

**THE PSYCHOLOGICAL CHALLENGES ON THE PERFORMANCE OF
ETHIOPIAN WOMEN FOOTBALL PREMIER LEAGUE PLAYERS: THE
CASE OF ADDIS ABABA CLUBS**

**BY
WESENU MOGES**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN
FOOTBALL**

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ABSTRACT

Aim: The purpose of this study was to identify the psychological challenges on the performance of Ethiopian woman football premier league players in some selected Addis Ababa clubs.

Methods: 8 coaches, 40 players and 4 clubs leaders were the respondents of the study. These samples were selected from Dedebit W.F.C, St Gorges W.F.C, Ethiopian Light Power Agency W.F.C. and St Mary W.F.C. Available purposeful and stratified random sampling was used in selecting respondents. The participated in the study. The instruments used for collecting the data were questionnaires and interviews.

Results: Analysis of data was made using percentage method. Results showed that most of respondents were agreed that players' use of mental skill techniques (goal setting, imagery, relaxation and self-talk), emotional control, self-confidence, external motivation and task team cohesion are a challenges on the current performance of the league players. But, the same is true that majority of them respond that they were disagreed on that internal motivation and social cohesion are a challenges on players' performance in the league.

Conclusion: Overall the study showed players' use of those four mental skill techniques, players' emotional control level, self-confidence, external motivations (like: Unsatisfactory Players' financial payment in the clubs, Poor emphasis by media for the league) and task cohesion in the team. Psychological factors are challenges on players' performance in Ethiopian woman football premier league. .

Key words: Mental skill, Imagery, Goal setting, Relaxation, Self-talk, Emotional control, Self-confidence, Motivation and Team cohesion

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ABBREVIATIONS

WFC: Women Football Club

SSCQ: Sources of Sport Confidence Questionnaire

CS: Cognitive Specific

GC: Cognitive General

MS: Motivational Specific

MG-M: Motivational General-Mastery

MG-A: Motivational General-Arousal

PPI: Psychological Performance Inventory

ACSI: Athletic Coping Skills Inventory

PSIS: Psychological Skills Inventory for Sport

TOPS: Test Of Performance Strategies

CFA: Confirmatory Factor Analysis

OMSAT: Ottawa Mental Skills Assessment Tool

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In modern time many people participate, give attention and give appreciation for sport science. Sport science involves the application of scientific principles to help players and coaches improve the individual's, or teams' performance. The main areas of sport science support that can be used to improve performance are: Strength and Conditioning, Nutrition, Biomechanics, Physiology, Performance Analysis, Sport Psychology

Women football is one of the team activities among ball games and widely spread all over the world that needs the above main areas of sport science. Having a successful women football premier league club is the ambition of any country all over the world. But it is not easy as simple as just have an ambition, because football is surrounded by a lot of challenges affecting the performance of players. Among those challenges there is nothing can affect players' performance as dramatically as psychological challenges.

To have a successful clubs we need to have well performed players. In any sports competition, an individual athlete or a team would participates targeting better performance for achieving success. The likely success of an athlete or a team is the result of better preparation and hard efforts. It is obvious that an individual athlete or a team preparation for successful sports performance requires multi-dimensional considerations that include physiological, psychological, technical, and other aspects.

Sports Psychology is playing an ever-increasing role in influencing football performance. Because sport psychology is a specialization that seeks to understand psychological/mental factors that affect performance in football. Without well being prepared psychologically player cannot survive the challenges football can throw up. Johson (n.d) asserted that winning in many sports is not a matter of physical dominance alone, but rather it is attributed to a combination of physical, psychological and technical preparations. It is on the basis of such convincing argument that sport clubs of different events around the globe have included sport psychologists as part of their winning team. Research findings showed that those athletes or team players having psychological skills in trainings and competitions have better self-efficacy and sports performance (Lowther, Lane, & Lane, (2002)). As the same authors

noted, this is mainly due to the fact that several psychological skills, for example, relaxation, emotional control, or goal setting, used in trainings and competitions are associated with high self-efficacy and successful performance.

The psychological factors involved in athletic performance have long been of interest to athletes, coaches, sport psychologists and sports scientists. The rationale behind this study was, as to the researcher knowledge and as the league has short time spent history (as it formed as premier league since 2012 E.C) there is no enough research in this area that addressonthe identification of the psychological challenges on the performance of Ethiopian women football premier league players.

1.2 Statement of the Problem

Football is the most popular contact sport surrounded by a lot of challenges during training and actual match day. Many psychological factors can or will influence team or players performance. These facts invited the researcher to conduct the psychological challenges that affect the performance of Ethiopian women football premier league.

Based on the current performance of Ethiopian women premier league the researcher will try to identify and answer the question on the psychological factors challenges. Such as; goal setting, mental imagery, relaxation, self-talk, emotion control, self-confidence, motivation and team cohesion.

1.3. Basic Questions of the Study

The following research questions were developed for the investigation:

1. Is players' use of mental skill technique a challenge on the performance of Ethiopian women football players?
2. Is self-confidence a challenge on the performance of Ethiopian women football players?
3. Is emotional control a challenge on the performance of Ethiopian women football players?
4. Are intrinsic and extrinsic motivation challenges on the performance of Ethiopian women football players?
5. Are team task and social cohesions challenges on the performance of Ethiopian women football players?

1.4 Objective of the Study

General Objective

To investigate the psychological challenges on the performance of Ethiopian women premier league players.

Specific Objective

- ✚ To assess players' use of mental skill techniques challenges on their performance such as: goal setting, imagery, relaxation and self-talk

- ✚ To assess players' emotional control challenges on their performance
- ✚ To assess players' internal motivational and external motivational challenges on their performance
- ✚ To identify the team social and task cohesion challenges on players' performance.
- ✚ To suggest solutions and give recommendation on the psychological challenges of players' performance

1.5 Significance of the Study

Although, researchers have found that psychological challenges are serious factors that affect players' performance, not many studies in Ethiopia focus in this area of research. Therefore, on the basis of academic fulfillment of this research thesis will significant to find out the psychological challenges on the performance of Ethiopian women football premier league players.

So to take serious solution, the extent of the problem will be identified. Such that the major components of sport psychology in football, the major psychological challenges on the premier league players' performance and also it will help for decision makers to take actions and give great focus on psychological preparation.

1.6 Delimitation of the Study

This research is delimited and examine the scope of the study on identifying the psychological challenges such as: use of mental skill techniques (goal setting, mental imagery, relaxation and self-talk), emotional control, self-confidence, motivation (internal and external) and team cohesion on the performance of Ethiopian women premier league players in 4 Addis Ababa some selected clubs of Dedebit W.F.C, St Gorge W.F.C, St Mare W.F.C, and Ethiopian Light Power Agency W.F.C.

In general there are many psychological factors challenging players' performance. But, with respect to the scope of the study, it would only focused on the above psychological factors.

1.7 Limitation of the Study

The research may get some problems and shortage like

- ✚ Shortage of time
- ✚ Financial problem
- ✚ Shortage of specific literature documents and references

1.8 Definitions of Basic Terms

- ✚ **Aggression:**-is any form of behavior directed towards the goal of harming or injuring another living thing who is motivated to avoid such treatments
- ✚ **Anxiety:**-is a negative emotional state or reaction characterized by unpleasant feeling of intensity, preoccupation, worry, and apprehension.
- ✚ **Arousal:**- consists of neural excitation ranging on a continuum from a comatose state to extreme excitement /panic attack
- ✚ **Cohesion:**-is a dynamic process which is reflected in a tendency of a group to stick to gather and remain united in the pursuit of its goal and objectives.
- ✚ **Commitment:**-is a type of motivation. It is the ability to stick with a program, method, or philosophy and apply it daily over a long period EVEN in times of adversity.
- ✚ **Goal setting:**-is primarily a mental skills technique used to generate, enhance, and maintain motivation that achieves by; organizing the existing needs, desires and objectives of your athletes; creating a focus of attention and action and identifying what the athletes and coach are trying to do or accomplish.
- ✚ **Motivation:**- is direction and intensity of one's effort
- ✚ **Personality:**-Is a dynamic organization within the individual of these psychological system that determine his/her unique adjustment to the environment.

- ✚ **Self-confidence:-** is a Believe that you can successfully perform the desire behavior.
- ✚ **Stress:-** nonspecific response of the body to any demand made upon it whether pleasant or unpleasant (sale)
- ✚ **Emotion:-** a feeling that you experience
- ✚ **Performance:-** the act of performing a play/the standard of success that someone or something achieves.

1.9 Organization of the Study

This study organized on five chapters those chapters and their contents' are: chapter one includes all the introduction parts (Back ground of the study, Statement of the problems, Basic question of the study, Objective of the study, Significance of the study, Delimitation of the study, Limitation of the study, Definition of basic terms and Organization of the study). Chapter two includes the relative literature part (Individual psychological skills and their influences on players' performance, Emotional control and players' performance, Motivation and players' performance, Self-confidence and performance and Team cohesion and players' performance). Chapter three takes the research design and methodology (Research design, Population of the study, Sample and sampling techniques, Instruments/tools for data collection, Procedures of data collection and Data organization and analysis). Chapter four includes the data presentation and interpretation part (data presentation, data interpretation and discussion). And chapter five includes summary, conclusion and recommendation parts.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

It is commonly agreed that psychology can play a big role on sport performance by enhancing psychological skills (Murphy and Tammen, 1998; Weinberg & Gould, 1995). As far as women football trainings and competitions are concerned, some of the potential psychological variables that challenging the performance and success of a football team include mental skills, motivation, self-confidence, coach's leadership styles and team cohesion among others.

In this chapter, the researcher has collected some reviewed literatures, which are more related to the problem selected that support and authenticate whether the problem is true or not on the performance of premier league players' level. Therefore, to have more clear information about the psychological challenges on the performance of women football premier league players, the research intended to focus on:-

2.1 Individual psychological skills and their influences on performance

2.2 Emotional control and players' performance

2.3 Motivation and players' performance

2.4 Self-confidence and performance

2.5 Team cohesion and players' performance

2.1 Individual psychological skills and their influences on performance

Individual psychological factors play a crucial role on players' performance. The psychological capability of football players for present situations is one of the important factors which determine performance. Researchers (e.g., Burton, D., & Raedeke, T. 2008) have focused on individual psychological factors (goal setting, relaxation, imagery, and self-talk) and their influences on performance. Recently, researchers have adopted a holistic approach in which the whole and the interdependence of its parts are emphasized (Gammage, Hardy, & Hall, 2001) They also believed that mental skills help athletes and coaches to increase performance during practice and competition and affect the athletes' success in their tournament or game. For example, wellbeing on goal setting improves playing skill, techniques, and strategies.

2.1.1 Goal Setting

Goal setting has received some attention and its use has been supported by personal trainers and popular fitness magazines (Williams, 2001). Goals serve a number of purposes. These include providing focus, motivation and direction, and helping to produce better results. Goals can be process-orientated (that is, related to the quality of the performance) or outcomes-orientated (that is, related to the result or outcome). They might be based on technical, tactical, psychological or physiological factors. They might be set in the short term or in the long term.

Short-term goals

Short-term goals are goals that can be achieved over a short period of time and that lead the athlete to certain points that are intricately linked to long-term goals. Short-term goals should be realistic and appropriate and should provide feedback about immediate performance accomplishments. They can be set for a single training session or for days (or weeks) ahead. Short-term goals will often help to achieve long-term goals. Some examples of short-term goals are:

- Train four times per week for the next six weeks.
- Increase weights by 10 per cent every three weeks.
- Work on defense at training tonight.
- Engage in the mental rehearsal of a difficult task once a day.

Long-term goals

Long-term goals should reflect where the end-point of training might be. Such goals are focused on what might be possible in a few months' time, or in one year or even in four years.

Some examples of long-term goals are:

- Secure a top-five position at the competition.
- Represent the region in a chosen sport.
- Receive the Most Valuable Player award.

Successful goal-setting

There are a number of useful principles that can aid athletes in the formation of goals.

These principles include:

- Make goals specific not general.
- Set deadlines, write down the goals and set priorities.
- Provide clear and regular feedback about progress towards the goals.
- Ensure goals are challenging but achievable.
- Make goals flexible.
- Describe goals in behavioural terms.
- Use short-term goals to help achieve long-term goals.
- Make goals performance-orientated not outcomes orientated.
- Ensure goals are accepted and 'owned' by the athlete or team.

As an athlete begins to achieve short-term goals his or her level of motivation will improve. The athlete is more likely to train harder, which will lead to the achievement of further goals. This increased motivation can lead to improved performances by the athlete. Additionally, the athlete will have less anxiety if he or she sets realistic goals. Rather than focusing on any one performance in particular, the athlete will be able to reflect on each performance in relation to achievement of the overall goals.

Most relevant to the present study were (Locke, Shaw, Saari, and Gary. 1981) indicated goal setting affects performance by directing attention, mobilizing effort, increasing persistence,

and motivating strategy development. This fact was supported by (Burton and Raedeke, 2008). Goals are like magnet that attracts athletes to higher ground and new horizons. They give their eyes a focus, their mind an aim, and their strength a purpose.

2.1.2 Mental Imagery

The other psychological factor influence players' performance is imagery. Trainers reported the frequent use of imagery and their use of imagery is related to their exercise behavior (Gammage, Hall, & Rodgers, 2000; Vealey & Greenleaf, 2001). They can imagine themselves that ways have directed them to learn and improve skills. This imagery can make performance simple as it is out of individual's skills. Studies showed the effect of mental imagery on the enhancement of athletic performance (Jones & Stuth, 1997), learning of basketball tactical strategies (Guillot, Nadrowska, & Collet, 2009), motor performance and skills (Papadelis, Kourtidou-Papadeli, Bamidis, & Albani, 2007; Wei & Luo, 2009). According to those literature reviews, imagery as an element of sport psychology skill or mental training tool can be useful on the success of athletes and prolong physical performance especially during competition.

Visualization and imagery

Imaging a sport skill is similar to performing the skill, except that athletes experience the action only in their mind. Similarly, (Omar-Fauzee, Daud, Abdullah, and Rashid, 2009) also claim that imagery was used as the method in which people feels themselves through their minds. Visualization or mental imagery is a mental rehearsal technique that involves the participant creating a picture of one aspect of performance in his or her mind. This makes it different from mental rehearsal, which involves rehearsal of the whole performance. The picture might be an 'internal' picture (with the athlete imagining what it looks like from the athlete's perspective as the performance unfolds) or an 'external' picture (with the athlete imagining the crowd's perspective of the performance). It is also possible to visualize a picture other than one of the actual performance. The picture might be of the environment at the event, of a safe and secure place or of the moment of victory.

As athletes develop and practice their mental rehearsal and visualization skills their level of performance will improve. As their technique improves, so will their concentration and

attention skills. They will gain greater confidence in their ability to perform well. In addition, the neural connections (nerves) between the brain and the muscles that are required to create the movement will improve.

Hall has conducted extensive research on imagery, in association with multiple co-researchers (Bunker, 2006; Hall, Mack, Paivio&Hausenblas, 1998; Hall, Hardy &Gammage, 1999; Hall et al., 2009; Gammage, Hall & Rodgers, 2000; Gregg & Hall, 2006; Gregg, Hall, McGowan, & Hall, 2011) to identify the functions of imagery in sports, and in particular how imagery affects individual and team performance. Gregg and Hall (2006) and Hall et al. (2009) report that imagery is a mental skill widely employed by professional and non-professional athletes alike.

Hall et al. (2009) portend there are two principal mental skill roles; cognitive and motivational, that are necessary in improving athletic performance. These were perfected in the development of the Sport Imagery Questionnaire (Hall, Mack, Paivio&Hausenblas, 1998) that identified the five factors of imagery which consist of two cognitive functions and three motivational functions. The cognitive functions are cognitive specific (CS) imagery involving mentally rehearsing specific sport skills, and cognitive general (GC) imagery used to mentally rehearse strategies and game plans. The motivational functions include motivational specific (MS) imagery used to visualize personal goals, motivational general-mastery (MG-M) imagery necessary in overcoming a challenging situation, and motivational general-arousal (MG-A) imagery employed to manage anxiety and the levels of arousal associated with competition. According to (Hall, H., Kerr, A,& Matthews, J. 1998); athletes have reported using all five functions of imagery, however motivation general-mastery imagery, and motivational general-arousal imagery are the most widely used, compared to cognitive specific and motivation specific imagery reported to be least popular. They suggest the rationale for the wide use of motivation general-mastery imagery, and motivational general-arousal imagery is these are most closely linked to personal performance during competition. Whereas cognitive specific imagery is employed mostly in practice sessions, since it deals with sport specific skill development.

2.1.3 Relaxation

Arousal control was identified as an important psychological skill in most of the sources that were reviewed. But research based upon catastrophe theory (Hardy, L. 1990) suggests that there is no reason to assume that the skill of lowering high physiological arousal is the same as the skill of raising it. Consequently, relaxation (or the lowering of somatic anxiety) and activation (or the raising of psychological and physiological energy) were viewed as separate skills. Because the stressors which are usually present in sport often create physical tension, physical relaxation may be useful to help athletes manage their physical levels energy to allow them to perform well (Vealey, S. R. 2007). Likewise, (Burton and Raedeke. 2008) declared that relaxation is to decrease unwanted muscular tension, reduce extreme activation of the sympathetic nervous system, and calm the mind by keeping it productively occupied.

Researchers agreed that successful elite athletes regularly use relaxation technique to manage their physical energy (Williams, J. M. & Harris, V. D. (2001) also described the use of relaxation techniques available to increase athletic performance.

Relaxation techniques

Relaxation techniques are often used by sports performers to calm themselves, thereby decreasing anxiety and controlling arousal. An astute and experienced performer will be able to relax in stressful situations and to respond with composure (control and calmness) without becoming under-aroused. Relaxation can be useful before, during or after an event and usually precedes a mental imagery session. As with mental rehearsal, visualization and imagery, it must be practiced so that it becomes a natural response. There are a number of relaxation techniques and they usually have one or more of the following characteristics:

- Procedures for tensing and then relaxing muscles
- A focus on breathing
- A focus on feelings of heaviness and warmth
- Mental imagery.

For most sessions, the person needs to sit comfortably or lie down. Sessions should be performed regularly and frequently—two or three times per day. Four factors are necessary to elicit a relaxation response. They are:

- A quiet environment
- A positive attitude
- Decreased muscle tension
- A relaxation device or procedure.

There are a number of relaxation devices and procedures, including progressive relaxation, autogenic training, meditation, biofeedback and hypnosis. Each procedure is explained below. Each procedure differs from the others, but they all produce essentially the same result: calmer, more relaxed performers who feel positive about the next bout of exercise. When athletes become relaxed they are better able to put their performances in training and competition into perspective. They will be less worried about the results and will be better able to focus on the performance. This will make them less anxious and more motivated, which ultimately will improve their performances.

The recommendations forwarded by (Taylor, J. (1995).and from developing an understanding to the specific midfielder role, relaxation strategies were delivered to enable performers a greater perception of control for both the physiological and psychological demands throughout performance. Relaxation may also influence the number of cognitive resources available for the potentially complex decision-making and perceptual characteristics of the position, especially towards the latter stages of a competitive match. Further to this, relaxation may benefit an individuals' attentional focus when playing well, or when incorrect decisions, or errors in perception and decision-making are made. Therefore, relaxation may enable performers to maintain appropriate levels of activation rather than experience rapid increases following errors.

2.1.4 Self-talk

One of individual psychological factor influence payers' performance is self-talk. "Typically, self-talk has been defined as occurring anytime one thinks about something" (Gammage,K., Hardy, J. & Hall, C. 2001). On the other hand Self-talk is defined as "(a) verbalizations or statements addressed to the self; (b) multidimensional in nature; (c) having interpretive elements associated with the content of statements employed; (d) is somewhat dynamic; and (e) serving at least two functions, instructional and motivational, for the athlete" (Edwards, Tod, &McGuigan, 2008)

Towards the players' performance, it could be that motivational self-talk is necessary to help maintain arousal, drive and also focus, seeing as this is often perceived as being when motivation can deteriorate (Hamilton, R.A., Scott, D., & MacDougall, M.P., 2007). In addition to the motivational self-talk, individuals may also benefit from position specific mastery self-talk, which addresses issues such as focus, self-confidence and coping with difficult situations. Mastery self-talk is suggested to benefit a focus on process goals, and provide appropriate motor co-ordination (Hamilton, R.A., Scott, D., & MacDougall, M.P., 2007).

Positive self-talk

Throughout performance, as opposed to focusing on task-irrelevant factors (Hardy J., Gammage, K., & Hall, C. 2001) positive self-talk will affirm to athletes that they possess the skills, abilities, positive attitudes and beliefs that are the building blocks of success. The statements they choose need to be vivid, should roll off the tongue, and be practiced well in advance of competition. Here are some examples to help players in composing their own:

- Boxer-----‘I have fists of steel’
- Basketball player (for free throws)-----‘It's just me and the basket’
- Defensive lineman in American football-----‘No one's going to get through’
- Hammer thrower-----‘I'm the king of the slingers’
- Judo player-----‘I'm as strong as an ox’
- Ski-jumper-----‘My timing is always spot on’
- Sprinter-----‘Go on the B of the bang’
- **Striker in soccer-----‘I'll slot in every chance’**

Through repeated use, they will become embedded in athletes' subconscious and have a profound influence on their sporting performance.

Researchers have found that self-talk enhances performance and skills in sport (e.g., Hardy, (2006), And Hardy, Hall, & Alexander, 2001). Furthermore, (Vealey, 2007) suggested that creative self-talk is also effective for using strategy, psyching up emotion and effort, relaxation and calming down, attention focusing, maintaining self-confidence and self-assessment. In this type of mental training, athletes make their feeling and perception clear, evaluate themselves, and give themselves instructions or reinforcement.

2.2 Emotional control and players performance

2.2.1 Competition & Emotional Control

Here are some pre-performance strategies for taking of your emotions before they take control of you. Competition can bring out the best or the worst in athletes, and the psychological demands are especially high when individuals or teams are striving to achieve the same goals. When physical skills are evenly matched, it is often the competitor with the stronger mental approach, who can control his or her mind before and during events, who wins. However, many athletes wrongly assume that mental aspects of performance are innate and unchangeable when, in reality, systematic mental training can have a similar impact on performance as physical workouts. Getting into the correct mind-set prior to competition is one of the most crucial aspects of top performance. In fact, a study of Olympic athletes by (Orlick, T. 1986). Showed that the combination of mental and physical readiness was a key factor that distinguished more successful athletes from their less successful counterparts in the Olympic Games. Perhaps even more impressive is the finding that, of the three states of readiness assessed (mental, physical and technical), only mental factors were statistically linked with final Olympic rankings. If you have ever observed performers during the lead-up to competition, you can't have failed to notice that behavior starts to change. As the anticipation builds, athletes and coaches cope with the demands of the situation in various ways, some becoming withdrawn and quiet and some more aggressive than usual, while others disappear frequently to the toilet. Emotional reactions to stressful situations can drain an athlete's resources and impact negatively on performance if poorly-managed (Wilson, P., & Eklund, R.C. 1988). That is why it is important to have in place a strategy to deal with pre-performance stress.

2.2.2 Triggers for emotions

Emotions can be defined as brief positive or negative feelings occurring in response to meaningful or important situations, which can influence mood states. Basic emotions such as fear, anger, joy and surprise are commonly experienced in sport, although complex mixes of emotions are often evident (Ekman, P. 1994). Positive emotions can help sustain motivation and enable us to approach events with enthusiasm and energy. Negative emotions, by contrast, are linked to avoidance behaviours and withdrawal. Emotions in the sporting arena

can be triggered by many things personal to an individual, including memories, conversations with other people, seeing the competition venue, weighing up the opposition etc. Researchers have studied emotions in order to determine why they occur and what impact they have on behavior (Power, M., & Dalglish, T. (1997). At first it was thought that emotions were simply the result of physiological changes, since physiological symptoms, such as increased heart rate, were commonly observed in such reactions. To test this theory, scientists injected volunteers with the so-called 'stress' epinephrine (adrenaline) to see if emotions could be generated in the laboratory. A small minority of participants reported feeling genuine emotions (usually sadness) while most reported physiological changes (to be expected after administration of adrenaline) and 'as if' emotions - feelings closely associated with being happy, sad or angry, but not the 'real thing'. Subsequent research demonstrated that emotions could be induced by directing participants' thoughts to emotional triggers, such as deceased relatives (sadness) or past achievements (pride). In summary, research in these areas has shown that both physiological arousal and the interpretation of that arousal are important in determining the emotional response (Terry Orlick, 2000).

2.2.3 Factors often beyond the control of the players

Social Factors: Many factors such as pressure by family, friends, fans or the media can have a negative effect on players. Although family and friends can as well become role models, provide encouragement, or be companions during physical activity. Coping with social pressure is all important in order to succeed. As well, combining work or school with soccer is not always easy and a happy medium must be found.

Environmental factors: Evidence shows that playing at home generally offers an advantage to a team although home players are often more *anxiety prone* and this can affect game performance. A hostile crowd atmosphere can lead to teams making mistakes. Chances are great that a change in cultural or social environment may also affect performance especially when combined with jet-lag. Jet-lag comes about from travelling across different time zones and symptoms include fatigue and general tiredness, inability to sleep at night, loss of concentration, headaches and feeling sick and weak. The time of the day plays an important role in performance. Factors such as reaction time, isometric strength, coordination and agility depend on body temperature which is closely linked to the time of the day. Some players may feel less comfortable playing in the morning. For a detailed review of the effects of jet-lag and the time of the day read our

It is well known that the environment plays an all important part in determining performance levels. We know that altitude, the weather and significant changes in temperature and humidity will affect performance. High altitude (e.g. above 2000m) is detrimental to performance. As well as lowering aerobic capacity and increasing muscle lactic acid levels, altitude sickness often occurs and can prevent any activity. Acclimatization combined with an optimized diet can help reduce the adverse effects of altitude. For a detailed review of the effects of altitude read our

Players may tire earlier on water logged pitches and skills become harder to perform. Wet soccer balls can increase the risk of head injury due to harder impacts especially in younger players. The soil quality and drainage system of a pitch and the number of games affect the quality of a playing surface. Artificial surfaces can also increase risk of injury due to increased resistance to movement rotation and balls often have different bouncing effects and can confuse unaccustomed players. The size of a pitch is important as teams used to large pitches may find themselves struggling to play their normal game on a smaller surface.

Temperature has an important role to in match play. Both hot and cold conditions will adversely affect performance. Muscle performance deteriorates as muscle temperature falls. Evidence also shows that during hot & humid conditions players will run lesser distances and are more at risk of dehydration. For a detailed review of the effects of temperature read our

Pollution adversely affects exercise performance. Research has found that carbon monoxide, a primary component of air pollution, affects the exercise performance of athletes by reducing their aerobic capacity. Ozone affects the physical capacity of players and levels are often high in the late afternoon on hot sunny days. Exercise increases the effects of ozone because more of it enters the lungs.

Variable performance

Addressing the issue of why performance varies is a common reason for athletes seeking support from (the sport psychologist; 1988) If we begin asking: 'To what extent does your performance in training vary?' athletes tend to say 'Not by much' and if performance improves or deteriorates, they can often provide a good reason why.

For example, if an athlete can bench press five sets of 10 repetitions at 70kg, and performs this session three times per week, it's possible he/she can repeat this performance. He or she might perform worse if they have had trained hard already that day, or is stressed from the pressures of work, but in general, athletes confidently estimate that they produce non-maximal performance repeatedly, and this relates strongly with actual performance. The key point is that athletes are highly confident about being capable of delivering a sub-maximal performance. However, this level of consistency changes when athletes want to produce peak performance at key times.

Of the variables susceptible to change, a plethora of studies provide convincing evidence of the transient nature of emotions. Emotions can come on rapidly, invading our consciousness and disturbing the normal flow of thoughts and actions during competition. Emotion can usurp performance routines of even the most able athletes.

The effects of emotion on performance are most apparent when people are asked to perform a routine skill under pressure, such as walking a rope ladder 20 metres above ground. It's the same skill as walking on the ground, but once the person becomes nervous and starts thinking about performance, they inhibit performance. Extending this logic to sport, it is not surprising that intense emotions represent the most plausible explanation on why soccer players miss penalties in competition, but rarely miss in practice (to the extent that many argue that practising penalties is not a productive strategy).

A great deal of research has demonstrated links between emotions and performance. Research indicates that athletes develop beliefs on which emotions help performance and which emotions hinder performance. Research has indicated that emotional intelligence, defined as the ability as to identify, regulate and utilise emotional states to bring about peak performance is an important variable for sport psychologists to work with. Furthermore, it has been proposed that consistent performance is brought about by frequent usage of psychological skills such as imagery, self-talk, goal-setting and relaxation training to manage the stresses and strains of competition.

Practicing performance under pressure

Athletes spend relatively little time performing under pressure. When the critical moment arrives therefore, they have had relatively little exposure to the pressures involved so perhaps it's not so surprising that performance can vary. In short, skills learned in non-pressure situations will not necessarily transfer to pressure situations.

One useful strategy for learning to perform under pressure is to simulate the demands of competition using imagery. A recent development in imagery research is the PETTLEP (Physical, Environment, Task, Timing, Learning, Emotion and Perspective) model. PETTLEP aims to closely replicate the sporting situation through imagery, including physical and emotional sensations associated with performance. Research demonstrates that imagery is associated with enhanced performance in pressure situations.

Athletes should learn to see themselves performing successfully in pressure situations, but should not underestimate the demands of the task. It's important to perform well and condition positive emotions, but it's also important not to create a false scenario that under-represents how difficult the task will be. The greater the clarity of the imagery and the extent to which this accurately replicates the demands of peak performance, the greater its potential benefits will be. Once these images have been developed, the athlete should incorporate imagery into his or her training programme and not just save it for use in competition. The more often the athlete performs imagery, the greater will be the simulated exposure to the stresses of competition (Terry Orlik 2000).

Manage your mind habits

Emotional conditioning or reprogramming your mind habits involves challenging the habits associated with negative thinking. The performance sapping effects of unpleasant emotions are often built on a habit negative thinking. People have conditioned themselves to be susceptible to experiencing such emotions through negative thinking habits, and as such, these habits need breaking. The key is to reprogram your mind to replace these negative habits with positive thoughts and images. Eventually these new positive thoughts will become habitual and performance will become more consistent. 'If-then' plans have been found to be an effective method of changing thought processes. If-then plans work by putting the barrier to poor performance alongside the solution. By putting barriers and solutions side by side, the process of implementing the solution can become

automated. During the learning stages, people repeat the if-then plan daily until it becomes ingrained. If-then plans can re-structure negative thoughts and turn them into positive thoughts by having pre-prepared structured statements.

With practice, you can become more aware of your emotions and able to use psychological strategies to manage performance. You also need to know what each emotion means and the appropriate response to deal with it. Practicing sport skills using competition imagery and if-then strategies combined with PETTLEP can help you deal with these emotions. With practice, you can learn to manage your negative emotions until it becomes a habit! (Athletic-insight: the online journal of sport psychology, vol 3 (3), 2001)

2.3 Motivation and players' performance

Motivation can be defined as being aroused to action, to directed purposeful behavior, although this may not always be either efficient or effective (Davies, 1989). This behavior can be either positive or negative. Motivation is the drive towards a goal. It is what keeps a person striving for success. Motivation is very important in both improving and maintaining athletic performance in an individual. Without motivation individuals will not be as disposed to attend all training sessions, will not train with full intensity at these training sessions and will not perform at the highest standard they are capable of during competitions. The players are seen to have all of the physiological and skill components necessary for great performance, yet lack motivation, i.e. regularly show up late, do not try very hard during training etc. (Parker, 2000).

Consider football players who have to attend training sessions on most mornings of the week and then again after school or work in the afternoons, without effective motivation they will train less often, miss training sessions or apply less effort during their training sessions. This will lead to lower levels of fitness and skill and a decrease in their performance at the upcoming competition time. Quite often, as athlete's progress in their sports, the improvements become gradually smaller. It then becomes harder for athletes to make significant improvements, and often results in a loss of motivation (Davies, 1989). An appropriate level of motivation will not only improve physical performance, it will also assist in the learning of physical skills, which in turn, will affect the quality of performance (Parker, 2000). Motivation essentially comes in two forms: /Intrinsic and Extrinsic/.

2.3.1 Intrinsic motivation

Intrinsic forms of motivation come from within the individual; that is, the individual is personally concerned about his or her performance and is motivated to higher levels by a need for satisfaction. The satisfaction may come from greater fun, enjoyment or competence, and is not necessarily related to any external measuring factor, such as trophies or public recognition. Some individuals are motivated by challenges, such as becoming competent at the task or skill (Morris, T., & Graydon, J. (1997). Rather, it is the personal knowledge that the individual has done his or her best. Such intrinsic motivation is a powerful motivational tool. An example of intrinsic motivation is the athlete who continues to finish a race despite knowing that there is no chance of winning. The desire to finish satisfies a personal need. This self-satisfaction with the performance is often referred to as internal reinforcement and ensures that this type of behavior will occur again. Intrinsic motivation is often seen as the preferred type, as it is generally associated with greater persistence and greater commitment (Davies, 1989).

2.3.2 Extrinsic motivation

Extrinsic forms of motivation are often associated with material reinforcement. These external forms of material reinforcement might include money, trophies and recognition. They serve to reinforce a particular behavior. Examples of such extrinsic rewards are the financial payments given to professionals in return for their services. When an athlete performs an activity solely to obtain some external reward, they are extrinsically motivated (Parker, 2000). In the other direction motivation can be categorized in to: /Positive and negative motivation/.

Positive motivation

Positive motivation is the recognition, praise and (possibly) reward of good performances. It is an important aspect of training. The athlete is motivated to reproduce this performance to receive the rewards.

Negative motivation

Negative motivation is the feedback athletes receive when coaches, parents or friends consider a certain aspect of their behavior to be unacceptable or substandard. This causes athletes to avoid this

type of behavior for fear of negative reactions by others. An example of this type of motivation can be seen when coaches drop players to a lower grade when they fail to perform.

2.3.3 Motivation and soccer performance

In soccer, nothing can affect performance as dramatically as a sudden loss of motivation. Without the motivation to succeed a player cannot survive the challenges soccer can throw up. If the team or player is going through a bad patch then motivating your players becomes especially important. However, an overly motivated player may be nervous and take risks. This article attempts to look at motivation and suggest ways to help improve the motivational capacities of players.

Motivational process

In general we distinguish between, personal self-motivation (*intrinsic*) and motivation from the outside (*extrinsic*) by the coach, teammates, friends etc. By looking at the process of motivation, we can see how this influences performance. Human beings are motivated to do sport for several reasons;

A need to move & to play: To be active, expend excess energy & aggression, for self-fulfillment, to take risks, to satisfy curiosity, make use of the hunting and adventurous spirit...

Ambition & Recognition: Various motives are ambition (win competitions), outside recognition (from fans, family, teammates...), playing in front of an audience, sociability and social standing...

Overall, the motives and needs of players are guided by two basic factors, the hope of success and fear of failure with experience generally showing that the former plays the major role in motivating players.

Every player has a dream in soccer and some players pursue their dreams and expect to achieve them through renewed hard work and dedication. Obstacles are seen as a challenge and each setback as a call for more effort to improve and overcome these problems. This type of player is *intrinsically* self-motivated as their desire to succeed comes from within themselves.

However, many players, often technically and physically good enough to succeed, fall by the wayside due to a lack of self-belief to fulfill their dreams or the willingness to spend the necessary time on the pitch or in the gym.

Generally, it is easier to work with highly motivated players as they only need decent objectives, the environment and ability to concentrate as well as good technical, tactical and physical coaching. However, these players still need to be looked after as they may become frustrated and bored if they do not meet their goals or keep their performances up to expected standards.

For players who are under motivated, the coach needs firstly to convince and motivate these athletes to believe they can succeed and secondly that only hard work will lead to success.

Motivating the player

There is no perfect method for motivating players as this changes from individual to individual and can depend on the current situation, such as the team's position in the league. The following points suggest various ways to help motivate and sustain motivation in your players:

To improve the level of motivation in athletes the following methods could be used:

- a. Avoid using winning or performance outcomes, from competitive events as the measure of success (Rushall, 1995). These are out of the direct control of the athlete, and so if a loss occurs, motivation will decrease. Instead use individual comparisons (based on fitness and skill tests) that are in the athlete's control.
- b. Give Praise. All athletes need positive, honest feedback about their performances. Feelings of contribution to team success by their individual efforts, improves intrinsic motivation.
- c. Vary the content, venue and sequence of training sessions. Boredom will lead to staleness and/or burnout and will result in not only a reduction in motivation, but individuals may also drop out of the sport (Parker, 2000).
- d. Have the athletes fill in a self-reinforcement worksheet (Rushall, 1995).

This exercise will increase the effectiveness of reinforcing self-talk, an important factor in increasing motivation.

e. Set Goals based on the S.M.A.R.T.E.R principle. Goals should be specific, measurable, affirmative, realistic, time based, evaluated, and recorded. They should also be short-term, intermediate, and long term. When athletes set realistic, achievable goals, and they are reached, a feeling of success is experienced. This will improve motivation.

f. Have athletes use Mental Imagery. Sport Psychologists regularly encourage athletes to use imagery to enhance motivation (Martin et al, 1999).

In football, maintaining motivation and remaining focused are essential to enjoying the sport and being a consistent competitor. Here are a few tips:

1. Know your objective. Why are you a footballer? Do you want to lose weight or stay fit? Do you have aspirations to compete in the Olympics or become a professional footballer? Think about what it is that you're working for and use that objective as a short or long-range reference point to focus on. Remind yourself that every training session can bring you closer to your goal.

2. Stay Tough. Some training days are just hard. You show up not wanting to do your workout and think to yourself "hmmm...I'll just go a little easier today...cut some corners". Days like this are crucial. These are the days that separate the champions from the mediocre athletes. Endurance athletes have to be able to push themselves. Be strong and give your training session your best effort. After the session you'll feel a sense of accomplishment and that feeling will carry over to motivate you for future training sessions.

3. Consistency. Many athletes are great at maintaining motivation for short bursts of time (a few weeks, a few months) but the footballers must understand that improvements are a result of a consistent effort over a long period of time. Set some long-term goals. Where would you like to be 1 year or 3 years from now? Keeping focused on long-term goals will help you to remain consistent and not overemphasize training sessions or drive you to burnout. No one becomes his or her best overnight. It takes many years of correct practice.

4. Enjoy. Remain passionate about the sport. Make sure you plan some days that are light enough to allow you to get out and spin or run at a pace slow enough to enjoy nature and

clear your mind. Days like this can revitalize your spirit and help you rekindle your love for the triathlon.

Balanced & interesting training: A disorganised and unbalanced training session can demotivate players from giving their best. Plan well ahead and cater for the individual groups' and team's needs. Remember variety is the spice of life! Training should be both mentally and physically stimulating. For players who are often substitutes, keeping them motivated is difficult. Try for example to have a weekly game in which the head coach works solely with the substitutes and an assistant coach works with the first-team but don't at any time put distance between the players.

Setting objectives (Goal setting): Is useful as it allows players to have something to aim at through a pre-defined plan to compare their progress at different steps over a period of time. However, the effects of motivation depends on how attractive the goal is. Also objectives that are too easy will lead to players being both overconfident and careless or if too difficult, players will approach them with low confidence and hesitancy. Try developing a goal setting plan with daily, medium and long-term goals.

Be enthusiastic, positive, honest and supportive: Your enthusiasm and positivity will rub off on players. Mention the positive actions rather than the negative actions as often as possible. Be honest about performance and be firm when making a point about areas that need improvement. Offer suggestions on how to improve. Do not embarrass your players but do tell them what you think !

Encouragement: Encourage fun and hard work in the training or competition. Always encourage players when they are successful and unsuccessful and avoid complacency.

Be supportive, confident and respectful: Remind them that they win as a team and lose as a team. Always be ready to listen to your players worries and questions. Accept them for who they are and for what they give to the team. Respect your players and they will respect you. Give credit where it is due focusing mainly on the team as a whole and accept some responsibility for a loss. Remind them that we all make mistakes and will learn from them.

Get to know your players and speak to them individually on a regular basis. Compliment them on aspects of their game and mentioning areas they need to work in can help to further motivate them.

Change of face: Players can get bored of the same old faces! Try bringing in new coaches with fresh and different ideas, perhaps even on a short term basis.

Imagery & Motivation: Players can use imagery to mentally rehearse a variety of aspects, like focusing on overcoming a technical weakness or mentally preparing for a match. Relaxation helps as players are more motivated when they realise that they can control stress and anxiety.

2.4 Self-confidence and performance

It is true that the most important element in successful soccer performance is the level of self-confidence. Vealey an expert in sports psychology describes confidence as "the belief or degree of certainty individuals possess about their ability to be successful in sport". When players are confident they can perform at their best level and it is rare for successful players to have a persistent lack of confidence. Confidence is in effect, a belief, or self-assurance in one's own abilities. It is essentially a feeling of having an expectation of success (Davies, 1989). Various factors both in and out of soccer which may affect confidence levels.

There are many characteristics which reflect a player's confidence and this can be observed during training and games through body language and verbal comments. The following is based on Beswick's (psychologist in English professional soccer) work in top level soccer and lists the messages sent out by players who are high in confidence:

- high self-belief - a real "I can do it" attitude
- projecting a positive image through good body language
- enjoying and having fun in competition and training
- not unduly worried about losing or consequences
- calm, collected, concentrated, and high self-control
- don't feel the need to impress others
- accept themselves for the way they are whilst understanding their strengths and weaknesses

- accept themselves for the way they are whilst understanding their strengths and weaknesses

These characteristics may be attained through good coaching and management of players and are essential for attaining success in soccer.

Recent research has shown that success has affected the level of confidence and confidence can affect success (Covassin&Pero, 2004; Hays, Maynard, Thomas, &Bawden, 2007; Hays, Thomas, Maynard, &Bawden, 2009). Elite athletes have revealed that confidence affects their performance through their thoughts, behaviors, and feelings (Hays et al. 2009). Levy, Nicholls, and Polman (2010) found that subjective performance and confidence were statistically significant and positively correlated.

The world of sport recognizes the importance that confidence has on success (Vealey& Chase, 2008). Athletes are constantly evaluated on the level of confidence they have in their abilities to perform. Coaches, fans, and media constantly discuss confidence when talking about the ability to win. Confidence can affect performance when our efficacy expectation is strong and our abilities are clearly developed (Bandura, 1977). Self-confidence is a term known to more than sport, influencing Vealey (1986) to coin the term “sport-confidence.”

Trait/State Distinction

Confidence has been described in two categories, trait and state. Trait-confidence can be defined as a dispositional feeling about being able to perform a task, whereas state-confidence refers to a more “in the moment” belief about being able to perform the task (Vealey, 1986). Understanding the two main concepts can play a crucial role in Confidence and Performance.

Sources of Sport-Confidence

Confidence has been researched to identify how confidence plays a role in the success of sport. Understanding where confidence plays a role in sport starts with the recognition of how confidence is developed in sport.

A variety of research shows that there are sources of confidence that help establish and strengthen the confidence level of a person (Bandura, 1977; Hays, Maynard, Thomas,

&Bawden, 2007; Vealey, Hayashi, Garner-Holman, &Giacobbi, 1998; Wilson, Sullivan, Myers, &Feltz, 2004).Bandura (1977) established that there were four sources of efficacy (confidence):personal accomplishments, vicarious experience, verbal persuasion, and physiologicalstates. Vealey et al. (1998) added onto Bandura by establishing the Sources of SportConfidence Questionnaire (SSCQ) and found nine sources of confidence:mastery, socialsupport, physical/mental preparation, and coach's leadership, demonstration of ability,vicarious experience, environmental comfort, situational favorableness, and physical self-presentation.More recent research has beenconducted and found that 9 sources of confidence were instrumental in confidence:Preparation, performance accomplishments, coaching, innate factors, social support,experience, competitive advantage, self-awareness, and trust (Hardy, L. and Par W. G. (1991). A catastrophe model of anxiety and performance. British Journal of Psychology, 82,163± 178.).

To look at sources of sport-confidence the research by Kingston, Lane, andThomas (2010) examined how the sources of sport-confidence can affect elite athletes' performance. They found a significant effect in time-to-competition; citing that demonstration of ability, physical/mental preparation, physical self-presentation, andsituational favorableness was viewed as factors relating to sport-confidence during thepre-competition phase. Kingston et al. (2010) suggests that understanding where anathlete's confidence derives from before competition is essential for development of theathlete's confidence.

Research in the confidence-performance relationshipfound that performance affects confidence and confidence affects performance. Achange in either will elicit a change in the other, for good or bad. This concept has been termed "confidence-performance spirals" by Lindsley, Brass, and Thomas (1995) whosuggest that upward spirals might not always be beneficial; citing that success willtypically occur after an athlete has been faced with failure and learns from it. BanduraandJourden (1991) found that consistent success leads to complacency and eventuallyoverconfidence.

2.4 Team-cohesion and players' performance

Team cohesion is the ingredient that molds a collection of individuals into a team (Cox, 2006. R. H. (2006). *Sport Psychology: Concepts and Applications* (6th ed.). New York: McGraw-Hill.). Carron wrote of determinants of team cohesion. Situational factors such as living with or near each other, sharing hobbies and activities, similar uniforms and clothing, rituals of group cohesion, and a unique distinctiveness as a group. Personal factors, such as commitment and satisfaction, leadership factors, and a democratic style of leadership also support team cohesion.

Team cohesion and performance have been extensively researched in an attempt to quantify the strength and direction of their relationship. Early studies established the cohesion-performance relationship, though agreement about which factor is driving this relationship (i.e., cohesion affecting performance or vice versa) has not yet been reached (Carron, A. V.; BRY, S. R.; EYS, M. A. (2002.) *Team cohesion & Team Success in Sport*, *Journal of Sport Science*, v. 20, p. 119-26.). Subsequent studies have also investigated moderating variables of team cohesion in an effort to devise strategies to help develop team cohesion and thus influence performance. Early researches have focused on exploring moderating variables of the cohesion-performance relationship with athletes and the competitive level of the team. According to Moradi (2004), team cohesion is an essential factor that changes a collection of individuals into a team and contributes a lot in developing team performance and a good feeling of satisfaction between the members.

Team cohesion includes task cohesion and social cohesion. Social cohesion indicates the amount of interpersonal attraction among group members, i.e., the extent that the group allows individuals to reach their desired goal. Task cohesion also includes practical assessment of the level of athlete and team coordinated efforts that show to what extent each team and its members achieve its goals (Carron A. V.; Widmeyer, W. N.; Brawley, L. R. (1985.) *The development of an Instrument to Assess Cohesion in Sport Team: The Group Environment Questionnaire*, *Journal of Sport Psychology*, v. 7, p. 244-266.).

Correlates of cohesion

There are several correlates of cohesion in sport (Paskevich D. M., *Group cohesion in sport and exercise*). These include:

- (1) Environmental factors, such as normative pressures; Environmental factors that may affect the team include the level of the competition and the size of the team. There are more pressures at a state championship, and larger teams have more team members to communicate and coordinate with.
- (2) Personal factors, such as a personal sense of responsibility for negative outcomes; Personal factors may include issues such as social loafing which is identified by team members not contributing their share to the team effort.
- (3) Leadership factors, such as the task versus person orientation; Leadership factors consist of the leader's decision style and leadership behavior. A team with greater instruction, social support, positive feedback, and a democratic style of coaching will produce higher levels of cohesive behaviors from team members.
- (4) Team factors; Team factors include role involvement, group norms, and collective efficacy. Role involvement is the clarity of an athlete's role, acceptance of that role, and his performance in that role.

The ultimate interest in studying team cohesion is its relationship to athletic performance (Cox, (2006) Sport Psychology: Concepts and Applications (6th ed.). New York: McGraw-Hill). Absolute performance links cohesion to the number of wins and losses, and the changes in that absolute performance. Relative performance refers to a link between cohesion and all of the factors of athletic performance. The latter requires an assessment and comparison over time of each player, the player's number of touchdowns, number of yards run, number of interceptions, and a myriad of possible performance measures. This research requires a great deal of measures and statistical measures which can be correlated to determine whether or not there is a statistical significance between cohesion and improvements in performance.

Carron (1993) lists factors that can hurt team cohesion:

- Disagreement about team goals
- Rapid or frequent change in group members
- Struggle for authority and decision-making power in the group
- Poor communication among group members
- Unclear task or social roles among team members
- Role conflict
- Lack of a clear vision by the team leader
- Ongoing criticism of team members by the coach, blaming individuals

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The researcher designed a descriptive survey research method for this study and data was conducted with the help of appropriate (open and close ended) questionnaires and interview. Because, it is appropriate to make description and analysis of psychological challenges that affect the performance of Ethiopian women football premier league players.

3.2 Population of the Study

This study was focused on selected Ethiopian women premier league clubs in Addis Ababa. These clubs were Dedebit W.F.C have 2 coaches (both are males) and 25 players. And St Gorge W.F.C have 2 coaches (1 male and female) and 25 players. The other was Ethiopian Light Power Agency W.F.C have 2 coaches (both are males) and 25 players. St Mare W.F.C have 2 coaches (both are males) and 25 players. Totally from four clubs 8 coaches (7 males and 1 female) and 100 players were found.

3.3 Sample and Sampling Techniques

Samples from the total population of four clubs for this research were selected by using random sampling techniques. According to this from Dedebit F.C 2 coaches (both are males) and 10 players were selected. Second, from St George F.C 2 coaches (1 male and 1female) and 10 players were selected. At third, from Ethiopian Light Power Agency F.C2 coaches (both are males) and 10 players were selected. Fourthly, from St Mary F.C 2 coaches (both are males) and 10 players were selected for the study. Finally, 4 clubs leaders were selected. Totally 8 coaches, 40 players and 4 leaders were randomly selected for the study.

3.4 Instruments/Tools for Data Collection

To obtain reliable and objective information, the data were selected in different methods. For this purpose Questionnaire and Interviews were used.

3.4.1 Questioner

This method was used as a primary data collecting tool for the study and contains closed-ended and open-ended questionnaires. It was prepared to collect data from players and coaches.

3.4.2 Interviews

The tool was used to collect supportive data for the above primary data collecting tool for the study. The interview was prepared only for club leaders.

3.5 Procedures of Data Collection

Before developing the instruments related literature was thoroughly examined and items were prepared in English language. Secondly, the leaders of each clubs those the researcher randomly selected for the study was approached and asked to assist in the investigation by allowing some of their players and coaches to participate in the study. All clubs indicated a willingness to participate. Then, all of participants were informed the purpose of the study. Following this, the question items were tested their reliability and conductivity to address the purpose of the study needs to collect data from the participants by making sample groups of the participants. According to the test players' English language skill were been limited. So that the questionnaires addressed to the players were translating in to their national language (Amharic). Then it was distributed for the sample selected population. At last after the items collected from the population, administration of questionnaire and analysis were continued.

3.6 Data Organization and Analysis

The collected data were organized in table with the objectives of the research. In these process both quantitative and primary descriptive method (i.e. percentage and qualitative analysis) procedures were used.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

This chapter deals with findings obtained from the questionnaires and interviews. It consists of two parts:

- Deals with presentation of results
- Deals with discussion

4.1 Data Presentation

Three groups of respondents, the club coaches, players and leaders respond as the following

4.1.1 Total Population

Table 1:- Total number of coaches, players and main leaders in the clubs

No	Clubs	Coaches			Players			Main Leaders		
		M	F	T	M	F	T	M	F	T
1	Dedebit F.C	2	-	2	-	25	25	1	-	1
2	St George F.C	1	1	2	-	25	25	1	-	1
3	E.L.P.A.F.C	2	-	2	-	25	25	1	-	1
4	St Mary	2	-	2	-	25	25	1	-	1
	Total	7	1	8	-	100	100	4	-	4

The above table represents the total population of coaches, players and main leaders selected for the main study of the thesis. According to the table almost all clubs those were selected for the study have the same number of population and similar sex in their club (each of them have 25 (female) players, 2 (male) coaches and 1 (male) main leaders) except St George F.C is differ from them in the cause of having 1 female coach of the 2 coaches.

4.1.2 Sample selection

Table 2:- Number of coaches, players and leaders participant in the main study

n o	Clubs	Coaches						Players						leaders	
		M		F		T		F		T		M			
		No	%	no	%	no	%	no	%	no	%	no	%		
1	Dedebit F.C	2	100	0	0	2	100	10	40	10	40	1	100		
2	St George F.C	1	50	1	50	2	100	10	40	10	40	1	100		
3	E.L.P.A F.C	2	100	0	0	2	100	10	40	10	40	1	100		
4	St Mary	2	100	0	0	2	100	10	40	10	40	1	100		
	Total	7	87.5	1	12.5	8	100	40	100	40	100	4	100		

The above table represents the number of coaches and players selected for the main study of the thesis for questionnaire. The researcher was selecting the sample population from four clubs, players selected depending on their playing possession and the main and assistant coaches and club leaders were selected for the study.

Relating this from Dedebit F.C 2 coaches and 10 players and 1 leader totally 13 participant were selected randomly to represent the whole coaches and players population in the club.

Second, St George F.C club was one of the main areas that the researcher did focused to conduct his study. Accordingly, 2 coaches and 10 players and 1 leader totally 13 participants were selected for the study.

Third, Ethiopian Light Power Agency F.C was the other main focused area the researcher selected to conduct his study. As the same as the other participants, 2 coaches and 10 players and 1 leader totally 12 participants were selected for the study.

Fourth, St Mary F.C was the researcher' chosen focused area for the study. According players' playing possession and coaches' coaching possession 2 coaches and 10 players totally 12 participants were selected for the study.

In general 8 coaches and 40 players and 4 leaders totally 52 participants were selected to highly give their opinion on the psychological challenges on the performance of Ethiopian women football premier league players’.

4.1.3 Background Characteristics of the Players

Table 3:- Distribution by age of player’s respondents

No	Clubs	Age	No	Percent (%)
1	Dedebit F.C	Under 15	1	10
		15-20	3	30
		21 and above	6	60
		Total	10	100
2	St George F.C	Under 15	1	10
		15-20	2	20
		21 and above	7	70
		Total	10	100
3	Ethiopian Light Power Agency F.C	Under 15	-	
		15-20	4	40
		21 and above	6	60
		Total	10	100
4	St Mare F.C	Under 15	-	
		15-20	2	20
		21 and above	8	80
		Total	10	100

Based on back ground characteristics of the players’ respondents, the above table indicates that distribution by age of players from four clubs. The researcher has been examining the Dedebit F.C players. Majority (60%) of respondents have 15 to 20 years old. Relatively (30%) of the players are aged 21 and above. And the rest (10%) of the respondents are under 15 years old.

Secondly putted on the table were St George F.C. the majority (70%) of respondents are 21 and above years old. The other (20%) of them are aged between 15 to 20 years. The rest (10%) of players are under 15 years.

The majority (60%) of the respondents from Ethiopian Light Power Agency F.C. are categorized on 15 to 20 years old. The other (40%) of them are 21 and above years old. But none of players under 15 years old.

At last majority (80%) of respondents from St Mare F.C. have 15 to 20 years old. Also (20%) of them are 21 and above years old. No one aged under 15 years old in the club.

Table 4:- Distribution by playing experience in the league of players' respondents

no	Clubs	Qualification	no	Percent (%)
1	Dedebit F.C	< 1 year	2	20
		1-2 years	3	30
		Above 2 years	5	50
2	St George F.C	< 1 year	3	30
		1-2 years	3	30
		Above 2 years	4	40
3	Ethiopian Light Power Agency F.C	< 1 year	4	40
		1-2 years	1	10
		Above 2 years	5	50
4	St Mary F.C	< 1 year	6	60
		1-2 years	1	10
		Above 2 years	3	30

According to the above table, the majority (50%) of the respondents from Dedebit F.C. have above 2 years playing experience in the league. The other (30%) of players spent 1 to 2 years playing in the league. The rest (20%) of them have less than 1 year playing experience.

Majority (40%) of St George F.C. players' respondents have less than a year playing experience in the league. And (30%) of them spent 1 to 2 years playing in the league. The rest (30%) respondents have above 2 years playing experience.

The third club was Ethiopian Light Power Agency F.C. The majority (50%) of the respondents spent less than a year in the league. The other (40%) of them have 1 to 2 years playing experience. And the rest (10%) of respondents were playing for 2 and above years in the league.

At last majority (60%) of respondents from St Mare F.C. have 1 to 2 playing experience in the league. Also (30%) of them spent 2 and above years in playing in the league. The rest (10%) of players have less than 1 year playing experience.

Table 5:- Distribution by sex and age of respondent coaches

No	Clubs	Sex	Age	No	Percent (%)	
1	Dedebit F.C	M	Under 30	-	-	
			31-40	2	100	
			41 and above	-	-	
		Total			2	100
		F	Under 30	-	-	
			31-40	-	-	
			41 and above	-	-	
		Total			-	-
		2	St George F.C	M	Under 30	-
31-40	1				50	
41 and above	-				-	
Total					1	50
F	Under 30			1	50	
	31-40			-	-	
	41 and above			-	-	
Total					1	50
3	Ethiopian Light Power Agency F.C			M	Under 30	1
		31-40	-		-	
		41 and above	1		50	
		Total			-	-
		F	Under 30	-	-	
			31-40	-	-	
			41 and above	-	-	
		Total			-	-
		4	St Mary F.C	M	Under 30	-
31-40	2-				100	
41 and above	-				-	
Total					2	100
F	Under 15			-	-	
	15-20			-	-	
	21 and above			-	-	
Total					-	-

Based on back ground characteristics of the coaches' respondents, the above table indicates that distribution by age and sex of coaches from four clubs. From Dedebit F.C. (100%) of total 2 male respondents have 31 to 40 years old.

Secondly putted on the table were St George F.C. there are 1 female coach respondent in the age of under 30 years old and 1 male coach respondent with the age of 31 to 40 years

category were been participated in the main study. One of the total two male coaches' respondents from Ethiopian Light Power Agency F.C. is under 30years old. The same is true that the other is categorized in 31 to 40 years old. At last both of 2 male coaches' respondents from St Mare F.C. are categorized in 31 to 40 years old.

Table 6:- Distribution by sex and coaching experience of respondent coaches

no	Clubs	Sex	Qualification	No	Percent (%)
1	Dedebit F.C	M	<5 years	-	-
			6-10 years	-	-
			11 and above	2	100
		F	< 5 years	-	-
			6-10 years	-	-
			11 and above	-	-
2	St George F.C	M	< 5 years	-	-
			6-10 years	1	50
			11 and above	-	-
		F	< 5 years	-	-
			6-10 years	1	50
			11 and above	-	-
3	Ethiopian Light Power Agency F.C	M	< 5 years	-	-
			6-10 years	1	50
			11 and above	1	50
		F	< 5 years	-	-
			6-10 years	-	-
			11 and above	-	-
4	St Mary F.C	M	< 5 years	-	-
			6-10 years	2	100
			11 and above	-	-
		F	< 5 years	-	-
			6-10 years	-	-
			11 and above	-	-

Based on back ground characteristics of the coaches' respondents, the above table indicates that distribution by sex and coaching experience of coaches from four clubs. From Dedebit F.C. (100%) of total 2 male respondents have 11 and above years coaching experience.

Secondly putted on the table were St George F.C. there are 1 female and 1 male coach respondent were similarly category in 6 to 10 years coaching experience.

One of the total two male coaches' respondents from Ethiopian Light Power Agency F.C. was categories in 6 to 10 years coaching experience. Whereas the other respondent has 11 and above years coaching experience.

At last both of 2 male coaches' respondents from St Mare F.C. are categorized in 6 to 10 years coaching experience.

Table 7:- Distribution by sex and coaching qualification of respondent coaches

no	Clubs	Sex	Qualification	No	Percent
1	Dedebit F.C	M	> C license	-	-
			C license	1	50
			B license	1	50
			A license	-	-
		F	> C license	-	-
			C license	-	-
			B license	-	-
			A license	-	-
2	St George F.C	M	> C license		-
			C license	1	50
			B license	-	-
			A license	-	-
		F	> C license	-	-
			C license	-	-
			B license	1	50
			A license	-	-
3	Ethiopian Light Power Agency F.C	M	> C license	-	-
			C license	1	50
			B license	1	50
			A license	-	-
		F	> C license	-	-
			C license	-	-
			B license	-	-
			A license	-	-
4	St Mary F.C	M	> C license	-	-
			C license	1	50
			B license	1	50
			A license		
		F	> C license		
			C license		
			B license		
			A license		

4.2 DATA INTERPRETATION

4.2.1 Questionnaire interpretation from players

4.2.1.1 Players' use of mental skill techniques challenges on their performance

Table 8:- players' response on goal setting technique using challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Not set personal performance goals	10	25	20	50	2	5	8	20	-	-
2	Not set very specific goals	12	30	22	55	4	10	2	5	-	-
3	Not evaluating whether achieve self-training and competition goals	6	15	30	75	2	5	2	5	-	-
4	Not set specific result goals	8	20	16	65	3	7.5	3	7.5	-	-

From the above table the majority (50%) of the respondents were agreed that not set personal performance goals challenges their performance. The others (25%) of the respondents respond "strongly agree". (20%) of them respondents disagreed on that not set personal performance goals challenges their performance. The rest (5%) of them said that "undecided". No respondent said "strongly disagree".

The other item that has been given for the choice was "not set very specific goals" challenges on player performance. On this idea the majority (55%) of respondents were agreed on that not set very specific goals is one challenge on their performance. The other (30%) of them said that they were strongly agreed. (10%) of the respondents said "undecided". And (5%) of respondents give their response to "disagree". No on respond "strongly disagree".

Thirdly putted in the table reflect, not evaluating whether achieve self-training and competition goals challenge on players' performance. Regarding on this majority (75%) of the respondents said that they were agreed. The other (15%) players were strongly agreed on that not evaluating whether achieve self-training and competition goals challenges their

performance. (5%) of the respondents said “undecided”. The same is true (5%) of them gave their response towards “disagree”. But no respondent said “strongly disagree”.

For the last item in this table majority (65%) of respondents said agreed for that not set specific result goals challenge their performance. The other players (20%) give their response to “strongly agree”. Also (7.5%) of the respondents said that they were disagreed on the idea. The same is true (7.5%) of respondents’ were undecided to put their opinion. (0%) of them said strongly disagreed.

At last players were asked on the open ended questionnaire was to put their ideas if there is a goal setting challenges on their performance out of those challenges putted on the table. According to this majority of the respondents suggested that “lack of understanding how to set goal” was the major challenge on their performance in general.

Table 9:- Players’ response on mental imagery technique using challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Difficulty on rehearse performance in mind	-	0	30	75	5	12.5	5	12.5	-	-
2	Not imagine competitive routine before doing	4	10	18	45	6	15	8	20	4	10
3	Not rehearse the feel of performance in self-imagination	4	10	24	60	6	15	6	15	-	-
4	Not visualize competition going exactly the way I want it	-	0	30	75	6	15	4	10	-	-

As it can be seen from the above table results from the respondents on questions related to mental imagery technique using challenges on players’ performance has been summarized. Regarding on this idea (75%) of the respondents respond that they were agreed on difficulty

on rehearse performance in mind is a challenge on their performance. And relatively (12.5%) of the players said that they were disagreed on such imagery technique using challenge affecting their performance. The same is true that (12.5%) of respondents said “undecided”. But, No respondent said “strongly agree” and “strongly disagree”.

The next item option that has been given for the respondents was not imagine competitive routine before doing also one imagery challenge on their performance. Based on this, (45%) of them said that they were agreed. The other (20%) players give their response to “disagree”. (15%) of respondents gave their response towards “undecided”. The other (10%) of respondents said that they were strongly agreed on idea. The rest (10%) putted that not imagine competitive routine before doing never challenge their performance.

The above table item 3 shows us one of mental imagery technique challenge on players’ performance that “not rehearse the feel of performance in self-imagination challenge”. Relating this idea the majority (60%) of respondents said that they were agreed on that it challenge their performance. The other (15%) of them said that they were disagreed with that not rehearse the feel of performance in self-imagination challenge on their performance. The same is true (15%) of players respond “undecided”. And (10%) of respondents give their response to “strongly agree”. But none of them had given their response their idea for option of “strongly disagree”.

In the item that has been given for the choice was “not visualize competition going exactly the way I want it” imagery technique challenge on player performance. On this idea the majority (75%) of respondents respond that they were agreed “not visualize competition going exactly the way I want it” is challenging their performance. The other (15%) of them said “undecided”. (10%) of players gave their response to “disagree”. None of respondents said “strongly agreed” and “strongly disagreed”.

Beside the above closed ended questionnaire players asked to file was open ended questionnaire. The same is true that they were replied for goal setting, the majority of respondents said that they have been challenged by lack of understanding the way how to use imagery techniques well.

Table 10:-Players’ response on relaxation technique using challenges on their performance

NQ	Items	SA		A		UD		DA		SDA	
		N ₀	%	N ₀	%	N ₀	%	N ₀	%	N ₀	%
1	Poor using relaxation techniques (e.g. exercise, music, nutrition, etc) before and after competition	-	0	12	30	5	12.5	23	57.5	-	-
2	Not using relaxation strategies as a coping strategy	8	20	22	55	10	25	-	-	-	-
3	Poor using a relaxation technique, If starting to lose potential	-	0	26	75	4	10	6	15	-	-
4	Not relax self to get ready to perform (like penalty kick)	16	40	20	50	4	10	-	-	-	-

The above table generally reflects about relaxation technique using challenges on the performance of players’. Accordingly; the majority (57.5%) of respondents respond “disagree”. The other (30%) of them said that they were agreed on not using relaxation techniques (e.g. exercise, music, nutrition, etc.) before and after competition has been challenge on their performance. (12.5%) of players gave their response to “undecided”. But none of respondents gave their response to “strongly agree” and “strongly disagree”.

In this table the idea putted at the second item refers to not using relaxation strategies as a coping strategy challenge on the performance of players’. So that, majority (55%) of respondents were agreed that such kind of relaxation technique using challenge happen on their performance. And relatively (25%) of the players were undecided to put their response. The rest (20%) of respondents said that they were strongly agreed that it challenges their performance. None of respondent said “disagree” or “strongly disagree”.

The third item option that has been given for the respondents refers to not using a relaxation technique if starting to lose potential challenge on players' performance. Accordingly, the majority (75%) of them respond that they were agreed on it challenge their performance. (15%) of respondents replied that they were disagreed. In the other side (10%) of players were undecided. But none of the respondents gave its' response towards "strongly agree" or "strongly disagree".

The item putted at the last of the table refers that not relax self to get ready to perform (like penalty kick) challenge on athlete performance. On this idea the majority (50%) of respondents respond that they were agreed. The other (40%) of them said that they were strongly agreed on that not relax self to get ready to perform (like penalty kick) has been challenging their performance. (10%) of players response was towards "undecided".But none of the respondents respond "disagree" or "strongly disagree".

The same as the above two open ended questionnaires responses by the players' for the mental skill techniques challenges, lack of understanding on how to use relaxation techniques also a big challenge on their performance. Relatively same of respondents said that they had lack of material (like tap player) is a mater to use relaxation techniques.

Table 11:-Players’ response onself-talk technique using challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Not use specific cue words or phrases to help performance (like; nice, bravo, I can, it’s perfect...)	1	2.5	22	55	7	17.5	10	25	-	-
2	Improper managing of self-talk	8	20	28	70	4	10	-	-	-	-
3	Poor self-motivating to train through positive self-talk	4	10	28	70	3	7.5	5	12.5	-	-
4	Not talk to self positively to get the most out of competitions and practice	8	20	20	50	4	10	8	20	-	-

As it can be seen from the above table results from the respondents on questions related to self-talk technique using challenges on players’ performance has been summarized. Regarding on this idea majority (55%) of the respondents were agreed that not use specific cue words or phrases to help performance (like; nice, bravo, I can, it’s perfect...) is challenging their performance. And relatively (25%) of the players responds gave their response towards “disagree”. (17.5%) of respondents said that they were undecided to put their ideas. The rest (2.5%) of respondents gave their responds to “strongly agree”. No respondent said “strongly disagreed”.

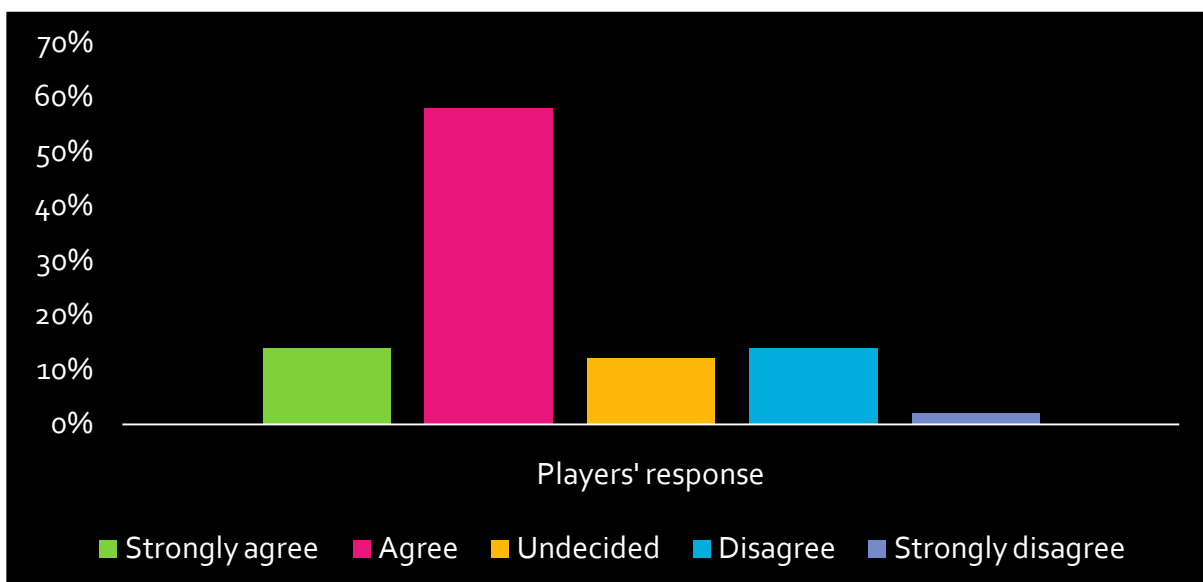
The other item that has been given for the choice was improper managing of self-talk challenges on player performance. On this idea the majority (70%) of respondents said that they were agreed on that improper managing of self-talk is challenging their performance usually. The other (20%) of them said “strongly agreed”. (10%) of players respond that they were undecided. And none of them respond “disagree” or “strongly disagree”.

The above table item 3 shows us one of mental imagery technique challenge on players' performance that "Poor self-motivating to train through positive self-talk". Relating this idea the majority (70%) of respondents said that they were agreed on that it challenge their performance. The other (12.5%) of them said that they were disagreed on poor self-motivating to train through positive self-talk has been challenging their performance. (10%) of players respond "strongly agree". (7.5%) of the respondents said "undecided". But none of them has given their response on the idea to the option of "strongly disagree".

In the item 4 that has been given for the choice was the self-talk challenge that "Not talk to self positively to get the most out of competitions and practice". On this idea the majority (50%) of respondents respond that they were agreed on that not talk to self positively to get the most out of competitions and practice is challenging their performance. The other (20%) of them said "strongly agreed". (20%) of players gave their response to "disagree". And the rest (10%) said "undecided". But none of respondents gave its' response to "strongly disagree".

The same is true that on one hand players replied their ideas on the open ended questionnaire were that unknowing how to use and manage self-talk techniques was challenge on their performance.

Chart 1: Players' use of mental skill technique challenges on their performance



4.2.1.2 Emotional control challenges on the performance of players

Table 12:-Players’ response on the emotion control challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Emotions get out of control under positive pressure	2	5	26	65	4	10	8	20	-	-
2	Difficulty controlling emotions if I make a mistake	8	20	29	72.5	3	7.5	-	-	-	-
3	frustrated and emotionally upset when practice or competition do not go well	6	15	25	62.5	3	7.5	4	10	2	5
4	Get suffers when something upsets	4	10	30	75	2	5	4	10	-	-
5	Get angry and frustrated by a poor performance of team meets	6	15	25	62.5	4	10	5	12.5	-	-

The above table generally reflects about emotion control challenges on players’ performance. Accordingly; the majority (65%) of respondents said that they were agreed on being their emotions get out of control under positive pressure is challenging their performance. The other (20%) of them said “disagreed”. (10%) of players gave their response to “undecided”.(5%) of the respondents gave their response towards “strongly agree”. But none of respondents gave their response to “strongly disagree”.

The other item that has been given for the choice was difficulty controlling emotions if makes a mistake. On this idea the majority (72.5%) of respondents respond thatthey were agreed on difficulty controlling emotions if they make a mistake has been challenging their performance. The other (20%) of them said “strongly agreed”. The rest (7.5%) of players

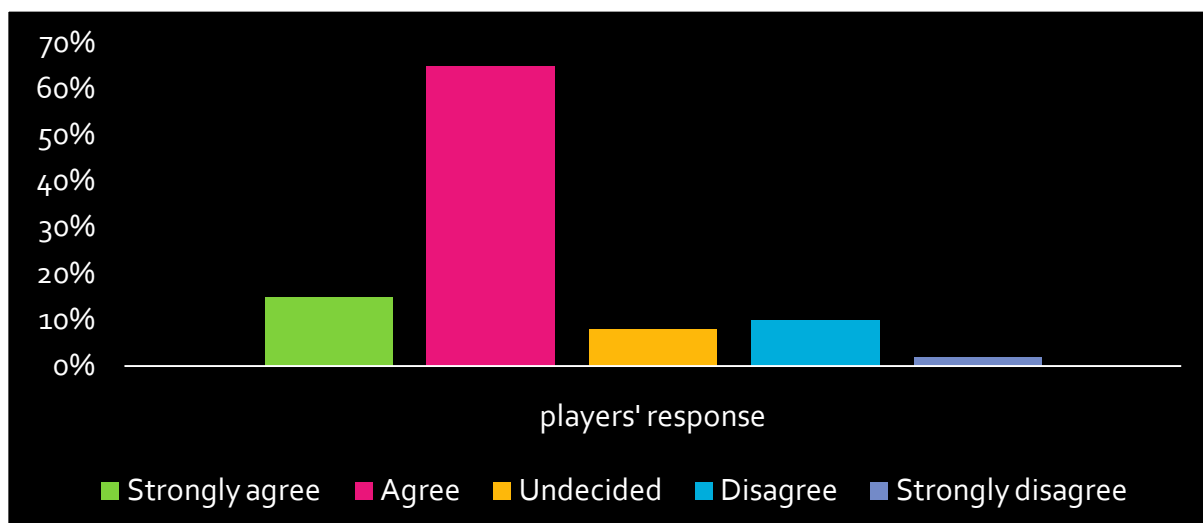
respond that they can't decide on the idea. And none of them respond "disagree" or "strongly disagree".

In this table the idea putted at the third item focused on the emotion control challenge that isfrustrated and emotionally upset when practice do not go well. So that, majority (62.5%) of respondents gave their responsetowards "agree". And relatively (15%) of the players responds were strongly agreed on such emotion control challenge affecting their performance. (10%) of respondents give their responds to "disagree". The other (7.5%) said that they were undecided. The rest (5%) of them respond that they were strongly disagreed on frustrated and emotionally upset when practice do not go well has been challenging their performance.

The fourth item option that has been given for the respondents refers to get suffer when something upsets challenge on players' performance. Accordingly, the majority (75%) of them respond that that they were agreed on that it challenge their performance. (10%) of respondents replied that strongly agreed on the challenge happen on their performance. the same is true (10%) of players said "disagree". The rest (5%) of them were undecided to put their opinion. Whereas none of the respondents said "strongly disagreed".

The item putted at the last of the table refers that get angry and frustrated by a poor performance of team meets of that emotion control challenge on players' performance. On this idea the majority (62.5%) of respondents respond thatthey were agreed on such challenge happened on their performance. The other (15%) of them said "strongly agreed". (12.5%) of players response was towards "disagree".The rest (10%) of respondents replied that they were undecided. But none of the respondents said "strongly disagree".

Chart 2: Players' response on the emotion control challenges on their performance



4.2.1.3 Self-confidence challenges on the performance of players

Table 13:-Players’ response on the self-confidence challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Do not think of self-potential more as a success than as a failure	-	-	28	70	6	15	2	5	4	10
2	Confidence not stays high the week after a bad game	8	20	26	65	6	15	-	-	-	-
3	Do not think of self as a tough competitor	4	10	20	50	8	20	6	15	2	5
4	Not think that can be winner with any situation	-	-	30	75	3	7.5	7	17.5	-	-
5	Not believe on self-potential in handling tough game situation	-		29	72.5	4	10	7	17.5	-	-

As it can be seen from the above table results from the respondents on questions related to players’ self-confidence challenges on their performance has been summarized. Regarding on this idea (70%) of the respondents respond that they were agreed on item one (Do not think of self-potential more as a success than as a failure). And relatively (15%) of the players respond that they were undecided. The other (10%) of respondents said that strongly disagreed with the idea. The rest (5%) of respondents give their responds to “disagree”. No respondent said “strongly agree”.

The next item option that has been given for the respondents was confidence not stays high the week after a bad game challenge on their performance. Based on this, (65%) of them said “agree”. The other (20%) of players give their response to “strongly agree”. (15%) of the

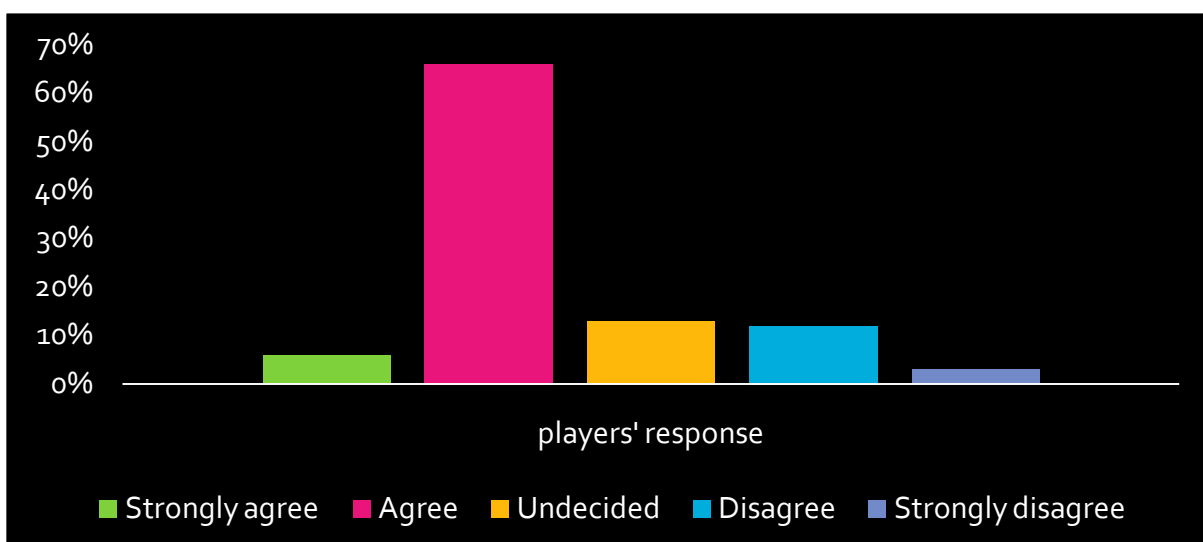
respondents said that they were undecided. But none of them replied towards “disagree” or “strongly disagree”.

The above table item 3 shows us one of the self-confidence challenges on players’ performance that is “no not think of self as a tough competitor”. Relating this idea the majority (50%) of respondents said that they were agreed on that it challenge their performance. The other (20%) of them said that they were undecided. (15%) of players respond “disagree”. And also (10%) of the respondents said “strongly agree”. The rest (5%) of them were gave their response to “strongly disagree”.

In the item 4 that has been given for the choice was that not think that can be winner with any situation. On this idea the majority (75%) of respondents respond that they were agreed on that of not think that can be winner with any situation is a challenge on their performance. The other (17.5%) of them said “disagree”. Whereas (7.5%) of players gave their response to “undecided”. None of respondents said “strongly agree”, or “strongly disagree”.

The item located at the end of the table focused on not believe on self-potential in handling tough game situation challenge on players’ performance. So that, majority (72.5%) of respondents gave their response towards “agree”. And relatively (17.5%) of the players respond that they were disagree on such self-confidence challenge affecting their performance. The rest (10%) of respondents said “undecided”. But no one said “strongly agree” or “strongly disagree”.

Chart 3: Players’ response on self-confidence challenges on their performance



4.2.1.4 Motivational (internal and external) challenges on the performance of players

Table 14:-Players’ response on the internal motivational challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Not train consistently and eagerly	-	-	2	5	4	10	22	55	12	30
2	Not make sacrifices to attain self-goals	-	-	14	35	6	15	12	30	8	20
3	Luck of setting high goals for self	14	35	18	45	-	-	4	10	4	10
4	Poor strive to be the best athlete you can be	-		8	20	7	17.5	15	37.5	10	25

The idea of the above table reflects about the internal motivational challenges on players’ performance. Accordingly; the majority (55%) of respondents said that they were disagreed on that not train consistently and eagerly is challenging their performance. The other (30%) of them said “strongly disagree”. (10%) of players gave their response to “undecided”.The rest (5%) of them replied that they were agreed on the idea. But none of respondents gave their response to “strongly agree”.

Secondly that has been given for the choice wasnot make sacrifices to attain self-goals. On this idea the majority (35%) of respondents respond that they were agreed that it has been challenge on their performance. The other (30%) of them said “disagree”. (20%) of playersreplied that they were strongly disagreed of not make sacrifices to attain self-goals challenges their performance. And (15%) of the respondents were undecided. But none of them respond “strongly disagree”.

The above table item 3 shows us the response of subjects to one of internal motivationalchallenges on players’ performance that is “Luck of setting high goals for self”. Relating this idea the majority (45%) of respondents said that they were agreed on that it challenge their performance. The other (35%) of them said “strongly agree”. (10%) of players

respond "disagree". The same is true (10%) of the respondents said "strongly disagree". But none of the respondents gave their response towards "undecided".

In this table the idea putted at the fourth item focused on poor strive to be the best athlete they can bethat of internal motivational challenges on players' performance. So that, the majority (37.5%) of respondents gave their response towards "disagree". Relatively (25%) of the players responddthat they were strongly disagreed on such internal motivational challenge affecting their performance. The other (20%) of respondents said "agree". The rest (17.5%) of respondents give their responds to "undecided". But no one replied "strongly agree".

Chart 4: Players' response on the internal motivation challenges on their performance

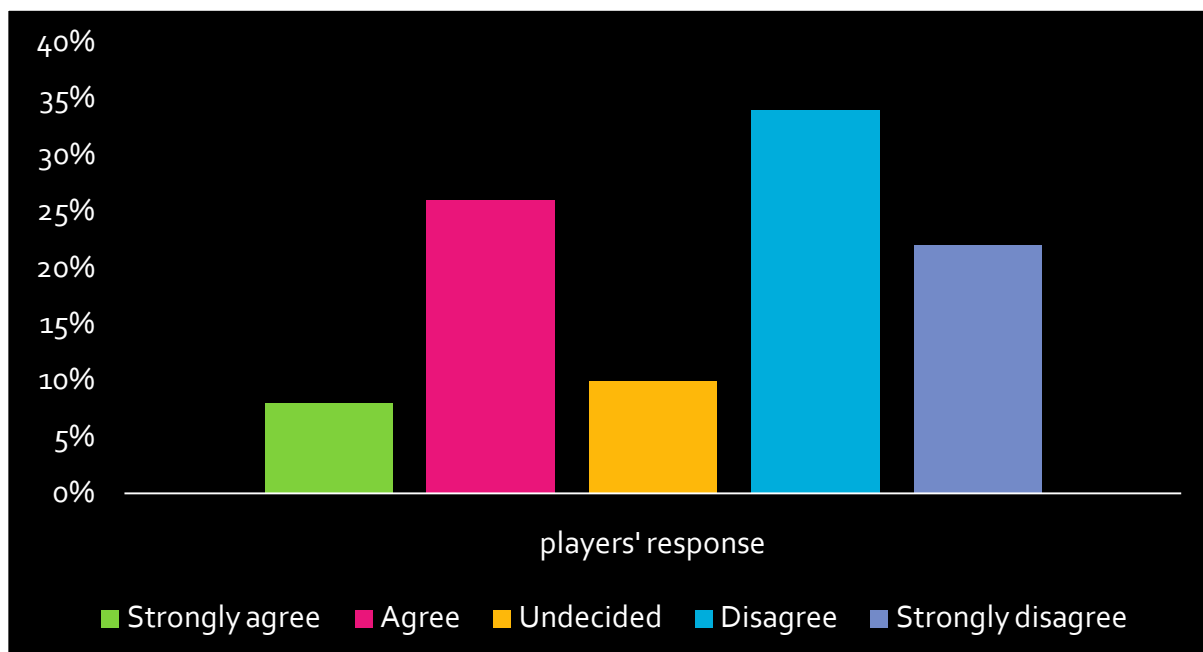


Table 15:-Players’ response on the external motivational challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Luck of rewards (in kind or financial) in the club	6	15	28	70	3	7.5	3	7.5	-	
2	Poor attention given by the media for the league	4	10	26	65	4	10	2	5	4	10
3	Low financial payment for the players in the club	22	55	18	45	-	-	-	-	-	
4	Poor support of parents for the players	-	-	14	35	7	17.5	13	32.5	6	15
5	Luck of spectators and poor attention given by them for the league	4	10	30	75	3	7.5	3	7.5	-	

As it can be seen from the above table results from the respondents on questions related to external motivational challenges on players’ performance has been summarized. Regarding on this idea majority (45%) of the respondents respond that “Luck of rewards (in kind or financial) in the club” has been challenging their performance usually. Relatively (25%) of the players responds such challenge affecting their performance frequently. (15%) of respondents said that always challenges their performance. And also (15%) of respondents give their responds to “sometimes”. No respondent said “never” or “rarely”.

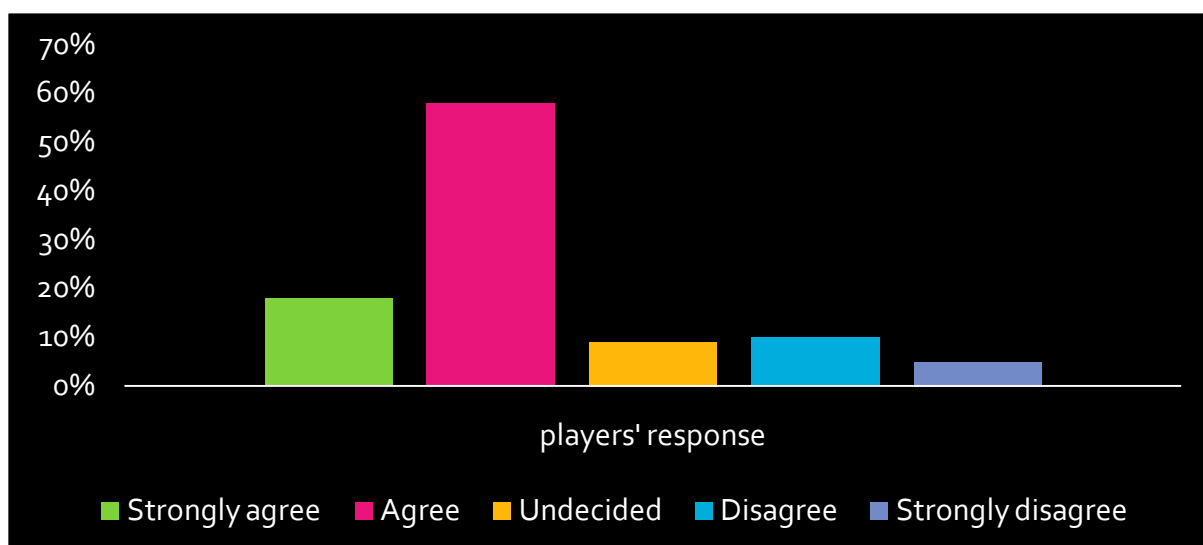
The other item that has been given for the choice was “Poor attention given by the media for the league”. On this idea the majority (35%) of respondents respond that it challenge their performance frequently. The other (30%) of them said “usually”. (20%) of players respond that it be a challenge on their performance sometimes. (10%) of the respondents said “never”. And (5%) of them replied that rarely challenge their performance. But none of them respond “always”.

The above table item shows us that low financial payment for the players in the club challenge on players performance. Relating this idea the majority (45%) of respondents said that it challenge their performance always. The other (25%) of them said that low financial payment for the players in the club has been challenging their performance usually. (20%) of players respond “frequently”. And (10%) of respondents give their response to “sometimes”. But none of them has given their response to “never”.

In the item 4 that has been given for the choice was “Poor support of parents for the players”. On this idea the majority (35%) of respondents respond that poor support of parents for the players is sometimes challenging their performance. The other (15%) of them said it challenges their performance usually. The same (15%) of players gave their response to “frequently”. And also, the same volume of players (15%) said “never”. (10%) of them replied their response towards “rarely”. But none of respondents said that it be a challenge on their performance always.

The last item putted in the table tells us the response of subjects to one of external motivational challenges on players’ performance that is “Luck of spectators and poor attention given by them for the league”. On this idea the majority (75%) of respondents respond that they were agreed that it is a challenge on their performance. The other (10%) of them said “strongly agree”. (7.5%) of players gave their response to “disagree”. The same is true (7.5%) of the respondents were undecided to put their idea the challenge. Whereas none of respondents said “strongly disagree”.

Chart 5: Players’ response on the external challenges on their performance



4.2.1.5 Team cohesion (social and task) challenges on the performance of players

Table 16:-Players’ response on the social cohesion challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Poor communication among group members in the team	3	15	5	25	2	10	9	45	1	5
2	Unclear social roles among team members	4	20	8	40	2	10	6	30	1	5
3	Clash of personalities among team members	4	20	6	30	-	0	7	35	3	15
4	Lack of encouragement for fun activities outside routine practice drills	-	0	4	20	2	10	8	40	6	30
5	Poor respect and celebrate differences	-	0	2	10	-	0	12	60	6	30
6	Poor intergroup relations, where peers support and listen to each other	2	10	5	25	-	0	7	35	6	30

The above table generally reflects about the social team cohesion challenges on players’ performance. Accordingly; the majority (45%) of respondents disagreed that poor communication among group members in the team is one social challenge on their performance. Whereas (25%) of them respond towards “agree”. (15%) of the players strongly agree on the idea. The other (10%) of them have a doubt to decide. strongly agreed on that poor communication among group members in the team has been challenging their performance. (5%) of players gave their response to “strongly disagree”.

The other item option that has been given for the respondents to reflect their opinion on unclear social roles among team members. On this idea the majority (40%) of respondents agree on that unclear social roles among team members has been challenging their performance. (30%) of the respondents were disagree and relatively (20%) of them strongly agree on the idea. Also (10%) of the players respond as it is difficult to decide whether or not it is a challenge on their performance. Relatively a few (5%) of them strongly disagree on it.

In the above table item 3 shows us the response of subjects to one of social team cohesion challenges on players' performance that is "Clash of personalities among team members". Relating this idea the majority (35%) of respondents were disagree. The other (30%) of them said that they disagree. (20%) of players respond towards "strongly agree". And (15%) of the respondents replied that they strongly disagree on the challenge that it affect their performance. But none of the respondents gave their response towards "undecided".

In this table the idea putted at the fourth item focused on luck of encouragement for fun activities outside routine practice drills challenge. So that, majority (40%) of respondents gave their response towards "undecided". And relatively (30%) of the players strongly disagree on such social team cohesion challenge affecting their performance. The other (20%) of respondents said "agree". None of them gave their respond to "strongly agree".

The fifth item option that has been given for the respondents refers to poor respect and celebrate differences challenge on players' performance. Accordingly, the majority (60%) of them disagree on that it challenge their performance. (30%) of respondents replied that "strongly disagree". And (10%) of the players agree with the item. But none of the respondents replied their response towards "strongly agree" or "undecided".

The item putted at the last of the table refers that a social team cohesion challenge that could happened on players' performance that is "Poor intergroup relations, where peers support and listen to each other". On this idea the majority (35%) of respondents disagree on such challenge happened on their performance. The other (30%) gave their response to "strongly disagree". (25%) and (10%) of the respondents replied that, they were agree and strongly agree, poor intergroup relations, where peers support and listen to each other is a challenge on their performance. But, no one replied "undecided".

Chart 6: Players' response on the social cohesion challenges on their performance

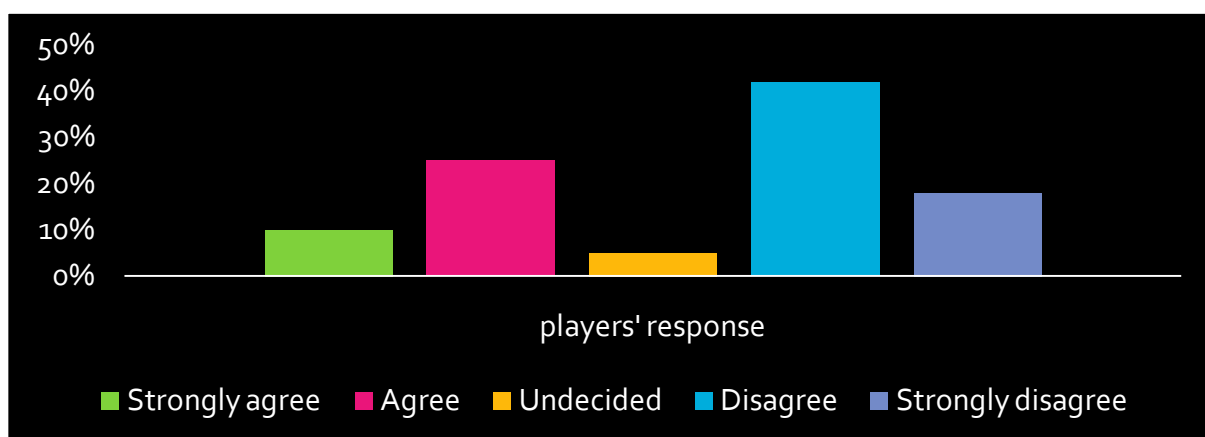


Table 17:-Players’ response on the task cohesion challenges on their performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Unclear task roles among team members	5	25	7	35	2	10	4	20	2	10
2	Role conflict in the team	5	25	7	35	2	10	5	25	1	5
3	Struggle for authority and decision-making power in the group	6	30	9	45	-	0	5	25	-	0
4	Ongoing criticism of team members by the coach, blaming individuals	1	5	3	15	3	15	9	45	4	20
5	Unclear vision by the team leaders	9	45	7	35	-	0	4	20	-	0
6	Disagreement about team goals in the team	4	20	5	25	3	15	6	30	2	10

The table putted at the above shows us about the team task cohesion challenges on players’ performance. Based on the idea the majority (35%) of respondents agreed on that of unclear task roles among team members is one challenge on their performance. Whereas (25%) of them respond towards “strongly agree”. (20%) of the players disagree on the idea. And (10%) of the respondents strongly disagree with that of “Unclear task roles among team members” is being a challenge on their performance. The same is true, also (10%) of the players said they were undecided idea.

From the above table the second item choice given for the players to reflect their response was “Role conflict in the team”. On this idea the majority (35%) of respondents agree that has been challenging their performance. (25%) of the respondents were strongly agree. The same is true (25%) of them were disagree. and relatively (10%) of respondents were undecided to put their idea. The rest (5%) gave their respond towards “strongly disagree”.

In the above table item three shows us the response of subjects to one of team task cohesion challenges on players’ performance that is “Struggle for authority and decision-making power in the group”. According to this idea the majority (45%) of respondents were agree.

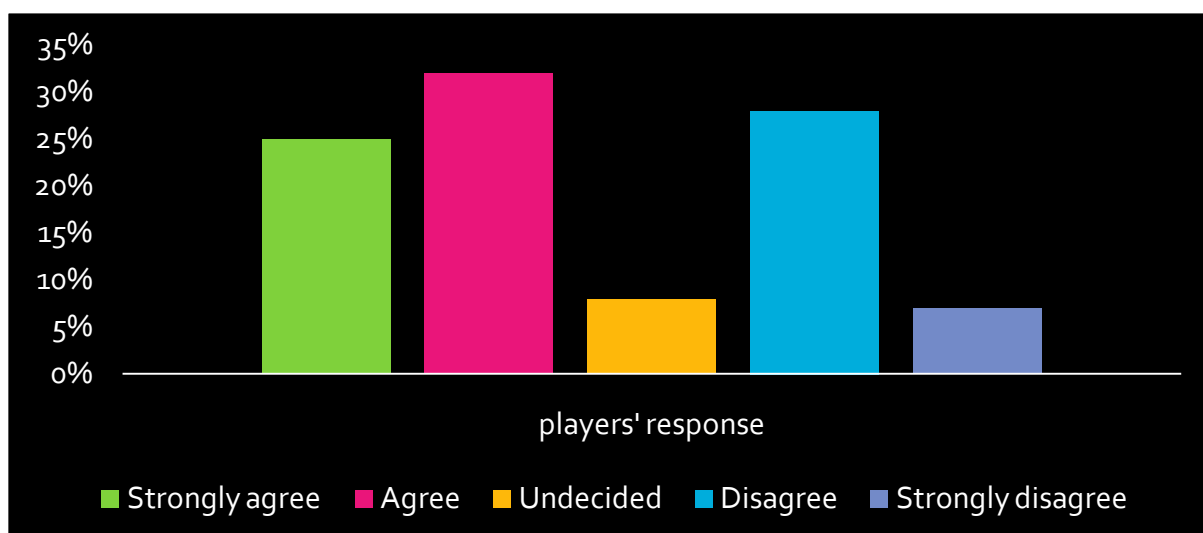
The other (30%) of them said that they strongly agree with the idea. The rest (25%) of players respond towards “disagree”. But, none of them replied “undecided” or “strongly disagree”.

The idea putted at the fourth item focused on “Ongoing criticism of team members by the coach, blaming individuals” team task cohesion challenge. Regarding to this, majority (40%) respondents replied their ideas towards “disagree”. Relatively (20%) of the players strongly disagree on such team task cohesion challenge affecting their performance. Also, (15%) of respondents said that they were undecided. The same is true (15%) of them agreed on the idea. The rest (5%) were agreed on ongoing criticism of team members by the coach, blaming individuals has been challenging their performance.

The fifth item option that has been given for the respondents refers to “unclear vision by the team leaders” challenge on players’ performance. Accordingly, the majority (45%) of them strongly agreed on that it challenge their performance. (35%) of respondents replied that they were agreed. The rest (20%) of the players disagreed with the idea putted in the item. But none of the respondents replied their response towards “strongly disagree” or “undecided”.

The last item of the table refers to disagreement about team goals in the team challenge on players’ performance. On this idea the majority (30%) of respondents disagree on such challenge happened on their performance. The other (25%) of them gave their response to “agree”. (20%) of the respondents replied that, they were strongly agree that disagreement about team goals in the team is a challenge on their performance. And (15%) of players gave their response towards “undecided”. The rest of them said that they were strongly disagreed.

Chart 7: Players’ response on the task cohesion challenges on their performance



4.2.2 Questionnaire interpretation from coaches

4.2.2.1 Players' emotional challenges on their performance

Table 18:- Coaches' response on the emotion control challenges on players' performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Emotions get out of control under positive pressure	1	12.5	5	62.5	-	0	2	25	-	0
2	Difficulty controlling emotions if they make a mistake	2	25	6	75	-	0	-	0	-	0
3	Frustrated and emotionally upset when practice do not go well	1	12.5	4	50	1	12.5	2	25	-	0
4	Get suffer when something upsets them	3	37.5	5	62.5	-	0	-	0	-	0
5	Get angry and frustrated by a poor performance of team meets	-	0	3	37.5	-	0	3	37.5	2	25

As it can be seen from the above table results from the coaches on the questions related to the players' emotion control challenges on their performance has been summarized. Accordingly; the majority (62.5%) of respondents agreed on the idea putted in the first item that of "Emotions get out of control under positive pressure". Whereas (25%) of them respond towards "disagree". The rest (5%) of the coaches strongly agree on the idea. But, none of them gave their response towards "strongly disagree" or "undecided".

Theseconditem option that has been given for the respondents to reflect their opinion on players' emotion control challenges on their performance was "Difficulty controlling emotions if they make a mistake". Based on this idea the majority (75%) of respondents agreed that difficulty controlling emotions if they make a mistake has been challenging their performance. The rest (25%) of thecoaches were strongly agreed.But, none of them gave their response towards "undecided", "disagreed" or "strongly disagreed".

In the above table item 3 shows us frustrated and emotionally upset when practice do not go well challenge on players' performance. Regarding this idea the majority (50%) of respondents were agreed. The other (12.5%) of them said that they were strongly agreed on

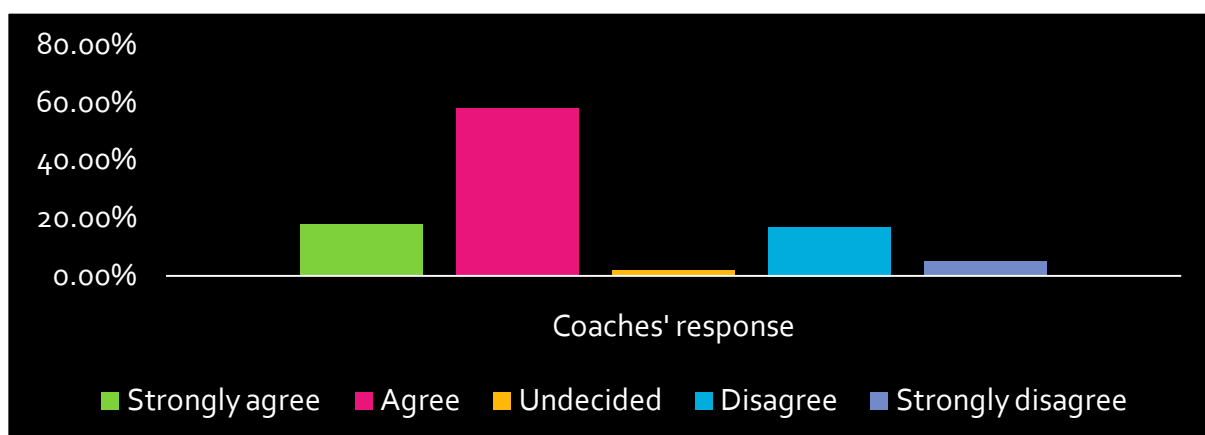
the challenge. The same is true (12.5%) of coaches respond towards “undecided”. And the rest (25%) of the respondents replied that they were disagreed on the challenge that it affect players’ performance. But none of the respondents gave their response towards “strongly disagree”.

The item fourthly showed in the above table focused on get suffer when something upsets them challenge on players’ performance. So that, majority (62.5%) of respondents gave their response towards “agree”. And relatively (37.5%) of the coaches strongly agreed on such players’ emotion control challenge affecting their performance. But, no one replied “undecided”, “disagree” or “strongly disagree”.

The last item option that has been given for the coaches to reply their ideas on players’ emotion control challenge refers to “get angry and frustrated by a poor performance of team meets”. Accordingly, the majority (37.5%) of them agreed on that is a challenge on players’ performance. The same is true (37.5%) of coaches replied that they were disagreed. The rest (25%) of the respondents strongly disagreed with the item idea. But none of the respondents replied their response towards “strongly agree” or “undecided”.

Regarding players’ emotion control challenges, the researcher were asked the coaches to put their idea out of the given items in the table in the form of open ended questionnaire. So that majority of the respondents said that difficulty with emotions at competitions and training is a big psychological challenge on players’ performance. Relatively some of the coaches replied that poor emotion control under coaches’ positive or negative pressure was a challenge on players’ performance.

Chart 8:Coaches’response on the players’ emotion control challenges on players’ performance.



4.2.2.2 Self-confidence challenges on the performance of players

Table 19:- Coaches' response on self-confidence challenges on players' performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Poor believe on self-potential as a tough competitor.	1	12.5	5	62.5	-	0	2	25	-	0
2	Self-thinking more as a failure than as a success	-	0	4	50	1	12.5	3	37.5	-	0
3	Lack self believe on being able to play at or near ability level.	-	0	3	37.5	2	25	2	25	1	12.5
4	Lack of staying confidence high the week after a bad game	3	37.5	4	50	-	0	1	12.5	-	0
5	Poor believe on self-performance in handling tough game situation	2	25	5	62.5	-	0	1	12.5	-	0

The table showed at about focused on self-confidence challenges on the performance of players'. Accordingly, item one refers to poor believe on self-potential as a tough competitor. So that, the majority (62.5%) of respondents agreed on that challenge has been affecting players' performance. Whereas (25%) of them respond towards "disagree". The rest (12.5%) of coaches strongly agreed on the idea. But, none of them gave their response to "undecided" or "strongly disagree".

From the above table the second item choice given for the coaches to reflect their response was "Self-thinking more as a failure than as a success". For this idea the majority (50%) of respondents gave their idea towards "agree". That has been challenging their performance. (37.5%) of thecoaches said that they were disagreed with the idea. The remaining (12.5%) of them were undecided to put their idea. Whereas, none of the coaches gave their respond towards "strongly disagree"or "strongly agree".

Item three shows us a challenge that lack of self believe on being able to play at or near ability level. Accordingly the majority (37.5%) of respondents were agree. The other (25%)

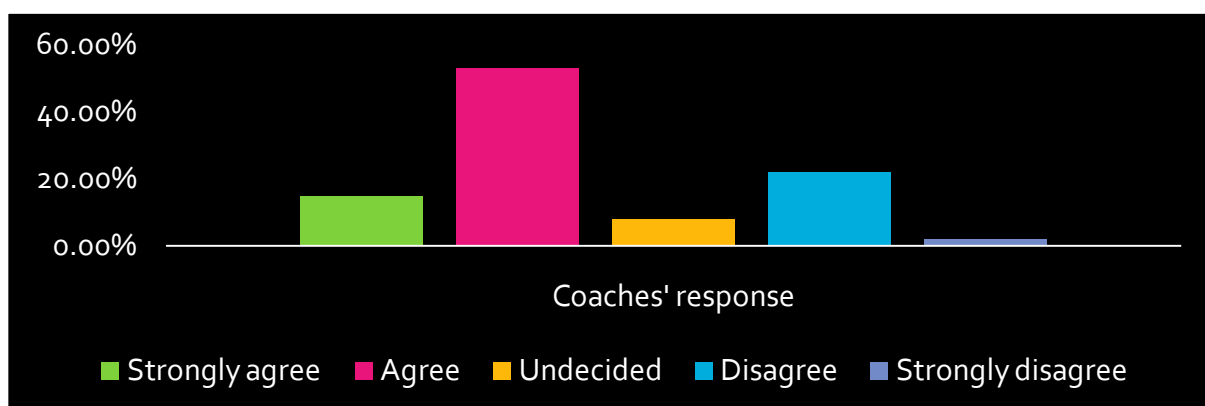
of coaches said that they were disagreed with the idea. The same is true (25%) of them respond towards “undecided”. The rest (12.5%) of respondents strongly disagreed on that challenge has been affecting players’ performance. But, none of them replied “strongly agree”.

The idea putted at the fourth item focused on “Lack of staying confidence high the week after a bad game” self-confidence challenge. Regarding to this, majority (50%) respondents replied their ideas towards “agree”. Relatively (37.5%) of the coaches strongly agreed on such lack of staying confidence high the week after a bad game challenge affecting their players’ performance. Also, (12.5%) of respondents said that they were disagreed. But, no one gave its’ response to “undecided” or “strongly disagree”.

The fifth or the last item option that has been given for the respondents refers to “Poor believe on self-performance in handling tough game situation” challenge on players’ performance. Accordingly, the majority (62.5%) of them agreed on that it challenge their players’ performance. (25%) of respondents replied that they were strongly agreed. The rest (12.5%) of the coaches disagreed with the idea putted in the item. But none of the respondents replied their response towards “strongly disagree” or “undecided”.

The other way of dates were collected from coaches respondents was open ended questionnaire. So that respondents putted their opinion concerning self-confidence challenges on players’ performance. Some of them are “players’ poor believe on their potential as an athlete is major challenge on their performance” one of the coaches said “most of players and most of the time that seen on players’ that of not able to race at their ability level is one challenge on their performance”. Other thing respondents putted was that being mentally poor in races is challenge on players’ self-confidence.

Chart 9: Coaches’ response on self-confidence challenges on players’ performance



4.2.2.3 Motivational (internal and external) challenges on the performance of players

Table 20:-Coaches’ response on the internal motivational challenges on players’ performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Poor initiation to train consistently and eagerly.	-	0	2	25	-	0	4	50	2	25
2	Not making sacrifices to attain self-goals	1	12.5	3	37.5	2	25	2	25	-	0
3	Not striving to be the best athlete they can be	-	0	1	12.5	-	0	4	50	3	37.5
4	Poor ownership sense for the team	2	25	4	50	1	12.5	1	12.5	-	0
5	poor perception on self-skill and ability	1	12.5	5	62.5	-	0	2	25	-	0

As it can be seen from the above table results from the coaches on questions related to internal motivational challenges on players’ performance has been summarized. Regarding on this idea majority (50%) of the respondents respond that they were disagreed with poor initiation to train consistently and eagerly has been challenging their players’ performance. Relatively (25%) of them gave their response towards “agree”. The same is true (25%) of respondents said that they were strongly disagreed. But, none of coaches replied to “strongly agree” or “undecided”.

The other item that has been given for the choice was “Not making sacrifices to attain self-goals”. On this idea the majority (37.5%) of respondents respond that they were agreed it challenge their players’ performance. (25%) of them said “disagree”. And (25%) of coaches were undecided to put their idea. The rest (12.5%) of the respondents gave their response towards “strongly agree”. No one said strongly disagree.

The idea of item three shows us that not striving to be the best athlete they can be. Relating this idea the majority (50%) of respondents said that they were disagreed it is a challenge on their players’ performance. The other (37.5%) of them said that they were strongly disagreed. The remaining (12.5%) of coaches gave their response to “agree”.But, none of the respondents said “strongly agree” or “undecided”.

For the item four, the majority (50%) of respondents respond that they were agreed that players' poor ownership sense for the team is one challenge on players' performance. The other (25%) of them strongly agreed it challenges players' performance. (12.5%) and other (12.5%) of the coaches gave their response towards "undecided" and "disagree". But, none of them replied "strongly disagree".

The last item putted in the table tells us the response of subjects to one of internal motivational challenges on players' performance that is "poor perception on self-skill and ability". On this idea the majority (62.5%) of respondents respond that it is a challenge on players' performance. The other (25%) of them said that they were disagreed. The rest of the coaches strongly agreed on the idea. But, none of the respondents putted their response towards "undecided" or "strongly disagree".

The responses for the open questionnaire concerning players' internal motivational challenge were summarized as follow. Even if most of respondents said that no much internal motivational challenge on players' performance, but some of coaches putted "lack of looking forward to workouts in general has been challenging players' performance." And also "not awake enthusiastically in the morning of the race that be seen in some players' is a challenge on their performance".

Chart 10: Coaches' response on the internal motivation challenges on players' performance

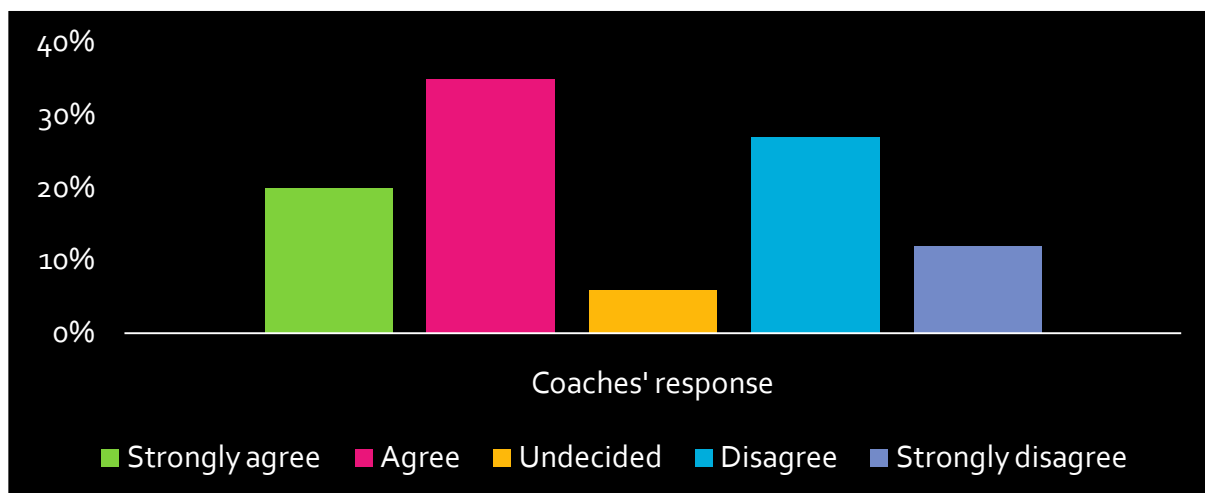


Table 21:- Coaches' response on the external motivational challenges on players' performance

<u>NO</u>		SA	A	UD	DA	SDA
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	Items	No	%	No	%	No	%	No	%	No	%
1	Unsatisfactory Players' financial payment in the clubs	5	62.5	3	37.5	-	0	-	0	-	0
2	Parents and peers approval on players' profession	-	0	3	37.5	2	25	3	37.5	-	0
3	Limitation of material rewards in the club	2	25	4	50	-	0	2	25	-	0
4	Poor emphasis by media for the league	2	25	5	62.5	1	12.5	-	0	-	0
5	Poor emphasis by spectators for the league	5	62.5	3	37.5	-	0	-	0	-	0

The above table results from the coaches on the questions related to the external motivational challenges on players' performance has been summarized. Accordingly; item one tells us a challenge that is unsatisfactory Players' financial payment in the clubs. So that the majority (62.5%) of respondents strongly agreed on the idea. Whereas (37.5%) of coaches respond towards "agree". The rest options (undecided, disagree, and strongly disagree) were not chosen by them.

The second item option that has been given for the coaches to reflect their opinion on one of players' external motivational challenges on their performance (Difficulty controlling emotions if they make a mistake). Based on this idea the majority (37.5%) and other (37.5%) of them agreed and disagreed with the idea. The rest (25%) of the coaches gave their response towards "undecided". But, none of them gave their response towards "strongly agreed" or "strongly disagreed".

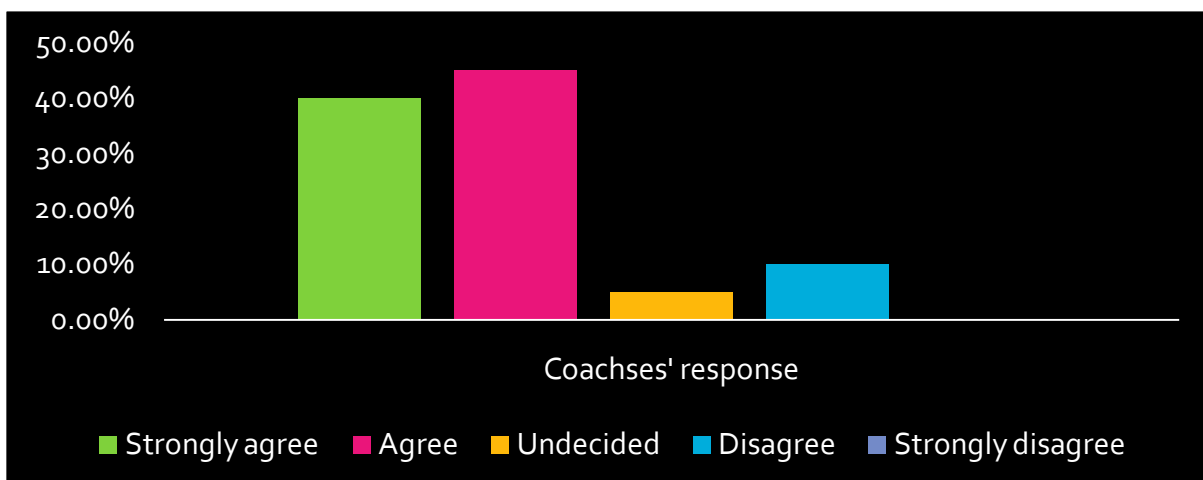
In the above table item 3 shows us that limitation of material rewards in the club challenge on players' performance. Regarding this idea the majority (50%) of respondents were agreed. The other (25%) of them said that they were strongly agreed on the challenge. The same is true (25%) of coaches respond towards "disagree". But none of the coaches gave their response towards "strongly disagree" or "undecided".

The item fourthly showed in the above table focused on one of external motivational challenge on players' performance (Poor emphasis by media for the league). So that, majority (62.5%) of respondents gave their response towards "agree". And relatively (25%) of the coaches strongly agreed on such external motivational challenge affecting their players' performance. In the other said only 12.5% of them replied "undecided". But, no one replied "disagree" or "strongly disagree".

The last item option that has been given for the coaches to reply their ideas on players' external motivational challenge refers to "Poor emphasis by spectators for the league". Accordingly, the majority (62.5%) of them strongly agreed on that is a challenge on players' performance. And (37.5%) of coaches replied that they were agreed. But, none of the respondents replied their response towards "undecided", "disagree" or "strongly disagree".

The same is true that coaches' respondents' response for the open ended questionnaires shows us that beside those challenges located in close ended questionnaire, there are other external motivational challenges on players' performance. For example one respondent said "poor preparation of the football federation on the league is one challenge on players' performance". Another coach replied that "the trophies prepared for the league champion were been a challenge on players' performance". And also one of them said that "the number of supporter in the league is not motivating, so of that it has been challenging players' performance".

Chart 11: Coaches' response on the external motivation factor challenges on players' performance



4.2.2.4 Team cohesion (task and social) challenges on the performance of players

Table 22:- Coaches’ response on the task cohesion challenges on players’ performance

NO	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Unclear task roles among team members	-	0	3	37.5	1	12.5	4	50	-	0
2	Role conflict in the team	-	0	3	37.5	2	25	3	37.5	-	0
3	Struggle for authority and decision-making power in the group	3	37.5	5	62.5	-	0	-	0	-	0
4	Lack of a clear vision by the team leader	1	12.5	4	50	1	12.5	1	12.5	1	12.5
5	Disagreement about team goals in the team	-	0	4	50	2	25	2	25	-	0

The table putted at the above shows us about the team task cohesion challenges on players’ performance. Based on the idea the majority (50%) of coaches disagreed on that of unclear task roles among team members is one challenge on their players’ performance. Whereas (37.5%) of them respond towards “agree”. The rest (12.5%) of thecoaches were undecided whether it is a challenge players’ performance. But, none of them gave their response towards “strongly agree”or “strongly disagree”.

From the above table the second item choice given for the coaches to reflect their response was “Role conflict in the team”. On this idea the majority (37.5%) of respondents agree that has been challenging their performance. The same is true (37.5%) of them were disagree. (25%) of the coaches were undecided on the item’ idea. But, the options (strongly agree and strongly disagree) were not chosen by the respondents.

In the above table item three shows us the response of subjects to one of team task cohesion challenges on players’ performance that is “Struggle for authority and decision-making power in the group”. According to this idea the majority (62.5%) of coaches were agree with it. The other (37.5%) of them said that they strongly agree with the idea. But, none ofthe respondents replied “undecided”, “disagree” or “strongly disagree”.

The idea putted at the fourth item focused on “Lack of a clear vision by the team leader” team task cohesion challenge. Regarding to this, majority (50%) of the respondents replied their

ideas towards “agree”. Whereas, the other those have the same volume (12.5%) of coaches putted their response towards “strongly agree”, “undecided”, “disagree” and “strongly disagree”.

The last item of the table refers to disagreement about team goals in the team challenge on players’ performance. On this idea the majority (50%) of respondents agreed on such challenge happened on their players’ performance. The other (25%) of them gave their response to “undecided”. The same is true (25%) of thecoachesreplied that, they were disagreed that disagreement about team goals in the team is a challenge on their performance. But, no one replied “strongly agree” or “strongly disagree”.

Just like the above sections respondents were asked to file the open ended questionnaire concerning players’ task cohesion challenges. According to this one of the coaches said “not understanding players’ responsibility roles like (team captains roles) is one challenge on players’ performance”. And the other respondent replied “lack of knowing the way players’ need to work together to perform successfully has been challenging their performance’. Also one of them said that “inappropriate leadership, and poor shifting role of leadership by team leaders is one of the team task cohesion challenge on the performance of players”. “Pushing duets to others, rather than accomplishing in same extent has been challenging players’ performance” was the idea given by one of the respondents. In the other hand one of the coaches replied that “leaders limited creative strength, having the capacity and motivation to risk new ideas is one challenge on the performance of players”.

Chart 12:Coaches respond on the task cohesion challenges on players’ performance

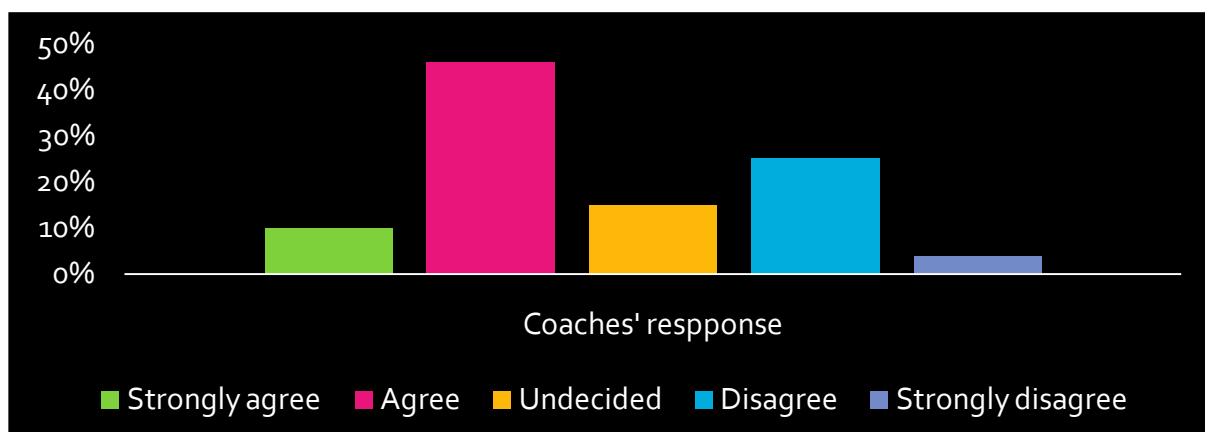


Table 23:- Coaches’ response on the social cohesion challenges on players’ performance

<u>NO</u>		SA	A	UD	DA	SDA
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	Items	No	%	No	%	No	%	No	%	No	%
1	Poor communication among group members	-	0	2	25	-	0	4	50	2	25
2	Unclear social roles among team members	-	0	3	37.5	2	25	3	37.5	-	0
3	Clash of personalities among team members	-	0	4	50	2	25	2	25	-	0
4	Poor encouragement for fun activities outside routine practice drills.	-	0	3	37.5	1	12.5	4	50	-	0
5	Lack willingness to make personal sacrifices for the team	1	12.5	2	25	-	0	4	50	1	12.5

The above table generally reflects about the social team cohesion challenges on players' performance. Accordingly; the majority (50%) of respondents disagreed that poor communication among group members in the team is one social challenge on their players' performance. Whereas (25%) of them respond towards "agree". The same is true (25%) of the coaches strongly disagree on the idea. But, none of them putted their response to "strongly agree" or "undecided".

The second item option that has been given for the respondents to reflect their opinion was unclear social roles among team members. On this idea the majority (37.5%) of respondents agree on that unclear social roles among team members has been challenging their performance. Similarly (37.5%) of them were disagreed and relatively (25%) of coaches were undecided on the idea. But, no one said "strongly agree" or "strongly disagree".

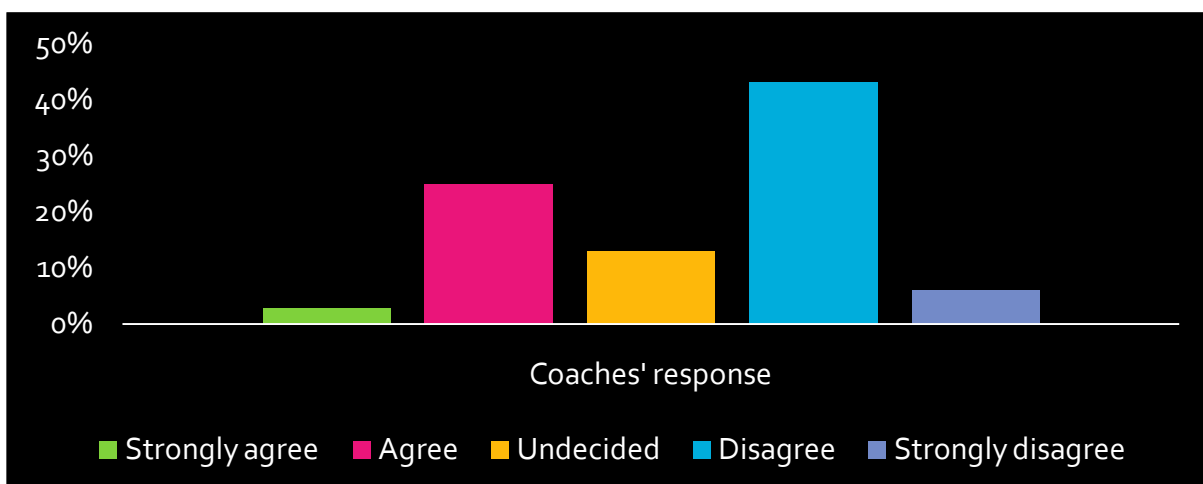
In the above table item 3 shows us the response of subjects to one of social team cohesion challenges on players' performance that is "Clash of personalities among team members". Relating this idea the majority (50%) of respondents were agreed. The other (25%) of them said that they were disagreed. The same is true (25%) of coaches respond towards "undecided". But none of the respondents gave their response towards "strongly agree" or "strongly disagree".

In this table the idea putted at the fourth item focused on poor encouragement for fun activities outside routine practice drills. So that, majority (50%) of respondents gave their response towards “disagree”. And relatively (37.5%) of thecoaches were agreed on such social team cohesion challenge affecting their players’ performance. The rest (12.5%) of respondents were undecided to put their idea. But, none of them gave their respond to “strongly agree” or “strongly disagree”.

The fifth (last) item option that has been given for the respondents refers to lack willingness to make personal sacrifices for the team challenge on players’ performance. Accordingly, the majority (50%) of them disagree on that it challenge on their players’ performance. (25%) of respondents replied that they were agreed. And (12.5%) of thecoaches strongly agreed with the item. The same is true (12.5%) of them said “strongly disagree”. No one gave its’ idea towards “undecided”.

The last open ended questionnaire was belongs to social cohesion challenges on players’ performance. So that almost all coaches said that even if their players’ and team members’ social cohesion is good, same of respondents suggest same challenges. For example, one of the coaches said “lack of interaction with the team members has seen in some players, this means in some extent that has been challenging the performance of players”. And other respondent putted “lack of facilitate constructive climate, providing an atmosphere for direct communication in the team has been challenging players’ performance”.

Chart 13: coaches respond on the social cohesion challenges on players’ performance



4.2.3 Interview questions interpretation from club leaders.

As it is described in the methodology of the research putted in chapter three, one of the best ways of data collection instrument was interview to realize and approve the objective of the research. The interview were prepared for the club leaders. They were tried to answer what the researcher was asked them generally as the following suggestions.

1. Do you believe on that of psychology plays a vital role on players' performance?

During the interview, participants putted their response (believe) about the vital role of psychology on players' performance. For example, one participant said: "no question it plays a vital role on the performance of players". Psychology and performance have strong inter connection. For instance, one participant said: "I believe on it because, I know that performance without psychological support is bullet without a gun". General, on one hand all of the respondents believed on that of psychology plays a vital role on the performance of players.

2. Based on the current performance of players, which psychological factors (Goal setting, mental imagery, relaxation, self-talk, emotion control, self-confidence, motivation (internal and external) and team cohesion (social and task) do you think that has been challenging players' performance in the club?

According to the interview question, participants were replied their opinion considering their club players' performance. The majority of them said that they were think the first 5 factors (Goal setting, mental imagery, relaxation, self-talk, emotion control) are the major psychological challenges on players' performance. Some of them talked that they were putted their opinion as follow as their challenging level (emotion control, goal setting, mental imagery, external motivation and task cohesion). And one of the respondents talked his thinking in somehow different from the other that he putted chronically from the major challenge to miner like this (self-confidence, internal motivation, team cohesion, emotion control and goal setting).

3. Does your club has scheduled program for mental training as much as technique, tactic and fitness training? Relating this, does your club has psychologist?

Depending on this question majority of club leaders replied that their club do not have scheduled program for mental training as much as technique, tactic and fitness training. Relatively, one of them said "even if our club has scheduled program for mental training, but

it is not as much as technique, tactic and fitness training”. And most of respondents were said that they have not psychologist in their club.

4. How do you see players’ social and task cohesion in the club in line with their performance?

The majority of interviewee responded that, players have good social cohesion. So that, it helped their practice and competition performance. Relatively, the respondents were said that they doubted on players’ task cohesion. Reversely, one of them said that “psychologically, it is true that team cohesion has vital role on players’ performance. But, in our club players it has been challenging their performance.”

5. How do you see the internal motivational level of players in the team?

Depending on this question all the club leaders said that relatively the internal motivational level of players’ in each club is good. For example, one respondent said: “When I think players’ internal motivation is excellent”.

6. What do you think of that the general environment of supporters (spectators) in the league regarding to motivating players to perform well?

Almost all respondents were gave the same idea on the general environment of spectators’ in the league regarding to motivating players to perform well. They generally said that the current situation of supporters is a big challenge on players’ performance. For example, one leader talked: “it is crucial challenge on players’ performance”.

4.3 Discussion

The objectives of the research was to find out psychological challenges on the performance of Ethiopian women football premier league players. Moreover, the research attempted to investigate which psychological factors challenges on players’ performance in Addis Ababa clubs and it helps players, coaches and club leaders in general for Ethiopian football development. Therefore, questionnaire, interview and observation were selected for the purpose of the study. Related, higher-order themes were combined into five general dimensions: (A) players use of mental skill techniques such as: (goal setting, imagery,

relaxation and self-talk), (B) emotional control, (C) self-confidence, (D) motivation and (E) team cohesion.

Results showed that most respondents agreed that players' strategically use of mental skill techniques is challenges players' performance. Thus, the results are in line with other studies which using more efficient kind of mental skill techniques will be an important factor to make football players successful if the reverses it challenges performance (Junge, et al., 2000; Thelwell, Greenlees, & Weston, 2006).

Specifically discussing those sub dimension of mental skills in line with other researches, even if the study direct related with the present research, (Burton & Raedeke, 2008; Vealey, 2007) argued that goal setting not only increase playing skill, techniques, performance, but also increase focus and concentration that can be necessary for winning the competition. In the other hand this indicates that not setting goals can challenge own performance. Also, the participants provided extensive information about their use of self-talk technique and it was clear that they believed that this psychological technique has been challenging their performance. Some researchers (Edwards, et al., 2008; Johnson, et al., 2004) found result that using self-talk techniques can enhances players' performance and supported the results of this study by applying questionnaire. The other mental skill emphasized by the study was imagery. The same is true that the above most of participants agreed that players' use of imagery technique is also one challenge on players' performance. The results are in line with other studies which have emphasized the imagery could improve players' performance (Omar-Fauzee, et al., 2009; Papadelis, et al., 2007). And also several researches (Powell, 1973; Woolfolk, Parrish, & Murphy, 1985), showed that the use of positive imagery enhances athletes' sport performance. Although the athletes' imagery literature revealed that negative (improper) use of imagery can have a damaging influence on performance (Woolfolk, Parrish, & Murphy, 1985). The last factor was relaxation. The same is true majority of respondents agreed on that players' use of relaxation techniques has been challenging players' performance. However, some respondents were dis agreed on it. These results are consistent with previous studies (Burton & Raedeke, 2008; Newmark & Bogacki, 2005).

The other psychological factor challenge has been given for the players respondents and the same is true for the coaches respondents was emotion control challenge. Based on their responds, majority of the respondents agreed that emotional control challenges players'

performance. This tells us emotion control of players is one challenge on the premier league players' performance. Frisch et al., (1974) found that emotional stress was more frequent in women with secondary amenorrhea (have menstruated, but now no periods) than in age-matched controls.

At third players self-confidence factor challenge was the other that has been given for the player respondents and the same as to the coaches' respondents. Most of the respondents agreed that self-confidence challenges players' performance in the league. This finding is supported by that Self-confidence is seen as something that could facilitate performance (Perry & Williams, 1998; Wiggins, 2000, Wiggins, 2001; Weinberg & Gould, 2003; Gualberto & Wiggins, 2008).

Motivational challenge was also one of those psychological factor challenges variables that has been given for both players and coaches' respondents. Depending on the questions distributed for them the majority of the respondents agreed that internal motivation is not a challenge whereas external motivation is a challenges for players' performance in the team. So that this indicated external motivation is one challenge on the performance of the premier league players. Several studies putted that an appropriate level of motivation will not only improve physical performance, it will also assist in the learning of physical skills, which in turn, will affect the quality of performance (Parker, 2000).

The last psychological factor that has been given the players respondents as well as the coaches' respondents was team cohesion. Based on the questions distributed for them, Most of the respondents agreed that social cohesion is not a challenge on players' performance in the team. But in some extent task cohesion is a challenge on players' performance in the team. So that this indicates task cohesion is a challenge on players' performance in the premier league. Wegner, (1995) found that as players spend more time together their coordination improves due to the establishment of a shared knowledge base of team activities.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study aimed to identify psychological challenges on the performance of Ethiopian women premier league players in 4 selected clubs in Addis Ababa. The study participated 8coachs, 40 players and 4 leaders for the mentioned four clubs. Among these 8 coaches, 7 coaches are males and the rest of respondents are females. 75% of the coaches' age ranges from 31 to 40 years old and the other 25% lies under 30 years old. And concerning to their experience in the league 63% of the coaches have 6 to 10 coaching experience. And the others 37% have 11 and above experience. Regarding coaching qualification 50% are level B license holders. And the other 50% of coaches are C license holders.

The other respondents of the main study were players. All players those were answered the questionnaire were female. The majority (67.5%) of them are ranged from 21 and above age years old, some (27.5%) of them are ranged from 15 to 20 age years old and the rest (5%) of them ranged under 15 age years old. Regarding their playing experience in the league. The majority (42.5%) of them are ranged above 2 years' experience, some (37.5%) of them are ranged less than 1 year experience and the rest (20%) of players ranged 1 to 2 playing experience in the league.

The third part of the respondents that were answered the interview questions are 4 club leaders from the four (4) selected Ethiopian women football premier league clubs in Addis Ababa were actively participated on the questions that was raised from the researcher.

A closed questionnaire which contains 77 items were prepared and distributed for the players as well as the coaches. The questionnaire is intended to assess the level of five main psychological challenges affect players performance in the team. These are:-Mental skills techniques strategically using challenges, Emotional control challenges, Self-confidence challenges, Motivational (internal and external) challenges and Team cohesion (social and task) challenges.

Based on participants response in relation to these five psychological challenges the following are the study findings in the four mentioned clubs.

Relating on the questions that has been given for the player respondents, Most of the respondents agreed that mental skills techniques strategically using such as goal setting, imaginary, relaxation and self-talk technique using challenges their performance. This indicates mental skill techniques strategically using is one psychological challenge on the premier league players'.

The other psychological factor challenge has been given for the players respondents and the same is true for the coaches respondents was emotion control challenge. Based on their responds, majority of the respondents agreed that emotional control challenges players' performance. This tells us emotion control of players is one challenge on the premier league players' performance.

At third players self-confidence factor challenge was the other that has been given for the player respondents and the same as to the coaches' respondents. Most of the respondents agreed that self-confidence challenges players' performance in the league.

Motivational challenge was also one of those psychological factor challenges that has been given for both players and coaches' respondents. Depending on the questions distributed for them the majority of the respondents agreed that internal motivation is not a challenge whereas external motivation such as: (Unsatisfactory Players' financial payment, Limitation of material rewards in the club, Poor emphasis by media for the league, Limited number of supporters' and poor emphasis by spectators for the league and others) challenges players' performance. So that this indicated external motivation is one challenge on the performance of the premier league players.

The fifth psychological factor that has been given the players respondents as well as the coaches' respondents was team cohesion. Based on the questions distributed for them, Most of the respondents agreed that social cohesion is not a challenge on players' performance in the team. But in some extent task cohesion is a challenge on players' performance in the team. So that this indicates task cohesion is a challenge on players' performance in the premier league.

At last interview were also reflects their opinion based on the interview's questionnaire and they were support or believe on those psychological factors has been a challenges on the performance of players' in the league.

5.2 conclusion

The objective of this study was to find out the psychological challenges on the performance of Ethiopian women premier league players' in different Addis Ababa clubs. To this end data were collected from 52 participants (players, coaches and club leaders) of 4 Addis Ababa clubs through questionnaire and interview. Data gathered through a questionnaire might have a limitation of players' English language skill, but the researcher tried to solve the limitation by translating in to their national language. In spite of this limitation, the study came up with the following major points.

- Players' use of mental skill techniques had statistically significant challenges on the performance of players' in the league.
 - Lack of setting goals, even lack of understanding how to set goals
 - Poor using and improper managing of mental imagery techniques
 - Poor self-talk techniques using and lack of understanding how to use
 - Not using relaxation techniques as a coping strategy
- Likewise, not having scheduled program for mental training as much as technique, tactic and fitness training had statistically significant challenges on the performance of players' in the league
- Players' emotion control had statistically significant challenge on the performance of players' in the league
- Players' self-confidence had statistically significant challenge on the performance of players' in the league
- The statics tells external motivations in the league had significant challenge on players' performance in the league. Such as:

- Unsatisfactory Players' financial payment in the clubs
- Limitation of material rewards in the club
- Poor emphasis by media for the league
- Limited number of supporters' and poor emphasis by spectators for the league
- Team task cohesion had statistically significant challenge on the performance of players' in the league. Such as:
 - Unclear task roles among team members
 - Struggle for authority and decision-making power in the group

Generally, based on the data that have been collected from the respondents, saying that almost all of the variables mentioned in this study are the psychological challenge on the performance of players' in the premier league. However they are vary in their level of challenge.

5.3 Recommendation

In light of the findings of the study, the following recommendations were forwarded.

- The Medias should give their attentions and play a vital role for the league.
- A coach should also promote a culture of both type of cohesion, namely task cohesion and social cohesion among his team.
- Players' financial payment in the clubs should be considered by the concerned bodies.
- Clubs should give value and should facilitate external motivational rewards, in line to enhance players' performance as well as coaches'.
- Clubs should have clear task and social role, to make strong team cohesion of players in the team
- Coaches and team leaders should work on players' mental preparation.
- Universities should give attention towards sport psychology in line to produce professionals in the field of sport psychology.
- Coaches should have regularly encourage athletes to use mental skill techniques (goal setting, imagery, relaxation and self-talk) to enhance their performance.

- Sport psychology consultants and other concerned body should examine or study the solutions that solve those challenges the researcher identified in the study very carefully
- The federation should pay attention and work on the premier league clubs coaching staff facility's in line to have professionals sport psychologist and also should see the rewards for the league

Section 2:- In this section some of mental skills techniques (self-talk, imagery, goal setting and relaxation) strategically using challenges those can be occurs on players’ performance are putted. On the right end of the tables below, from strongly agree tostrongly disagree is given. Please, provide your response on these challenges based on your mental skill techniques using by putting this mark(X) on the space provided.

(**Note:-SA=** strongly agree, **A=** agree, **UD=** undecided, **DA=** disagree, **SDA=** strongly disagree)

Table 1:- concerning goal setting techniques using challenges on players’ performance

NO	Goal setting technique using strategy challenges on your performance are	SA	A	UD	DS	SDA
1	Not set personal performance goals					
2	Not set very specific goals					
3	Not evaluating whether achieve self-training and competition goals					
4	Not set specific result goals					

Pleas, if there is other challenges -----

Table 2:- concerning mental imagery technique using challenges on players' performance

NO	Imagery technique using strategy challenges on your performance are	SA	A	UD	DS	SDA
1	Difficulty on rehearse performance in mind					
2	Not imagine competitive routine before doing					
3	Not rehearse the feel of performance in self-imagination					
4	Not visualize competition going exactly the way I want it					

Pleas, if there is other challenges -----

Table 3:- concerning relaxation techniques using challenges on players' performance

NO	Relaxation technique using strategy challenges on your performance are	SA	A	UD	DS	SDA
1	Not using relaxation techniques (e.g. exercise, music, nutrition, etc) before and after competition					
2	Not using relaxation strategies as a coping strategy					
3	Not using a relaxation technique, If starting to lose potential					
4	Not relax self to get ready to perform (like penalty kick)					

Pleas, if there is other challenges -----

Table 4:- concerning self-talk techniques using challenges on players' performance

NO	Self-talk technique using strategy challenges on your performance are	SA	A	UD	DS	SDA
1	Not use specific cue words or phrases to help performance (like; nice, bravo, I can, it's perfect...)					
2	Improper managing of self-talk					
3	Poor self-motivating to train through positive self-talk					
4	Not talk to self positively to get the most out of competitions and practice					

Pleas, if there is other challenges -----

Section 3:- On this section some of emotional control challenges can be occurs on players' performance are putted. On the right end of the tables below, from strongly agree tostrongly disagree is given. Please, provide your response on these challenges based on your emotional control skill by putting this mark(X) on the space provided.

(**Note:-SA=** strongly agree, **A=** agree, **UD=** undecided, **DA=** disagree, **SDA=** strongly disagree)

Table 5:- concerning emotional control challenges on players' performance

NO	Emotion control challenges on your performance are	SA	A	UD	DA	SDA
1	Emotions get out of control under positive pressure					
2	Difficulty controlling emotions if I make a mistake					
3	frustrated and emotionally upset when practice or competition do not go well					
4	Get suffers when something upsets					
5	Get angry and frustrated by a poor performance of team meets					

Section 4:- On this section some of self-confidence challenges can be occurs on players' performance are putted. On the right end of the tables below, from never to always is given. Please, provide your response on these challenges based on your self-confidence by putting this mark(X) on the space provided.

(Note:-SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

Table 6:- concerning self-confidence challenges on players' performance

NO	Self-confidence challenges on your performance are	SA	A	UD	DA	SDA
1	Do not think of self-potential more as a success than as a failure					
2	Confidence not stays high the week after a bad game					
3	Do not think of self as a tough competitor					
4	Not think that can be winner with any situation					
5	Not believe on self-potential in handling tough game situation					

Section 5:- On this section some of motivational (internal and external) challenges can be occurs on players' performance are putted. On the right end of the tables below, from never to always is given. Please, provide your response on these challenges based on your motivational level by putting this mark(X) on the space provided.

(**Note:-SA=** strongly agree, **A=** agree, **UD=** undecided, **DA=** disagree, **SDA=** strongly disagree)

Table 7:- concerning internal motivation challenges on players' performance

NO	Internal motivational challenges on your performance are	SA	A	UD	DA	SDA
1	Not train consistently and eagerly					
2	Not make sacrifices to attain self-goals					
3	Lack of setting high goals for self					
4	Poor strive to be the best athlete you can be					

Table 8:- concerning external motivation challenges on players' performance

NO	External motivational challenges on your performance are	SA	A	UD	DA	SDA
1	Lack of rewards (in kind or financial) in the club					
2	Poor attention given by the media for the league					
3	Low financial payment for the players in the club					
4	Poor support of parents for the players					
5	Lack of spectators and poor attention given by them for the league					

Section 6:- On this section some of team cohesion (social and task) challenges can be occurs on players' performance are putted. On the right end of the tables below, from strongly agree to strongly disagree is given. Please, provide your response on these challenges based on your team cohesion level by putting this mark(X) on the space provided.

(Note:-SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

Table 7:- concerning social cohesion challenges on players' performance

NO	Social cohesion challenges on your performance is/are	SA	A	UD	DA	SDA
1	Poor communication among group members in the team					
2	Unclear social roles among team members					
3	Clash of personalities among team members					
4	Lack of encouragement for fun activities outside routine practice drills					
5	Poor respect and celebrate differences					
6	Poor intergroup relations, where peers support and listen to each other					

Table 8:- concerning team task cohesion challenges on players' performance

NO	Task cohesion challenges on your performance is/are	SA	A	UD	DA	SDA
1	Unclear task roles among team members					
2	Role conflict in the team					
3	Struggle for authority and decision-making power in the group					
4	Ongoing criticism of team members by the coach, blaming individuals					
5	Unclear vision by the team leaders					
6	Disagreement about team goals in the team					

APPENDIX-B

አዲስአበባዩኒቨርሲቲ

ድህረምረቃትምህርትቤት

ስፖርትሳይንስትምህርትክፍል

በተጫዋቾች የሚሞላ መጠይቅ

አጠቃላይ መምሪያ

ውድ አትሌት

የዚህ መጠይቅ አላማ በኢትዮጵያ ሴቶች እግር ኳስ ፕሮሚዮርሲ ግተሳታፊ ክለብ (በልዩ ሁኔታ በተመረጡ የአዲስ አበባ ተሳታፊ ክለብ) ተጫዋቾች ብቃት ላይ አሉታዊ ተጽዕኖ የሚያሳድሩ ስነ ልቦናዊ ፈተናዎችን መረጃ ለመሰብሰብ ነው።

በመሆኑም ካንቺ የሚሰበሰበው መረጃ ሙሉ በሙሉ ለተጠቀሰው አላማና አላማ ቻመዋሉን ፕሮፕሮ በሌለው ልቦና ልንገልጽልኝ እወዳለሁ።

የምትሰጠው መረጃ እውነትንና ፍጹም ቃደኛነት ባለው መንፈስ መሆኑ ለመሰራው መጠይቅ ስኬታማነት ስትሰጡኝ ልቅሰኛሁ።

እባኩን ለምላሾችን በተሰጠው ክፍት ቦታ ላይ (X) ምልክት በመጠቀም ያስፍሩ።

ማስተዋወቅ:- ስምዎን መጻፍ አያስፈልግም

ክፍል 1:- ግለሰብ መረጃ

1. የክለብ ስም -----
2. ዕድሜ ስንት -----
3. የምትጫወት ቦታ -----
4. በሊጉ ውስጥ የተጫዋችነት ቆይታ:- ከ 1 ዓመት በታች -----

- 1 እስከ 2 ዓመታት -----

- ከ 2 ዓመት በላይ -----

ክፍል 2:- በዚህክፍል በተጨማሪ የብቃት ላይ አሉታዊ ተጽዕኖ ይፈጥራሉት በለው የተወሰዱ ውስን አይምሯቸው ብቃት ዘዴ

(ከራስ ጋር መነጋገር፣ ምስል ክስታ፣ ግብቀት ለሌሎች ስንግግር ታት)

ስልታዊ አጠቃቀም ፈታኝነት ሁኔታዎች ተቀምጠዋል። እባክት የተቀመጡትን መሰናከሎች የራሱን አይምሯቸው ስልታዊ አጠቃቀም መሰረት

በቀኝ በኩል ከጠባቢ ስም እስማማለሁ አስከበጠም አልስማማም በሚል ከተቀመጡት አማራጮች (X)

ምልክት በመጠቀም መልሱን ያስቀምጡ።

(ማስታወሻ፡- በእ = በጣም አስማማለሁ፣ እ = አስማማለሁ፣ አ = አልወሰንኩም፣ አ = አልስማማም፣ በአ = በጣም አልስማማም።)

ሰንጠረዥ 1:- ከራስ ጋር የማውራት ዘዴን የተመለከተ

ተ.ቁ	ብቃት ላይ አሉታዊ ተጽዕኖ የሚፈጥሩ ከራስ ጋር የማውራት ዘዴን አጠቃቀም ስልታዊ ፈታኝነት ሁኔታዎች	በእ	እ	አ	አ	በአ
1	ከህሎትን ለማዳበር የሚያግዙ የተመረጡ ቃላቶች ወይም ሐረጎችን ያለመጠቀም (እንደ፡- ጀግና ፣ ብረራ ፣ ማድረግ እችላለሁ...)					
2	ከራስ ጋር የማውራት ሂደትን በአግባቡ ያለመምራት					
3	መልካም በሆነ ሁኔታ ከራስ ጋር በማውራት ተነቃቅቶ ልምምድን የማድረግ ውስንነት					
4	የውድድር እና የልምምድ ሂደትን በብቃት ለመወጣት ከራስ ጋር መልካም ነገር ያለማውራት					

እባክት ከተጠቀሱት ውጪ ሌላ ፈታኝነት ነገር ካለ -----

ሰንጠረዥ 2:-ምስልክሰታዘዴንየተመለከተ

ተ.ቁ	ብቃትሸላይአሉታዊተጽኖሮሚፈጥሩምስልክሰታዘዴንአጠቃቀምስልትፋታኝሁኔታዎች	በእ	እ	አ	አ	በአ
1	ክህሎትንበአይምሮእየማመላለሱያለመሳል					
2	ከትግበራበፈፈትአጠቃላይየውድድርሂደቶችንግምትያለማስቀመጥ					
3	የሙብቃትንስሜትንበአይነህሊናደጋግሜያለማመላለስ					
4	ውድድሮችንእኔበምፈለገውመልኩእየሄዱእንደዳሉበአይነህሊናያለማት					

አባላትንከተጠቀሱትውጪሌለፈታኝነገርካለ -----

ሰንጠረዥ 3:-ራስንየማረጋጋትዘዴንየተመለከተ

ተ.ቁ	ብቃትሸላይአሉታዊተጽኖሮሚፈጥሩራስንየማረጋጋትዘዴንአጠቃቀምስልትፋታኝሁኔታዎች	በእ	እ	አ	አ	በአ
1	ከጨዋታበፊትናበኻላራስንየማፍታቻሀዴዎችን (እንቅስቃሴ፣ሙዚቃ፣አመጋገብ...ወዘተ) አጠቀማለሁ) ያለመጠቀም					
2	ራስንየማረጋጋትስልትንእንደችግርመቋቋሚያስልትነትአለመጠቀም					
3	አቅምእያጡሲመጡራስንየማረጋጋትስልትንየመጠቀምውስንነት					
4	ነገሮችንለመተግበርዝግጧሆኖለመገኘትራስንያለማረጋጋት					

አባላትንከተጠቀሱትውጪሌለፈታኝነገርካለ -----

ሰንጠረዥ 4:-ግብዩምስቀመጥዘዴንየተመለከተ

ተ.ቁ	ብቃትሸላይአሉታዊተጽዕኖየሚፈጥሩግብዩምስቀመጥዘዴንአጠቃቀምስልጉፋታኝገሁኔታዎች	በእ	እ	አ	አ	በአ
1	ግላዊብቃትንየተመለከቱግብኝንያለመቅረጽ					
2	በጣምወሳኝበሆኑልዩጉዳዮችላይግብኝንያለመቅረጽ					
3	የስቀመጥነውንየልምምድናውድድራዊግብስለማሳካታችንግምገማአለማድረግ					
4	ውጤትንመሰረትያረጉልዩግብኝንአለመቅረጽ					

እባክትንከተጠቀሱትውጪሌለፈታኝነገርካለ -----

2	ግብጽን ለማሳካት በቁመስ ወጪት ያለ መክፈል					
3	ለራሴ ከፍተኛ ግብችን የማስቀመጥ ውሳኔን					
4	መሆን የምችለውን ያህል ምርጥ ተጫዋች ለመሆን ደካማ ጥረት					

ሰንጠረዥ 8:- ውጫዊ መነቃቂያ ሁኔታን የተመለከተ

ተ.ቁ	ብቃት ሽላይ አሉታዊ ተጽዕኖ የሚፈጥሩ ውጫዊ መነቃቂያ ሁኔታዎች	ፈ	ጥ	አ	ብ	አ	ሁ
1	በክለቡ ከፍተኛ ብቃት ለሳይ ተጫዋች የቀሳቀሰ ምሆን የገንዘብ ሽልማት አለመስጠት						
2	መገናኛ ብዙሀን ለሌሎች ጉዳይ ለሌሎች ስራ ስራ አስተዳደር መሆን						
3	በክለቡ ለተጫዋች የሚደረግ ዝቅተኛ የገንዘብ ክፍያ						
4	ቤተሰብ ለተጫዋች የሚደርገው ድጋፍ አስተዳደር መሆን						

ክፍል 6:- በዚህ ክፍል በተጨማሪ ብቃት ሽላይ አሉታዊ ተጽዕኖ ሳይረሉት በለው ከሚታሰቡ የቡድን ውህደት

(የእርስበርስ እና የተልዕኮ)

ፈተናዎች መካከል ጥቂቶቹ ተቀምጠዋል። እባክዎ የተቀመጡትን ፈተናዎች ሁኔታዎች የክለቡ የቡድን ውህደት ሁኔታ መሰረት በማድረግ በቀኝ በኩል ከፈጽሞ አስከሁል ጊዜ በሚል ከተቀመጡት አማራጮች (X) ምልክት በመጠቀም መልሱን ያስቀምጡ።

(ማስታወሻ:- በእ = በጣም እስማማለሁ፣ እ = እስማማለሁ፣ አ = አልወሰንኩም፣ አ = አልስማማም፣ በእ = በጣም አልስማማም፣)

ሰንጠረዥ 9:- የእርስበርስ (ማህበረሰባዊ) ውህደትን በተመለከተ

ተ.ቁ	ብቃት ሽላይ አሉታዊ ተጽዕኖ የሚፈጥሩ የእርስበርስ ውህደት ፈተናዎች (?)	በእ	እ	አ	አ	በአ
1	በቡድኑ አባላት መካከል የደካማ መቀራረብ					
2	በቡድኑ መካከል ግልጽ ያልሆኑ ማህበረሰባዊ መሪዎች					
3	በቡድኑ አባላት መካከል የለዩ ማንነት ጭንቀት					
4	ከተለመደው የልምምድ ሁኔታው ጭንቀት ለማህበረሰባዊ ማህበረሰባዊ ድንገት ውሳኔ					
5	ደካማ የሆነ ለልዩነት ክብር መስጠትና በልዩነት የመዘናኛ ሁኔታ					

6	ደካማሆነቡድንታዊቀረቤታ፣አጋርንየመደገፍእናእርስበርስየመደማመጥሁኔታ					
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ሰንጠረዥ 10:- ተልዕኳዊውህደትንበተመለከተ

ተ.ቁ	ብቃትሽላይአሉታዊተጽዕኖሚፈጥሩተልዕኳዊውህደትፈታኝሁኔታዎች	በእ	እ	አ	አ	በአ
1	በቡድኑመካከልግልጽያልሆኑተልዕኳዊመመሪያዎች					
2	መቡድኑውስጥየሚናከለመግባባት					
3	አስልጣኞችበቡድንአባላትየሚሰጡትጥሩያልሆነችት፣ግለሰቦችንየመወንጀልሁኔታ					
4	የቡድንአመራሮችግልጽያልሆነራዕይ					
5	በተቀመጡትየቡድኑግቦችያለመግባባት					
6	ተጫዋቾችበክለባቸውላይደካማሆነየኔነትስሜትመኖር					

APPENDIX-C

Addis Ababa University

School of graduate study

Department of sport science

Questionnaires to be filled by coaches

General direction

Dear; coach

The purpose of this question is to collect data on the psychological challenges on the performance of Ethiopian women football premier league players in the case of some selected Addis Ababa clubs. The information you provide in this questionnaire will be kept confidentially and will be utilized only to identify those challenges affecting players' performance. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objectives of this research. Please provide your response by putting this mark (X) on the space provided.

Note that;-there is no need of writing your name

Section -1 personal information

1. Name of club: -----
2. Sex:-mal-----female-----
3. Age:- 20-30 -----
31-40 -----
41 and above -----
4. Coaching qualification:- -----
5. Work experience:- - 1-2 years-----
- 3-4years-----
- Above 5 years-----

Section 2:- In this section some of emotional control challenges can be occurs on players' performance are putted. On the right end of the tables below, from strongly agree to

strongly disagree is given. Please, provide your response on these challenges based on your players emotional control level by putting this mark(X) on the space provided.

(Note:-SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

Table 1:- concerning emotional control challenges on the performance of players'

NO	Emotional control challenges on the performance of players' in the team	SA	A	UD	DA	SDA
1	Emotions get out of control under positive pressure					
2	Difficulty with emotions at competitions					
3	Difficulty controlling emotions if they make a mistake					
4	Emotions keep them from performing their best					
5	Frustrated and emotionally upset when practice do not go well					
6	Performance suffers when something upsets them					
7	Get angry and frustrated by a poor performance of team meets					

Section 3:- In this section some of self-confidence challenges can be occurs on players' performance are putted. On the right end of the tables below, from strongly agree to

strongly disagree is given. Please, provide your response on those challenges based on your players self-confidence level by putting this mark(X) on the space provided.

(Note:-SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

Table 2:- concerning self-confidence challenges on the performance of players’

NO	Self-confidence factor challenges on the performance of players’ in the team	SA	A	UD	DA	SDA
1	Poor believe on self-potential as an athlete is excellent					
2	Self-thinking more as a failure than as a success					
3	Lack self believe on being able to play at or near ability level					
4	Poor self-thinking as a tough competitor					
5	Lack of staying confidence high the week after a bad game					
6	Poor self-thinking on that can be winner with any situation					
7	Poor believe on self-performance in handling tough game situation					

Section 4:- In this section some of motivational (internal and external) challenges can be occurs on players’ performance are putted. On the right end of the tables below, from strongly agree to strongly disagree is given. Please, provide your response on those

challenges based on your players motivational level by putting this mark(X) on the space provided.

(Note:-SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

Table 3:- concerning internal motivational challenges on the performance of players'

NO	Internal motivation factor challenges on the performance of players' in the team is/are	SA	A	UD	DA	SDA
1	Poor initiation to train consistently and eagerly					
2	Not making sacrifices to attain self-goals					
3	Not striving to be the best athlete they can be					
4	Poor ownership sense for the team					
5	poor perception to self-skill and ability					

Table 4:- concerning internal motivational challenges on the performance of players'

NO	External motivation challenges on the performance of	SA	A	UD	DA	SDA

	players' in the team and league is/are					
1	Un satisfactory Players' financial payment in the clubs					
2	Parents and peers approval on players' profession					
3	Limitation of material rewards in the club					
4	Poor emphasis by media, spectators ate, for the league					

Section 5:- In this section some of team cohesion (task and social) challenges can be occurs on players' performance are putted. On the right end of the tables below, from strongly

agree to strongly disagree is given. Please, provide your response on these challenges based on your players emotional control level by putting this mark(X) on the space provided.

(Note:-SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

Table 5:- concerning team task cohesion challenges on the performance of players'

NO	Task cohesion challenges on the performance of players' in the team is/are	SA	A	UD	DA	SDA
1	Unclear task roles among team members					
2	Role conflict in the team					
3	Struggle for authority and decision-making power in the group					
5	Lack of a clear vision by the team leader					
6	Disagreement about team goals in the team					

Table 6:- concerning team social cohesion challenges on the performance of players'

NO	Social cohesion challenges on the performance of players' in the team is/are	SA	A	UD	DA	SDA
1	Poor communication among group members					
2	Unclear social roles among team members					
3	Clash of personalities among team members					
4	Poor encouragement for fun activities outside routine practice drills					
5	Lack of willingness to make personal sacrifices for the team					