WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

MAJOR FACTOR AFFECTING TRAINEES PERFORMANCE ON FOOT BALL COACHING IN WOLKITE UNIVERSITY THE CASE OF SPORT SCIENCE DEPARTMENT

SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF BACHELOR DEGREE IN SPORT SCIENCE

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MAJOR FACTOR AFFECTING TRAINEES PERFORMANCE ON FOOT BALL COACHING IN WOLKITE UNIVERSITY THE CASE OF SPORT SCIENCE DEPARTMENT....1
SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF BACHELOR DEGREE IN SPORT SCIENCE....1
AKNOWLEDGMENT....1
List of Tables....3
ABSTRACT....3
CHAPTER-ONE....4
INTRODUCTION....4
1.1 Background of the Study....4
1.2 Statement of the Problem....4
1.3 Research questions....4
1.4Objectives of the Study....4
1.4.1. General objective....5
1.4.2. Specific objectives....5
1.5 Significance of the Study....5
1.6 Delimitation of the Study....5
1.7 Limitation of the study....5
1.8 Operational and definition....5
1.9 Organization of the research....5
CHAPTER TWO....6
2. REVIEW OF RELATED LITERATURE....6
2.1 Teacher and Student Roles in Sport Education....6
2.2 A Philosophy for coaching football....6
2.3 Sport....6
2.4 Sport Coaching....6
2.5 The role of the coach....7
2.6 Physical Education....7
2.6.1 The importance of adult role models....7
2.7. Factors Related in Sport Coaching....7
2.7.1 Cultural and Religious Barriers....7
2.7.2 Motivation....7

2.7.3 Disparities in Rewards....8
2.7.4 Confidence....8
CHAPTER THREE....8
3. METHODOLOGICAL ANALYSIS....8
3.1 Research Design....8
3.2 Type and Source of Data....8
3.3 Samples, Sample Size and Sampling Procedure....8
3.4 Data Gathering Tools....8
3.5 Method of Data Analysis....9
CHAPTER FOUR....9
4. DATA ANALYSIS AND PRESENTATION....9
4.1. Analysis and Data Organization, Interpretation....9
This part of the research deals with quantitative and qualitative interpretation of data collected through questionnaires. The data were collected from students and their teachers in Wolkite University Sport science department. The data collected were analysed in table form. The data were collected from the total of 17 students and 1football teacher. . .9
4.2. Analysis of students for open ended Questions....15
4.3. Analysis of response from teacher questionnaires....15
CHAPTER-FIVE....17
5. SUMMERY, CONCLUION AND RECOMMENDATIONS....17
5.1 SUMMARY....17
5.2 Conclusion....17
REFERENCES....19
APPENDIX- 1....20
APPENDIX-2....22

List of Tables

:personal characteristics of teacher……..24
Table15:doyou motivation the trainees……24

ABSTRACT

The main objective of this study was to describe the major factor affecting football coaching in Wolkite University and in related with this, the researchers also tried to access the available of different facilities and equipment to football coaching trainees and it needed motivation. some barriers that affected the develop of the trainees performance .in order to conduct the study, the researcher employ both qualitative and quantitative research design. primary data source were employ and the primary data source include: questioners. in order to collect the information about major factor that affecting football coaching trainees performance. The result of the study had various significance; some of them are the following those who are concerned development

provide awareness about the problem and provide basic information to use to design strategies to take action to reduce the problem.

CHAPTER-ONE

INTRODUCTION

1.1 Background of the Study

The most important successful factor of a coach was to help clubs (athletics, football, volleyball, gymnastic ...etc.) to improve their performance skill in a wide range of tasks from sequential development and mastery of basic skills, to the more specialized physical, technical, tactical and psychological preparation. Effective coaching behavior varies across specific contexts as the characteristics of clubs and the prescribed situation change. The context of the sport situation and characteristics of the coach dictate appropriate leadership behavior. To achieve improvement in each club performance, it may be necessary for the coach to engage in coaching behaviors to which their club was receptive.

Sport coaching comes with its own risks. Because assessments of coaching practices are subject to the influence and control of predominantly teachers and officials, there can be a risk for sport science students' performance. Educational policies, curriculums and procedures to motivate sport science student's performance on assessment of coaching practices and to ensure them has safe spaces in which to train practically, participate and compete are critical.

A student's performance on assessment of coaching practices the chance to be leaders, improve their confidence, increase their self-awareness and strengthen their capacities in terms of decision-making, critical thinking and a number of initiatives was being implemented to give sport science negotiating.

Positive role model was recognized as an important way to increase participation of sport science students in performance on assessment of coaching Practices. Long-term mentorship is also important, as the encouragement and moral support offered through such relationships are key factors in providing an enabling environment for increased participation in this area.

Sport are an integral part of the culture of almost every nation. However, its use to promote sport science students was often overlooked because performing coaching assessment is not universally perceived as a suitable or desirable pursuit for sport science students. Existing social constructs of masculinity and educational curriculum or socially accepted ways of expressing what it means to be a sport science student or officials in a particular socio-cultural context play a key role in determining access, levels of participation, and benefits from sport.

But when we see the numbers of sport science students in the university play a great role the movement sport in the school and participation in university sport competition. No more sport science students as sport a coach in Wolkite University. Thus this research intended to assess and investigate major factors affecting sport science students toward football coaching in Wolkite University.

1.2 Statement of the Problem

In Wolkite University there are different sport teams in department and college level, all teams have their own coaches but no one sport science student participated on performance of assessment of coaching practices. All participants on assessment of coaching practices are teachers and officials.

There are 2 elective coaching course trainees in the Wolkite University department of sport

science. This department has 12 males and 5 female's student as elective football all coaches the team in round. Therefore, this study is focusing on major factors affecting trainees' performance on football elective coaching course trainees of 3rd year students of sport science in Wolkite University.

1.3 Research questions

1. What is major factor are affecting coaching competence in Wolkite university
2. What are the contribution of teacher in order to promote skill and experienceof student in football coaching
3. What is sport policy and educational curriculum of the countries?

1.4Objectives of the Study

1.4.1. General objective

To identify major factors affecting trainee's performance on football coaching practice in Wolkite University.

1.4.2. Specific objectives

1.To identify the challenge that face during practice of football coaching

2.To determine the factor that influence student coaches on football coaching practice.

3.To assess sport policy and equational curriculum of countries

1.5 Significance of the Study

This study has high importance for different reason, firstly to indicate the present status of our countries sport science students in sport coaching position especially department of Sport science of Wolkite University. Besides, it shows majorfactors that affecting sport science students become not to be football coaching position, ithasbeen given for hint sport science students can be a sport coaching. This study also hashelp other researchers to conduct further study on factors that affect sport science students to be sport coaching practice in Wolkite University 3rd year sport science students.

1.6 Delimitation of the Study

The study was conducted in SNNPR Region Wolkite University.it 168KMfrom Adissabeba.the study is in wolkite university main campus and it is fair 12 KM from wolkite city. The study is focus on major factor affecting football coaching trainees.

1.7 Limitation of the study

- ❖ Lack of reference

- Lack of finance
- Some student were not interested to give information
- Shortage of time

1.8 Operational and definition

The football player to the effective, who need to be able to demonstrate a wide range of fitness components.

Speed: football shoot result in very fast ball speed,to player also need to be quick to get to the right position to return to pass the ball.(www.Brain Mac sport coach)

Agility: agility is the ability to move your body quickly and efficiently in to position of your choosing.(www two athletes

Endurance: football court are usually played for 90 minute so endurance is important for football player.

Coordination: is the ability to use the sense of together with body part during movement.

Balance : is the ability to control or stabilize the body when aperson is standing still or moving.

1.9 Organization of the research

This study organized in five chapters, chapter one is about the problems its approach. Back ground of the problem, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation of the study and definition of key terms with dealt here chapter two was about review of related literature. Chapter three include study design and methodology of the researcher chapter four deals with the analysis of data and presentation and finally chapter deals with summery, conclusion and recommendation

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The purpose of this chapter are to explain the concepts of coaching, philosophy of coaching, and the role of the coach and to give a clear understanding of a major factor that affects football elective course coaching performance towards sport coaching position. This literature study

forms a fundamental and integrated part of planning and understanding of the research project. A literature review may disclose that somebody else has already preformed essentially the same research.

2.1 Teacher and Student Roles in Sport Education

The role of the teacher in the Sport Education model are to facilitate and guide the class *(Hastie, 2003). Studentsenga*

ge in active roles in which they are highly responsible for class decisions. Collaboration with classmates and teammates provides an authentic sport experience m which students must cooperate, set goals, reach group decisions, and implement ideas, promoting experiential and generalize able learning. Teachers must structure and extensively plan, using a variety and mix of instructional strategies.

Strategies typically used in the Sport Education Model include Direct Instruction; Peer Teaching; Cooperative Learning (Metzler, 2000); and other instructional models, such as Teaching Games for Understanding (Bennett and Hastie, 1997). Metzler (2000) identifies that direct instruction are used by the teacher to prepare students for duty roles. The teacher presents information such as responsibilities and expectations for each role to guide student in their under taking. Peer teaching was seen during practice sessions when student coaches, who are typically higher-skilled, engage in instruction and help teammates who are typically lower-skilled. As team members reach points during the season in which decisions must be made, players must collaborate to make choices that are in the best interest of the group. Students engage in this cooperative style learning to experience democracy, loam about new perspectives. *(Canada sport Feb, 2006)*

2.2 A Philosophy for coaching football

School coaching may be the most special and important profession anyone can choose. Thisis because the young men and women who participate in department sports are often influenced tremendously by their football team experience. As a coach, you have an opportunity to cultivate both their emotional and physical development. The path to coaching success begins with defining a philosophy to guide your efforts.(*FFA Coaching philosophy,(2015)*

The two most important considerations in developing a personal coaching philosophy are your coaching objectives and your coaching style. Your coaching objectives could include improving your win/loss record, winning your league title, being one of the top teams in the California

Interscholastic Federation (CIF), showing significant individual and team improvement, making your program fun for your football team, or teaching your football team to compete well. School coaches often believe their first responsibility was to produce winning teams. However, winning should not be the single measure of success for you or your football teams. An overemphasis on winning can cause negative responses in young football teams such as anxiety, fear of failure, reduced self-esteem, and a loss of motivation. This is not to say that winning is not an important objective. Winning is important! But for school sports to bring out the best in young football teams, coaches *(FIFA Coaching manual(,2004:14)*

Your coaching success should be defined and measured in a variety of ways other than your state ranking, win/loss record, or place in your league. The number of football team you attract to your program, your football teams' enthusiasm for volleyball, the improvement your team shows through the course of the season both on the court and in the classroom, and the amount of parental/community/school interest and support you generate for your program are equally important measures of success. Winning the majority of your matches does not necessarily mean you are a good leader and role model for your football team. You must keep winning in proper perspective. As a coach, your actions speak louder than your words, especially during competition. You must each respect the rules, your opponents, and the judgment and integrity of officials by the example of your behavior. *(Soccer coachingmanual 2008)*

2.3 Sport

Sport is a healthy leisure activity that gives participants a chance to experience enjoyment and competition and acquire positive outcomes such as enhanced physical and mental health, challenge, social interactions, skill enhancement and physical development. Involvement in sport is considered an important 'character builder' for participants. Through participation, individuals can have fun and enjoyment, learn and develop life skills, make new friends and experience sport in a way that will enhance their personal growth throughout the course of their lives. These benefits will occur through a positive approach to sport that places the needs of the individual first and winning and competition second. One suggested way of pursuing such benefits is through a multi-sport approach*(.Michael H (2008).Stanley Thrones)*

Participation in youth sport can enhance academic performance and reduce school dropout, and can be positively correlated with educational attainment and adult career achievements. To be effective, however, programmers should provide opportunities for youth participation in and

leadership of activities that emphasis the development of life skills within the context of a sustained and caring adult-youth relationship.

Competition can be an attractive dimension of continued involvement in sport and physical activity. While striving for success and maximizing potential is pursued through involvement in sport and physical activity, sport tends to provide a more structured approach to competition. Sport can accommodate those who wish to pursue a level of excellence within a particular sporting activity. UNHCR (2005)

2.4 Sport Coaching

In sport, a coach is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sports people. This type of coach gets involved in all the aspects of the sport, including physical and mental player development. Sports coaches train, develop and mentor their football team to become better at the physical components of the game. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled football team. Combining these aspects of the sport, the coach is accountable for the overall performance and results of the team or player. (Dweck and Leggett, 1988).

2.5 The role of the coach

Being the primary societal institution with responsibility for promoting physical activity in young people, school physical education has the potential to be a powerful force against sedentary lifestyles: 'The potential of PE to reach virtually all children makes it a uniquely important resource. Sports coaches assist football elective course trainer in developing to their full potential. They are responsible for training football elective course trainer in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement. But you are also responsible for the guidance of the football elective course trainer in life and their chosen sport.(*christopher cushion et al(2010) coach learning and development)*

Therefore, role of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the fountain of all knowledge *(.porac(2000)*

In relation to sports, the role of the coach is to create the right conditions for learning to happen and to find ways of motivating the football elective course trainer. Most football elective course trainer is highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The coach wasneeded to be able to:

- Assist football elective course trainer to prepare training programs,
- Communicate effectively with football elective course trainer
- Assist football elective course trainer to develop new skills,
- Use evaluation tests to monitor training progress and
- Predict performance.

2.6 Physical Education

2.6.1 The importance of adult role models

Parents are critical in providing support and guidance to young people, however, extended family members, teachers and other individuals also have a role to play. Most successful Sport for Development and Peace projects point to the influential role of skilled, enthusiastic sport teachers, coaches and football role models. Through their actions and words, these people inspire and guide the children and youth around them. Where children and youth are orphaned, separated from their families, or experience family abuse, this role becomes even more important. Consistent, positive emotional relations with a caring adult is a significant protective Especially important, in this regard, is the Primary/Elementary phase of schooling, which has the advantages of relatively high engagement in physical education lessons. And student who are curious about their bodies and receptive to health information. Whilst the amount of actual activity experienced during many physical education lessons is probably inadequate to deliver health outcomes, physical education is well placed to facilitate the development of a foundation of movement skills and positive attitudes towards recreational physical activities which are likely to positively contribute to health*(.johnH,Helen M,and Michael H(2008)*

It ought to be stressed that physical education lessons do not necessarily promote physical activity in children. Indeed, there is evidence that inappropriate provision can disaffect some students, especially girls. In many settings, a narrow curriculum, dominated too heavily by competitive team games, fails to address the needs and interests of the whole school population, and does not transfer well to out-of-school and adult sporting participation. Many girls reject an overly competitive teaching climate, even the very able and physically active, and prefer individual, creative or co-operative activities. The outcome are often that, whilst positive physical education experiences are highly supportive of lifelong physical activity habits, inappropriate provision can actually harm such healthy practice. Nevertheless, it needs to be

acknowledged that schools and, especially physical education, continue to be vital factors potentially supportive of sporting and physical activities. Evidence from many countries around the world of reduced curriculum time and facilities, therefore, is serious cause for concern. *(united nations education, scientific and cultural organization (1978).*

2.7. Factors Related in Sport Coaching

2.7.1 Cultural and Religious Barriers

It should be noted that now cheer leaders have become acrobatic specialists, participating in their own sport of cheerleading. This has become one of the most (Higgs, *et al*., 2003; Eastman and Billings, 1999).

Factor and helps build resilience, enabling children and youth to better manage the challenges in their lives. Research on youth participation in criminal gangs has shown that lack of a positive adult role model is the best predictor of gang membership and a key differentiating factor between gang and non-gang members. This highlights the critical importance of positive adult role models in the lives of youth. Play is one of the most important ways that young people learn how to interact socially and to resolve differences among peers fairly. Adult's coaches, teachers, mentors or others in authority play a key role in the assessment of coaching performance, because students can learn by copying their actions and behavior. The actions of adults carry greater significance than the words they speak. Character, notions of fair play, and morals are learned by youth when the goals, attitudes and behavior of the coach or teacher, and therefore the sport program, are moral.*http:www .tandf.com.uk/journal*

Coaches, coaching assessment teachers and physical education teachers need to embrace the best values of sport and consciously work to instill these in the students they work with. To do this effectively, they need to understand the different developmental stages of students and youth. Then activities, discussions and teaching methods can be age-appropriate and responsive to the participants. Sound sport knowledge and good teaching skills are also important to ensure the quality of the sport, coaching assessment and the learning experience. Most importantly, instructors must respect the individuality of participants, include everyone, engage in self-reflection and improvement and, above all, care for them. *(Bonn 2002)*

2.7.2 Motivation

Research in sport and physical education has shown that intrinsic motivation is positively related to students feeling less bored, reporting greater self-effort, and being more intent on future

participation in physical activity. As such, fostering tasks in physical education that increase student perceptions of optimal challenge, personal control, and self-competence will enhance intrinsic motivation and develop a number of positive adaptive student motivational responses.

During the last two decades, researchers have employed achievement goal theory to explain student motivational responses to learning, such as enjoyment and effort (Nicholls, 1989). Those using this perspective are concerned with reasons for motivated behavior (Chen, 2001). Two primary achievement goals have been identified in student motivated behaviors. The first goal is to demonstrate superior ability relative to peers; it is called ego goal orientation. The other goal is to develop self-referenced competence or gain mastery of a task; it is labeled task goal orientation (Dweck and Leggett, 1988). Research in the physical education domain (Treasure and Roberts, 2001) has shown that the two goal orientations relate to different behavioral and affective student motivational responses, such as choice of task difficulty, satisfaction, and enjoyment. Students with a high task orientation use individual improvement and effort to define success. They choose challenging tasks and report higher levels of enjoyment. In contrast, students with a high ego orientation tend to avoid learning difficult tasks, which might jeopardize their normative conceptions of ability. They attribute success or failure to normative ability. Achievement goal orientations are purported to explain student motivation at the individual level. At the situational level, achievement goal theorists (Ames, 1992) have suggested that students may perceive different instructional structures as fostering different achievement goals. Epstein (1989) coined the acronym target to represent six structures of the achievement context which influence student motivation in the classroom: Task, Authority, Reward, Grouping, Evaluation, and Time. Ames contended that the way teachers operationalize these structures determines, to a great extent, children’s motivational responses. For example, an instructional structure that offers task variety, involves students in the decision-making, promotes work in mixed-ability groups, and emphasizes self-referenced criteria for evaluation and recognition would promote a high task involving motivational climate. In contrast, in an ego-involving climate the emphasis is on demonstrating superior performance and normative ability, with besting others being the primary indicator of success. In such a climate teachers dictate the tasks, student initiative is not encouraged, and rewards are based on peer comparison and normative success. (Dale, j and Weinberg, R (1989)

2.7.3 Disparities in Rewards

Differences were also clear in the rewards that coaching assessment performers' received for their participation in assessment.

2.7.4 Confidence

If a coaching assessment performer lacks the confidence in her coaching abilities, she may not aspire to elite levels, particularly if the support networks are non-existent. Since most coaches come from the player base, studies have been conducted on how students who perform coaching assessment see themselves as evaluators. Campbell (1990) suggests that a lack of self-confidence stopped football from pursuing a coaching career. Dix (1991) talks of the critical self-confidence or self-esteem that a coaching assessment needs to have, and how the lack of it can deter any decision to follow that pathway. Berg (1996), in one of the recent studies however, has found that the latest group of football interviewed believed that they have the ability to succeed in coaching. Berg predicts that students will perform coaching assessment in greater numbers over the next few years l996). Lirgg et al. suggest that "perceived playing ability emerged as the strongest predictor of coaching assessment performance" (1994). The research indicates that performance accomplishments are related to confidence or self-efficacy in coaching assessment performance. The issue of confidence was identified as a key issue in the West and Brackenridge (1990) study.

CHAPTER THREE

3. METHODOLOGICAL ANALYSIS

3.1 Research Design

The study was designed to investigate the major factors that affectingfootball coaching in Wolkite University department of sport science. Descriptive research design was employ. This study was use a both quantitative and qualitative research method include questioner and semi-structured interviews and observation check list, the check list attach in the form of appendix.

3.2 Type and Source of Data

This study is use primary data source. Primary data has been collected from football elective course trainees members and their teacher by structured questionnaires.

3.3 Samples, Sample Size and Sampling Procedure

In Wolkite university there are difference college and department sport science department is one of these departments. It has two elective course trainees such as athletics and football. All Football traineeswere 12 males and 5 females.

The researcher was taken those all trainees purposively for this research.

3.4 Data Gathering Tools

In order to gather the data, structured questionnaire was prepared and used to collect data. The detailed information related to the major factors that affecting coaching performance of 3rd year students of football elective course trainee's members was collected through by selected respondents.

3.5 Method of Data Analysis

The data was collected and analyzed based on the respondent by using though questioner. The analysis was objective carried out and it use simple statically method that is percent system.

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATION

4.1. Analysis and Data Organization, Interpretation

This part of the research deals with quantitative and qualitative interpretation of data collected through questionnaires. The data were collected from students and their teachers in Wolkite University Sport science department. The data collected were analysed in table form. The data were collected from the total of 17 students and 1football teacher**.**

Table1.Background information

Item	Alternative of Female student		Number of Respondents	Percent (%)
The student's response year of study?	Sex	Male	12	71%
		Female	5	29%
		Total	17	100%
	Age	18-21	2	12%
		22-25	15	88%
		26-30	-	-
		Above 31	-	-
		Total	17	100%
	Experience	0-2	17	100%

	3-5	-	-
	6-10	-	-
	Total	17	100%

According to this student profile 12(71%) of the respondents were male students, and the remaining 5(29%) of the student's response was female students. Regarding to the age of the respondents, 2 or 12% of the respondent were between 18-21 years, 15 or 88% of the respondents were b/n 22-25 year. Regarding to the experience of the respondent 17 or 100%of the students was not experience in football.

Table2.extent your trainer to interested to training

Item	Alternative	Number of respondent	Percent %
What extent your trainer are interested to training football with less facility	Very high	-	-
	High	2	12%
	Average	5	29%
	Low	10	59%
	Very low	-	-
	Total	17	100%

According to the above table the response of respondents regarding to extent your trainer are interested to training football with less facility? 2 or 12% of the students replied as high, 5 or 29 % of respondents replied as average and the remaining 10 or 59% of the respondents replied as low. Generally, your trainers are low interested to training football with less facility.

Table 3: extent facility and equipment

Item	Alternative	Number of Respondents	Percent
To which extent facility and equipment utilized	Very High	0	0%
	High	3	18%
	Average	5	29%

or available				
		Low	9	53%
		Very low	0	0%
		Total	17	100%

According to the above table the response of respondents regarding to extent facility and equipment utilized? 3 or 18% of the students replied as high, 5 or 29 % of respondents replied as average and the remaining 9 or 53% of the respondents replied as low. Generally, regarding to extent facility and equipment utilized is low.

Table4: frequently seen in active coaching

Item	Alternative	Number of Respondents	Percent
Which factor frequently seen in active coaching football practical class?	Improper constructed court	3	18%
	Responsibility of coach	8	47%
	In sufficient material	6	35%
	Shortage of assistance trainer	0	0%
	Total	17	100%

According to the above table the response of respondents regarding to factor frequently seen in active coaching football practical class and? 3 or 18% of the students replied as improper constructed court, 8 or 47 % of respondents replied as responsibility of coach and the remaining

6 or 35% of the respondents replied as in sufficient material. Generally, regarding to factor frequently seen in active coaching football practical class is insufficient material.

Table5.interested to be football coaching

Item	Alternative	Number of Respondents	Percent
How much you are interested to be football coaching	Very high	4	24%
	High	6	35%
	Average	2	12%
	Low	5	29%
	Very low	0	0%
	Total	17	100%

According to the above table the response of respondents regarding to interested to be football coaching? 4 or 24% of the students replied as very high, 6 or 35% of respondents replied as high, 2 or 12 % of respondents replied as average and the remaining 10 or 59% of the respondents replied as low. Generally, the interested to be football coaching is high

Table6: cultural barriers influence on performing football.

Item	Alternative	Number of Respondents	Percent
Is there cultural barriers influence on performing football coaching practice?	Yes	10	59%
	No	7	41%
	Total	17	100%

As shown on the above table theircultural barriers influence on performing football coaching practice?10 or 59% respondents says “yes” also on the above table students answer is there are cultural barriers influence on performing football coaching, and7or 41%of the students says “no

“there is not cultural barriers influence on performing football coaching. Generally, this implies the most of student’s respondents responded that we affect by cultural influence on performing football.

Table7.social barriers on football practice

Item	Alternative	Number of Respondents	Percent %
Are social barriers among the obstacle of football coaching practice?	Yes	10	59%
	No	7	41%
	Total	17	100%

As shown on the above table there Are social barriers among the obstacle of football coaching practice? 10 or 59% respondents say “yes” also on the above table students answer is there are social barriers among the obstacle of football coaching practice? And 7or 41%of the students says “no “there is not Are social barriers among the obstacle of football coaching. Generally, this implies the most of students’ respondents responded that we affect by social among obstacle of on performing football.

Table8: role of religions in affecting the participation of football coaching.

Item	Alternative	Number of Respondents	Percent
Is the influence of religious barriers factor that affect in Performing football coaching practice?	Yes	5	29%
	No	12	71%
	Total	17	100%

As shown on the above table there is the influence of religious barriers factor that affect in Performing football coaching practice? 5 or 29% respondents say “yes” also on the above table students answer is there are the influence of religious barriers factor that affect in Performing football coaching practice. And 12or 71%%of the students says “no “there is not. Religious barriers factor that affect in Performing football coaching practice. Generally, this implies the most of student’s respondents responded that they cannot affect by influence of religious barriers factor that affect in performing football coaching practice?

Table9.avaliability of equipment that is helpful.

Item	Alternative	Number of Respondents	Percent
There is availability of equipment that is helpful for the football coaching practice?	Yes	12	71%
	No	5	29%
	Total	17	100%

According to the above table the response of respondents regarding to availability of equipment that is help for the football coaching practice? 12 or 71% of the students replied as” yes” also on the above table students answer is availability of equipment that is helpful for the football coaching practice. And 5or29%of the students says “no “there is not availability of equipment that is helpful for the football coaching practice.Generally, this implies the most of student’s respondents responded that there is availability of equipment that is helpful for the football coaching practice.

Table10. Does lack of motivation effect on football.

Item	Alternative	Number of respondent	Percent %
Does lack of motivation affect in performing football coaching practice	Yes	13	76%
	No	4	24%
	Total	17	100%

As shown on the above table theirlack of motivation affects in performing football coaching practice? 13 or 76% respondents says “yes” also on the above table students answer is there are lack of motivation affect in performing football coaching coaching, and4or 24%of the students says “no “there is not lack of motivation affect in performing football coaching practice. Generally, this implies the most of student’s respondents responded that affect by lack of motivation.

Table11.how much you have confidence

Item	Alternative	Number of Respondents	Percent
How much you have confidence in football coaching?	Very high	7	41%
	High	6	35%
	Medium	4	24%
	Low	0	0%
	Total	17	100%

According to the above table the response of respondents regarding to having confidence in football coaching? 7 or 41% of the students replied as very high, 6 or 35% of respondents replied as high, and the remaining 4or 24% of respondents replied as medium. Generally, the most respondent have confidence to football coaching is very high.

Table12.sex plays a great roll to perform

Item	Alternative	Number of Respondents	Percent
Sex plays a great role to perform to	yes	9	53%

football coaching practice specially females	No	8	47%
	Total	17	100%

As shown on the above table theirsex plays a great role to perform football practice? 9 or % 53 respondents says “yes” also on the above table students answer is there are sex plays a great role to perform football coaching practice specially female, and 8or 47%of the students says “no “there is not lack sex plays a great role specially females . Generally, this implies the most of student’s respondents responded that sex play a great role especially female.

Table 13.time arrangement

Item	Alternative	Number of Respondents	Percent
Do you perform football coaching by arranging time?	yes	15	88%
	No	2	12%
	Total	17	100%

As shown on the above table there perform football coaching by arranging time? 15 or 88% respondents says “yes” also on the above table students answer is there football coaching by arranging time, and 2or 12%of the students says “no “ there is not perform by arranging time . Generally, this implies the most of student’s respondents responded that perform football coaching by arranging time.

4.2. Analysis of students for open ended Questions

1. What are the major factors you think affect football coaching trainees?

- The students responded that there are the major factors that affect football coaching trainees. These are like lack of experience, interest, social influence and cultural influence, religion, lack of motivation, confidence,lack of materials to train football practical class which is used for practice. Generally, insufficient equipment and facility in the university.

2. What should be the role of football coaching trainees

- fulfill sufficient material
- By belong with multiracial
- motivate to participate in football practice,
- By having positive feeling about football,
- having the interest to participate practical classes,

4.3. Analysis of response from teacher questionnaires

Table 14: Personal characteristics of teacher

Sex	Male
Age	31-41
Experience	3-5
Total	1

As shown in the above table the respondent is male which only one in number is. The age of the teacher is in between 31-40 and2 and her job experience between 3-5.

Table 15.Do your motivation the trainees

Item	Alternative	No of the respondent	Percentage
Do you motivate your trainer	Yes	1	100%
	No	-	-
	Total	1	100%

As shown in the above table the respondent is say yes.

Concerning on student coaching skill the teacher responded that is that is low, because several problem or factors during practical class.

concerning on major problem the student participation in performing football coaching teacher responded that

- Material problem
- Technical problem
- psychological
- cultural influence

The teacher was asked the main reason the student not participate in performing football coaching it responded

- fear making mistakes
- lack of technical skill

Concerning on common problem in football coaching teacher responded

- lack of technical skill
- lack of motivation

The teacher was asking what do you think the responsibility of teacher and student in the coaching practical class teacher responded

For student: attend their practical class, develop new learning skill,

For teacher: imparting knowledge to their student, helping their students in practical class, fulfills the material. Generally, if the student is ready a teacher is imparting their knowledge.

CHAPTER-FIVE

5. SUMMERY, CONCLUION AND RECOMMENDATIONS

5.1 SUMMARY

The main objective of this study was to describe the major factor affecting football coaching in Wolkite University. some barriers that affected the develop of the trainee'sperformance. generally,in this study we can summarized for football coaching trainees in

- Wolkite university trainees are low interested to training with less facility.
- Regarding to extent facility and equipment utilize is low.

- The football coaching trainees have high interest.
- Most of the student’s participation of football coaching affected by cultural.
- Most of the student’sparticipation is restricted by social influence.
- Most of football coaching trainees cannot affected by religious.
- Football coaching trainee’s participation on coaching affected by lack of motivation.
- The national sport science curriculum doesn’t give enough time for coaching practice

5.2 Conclusion

Based on the result of the study, the following conclusion are drawn

1. Sufficient facility and equipment haven’t been provided for trainees and coach adequately which can potentially affect trains activity
2. The trainees had a positive note especially on cultural,socialand motivation
3. Football coaching practice in university of wolkite is not sufficient.
4. The national sport science curriculum has a gap in time allocation
5. Lack of motivation, lack of confidence, cultural barrier, available equipment affect foot ball coaching trainees.

3.5. Recommendation

Based on the above conclusion the following recommendation has been given:

1. Wolkite university department of sport science should concentrate on the purchase of material and equipment for effective coaching practice.
2. The coach should be select and use different technique for effective implementation for maximizetrainees participation.
3. The department should provide extra time for trainee to developed trainees skill of coaching and should prove mental skill training.
4. Thus, theircoachshalltake step for betterment of trainee's participation, performance, motivation, interest.
5. The student attend their practical class carefully to develop their skill.
6. The department shall provide awareness creation program for the university community.

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APPENDIX- 1

WOLKITE UNIVARSTY
FACULITY OF LIFE SCIENCE

DEPARTEMENT OF SPORT SCIENCE

The following questionnaires to be filled by the 3rd year sport science students. The purpose of the study is to identify factors that affect 3rd year sport science students in performing football coaching in Wolkite University, Faculty of life Science, Department of Sport Science.

In responding the questions remember the following

- Not write your name
- All questions have credit for this study so respond carefully.

Part 1. Back ground information.

1. Sex **A/** female B/ male

2. Age A/18-21 B/ 22-25 C/ 26-30 D/Above 31

3. How many years of coaching experience you have?

A/0-2 B/3-5 C/6-10

Does the following variable affect the 3rd year sport science students in performing football coaching?

Part 2. Back ground information

1. To what extend your trainer are interested to training football with less facility

A/ very high B/high C/ average D/low E/ very low

2. To which extend facility and equipment utilized or available

A/very high B/high C/average D/low E/ very low

3. Which factor frequently seen in active coaching football practical class?

A/ Improper constructed court B/ responsibility of coach

C/ Insuffient material D/ shortage of assistance trainer

4. How much you are interest to be football coaching A/very highB/high C/ mediumD/low

5. Is there cultural barriers influence on performing football coaching

A/Yes B/ No

6. Are social barriers among the obstacle of football coaching practice

A/Yes B/No

7. Is the influence of religious barriers factors that affect in performing football coaching practice? A/Yes B/No

8. There is availability of equipment that is helpful for the football coaching practice?

A/Yes B/No

9. Does lack of motivation affect in performing Football coaching practice?

A/Yes B/No

10. How much you have confidence in football coaching?

A/very high B/high C/ medium D/low

11. Do disparities in reward minimize the participant of in football coaching practice?

A/Yes B/No

12. Sex plays a great role to perform to football coaching practice specially females

A/Yes B/ No

13. Do you perform football coaching by arranging time?

A/Yes B/ no

APPENDIX-2

The questions held with 3rd year sport science football instructor

questions design with know the reason factors that affect 3rd year sport science students to perform football coaching. Thus to gate reliable information for the study your frank response is very crucial, dealing this is in mind you are kindly requested to cooperate be sure that information is kept confidence.

Thank you for your valuable information

1. Sex A/ meal B/female
2. Age A/20-25 B/26-30 C/ Above 31
3. How many years of coaching experience you have? A/1-2 year B/3-5 year C/above 6
4. Do you motivate your trainer A/Yes B/ No
5. How do you see the students in performing football coaching?

……

6. What is the major problem the student participation in performing football coaching?

……

7. What is the major reason the students not participate in performing football coaching?

……..

8. What are common problems in football coaching?

……

9. What do you think the responsibility of teachers and student in the coaching process durinfootballpractical class ……