional careers (Coalter, 2013).

The competitions also enhance school identity and community engagement, as matches often attract spectators, including fellow students, teachers, and local residents (Tadele, 2017).

Effective male football competitions require proper organization, including team selection, regular training, match scheduling, adherence to rules, and supervision by trained coaches or physical education teachers. The availability of resources, motivation, and administrative support are key factors that determine the success of these competitions (UNESCO, 2015).

2.3. Importance of High School Football Competitions

High school football competition plays a vital role in the holistic development of students. It is not only a physical activity but also an educational tool that contributes to the physical, psychological, social, and academic growth of learners. Participation in football competitions helps students acquire essential life skills such as discipline, teamwork, leadership, responsibility, and respect for rules. These values are fundamental for building well-rounded individuals who can succeed both in school and in society.

One of the most important contributions of high school football competition is the improvement of students' physical fitness and health. Regular participation enhances cardiovascular endurance, muscular strength, flexibility, and coordination. It also helps to prevent lifestyle-related diseases by promoting active living habits at an early age. Students who participate in football competitions are more likely to maintain healthy lifestyles throughout their lives.

Football competitions also play a significant role in psychological development. They help students build self-confidence, emotional stability, and resilience. Through competition, students learn how to manage stress, cope with failure, and remain focused under pressure. These psychological skills are transferable to academic tasks, helping students handle examinations, presentations, and other challenging situations.

Social development is another important benefit of high school football competition. Football encourages cooperation, communication, and mutual understanding among students from different backgrounds. By working together toward common goals, students develop strong social bonds and learn to respect diversity. Team activities also reduce negative behaviors such as isolation, aggression, and indiscipline.

Academically, football competition supports improved school performance. Students who engage in sports often show better time management, concentration, and classroom behavior. Participation in football motivates students to remain in school, reduces dropout rates, and enhances their sense

of belonging to the school community. These factors collectively contribute to improved academic achievement.

High school football competition is also important for talent identification and career development. Many professional footballers discover their talents during school competitions. Schools serve as foundational platforms where students can showcase their abilities, receive guidance, and be connected to higher-level sports programs and clubs.

Furthermore, football competitions strengthen school identity and pride. Successful teams enhance the reputation of the school and create a sense of unity among students, teachers, and the community. School events such as football tournaments bring stakeholders together and foster a supportive learning environment.

2.4. Educational Importance of Male Football Competition

Male football competition contributes significantly to students' holistic development, encompassing physical, psychological, and social dimensions. Physically, football enhances endurance, strength, coordination, speed, and agility, which are important for overall health and development (Bompa & Buzzichelli, 2019).

Psychologically, football improves self-confidence, stress management, resilience, and emotional control. Participation in competitive matches allows students to experience success and failure, which strengthens mental toughness and decision-making skills (Weinberg & Gould, 2018).

Socially, football provides opportunities for male students to interact, communicate, and collaborate with peers. It encourages teamwork, respect for authority, leadership, and fair play. According to Fredricks and Eccles (2006), students involved in sports like football

demonstrate improved social behavior, better peer relationships, and reduced behavioral problems.

Additionally, school football helps students develop time management, goal-setting, and responsibility. Managing training, competitions, and academic work simultaneously teaches important life skills that extend beyond the football field.

2.5 Influence of Football Competition on Academic Performance

Research has shown that sports participation can positively affect students' academic performance. Marsh and Kleitman (2003) reported that students engaged in football demonstrate higher levels of school attendance, classroom engagement, and academic achievement compared to non-participants.

Eccles and Harold (1991) also found that male students participating in sports develop self-discipline, focus, and motivation, which translate into better academic outcomes. While some parents and teachers express concern that sports may distract from academics, empirical evidence suggests that structured sports participation, including male football, enhances cognitive skills, concentration, and learning abilities.

Moreover, football teaches goal-setting and perseverance. Male students learn to work towards short-term and long-term objectives, which fosters academic persistence. Football competitions can also create a sense of achievement, motivating students to balance both sports and academics.

2.6 Facilities and Infrastructure

Facilities and infrastructure are critical for effective football training and competition. Standard football fields, proper lighting, dressing rooms, and safe playing surfaces are necessary for developing technical skills and maintaining player safety (UNESCO, 2015). In many Ethiopian government schools, including Nekemte Town, football infrastructure is inadequate. Schools often lack marked pitches, goalposts, and proper training grounds, which limits students' opportunities to practice regularly and safely (Gebru, 2018). Poor infrastructure can reduce motivation, increase injury risk, and hinder the overall quality of competitions.

2.7 Availability of Equipment

The availability of adequate and quality football equipment is essential for effective training and competitions. Equipment such as footballs, goalposts, jerseys, cones,

whistles, and protective gear enables students to train efficiently, reduces the risk of injury, and enhances the overall quality of matches (Coalter, 2013).

In many government secondary schools in Ethiopia, including those in Nekemte Town, equipment is often insufficient, worn-out, or shared among multiple teams. This limitation reduces the frequency and effectiveness of practice sessions and can negatively affect students' motivation to participate in football competitions (Gebru, 2018). Schools with access to proper equipment tend to have higher participation rates and better competition outcomes.

2.8 Coaching Quality and Teacher Involvement

Coaches play a critical role in developing the technical, tactical, and psychological skills of male football players. Cushion, Armour, and Jones (2003) emphasize that the quality of coaching, including knowledge of the game, pedagogical skills, and mentorship, is a strong determinant of player performance and team success.

In many Ethiopian government schools, football teams are coached by teachers who may lack formal training in coaching or sports science. This often leads to irregular training programs, improper skill development, and limited tactical awareness among students (Tadele, 2017). Effective coaching requires not only knowledge of the sport but also the ability to motivate, guide, and support students holistically.

2.9 Training Programs and Practice Methods

Structured and consistent training programs are essential to enhance football performance. Bompa and Buzzichelli (2019) highlight that systematic training, including physical conditioning, skill development, tactical awareness, and match simulations, improves players' endurance, agility, and strategic thinking.

In practice, many schools in Nekemte Town conduct football training only during competition periods, which is insufficient for maintaining fitness and developing technical and tactical skills. Irregular training affects performance and limits the students' preparedness for competitive matches (Gebru, 2018). Effective training programs should incorporate weekly schedules, skill drills, and competitive simulations to maximize learning outcomes.

2.10 Administrative Support and School Leadership

School administrators play a vital role in facilitating football competitions by providing resources, planning schedules, and monitoring program implementation. Green (2008) found that schools with strong leadership and clear sports policies achieve better outcomes in student participation and team performance.

In many government secondary schools, limited administrative support negatively affects football programs. Insufficient budgeting, lack of scheduled training periods, and minimal recognition for student achievements weaken participation and reduce the quality of competitions (UNESCO, 2015). Administrative commitment is therefore crucial for sustaining male football competitions.

2.11 Psychological Preparation and Motivation

Psychological readiness and motivation are key determinants of success in competitive football. Mental skills such as confidence, focus, stress management, and goal-setting enhance performance (Weinberg & Gould, 2018).

Male students often face performance anxiety, fear of failure, and low self-esteem in the absence of proper psychological preparation. Extrinsic factors such as parental support, recognition, awards, and coach encouragement also influence student's motivation to participate and perform well (Deci & Ryan, 2000). Schools that integrate motivational programs, team-building exercises, and positive reinforcement tend to have higher levels of engagement and better competition outcomes.

2.12 Health, Safety, and Injury Management

Health and safety considerations are fundamental to school football competitions. Football involves physical contact, making players susceptible to injuries such as sprains, fractures, and strains. Fuller et al. (2006) emphasize the importance of first-aid kits, trained medical personnel, injury reporting, and preventive measures to protect athletes.

In many Ethiopian government schools, including those in Nekemte Town, medical support and safety measures during training and competitions are limited. This increases injury risks and can discourage students from participating regularly. Adequate injury management policies, including preventive conditioning exercises and medical supervision, are critical for promoting safe and sustainable football participation.

2.13 Community and Parental Involvement

Parental and community support significantly influences male student's participation in football. Eccles and Harold (1991) found that students are more likely to engage in school sports when encouraged by parents, peers, and community members. Recognition, moral support, and active involvement from parents and local organizations increase motivation and attendance.

However, in many Ethiopian contexts, parents prioritize academics over sports, which can limit student's engagement in football (Tadele, 2017). Community involvement, including sponsorship, mentorship, and organization of inter-school tournaments, is essential to sustain football competitions, provide exposure to talented students, and improve overall sports culture.

2.14 Gender Perspectives in School Sports

Although this study focuses on male football, gender perspectives are important in understanding participation in school sports. Research shows that male sports receive more attention, resources, and competitive opportunities compared to female sports (Scruton, Fasting, Pfister, & Bunuel, 1999). In many schools, football is culturally considered a male-dominated sport, while female sports are often less prioritized. This imbalance affects the allocation of facilities, equipment, and coaching, reinforcing higher male participation rates and better performance outcomes. Understanding gender disparities is crucial for developing equitable school sports policies and ensuring all students have access to quality football programs.

2.15 Student Motivation and Sport Commitment

Motivation is a key factor influencing students' participation and performance in football competitions. According to Deci and Ryan (2000), intrinsic motivation (e.g., enjoyment, personal satisfaction) and extrinsic motivation (e.g., recognition, awards) determine students' commitment to sports. Male students who perceive football as enjoyable and rewarding are more likely to practice consistently and perform better in competitions. Conversely, lack of motivation due to minimal recognition, academic pressure, or limited resources reduces engagement and performance. Schools that implement reward systems, encouragement programs, and goal-setting exercises see higher levels of student commitment to football.

2.16 Peer Influence and Team Culture

Peer relationships and team culture significantly impact participation and performance in male football. Smith (2003) notes that supportive teammates and a positive team environment foster cooperation, commitment, and morale. Male students are influenced by peers when choosing to join football, sustain training routines, and maintain competitive focus. A cohesive team culture promotes discipline, strategic coordination, and resilience during competitions. Conversely, negative peer pressure or poor team dynamics can demotivate students and lower participation.

2.17 Policy Framework and Sports Governance

National and regional policies influence how school sports, including football, are implemented. The Ethiopian Ministry of Education provides guidelines for physical education and inter-school sports competitions, but challenges in implementation exist due to limited resources and competing academic priorities (UNESCO, 2015). Effective sports governance requires coordination between schools, local education offices, sports associations, and community organizations. Policies that promote infrastructure development, training programs, and school competitions can enhance male football participation and performance.

2.18 Empirical Evidence from Ethiopian Studies

Empirical studies in Ethiopian secondary schools highlight common challenges in male football competitions. Gebru (2018) observed that limited infrastructure, lack of trained coaches, and insufficient equipment hinder the quality of football programs. Tadele (2017) emphasized the socio-cultural importance of football, noting that it remains the most popular sport among male students despite resource limitations. Studies also indicate that administrative support, parental involvement, and community engagement are critical for sustaining football programs. These findings align with global literature, emphasizing that resource allocation, coaching quality, and organized competitions are essential for successful male football participation.

2.19 Challenges of Male Football in Government Schools

Several challenges affect male football competitions in government schools, including:

Limited Infrastructure: Lack of standard football fields, dressing rooms, and safe playing surfaces (UNESCO, 2015).

Inadequate Equipment: Insufficient footballs, goalposts, uniforms, and safety gear (Coalter, 2013).

Poor Coaching Quality: Teachers without formal coaching qualifications limit skill development (Cushion, Armour, & Jones, 2003).

Irregular Training Programs: Training often occurs only during competition periods, reducing physical preparedness (Bompa & Buzzichelli, 2019).

Weak Administrative Support: Limited budgeting, poor scheduling, and lack of recognition for student achievements (Green, 2008).

Low Parental and Community Involvement: Academic pressure and minimal encouragement from parents reduce student engagement (Tadele, 2017).

Health and Safety Issues: Inadequate first-aid services and injury prevention programs discourage participation (Fuller et al., 2006).

These challenges collectively reduce student participation, limit performance potential, and hinder the sustainability of male football programs in government schools.

2.20 Football Positions and Gameplay

Football is a team sport played between two teams, each consisting of eleven players. Each player has a specific position and role that contributes to the overall performance of the team. Understanding football positions and gameplay is important for developing effective training programs and improving team coordination in high school competitions.

1. Goalkeeper: The goalkeeper is the last line of defense and the only player allowed to use hands within the penalty area. The main roles of the goalkeeper include stopping shots, organizing the defense, catching crosses, and starting attacks through accurate throws or kicks. A good goalkeeper must have quick reflexes, strong communication skills, and good decision-making ability.

2. Defenders: Defenders are responsible for preventing the opposing team from scoring. They protect the goalkeeper and stop attackers through tackling, intercepting passes, and marking opponents.

Center Backs (Central Defenders): Positioned in the middle of the defense, they block attackers, clear dangerous balls, and organize the back line.

Full Backs (Right Back and Left Back): Positioned on the sides of the defense, they stop wingers, support attacks, and provide crosses into the penalty area.

3. Midfielders: Midfielders connect defense and attack. They are often the most active players on the field and play a crucial role in controlling the game.

Defensive Midfielders: Protect the defense, intercept passes, and regain possession.

Central Midfielders: Control the pace of the game, distribute passes, and support both defense and attack.

Attacking Midfielders: Create scoring opportunities, assist strikers, and take long-range shots.

4. Forwards (Strikers)

Forwards are mainly responsible for scoring goals. They position themselves near the opponent's goal and take advantage of chances created by midfielders.

Center Forward: Stays close to the goal, receives passes, and finishes scoring opportunities.

Wingers: Play on the sides of the attack, use speed to beat defenders, and provide crosses or cut inside to shoot.

Gameplay of Football

Football is played on a rectangular field with a goal at each end. The objective is to score more goals than the opposing team within the allotted time, usually 90 minutes divided into two halves. In high school competitions, the duration may be shorter.

Start and Restart of the Game: The game starts with a kickoff at the center of the field. Restarts occur after goals, throw-ins, corner kicks, free kicks, and goal kicks depending on how the ball leaves the field or if a foul is committed.

Passing and Movement Successful gameplay depends on effective passing, communication, and movement. Players must create space, support teammates, and maintain team shape. Good teamwork enables quick attacks and strong defense.

Attacking Play: Attacking involves moving the ball forward, creating scoring chances, and taking shots on goal. Teams use strategies such as wing play, short passes, and counter-attacks to break down defenses.

Defensive Play: Defending includes marking opponents, intercepting passes, blocking shots, and maintaining team organization. Defenders and midfielders must work together to stop the opposing team.

Transition Play: Transition refers to the shift from defense to attack and from attack to defense. Quick transitions are essential for gaining advantage over the opponent.

Fair Play and Rules; Players must follow the rules of the game, respect referees' decisions, and display sportsmanship. Fouls, offside, and misconduct are penalized to maintain fairness and safety.

In conclusion, understanding football positions and gameplay is essential for effective coaching and successful performance in high school football competitions. Proper positioning, teamwork, and discipline contribute to achieving positive results in matches.

2.21. Strategies for Improving High School Male Football Competitions in Nekemte Town Government Schools

Various strategies have been suggested to improve the quality and effectiveness of high school male football competitions, particularly in government schools. One important strategy is the provision of adequate resources. Availability of standard playing fields, footballs, sports kits, and basic training facilities encourages student participation and enhances performance (Ali & Mohammed, 2021).

Another key strategy is the organization of regular training programs and inter-school tournaments. Continuous training and frequent competitions help students develop technical skills, physical fitness, teamwork, and a competitive spirit (Johnson, 2019).

Motivation and recognition also play a significant role in improving football competitions. Providing awards, certificates, scholarships, and public recognition for outstanding performance increases students' motivation and commitment to the sport (Brown & Evans, 2017).

Furthermore, active involvement of teachers, school administrators, parents, and the local community contributes to the sustainability and success of football competitions. Their support helps in organizing events, mobilizing resources, and creating a positive sporting environment (Oliva, 2016).

Finally, integrating football activities with academic programs through proper scheduling enables students to balance their studies and sports participation. This ensures that involvement in football does not negatively affect academic achievement (Tesfaye, 2018). Implementing these strategies can significantly enhance participation, performance, and overall quality of high school male football competitions in Nekemte Town government schools.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter discusses about research design, research method, Source of data, the study site, study population, sample size and sampling techniques, data collecting instruments, Procedures of Data Collection, data analysis and interpretations, Validity and Reliability of the instruments and also ethical considerations.

3.1. Area of the study

Nekemte is a vibrant market city and standalone woreda in western Ethiopia's Oromia Region, situated in the East Welega Zone of Oromia Region, with latitude and longitude of 9°5'N 36°33'E and an elevation of 2,088 meters. Nekemte is the capital of the former East wallaga, and is home to a museum of Mecha Oromo culture. Home to Wollega University, one of the public universities in Ethiopia. Several government and private high schools, colleges, and health institutions found in Nekemte Town. The study was conducted at Nekemte Town government high schools. There are eight government high schools in Nekemte; Nekemte Secondary School, Biftu Nekemte Secondary School, Dalo Secondary School, Darge Secondary School, Dire Jato Secondary School, Kumsa Moroda Secondary School, Leka Nekemte Secondary School and Ifa Boru Boarding School.

Nekemte Town map

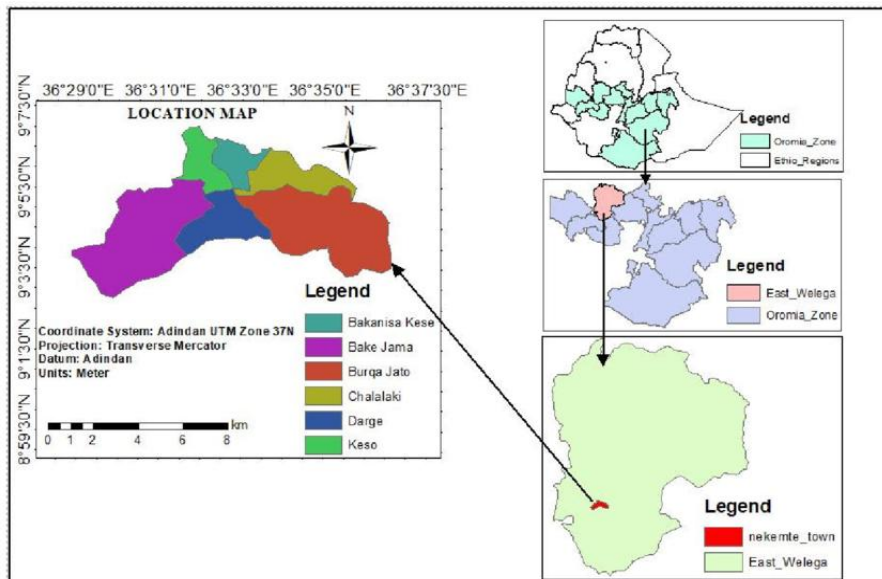


Figure 1 Nekemte Town map

3.2 Research Method

The research methods selected for this study was descriptive method. Since the aim of the study is to describe facts and explaining on existing condition of the issue under discussion.

3.3. Population of the Study

The target population of the study were students who have attended four high schools that are found in Nekemte town government. First, four high schools were selected through comprehensive method from eight government high schools. Stratified sampling is a common sampling technique used by researchers when trying to draw conclusions from different sub-groups or strata. Therefore, the data was collected from these samples selected from four different secondary schools through questionnaire and interview. Stratified sampling were appropriate to select sample students from these four different secondary schools and purposive sampling techniques were used. Since the researcher was decided to select the sample respondents for this study on the basis of their importance of responses, the data were collected from students, from physical education teachers and directors. In stratified purposive sampling technique, the total population of students from four (4) high school were obtained from Nekemte education bureau. Therefore, we had 2150 male students of these schools in 2025.

3.4. Sample Size and Sampling Techniques

From those four (4) high schools ‘100 male student ‘s football players 8 PE Teachers 6 male and 2 female and 4 male directors. From those total population of students 20 males of sample were selected purposively from the football competition document list proportionally on the basis student ‘s numbers in each competition high school. High school principals were selected by Comprehensive sampling techniques respectively. In Nekemte town, there are four high schools. After their performance in team computation winner measured; the least of four high school was taken from each high school. Since there are 8 PE teachers and 4 directors in the schools and small in number, all of them were taken for the study sample. The systematic random sampling method was employed to get the sample from each strata (school) which represents the whole population. All

four schools have 25 football players each, sample from those players of schools were selected using statistical sampling formula. (Cochran, 1977) and (Daniel & Cross, 2013)

$$n = \frac{Z_{\alpha/2}^2 P(1-P)}{e^2}$$
, where, n – sample size, $Z_{\alpha/2}$ - standardized value (Z-value), α – level of significance, P – proportion of number of respond ends answer yes to total sample and e – is margin of error. Therefore, to calculate sample size the researcher assumes that $\alpha = 0.05$ (5%), $e = 0.22$ (as special $e = 0.22$ was taken because of small population size and to take equal sample from schools, since they have the same number of football players) and $P = 0.5$.

Therefore:-
$$n = \frac{Z_{0.05/2}^2 0.5(1-0.5)}{0.22^2} = \frac{1.96^2 (0.5)(0.5)}{0.22^2} = 19.84 \cong 20$$
, then using stratified random sampling the researcher selected sample from schools. Stratified random sampling formula is the formula used to select sample from each stratum. The formula given by:

$$n_h = \frac{N_h}{N} * n$$
, Where: n_h = is sample size from stratum h, N_h = is population size of stratum h, N = total population size and n = total sample size. (Cochran, 1977) and (Daniel & Cross, 2013)

Table 3. 2 Sample size determination

school	Pouplation size	Sampling formula	Substitution	Result
Biftu Nekemte secondary school	100	$n_1 = \frac{N_1}{N} * n$	$n_1 = \frac{25}{100} * 20$	5
Nekemte secondary school	100	$n_2 = \frac{N_2}{N} * n$	$n_2 = \frac{25}{100} * 20$	5
Darge secondary school	100	$n_3 = \frac{N_3}{N} * n$	$n_3 = \frac{25}{100} * 20$	5
Dalo secondary school	100	$n_4 = \frac{N_4}{N} * n$	$n_4 = \frac{25}{100} * 20$	5

3.5. Source of data

Source of data is where the data was taken from. There are two types of sources of data, primary and secondary source.

3.5.1. Primary Data Source

The primary source of data is source of data when the data was collected by data collector (observer) for the first time from its source through open ended and close ended self-administered questionnaires, interview or other methods from the sample. Data obtained from primary source of data is called primary data which is type of data used for this study.

3.5.2 Secondary Data Sources

Secondary data sources refer to data that have already been collected and recorded by other researchers or institutions for purposes different from the current study. Such data are obtained from existing materials such as reports, official documents, records, books, journals, research theses, and newspapers.

In this study, secondary data were used to support and complement the primary data. The use of secondary data helps to provide background information, strengthen analysis, and enhance the validity of the research findings.

3.6. Instruments of Data Collection

In order to acquire the necessary information from the study participants, three types of data collecting instruments (techniques) were employed. These are: self-administered questionnaires (formal written questionnaire with instruction), Interviews and Document Review. Self-administered questionnaires have two parts; open ended and close ended questionnaires. Response from samples on close ended questionnaires are presented in table and text and response on open ended questionnaires presented in text only.

3.6.1. Observation

Observe the match several times (record or DVD) in order to get detailed information on the individual and collective behaviors of the players at competition. Observation is one of the method of collecting data when the observer directly by himself through

investigation. In this study researcher observed games during the competitions to justify their responses and collect some information.

3.6.2 Interview

For Nekemte Town government high school Football players, PE Teachers and Directors. Face-to-face interview was conducted with 4 governmental secondary school directors, 4 PE teachers and 20 male students. To this end, a set of unstructured open ended interview questions was prepared in English and the researcher interviewed by converting the question to Afaan Oromo. The interview items were mainly focused on the problems of male students 'football participation. Involvement of society and material support for the successful participation of male students in football is very important. The data obtained from the interview consists of responses of the directors about their knowledge, experience, opinions, perceptions, and intervention concerning the development and the promotion of football.

3.6.3. Self-administered Questionnaire

The third of data collection employed in this study is self-administered questionnaire, which can be applied through open ended and close ended questions. Most of data for this study was collected using self-administered questionnaire. It is a good method of collecting data from respondents or samples, because respondents can give us their response freely. Has an instruction and written in a formal way with culture based and distributed to sample, collected after they fill it.

3.7.2 Method of data Analysis

To achieve the objectives of this study, which focuses on analyzing high school male football competitions in Nekemte Town Government Schools, the data obtained from various sources through different instruments were analyzed according to their nature. Both tabular, graphical, and diagrammatic techniques were employed to present and interpret the data effectively.

Quantitative data obtained from structured questionnaires were analyzed using frequency counts and percentage values, while qualitative data obtained from open-ended questions were analyzed descriptively in text form. Furthermore, Statistical Package for the Social

Sciences (SPSS) version 24 and Microsoft Excel were used to perform descriptive statistical analyses, ensuring accurate and clear interpretation of the results.

3.8. Ethical Issues and Code of Conduct

The study was dealt with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study was conducted according to Wallaga University rules, policies and codes relating to research ethics. The protocol was approved by the University guidelines, and verbal consent was given and inform to the concerned bodies. Permission was obtained from the department of sport science. Then an informed verbal consent was received from each study subjects and anyone who was not be willing to take part in the study would have full right to do so.

CHAPTER FOUR

4. RESULT AND DISCUSSION

This chapter presents and analysis of major findings of data collected through the description designed for this study. The procedure is that after collecting data using appropriate tools, analysis and interpretations are made. Oromo version interview were transcribed and translated into English. Quantitative data obtained from PE teachers and players using interview is analyzed using tables and percentages. Whereas, qualitative data such as open ended, interview and observation were analyzed as textual description. The results of the study are presented in four sections. Section one presents about demographical characteristic of subject, Section two presents about responses obtained from students (football players), Section three deals with analysis of results from teachers and four is about analysis of result from directors.

4.1. Results

4.1.1. Demographic analysis

The table below (Table 4.1) shows that data for this study was collected from 32 respondents selected from four high schools (Nekemte secondary school, Darge secondary school, Biftu Secondary school and Dalo secondary school) in which; 20 are students (football players), 8 are teachers and 4 are directors. From all of students (football players) respondents all, 20(100%), of them are males, 7(87.5%) & 1(12.5%) of teachers are males and females respectively and all of directors, 4(100%), are males. This shows that most of respondents are males, which means that there is low participation of females in football game of Nekemte schools. Concerning their ages, 14(70%), 4(20%) and 2(10%) of students are 15-20, 21-25 and 26-30 age respectively, 1(12.5%) and 7(87.5%) of teachers are 26-30 and above 31 age respectively and all of directors, 4(100%), are above 31 age. Result from the table shows that all, 4(100%), of directors, 1(5%) of students and 7(87.5%) of teachers are married, whereas 1(12.5%) of teachers and 19(95%) of students are single. According to the table 5(62.5%) and 3(37.5%) of teachers and 1(25%) and 3(75%) of directors has 5-10 and above 10 years' of experience of teaching physical education or other subject respectively. From those teachers and directors only 1(12.5%) of teachers has license of football coaching, the others 7(87.5%) of teachers and 4(100%) of directors doesn't have license of football coaching. Concerning their

educational level 18(90%) and 2(10%) of students (football players) are grade 9-10 and 11-12 students, 1(12.5%) and 7(87.5%) of teachers has diploma-degree and Master's degree or above educational level respectively and all, 4 (100%) of directors has Master's degree or above educational level. All of the teacher respondents has

experience of teaching physical education, despite of this 5(62.5%) of them got a chance of getting performances enhancing courses but 3(37.5%) doesn't. in case of director, all of them doesn't have experience of teaching physical education, but they got a chance of getting performances enhancing courses.

Generally, we can conclude that all of football players selected for this study were males, all teachers sample are physical education teachers and all directors are not physical education teacher.

Table 4.1. Demographic analysis of all respondents

Items	Alternatives	Students		Teachers		Directors	
		Freq uenc y	Percent	Frequ ency	Percent	Freque ncy	Percent
Sex	Male	20	100%	7	87.50%	4	100%
	Female	0	0%	1	12.50%	50%	0%
Age	15-20	14	70%	0	0.00%	0	0%
	21-25	4	20%	0	0.00%	0	0%
	26-30	2	10%	1	12.50%	0	0%
	Above 31	0	0%	7	87.50%	4	100%
Marital status	Single	19	95%	1	12.50%	0	0%
	Married	1	5%	7	87.50%	4	100%
	Windowed	0	0%	0	0.00%	0	0%
	Divorced	0	0%	0	0.00%	0	0%
How many years of experience do you have in teaching HPE?	Less than one year	0	0%	0	0.00%	0	0%
	1-4 years	0	0%	0	0.00%	0	0%
	5-10 years	0	0%	5	62.50%	1	25%
	Above 10 years	0	0%	3	37.50%	3	75%
Do You Have License of Football coaching?	Yes	0	0%	1	12.50%	0	0%
	No	0	0%	7	87.50%	4	100%
What is your educational level and qualification	Grade 9-10	18	90%	0	0.00%	0	0%
	Grade 11-12	2	10%	0	0.00%	0	0%
	Certificate level	0	0%	0	0.00%	0	0%
	Diploma	0	0%	1	12.50%	0	0%
	MSc and above	0	0%	7	87.50%	4	100%
If your educational level is above diploma and other ,what was your area of study?		0	0%	8	100.00%	0	0%
		0	0%	0	0.00%	4	100%
Did you have a chance of getting performance enhancing courses?		0	0%	5	62.50%	4	100%
		0	0%	3	37.50%	0	0%

4.1.2. Analysis of results from students

The table below (Table 4.2) presents the results obtained from students (football players). From the table we can conclude that 10(50%), 8(40%) and 2(10%) of football players are strongly agree, agree and neutral that passing ball well is criteria for talent identification of Football players respectively. When asked their opinion on receives are criteria for talent identification of football players; 13(65%), 4(20%) and 3(15%) are strongly agree, agree and neutral respectively. From the table most of the students 17(85%) strongly agree, few 2(10%) of them agree and only 1(5%) is neutral that control the ball well is Criteria for talent identification of Football players. On dribble and feint are Criteria for talent identification of Football players, 15(75%), 3(15%) and 2(10%) of students are strongly agree, agree and neutral respectively. The response from those students show that 8(40%), 7(35%) and 5(25%) of them responses strongly agree, agree and neutral that plays with both feet is Criteria for talent identification of Football players respectively. From those students 10(50%), 8(40%) and 2(10%) are strongly agree, agree and neutral that escape maker easily and break away well criteria for talent identification of Football players respectively. When asked on get him into the right position are Criteria for talent identification of Football players 10(50%), 7(35%) and 3(15%) responses strongly agree, agree and neutral respectively. Lastly, 12(60%), 6(30%) and 2(10%) students are strongly agree, agree and neutral that run well, both with the ball and off the ball are Criteria for talent identification of Football players respectively. From the result presented on the table we can conclude that most of the students are strongly agree, some of them agree, few of them neutral and none of them are disagree and strongly disagree on the criteria presented by researcher for selecting good football player.

Table 4.2. Student's response result analysis

Criteria for talent	Values	Alternatives					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
How you believe pass the ball well are criteria for talent identification of football?	Frequency	0	0	2	8	10	20
	Percent	0%	0%	10%	40%	50%	100%
How you believe receives are criteria for talent identification of football players?	Frequency	0	0	3	4	13	20
	Percent	0%	0%	15%	20%	65%	100%
How you believe control the ball well is criteria for talent identification of football players?	Frequency	0	0	1	2	17	20
	Percent	0%	0%	5%	10%	85%	100%
How you believe dribble and feint are criteria for talent identification of football players?	Frequency	0	0	2	3	15	20
	Percent	0%	0%	10%	15%	75%	100%
How you believe plays with both feet are criteria for talent identification of football players?	Frequency	0	0	5	7	8	20
	Percent	0%	0%	25%	35%	40%	100%
How you believe escape makers markers easily are criteria for talent identification of football players?	Frequency	0	0	2	8	10	20
	Percent	0%	0%	10%	40%	50%	100%
How you believe break away well are criteria for talent identification of football players?	Frequency	0	0	2	8	10	
	Percent	0%	0%	10%	40%	50%	100%
How you believe get him into the right position are criteria for talent identification of football players?	Frequency	0	0	3	7	10	20
	Percent	0%	0%	15%	35%	50%	100%
How you believe run well, both with the ball and off the ball are criteria for talent identification of football players?	Frequency	0	0	2	6	12	20
	Percent	0%	0%	10%	30%	60%	100%

4.1.3. Analysis of result from teachers

Table below (Table 4.3) presents response recorded from Physical education teacher using frequency and percent on each alternatives (categories). As we can read from the table 1(12.5%), 4(50%), 1(12.5%) and 2(25%) said that prepare excellent, good, neutral and poorly for participation in the city-level school football championship competition respectively. In other case, 3(37.5%) and 5(62.5%) response that there is excellent and good student's motivation to participate in the football competition respectively in their school. When asked about interest of students in their school in participating in football competition 5(62.5%) and 3(37.5%) said that students have excellent and good interest respectively, and 4(50%), 3(37.5%) and 1(12.5%) said that there is excellent, good and neutral won of football competition in their school. Generally, response from physical education teachers show that there is preparation for competition, motivation for the students to participate in competition, students interest and won of football competitions in their school. According to the result from the table 2(25%), 3(37.5%), 2(25%) and 1(12.5%) of teachers. responses there are excellent, good, neutral and poor football facilities at their school respectively. Researcher expected that coaching quality has an effect on quality of players and asked teachers how can they rate coaching quality of their school football team and 2(25%), 3(37.5%), 1(12.5%), 1(12.5%) and 1(12.5%) of them responded there is excellent, good, neutral, poor and very poor coaching quality in their school football team respectively. The response from teachers show that there are some supports from school administration for their football team, the level of support may be different because, 2(25%), 3(37.5%), 1(12.5%) and 2(25%) of them said there is excellent, good, neutral and poor support from their school administration respectively. Those school teachers have excellent (5(62.5%)) and good (3(37.5%)) overall experience with football experience. When we see the involvement of parents and community in supporting football there is poor support from them because, 3(37.5%), 1(12.5%), 2(25%) and 2(25%) of teachers responded there is good, neutral, poor and very poor support from parents and community in their school football team respectively. So, the researcher can conclude that there is poor support from school administration, parents and community in Nekemte High school football competitions.

Table 4.3. Response from physical education teachers

Questions	Values	Alternatives					
		V/poor	poor	Neutral	Good	Excellent	Total
How do you prepare for participation in the city-level school football championship competition in Nekemte?	Frequency	0	2	1	4	1	8
	Percent	0.00%	25.00%	12.50%	50.00%	12.50%	100.00%
How do you motivate students to participate in the football competition?	Frequency	0	0	0	5	3	8
	Percent	0.00%	0.00%	0.00%	62.50%	37.50%	100.00%
Do the students in your school have an interest in participating in the football competition?	Frequency	0	0	0	3	5	8
	Percent	0.00%	0.00%	0.00%	37.50%	62.50%	100.00%
Has your school ever won a football competition	Frequency	0	0	1	3	4	8
	Percent	0.00%	0.00%	12.50%	37.50%	50.00%	100.00%
How would you rate the availability of football facilities at your school?	Frequency	0	1	2	3	2	8
	Percent	0.00%	12.50%	25.0%	37.50%	25.00%	100.00%
How would you rate the quality of coaching Provided in your football program?	Frequency	1	1	1	3	2	8
	Percent	12.50%	12.50%	12.50%	37.50%	25.00%	100.00%
How would you rate the support from the school administration for football?	Frequency	0	2	1	3	2	8
	Percent	0.00%	25.00%	12.50%	37.50%	25.00%	100.00%
How would you rate your overall experience with the football program?	Frequency	0	0	0	3	5	8
	Percent	0.00%	0.00%	0.00%	37.50%	62.50%	100.00%
How would you rate the involvement of parents and the community in supporting football?	Frequency	2	2	1	3	0	8
	Percent	25.00%	25.00%	12.50%	37.50%	0.00%	100.00%

4.1.4. Analysis of result from directors

Table below (Table 4.4) shows that, 1(25%), 2(50%) and 1(25%) of directors rated the availability of football facilities at their school as good, neutral and poor respectively and 1(25%), 2(50%) and 1(25%) of directors said that there is good, neutral and very poor coaching quality provided in their school football program respectively. As the response from directors show, there are some supports from school administration because, 1(25%) and 2(50%) of directors responds there is excellent and good support from school administration respectively. From the table, 1(25%) and 2(50%) of those directors has excellent and good overall experience with football program respectively, which means that most of them has an experience on it. On the involvement of parents and community in supporting high school football 2(50%) and 2(50%) of directors said there is good and neutral involvement of parents and community respectively. All in all, the researcher can conclude that from the table there are some football facilities, some coaching quality, and a little support from school administration, parents and community and some experience from directors which are not enough in Nekemte high school football teams.

Table 4.4. Response from directors

Questions	Values	Alternatives					
		Very poor	poor	Neutral	Good	Excellent	Total
How would you rate the availability of football facilities	Frequency	0	1	2	1	0	4
	Percent	0.00%	25.00%	50.00%	25.00%	0.00%	100.00 %
How would you rate the quality Provided in your football program?	Frequency	1	0	2	1	0	4
	Percent	25.00%	0.00%	50.00%	25.00%	0.00%	100.00 %
How would you rate the support from the school administration for football?	Frequency	0	0	1	2	1	4
	Percent	0.00%	0.00%	25.00%	50.00%	25.00%	100.00 %
How would you rate your overall experience with the football program?	Frequency	0	0	1	2	1	4
	Percent	0.00%	0.00%	25.00%	50.00%	25.00%	100.00 %
How would you rate the involvement of parents and the community in supporting football?	Frequency	0	0	1	2	1	4
		0.00%	0.00%	50.00%	50.00%	0.00%	100.00 %

4.1.5. Analysis of Qualitative Data

The other type of data collected for this study is qualitative data collected through open ended questionnaire and interview. The questionnaires were distributed to all samples of the study; students, teachers and directors. Response from respondents on those questionnaires are as presented follows:

The first question was about weakness and strength of Nekemte town high school football competition. On this question most of students answered that there is scarcity of resources for the competition and others said that there is a problem on selecting players. But, teachers and directors responded that families of student were not interested to send their students for training. Almost all of respondents answered that one strength of the competition is playing with limited resources.

The second question was about identifying high school having more experienced team in the competition. Response from students, teachers and director's reveals that more experienced high school in Nekemte Town high school competition is Nekemte secondary school.

The third question was to know if they are participating in high school football competition. On this question all of the respondents answered they are participating in the competition. All of them are participating in the competition is not mean that all of them won's the competition but, all high schools have an experience of participating in the competition.

The forth and main question was to know factors that most significantly influence the success of high school football team in Nekemte town's competition. Almost all of the respondents from students said that most significantly influencing factors are; lack of own stadium for training, there are only limited sport wears, financial factors and no enough training schedule. Some of teachers and directors supports response from students. In addition to the responses from students lack of interest of student's family is another factor, said by teachers and directors.

4.2. Discussion

This section discussed the major findings of the study in relation to the research objectives, with reference to the Nekemte Town high school football competition. All participants in the competition were male students, and the majority were aged between

15 and 20 years. This age range was suitable for developing football-related skills and competing effectively. Only one physical education teacher had a formal football coaching license, while the remaining teachers and all school directors lacked professional qualifications. This indicated that the competition was largely managed by personnel with limited formal training, which could affect player's skill development and overall performance.

Students emphasized technical skills such as passing, receiving, ball control, dribbling, playing with both feet, escaping opponents, positioning, and running with or without the ball as the main criteria for identifying talented players. Psychological, physical, and tactical components were given less attention, despite their importance in comprehensive football performance.

Physical education teachers reported that students demonstrated strong interest, motivation, and commitment toward training and competitions. School directors similarly observed high participation and positive attitudes among students. These factors were considered major strengths of the competition. Qualitative findings further showed that students' interest, regular participation in inter-school matches, and the presence of relatively experienced teams, particularly at Nekemte Secondary School, contributed to talent identification and competitive performance.

In general, male students in the Nekemte Town high school football competition possessed essential technical skills and strong motivation. However, the success and developmental value of the competition largely depended on qualified coaching personnel and structured training practices.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of the Study

The purpose of this study was to assess the Nekemte Town high school football competition with emphasis on participants' demographic characteristics, coaching qualification, talent identification criteria, and students' motivation toward football competition. A descriptive research design was employed, and the study involved male high school football players, physical education teachers, and school directors selected from high schools in Nekemte Town.

The findings revealed that all participants in the Nekemte Town high school football competition were male students, and the majority of them were within the age range of 15-20 years. This age category was appropriate for participation in high school football competition and performance development. The study also showed that only one physical education teacher had a formal football coaching license, while most teachers and all school directors lacked professional football coaching qualifications.

The results further indicated that technical skills such as passing, receiving, ball control, dribbling, playing with both feet, escaping opponents, positioning, and running with or without the ball were the most emphasized criteria for identifying talented football players. Psychological, physical, and tactical aspects were given relatively less attention. In addition, students demonstrated high motivation, interest, and commitment toward participating in football training and competitions. Qualitative findings showed that students' enthusiasm and regular participation were major strengths of the Nekemte Town high school football competition.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The Nekemte Town high school football competition involved male students who were within an appropriate age range for football performance and competition.
2. High school football competitions were mainly supervised by personnel with limited professional football coaching qualifications.

3. Technical skills were the primary criteria used for football talent identification, while psychological, physical, and tactical components were less emphasized.

4. Students participating in the competition showed strong motivation, interest, and commitment toward football activities.

5. The overall quality and effectiveness of the Nekemte Town high school football competition depended largely on the presence of qualified coaching personnel and organized training practices.

5.3 Recommendations

Based on the conclusions of the study, the following recommendations were forwarded:

1. Nekemte Town education offices and school administrations should provide opportunities for physical education teachers to upgrade their football coaching qualifications through training and certification programs.

2. Physical education teachers should give balanced emphasis to technical, psychological, physical, and tactical components during football training and competition preparation.

3. Schools should strengthen structured and regular football training programs to improve players' performance in high school competitions.

4. School directors should provide consistent administrative support to enhance the effectiveness and continuity of the Nekemte Town high school football competition.

5. Future researchers should conduct similar studies on high school football competitions in other areas by including additional variables to enrich research findings.

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APPENDIX-A

WALLAGA UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES DEPARTMENT OF SPORT STUDIES

Questionnaires to be filled by the high school football competition the case of Nekemte town government schools' Dear respondents:

This questionnaire was designed to collect information for assessing the high school football competition the case of nekemte town government schools. So, you are kindly requested to complete this questioner genuinely and honestly. We promise you that, information you provide was kept confidentially and used for academic purpose only. We therefore kindly request you to respond each question.

Please fill the question below. Mark "✓" for your answer.

Note: -Remark no need of writing your name.

Part-1. Questioners about respondent data.

Genera back ground.

Sex	Male	Female		
age	18- 25	26-35	36-50	above 50

1.3 occupations Teacher Employee Traders

If there is other, please specify -----

Is there football computation in your school?

Do you percept on it? Yes No

If your answer is yes, to question number 3, what? -----

If your answer is No, to question number 3, why? -----

If your answer is No, to question number 3 are you satisfied by the Football Competitions?

If your answer is yes, what make you satisfied? -----

What is the Football Competitions activity and personal life? -----

Have you satisfied with the Football Competitions?

Yes

No

If your answer is No, to question 7, why? -----

If your answer is yes, to question 7, at what extent?

How much you are satisfied by Football Competitions?

Very much

Little

Unsatisfied

Part II

1.What is the weakness and strength of Nekemte town high school football competition?

2.Which one high school has to experience team computation?

3.Are you participating in football competition?

4. What are the factors that most significantly influence the success of high school football teams in Nekemte Town's competition?

Yes/No Questions Table

NO	Yes/No Questions Table	Yes	No
1	Yes/No Questions Table		
2	Yes/No Questions Table		
3	Yes/No Questions Table		
4	Yes/No Questions Table		
5	Yes/No Questions Table		
6	Yes/No Questions Table		
7	Yes/No Questions Table		
8	Yes/No Questions Table		

Rating Scale Questions Table (1-5)

NO	Question	very poor	Poor	Good	Excellent
1	How would you rate the availability of football facilities at your school?	☐	☐	☐	☐
2	How would you rate the quality of coaching provided in your football program?	☐	☐	☐	☐
3	How would you rate the support from the school administration for football?	☐	☐	☐	☐
4	How would you rate your overall experience with the football program?	☐	☐	☐	☐
5	How would you rate the involvement of parents and the community in supporting football?	☐	☐	☐	☐

Additional Rating Scale Table (1-4)

NO	Question	very poor	Poor	Good	Excellent
1	How would you rate the availability of football facilities at your school?	☐	☐	☐	☐
2	How would you rate the quality of coaching provided in your football program?	☐	☐	☐	☐
3	How would you rate the support from the school administration for football?	☐	☐	☐	☐
4	How would you rate your overall experience with the football program?	☐	☐	☐	☐
5	How would you rate the involvement of parents and the community in supporting football?	☐	☐	☐	☐

CHECK LIST

The main purposes of these interviews are to collect information regarding to the students ‘teacher and director affecting male football participation, In Nekemte Town high schools. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information was kept confidential and used for research purpose only.

Thankyou!!

Teacher Questions

How do you prepare for participation in the city-level school football championship competition in

Nekemte?

How do you motivate students to participate in the football competition?

Do the students in your school have an interest in participating in football competitions?

Has your school ever won a football competition? If yes, how many times?

Do you know the strengths and weaknesses of your football players in the inter-school competition?

Thank you!!!

For Students (Football Players)

Have you participated in any football competition? If yes, how many years have you participated?

Do you have an interest in participating in football training?

What motivated you to play football? Do you think it has benefits?

What type of training are you undergoing to help your school win? How is your relationship with your physical education teacher?

Thank you!!!

For the School Director

What kind of support is being provided to students who participate in the inter school football competition from your school?

Is there any conflict during the selection of players? If so, how is it resolved?

Where do you get the budget for participating in the football competition?

How are you supporting the selected football players from your school?

Are you aware of any community members or local resources that are providing sports equipment support for your school?

Thank you!!!

Af-gaaffii barsiisa FJQ

Wal-dorgommii shaampiyoonaa manneen barnoota magaalaa Naqamtee irraatti
hirmachuuf akkamiti qopheessitani?

Barattoota kanaa yeroo wal-dorgommii kubbaa miilaa irratti akka hirmaatan kakaastuu?

Barattootni mana barumsaa keessani wal-dorgommii kubbaa miilaa irratti hirmaachuuf
fedhii qabu?

Manni barumsaa kun wal-dorgommii kubbaa miilaa irraatti mo'atee geeba fudhatee
beeka? yoo fudhateera ta'e marsaa
meeqaf?

Ciiminaafi laafinaa taphattoota keessanii dorgommii manneen barnoota irraatti adda
bastanii beektu?

BARATTOOTAF (TAPHATTOOTAF)

Wal-dorgommii kubbaa miilaa irraatti hirmatee beekta? Eeyye yoo jette waggaa meeqaf hirmate?.....

Shaakala kubbaa miilaa irraatti hirmachuuf fedhii qabda?

Akka kubbaa miilaa taphatuuf maaltuu isiin kakkasee? bu'aa qabaa jettee yaadeta?

Manni barumsaa kee akka mo'atuuf shaakala akkamii gochaa jirta? Barsiisa ispoortii (leenjiisa) kee waliin waliiti dhufeenya akkamii qabda?

Duraa Bu'aa Mana Barusaaf(Darikteera Mana Barumsatiif)

Wal-dorgommii manneen barnoota kana irrati mana barumsaa keessan bakka butanif hirmata jiraniif deeggarsaa akkamii gochaa jirtuu?

.....
filannoo taphattoota irraatti komeen hin jiruu? Yoo jiratee akkamiin furtanii?

.....
Wal-dorgommii shamphiyoonnaa manneen barnoota kanaa irraatti hirmachuuf bajeeta eessa argaatan?

.....
Taphattoota mana barumsaa keessan bakkaa bu'aan hirmataaniif deeggarsaa akkami gochaa jirtuu?.....

Abbooti qabeenya naannoo mana barnootaa keessan jiraan akka deeggarsaa meeshaalee
ispoortii isiinif godhaniif marisiistanii beektu?