

# WOLKITE UNIVERSISTY



## *COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE*

### **DEPARTMENT OF SPORT SCIENCE**

Effect of Practical Session Program on Third Year Sport Science Female Students  
In Football Kicking and Dribbling Skills In The Case Of Wolkite University

BY

**Tsgaye Habte (ID NO NCSS/103/08)**

**Advisor: *Sentayhu (MSc)***

A proposal submitted to college of natural and Computational Sciences,  
Department of Sport Science to partial fulfillment of the requirement for  
Degree of Bachelor science in Sport Science

May,2020

Wolkite, Ethiopia

<b>Table of Contents</b>	<b>page</b>
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
Definition of Terms.....	VI
List of Tables .....	VII
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1. Back Ground of the study.....	1
1.2. Statement of the problem .....	2
1.3. Objectives.....	3
1.3.1. General Objective .....	3
1.3.2. Specific Objectives .....	3
1.4. Significance of the Study .....	3
1.5. Delimitation of the study.....	4
1.6. Limitation of the study.....	4
CHAPTER TWO .....	5
2. REVIEW OF RELATED LITRATURE.....	5
2.1. Meaning of practical Session .....	5
2.2. Concept of practical session.....	5
2.3. Phase of practical session.....	6
2.3.1. The Discovery phases .....	6
2.3.2. The Skill acquisition phase .....	7
2.3.3. The Game training phase .....	7
2.3.4. The performance phase .....	9
2.4. Facilities and equipment of football training .....	9
2.5. Characteristics of Modern Football.....	10
CHAPTER THREE .....	12
3. RESEARCH METHODOLOGY .....	12
3.1. Study Design .....	12
3.2. Study Area.....	12
3.3. Target population .....	12

3.4.	Sources of Data .....	12
3.5.	Sampling Technique and Sampling Size.....	13
3.6.	Data Collection Tools (Instruments) .....	13
3.6.1.	Interview .....	13
3.6.2.	Check List .....	13
3.7.	Procedure of the study .....	15
3.8.	Method of Data Analysis.....	15
CHAPTER FOUR.....		16
4.	ANALYSIS AND INTERPRETATION OF DATA.....	16
4.1.	Analysis of Student’s Respond on Closed- ended Question .....	17
4.2.	Analysis of Student’s Response on Open- ended question .....	23
4.3.	Analysis of teacher’s responses on interview. ....	23
CHAPTER FIVE .....		26
5.	SUMMARY, CONCLUSSION AND RECOMMENDATION .....	26
5.1.	Summary .....	26
5.2.	Conclusion.....	27
5.3.	Recommendation.....	27
6.	References .....	29

## **ACKNOWLEDGEMENT**

First and most, we would like to thank the Almighty God who helped us in overall dimension up to present days and who realize our dream and guided us the right way. Second, we would like to express our deepest gratitude to our thesis advisor for his unreserved support, guidance, constructive comments and suggestion. Without his help the success of this study would not have been accomplished.

Eventually, we would like to thank our family and friends for their valuable encouragement and support during our study. Finally our gratitude is expressed to all 2020 Wolkite University Football electives for being participated in this study.

## **ABSTRACT**

Practical session of football is an important training program in improving the skill of the players towards football. The study was conducted to assess the effect of practical session program on third year sport science female students in football kicking and dribbling skills in the case of Wolkite University. For this study five female students were selected through simple random sampling from the total of third year sport science football elective. Questionnaire was dominantly used as data collection instruments, interview and check list also used in the process. The data collected through questionnaire and check list were analyzed by using table and their percentages; whereas the data gathered through interviews were analyzed through descriptive statements. The measure finding includes failure of teacher to manage and follow students throughout the practical session, lack of facilities and equipment for training. This study proved that practical session was significantly better in improving the football skill of female soccer players.

## **Definition of terms**

***Soccer:-*** Is the world most popular form of sport, being played in every nation without exception by forming eleven players in each team with in the field of play.

***Dribbling:-*** Involves keeping possession of the ball with your feet. Or dribbling is series of short tap on the ball, used to advance the ball from one point to another by a single player.

***Passing:-*** A kick or heading used to get the ball to open teammates.

***Training:-*** Is an exercise program designed to assist learning of skills to improve physical fitness there by to prepare an athlete for a particular competition.

***Biomechanics:-*** Is the study of the structure and function of biological system by means of the method of mechanics which is the branch of physics involving analyzing function of force.

***Skill:-*** Is ability to choose and perform the right technique at the right time successfully and with a minimum effort.

***Stretch:-*** Is a form of physical exercise in which specific muscles or tendon (muscles group) is deliberately flexed or stretched in order to improve muscles felt elasticity and achieve muscles comfortable muscles tone.

***Kinematics:-*** Deals with the study of motion of an object or a body or any part of the body.

***Gender:-*** Refers to socially constructed roles, behaviors, activities and attribute that a given society consider appropriate for men and women.

***Resistance training:-*** Is training designed to increase the body strength, power and muscular endurance through resistance exercise

## **List of Tables**

Table 1. Shows performance of participants in football skills in 25 minutes before and after practical activities .....	14
Table 2. Back Ground information of Respondents .....	16
Table 3. Responses on teacher’s activities.....	17
Table 4. Responses on duration of time to wards discussing of football.....	17
Table 5. Responses on the availabilities of facilities .....	18
Table 6. Responses on Teachers Behavior .....	18
Table 7. Responses on the interest of participants.....	19
Table 8. Responses on the length of days to practice. ....	19
Table 9. Responses on practical program of student. ....	20
Table 10. Responses on length of days per week. ....	20
Table 11. Responses on method that teacher used during teaching the skill of football. ....	21
Table 12. Responses on Environmental factor .....	21
Table 13. Responses on availability of field. ....	22
Table 14. Responses on effect of psychological factor towards the skill of football .....	22
Table 15. Response on age, sex marital statues and educational level or qualification summarized .....	23

# CHAPTER ONE

## 1. INTRODUCTION

This chapter represents the basic aspects that could give essential information on the general knowledge of the study. It describe the back ground of the study which give some high lights pertaining to what the problem is about, identifies the significance, limitation of the study and provide operational definition as used in the research documents.

### 1.1. Back Ground of the study

Football is the most popular and oldest sport in the world. As defined by Reilly T. (1996:1) football (also known as soccer) is the world's most popular form of sport being played in every nation without exception. Also as defined by Dewitt J. (2001:54) Football is game played between two team of eleven players each attempting to win by scoring more goal than their opponents.

Football has a rich history through it was formalized as we know it today by the establishment of the football association in 1863. The game soon spread to continental European countries and later to South America and the other continents. The world governing body Federation International De Football Association (FIFA) was set up in 1904(Thomas, 2003). Female's soccer is one of the today's most popular sports, yet not so long ago; females were forbidden to play it. In fact until fairly recently it was still a male dominated game .The popularity of women's soccer continues to grow as evidenced by six to eight million female athletes between the age of six and twenty four playing football. Football (soccer) requires athletes to perform short sprints, repeatedly change direction and complete numerous jump during ninth (90) minutes match (Krustrup et al..., 2005; Stolen et al 2005). There for, the assessments of leaner, jumping, agility and sprinting common to soccer skill as defined by (Hoare and War, 2000; Chimera et al .., 2004).

Female's football practitioners require many attributes to become successful player. These include cardiovascular fitness, muscular strength, muscular endurance, flexibility, agility,

coordination, skill and tactical knowledge. Few players' possess natural ability in all areas in the vast majority of players under go practical session program, in some or all attributes to improve their ability on the field.

An understanding of basic anatomy and physiology and knowledge of muscle action during football skills such as kicking, dribbling and heading will be useful for the play

As defined by (Thomas, 2003) this knowledge may be employed in the design of practical session programs to enhance the performance of football skills, in injury prevention, diagnosis and rehabilitation program.

The jumping ability of football players could also crucial for his\her performance that vertical jump complex movement that greatly depend on inter limbs coordination on muscles fiber type defined by (Powers and Howley,1997). Football (soccer) players especially can get benefit though as defined by (Chapman et al, 2007) the football (soccer) players need to have the ability to respond quickly and powerfully on both offence and defense.

The football of today whether recreational swing faster kick jump higher than their competitors form the pass. The rapid rise in female participation in football world has not been followed by corresponding increase in number of studies biomechanical that target female kicking and dribbling pattern's to determines that the difference exist between male and female(William Keijo,2006). The dribbling limb at subsequent support football contact with ground by sequential transfer momentum for approximate to distance segments in the swing or dribbling limb.

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

These studies were attempted to assess the effect of practical session program on football kicking and dribbling skills (performance) of Wolkite University female students. Scientific study has provided practical information that can be uses by all football (soccer) players to develop football skill performance with simple practical session.

### **1.3. Objectives**

#### **1.3.1. General Objective**

- The objective of the study would assess the effect of practical session program on the female football kicking and dribbling skills.

#### **1.3.2. Specific Objectives**

- To identify the main problem of practical class during dribbling and kicking skills of football.
- Identify the advancements of female students dribbling and kicking skills.
- To assess the sources of problem observe in dribbling and kicking process during practical class.

### **1.4. Significance of the Study**

Even though practical session has been uses for many years, to our knowledge there has been very little research done using sport of practical session on elite soccer players. The main significance of study has been to investigate the effect of practical session on football kicking and dribbling skills of female football players. Practical is useful for improvements of the physical fitness football skills of the players. In addition to physical fitness variable, this study assess the effect practical session on selected football (soccer) dribbling and kicking skills. Wolkite University is the first to use this research study but it does not mean the outcome of this research is only restricted to Wolkite University. It also helps other Universities and in general to Ethiopian football players to understand the effect of practical session in their football skill improvements.

Generally the study would have the following advantages (significances):-

- It may help to increase the interest among third year female students in Wolkite Universities.
- The result may enable the student of any branch of sciences to play football.

### **1.5. Delimitation of the study**

The study were focused on the effect of practical session program on third year sport science female students in football kicking and dribbling skills in the case of Wolkite University. The researches have been delimited to the following reason:-

- ✓ The University has shortage of equipment's.
- ✓ Have no enough money to study the whole skills of football.

### **1.6. Limitation of the study**

The availability of reliable data for any research is an important in put for the success and achievements of the outcome of the research work. Any study under taken for the first time depend to large on previous knowledge the ability of up to data pertinent research material , journal articles and other essential devices ,the availability of information dealing with this things word help to facilitate and strengthen the study under consideration. In adequacy of available research materials, time, sufficient books and reference are the limitation encountered in this study. In addition the scarcity of sufficient books and literature in the area of the study shortage of enough time for implementation of the study and lack of enough money to do research were the major short coming that the researcher encountered during the execution of the study.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITRATURE

This part of the research paper, the researcher endeavored to discuss and analyze other similar studies, who studied and where it was conducted, what result were found, helps analyze the problem using the theoretical insight and concept, as well as studies in different regions which show how the problem manifested itself.

#### 2.1. Meaning of practical Session

FIFA Coaching manual (2004:14) explain that the practical session is the training session that forms part of the micro cycle and lies at the heart of the weakly training plan. Each day , the coach has to structure and plan his/her session around his/her objectives for the day, his/her medium and long term training objectives, as well as taking in to account the physiological, physical and mental train on the team.

#### 2.2. Concept of practical session.

There are many explanation about the concept of practical session ;For example ,the International DFB-coaching course manual (B. License,2008:22) defines it as follows practice is all measure taken to build up, to improve and stabilize the quality of performance in football in a systematic and objective oriented way. More over as expressed above physical and educational processes which develop a complex sports performance by means contents, methods and organizational measure corresponding with objectives.

In relation to these concepts Dewitt, J. (2001:85) Suggests when learning anew skill or method, correct repetition is very important .As you probably know from experience or knowledge skill like kicking a ball, dribbling or passing a ball is mastered by performing the skill over and over until mistake are reduced or eliminating you were probably you were not constantly able to perform the skill correctly at first. Instead you made mistakes and reduced the number of mistake until you mastered the skill. Even then, you still made mistake, but they were few and far between. The same will be true when you teach a new concept for your players, it is okay if your

player makes many mistake when learning a new concept practice or skills. Your job is to help the players eliminate mistakes so they can become better players. In addition to the above concept, practice can be described as a complex serious of action aimed at influencing the developments of performance in a systematic and goal oriented way. This complex serious of activities, as follows:-

- Demonstration
- Practice
- Collect and Correct
- Practice.

### **2.3. Phase of practical session**

As John Smith-B License,(2012) explained there are four distinct phases involved in practical session, including the discovery phase, the skill acquisition phase, the game training phase and the performance phase.

#### **2.3.1. The Discovery phases**

In the discovery phase one is possible through Trial and error. There is no coaching but organizing fun football exercise and emphasis and on building a love of the game Australian football federation ,(2014).A practical session in this age is consists of three components:-

- **The beginning:** - the purpose of the beginning or better known as the warm up is to get the kids in the right frame and activate their bodies .It's unnecessary to run lap around the field do stretches to achieve that all sort of relies and tagging with and without the ball are much better or more specific, more fun and also develop the children basic condition.
- **The middle phase:-**As explained by (Northern NSW Football) the middle phase is the section of practical session where we conduct fun football exercise such as dribbling, passing and kicking.

- The end phase:-the last part or end part is allocated for playing all sorts small sided game.

### **2.3.2. The Skill acquisition phase**

The emphasis of the skill acquisition phase is on skill development this cannot be separated from developing insight /game understanding at the same time. This principle also relates to the concept of small sided football and appropriate each behavior. The skill acquisition practical program focuses up on developing four core skills when in possession of the ball FIFA, (2003).Striking the ball, first touch with running these four core skill cover 95 % of the action of outfield player in possession of the ball during a game of football (Beneath).

### **2.3.3. The Game training phase**

This is part of the session where conscious teaching and learning of the designed team task takes place. For the proper game training the coach must therefore create the proper scenario (organize the practice in such a way that focus is on the designated team task). Organize the practice in the right area of the field or where this particular situation takes place during the real game and with appropriate dimensions (Northern NSW Football). This phase is also a game at the end of the session that contains all the elements of the real game but with the rule and restraints that the designated team task is emphasized (<http://www.Football Australia .Com. AU/get involved coaching resources/>). During this phase the player are playing and the coach is observing if the learning has taken place. As Australian Football Federation of,(2014) suggests the player going through this stage of maturation will have varying energy level, are injury –prone and proper managing of training load to avoid over training. The game training phase consists of four components:-such as warm up component positioning game component, training game components and cool-down components.

### **Warming-up component.**

The warm-up (limbering-up) Exercise part of the practical session, which is practiced at the beginning of the training session? As Honey Bourne et.al (2000:22) explaining that warm-up exercise help to prepare the body for physical exertion by gentle raise the pulse rate to increase the cardiac output and rate of ventilation. Besides, John, Michael and Helen (2000:224) describe

three phases of warm up phase one involves continuous, sub maximal whole body activity, such as jogging to gently raise the pulse rate. This followed by stretch session, in which particular attention should be paid to the joint and muscles that will be most active. In addition to this, FIFA Coaching Manual (2004:14) expresses warm-up as a preparation part of the session. It has to be progressive, with an initial period running and varied movements, without ball. This followed by loosening up and coordination for football based on technical skill or different game situation. Starting point for warm up are –preferably with ball; example passing practice. If possible “theme related” including a level of decision making; avoid warm up that are more like conditioning session FFA’S Coaching Philosophy,(2015).

### **Positioning game component**

The main condition for quality positioning play are :-maximal use of space in order to create more time on the ball or stretching the opponent, support player to create option for the player on the ball, anticipation and communication (verbal and nonverbal). This basic principle form the foundation for proactive possession based football and this explains the importance of the positioning game in training practice. Through positioning game the player learn to always create at least three option for the player on the ball(through proper positioning).Learning to communicate both verbally (example calling for the ball) and non verbally (example through ball speed and ball direction).

Generally the main objectives of game training phase are preparing the player for senior football by teaching them to apply functional game skill of football in the team setting. Developing tactical awareness, perception and decision making through game related approach to training. Since the game training phase session should strive for game realistic scenarios the practice must include game specific resistance such as opponents, teammates, direction, rules and appropriate dimensions.

### **Training game components**

This is traditional game at the end of the session. On our approach it should not just be a free game. The training game in context of the game training phase session is a game at the end of the session that contains elements of the real game but with rule and restraints that the designated team task is emphasized (Coaching resource Football Federation Australia).

## **Cool-Down Components**

This phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle stretching exercise. John, Michael and Helen (2000:226) notes that cool-down prevents blood pooling because during main session 85% of the blood volume distributed to the working muscle and one of the main ways maintain blood flow back to the heart by skeletal pump mechanisms.

### **2.3.4. The performance phase**

This is main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The contents (i.e. game, drill and learning objectives are has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has place on the varies practical activities, not only re guards volume, but also duration and intercity of the activities. The concept of rotating through pre determined themes which serve as well in the skill acquisition the game training phases will not apply now. However the basic structure of ideal practical session is almost to those in the game training phase and thetraining game can now used as football conditioning game developed by exercise physiologist (Raymond Verheijen,2016).

## **2.4.Facilities and equipment of football training**

Different piece of equipment are needed during practice of football in line with this idea, Dewitt J.(2001:55) states that you may find it commitment too own your equipments regardless of your situation basic source equipment drill make teaching and coaching easier therefore to make the training session effective through application of different technical skills is mandatory to consider the basic practical equipment s, as a result the following list of materials are the most important part of successful practice(training).

Example:

***Field of play:*** according to Frank F Diclemente (1995:8) the football /soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards, the maximum of length 120 and the minimum of length 110 yards.

In other word foundation soccer coaching Manuel (2008:198) that; the field play must be rectangular, its length cannot be more than 130 yards no less than 100 yards. One goal must be a colored at each end of the field .the field with equal area, penalty area, penalty spot, arc, corner arc, corner area, goal area, touch line, half way line, and center circle.

**Soccer ball:** - the official vs. youth soccer coaching manual (2002:19) suggest that every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time learning and mastering football skill require touching the ball. However players have practice only for limited time each week ;they need maximize the amount of ball touch per practice when each has his /her own ball ,more can be working on individual skill can given time .

**Practice bib:-** when running practice session ,a coach will often need to break his/ her team in to small group or into separate team for scrimmaging ,the player should wear different colored shirts to eliminate confusion .a team should have at least as many practice bibs as it have player on team .for example ,when coaching a team of sixteen player ,you have sixteen bibs , eight of one color and eight of another color.

**Football shoes:-** As Adrian Loes(1996:141) explain that atypical football shoes is one which is made from leather and cut blow the ankle and with hard out sole to which studs are attached.

**Shirts and Shorts:-** player need to have uniform shirts and shorts to play football game or during practice of football. Furthermore, the Official U.S. Youth Soccer (football coaching manual (2002:22) suggests that uniform shirt and short should be made in the way that they are suitable (helpful to protect from direct sun, in cold situation).

## **2.5. Characteristics of Modern Football**

As defined by Dewitt J. (2011:54) Football (soccer) is a ball game played between two team of eleven (11) players each attempting to win by scoring more goals than their opponent. A goal results when the ball passes over the goal line between the goal posts and under the cross bar. This game is the most widely played and watched team sport in the world. In relation to this idea as stated in (<http://www.wordiq.com>....) a survey conducted Federation International Football

Association (FIFA); Sport governing body, published in the spring of 2001. Over two hundred fourteen (214) million people regularly play football in more than two hundred (200) countries in the every part of the world. In this regard Reilly

T. (1996:1) expresses that; football is the world's most popular form of sport being played in every nation without exception. Thus, the characteristics of football game and its rule have a great role for the popularity and developments of modern football throughout the world.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1. Study Design**

The study was designed to assess the effect of practical session program on third year sport science female students in football kicking and dribbling skills in the case of Wolkite University. For these effects, descriptive survey method was employed to identify the effect of practical session program. This method is selected because it is help full to identify present condition and point to present needs, immediate status of phenomena fact finding

#### **3.2. Study Area**

The study was conducted in Gubre town, GurageZone, SNNPR state located at 157 km South-West of Addis Ababa, Ethiopia. The geographic location of the Town is 8°7'N longitude 37°56'E latitude. The town is found in area of average altitude 2130-2164 meters above sea level. The mean annual temperature ranges from 14°C-20°C and the total rainfall ranges from 700ml - 1000ml. The physical condition and variation in altitude have resulted in great diversity of climates, soil and vegetation which in turn causes the evolution of different plant species with large diversity (GZSEP), 2009.

#### **3.3. Target population**

The population of the study contains total number of third year sport science football elective which contains twelve (12) students. From this seven (7) are male and five (5) are female.

#### **3.4. Sources of Data**

The researcher used both primary and secondary sources of data according to the nature of the study. The primary data were taken from questionnaire, pre-post test (check list) measurements in the field throughout the session program (days, months). The related supportive data were obtained from different secondary sources such as different documents, like books, journals, Internet sources to get relevant and sufficient information regarding the study area.

### **3.5. Sampling Technique and Sampling Size**

Simple random sampling technique was used to select the subject of the study. Researcher was randomly selected twelve (12) students from twenty eight (28) students of third year sport science football elective in Wolkite University. Sampling size was used all football elective of third year sport science in Wolkite university. Therefore the study also, used purposive sampling technique because the number of people that have expertise in the area of research is limited.

### **3.6. Data Collection Tools (Instruments)**

The researchers used different type of data gathering instruments since they conduct their studies. In order to collect the data necessary for analysis, the researcher used Questionnaire, Interview and check list.

#### **3.6.1. Interview**

The second type of data collection instrument that the researcher used to collect information is an Interview. The researcher used two type of interview since conduct his study. These include structured interview also known as” formal interview “which contains closed-ended questions and un structured interview also known as “informal interview” which contains open-ended questions. However the researchers used mainly used structured interview in order to get detail information during his study. Interview guide has been prepared conducted in order to gained information about availability of facilities, equipment and qualification level of teachers.

#### **3.6.2. Check List**

This help to ensure consistency and completeness in carrying out the task. The use of to do the check list is focusing on what needs to be done and accomplish a greater number of activities. As a result the researcher made one check list based on the performance of the participants towards football skills. This check list was used to check the performance of participants before participating on practical activities and after they participate on practical activities. Totally the researcher takes ten (10) participants in his check list and try to put his check list in the form of table.

Table 1. Shows performance of participants in football skills in 25 minutes before and after practical activities

	<i>Skill</i>	<i>Accurate</i>	<i>In Accurate</i>	time in minute	Distance covered in (m)	Remark based on accurate skill			
						Excellent	V. good	Good	Poor
Before start to participating on practical program.	<i>Kicking</i>	5	10	25	15	>10 ac	>8 ac	>6ac	<5ac
	<i>Dribbling</i>	3	9	25	15	>8ac	>6ac	>5ac	<4ac
	<i>Passing</i>	4	9	25	15	>9ac	>7ac	>4ac	<4ac
After they start to participating on practical program	<i>Kicking</i>	12	5	25	20	>10	>8	>6ac	<5ac
	<i>Dribbling</i>	10	3	25	20	>8ac	>6ac	>5ac	<4ac
	<i>Passing</i>	10	5	25	20	>9ac	>7ac	>4ac	<4ac

The above table shows that participants have an excellent and good performance after they start to Participating on practical activities. From this the researcher tried to conclude that practical activities are required in improving the performance or skill of participants throughout the practical session of football.

### **3.7. Procedure of the study**

After designing the research instruments (that means Questionnaire, Interview and Check List) the research sites and sample size of the participants were identified. And the researcher motioned on the above data collection. First, the researcher was preparing the question and distribute, second data gathered computed in table and percentages and comparing all the steps in the way that the researcher was interpret by the findings.

### **3.8. Method of Data Analysis**

The result of data collected through questionnaire, interview and check list have been processed, analyzed and interpreted by using tables, percentage and descriptive statements and secondary data were expressed separately using percentage and frequency method. Interpreted data have been summarized, concluded and recommended based on data obtained.

## CHAPTER FOUR

### 4. ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analyze and interpretation of the responses collected from third year sport science football elective female students in Wolkite University. The data are presented in the form of table, analyzed using percentage and textual description. To enrich and supplement the information the researcher was used the data collected through questionnaire, interview and check list. Responses on the respondent's age and sex were summarized in the table 2. as follow:

Table 2. Back Ground information of Respondents

No.	Item	Alternative	No. Respondent	Percentage
1	Age	18-20	4	40%
		21-23	6	60%
		>24	-	-
	Total		10	100%
2	Sex	Female	10	100%
		Male	-	-
	Total		10	100%

As the above Table: 2 show that, 4(40%) respondents were found between the age of 18-20 while 6(60%) of the respondents were found between the age of 21-23 and there are no respondents whose their ages were greater than (>24). concerning their sex 10(100%) of the respondents were female. From this table we can understand themajority of the respondents were found at the age between 21-13 or found at the young age.

#### 4.1. Analysis of Student's Respond on Closed- ended Question

Table 3. Responses on teacher's activities

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
1	Does your teacher explain about the effect dribbling and kicking of football before starting the main activities?	Yes	10	100%
		No	-	-
	Total		10	100

As above table: 3 shows 10(100) of respondents said that their teacher explain the effect of kicking and dribbling before starting the main activities of football skills. From this data the researcher analyzed that, explaining the effect of dribbling and kicking skill of football before starting the main activities is an important method which is used for ready to the next task or activities.

Table 4. Responses on duration of time to wards discussing of football

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
2	If your answer for question number one is "yes" for how long you discuss about the effect of kicking and dribbling of football?	Five minute	2	20%
		Ten minute	7	70%
		More than ten minute	1	10%
	Total		10	100%

As the above table: 4 shows 2(20%) of the respondents replied that, they were discussing on the effect kicking and dribbling of football for five minutes, 7(70%) of them said that, they were discussing on the effect of kicking and dribbling of football for ten minutes and 1(10%) replied that they were discussing on the effects for more than ten minutes. This indicates that majority of the respondents were replied that they were discussing on the effects of football skills for ten

minutes. From this the researchers analyzed that, the time to discuss on the effects of kicking and dribbling of football is not a great enough so that, the value obtained also low.

**Table 5.** Responses on the availabilities of facilities

No.	Item	Responses		
		Alternative	No. Respondents	Percentage
3	Do you think that your departments provide necessary material or equipments which help you perform your skill well?	Alternative		
		Yes	6	60%
		No	4	40%
	Total		10	100%

The data available in table: 5 shows, the responses on the availabilities of equipments and facilities. According to, 6(60%) of respondents have responded that their department provides necessary material and equipments to perform their skills and the rest of 4(40%) replied that their departments does not provides necessary material and equipment's which help them to perform their skills well. This shows that majority of the respondents were replied that their department provide the necessary materials and equipment's to perform their skill well.

**Table 6.** Responses on Teachers Behavior

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
4	Does your teacher encourage and motivate students during practical session of football?	Alternative		
		Yes	9	90%
		No	1	10%
	Total		10	100%

As depicted in table: 6, 9 (90%) of the respondents were answered "yes" and the rest 1(10%) of the respondents replied "No". This indicates that majority of the respondents responded that the teacher encourage his/her students during practical session of football. From this value the researcher analyzed that, motivating and encouraging students during the practical session of football is promoting the athlete's skill towards football.

Table 7. Responses on the interest of participants.

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
5	Do you have an interest to learn or doing the skill of kicking and dribbling of football?	Yes	10	100%
		No	-	-
		Total	10	100%

As table: 7 shows, 10(100%) of the respondents have an interest to learn and doing the skill of dribbling and kicking skill of football and there is no respondents that replied “No.” This indicates that all the participants have an interest to learn and doing the skill of kicking and dribbling of football.

Table 8. Responses on the length of days to practice.

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
6	If your answer for question number 5 is “yes”, for how many days did you practice the skill of kicking and dribbling of football?	Four days	-	-
		Three days	5	50%
		Two days	5	50%
		Total	10	100%

Table: 8 presents that, 5(50%) of the respondents replied that they practice the skill of kicking and dribbling of football for three days per week, 5(50%) of the respondents were replied that they practice the skill of kicking and dribbling offootball for two days per week. This shows that equal number of the respondents replied that, they were practice the skill of kicking and dribbling of football in days per week.

Table 9. Responses on practical program of student.

No.	Item	Response		
		Alternative	No. Respondent	Percentage
7	Do you have your own extra practice program?	Yes	7	70%
		No	3	30%
		Total	10	100%

As shown above table: 9, 7(70%) of the respondents replied that they have their own extra practical program and also 3(30%) of the respondents replied that they have no their own extra practical program. This shows that most participants have their own practical program. From this data the researcher interpreted or analyzed that, having own extra practical program is essential in improving and enhancing the performance of the athletes towards football skill.

Table 10. Responses on length of days per week.

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
8	If your answer for question number 7 is “yes” how many days per week you practice?	Two days	3	30%
		Three days	1	10%
		>three days	3	30%
		Have no practical program	3	30%
		Total	10	100%

As indicated in Table :10, 3(30%) of the respondents replied that they were doing their own practice two days per week, 1(10%) of the respondents replied that they were doing their own practice three days per week and 3(30%) of the respondents replied their responses that they were doing their own practice three days per week. And the rest 3(30%) of the respondent have no their own practical program. This table shows majority of the respondents have their own practical program. Therefore from this value the researcher analyzed that, having own extra practical program can help to develop the practical performance (skill) of the player.

Table 11. Responses on method that teacher used during teaching the skill of football.

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
9	Does your teacher use simple practical method to teach the kicking dribbling skill of football?	Yes	7	70%
		No	3	30%
	Total		10	100%

Table: 11 shows that 7(70%) of the respondent replied that their teacher use simple training method to teach the skill of kicking and dribbling of football. The other 3(30%) of the respondents replied that their teacher does not use simple practical method during teaching the skill of football. As the above table shows majority of the respondents were responds that their teacher use simple practical method to teach the skill of football. Based on this the researcher analyzed that, the teacher use simple practical method as a result the students can simply adapt and doing the skill.

Table 12. Responses on Environmental factor

No.	Item	Responses		
		Alternative	No. Respondent	percentage
10	Does the environmental factor have an effect on your skill of kicking and dribbling towards football?	Yes	7	70%
		No	3	30%
	Total		10	100%

The above table: 12 shows that 7(70%) of the respondents replied that the environment has an effect on towards their football skill whereas 3(30%) of the respondents replied that the environment has no effect on their skill. As this table shows majority of the respondents were replied that the environment has an effect towards football. From this value the researcher analyzed that; environment has a major effect on the performance of an athlete throughout performing their skills.

Table 13. Responses on availability of field.

No.	Item	Response		
		Alternative	No. Respondent	Percentage
11	Is there comfortable field during practical class of football?	Yes	8	80%
		No	2	20%
	Total		10	100%

As indicated in the above table: 13, 8(80%) of the students says “yes “and 2(20%) of the respondents says “No”. This shows that the majority of the respondents replied that there is a comfortable field during the practical class of football.

Table 14. Responses on effect of psychological factor towards the skill of football

No.	Item	Responses		
		Alternative	No. Respondent	Percentage
12	Does the psychological factor have an effect on your level of kicking and dribbling of football?	Yes	6	60%
		No	4	40%
	Total		10	100%

As indicated in the table: 14 6(60%) of the respondents replied that the psychological factor has an effect on the level of their kicking and dribbling of football, whereas the rest

4(40%) of the respondents replied that the psychological factor has no effect on their level of kicking and dribbling of football. This shows that majority of the respondents replied that the psychological factor has an effect on their skills. Based on this the researcher analyzed that, the psychological factor has an effect toward the skill of football; therefore the psychological factor should be taken into account towards the football skill.

#### 4.2. Analysis of Student's Response on Open-ended question

13. How often your teachers provide demonstration during the practical session?

The respondent responds the following answers.

- ✓ Always more than two hours
- ✓ Some times for one hour
- ✓ Rarely

14. What are the environmental factor that affects your skills towards football?

The respondents responded the following factors

- ❖ Air condition like temperature, wind
- ❖ Whether like climates
- ❖ The field of play

15. What is your teacher's ability towards teaching of practical session of football?

The respondent responds the following responses:-

- High
- Medium
- Low

#### 4.3. Analysis of teacher's responses on interview.

Back Ground information of the teacher.

Table 15. Response on age, sex marital statues and educational level or qualification summarized

No.	Item	
1	Age	26-30
2	Sex	Male
3	Marital statues	Unmarried
4	Educational level	Masters in spsc

As above table: 15 the teacher found between age of 26-30 and concerning on the marital statuses he is unmarried and his educational level is masters in sport in sport science. From this we can conclude that the teacher found in the young age.

### **1. Do you think that the playing (training) field is suitable for practice of football?**

Concerning this interview the teacher responds that “No”. Because the department has its own playing (training) field, but the field is not suitable to apply or practice all skill of football and also it is not standardized and has many scarcities. As a result it is difficult to perform (practice) football skill well. From this value the researcher analyzed that, the training field is not comfortable to perform football skill and the students interest towards football training is low.

### **2.What are the different factors that affect student’s skill towards football training?**

Regarding this interview the teacher responds the following responses:-

- ❖ Low availabilities of facilities and equipments.
- ❖ Lack of knowledge and training experiences
- ❖ Gender difference
- ❖ Environmental factor
- ❖ Psychological factor and etc

Based on this responses the researcher analyzed that, there were a variety of factor that affect (influence) students skill towards football training and these factor may decrease the performance of participants during practice of football and also during the game. Example on training experience factor, it possible to analyze that, experienced player (students) can perform the skill well, while those non-experienced participants cannot perform the skill well.

### **3.Do you give emphasis to practical and class room activities when you give (allot)football schedule for students?**

Concerning this interview the teacher responds that “yes” I gave a great emphasis on all practical class and class room activities depending on student’s interest, but there is a gap between practical class and class room activities. Also he responds, that he give emphasis step by step on methods, means and organization of practical session. Based on this ideas the researcher

analyzed that, emphasis is placed on skill development, knowledge of rule and basic game strategy and up on completion, students should be able to participate in both class and practical activities, because theoretical and practical application used in the development of students towards football skill.

**4. Do you think that availability of equipments and facilities increase or decrease your interest during practical session of football?**

Regarding this interview the teacher responds “yes” Because, during the practical session if there is enough facilities and equipments the students can perform the skill well, this may increase the teacher’s interest during the football training. On the other hand where there is no suitable facility and equipments it is difficult to teach the students and it is impossible to perform the skill well. As a result the teacher’s interest to teach the skill may be reduced and make the training session is boring. From this the researcher that, availabilities of facilities and equipments were a great effect on increasing or decreasing the teacher interest during practical session.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with an overview of the purpose and procedure of the study finding conclusion and recommendation forwarded.

#### 5.1. Summary

The purpose of this study was assessing the effect of practical session program on third year sport science female students in Wolkite University. In this study all possible effort were made to get the most probable answer to the basic question by making strong related literature, collecting relevant information questionnaires, interview and check list.

To this end the study has the following specific objectives.

- ✓ To assess and evaluate the practice of football.
- ✓ To assess the availabilities of facilities and equipments.

The study tried to assess the following basic question.

- What are the factors which challenge in conducting practical session of football?
- Are the facilities and equipments are available to conduct (run) practical session of football?
- What are the main problem of practical class technique and learning process of sport science third year female students towards football skill?
- What are the effects of practical session that contribute for the improvements of football related skill to Wolkite University female football players?

The study employed descriptive method, relevant literature were reviewed and data collecting instrument were designed and used to collect information from different sources. The researcher used questionnaire as a dominant data collection tools in this study and tried to analyzed through table and percentage.

## **5.2. Conclusion**

With the possible limitation of the study, the following conclusions were made. The existence of unfavorable condition as well as shortage of facilities like playing field, portable goal and etc were the main factor that affect the training session.

The practice greatly evoked, The University female soccer players kicking and dribbling skill performance by increasing their abilities for a distance .The program has also shown significant change in improving the selected variables of football skills. The main goal of practical session of football should be for the development of the skill of the players. The study has indicated that the training session going with problem of lack of appropriate facilities and equipment's. Thus, the practical session such as technical abilities and relevant skill developments with varies training are a negative effect on the success of the practical football .

## **5.3. Recommendation**

Based on the conclusion derived from the finding of data analyzed, the following recommendations are forwarded as a possible way of the problem observed.

- Any training can be successful and effective if it supported with appropriate facilities and equipments. Example ,if every player have a ball to use at every practice some can be engaged in play as same time .This also help to improve different skills of football Therefore ,the department head or teachers group should give emphasis to their students to accommodate and supply facilities and equipments .
- To enhance the student's skill, might be given to the importance of the teaching materials, giving opportunities for the students practice bay themselves. For this reason the purpose of the writer of this paper would like to recommend to the department should be provide sufficient materials for students and should be motivate them to practice and develop their skill .
- The time allowed for practical class of football is not enough .Therefore; the writers of this study would like to recommend that the department give great emphasis on the period and increase the practical class that corresponds to the student's number.

- The students should be give constructive feed back by making positive comment on their activities, by doing so the teachers can arouse their students attitude positively forwarded to the football skills.
- More ever, student's interest may be motivated to best in the kicking and dribbling if the university provides enough equipment for them.
- It is very important for teacher to address their students need while they identifying and addressing students need and interests may help to promote the students attitude positively and also motivate them to participate actively in football skills.
- The teacher would be an up grading practice to solve the real problem of the students experience and students need to be informed that more they involve in practical exercise, the better will be their healthy condition.
- The teacher also be motivate the students by modifying the method, means and organization of the practical session and the students should be use sufficient facilities and equipments with effective teaching.

## 6. References

Australian Football Federation,(2014)

Dewitt John, (2001), Coaching Girls Soccer. Three river press, New York.

FFA'S Coaching Philosophy,(2015).

FIFA Coaching Manual, (2004:14).

Foundation of Coaching Manual, (2008).

Frank F. Declement (1955), Soccer illustrated. A.S.Barnes and company, Inc.

Honey Bourne et.al, (2000:22).

Http: LL [WWW.Football](http://www.footballaustralia.com.au) Australia.com. AU/Get involved coaching Resources.

International DFB-Coaching course manual (B.License, 2008:22).

John H, Helen M, and Michael H, (2008).Advanced physical Education and sport, Stanley Thrones (publisher) Ltd.

John Smith-B License, (2012).

Official U.S. Youth Soccer (Football coaching manual 2002:2).

Official VS.Youth Soccer Coaching manual (2002:19).

Raymond Verheijen,(2016).Adrian Lose,(1996:141)

Reilly, T. (1996).Science and Soccer. Liverpool John Moors University, UK.

U.S soccer coaching Manual (2010).

United State Soccer Federation (USSF) Coaches Manual,(1973).

Windom and Dampen (2004). Football Performance-with specific Reference to the National Team.