

Corellation Between Education and Football Club's Performance

Irman Jayawardhana

School of Business and Economics Universitas Prasetiya Mulya, Kavling Edutown Jl. BSD Raya Utama, BSD City, Kec. Pagedangan, Kabupaten Tangerang, Banten 15339

ARTICLE INFO

ABSTRACT

Keywords:

Performance management;
Education;
Football clubs;
UEFA

Performance management is the tools for a sport organisation to measure their success. Previous studies have argued that a country's success in sports is influenced by socio-economic factors that happen in that country. However, the factors that are used to determine the levels of success for football clubs are not necessarily the same, or bear the same weight. This study analyzes the influence of education in football clubs' performance. The novelty of this work is that football clubs is treated as a business company that using measured performance indicator, cost efficiency and education as variables and determinants. Using an empirical analysis, the presented idea is to identify specific factors that raise football club's success by means of several econometric specifications using panel data for European football clubs which playing in UEFA's competition. It is found an evidence that education and football club's expenditure caused to the sport performance. However, the club's performance would be declining if it is influenced by certain part of education factor.

SARI PATI

Kata kunci:

Manajemen kinerja;
Pendidikan;
Klub sepak bola;
UEFA

Manajemen kinerja merupakan alat bagi sebuah organisasi olahraga untuk mengukur keberhasilan mereka. Penelitian sebelumnya telah berpendapat bahwa keberhasilan suatu negara dalam olahraga dipengaruhi oleh faktor-faktor sosial-ekonomi yang terjadi di negara tersebut. Namun, faktor-faktor yang digunakan untuk menentukan tingkat keberhasilan klub sepak bola tidak selalu sama, atau memiliki bobot yang sama. Studi ini menganalisis pengaruh pendidikan terhadap kinerja klub sepak bola. Kebaruan dari karya ini adalah bahwa klub sepak bola diperlakukan sebagai perusahaan bisnis yang menggunakan indikator kinerja yang terukur, efisiensi biaya, dan pendidikan sebagai variabel dan penentu. Dengan menggunakan analisis empiris, gagasan yang disajikan adalah untuk mengidentifikasi faktor-faktor khusus yang meningkatkan keberhasilan klub sepak bola melalui beberapa spesifikasi ekonometrik menggunakan data panel untuk klub sepak bola Eropa yang bermain dalam kompetisi UEFA. Ditemukan bukti bahwa pendidikan dan pengeluaran klub sepak bola berdampak pada kinerja olahraga. Namun, kinerja klub dapat mengalami penurunan jika dipengaruhi oleh bagian tertentu dari faktor pendidikan.

Corresponding author:

Irman Jayawardhana
irman.jayawardhana@pmb.ac.id

Copyright © 2023 by Authors,
Published by Garuda.
This is an open access article
under the CC BY-SA License



INTRODUCTION

Football has variously developed across the world from a pure sport, a physical pursuit, a leisure activity, and now, increasingly, a business. Influenced by many factors, football becomes one of the biggest sport business industries. Beech (2004) has generally characterized such an overall transition as having being comprised of seven phases: foundation, codification, stratification, professionalization, post-professionalization, commercialization, and post-commercialization- essentially a journey whereby football evolved from being a simple sporting contest to become a sporting contest situated within a complex set of economic, social, and political structures with huge cultural and financial significance. There are few academic studies have analyzed the recent transformation (Giulianotti, 1999; Hamil, Michie, & Oughton, 1999; Grundy, 2004) and commercialization (Conn, 1999; Szymanski & Kuypers, 1999; Nash, 2000; Morrow, 2003; Milanovic, 2005) of professional football. Hamil, Michie, Oughton, and Warby (2000, p. 1) identified the key changes as ‘the formation of the Premier League’, the introduction of all-seater stadiums, the increasing revenue for television broadcasting rights, the dramatic increase in the price of tickets, the transformation of clubs into PLCs, and the growing media ownership of football clubs”. While such changes are particularly evident at Premier League clubs, most professional football clubs have become increasingly modernized, incorporating increased levels of financial, marketing, legal and administrative expertise

The development of football industry changed the form how it has to be managed. Chadwick and Hamil (2010) explain that for many people across the world, football remains a celebration, a hobby, a leisure pursuit, and

a rite of passage; yet, football is increasingly recognized as an industry in itself, an industry that must be managed in a business-like fashion. Usually, the requirement to be an employee in a corporate is a certain level of education. In order to gain good performance, companies will recruit employees with good qualification of educational background. But, it does not happen in football clubs. Nevertheless, The European Commission had admitted about interaction between sport and education that quality of education programs and the qualifications of the teachers or trainers involved is necessary to stimulate the mutual sharing of best practice and help to improve the quality of physical education, teacher’s competences and also provide young achiever athletes with quality education, helping them both study and compete (European Commission website, n.d.)

Many study literatures explained various determinants of performance in sport. The external perspectives such as population (Johnson and Ali, 2000; Hoffmann, Ging, and Ramasamy 2002; Luiz and Fadal, 2011), sport governing bodies (de Bosscher et al., 2006) and economic situation (Churilov and Flitman, 2006) could influence the performance of sports. Furthermore, the structure, organizational, and management of the football clubs (Slack & Parent, 2006) could be the internal determinant of their performance.

Although many researches related sport performance and education have been addressed, such as education level influenced the sports performance at the sports national team level (Luiz and Fadal, 2011), the relationship between education and sports performance also explained by French and Thomas (1987), Dexter (1998) and many other researchers that stated the importance of knowledge development to improve sport

performance, there is insufficient research related education to sport performance specifically in football industries. Hence, using secondary resources and causal relationship method, this paper attempts to understand how education influences football performance.

Literature Review

Nowadays, a professional football club is not only a common sport organisation, it has transformed to become a business performance company which sells entertainment to gain profit (Bourke, 2003). According to Maguire & Pearton (2000), the opportunities to receive income from broadcasting rights, sponsorship and marketing contracts had become more focused on an entertainment and business perspective for European football clubs, and the new competition composition and large money prizes recently made available in Europe.

In order to be effective and successful within the growing sports industry, sport organizations (e.g., professional football clubs) must be competitive not only on sport perspective but also financial level (Slack & Parent, 2006). Good co-operation from relevant stakeholders of the organization become an important part in achieving the goals and organisation success in the future (Slack & Parent, 2006). The organization seems to benefit from the increased performance of their stakeholders through better and more effective management practices, such as organizational structure (De Knop et al., 2004).

Many study literatures explained the determinants of football performance from different perspective. The external perspectives such as commercialisation, sport governing bodies and economic situation could influence the performance of the sports organization. Furthermore, the structure, organizational, and management

of the sport organization could be the internal determinant of their performance.

2.1. Socio-Economic determinants in Football Performance

Many literatures have found that sporting achievement – or a lack of success – influenced by several factors, including the financial, economic, social and population resources of a country (Bernard and Busse, 2004; Johnson and Ali, 2000; Churilov and Flitman, 2006). However, it was very challenging trial of analyzing a trans-national comparison in sport on the basis of prevailing social and economic conditions. Comparing budgets from different country's perspective will provide rough results. As a result, economists studying the relative effects of financial resources on sporting success have been limited to using aggregate macro-level data (Luiz and Fadal, 2011).

In term of relationship between sporting success and population, it can be assumed that larger population of a country have more opportunity to create athletes to compete. As an example, Johnson and Ali (2000) captured that in the 1996 Olympic Games, countries who won at least one summer medal had a population five times greater than non-medal populations. However, population levels alone may not be sufficient to explain success (Condon et al., 1999). Hoffmann, Ging, and Ramasamy (2002) found that country's population as single variable did not affect the performance of its international football.

They were, however, made a further research and proved that success depended on population size if the population has more Latin origin which they included as dummy variables. Luiz and Fadal (2011) stated that it might be football specific given the history of the sport and the colonial ties between Southern Europe and Latin America, and that

explained how local traditions steer talented individuals in the direction of the most popular local sport. For examples of how local traditions promote certain types of sport are the distance runners from Kenya and fencers from Tauberbischofsheim in Germany (Hamilton, 2000). Cote et al. (2006) conclude that the place of birth and, therefore, the benefits of being born in that particular area, contribute to sports act. All of these researches revealed that there are relationships between the cultural and individual attribute and sport performance

Another external factor that influences sporting performance is climate condition. Tcha and Pershin's (2003) analysis exposed about climatic condition that brings success in specific sports. Hoffmann, Ging, and Ramasamy (2002) found that countries with temperate climate are more successful at sports generally, especially average annual temperature in the region of 14 degrees Celsius is associated, *ceteris paribus*, with the best sporting performance

Most of the study literatures utilised Olympic medal counts as a proxy for dependent variable, to represent sporting success performance, and socio-economic variables as independent variables. Specifically, two macro-economic variables, namely GDP and population, were always used to explain their relationship with sporting success. Others, Hoffmann, Ging, and Ramasamy (2002) used FIFA rankings and points, but only put countries that had medals at the previous summer Olympics and removed the country without Olympic medal to adjust the data. Their results were in keeping with the common consensus. The studies are based on the assumption that there is equal sporting talent throughout the world, and every nation has equal opportunity of producing competitive athletes (Luiz and Fadal, 2011).

2.2. Governing Bodies' Influence over Clubs

Sports performance may also be influenced by sports organizations, their structure, systems, policies and politics (de Bosscher et al., 2006). Football (and its structure) has evolved during the last few decades. More clubs has changed from non-profit organisation into profit-oriented company. We can see recently clubs as limited companies in the stock market in the way they manage their financial situation. It is believed that economic environment pressure and the growing of the sport's popularity has determined clubs' structure and strategies evolution (O'Brien and Slack, 2003). Moreover, sport governing bodies also took part to make sport organisation having more professional approach to the delivery and design of the sport product (Kilkulis, Slack and Hinings, 1995b).

Refer to the word "govern", governing bodies cannot be separated from how the governance influence the sport itself. Bob Tricker outlined the importance of governance and its implied influence on organisational performance (Hoye and Cuskelly, 2007:4). According to Tricker (1984:7), management is about running business and governance is about seeing that it is run properly.

According to Hoye and Cuskelly (2007), the governance is the practice of governing in sport context. They also defined that structure of non-profit sport organizations generally comprise three elements: the council, the board and one or more sub-committees. The Council is consisted of organization recorded as members and who have been given voting rights on the basis of membership status. There are 3 types of governance: systemic governance, organisational governance and political governance (Henry and Lee, 2004). Systemic governance has concepts that highlight the trend of globalisation.

Globalisation cannot be separated from the involvement of commercialisation. Commercialisation took an important role in globalisation of sports. Since the sports activity became commercialised, it was available to the masses and increased its popularity. Secondly, organisational governance is the type that referred to good governance because it is related to the standard of organisational behaviour. Third is political governance that refers to how the governments and governing bodies influence the sport organisation.

Football clubs have been normally influenced by national and international organisations and ruling bodies for over the years. They were divided based on continental while FIFA is the holding organization. For Europe continent, the influence essentially comes from UEFA. The requirements for clubs to be able to participate in European competitions, football clubs must fulfil these criteria, such as UEFA introduced a club-licensing starts from 2004-2005 season, commanding minimum requirements for a club's infrastructure, designated personnel, administration, legal and financial procedures, and those as result of the incremental player and market movements, following EU legislation and the Bosman ruling(UEFA, 2005a).

In order to increase the organisation (sport) performance, a company must do a resource development. Besides improve the facilities, a football clubs also needs to develop their player, and developing player should start from the grass-root level. The influence of the governing bodies can be seen by designing policies to make an improvement.

UEFA believes that the free labour market movement will create a situation where many football teams have lack of local identity (i.e., teams without eligible national players) and the loss of potentially talented youngsters

who do not get to play in and/or for their community (UEFA, 2006). In 2005, UEFA released a document called "Vision Europe—the direction and development of European football over the next decade", stating the need to encourage unity and equity amongst all club members of UEFA. Specifically, the document deals with corporate/ organizational strategic aspects and not with questions of implementation and/ or operationalization (UEFA, 2005b). The concerns posited by UEFA and the subsequent need for clubs to develop and write down strategies appears to align with the effective management practices (i.e., clear, coherent and well-defined strategies, common and transparent interests and aims) outlined earlier (e.g., Kikulis et al., 1995a; Wilkesmann & Blutner, 2002; Woodman & Hardy, 2001).

In the club level, external organisation influence is not only ruled by the international organisation. Clubs have also been subjected to the influence of their national governing bodies. Here are few examples about the involvement of national governing into football clubs, quoted by Relvas et al. (2010). "FA is the England football governing bodies. In England, The Football Association (FA) Technical Department (1997) introduced the Football education for young players: "A charter for quality". In essence, the charter's purpose was to offer a more well-organized approach to player development. Implicitly, the charter was reacting the increased inward migration of European players (i.e., as a consequence of EU legislation mentioned earlier), and to create more and better young indigenous (home-grown) players. The FA were, in effect, encouraging (or challenging) the clubs to be responsible for developing these players. The charter for quality listed specific environmental and operational criteria that were considered essential for appropriate

player development (e.g., facilities, staff, medical provision, practice, legislation). Specifically, the FA was attempting to guarantee quality standards and equitable provision and opportunity amongst clubs.” In France, the French Football Federation (FFF), together with the Ligue du Football Professionnel (LFP), implemented a similar “quality” model through the adoption of the “Charte du Football Professionnel” (2007). The Charte is a document that is updated and released every season to regulate the Academies of French professional football clubs. As in England, the FFF defines requirements for the academies, including facilities, staff, players and efficacy criteria. Each club is then classified and/or grouped into different levels of quality and subsequently receives relative financial support from the FFF”. “More recently, the Belgium FA, Finnish FA and both the German FA (DFB) and Professional Football League (DFL), recognized the lack of “home-grown” players moving from the academy environment to the professional teams, and the subsequent effect on the future success of professional football clubs. With respect to such concerns, each of these respective football governing bodies have explored and implemented a new programme called Foot Professional Academy Support System (PASS) (Van Hoecke, Schoukens, & De Sutter, 2006; Van Hoecke, Schoukens, Lochmann, & Laudenklos, 2008)”. The principles of Foot PASS mirror some of the concepts of TQM (e.g., through encouraging coherent and clear (long-term) strategic planning, developing and better preparing the different stakeholders in order to enhance the organization’s effectiveness). Specifically, Foot PASS looks to support the implementation of a quality management system within football clubs. In these cases Foot PASS is typically aimed at the youth academies situated within the professional football

clubs. The engagement of such a programme by the respective governing bodies suggests a willingness, and need, to emphasize and embrace the importance of a high quality youth academy in the development of home-grown talent, and the subsequent relevance for the club’s success in a very competitive environment (Van Hoecke, Schoukens, & De Knop, 2007).”

The involvement and influence of both national and international governing organizations may lead to the emergence of similar professional structural designs across borders (O’Brien & Slack, 2003; Van Hoecke et al., 2007), cultures, goals, programmes and/or missions. It appears that the club’s structure and objectives between countries would be slightly similar or homogenized. This similarity between clubs is particularly stated clearly in the mission statements that have emerged from various football academies. Generally, clubs identify the need to create an appropriate environment to develop elite players for their first team, or to generate income through the sale of players (Laurin, Nicolas, & Lacassagne, 2008; Richardson, Littlewood, & Gilbourne, 2004). However, whilst similar strategies, structures and organizational hierarchies (influenced by footballing governing bodies) may have emerged, it is important to note that certain local (philosophical and operational) characteristics of practice may prevail (Tempel & Walgenbach, 2007).

Professional football is characterized by a heightened level of performance expectation alongside a reduced tolerance for failure (Reilly, Williams, & Richardson, 2008). Additionally, external factors appear to play an important role in enabling a more coherent pathway for the development of the youth player into a professional team. Specifically, an opportunity to play ‘meaningful’ matches, the absence of injuries, the nature of guidance

and training, personal, social and cultural factors ought to be considered (Reilly, Williams, Nevill, & Franks, 2000; Richardson et al., 2005).

2.3. The Management of Sport Organisations

“Organizational theory is an area within field of business or management studies, concerned with structures, processes, and design of organisation and their subunit” (Byers, Slack and Parent, 2012:x). Before explaining about the organisational of football clubs, it is important to understand general characteristics of sport organisation such as organisation’s structure, environment and the operation. According to Slack (1997, p.5), “a sport organization is a social entity involved in the sport industry; it is goal-directed, with a consciously structured activity system and a relatively identifiable boundary.” Usually, sports organisations are associated with clubs and governing bodies directly linked with a certain sport, although considering the present definition it is make-sense to put any organisation engaged in the production of sport-related products or services (Slack, 1997), for example sporting goods companies. The wide range of sport organisations, might present diversity in structures and objectives, and the analysis of a particular type of sport organisation is crucial to offer a better understanding of their specificity, structure and operational (Gammelseter, 2006).

According to Slack (1997), structure, design, context, culture, strategy and goals must be considered in order to analyse a sport organisation. In this sense, the following section offers the reader an outline of relevant organisational and management structure literature and the subsequent emergence and alignment of literature associated with sport organisations.

Organisational Structures

Understanding the organisational structure of an organisation not only allows the identification of different and distinct departments and personnel within the organisation, but also the nature and flow of the interactions amongst them (Miller, 1987). Organisation structure is the back bone of an organisational theory to understand how an organisation operates. According to Byers, Slack and Parent, studies about structure is related to, influence, and is influenced by several aspects of organisations, for example organisation’s goals, conflict, control and strategy.

Different dimensions have been identified in the analyses of organisational structures, including *complexity*, *formalisation* and *centralisation* (Miller & DrOge, 1986). Moreover, Slack (1997) reported that these dimensions (typically) help to characterise (and perhaps shape) the sport organisation

Structural Design of Sport Organisations

Gammelseter (2006) reported a lack of empirical research on organisational structures within professional sport organisations. In this regard, Gammelseter in his research concerning the structure of professional football clubs explored the application of Mintzberg’s “*The structuring of organisations*” model (1979): “...not so much because I am convinced that Mintzberg provides the answers but rather because his book has made his mark on me and later generations of organisation researchers. Mintzberg’s five configurations still feature as the most complete typology in standard textbooks on organisation structure...” (p.2) Slack (1997), also considered that, although not intended specifically for sport organisations, the best-known attempt to identify organisational designs is the one

presented by Mintzberg where he identifies five design types of organisations: simple structure, machine bureaucracy, professional bureaucracy, divisional form and adhocracy.

Whilst considering the importance and relevance of Mintzberg's work, it is important to recognise that it may not necessarily directly map sport organisations. Moreover, Slack (1997, p.87) highlighted that these design types relate to ideal models of an organisation, and that some sport organisations might be in "*transitional states between design and others may exhibit a hybrid structure, that is, a structure that exhibits the characteristics of more than one design.*"

According to O'Brien & Slack (2003) the structures and systems implemented by an organisation are shaped by the culture of the organisation. It seems pertinent to explore the notion of culture, its emergence, evolution and presence within organisational management, alongside its subsequent impact on the structure and working practices of sport organisations.

Organisational Culture

To Haggitt (1975, p.238), "*culture describes patterns of behaviour that form a durable template by which ideas and images can be transferred from one generation to another, or from one group to another.*" It seems important to clarify that in this definition the transfer of behaviour is not a consequence of genetics, but through social interaction between members of the group. Considering the employees of an organisation as a group, organisational culture can be described as a range of shared assumptions, values, and beliefs that will have an impact on the organisational processes and members behaviours (Deal & Kennedy, 1999; Sackmann, 2001). More recently, Byers, Slack and Parent (2012, p.110) stated "organisational culture involves the stories, ceremonies,

language, values, beliefs, ways of operating and physical setting of an organization. It brings people back into organizations without paying attention to psychological measures."

Wilson (2001) identified four major factors that have a direct influence on the organisational culture, namely: *business environment*, the nature of the environment and their demands will have an impact on the organisational culture; *leadership*, leaders are the key elements to create and transmit the organisational culture within the organisation; *management practices and formal socialisation process*, the manner in which a company is managed is likely to influence either positively or negatively beliefs, attitudes and behaviours of their employees.

However, it does not mean that one organisation only shares the same organisational culture (Kotter & Heskett, 1992; Wilson, 1997). These authors consider that within one organisation it will be possible to identify multiple cultures and subcultures. In reality, every organisation comprises of different organisational cultures, subcultures, values, and beliefs (Meyerson & Martin, 1987; Golden, 1992). According to Wilson (2001), at an organisational level the different subcultures may co-exist in harmony, conflict or indifference to each other.

Therefore, in order to understand how this harmony, created by homogenisation of beliefs and values, is achieved and recognising that one of the central elements within an organisation that directly influences the organisation's values is the decision-making structure (Kikulis et al., 1995a)

Power and Decision-making within Sport Organisations

Every organisation has certain elements that can be associated with the power to make decisions. *Power* can be defined as the

“individual’s capacity to influence decisions” (Robins & Barnwell, 1998, p.223), or the “ability to get someone to do something they would not have otherwise done” (Slack, 1997, p.179). In sport organisations, the sources of power and the members’ involvement are determined by the broader goals, structure, culture, and resources of the organisation (Doherty, 1998; Hoye & Cuskelly, 2003). This idea seems to be supported by Slack (1997), who considers that power can be exercised vertically or horizontally within the organisational hierarchy, and that specifically the structure may lead to some members with lower hierarchical positions becoming powerful, playing a key role on the decision process. The role and hierarchical position in the structure may vary, but those elements are associated to the organisation’s decision-making structure (Kikulis et al., 1995a).

The Effectiveness of Sport Organisations

Effectiveness is a very difficult concept to define and to measure. According to Slack (1997), effectiveness usually refers to the extent to which an organisation achieves or not its goal or goals. Commonly it is possible to associate the notion of efficiency with effectiveness. Effectiveness (doing the right things) considers the achievement (or not) of an organisation’s goal, whereas efficiency (doing things right) refers to the amount of resources used to achieve a determined goal (Slack, 1997). It is important to clarify this distinction because there are cases where an effective organisation might not necessarily be efficient or vice-versa. For example, a professional football team might be effective as a consequence of achieving one goal (e.g., winning the championship), although to do so the club might have overcome the expected budget. If no financial return occurs, the

organisation even being effective was not efficient.

According to Mintzberg (1979), it appears that the stability and effectiveness of an organisation is based on notions of order, coherence, and consistency, where the human resources seem to play a critical role (Wright, Dunford & Snell, 2001; Cunningham & Sagas, 2004). This perspective appears to align with similar managerial practices such as Total Quality Management (TQM). The tenets of TQM aim to increase the organisations quality and success through the participation, satisfaction and commitment of all stakeholders (De Knop et al., 2004).

The effectiveness of managing the employees lies in the ability to create a climate, where their individual perceptions and interests can be put on the service of the organisation (Chelladurai, 2006). Three aspects have been identified as critical for the effectiveness of an organisation: *group cohesion* – creating a positive environment with everyone working as a unit toward some common goals, *communication* – as the main vehicle to transmit the organisation’s goals, values and stimulate relationships and *role clarification* – referring to the definition of expected behaviours according with a determined position (Relvas, 2010).

As noted previously, the changes in the football world alongside the involvement and influence of both national and international governing organisations may lead to the emergence of similar professional structural designs (O’Brien & Slack, 2003; Van Hoecke et al., 2007), cultures, goals, programmes and/or mission statements. These changes and influences were designed to encourage and stimulate professional clubs to invest in youth football, including improved facilities. The (amount of) investment made by clubs is a consequence of the belief, perception and

importance ascribed to youth football. Some clubs have created a more formal managerial structure for youth development (i.e., typically through football academies or equivalent entities), with the idea of providing the player with the best nurturing environment: good youth development programme, good facilities, and the best human resources (Stratton, Reilly, Williams & Richardson, 2004; Fulham FC, 2006).

2.4. Role of Education in Sports

Skilled professional footballers cannot be created in only one or two years. It has to be created through long process, since the players were kids they had to develop their skills. As a group game, football requires players that have skill and ability to work as a team. Creating a good team means creating good players, having good coaches, getting well knowledge and at the same time embedded a future philosophy about the game. Thus, it is not only about the player, but also the development of the coaches and everybody who will involve in the football must be developed.

Football player is the main actor in football industry. They are the product of the industry and the creator of uncertainty of outcome. There will not be any football match without football players. In football industry, a football club could be illustrated as a producer of football players, a profit company that aim to make and develop quality products. In order to generate achievement and profit, a football club must have and develop quality players.

Just like business companies, football clubs also need to standardize the quality of their resources. A company usually requires minimum education and/or experiences level to occupy certain position. Higher position will need more complex requirement to meet, such as higher education or longer period of certain experience.

Assuming that professional footballer is the highest level of career in football, surely it will be required to have good quality of football technique. The better football club will ask for better players' skill. However, football game is not the sport that only relies on physic and technique; the players are also needed to be smart. Smart (lead to intelligence) is needed to understand the tactics and strategy of the game. "Learning by doing" can be the method to understand the tactics and strategy, but it can't be applied without the development of intelligence. In order to do intelligence development, the players need to have further education. In Dexter (1999) literature, he used a multilevel multivariate model to analyze average sport performance; academic ability and sex were important explanatory variables for sport knowledge. The results were yet only academic ability was an important explanatory variable for the concept of physical education knowledge. There was more relationship between sport game and sport knowledge rather than athletics. This finding support theories about the influence of sport knowledge in sport performance; that sport knowledge should have greater impact in game sports; that academic ability is important for gaining such knowledge (Dexter, 1999). Anggraeni (2012) tried to analyze the impact of IQ (Intelligent Quotient) and EQ (Emotional Quotient) of an Martial Athletes in Indonesia with their achievement in the Martial Art National Championship. The result was IQ and EQ cannot be used as a predictor of achievement in martial art. It strengthens the theories that knowledge or intelligence have impact in sporting game (teamwork sport) better than individual sport.

Moreover there were literatures have highlighted the significance of sport education to sport performance. According to French and Thomas (1987) expert child players had

more basketball knowledge than novice child players. Basketball knowledge was related to decision-making skill, whereas dribbling and shooting skills were related to the motor skill component of control and execution. Boulton (1966) found that while academic ability was related with house representation in team sports (basketball, cricket, rugby and soccer), McIntosh (1966) found that the decreasing opportunity of representation in school sport team was associated to low academic ability, and Jeffries (1978) reported significant and positive correlations for football playing ability with academic ability and non-verbal IQ. Ismail's (1972) Theory of Integrated Development indirectly explained about the interaction between intellectual development and physical development that recommended that there should be an recognizable interaction between academic and sporting ability.

The importance of education is even clearly stated by Kuper and Szymanski (2009). In this study they were trying to explain what factor that hindered achievement in football and they used England football team as example. There is almost no chance for mid-social class people to be professional footballer in England. They were using the data of footballers' father's employment that played in FIFA World Cup 1998-2002 to understand about the social class. From this data, they found that the father of 18 players from 34 data collected were skilled and unskilled manual labour and only 5 father that have job which required education with level FHEQ (above 16 years old). Then they classified the social status based on level of education, the result was only 15% in the squad that came from middle social class. This situation generated the idea that whether 70% of population in England were still schooling after they were 16 and more than 40% were

taking higher education, the football in England were still depending their football achievement to the low social class player. Shortly, education was the important thing to achieve better performance in football.

However, the thought that education is important for sport performance is arguable. French *et al.* (1995) stated that, in youth baseball, skill execution components differentiated expertise but cognitive components did not. They suggested that this may reflect the limited tactical nature of youth baseball and related this to the prediction of Abernethy *et al.* (1993) that cognitive components of performance would maximally discriminate expertise in high-strategy sports, whereas skill execution would maximally discriminate expertise in low-strategy sports. The theoretical reasons for a negative relationship include the sociological effect of an alternative route from academia to gain regard from contemporaries and teachers and the wish to substitute gaining of academic knowledge with gaining of proficiency in sport. It is likely that the overall weak positive correlations are produced by a combination of some or all of these factors.

The contradictory between academic and sport performance was mentioned by Simons, Van Rheenen and Covington (1999) in the motivational perspective. They assured that most of students who had been selected to participate in intercollegiate athletics because of their proven skills were very motivated to be successful in the athletic domain. However, many of the most visible student athletes seem to lack such motivation in the classroom. Although these individuals are expected to maintain their athletic motivation at the university, they are likewise expected to demonstrate a similar motivation to succeed in the classroom. From the evaluation, most of student athletes were "failure avoiders", it

was a classification about student athlete who are strongly motivated to avoid failure at the expense of striving for success; they exhibit the characteristics expected of this motivational type: lower academic self-worth, high self-handicapping excuses, higher reading and study problems, lower meta-cognitive study strategies, and less intrinsic motivation, all of which lead to lower academic performance.

Tight (2000) try to analyze the relationship between university/college's league tables with the football club's league table in the same area. Based on the opinion about quality and standards of higher education provision has referred to both a growing quantification of the achievements of, and a better competition between, individual academics, departments and institutions, he tried to explore through a comparison between the operation of the Premier and Nationwide Football Leagues and Universities and Colleges in England and Wales. It was analyzed using league tables to summarise the relative performance of universities suggests an explicit analogy with association football. According to Tight (2000) football and higher education were both main activities in England and Wales have shown a number of interesting matches from the recent development point of view. Whilst they might be different type of business, they both function on increasingly business-like lines and operated in markets, with some clubs and universities serving specific target within those markets. The underlying problem with the application of league tables within higher education is that neither 'higher education' nor 'quality' are simple, unitary or homogeneous in nature, institutions have varied missions. This problem results to the conclusion that university/college's league table cannot reflect the football club's league table.

One of the option to develop player is through education. Kuper and Szymanski

(2010) even clearly concluded that the lack of England football team achievement is cause by the lack of educated football player in the team.

METHODOLOGY

The methodology to write this report is using secondary resources such as websites, books, and other journals related to the topics. All the data that are collected has been analyzed and described to be this report

In this report, the writer uses causal relationship method. This type of method explains about inter-relationship between the dependant variable (sport performance) and the independent variables (education and club's expenditure in player market). It is also using a panel data which is the combination of time-series and cross-sectional data (Gujarati, 2003).

Unit of analysis of this research is football clubs in Europe region. The samples of this research are football clubs which play in competition that organized by UEFA from 2004/2005 until 2010/2011 season. Range of sample analysis is only football clubs which remain in the top 50 of UEFA club's coefficient ranking.

The model is calculated using Ordinary Least Square estimation method by statistic application. The estimated model is :

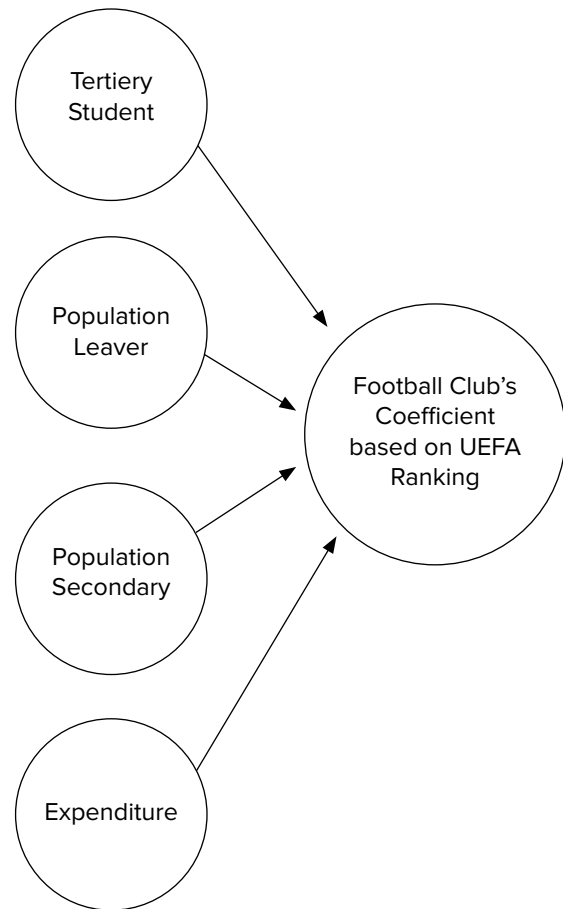
$$\text{LogCo}_{it} = \beta_0 + \beta_1 \text{TS}_{it} + \beta_2 \text{PL}_{it} + \beta_3 \text{PS}_{it} + \beta_4 \text{PT}_{it} + \beta_5 \text{EXP}_{it} + \mu_{it}$$

With explanation

- LogCO is the logarithm value of the football club's coefficient
- TS (Tertiary Student) is the number of total male student who currently study tertiary education classified by NUTS 2 region
- PL (Population Leaver) is the number

of male population leaving formal education after they reach 18 years of age classified by NUTS 2 region

- PS (Population Secondary) is the number of male population between 25- 64 years old who have already attained secondary education classified by NUTS 2 region
- PT (Population Tertiary) is the number of male population between 25- 64 years old who have already attained tertiary education classified by NUTS 2 region
- EXP (Expenditure) picture of the clubs' spending in player market of one season period
- μ_{it} explains *error term*
- β_0 explains Constant
- $\beta_1, \beta_2, \beta_3$ explains coefficients model
- $i = 1, 2, \dots, 18$
- t means period of the analysis, in this case is between 2004/2005 until 2010/2011 season



After doing several times calculation, the function model above did not produce the significant result. The possibility behind this reason is because variable PT has been included into variable TS and recalculation was occurred. This means there might be redundant data at the same equation. For explanation, male population who already attained the tertiary education are also student in tertiary education at different level or education program.

According to above situation, it is better to delete one of variable to create significant data. Thus the framework is:

$$\text{LogCo}_{it} = \beta_0 + \beta_1 \text{TS}_{it} + \beta_2 \text{PL}_{it} + \beta_3 \text{PS}_{it} + \beta_4 \text{EXP}_{it} + \mu_{it}$$

with similar explanation.

RESULT AND DISCUSSIONS

4.1. Statistic Result

In Sports industry, sports performance becomes benchmark of sport organization objectives. The better performance leads to the success of achieving organization's goal. Many factors influence sports performance. It can be socio-economic, environmental, human resources, and many other factors.

As a governing bodies, UEFA creates calculation to reflect the number of winning/draw/losing games that happened to the football clubs playing in European competition (not domestice league) each season in order to create clubs ranking. During 2004/2005 until 2010/2011 season period, FC Barcelona and Manchester United FC were top two for the highest coefficient achiever. It can be assumed that these clubs developed their player better than the other clubs during that period.

Using the results of statistical regression below (table 1), the equation model becomes

$$\text{LogCo}_{it} = \beta_0 - 2.83 \times 10^{-6} \text{TS}_{it} + 2.93 \times 10^{-8} \text{PL}_{it} + 3.599 \times 10^{-7} \text{PS}_{it} + 3.404 \times 10^{-9} \text{EXP}_{it} + \mu_{it}$$

area. If people in the region prefers to be a student in tertiary education rather than sign a contract as a professional player, then it will reduce the number of prospective star player pool in the region.

Table 1. Coefficient Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.037	.062		16.781	.000
Population Leavers	2.930E-008	.000	.479	3.938	.000
Population 2ndary	3.599E-007	.000	.301	2.003	.048
EXPENDITURE (£)	3.404E-009	.000	.301	3.359	.001
STUDENT TERTIARY EDU	-2.837E-006	.000	-.483	-2.711	.008

4.2. Result of Analysis

All the validity tests above have proofed that the independent variables influence the dependant variables and it means the number of clubs’ coefficient is effected by number of tertiary education student, male population of early school leaver, population of male people who attain tertiary education and the clubs’ expenditure in player market. Furthermore, the results also explain how big the independent variables determine the change of dependant variable.

Firstly, regression coefficient of student in tertiary education is $- 2.83 \times 10^{-6}$, *ceteris paribus*, it means that if there is one additional male student in tertiary education in the area of club i on year t, it will reduce the value of club i’s coefficient on year t as much as the regression coefficient. The negative value of regression coefficient explains the reverse effect. In other words, it can told that the bigger number of student tertiary education will reduce the performance of the club in the

Secondly, regression coefficient of male population who leave school early at 18 years old is 2.93×10^{-8} , *ceteris paribus*, it means that if there is one additional male person who leave education early when they were 18 years old in the area of club i on year t, it wil raise the value of club i’s coefficient on year t as much as the regression coefficient. it is different from number of student in tertiary education, the early school leaver have positive impact which means the larger number of early school leaver would increase the club’s performance. This condition may lead to the fact that most of prospective professional player must choose their future at 18 years old. They started their career by joining football academy while they were still student and gained promotion to be part of the team. At that moment, they usually had to choose weather to focus on their education or leave the school in order to become professional player. Bigger number of early school leaver would increase the club’s option to pick the right person to be

tied up and more opportunity to have more prospective star player for their future which lead the club to be more succeed.

Thirdly, regression coefficient of male population age 25-64 years old who have attained secondary education is 3.599×10^{-7} , *ceteris paribus*, it means that if there is one additional 25 -64 years old male person who have attained the secondary education in the area of club *i* on year *t*, it will raise the value of club *i*'s coefficient on year *t* as much as the regression coefficient. In this situation the result might not refer only to the player but also the staff on and off field. According to Luiz and Fadal (2011), this could reflect a variety of possibilities that the club might have better coaching and administrative/managerial staff in sporting administrations. It could also reflect the fact that skill levels in some sports may be associated with overall skill levels, which would be captured by educational enrolment. The fact that people with secondary education achievement may improve sport performance also explains that hiring people with secondary education achievement is better than employed the student in tertiary education. The skill and knowledge they brought from secondary education is quite fit for the club's requirement.

The last independent variable that influences the sport performance is expenditure. regression coefficient of expenditure is 3.404×10^{-9} , *ceteris paribus*, it means that everytime the club *i* spends money worth £1 Million in the player market on year *t* will raise the value of club *i*'s coefficient on year *t* worth 0.003404. it is common situation for the football clubs especially for they who will play in UEFA competition to spend their money on new player in the market. They need to strengthen their squad because they will play not only domestic league. They play more games than the other clubs who do not

qualify for UEFA competition. Investing in new player might not instantly affect to the clubs performance, it depends on the player itself to adapt and perform. This might explain the small number of the coefficient regression. However, additional player will help the clubs to have deeper squad to compete in more than one league.

In summary, the equation explains that sports performance may be determined by education and expenditure. The education itself gives two sides influence to the sport performance. Having human resources with certain level of education may give positive impact to the sport performance while having student as an employee might reverse it. Finally, buying new player for new season also helps the football clubs improving their team to play better games in order to get higher achievement in the competition.

4.3. Discussion

Football has been developing from pure sports into a business sport. Football matches are not only watched by fans or supporters, it is also consumed by customers or consumers. Football clubs gain money from sponsorship and media rights besides gate receipts. Football players do not play for a fun, they play for money because they have been paid. This evolution change the way of managing football. It is not operated by community, fans and volunteer anymore, but run by a business company with profit as one of their goal. In order to reach the goal, football clubs must maintain their good performance. Good performance will increase their chance to gain more fans, more sponsorship and more property rights.

Football used to be a people sport, but now it becomes people business. In football it is all about people. It is operated by people in football organization and/or governing

bodies, it is created for people (fans, supporter, community) and it produces excitement through football matches which are played by people (football player). Thus, people development is an important part in football industry. Increasing the quality of people in football, especially football player, will lead them to gain better performance.

Developing football player is not always about physical and technical skill, it is also need to develop the brain to improve the way of player understanding the games, including tactics. Brain or intelligence development can be gained by game simulation, strategy comprehension, and/or the most basic is studying, formal education or education programs. Unfortunately, most of professional football players have to start signing their professional contract since they were student and it will decrease their chances to have further/higher education or even continue their recent study.

Taking everything into consideration, the author tried to examine and discuss critically the education impacts to the football club's performance. Just like previous literatures that discussed about determinant of sports, the author also put clubs' spending money in player transfer market as an economic determinant into the hypothesis.

Firstly, the statistical result told that the club's expenditure in the player market will improve sports performance. Football clubs who play in European competition will need more players for the new season because they will compete in more than one competition. However, if the club spend the money inefficiently, it will not have significant impact to clubs' performance.

Secondly, the statistic revealed that having more male people as tertiary students in the region did not improve the football club's performance. Even worse, this determinant

had negative impact to the football club's performance. It might be hard to have double roles, as professional players while studying as tertiary education students. This situation forced these people to choose whether postpone their football career or education. Thus, when these people chose to be student, it would reduce the possibility of football club to have prospective good player.

Subsequently, the linear regression demonstrated that having more male who leave education early in the population will increase the club's performance. It is common that football clubs start hunting player from very young age and it is not an odd situation for people to leave early from school to be more focus on their career as a footballer. The more male people that leave school early, the bigger chance for football club getting prospective star player. This incident may be forced by economic stress. According to Kuper and Szymanski (2010), football players usually come from lower economy class and that makes them choose earning money earlier rather than continue the education.

The last finding is male population who have attained the secondary education has positive impact to the football performance. The people who attain secondary education might help the club in coaching and administrative/staff level. To fill this position in the club, it might not necessary to attain tertiary education but people with more experiences are more desirable.

CONCLUSION AND RECOMMENDATION

This research reveals that gaining higher education brings negative impact to the football club's performance. It might happen because the football clubs nor the governing bodies support this concern. From the government point of view, especially

Europe region, students are free from tax but if they choose to stop being student and start working, they must start paying income taxes, and we all know that football players are paid in big amount of money. If the players are also student, government might lose some of their taxes income. In the football clubs' perspective, they might consider player as a labour. If the players grows smarter, they will spending more time to urge their rights rather than playing football.

However, the limitation of this paper is lack resource of research and literatures discussing about education and sports achievement, especially football club level. The author also considers time and access become obstacles in completing this writing. This paper used panel data to reveal that sporting performance in football club level

is influenced by economic and education determinants.

Regarding this writing, further question must be asked about the impact of education for professional athletes. The author suggests future research should focus on post-professional career life, including those who must early retire usually caused by injury. Further question is if professional player stop studying early and they are not playing football anymore, what will happen and what they would do without tertiary education knowledge. Group discussion, deep interview, Panel studies, case studies obtain a detailed perceptive of a chosen football club or organization and its performance, and impact assessments of real interventions, would also be valuable.

REFERENCES

- Barros, C.P. And Barrio, P.D. (2008). "Efficiency measurement of the English football Premier League with a random frontier model". *Economic Modelling* 25 (2008) 994-1002
- Beech, J. (2004). Introduction : The Commercialisation of Sport. In J. Beech, & S. Chadwick (Eds.), *The Business of Sport Management*. Harlow : Pearson Education.
- Bernard, A. B. and Busse, M. R. (2000). *Who wins the Olympic Games: Economic development and medal totals* (No. w7998). National Bureau of Economic Research.
- Bourke, A. (2003). "The dream of being a professional soccer player: Insight on career development options of young Irish players". *Journal of Sport & Social Issues*, 27, 399-419.
- Byers, T., Slack, T and Parent, M.M. (2012). *Key Concepts in Sport Management*. London : SAGE Publications Ltd.
- Chadwick, S and Hamil, S. (2010) *Managing Football an International Perspective*. Oxford : Elsevier Ltd.
- Chelladurai, P. (2006). *Human Resource Management in Sport and Recreation 2nd Ed*. Champaign: Human Kinetics.
- Churilov, L. and Flitman, A. (2006). "Towards fair ranking of Olympics achievements: the case of Sydney 2000". *Computers & operations research*, 33(7), 2057-2082.
- Condon, E.M., Golden, B.L. and Wasil, E.A. (1999), "Predicting the Success of Nations at the Summer Olympics using Neural Networks". *Computers & Operations Research* 26: 243-1265.
- Conn, D. (1999). " The new commercialism". In S. Hamil, J. Michie, & C. Oughton (Eds.), *The Business of Football: A game of Two Halves?* (pp. 40-55). Edinburgh: Mainstream Publishing.
- Cote, J., Macdonald, Dj., Baker, J. and Abernethy, B. (2006). "When " where" is more important than " when": birthplace and birthdate effects on the achievement of sporting expertise". *Journal of Sports Sciences*, Vol. 24 No. 10: 1065-73.
- de Bosscher, V., de Knop, P., Bottenburg, V.M. and Shibli, S. (2006), "A conceptual framework for analysing sports policy factors leading to international sporting success". *European Sport Management Quarterly*, Vol. 6 No. 2: 185-215.
- de Knop, P., van Hoecke, J. and de Bosscher, V. (2004). "Quality management in sports clubs". *Sport Management Review*, 7, 57-77.

- de Knop, P., van Hoecke, J. and de Bosscher, V. (2004). "Quality Management in Sports Clubs". *Sport Management Review*, 7 (5), 7-77.
- Deal, T. & Kennedy, A. (1999). *The New Corporate Cultures*. New York: Perseus Books.
- Dexter, T. (1999). "Relationships between sport knowledge, sport performance and academic ability: Empirical evidence from GCSE Physical Education". *Journal of Sports Sciences*, 17:4, 283-295.
- Doherty, A. (1998). "Managing our human resources: A review of organisational behaviour in sport". *Sport Management Review*, 1, 1-24.
- Eurostat website (2013). *Glossary:Nomenclature of territorial units for statistics (NUTS)*. [online] Available from <http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:NUTS> [15/08/2013].
- French, K.E. and Thomas, J.R. (1987). "The relation of knowledge development to children's basketball performance. *Journal of Sport Psychology*, 9, 15-32.
- Gammelsæter, H. (2006, September). *In search of the structure of the professional football club. Paper presented at the 14th European Association of Sport Management Congress*, Nicosia, Cyprus.
- Giulianotti, R. (1999). *Football: A sociology of The Global Game*. Cambridge: Polity Press.
- Grundy, T. (2004). "Strategy and Financial Management in The Football Industry". *Strategic Change*, 13, 404-422.
- Gujarati, D. (1999). *Ekonometrika Dasar*. (Zain, Sumarno, translator). Jakarta: Erlangga
- Hair Jr, J.F., Black, W.C., Babin, B.J., Anderson, R.E. (2010). *Multivariate Data Analysis: A Global Perspective (7th ed)*. Pearson Education International
- Hamil, S., Michie, J and Oughton, C. (1999). *The Business of Football: A game of Two Halves?*. Edinburgh: Mainstream Publishing.
- Hamilton, B. (2000). "East African running dominance: what is behind it?", *British Journal of Sports Medicine*, Vol. 34 No. 5: 391-4.
- Hoffman, R., Ging, L.C., Ramasamy, B. (2002). "The Socio-Economic Determinants of International Soccer Performance". *Journal of Applied Economics*, Vol. V, No. 2 (Nov 2002), 253-27.
- Hoye, R. & Cuskelly, G. (2003). "Board power and performance within voluntary sport organizations". *European Sport Management Quarterly*, 3 (2), 103-119.
- John Manuel Luiz, Riyas Fadal, (2011),"An economic analysis of sports performance in Africa". *International Journal of Social Economics*, Vol. 38 Issue: 10 pp. 869 – 883.
- Johnson, D.K.N. and Ali, A. (2000). "Coming to Play or Coming to Win: Participation and Success at the Olympic Games," *Wellesley College Working Paper 2000-10*.
- Kikulis, L., Slack, T., & Hinings, C. (1995a). "Sector-specific patterns of organizational design change". *Journal of Management Studies*, 32(1), 67-100
- Kikulis, L., Slack, T., & Hinings, C. (1995b). "Toward and understanding of the role of agency and choice in the changing structure of Canada's national sport organizations". *Journal of Sport Management*, 9, 135-152.
- Kotter, J and Heskett, J. (1992). *Corporate Culture and Performance*. New York: Free Press.
- Kuper, S. and Szymanski, S. (2010). **SOCCERNOMICS** *Why England Loses, Why Germany and Brazil Win, and Why the US, Japan, Australia, Turkey—and Even Iraq—Are Destined to Become the Kings of the World's Most Popular Sport [SOCCERNOMICS Mengapa Inggris Kalah, Mengapa Jerman dan Brasil Menang, dan Mengapa Amerika Serikat, Jepang, Australia, Turki, dan Bahkan Irak Diramalkan Akan Menjadi Raja Olahraga yang Paling Populer di Dunia ini]*. Jakarta : Erlangga
- Ligue Maguire, J. and Pearton, R. (2000). "The impact of elite labour migration on the identification, selection and development of European soccer players". *Journal of Sports Sciences*, 18, 759-769.
- Milanovic, B. (2005). "Globalization and Goals: Does Soccer Show the Way?". *Review of International Political Economy*, 12, 829-850.
- Miller, D. (1987). "Strategy making and structure: Analysis and implications for performance". *Academy of Management Journal*, 30, 7-32.
- Miller, D. and Dröge, C. (1986). "Psychological and traditional determinants of structure". *Administrative Science Quarterly*, 31, 539-560.
- Morrow, S. (2003). *The People's Game? Football, Finance and Society*. Hampshire: Palgrave Macmillan.
- Nash, R. (2000). "The Sociology of English Football in the 1990s : Fandom, Business and Future Research". *Football Studies*, 3, 49-62.

- O'Brien, D., & Slack, T. (2003). "An analysis of change in an organizational field: The professionalization of English Rugby Union". *Journal of Sport Management*, 17, 417-448.
- Reilly, T., Williams, A. and Richardson, D. (2008). *Talent identification and development in football*. In R. Fisher, & R. Bailey (Eds.). Perspectives, The Multidisciplinary Series of Physical Education and Sport Science - Talent Identification and Development, The Search for Sporting Excellence (pp. 183- 199). Germany: ICSSPE.
- Reilly, T., Williams, A., Nevill, A. and Franks, A. (2000). "A multidisciplinary approach to talent identification in soccer". *Journal of Sports Sciences*, 18, 695-702.
- Richardson, D., Littlewood, M., & Gilbourne, D. (2005). Homegrown or home Nationals? Some considerations on the local training debate. Insight Live. [online] available from <https://ice.thefa.com/ice/liveliink.exe/fetch/2000/10647/466509/477135/477257/Homegrown_or_Home_Nationals_The_Case_for_the_Local_Training_Debate.?nodeid=675785&vernum=0> [20 September 2005] cited in Relvas, H., Littlewood, M., Nesti, M., Gilbourne, D., & Richardson, D. (2010). "Organizational Structures and Working Practices in Elite European Professional Football Clubs: Understanding the Relationship between Youth and Professional Domains". *European Sport Management Quarterly*, 10(2), 165-187.
- Robbins, S. and Barnwell, N. (1998). *Organisation theory: Concepts and cases (3rd Edition)*. Sydney, Australia: Prentice Hall.
- Sackmann, S. (2001). "Cultural complexity in organizations: The value and limitations of qualitative methodology and approaches". In C. Cooper, S. Cartwright and P. Earley (eds.), *International Handbook of Organizational Culture and Climate*, pp143-163. New York: Wiley and Sons.
- Slack, T. (1997). *Understanding Sport Organizations: The Application of Organization Theory*. Champaign: Human Kinetics.
- Slack, T. and Parent, M. (2006). *Understanding sport organizations: The application of organization theory (2nd ed.)*. Champaign, IL: Human Kinetics.
- Szymanski, S and Kuypers, T. (1999). *Winners and Losers: The Business Strategy of Football*. London: Viking.
- Tcha, M. and Pershin, V. (2003). "Reconsidering performance at the summer Olympics and revealed comparative advantage". *Journal of Sports Economics*, Vol. 4 No. 3: 216-39.
- TransferMarkt (n.d.). *Transfer Revenue and Expenditure*. [online] available from <http://www.transfermarkt.co.uk/en/transfers/startseite-km/transfers.html?from=top_navi> [15/08/2013]
- UEFA website (2013). *UEFA rankings Season clubs coefficients*. [online] available from <<http://www.uefa.com/memberassociations/uefarankings/club/seasonclub/index.html>> [15/08/2013]
- Wilkesmann, U., and Blutner, D. (2002). "Going public: The organizational restructuring of german football clubs". *Soccer and Society*, 3(2), 19-37.
- Wilson, A. (1997). "The nature of corporate culture within a service delivery environment". *International Journal of Service Industry Management*, 8, 1, 87-102.
- Wilson, A. (2001). "Understanding organisational culture and the implications for corporate marketing". *European Journal of Marketing*, 35, 3/4, 353-367.
- Woodman, T., and Hardy, L. (2001). "A case study of organizational stress in elite sport". *Journal of Applied Sport Psychology*, 13(2), 207-238.