

**INVESTIGATING THE CURRENT CHALLENGES AND
FUTURE PROSPECTS OF FOOTBALL PERFORMANCE: IN
CASE OF DILLA KENEMA FOOTBALL CLUB.**

**BY
Assegid ketema**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCES**

**May 2014
Addis Ababa**

**INVESTIGATING THE CURRENT CHALLENGES AND
FUTURE PROSPECTS OF FOOTBALL PERFORMANCE: IN
CASE OF DILLA KENEMA FOOTBALL CLUB.**

BY
Assegid ketema

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCES**

May 2014
Addis Ababa

**INVESTIGATING THE CURRENT CHALLENGES AND
FUTURE PROSPECTS OF FOOTBALL PERFORMANCE: IN
CASE OF DILLA KENEMA FOOTBALL CLUB.**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCES**

**BY
Assegid ketema**

APPROVED BY BOARD OF EXAMINERS

1. _____	_____	_____
Chairman of Department Of Graduate Committee	Signature	Date
2. _____	_____	_____
Advisor	Signature	Date
3. _____	_____	_____
Examiner	Signature	Date

Acknowledgments

The achievement for the completion of this study is credited to the contributions made by a number of persons. Thus, I would like to express my thanks to those who helped me during the process of conducting the research. First and for most I express my deepest gratitude to my adviser Assistant Professor Wondimu Tadesse for all guidance, support and giving me suggestive and educative comments in the process of conducting my thesis work. In line with this I want to express my thanks to Addis Ababa University Office of the Associate Dean of the College of Natural and Computational Sciences and the Department of Sport Science for the financial support and for facilitating the administrative work.

I would like to thank my family, and Assistant professor Markos Yohans, Ayinabeba W/Mariam, zelalem zerfu, Getahun Bihone, Mahamed Awol, engida hagos, And Teshale Tesifaye indeed for role they played by sharing ideas and technically supporting the thesis work.

I also extend my thanks to Dr. Ongaye Oda to suggest and professional comment and language edition on my thesis. I would like to thank those individuals who supported me in facilitating Administrating in data collection. Finally, I would like to thank to Dilla University who supported me in sponsoring my postgraduate study in Addis Ababa University.

Table of Content

Content	Page no
Acknowledgments	i.
Table of content	ii.
List of table and figure	iv
Acronyms	v
Abstract	vi
Chapter one	
Introduction	
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objectives of the study	4
1.3.1 General objective	4
1.3.2 Specific objective	4
1.4 Research questions	4
1.5 Significance of the study	5
1.6 Delimitation of study	5
1.7 Limitation of the study	6
1.8 Definition terms	6
1.9 Organization of the study	7
Chapter two	
Review of related literature	
2.1 Background of Football performance.....	8
2.2 Factors affecting Football performance.....	8
2.3 Football management and coaching staff	11
2.4 Planning for football coaching and typical training session	13
2.5 Football player selection	19
2.6 Organization of coaching practice session and parents for support	21
2.7 Components of football coaching and practice session	25
2.8 Football facility and equipment	34
2.9 Nutrition of footballer and performance	39

Chapter three	
Research design and methodology	
3.1	Research design 46
3.2	Research method..... 46
3.3	Study Area 47
3.4	Study Population 47
3.5	Sampling Method 47
3.6	Data Gathering Instruments 48
3.6.1	Questionnaire 48
3.6.2	Interview 48
3.6.3	Observation 48
3.7	Methods of Data Analysis 48
3.7.1	Quantitative Analysis 48
3.7.2	Qualitative Analysis 49
Chapter Four	
Analysis And Interpretations of Data	
4.1	Section I- General Demographic Characteristics of The Respondents 50
4.2	Section II - Background Information 51
4.3	Section III - quantitative analysis Football Training Session 52
4.4	Athletic Nutrition 58
4.5	General Football Player Selection Parameters 68
4.6	Football Facilities 70
4.7	Players Characteristics 77
4.8	Section IV – qualitative analysis Semi Structured Interview Questioner Analysis 81
4.9	Interpretation and Discussion of Observation 82
Chapter Five	
Summary, Conclusions and Recommendations	
5.1	Summary 84
5.2	Conclusions 86
5.3	Recommendations..... 87
	Reference..... 89
	Appendices

List of table and Study area location map

	Page
Table 4.1	Number of participants in the study 50
Table 4.2	Background Information of the Coaches 51
Category 1	(Table 4.3 – 4.9) Training session 52
Category 2	(Table 4.10 – 4.15) Football nutrition 58
Category 3	(Table 4.16 – 4.17) player selection 68
Category 4	(Table 4.18 – 4.24) Football facilities and equipment) 70
Table 4.28	Players’ characteristics 78
Table 4.29	Information and code given to interviewee 81
Fig .1	Study area location map 3

Acronyms

AI: Adequate Intake

Bpm: beat per minute

Dkfbc: Dilla kenema football club

EFBF: Ethiopian Football Federation

EVA: ethylene vinyl acetate

Fbo: Football office

HI: high intensity

LI: low intensity

NGB: National Governing Bodies of sport

SNNPR: Southern Nation Nationality People

U.s: united state

Abstract

This study attempted to investigate major challenges and future prospective of football performance in case of Dilla Kenema football club. Using mixed type of research design, it attempted to seek out the problems and challenges affecting the football performance of the club. Both open and close ended questionnaire for 2 coaches and 26 players, semi-structured interview for 5 club officials and observation using check lists was administered to total of 33 deliberately selected subjects from the club members. The data obtained through these tools were analyzed with both quantitatively and qualitatively. Qualitative data were analyzed through description in word and quantitative data were analyzed through table with percent. As the finding of the study indicated that the following major problems were dominant in the Dilla Kenema football club: lack of well organized warming up, cooling down and stretching exercise, deficiency of modern method of coaching technique, tactics, fitness and psychological preparation, insufficient supply of balanced diet and football training materials, lack of encouragement and motivation from coaching staff, club officials and family, the club officials could not be committed to carry out their responsibility. As a general solution to the identified problem the greater emphasis should be given to the coaches and club officials to offer them balanced training for both players and coaches to boost player performance. Supply of balanced diet and football training facilities for the club could be major strategy to address the problems faced.

Key words: Performance, Football club, Investigation, Football training, Nutrition and Football training facilities

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Anyone who is concerned with the Football realizes that training is an essential part of the development of performance and the preparation for competition. Playing Football itself is only one part of that preparation. There is a requirement to be fit to play, to work on correcting physical deficiencies and to enhance individual strengths.

The basic purpose of training is to improve human capabilities in all their manifestations. These capabilities are characterized in physical, physiological, psychomotor and psychological attributes (Thomas Reilly, 2007). Since training is all about improving the performance of players, the coach must have an insight into the situations created by the game that players were unable to solve. This insight provides the coach with the understanding that at times the only way to solve a major problem of the game is to first solve several minor problems. Identifying problems clearly and in order of their priority is important when establishing the objectives for a training session.

When introducing the training, it is important to make the players understand the problem and how it impacts their ability to find success in matches. This way it will make sense to them and they can begin to take ownership of the problem. It is important to describe the problem as precisely as possible in terms of time, space and function in the game. However, try to avoid always “reacting” to your last game. There should be some measure of consistency with the issues and problems you address from week to week, and throughout the course of the season. (United States Football Federation, 2007-2008) Football is the world’s most popular form of sport, being played in every nation without exception. The most widespread code is AssociationFootball or Football. Thomas Reilly and A. Mark Williams, (2003).

Actually one of Football tournament held yearly by Ethiopia Football federation has been Ethiopia national Football league. This tournament comprises 69 clubs in which compete each other by dividing 7 representative zones. Dilla Kenema Football club is one of southern zone representative club of Ethiopian national Football league clubs.

Actually one of the popular game in the world what we call is Football. Which is the most famous and competitive sport, today it increase its popularity day to day. Likewise in our country recently there is improvement on the performance of Football player. For this the best indication is that our country player's shows best performance in national league, primer league, Africans cup even in world cup qualifier game. In Ethiopia the performances of the Football players increase with hopeful expectation for future national, continental, and international games.

Contrarily with this condition Football Clubs were faced with many problems and challenges. Especially in SNNPR, under this region particularly Gedo zone representative Football Club which is Dilla Kenema Football Club.

To overcome these barriers different stakeholders are expected to do their best. These bodies are: Dilla Kenema Football Club officials, coaching staffs, and players are responsible to upgrade the performance of team to be good and competitive in national league and to promote them the large league of the country which is Ethiopian premier league.

Dilla is a market town and separate woreda in southern Ethiopia. The administrative center of the Gedo Zone in the Southern Nations, Nationalities, and Peoples Region (SNNPR), it is located on the main road from Addis Ababa to Nairobi. The distances between Addis Ababa to dilla were 356km. The town has latitude and longitude of 6°24'30"N38°18'30"ECoordinates: with an elevation of 1570 meters above sea level. It was part of Wenago woreda and is currently surrounded by Dilla Zuria woreda.

Until the completion in the early 1970s of the tarmac road to the Kenya border, Dilla had been located at the southern end of the all-weather road from Addis Ababa and thus became the major transfer and marketing point for coffee grown farther south, particularly of the much-prized Yirga Cheffe varietal. It remains a major center of the coffee trade.

According to the SNNPR's Bureau of Finance and Economic Development, as of 2003 Dilla's amenities include digital telephone access, postal service, 24-hour electrical service, numerous banks, and a hospital. Dilla is the site of the Dilla College of Teachers' Education, which was founded in 1996 and was part of Debu University. The college become a full flagged University since 2007 and composed of more than 30 programs to Masters and bachelor degree. A number

of archeologically significant stelae fields are in the surrounding area, the most notable groups being those at Tutu Fella and Tutiti. http://en.wikipedia.org/wiki/Dila,_Ethiopia.

Fig. 1 study area map location



Source-<http://www.ethiodemographyandhealth.org/SNNPR.html> retrieved at 8:13am 05/08/2014

1.2 Statement of the problem

Coaching as a strategy for improving performance that has special utility in today's climate of intense competitiveness for total customer satisfaction, continuous improvement, and the drive to deliver products. It also describes coaching as a function of helping people discover new and creative solutions to complex and difficult situations, while becoming more committed to taking action. John Wiley&Sons, (2008)

Since 2003E.C the reemergence of Dilla Kenema Football Club as representative of Gedo zone Football club. The number of spectators can increase time to time and the fans are very interested with club to be competitive in both national and premier league. But still the team does not improve their performance to join Ethiopian premier league. This makes many supporter and sport society of Dilla Kenema Football Club, club officials, also team itself disappointed with player's performance in which they perform in different level of match.

For two and half year the researcher was lived at Dilla. During this stay he could got an opportunity to watch Dilla Kenema Football Club different match performance. Actually Under this observation the team performance is not too much satisfactory. As result of this different sport society and fans complain and angry on coaching staff, players and club officials. This is due to, even the team can produce successful player who are representative of national team and professional player. But the team by itself can't be good performance in national league and the club by itself has no recent good history.

1.3. Objectives of the study

The objectives of a research delineate the ends or aim which the inquirer seeks to bring about as a result of completing the research undertaken. So that the study addresses the following general and specific objectives:

1.3.1. General Objective of the study

The general objective of the study is to find out the major challenges that hindering the performance of Football player in case of Dilla Kenema Football Club.

1.3.2. Specific objectives

The specific objectives of the study areto:

- Identify overall challenges and problems that hindering the performance of Dilla Kenema Football Club.
- Investigate the effort done by coaching staff, club officials, players' family and players to make effective performance in national league and any other regional competitions.
- Suggest possible solutions and guidelines to the potential problems and challenges that hindering the performance of players.
- Examine how contribution of coaching staff, players and club officials changes the team performance.

1.4 Research questions

Based on the specific objectives of the problem, the researcher is expected to answer the following basic questions:

1. What are the potential challenges that hindering the performance of players?

2. What are the contribution of coaching staff, club officials and players for team performance?
3. How do Dilla Kenema Football Club player perceive the overall activities of coaching staff?
4. To what extent players perceive the contribution of their family for improvement of player performance?

1.5 Significance of the study

This study is undertaken to advance the awareness in various Football performance issues with Dilla kenema Football which will provide greater efficiency to the club. Understanding the issue and how these affect overall team performance can further proactive and advantageous for future team performance enhancing program. From this researcher believes that, the study will give possible suggestions and tips for players and their family, coaching staff, and Dilla Kenema Football Club officials to improve the performance of the club.

To this end, the findings of this research have the following significances:

- ⇒ It may help coaching staff, and club officials to design a strategy that promotes competitive participation of Dilla kenema in national league and any other regional competition even for promoting players to Ethiopian premier league.
- ⇒ It will provide instructional insights for coaches to enhance training program, methodology and improve stakeholder perception towards Dilla Kenema Football Club.
- ⇒ It may help as a spring board for discussions and serve as preliminary information to carry out other in-depth studies in the area.
- ⇒ It may also contribute its part to change different Football training program participation of players to enhance team Football performance.

1.6 Delimitation of the study

This study is confined in its scope to selected club of southern Nation Nationality people region (SNNPR). Particularly the study delimited only to investigate the main challenges related to the performance of Dilla Kenema Football Club coaching staff, Dilla Kenema Football Club officials and purposely selected Football players.

1.7 Limitation of the study

The research doesn't believe that the study is totally free from any type of limitations. As result of factors like unavailability of literature review in the area, of study to subjects not give genuine information, time and financial constraints may affect the researchers schedule to conduct the research effectively.

1.8 Definition of Terms As Used In the Current

Aerobic fitness - is the ability to work for long periods of time. It can be experienced in a person's ability to climb uphill, run, walk or even swim. In aerobics, oxygen from the air is transferred from the lungs to the blood and then to the muscles through the body's circulatory system.

Athlete - a person trained or gifted in exercises or contests involving physical agility, stamina, or strength; a participant in a sport, exercise, or game requiring physical skill.

Attire – sport wear

Coaching staff - is a group of non-athletes tied to a sport team. It is led by a head coach (known as a manager or senior coach in some sports), and consists of at least one assistant coach (usually two or more assistants), together with other members such as doctors, massage therapists, trainers, and equipment managers.

Football – a form of Football played by two teams of eleven players with round ball which may not be handled during play except by the goal keepers, the objective of the game being to score a goals by kicking or heading the ball into the opponents goal.

Performance - is observed behavior that can be improved with practice how you do something, how well you do it, and how much work you put into it.

Proactive - creating or controlling a situation rather than just responding to it.

Psychomotor - is the relationship between cognitive functions and physical movement. Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance, musical or athletic performance.

1.9 Organization of the Study

The content of the study was organized into five chapters. The first chapter deals with introduction, which consists of: background of the study and study area, statement of the problem, research questions, general and specific objectives, significance of the study, delimitation and limitation of the study and definition of some key terms and concepts and organization of the study.

Chapter two deals with review of related literature, which consists of: Background of football performance, nutrition for football performance, organizing football management and coaching staff, planning for football coaching, organizations of coaching, the practice session, components of football coaching, a typical coaching session, football player selection, football facility and equipment.

Chapter three deals with research design and methodology, chapter four deals with analysis and interpretations of data collected and finally, the last chapter involves summary, conclusions and recommendations provided by the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Back ground of Football Performance

Kerr defined performance as being ‘temporary occurrence fluctuating from time to time: something which is transitory’ kerr, (1982). A & C Black Publishers Ltd (2006) defined that **Performance** is the level at which a player or athlete is carrying out their activity, either in relation to others or in relation to personal goals or standards.

Thomas Reilly, A. Mark Williams and Dave Richardson (2004) states that In order to perform at the highest level, players have to spend many hours in deliberate, purposeful practice with the specific intention of improving performance. Although practice on its own does not guarantee success, there is no substitute for earnest Endeavour in the pursuit of excellence. Some players may be more genetically predisposed to benefit from practice effects, but no players have reached the elite level without a significant commitment to the process of refining and developing their Football skills.

Sportsmanshipas coach, you are responsible for the behavior of your players on and off the field. Your own behavior becomes the model for your players’ actions. Despite the frustrations of competition and disagreements with officials, you must set an example of sportsmanship for your players and your fans.

2.2 Factors Affecting Football Performance

During preparation and actual match day, many factors can or will influence team performance and of course the final result. This article attempts to describe these various factors involved in determining Football performance.

Factors under the control of coach and players

Tactical & technical skills: This is similar to the physical abilities of players. The better the tactical and technical capacities of players, the greater their influence will be on the final result. A player who has mastered all the basic skills of the game such as shooting, passing and

controlling will be at an advantage. Intellectual abilities combined with good skill are all important as creative, intuitive players with good judgment can often make the difference in big games.

Physical ability: A player, who can run faster and longer, is strong, has good levels of flexibility and balance will obviously have an advantage over players who are weaker in these areas. Players with a higher aerobic capacity can run greater distances and may be less susceptible to fatigue. The coach should make sure that all players are as physically fit as possible in order to cope with the physical demands of the game.

Psychological ability: Areas such as motivation, confidence, concentration and the will to win all play a part in winning or losing games. A poorly motivated player may underachieve whereas an over motivated player can become a weak link due to poor discipline and self-control. Finding the right balance is important. Strong psychological skills may be the difference between two teams equal in physical and tactical ability. An analysis of the character traits of players may be useful.

Team strategy: The choice of team strategy will have an important influence on performance. For example, a team neither physically nor technically capable of using a certain system or tactics will struggle. It has also been well documented that the positional role of a player affects performance, e.g. at midfield player generally runs greater distances than other outfield players.

Opposition Team: In one sense a coach or player cannot do anything about the opposition team, who are "as they are". A team may contain 11 international players and there is nothing an opposing coach can do about that. However, in the other sense a coach can prepare his team tactically, technically, physically and psychologically in the best possible way and adapt according to the match situation in order to copewith and bebetter than the opposition in these 4 areas. Age and gender are important when judging and comparing performance. 35 years old player may not be as quick or strong as an 18 year old but the vision and knowledge acquired over the years may give still give him a real advantage.

Current status: The current health status and lifestyle of a player is very important. A player who is ill or carrying an injury or whose diet is lacking in the necessary nutrients will find that

their performance levels may be diminished. Players who smoke or drink alcohol will experience similar problems. Doping will affect performance in some way and players desiring to take such products should be aware of the possible consequences.

Factors beyond the control of coach and 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 Football 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. 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.

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. Wet Football 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 risk of dehydration.

<http://www.Footballperformance.org/specialtopics/factaffectperf.htm> - May 08, 2014 5:00pm.

2.3 Football Management and Coaching Staff

There are no definitive and standardized titles, roles or demarcation lines for duties and responsibilities of a Football manager. There has been a gradual evolution in the game but each country and club has its own interpretation of the scope for management within its own organization. Two clubs can have a team manager, but the role, responsibilities and scope going with the post can differ greatly. The categories include national team consultant, general manager, team manager, player, coach, and assistant and youth manager. The titles bestowed on managers usually denote their apparent areas of duty. There are two major areas that the manager will be responsible for, namely the club and the team. More administrative skills are associated with the former while more personal, practical skills are connected with the latter. Your coaching staff is a vital part of your Football program. Select assistant and lower level coaches who share you're coaching philosophy. Although individual coaching styles will differ somewhat, your assistant coaches need to coach according to your philosophy. Fundamental differences between coaches often create serious problems for teams. Discuss your coaching objectives and philosophy with all prospective coaches. Enthusiasm, commitment and effective communication skills are as important as Football knowledge. Former players can be a good source for assistant coaches. Keep in mind that young coaches may need special attention and guidance regarding professional coaching behavior. Once you have selected a coaching staff, be sure to follow the hiring policies of your school and district. All coaches, whether paid or volunteer, must register with your school's personnel office (La84 Foundation, 1995-2012).

The coach manager is essentially a coach who believes that most of the team success can be derived from the work done on the training ground (Tutko and Richards, 1974). Unlike team managers, who delegate much of the training work to the coach, coach managers do these themselves, as they are effective in this area. Otherwise they are like team managers, responsible. Many clubs, particularly the bigger ones, have found that the everyday running of the organization has become too much for one person (Thomas Reilly, 1996).

Assistance coach available: Robert L. Koger, Football, (2009) describes that where a coach needs to work with a small group of players, others may not need to be involved in that particular aspect of the game. They should be usefully employed in working on either their individual abilities or in group work, such as shooting or crossing. Players need to be supervised and assisted at coaching and training sessions wherever possible. A good coach can always assist a player in some aspect of that individual's game, but a coach cannot be working in two places simultaneously and so needs assistance to ensure the efficient organization and conduct of the session. When planning, the availability of assistance needs to be considered and not only the availability but also the quality of that assistance. The coach must ask the question 'What are the assistants capable of coaching?' An able assistant, briefed well before any coaching session, should be able to undertake any work detailed by the head coach. An assistant who is not well qualified, but is learning the trade, should only be assigned work that he or she can capably supervise and conduct. Discussions should have taken place beforehand on how the work is to be carried out.

The role of coach: The role of the coach is twofold: (1) to educate players to make correct decisions, and (2) to equip players with the necessary skills to carry out these decisions. Players do not improve just because they play the game often, they need to be educated, trained and coached in meaningful practice situations. Individual learning and progress develop at varying rates. A successful and interested player is more likely to persist in practice. Success governs both progress and interest. Practice will bring about some change. If players are allowed to practice less than the highest quality of execution, they will learn less than the highest quality of execution. Research has shown quite clearly that characteristics of the player such as age, maturity, playing experience and ability all influence the kind of coaching behavior that is preferred by performers. The influence of maturity on coaching behavior has been assessed by numerous researchers and several models of the inter-relationship between these two variables have been proposed (Hersey and Blanchard, 1969; Chelladurai and Carron, 1983; Case, 1987). Maturity has been defined as: the relative mastery of skill and knowledge in sport, the development of attitudes appropriate to sport, and experience and the capacity to set high but attainable goals. Chelladurai and Carron, (1983). Chelladurai et al. (1987) identified autocratic and democratic styles of decision-making as being important dimensions of coaching behavior.

The traditional didactic method of teaching sports skills is rooted firmly in the autocratic decision-making style, i.e. the coach decides what needs to be taught, the coach designs the practices, and the coach organizes and runs the practices. In this scenario responsibility for decision-making is left solely in the hands of the coach. The autocratic style can be split into wholly autocratic decisions, where the coach gathers all information and makes the decision, and consultative, where players are involved in gathering information and discussing the problem but the coach takes the decision. In recent years the suitability of this type of coaching is becoming increasingly questioned. Many general coaching texts suggest that if a coach adopts a more democratic style of decision-making, this will yield more positive results (National Coaching Foundation, 1986; Martens, 1990).

Responsibilities of a Head Coach: The coach should remember that all players differ in age, ability, stage and rates of development, physique and attitude. Consequently teaching method and approach should be modified to suit group needs. One of the arts of the coach is to decide at what level to start the work and how to present it to suit the levels and abilities of those under his charge. Many times coaches work way above or way below the levels of challenge necessary for the players. The coach must at all times match his methods, language, coaching levels and content to the players, remembering key words such as ‘challenging’, ‘interesting’, ‘educating’ if he is involved in teaching and developing players’ abilities and team understanding. The aim must be to assist individual players, groups within a team and the team itself to achieve its potential as completely and efficiently as possible (Thomas Reilly, 1996).

2.4 Planning for Football Coaching and typical training session

It is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development. Coaches need to make a plan of action at the beginning of each year or season. By doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan, especially at youth levels often results in players not receiving instruction or practice in areas that are the basis for future development (U.S. Football national “c” license course Candidate Manual 2007-2008).

Pre-Season

- Encourage your prospective team members to enroll in a sixth (last) period preseason Football class. Follow school/club procedures for adding and dropping students from the class.
- Monitor the academic eligibility of all team members.
- Develop a fitness program that includes work with and without the ball. Make the program fun and include much variety. Remind your players to bring both Football and running shoes to school every day. If you include training that will take your athletes off campus, be sure to obtain permission from your school administration. Plan runs that avoid busy roads and unregulated intersections. Monitor your athletes closely.
- Meet with your coaching staff to discuss your overall coaching philosophy, season goals, coaching and administrative responsibilities, team and school policies, safety guidelines, and emergency medical procedures.
- Discuss tryout procedures with your coaching staff. Review the previous year's team roster to determine the number of players you expect to return and the positions that need to be filled. Schedule dates for tryouts. Remember to adhere to the federation rules governing the number of allowable tryout days.
- Review and confirm your game and bus schedules with your athletic director.
- Hold a pre-season meeting with your players and their parents to explain team policies solicit volunteer help, and preview the season. Introduce your coaching staff, preview your tournament and game schedule, explain transportation policies, team rules, and state your goals for the season. Make yourself and your staff available to answer any questions.
- Select team captains and assign them specific leadership roles.

In-Season

- Have a written plan and a purpose for each and every practice.
- Follow school procedures for taking attendance during sixth period P.E. Football class.
- Meet with your coaching staff at least once a week to handle administrative matters, go over game and bus schedules, and discuss player development.
- At home games, greet the visiting coach and team, and direct them to the locker room or restrooms closest to the Football field.

- Pay close attention to your players when visiting other schools. Do not allow them to wander around the campus.
- Carry player emergency information cards to all practices and games.
- Provide players with passes that excuse them from class for away games. Passes should include the date of the game and the time of departure. Take attendance before leaving for games.
- Know whom to contact if the bus for an away game does not arrive on time.
- Make checklists for home and away games. In the bustle that often presides before games, a checklist serves as a silent assistant. Checklist items should include all necessary equipment and supplies as well as tasks to be performed. Before departing on a road trip, verify that all the needed equipment is on the bus with the team.
- Establish a schedule and routine for your players to follow for all home games.
- Keep individual and team statistics and share them with your players.
- Assemble a brief scouting report for every game, especially playoff games. Review the report with your team at practice sessions before each game.
- Prepare written evaluations at mid-season for all players. Discuss your evaluations with each athlete.
- Carry the National Federation Football Rule Book, your league rules and regulations, as well as the CIF Football Preview Bulletin and/or Football Play-Off Bulletin with you to all games.

Post-Season

- Collect and inventory all equipment and uniforms.
- Hold athletes financially responsible for school equipment not returned according to athletic department policy.
- Place uniform and equipment repair and purchase orders.
- Complete the documentation required to provide school athletic letters and awards to your players.
- Plan an end-of-the-season awards banquet or help your booster club do so.
- Encourage your players to play off-season sports.
- Follow school procedures for transferring students into other physical education classes if there is no post-season Football class.

- Prepare a schedule for the next season. Try to schedule some night games if possible. Night's games will allow more parents and fans to attend. Base your schedule choices on league requirements and on the anticipated strength of your next year's squad. Establish or maintain traditional rivalries, and add variety by looking into new tournaments for the upcoming year.
- Hold a wrap-up meeting with your coaching staff to evaluate your season, critique your program, and implement new objectives and procedures for next season.
- Prepare a training program for your post-season Football class. Include a wide variety of games and cross-training activities.
- Look into summer tournaments in which your team may play. Five-a-side and seven-a-side tournaments let you field teams with the limited number of players that may be available during the summer. If your schedule or school policy doesn't allow summer play, encourage your athletes to play club Soccer.

Summer

- Schedule a number of training sessions during the summer. Summertime is a good time to work on ball skills and strength training.
- Participate in leagues and tournaments.
- Take advantage of international tours and schedule games with visiting teams.
- Coordinate your training sessions with your players' club Football and other summer activities (la84 foundation, 1995-2012).

A Typical Training Session

Warm-up (10–15 min): A purposeful and effective warm-up is necessary prior to any coaching or training session. The warm-up prepares the body to manage the work planned for the remainder of the session. Warm-up should include raising the heart rate and metabolic rate by jogging and running. Whole-body exercise for agility and specific flexibility work should also be included. Warm-ups can be conducted under the guidance of a coach or if players are experienced and trustworthy, can be carried out individually or in small groups. Over-lengthy warm-ups are not necessary and can be completed efficiently in approximately 15 minutes. A ball can be used in warm-ups but in a controlled and careful manner; injury can occur if players suddenly overstretch or accelerate quickly before flexibility work has been completed. Warm-

ups should be conducted progressively and logically, exercising and stretching major muscle groups before smaller groups.

Ball work (15–20 min): Ball work can be technical or tactical in nature. Simple practices to develop passing techniques, or controlling techniques, can be used to increase the intensity of the session. The coach can use this part of the session to develop techniques and skills relevant to the style of play adopted by the team. Games for retaining possession of the ball can be used to develop technical and related tactical abilities and can also increase the physical output in the session. Again, ball work can be made relative to the selected playing style.

Tactical team works (30–45 min): This part of the session is used for either rectifying or developing group or team play. Introducing a new tactic or refining an existing tactic can be included. Groups of players or the whole team should be involved in practice and it is here that the group members need to be educated as to their function at certain stages of the game. The group session can be developed into an 11 versus 11 coached games; this part of the whole coaching session is probably the most crucial in developing team understanding and team play. Simply playing a free game of 11 vs. 11 with little or no, coaching input has limited value unless the coach uses it for observation purposes or to decide if playing tactics or policies are fully understood Thomas Reilly (1996).

Technical works (20–30 min): Thomas Reilly (1996) states that this section of the overall session may be used for free time, maybe 6 v. 6, 8 v. 8 or even 11 v. 11, with the intention being that players use this period for free expression, or to try out previously learnt skills or strategies. This period may be used to practice the fundamental aspects of the game that are crucial to successful play. Practicing crossing, finishing, defending 1 v. 1 or any other underlying concepts of successful Football should be conducted here. Again, choosing skills relevant to the style of play of the team should be uppermost in the coach's mind.

Cool-down (5–10 min): There are sound physiological reasons why players should cool down after training sessions. Removal of blood lactate, for example, is accelerated if an active recovery follows strenuous training. Light jogging and stretching should be used to finish off any coaching/ training session so that players can mentally relax after what could have been a highly

intensive training session. This should leave them in as beneficial a condition as possible to continue with the next session whenever detailed by the coach Thomas Reilly (1996).

Duration of session: Thomas Reilly (1996) describes that the session outlined can be conducted in approximately 90 minutes. The appropriate time proportion would be:

1. Warm-up 10-15 min
2. Ball work 15–20min
3. Tactical team work 30–45 min
4. Technical work 20–30 min
5. Cool-down 5–10 min

Individual training: Individual players may need to be helped with certain weaknesses in their game. This work should be undertaken before or after the training session as other players need not be involved, unless a small number are held back to assist.

Fitness training sessions: This aspect of player or team development can be incorporated in any training session or may be conducted singly. Fitness work should be conducted after any ball work, especially ball work closely related to tactical understanding and decision-making. Generally ball work should precede fitness work. Any strength development as part of the fitness program should be conducted at the end of the fitness session and should be followed by a cool-down also.

An efficient and relevant fitness-related session can be conducted in 45 minutes. Consequently it can be included as part of any overall coaching/ training session.

A time proportion of such a session lasting approximately 90 min would be:

1. Warm-up 10–15 min
2. Ball work 15–20 min
3. Tactical team work 15–20 min
4. Fitness/conditioning 40–45 min
5. Cool-down 5–10 min

Drills: Coaching and training a Football team without using drills is counterproductive. It is like going on vacation without knowing where you are going. You can't achieve your objectives if you don't have a plan to get there. A proper schedule coupled with the appropriate drills will

provide success. Just going out to the practice field and playing Football will not be as productive as having your players gets more touches on the ball while they learn the necessary skills Robert L. Koger, (2009).

2.5 Football player selection

Talented player identification for Football

A major concern for coaches and National Governing Bodies of sport (NGB) is the ability to identify potential and future talent. The ultimate aim for any NGB is to select and nurture this athletic talent with the desired end result being medal winning performances. Talent identification has been used as a diagnostic tool within domains as diverse as education, the armed forces and sport (Abbott and Collins, 2004).

Talent scouting is a major priority for the top clubs, which can, in turn, offer outstanding conditions for the training and development of young players. A number of “small” clubs also need to continue the policy of training and developing their young players realistically and with perseverance. After all, one of the young players who benefit it’s from this high-quality training and development could ultimately turn out to be the star player that the top clubs are eager to sign. Talented players are not found hanging around on street corners; the professional talent spotter often needs to put in a lot of methodical and attentive observation and requires considerable patience to unearth such players. A player of outstanding talent: can perform feats on the pitch that other players are not capable of. Talent is 20% gift and 80% hard work! “When we talk about sporting talent, we mean that a talented individual has an above-average chance of producing really outstanding sporting performances. Although talented players do possess above-average skills, it is still essential that these skills are allowed to develop to the full. Weaknesses can arise, although they are sometimes difficult to detect (i.e. a drop in performance for different reasons: underlying depression, a weakness in the player’s character, a dislike of prolonged effort, rapid loss of motivation, a gap in the player’s training/education, etc.). These factors can also seriously hamper the player’s progress, or even prevent him from overcoming the obstacles that he is bound to encounter in top-level Football. This situation serves to highlight the fact that scouting talented players, particularly when they are very young, can produce some surprises in the medium or long term. High-quality scouting is not merely restricted to watching a player in a match and going through a checklist of requirements. The scout has to be able to observe the

player on several occasions in different situations to see how he behaves on the pitch, in training sessions, during matches, with his team-mates and towards the coach, as well as away from the Football setting with his parents and his friends. The scout can then be certain that the player is equipped with the right psychomotor skills and mental and physical capacities to allow him to follow a progressive development programmed before reaching the required standard. Even though it is felt that the optimum duration for a training and development programmed is 8 to 10 years, it is difficult to give a precise figure of what is required to achieve success at the very highest level. We have seen that young players do not all develop at the same rate and that they cannot all be subjected to the same workload in training and to a demanding development and preparation regime aimed at turning them into top players. These are yet more factors that can hinder the development of talent. A well-organized scouting policy should therefore go beyond merely watching a talented youngster and then arranging for his transfer to the club. That club should be able to guarantee follow-up with the player's development, help him to achieve his full potential and provide him with an appropriate training and development structure and a high-quality social and educational environment.

General Parameters of Football player selection

➤ Can the player:

- Run well, both with the ball and off the ball?
- Pass and receive the ball well?
- Shoot the ball well?
- Control the ball well?
- Dribble and feint?
- Play with both feet?
- Escape markers easily?
- Break away well?
- Get him into the right positions?
- Confidence, communication, handling for keeper?

Adopted from - Special Olympics Football Coaching Guide Created: February 2000.

2.6 Organization of Coaching Practice Sessions and parents for support

The Practice Session

U.S. Football National “C” License Course Candidate Manual, (2007-2008) describes that once the goals and objectives for training have been determined, the coach needs to consider several factors relating to the organization and progression of the practice in order to be thoroughly prepared to conduct the session.

Key characteristics in any coaching and practice sessions would be: quality, duration, frequency, intensity and specificity. Repetitive, frequent practice is an important component in the acquisition of Football skill and must entail rehearsal in the fullest sense of the word. ‘What’ to practice and develop is a problem for some Football coaches. Team coaching is influenced by the adopted style of play, either imposed by the coach or determined by the players with the approval of the coach. Style refers to the ‘attitudes’ of a team, how it chooses to operate technically to achieve its end, its manner of playing and the predetermined or developed tactics used to accomplish its objectives. But what do younger, developing players need to practice regularly and frequently? What should they strive to understand and to become competent in performing? No tactics, style or strategies have yet been imposed, so what are the skills required by any style of play and any game? The ingredients necessary for the development of young, youth age players are detailed in:

Purpose of the session: All coaching sessions need a purpose. Sessions may be dual-purpose in that part of the session is devoted to development of fitness and part to the development of, say, team understanding. Also, some of the time may be devoted to group or individual player improvement. The coach and the players need to be in no doubt whatsoever as to ‘the training message for the day’. The coach needs to spend time in thought and preparation of sessions, knowing precisely what he intends to achieve. The coach will have an aim to achieve during his working time with the players. Coaching sessions should never be ad hoc in that players and coach arrive and participate in purposeless, ill thought- out and ill-planned sessions merely to occupy time and attention(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Location of the session: Where the session is best conducted? Is the use of a full pitch or half a pitch or even a more restricted area most suitable to conduct the session? Fitness training may be best conducted in woodland or on an undulating surface or even on a beach. Shooting, crossing and goalkeeping practices should be conducted on the pitch and in front of goal. All sessions should be located in the most relevant and appropriate areas of the Football pitch. Carefully marked-out and correct areas should be used with the appropriate numbers of players for both the activity and the area being used (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Duration of the session: Depending on the time available, each section of the coaching session should be carefully planned in terms of time allocation. Lengthy and irrelevant warm-ups devour valuable coaching time. Sometimes, what the coach intends to achieve can be done quickly and efficiently through good planning, organization and through teaching. Sometimes a coach must persevere and take time to explain clearly to the players what is necessary, and so time allocation has to be waived. A contingency time plan should be decided upon but a degree of flexibility should be built into this plan. A coach should always allow more time than is thought necessary for any unforeseen circumstances that may arise to prolong parts of the session (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Numbers of players available: In order to conduct a coaching session, a coach always needs to know the numbers of players available. The coach should meticulously check the players’ name list and ensure everyone has been included in a meaningful and realistic role. The coach should allocate players to realistic and purposeful roles during the session and ensure that players are practicing those skills and tactics that they employ during the match in those areas of the pitch where they are expected to perform them. Consequently, practice will be meaningful and closely related to the game situation. Practice then becomes game-rehearsal, which is what it should be. Only essential players should be included when working tactically, until the coach needs to enlarge the practice in terms of areas, numbers and objectives. Non-essential players quickly become bored and can undermine the quality of a coaching session because of a lack of realistic involvement and lapses in concentration. They can be gainfully directed to training drills until needed. Consequently, only the essential, relevant players should be included until all are

eventually needed for the final coaching progression into an 11 versus 11 games(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Equipment needed: Sessions should always be aided by the effective use of training aids. Video recorders and a TV set can be used for instructional purposes if available.

A blackboard/wiper-board and appropriate writing materials can help a coach to explain aims to players. Bibs, Footballs, markers are also necessary for field use and when needed areas and targets should be clearly marked out with the efficient use of markers. More than one set of bibs is useful so that neutral players and any player in particular can be identified from others in the squad(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Age, experience, quality, ability of players: The coach should always consider the realistic abilities of the players being coached. Setting players unrealistic objectives and targets for their abilities is a wasteful exercise. Abilities and understanding should be developed and stretched beyond present levels but sensibly so. Advancing too far, too quickly and beyond players’ current abilities is sure to be met with frustration, disappointment and resentment. The aims and objectives and consequent organizational structure of the session should always reflect players’ levels of operating. To challenge and interest players should be the target of coaching sessions. This can be done by designing progression in practice and demanding high quality work from individuals and groups in the pursuit of even higher levels of attainment consistent with realism in the setting of goals and incentives(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Coaching method: The art of coaching entails putting into practice the conceptual aspects of the session. The coach must know exactly the cause of the problem to be rectified or the ingredients of success in developing an aspect of play. The coach must know if the problem is technical, tactical or one of understanding, so that an appropriate practice situation can be devised in which to educate the players. That situation may be a simple but realistic technical practice or a complex 11 versus 11 games.The coach must design an efficient and effective teaching vehicle to explain the important points to the players. Designing and conducting effective coachingsessions are probably the most important of all coaching functions. Progressing to incorporate ideas, players, and strategies into the full-game situation is the

ultimate and final coaching step that a coach must manage. Knowing if, when and how to make this progression, according to the abilities and stages of development of individuals and groups, is the key to developing team success. Choosing the coaching method is influenced by many factors. Player's available, numbers of players, area to work in, purpose of the session and other factors all influence the coach's decision as to the type of practice situation to use.

Other considerations: On occasions it may be necessary to hold a theory session conducted in a classroom or lecture theatre. A 'split-session' of Football and fitness development may involve a change of practice location from pitch to woodland. In this instance, the whole practice period and the time for travel should be incorporated in planning (U.S. Football National "C" License Course Candidate Manual 2007-2008).

Organizing Parents for Support

Regardless of whether you organize parent support formally or informally, there are a number of things that you can do to encourage parents' involvement with your team. One easy way to garner support is through a newsletter for parents. This gives you direct communication with parents without having the message filtered or forgotten by your athletes. A newsletter can relay information about games, trips, club visits and recruiting, team gatherings, and other club activities. It can also help organize a booster club. Early in the season, ask for a volunteer to host a team parents' meeting. This is a good time to introduce yourself to parents, explain your program and coaching philosophy, define seasonal goals for the team, set out team rules and expectations, and discuss fund-raising. More importantly, though, a parents' meeting is an opportunity for you to learn more about the athletes you coach while gathering support for the team. Encourage parents to ask questions.

One good way to build parent support is to have interested parents form a caravan to games. Parents can arrange to leave school together at a predetermined time, perhaps meeting for breakfast or coffee beforehand. Of course, fans arriving en masse wearing school colors, hats, shirts, or jackets always inspires the team. Team meals are opportunities to involve parents. Instead of heading off to the nearest pizza parlor, see if you can enlist a group of several families to host a pasta dinner. A combined team-parent gathering lets parents and athletes get to know one another.

Last, enlist parents to help you put on the team awards night. Even if your school has a spring sports banquet, you might put together a team-only gathering, at which you can acknowledge the contributions of each athlete individually. Some coaches avoid soliciting help because they fear parents will disrupt their programs. Many coaches have horror stories to that effect. If organized properly with a clear set of expectations and rules, however, parents can be a tremendous asset to your program. It is your responsibility as coach to provide the guidance and leadership that best elicits the strong support most parents are willing to offer (LA84 Foundation, (1995-2007)).

2.7 Components of Football Coaching and practice session

Football Coaching

It is important to clearly understand the components of coaching Football and how to apply the methodology of teaching both technique and tactics through economical training. We must apply these principles to solve problems identified in the game and to develop appropriate training sessions that allow us to “coach the player”, not the method. The components of coaching Football are: Technique, Tactics, Fitness and Psychology. The order of priority of these components differs depending upon the age and ability of the players (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Technique: The relationship between technique and skill is important to consider in the development of competent players. Players who are technical must be able to apply those skills within the game, while under the pressure of time, space and the opponent. Successful application of technique while under pressure is referred to as skillful performance. In order to develop players who are skillful and not just technical, we must coach and teach technique within the context of the game. By utilizing small sided games to develop technical skills a realistic environment is created that encompasses the demands of the game. In addition to developing technical skills through the game the player further develops an understanding of the tactical application of technique. How does a situation in the game place demands upon the technical skills of the player and require the selection of certain techniques to be successful, i.e., passing on the ground or passing in the air.

Technical Functional Training — Training that is specific to a role or position; takes place in the area of the field where the player will be positioned; the technique to be practiced is determined prior to the session and maximum repetition of the technical skill is provided in the activity.

** Because the “C” course is focused primarily on principles of Football as they occur in small group games, there will be limited discussion on functional (positional) issues during the week. The functional aspects of Football are addressed in detail at the “B” and “A” level courses.

Tactics (Decisions): We define tactics as player decisions within the game. Tactics can often times be addressed in group and team scenarios during the week of practice. These specific “team” tactics are worked out prior to a game and provide a specific plan of action for the players. This plan of action could be the way in which the team will play to either defeat the opponent or achieve a tie. When teaching tactics to players we progress in the following manner: Individual, Group and Team. It is important that players learn how to recognize the recurring situations that are encountered in Football and to make appropriate decisions based on the information (U.S. Football National “C” License Course Candidate Manual 2007-2008).

The Relationship between Technique and Tactics: Players who are technically competent will have greater freedom to make appropriate and effective decisions during the game. The ability of players to perform tactically throughout the game depends upon the close relationship between 1) how comfortable they are with the ball at their feet (technique), how fast and long and powerfully they can run (physical fitness) or how long and powerfully and accurately they can strike a ball, and how quickly and clearly they can see what is happening around them in a game (tactics). Technique, physical fitness, tactics and psychology these components are interrelated and must be applied together during training to obtain the highest level of performance. Because the game has become increasingly complex, we must construct training to meet the demands of the game. There are teams who have much “fighting power” but little tactical or technical ability. While, on the other hand there are teams who possess great technical or tactical skills and have great “playing art” but lack the willingness to do battle on the field. In order to be successful we must work to develop both traits and characteristics of play. Only when players and teams combine both “fighting power” and “playing art” will they be complete.

Individual Tactics – Each individual’s ability to make appropriate decisions during play based on what is happening on the field and the basic principles of the game. This includes all aspects of attacking and defending (with or without the ball, around the ball or away from the ball, etc). Ultimately, the tactical competence of each individual will determine the effectiveness of group and team tactics. (Tactics cannot be taught without also addressing the impact that technique has on a player’s decisions.)

Group Tactics — Begins whenever two or more players join together to become effective tactical groups around the ball; group tactics can be any combination of small groups such as of 2v1, 2v2, 3v2, 3v3, 4v3, etc; a general rule for group tactics is to have one more player than your opponent in the area of the ball – this is referred to as being “numbers up” and applies to both attack and defense; group tactics demand both visual and verbal communication and the reading of tactical cues from the game. General method for teaching group tactics through 7v7 includes both generic training (non –functional) and simplified positional training and finally, the game to two large goals. Tactics cannot be taught without also addressing the impact that technique has on group decisions. (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Team Tactics — Team tactics begin at 9v9 full field activity where players are taught their responsibilities in each third of the field for both attack and defense; team tactics can also include half-field activities such as 6v4 or 6v5; the objective within team tactics is to provide a basis of play for both attack and defense; use of specific restrictions to assist in the development of a tactical plan may be included, e.g., 1 or 2 touch, forward pass followed by back pass, etc; restarts for both attack and defense are addressed during team tactics. Team tactics are not a focus of the “C” Course. This topic will be addressed in detail during the “B” and “A” courses.

Tactical Functional Training — Training that is specific to a role or position; takes place in the area of the field where the player will be positioned; the player determines which skill is necessary as dictated by the game; the choices within the game that are often available to the player are presented; decision making is the essence of this tactical functional training. In the “C” course there is some simple functional training that can occur (for example) by placing a goalkeeper in goal or asking your wide players to stay wide; however, when using numbers up to

7v7, positional concepts are still mainly addressed through principles of Football and areas of the field, as opposed to a more regimented approach to positional play that occurs with numbers from 9v9 to 11v11. At the smaller numbers, for example, the basic principles of Football (width and depth, etc.) are still emphasized, but there is not necessarily a demand that one particular player consistently fill that positional role. Instead, players have more freedom to identify the needs of the game and make sure that the positional responsibilities are collectively fulfilled (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Fitness Training for Football: Football is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class Football players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of Football and maintain high technical ability and decision making quality throughout a match. Every Football player, regardless of standard of play, can benefit from a fitness training program based on soccer-specific exercises. For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Types of Fitness Training: For the purpose of providing basic information to youth coaches, fitness training for Football can be divided into the following general categories:

1. Endurance
2. Recovery Training
3. Aerobic Low intensity
4. Aerobic High Intensity
5. Heart Rate
6. Local Muscle Endurance
7. Speed Training
8. Strength & Power

9. Flexibility, Agility & Balance

10. Warm Up & Cool Down

11. overTraining

12. Fitness with a Ball

National “C” License Course Candidate Manual (2007-2008).

Applied Psychology for Football: In all that we do as coaches, whether training for technique, tactics or fitness, we must constantly be aware of the impact that applied psychology plays in the performance development of players. Understanding why individuals do what they do is of tremendous importance to the coach. Understanding and identifying the reasons why an individual participates in a sport provides tremendous insight into that person’s behavior. When working with children, the ramifications of coaching can be both positively and negatively greater due to the influence youth coaches have over their players. The coach is responsible for assisting in the development of the player in specific ways. These responsibilities include but are not limited to:

- Development of a positive attitude toward themselves, their teammates, coaches, referees, opponents and fans.
- Teaching players that they have a responsibility to themselves (on and off the field), the team and the game.
- Instill discipline so that players are able to implement the components of tactics, technique and fitness as individuals and as a team member.
- Encourage creativity and assertiveness so that players will look to solve problems presented to them by the game. (U.S. Football national “C” License Course Candidate Manual 2007-2008).

Components of a Practice Session

Practice sessions generally include the following components:

- Warm-up
- Review and practice previously taught skills
- Introduction and practice of new skills
- Simulation of game situations
- Fitness training

- Cool-down

Each practice should begin with a warm-up routine and should end with a cool-down.

A thorough warm-up gradually prepares the body for vigorous, intense activity. For example, have players dribble, pass, throw, jog and stretch for 10–15 minutes prior to practice, gradually increasing their exercise intensity. Cooling down is a warm-up in reverse. Because players have worked hard during practice, they need to bring their activity gradually to recovery level. Cooling down also helps prevent muscle soreness by flushing waste products out of the muscles. As a general rule, introduce new skills early in a practice session, when your players are fresh and attentive. Trying to teach a new skill when players are winded or fatigued often is a waste of time. Practice new skills for several days before incorporating them into more complex drills and game scenarios(La84 Foundation, 1995-2007).

Practices are the ideal place to teach, make mistakes, gain fitness, practice game strategy and tactics, and prepare for the next contest.

Have a Plan: A successful practice plan creates an environment that helps you accomplish your goals. First and foremost, you must know what you want to accomplish. With your goals in mind, design your practices specifically to fulfill those goals. Be sure to determine the time you need for each phase of practice, but be willing to make time adjustments depending on specific circumstances. Some days your athletes will respond quickly to your instruction, some days not. That's part of coaching. Nonetheless, always keep your practice session objectives in mind.

Just as individual practice sessions should be planned, so, too, should your season. Take time to review weekly, tournament and league play goals and objectives for your team. Remember, you should write out these goals before the start of the season. Each practice session is one block of a performance pyramid. The better each block fits with the others, the stronger and higher the pyramid will be(La84 Foundation, 1995-2007).

Setting up Equipment: Before each day's practice begins, determine the sequence of drills and where you will set up equipment. If possible, set up your practice field and equipment before the start of practice. Setting up and moving equipment can waste valuable practice time. Set up equipment early and assign different groups of players the tasks of bringing out balls, cones, nets, goals and other equipment. You may want to designate exercise captains to help organize players for drills. Specific equipment needs include balls, scrimmage vests (also called bibs or

pinnies), flags and cones. It is very important that you provide each player with a ball. The more time each player has to touch a ball, the more time each player has to improve! Use scrimmage vests to divide players into teams for scrimmages and drills. Flags and cones are used to divide your practice field into areas called coaching grids(La84 Foundation, 1995-2007).

Coaching Grids: Grids are a great way to organize players and make maximal use of your practice field. They let you organize the field into distinct areas the size of which can be adapted to fit the skill level and number of the players involved. You can create grids by using cones, flags or other markers, on an open field, or on a regulation marked field of Football fields can be divided into a number of grids. The purpose of a given drill and the number of players involved should determine the size of the grid. For example, if you are conducting a drill to develop dribbling skills, you will want to keep the space grid fairly small, forcing the athletes to work within a tight space and keep the ball at their feet. Conversely, if you are working on long passes, you will probably want to expand the size of the grid. The game of Football is about time and space. The best players can control the ball in little time and within a small space. Less skilled players need more time and greater space in which to perform. Coaching grids let you adjust the field of play according to the technical abilities of your athletes. Novice players generally require a larger space in which to work. As players improve, you can have them work in increasingly smaller spaces (La84 Foundation, 1995-2007).

Practice: Practice involves rehearsal for whatever is required by the game, a player's positional functions and their technical and decision-making responsibilities as they play the game. Practice can only be deemed to be effective when what is being rehearsed is improved in accuracy, consistency, efficiency and control. This can be indicated by the degree to which players become less concerned with the mechanics of performance and more assured of the certainty of the performance. A skilled player does not have to be consciously aware of every movement he makes, as much of what he does is instinctive. There are essentially three phases in the acquisition of skills (Fitts, 1964). The first is the cognitive stage where the player must understand what is required of them from an analysis of what is happening around them. Next is the intermediate stage where responses are learned, errors are gradually eliminated and new movement patterns begin to emerge. The autonomous stage is where the skill no longer requires conscious control, uncertainty is eliminated and skills require less information processing. The

most stringent test comes in the game situation. If performance in games does not improve as a result of practice, then practice has been ineffective. A coach's aim in practice would be to organize and control players' learning in an attempt to perfect the most relevant and efficient techniques and skills for the game (Worthington, 1974). Whilst doing this, the coach should be working for a stable performance, especially where distractions are similar to those found in competitive games. To develop the correct mechanical actions of, say, passing the ball, without combining them with decisions concerning choice of receiver, target area for the pass, and timing of release, would be meaningless. So in practice the coach should be operating in circumstances as close to match conditions as possible.

The choice and application of those skills determine the success and skilled nature of performance. As a guideline, practice situations for developing Football should follow these procedures.

1. Develop each technique/skill in a 'closed' situation and in an order and manner which permit no interference with mechanical performance. Practice singly and with concentration on 'how' actions are performed.

This policy would be especially applicable to young performers who are building up their memory patterns of behavior or for the introduction of a new technique unrelated to any others.

2. The technique/skill is then exposed to performance in a changing situation. Opposition and support players, a direction, a target, a spatial restriction, are introduced and carefully controlled by the coach so that success is possible. In this situation a player has to decide when, where, how and whether to use the designated skill in a constantly changing environment. Equally important is for the learner to appreciate when not to employ that skill and to make more appropriate and effective choices of action. Only by performing in an 'open', variable and rapidly changing practice situation does a young performer develop an understanding of the game and when and where to choose and implement appropriate skills.

3. From this simple 'open' practice, a performer should be placed in a game or game-type situation with an increasing number of options offered to their decision-making processes and variable physical and mental pressures being applied by opponents and situations in the game. With experience, the player can fit into the game with all its requirements. The player learns what will and will not work what is expedient and what is not. Trial and error learning plays

some part, but trial and success are all important factors in learning and the development of a player. Identifying the problems of players and teams from game situations, then devising practice situations that transfer effectively into performance are perhaps key roles of any coach. The process of effectively transferring practice into playing performance is closely related to transfer and specificity of training. Specificity of practice means simply that what you do in practice corresponds to what you experience in competition. The principle of specificity of practice can be summed up by the following statements.

1. Players will react and perform in a competitive game situation relative to what and how they have been practicing.
2. The more closely you simulate game situations in practice the better game performance is likely to be.

In the early stages of learning, practice needs to be simple so that concentrated and focused learning may take place. Distances, speeds, conditions and situations in which players operate should still be as close as possible to a game situation, but with all interference removed that could confuse and adversely affect performance of the skill. Players should be encouraged to think and to concentrate on only one thing, and if necessary to reduce the speed of action in order to develop 'correct' performance of the task. As quickly as appropriate, speed of performance should be allied to accuracy and graded challenges introduced. As the player progresses, specificity of practice is essential for developing players who can understand and operate in a competitive game. Players must learn, and familiarize themselves with stressors introduced by the game. These might include opponents, opponents' movements and proximity, presence of support players, speed of operation, and spatial limitations. Only by doing this will players learn appropriate and timely responses to game conditions and operations? The coach must make certain that what is practiced and how it is practiced is required by match situations(Thomas Reilly, 1996).

Knapp (1974), commenting on transfer of training, indicated that transfer 'can best be explained on the grounds that it occurs to the extent that the two situations are similar'. In a game, the player is involved in assessment, judgment and action. If only one of these three processes is faulty then a player will not succeed. Practice must involve players in the same actions as the game. The question for the coach is how to achieve this. The game involves three major elements

highly relevant for practice. These are support players to work with, opponents to play against, and targets (direction and limits). By incorporating these elements into practice players will be involved in making decisions and taking action to succeed. The ability to make correct decisions is arguably the most important factor in developing a skilled player Thomas Reilly (1996).

2.8 Football Facility and equipment

Different pieces of equipments are needed to improve Football performance. In line with this idea, Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session of performance effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments. As a result, the following lists of materials are the most important parts for successful of Football performance.

Football Attire/sport wears: Players must wear appropriate Football attire to train and compete successfully. Inappropriate uniforms and equipment can impact a player’s ability to play the game and, in some cases, may be a safety hazard. Teams dressed in good looking and properly-fitted uniforms are more likely to be motivated to train and play as a team. Appropriate Football attire is required for all competitors. As coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of wearing certain types of clothing during training and competitions. For example, long-pant jeans to blue-jean shorts are not proper Football attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or collegiate matches and point out the attire being worn. You can even set the example by wearing appropriate attire to training and competitions and not rewarding athletes that come improperly dressed to train and/or compete. For official games, it is compulsory for players to wear a shirt or jersey, shorts, socks, shoes or cleats, and shin pads. All the players on a team (except for the goalkeeper) must wear matching uniforms. While shirts may feature stripes or patterned designs, shorts are usually one color (Dorling Kindersley, 2011).

Field of play: According to Frank F. Diclemente (1995) the Football playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the Foundation Football Coaching Manual (2008) describes that; the field of play must be rectangular, its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle. Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

Football Ball: The Official U.S. Youth Football Coaching Manual, (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering Football techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice. When each player has his/her own ball, more players can be working on individual skills at any given time.

Cones or Field Markers: After Football balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down. Cones are used to define the playing areas, known as “grids.” Unless a team is lucky enough to have its own practice field, it will probably have to share space on a Football field with one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team’s area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the team’s practice.

Air Pump: Keep an air pump with the extra balls or in the medical kit. A coach need to make sure that he/she have the needles required for inflating the balls. A simple check prior to the

beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly.

Practice bibs:When running a practice session, a coach will often need to break his/her team into small groups or into separate teams for scrimmaging. The players should wear different colored shirts to eliminate confusion. A team should have at least as many practice bibs as it have players on the team, in two separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another.

Net for a Football Goal:If a team practice on a field with a permanent goal, it can use the net during shooting practices.The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot.

Portable Goals:Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small.

Whistle:Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle.Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play. Therefore, the players will have to become proficient at processing information while playing the game. In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a whistle during practice, they are training the players to respond to them.

Shorts:States that Shorts that are made of light, water-resistant nylon/polyester and have plenty of leg room are best. Male players, particularly those with slower motor skills, are encouraged to wear a protective athletic cup.Modern shorts are loose, which allows for freedom of movement and good air circulation. These shorts are considerably longer than they were in 1960s and '70s.

Shirts:Shirts are best when they are loose fitting and made of light material. Short-sleeved shirts are recommended for warm weather. The player's number is required on the back of the shirt in all official competitions.Modern Football shirts, made of durable synthetic material, help carry air and moisture away from the body, while retaining warmth when needed. Sweatshirts are recommended for cold-weather practice and day-long tournaments. Players are not allowed to wear sweat tops in official tournaments. Reversed seams prevent rubbing and soreness, and undershirts help increase comfort and aid ventilation (Dorling Kindersley, 2011).

Socks:Long, knee-length socks to cover shin pads are recommended. A pair of under socks, usually made of cotton or cotton blend, is recommended to help prevent blisters.Socks are an integral part of a Football player's uniform and must entirely cover the shin pad Dorling (Kindersley 2011).

Shoes:The typical Football boot is one which is still based on a leather construction, generally cut below the ankles, and with a hard outsole to which studs are attached. Cleats need to be snug-fitting. When purchasing shoes; try on the cleats with one pair of thin socks to make sure the fit is good. Shoes will quickly stretch to a comfortable fit. Molded rubber soles are recommended rather than screw-in studs. Non-studded shoes are worn for indoor practice.Players need comfortable, lightweight, and durable footwear that grips the playing surface. The Football shoe should be flexible enough to maximize performance but sturdy enough to reduce the risk of injury. On grass, players wear cleats (see opposite for types of cleats); on artificial turf, players wear athletic shoes with rubber studs on the sole.The boot must not inhibit the normal joint movement in many phases of the game, particularly running. The amount of grip provided by a surface is an important component of playing quality. If there is too little grip the players will slip and fall, while if there is too much there is a danger that players will suffer knee and ankle injuries as their feet become locked during turns and maneuvers. In a report for the Football Association, winter bottom (1985) initiated an investigation into the effects of stud configuration which was later extended by the Football League (Football League, 1989). He found that the relationship of traction between boot and surface was a very complicated one, and identified two categories of movement important to players. These were sliding and turning movements. He found that the sliding resistance was affected by turf wetness as well as stud configuration.

Modern Football shoes: Dorling Kindersley, (2011) describes that modern shoes are extremely light and flexible, and are made from an array of synthetic fabrics and plastics. Kangaroo leather, which is markedly stronger, lighter, and suppler than other leathers, is widely used in shoe manufacture. Gear meant to protect players during play is an important part of their uniform. Shin pads, which are made from plastic, are worn to protect the shins, and must be covered entirely by socks. Goalkeepers can wear protective headgear and gloves that provide grip and hand protection when catching the ball.

Shin pads: are required for both competition and practices. Light-weight pads with elastic ties and placed between under-sock and top sock are recommended. Shin pads are made from plastic polymers and fiberglass. They are strapped to the shin, under the sock, and help prevent fractures to the tibia resulting from rough tackles. Pads were made compulsory by FIFA in 1990.

Goalkeeper's gloves: All players may wear gloves, although up until the 1970s, few chose to do so. Gloves are now universally worn by goalkeepers to increase grip on the ball and protect the hands. They are made from strong synthetic materials and are segmented to aid flexibility. Protectors prevent the fingers from bending backward (Dorling Kindersley 2011).

Shin Guards: The shin guard is used to protect the lower leg from impact injuries. These injuries can range from the severe (such as direct contact between the opponent's boot and the leg as in a poorly executed tackle) to the minor (such as bruises and scratches from glancing blows). The shin guard offers protection from some of these injuries. The protective guard is constructed with a hard outer casing and a softer inner layer. The material used for the outer casing is usually thermoplastic molded to the curvature of the leg, with a shock-absorbing inner material made of EVA (ethylene vinyl acetate) or other foam type material. The poorer guard was constructed of a thermoplastic outer casing with a foam inner layer, while the better guard was of a similar thermoplastic outer shell but with an EVA inner layer. The outer layer serves to spread the load reducing the local pressure, while the shock-absorbent inner layer serves to reduce the effect of the impact load (Dorling Kindersley 2011).

2.9 Nutrition of Footballer and Performance

Good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. Though you cannot control the food your athletes eat, you can guide them toward healthy eating. To do so, you must be acquainted with the basics of proper nutrition. This is a primer to help you address some of the nutritional demands and concerns faced by your athletes. Though success in sports is determined primarily by athletic performance and proper training, nutrition affects the athlete in many ways. Nutrition is important for normal growth and development and for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. As a coach, you can have a positive influence on your athletes' attitudes about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches (LA84 Foundation, 1995-2007).

The Athlete's Diet: Coaches often want to know exactly what constitutes a “balanced diet.” A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. The Dietary Guidelines for Americans are national guidelines for healthy eating. Most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance. Athletes should be eating heartily from the grain, vegetable and fruit groups since these groups have the highest recommended number of servings and are nutrient-rich sources of carbohydrate. The amount of calories a person needs to eat depends on his or her age, gender and level of physical activity.

Calorie requirements for athletes: Calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily caloric requirement for athletes. Weight loss, weight maintenance, or weight gain is a matter of energy balance. An athlete's body weight will stay the same when calorie intake equals calorie expenditure. To lose weight, energy expenditure must be greater than energy intake. To gain weight, energy intake must be greater than energy expenditure. If an athlete is maintaining his or her ideal competitive weight, adequate calories are being consumed. However, restricting calories can have a negative impact on performance and health. As calorie

consumption decreases, so does nutrient intake. Athletes eating less than 1,800 calories a day probably do not consume adequate amounts of vitamins, minerals and protein. This can cause depleted fuel stores, muscle wasting, weakness, fatigue, stress fractures and impaired performance(LA84 Foundation, 1995-2007).

Carbohydrate: though the body uses both the sugars and starches for energy, a high-performance diet emphasizes nutrient-dense carbohydrates. Nutrient-dense carbohydrates such as whole grain breads and cereals, rice, beans, pasta, vegetables and fruit supply other nutrients such as vitamins, minerals, protein and fiber. Sweet foods that are high in sugar (candy bars, donuts and cookies) supply carbohydrate, but they also contain a high amount of fat and only insignificant amounts of vitamins and minerals. Fruit contains the sweetest of all simple sugars – fructose. Since fruit is mostly water, its sugar and calorie content are relatively low. Like starchy foods, most fruits are rich in nutrients and virtually fat free. As with calories, carbohydrate needs vary among athletes, depending on the intensity and duration of training and body size. To determine how much an individual athlete needs, divide his or her weight by 2.2 to get the weight in kilograms. Then multiply the number by 6 to 8.

For example: • 130 pounds divided by 2.2 = 59 kilograms

• 59 kilograms times 6 = 354 grams of carbohydrate

The carbohydrate content of different foods can be determined by reading food labels. As a general guide, starchy foods and fruits provide the highest amount of carbohydrate (15 grams) per serving(LA84 Foundation, 1995-2007).

Protein: requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair. Current research on protein requirements suggests that athletes need about 1.2 to 1.7 grams of protein per kilogram of body weight daily. For a 154 pound (70 kilogram) athlete, this represents 84 to 119 grams of protein a day. This amount is adequate for athletes who are involved in both endurance and explosive events. The body can make complete proteins if a variety of plant foods – beans, grains, vegetables, fruits, nuts and seeds – and sufficient calories are eaten during the day. Since the body utilizes amino acids from foods eaten at different meals, vegetarians don't need to combine specific foods within a meal to achieve complete proteins(LA84 Foundation, 1995-2007).

Fat:Fats, or lipids, are the most concentrated source of food energy. One gram of fat supplies about nine calories, compared to the four calories per gram supplied by carbohydrate and protein. Fats are the body's only source of the essential fatty acids linoleic and linolenic acid that are required for growth, healthy skin and healthy hair. Fat insulates and protects the body's organs against trauma and exposure to cold. Fats are also involved in the absorption and transport of the fat-soluble vitamins. All athletes need a certain amount of fat in their diets and on their bodies. The challenge is eating a diet that provides the right amount. Most U.S. health agencies recommend consuming no more than 30 percent of calories from fat. Too much fat contributes excess calories in the diet, which can lead to weight gain. High fat diets can also increase the risk of heart disease and certain cancers. Also, athletes who eat too much fat often do not eat enough carbohydrate, which is detrimental to good health and optimum performance. To lower fat intake, athletes should choose lean meat, fish, poultry and low-fat dairy products. Fats and oils should be used sparingly. Fried foods and high fat snacks should be limited(LA84 Foundation, 1995-2007).

Vitamins: are metabolic regulators that help govern the processes of energy production, growth, maintenance and repair. Vitamins do not provide energy, although vitamins are important for the release of energy from carbohydrates, fats and proteins. Vitamins are divided into two groups: water-soluble and fat-soluble. Fat-soluble vitamins include A, D, E and K. They are stored in body fat, principally in the liver. Taking a greater amount of vitamins A and D than the body needs over a period of time can produce serious toxic effects. Vitamins C and the B complex are soluble in water and must be replaced on a regular basis. When athletes consume more water soluble vitamins than needed, the excess is eliminated in the urine. Though this increases the vitamin content of the urine, it does not help performance. Generally, athletes who consume more than 1,800 calories a day get enough vitamins from their food(LA84 Foundation, 1995-2007).

Minerals: serve a variety of important functions in the body. Some minerals, such as calcium and phosphorus, are used to build bones and teeth. Others are important components of hormones, such as iodine in thyroxin. Iron is crucial in the formation of hemoglobin, the oxygen carrier within red blood cells. Minerals also contribute to a number of the body's regulatory functions. These include regulation of muscle contraction, conduction of nerve impulses, clotting

of blood, and regulation of normal heart rhythm. Iron is crucial for athletes because it assists in oxygen transport in the blood and utilization by the muscles. A lack of iron hurts performance by decreasing the capacity of the muscle to use oxygen. Animal iron sources are better absorbed than vegetable iron sources. Vitamin C-rich foods (orange juice) enhance iron absorption. Iron-enriched or fortified cereal/grain products provide additional iron. Beans, peas, split peas and some an adequate calcium intake is important not only to prevent osteoporosis (bone deterioration), but because calcium also helps to maintain bone density and prevent stress fractures. An athlete's calcium needs are greatest during adolescence, when the bones are growing. Dark green leafy vegetables are good vegetable iron sources. The Adequate Intake (AI) values for calcium are 1,300 milligrams for youths and adolescents ages 9 to 18.

Water: is the most essential of all nutrients for athletes. At rest, athletes need at least two quarts of fluid daily. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration – the loss of body water – impairs exercise performance and increases the risk of heat injury. Consuming adequate fluid before, during and after exercise is vital for safeguarding health and optimizing athletic performance. Athletes should drink 14 to 22 ounces of fluid two to three hours before exercise. During exercise, athletes should drink 6 to 12 ounces of fluid every 15 to 20 minutes. Fluid intake should closely match the fluid loss from sweating to avoid the detrimental effects of dehydration. After exercise, athletes should drink at least 16 to 24 ounces of fluid to replace every pound of body weight lost during exercise. Thirst is not an adequate guide to fluid replacement. Most athletes replace only 50 percent of their fluid losses during exercise. Encourage athletes to replace fluids by drinking according to a time schedule rather than in response to thirst. Sports drinks containing carbohydrate and sodium are recommended during intense exercise lasting longer than an hour. The carbohydrate helps to delay fatigue, improve fluid absorption and replace glycogen following exercise. The sodium helps to stimulate thirst, increase voluntary fluid intake and enhance fluid retention(LA84 Foundation, 1995-2007).

Pre-Competition Meals: The primary purpose of the pre-competition meal is to provide energy and fluid for the athlete during the game. Carbohydrate-rich foods provide the quickest and most efficient source of energy, and unlike fatty foods, are rapidly digested. Since many athletes experience abdominal discomfort if they have food in their stomachs during competition, the

timing of the meal is important. To avoid potential gut distress, the calorie content of the meal should be reduced the closer to exercise the meal is consumed. A small meal of 300 to 400 calories is appropriate an hour before exercise, whereas a larger meal can be consumed four hours before exercise. The athlete's foods and fluids should be well tolerated, familiar (tested in training) and palatable. Athletes may have to do some planning to ensure they have access to familiar foods before competition. They may need to bring their lunch/snacks in a small cooler rather than choosing from the school cafeteria's entrees or a restaurant menu. Encourage them to bring any foods that they believe will help them win. Experimenting with a variety of pre-exercise meals in training helps athletes determine what foods they are most likely to handle before competition. Athletes should never try an untested food or fluid before competition. The result may be severe indigestion and impaired performance(LA84 Foundation, 1995-2007).

Meals during Competition: During tournaments or meets, athletes require fluids and carbohydrate throughout the day. Some athletes may be reluctant to eat and drink because they have to compete again. However, failing to refuel and replace fluid losses can cause their performance to deteriorate, particularly toward the end of the day. Bringing along a cooler packed with familiar high-carbohydrate, low-fat meals and snacks keeps athletes from then being dependent on the high-fat fare typical of concession stands. Since everything an athlete eats before a competition may be considered a pre-event meal, it is important to consider the amount of time between competitions. If there is less than an hour between games or events, athletes can consume liquid meals, sports drinks, carbohydrate gels, fruit juices and water. When there is an hour or two between games or events, athletes can consume easily digestible carbohydrate-rich foods such as fruit, grain products (fig bars, bagels, and graham crackers), low-fat yogurt and sports bars in addition to drinking fluids. When games or events are separated by three hours or more, the athlete can consume high-carbohydrate meals along with drinking fluids.

Foods to eat, drink, and avoid: If the wrong kind of fuel is put into a car it will underperform. The same is true of Football players with regard to their diets. Players should eat and drink certain types of food to perform at their best on match days.

Eat: Players should consume plenty of carbohydrates (such as potatoes and pasta), as these provide the body with energy; easily digestible proteins such as fish and chicken; and vegetables rich in iron, such as broccoli.

- **After training:** The body stores energy in the form of a substance called glycogen. Players need to replenish their glycogen levels within two to five hours of exercising. The best way to do this is to eat plenty of carbohydrates.

- **Three days before a match:** Players should start “carbohydrate loading.” This means they should eat meals that comprise 75 percent complex carbohydrates.

- **Match day:** To help optimize energy available to the player during the game, he or she should eat a meal high in carbohydrates and low in protein and fat three to four hours before kick-off(LA84 Foundation, 1995-2007).

Drink: Football players should drink lots of water, particularly before and after training sessions. Players can lose four quarts (four liters) or more of water during a match and will need to rehydrate themselves as quickly as possible. In addition to water, isotonic drinks containing vital nutrients and sugars are particularly easy for the body to absorb. There are several commercial varieties, but a simple version can be made with fruit juice and water mixed in equal measures.

Avoid: Players should avoid all caffeine (tea and coffee), alcohol, and junk foods (such as potato chips and deep-fried foodstuffs). Consumption of dairy products, and fatty and high-sugar foods should also be limited Dorling Kindersley (2011). Gareth Stratton, Thomas Reilly, A. Mark Williams and Dave Richardson (2004) describes that Football players may lose 3 liters or more of fluid during 90 minutes of play in the heat. Thirst is not a very sensitive indicator of the level of dehydration. Consequently players should be encouraged to drink regularly, about 200 ml every 15–20 min when training in the heat. The primary need is for water as sweat is hypotonic. Electrolyte and carbohydrate solutions can be more effective than water in enhancing intestinal absorption. Performance also deteriorates with progressive levels of dehydration. This drop in performance can be offset to some degree by fluid replacement. This includes cognitive as well as physical and psychomotor aspects of skill(LA84 Foundation, 1995-2007).

Performance-Enhancing Drugs & Supplements: One of the greatest challenges in sports is to address the issue of performance-enhancing drugs. Athletes at all levels of play are often tempted to use substances to improve their performance, despite the fact that these drugs may be illegal, unhealthy and/or contrary to principles of fair play. It is important for coaches to be aware of these drugs because athletes often interpret “no message” as tacit approval to use them. The

World Anti-Doping Agency that oversees all international sport considers these drugs to be against the “spirit of sport” and surveys of athletes uniformly support a level playing field(LA84 Foundation, 1995-2007)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology, research design, area of study, study population, sampling method, data gathering instruments, methods of data analysis.

3.1 Research design

These features are the research designs you can use to collect, analyze, and interpret data using quantitative and qualitative research. Some of the research designs may be familiar; others may be new John w.creswell, (2012). From this the researcher used both quantitative and qualitative data to collect information which is related to problems and challenges of Football performance.

With a better understanding of qualitative research and the advantages of collecting both quantitative and qualitative data, mixed methods of research designs are becoming popular in education. From initial multi method quantitative studies, designs have emerged that incorporate quantitative data (e.g., scores from instruments, scores from observations and census data) and qualitative data (e.g., open-ended interviews, observations, documents, and visual materials). A mixed methods design involves the collection, analysis, and “mixing” of both quantitative and qualitative data to best understand a research problem. In line with this to understand the problem under study the researcher used convergent mixed method design. The purpose of a **convergent (or parallel or concurrent) mixed methods design** is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data (Jhonw.creswell, 2012).

3.2 Research method

The research methods selected for this study is descriptive survey method. Since the aim of the study is to describe facts and explaining on existing condition of the issue under discussion. So that problems and challenge occurrence in Dilla Kenema Football Club is investigated through descriptive survey method.

3.3 Study Area

The study is conducted in SSNPR of Gedo zone particularly Dilla Kenema Football Club. Dilla had been located at the southern end of the all-weather road from Addis Ababa and thus became the major transfer and marketing point for coffee grown farther south, particularly of the much-prized Yirga Cheffe varietal. It remains a major center of the coffee trade. Gedo extends south as a narrow strip of land along the eastern escarpment of the Ethiopian Highlands into the Oromia Region, which borders the Zone on the east, south and west; Gedo shares its northern boundary with Sidama. http://en.wikipedia.org/wiki/Dilla,_Ethiopia. This club is chosen because of the researcher's awareness and familiarity with the club. And the researcher also observed the performance of the team during the competition of national league which is held yearly. According to the researcher potential and time the study were focused on selected Dilla Kenema Football Club.

3.4 Study Population

Information was sought out from key respondents at the Dilla Denema Football Club and concerned bodies which were players, coaching staff, and club officials. This category of people is assumed to have the ability to answer questions.

The study have included 3 bodies, those are 4(100%) coaching staffs 2(50%) are selected, from 30(100%) players 26(87%) players are selected, and from 7(100%) Dilla Kenema Football Club board 5(71%) are selected for this thesis. The total numbers of respondents participated are 33(80%).

3.5 Sampling Method

In the process of conducting such research work, sampling is necessary because in a study by the nature, it is neither desirable nor possible to cover all the entire population. The sample size hence took into desirability and feasibility consideration; issues of time, manpower, transport and financial resources. Non-probability sampling procedures have used through purposive techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allowed people assumed to be aware of the Dilla Kenema Football Club performance to give response for questioner, good participant for observation and interviewed.

3.6 Data Gathering Instruments

The study were used both quantitative and qualitative (mixed) methods of data collection and these included personal interviews using an interview guide, questionnaire, and finally observations. The data obtained from these had triangulated to ascertain the validity of data findings.

3.6.1 Questionnaire

Questionnaire was a popular means of collecting all kinds of data in research, but it is employed as a major instrument to collect data because it is not only an appropriate instrument to obtain information about conditions, practices and problems for sample studies (Kumar, 1999, Best and Khan, 1996, Baker 1988). Both open and closed ended questionnaire had prepared to collect relevant data from respondents.

3.6.2 Interview

Interviews can secure data that are not available in performance records or data that are difficult to obtain through written responses or observations Kvale, (1996).In order to validate the information gathered through the questionnaire, the researcher was employed interview for selected Dilla Kenema Football Club officials.

3.6.3 Observation

Potentially useful data collection method is observing participants and recording any changes in their behavior (John Wiley & Sons, 2008).In addition to the above mentioned instruments observation was employed to study the existing conditions using appropriately designed checklists especially coaching method and player's participation.

3.7 Methods of Data Analysis

3.7.1 Quantitative Analysis

John w.creswell,(2012) states that descriptive statistics will help you summarize the overall trends or tendencies in your data, provide an understanding of how varied your scores might be, and provide insight into where one score stands in comparison with others. In this case, the responses obtained from the survey questionnaire were analyzed using descriptive statistical analysis like percentages.

3.7.2 Qualitative Analysis

Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions John w.creswell, (2012).Here data from the open ended type of the questionnaire, observation and interview were analyzed qualitatively using words.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONS OF DATA

This chapter presents and analysis of major findings of data collected through the instruments designed for this study. The procedure is that after collecting data using appropriate tools, analysis and interpretations are made. Amharic version questionnaires were transcribed and translated into English. Quantitative data obtained from coaches and players using questionnaire is analyzed using tables and percentages. Whereas, qualitative data such as open ended, interview and observation were analyzed as textual description. The results of the study are presented in four sections. Section one presents about demographical characteristic of subject, Section two presents about background information of the subjects, Section three deals with analysis of quantitative study and four is about analysis of qualitative study.

4.1 Section I. General Demographic Characteristics of the Respondents

Table 4.1: Number of participants in the study

Sex	Participants						Total	Percent
	Players	Percent	Coaches	Percent	Club officials	Percent		
Male	26	100%	2	100%	5	100%	33	100%
Female	-	-	-	-	-	-	-	-
Total	26	100%	2	100%	5	100%	33	100%

As it is stated above in the table, in the process of conducting this research work as the researcher mentioned it in chapter three the sample size the total number of participants is 33 and they are all males; out of this 26, of them are club players: again 2 coaches, there are also 5 Dilla Kenama Football Club officials. This shows that the Club almost all are male and this situation should be improved.

4.2 Background Information

Dilla Kenema Football Club coaches were asked to indicate their background information through a questionnaire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses. The information they provided are summarized in table 4.2.

Table 4.2: Background Information of the Coaches

no	Items	Alternatives	Coaches	
			No of respondents	Percent
1.	Sex	Male	2	100%
		Female	-	-
2.	Age	20 – 25		
		26 – 30	1	50%
		31 – 35		
		Above 36	1	50%
3.	Marital status:	Never	1	50%
		Married	1	50%
		Windowed		
		Divorced		
4.	How many years of experience do you have in coaching Football?	Less than one year		
		1-4 years		
		5-10 years	1	50%
		above 10 years	1	50%
5.	Do you have license of Football coaching?	Yes	2	100%
		No	-	-
6.	What is your current level of coaching license?	A level		
		B level	1	50%
		C level	1	50%
		No license		
8.	What is your educational level and qualification?	Grade ten complete		
		Twelve complete	1	50%
		Certificate level	-	-
		Diploma	-	-
		BSc	1	50%
9.	If your educational level is above diploma and other, what was your area of study?	Masters and above		
		Teaching Physical education and sports	1	50%
		Teaching other subject		
11.	Did you have a chance of getting performance enhancing courses?	Coaching	1	50%
		Yes	2	100%
		No	-	-

According to table 4.2, information both coaches are males in sex and the age of one ranges of coaches are as they following the one is 26 – 30, and the other coach have more than 30. The table also shows that one of them is married and the other is not. Regards their experience, the one is coaching five to ten years experience ,and the other is more than ten years of experience. Both have Football coaching license and their license have B level and C level. Their educational level is twelve complete and Bachelor of Science. And one of them is working in teaching physical education and sport subject. To improve their Football coaching performance they took performance enhancing course.

4.3 Section III – Quantitative Analysis Training Session

A purposeful and effective warm-up is necessary prior to any coaching or training session. The warm-up prepares the body to manage the work planned for the remainder of the session Thomas Reilly, (1996).

Table 4.3 shows warming up exercise

No	Items	Alternatives	No of respondents	Percent
1.	Does your practice session have warming up in the period?	Yes	26	100%
		No	-	-
2.	If your answer for question number 1 is 'yes', how many minutes?	3 – 5'	5	19%
		5 – 10'	8	31%
		11 – 15'	7	27%
		16 – 25'	1	4%
		26 – 30'	5	19%
3.	How do you perform warming up exercise?	With ball	-	-
		without ball	1	4%
		calisthenics exercise	4	15%
		All	21	81%
4.	Does your warming up session include stretching exercise?	Yes	26	100%
		No	-	-

As table 4.3 presented as the following information, All the respondents 26 (100%) players responds that they have warming up exercise before training session and no one can say we have no warming up exercise. And the time consumed for warming up exercise 5(19%) ,8(31%) , 7(27%), 1(4%) and 5(19%) of players responded 3 – 5 minutes, 5 – 10 minutes, 11 – 15 minutes, 16 – 25 minutes, and 26 – 30 minutes, respectively. The way they perform warming up exercise

with ball 0%, without ball 1(4%), calisthenics exercise 4(15%) and with the all of the options 21(15%). The other is stretching exercise:for this, all the respondents (26(100%)) responded that they include stretching exercise and 0% of them responds no means our warming up period include stretching exercise. In addition to this, field observation data indicates that during warming up period players does not properly stretch the muscles. The coaches do not properly follow and guide their activity during this period. From table 4.3 data, it is possible to conclude that the club has warming up period, the majority of player responds that warming up time is 5 – 10 minutes, and they perform insufficient stretching exercises. Thomas Reilly (1996) indicates that warm-ups can be conducted under the guidance of a coach or if players are experienced and trustworthy, can be carried out individually or in small groups. Over-lengthy warm-ups are not necessary and can be completed efficiently in approximately 15 minutes. A ball can be used in warm-ups but in a controlled and careful manner; injury can occur if players suddenly overstretch or accelerate quickly before flexibility work has been completed. Warm-ups should be conducted progressively and logically, exercising and stretching major muscle groups before smaller groups.

Table 4.4 Indicates technical preparation

No	Items	Alternatives	No_of responders	Percent
5.	Does your training session include technical preparation?	Yes	23	88%
		No	3	12%
6.	If your answer for question number 5 is 'yes', how could you practice them?	From standing position	3	12%
		By moving different direction	2	8%
		By game	5	19%
		All of the above	16	61%

The data in the table 4.4 indicates that 23(88%) of players responds that they have technical preparation period, 3(12%) of respondents answer that they have no technical preparation. The way they practice them were as3(12%) from standing position, 2(8%) by moving different direction, 5(19%) in a game situation and 16(61%) responds by all means of the options.

In addition to this, the observation data indicates that, they perform techniques in game situation. So that the way they perform techniques were asinitiative, but it is better to perform depending on the type of technique from standing, and moving in different direction. And these should be

done not only in game situation. According to demand and players weak side from the game feedback the coach include under his practice session not always passing but also the techniques with ball like: controlling, shooting, kicking, dribbling, heading, goal keeping techniques and without ball like: running, feinting, tackling, jumping by different drills. In addition to this, sometimes it is better to use interchangeably practice, game and complex method. U.S. Football National “C” License Course Candidate Manual (2007-2008) suggested that Successful application of technique while under pressure is referred to as skillful performance. In order to develop players who are skillful and not just technical, we must coach and teach technique within the context of the game. By utilizing small sided games to develop technical skills a realistic environment is created that encompasses the demands of the game.

Table 4.5 Indicate tactical preparation

No	Items	Alternatives	No of respondents	Percent
7.	Does your practice session have tactical preparation?	Yes	26	100%
		No	0	0%
8.	If your answer for question number 7 is ‘yes’, how does you execute?	Individually	0	0%
		By group	9	35%
		Team	0	0%
		All	17	65%

As depicted in table 4.5, the application of tactical preparation 26(100%) of respondents reply they have tactical preparation period. And the way they perform tactics no one can respond perform tactics by individual, 9(35%) players responds by group, no one respond can perform tactics in team, and 17(65%) players responds they perform tactics by all alternatives. The observation data indicates that occasionally they carry out tactics by group and team but not perform individually. As they indicates that the club have tactical preparation period, but it is not clearly separated from other tasks and better to teach tactical preparation as individually.

U.S. Football National “C” License Course Candidate Manual (2007-2008) suggested that when teaching tactics to players we progress in the following manner: Individual, Group and Team. It

is important that players learn how to recognize the recurring situations that are encountered in Football and to make appropriate decisions based on the information.

Table 4.6 Indicate fitness training

No	Items	Alternatives	No of respondents	Percent
9.	Do you have physical preparation time in your program?	Yes	22	85%
		No	4	15%
10.	If your answer for question number 9 is 'yes', what kind of physical preparation is it?	Speed training	4	15%
		Endurance training	7	27%
		Fitness preparation with ball	7	27%
		Strength training	2	8%
		All	6	23%

Table 4.6 data indicates 22(85%) of players indicates that they have physical preparation period, 4(15%) of players responds no physical preparation. On the other hand, physical preparation which is included under the program were speed training 4(15%), endurance training 4(15%), fitness preparation with ball 7(27%), strength training 7(27%), and all type of options 6(23%) responded by players. In addition to this, the observation data indicates that majority of physical preparation period have no physical/fitness preparation period but seldom have they performed speed training. So that, the response in which players given were good but practically they should apply what they respond. U.S. Soccer National "C" License Course Candidate Manual (2007-2008) indicates that Fitness training can help a player endure the physical demands of Football and maintain high technical ability and decision making quality throughout a match. Every Football player, regardless of standard of play, can benefit from a fitness training program based on Football-specific exercises.

Table 4.7 Indicate Family support

No	Items	Alternatives	No of respondents	Percent
11.	Does your families support or help you before and after training?	Yes	19	73%
		No	7	27%

Concerning on table 4.7 19(73%) of players have indicated that their parents help them, and 7(27%) of them were responds their parents can't help them. In addition to, do opened question response in general presented as the family of players helps players by supplying and washing sport wear, giving positive advice which boosts their performance, supplying balanced diet foods, they does not forced them to do other extra home work and providing financial support. However some of the players were living apart from family, lack of miss understanding of Football and no income for financial support. Therefore, the majority of player's family of Dilla Kenema Football Club players can support their youngster's family of Dilla kenema Football to perform successful Football player which encourage them for their objective without common family obstacles.

Table 4.8 Show cooling down exercise

No	Items	Alternatives	No of respondents	Percent
14.	Do you always cool-down your body after the end of the training session?	Yes	26	100%
		No	0	0%

Lastly table 4.8 data indicate that 26(100%) of them responded that they perform cooling-down exercises while none of them responds no cooling-down exercise. Besides, this observation data indicates that contrarily they did not perform proper cooling down exercise except slow jogging maximum of 2 minutes and coaches do not properly guide them. So that, keep up their performance players could perform practically cooling down exercise, it is better for coaches practically follow up players' activities during cooling down period.

Thomas Reilly (1996) states that there are sound physiological reasons why players should cool down after training sessions. Removal of blood lactate, for example, is accelerated if an active

recovery follows strenuous training. During the cool down, light jogging and static stretching aid the body to recover from the trauma received during the training session.

Table 4.9 Indicate training session

No	Items	Alternatives	No_of respondents	Percent
1.	Didyou have training plan?	Yes	2	100%
		No	-	-
6.	What are the components of your training plan?	Technical preparation	-	-
		Tactical preparation	-	-
		Physical preparation	-	-
		Psychological preparation	-	-
		All	2	100%
	Other	-	-	
8.	How many training session you have within one week?	1	-	-
		2	-	-
		3	-	-
		4	-	-
		5	2	100%
9.	How many minutes did you use for one training session?	45minutes	-	-
		90minutes	2	100%
		120minutes	-	-
		Other	-	-
10.	Didyou believe that your team has good team spirit?	Yes	2	100%
		No	-	-

Table 4.9 data describes that to carry out their training program they have training plane and they include components of technical, tactical, physical and psychological preparation. And during designing of training plane the member is assistance coach. When they implement the practice session by including warming up period, main period and cooling down period but during researcher observation period this cannot implement practically. To carry out training process they use 5 days withinone week and 90 minutes for one training session. The dominant component of training plan during the first half of preparatory period is that they simply responds at morning session they focus on fitness training and at afternoon program they focus on technical training. The other is that the dominant component of training plane during the second half of preparatory period is decrease fitness training and increase technical and tactical training.

The other issue was qualitative question about encouraging players' effort and team spirit. For these they replayed by motivation, relaxation, imagery, self talk, goal setting and reinforcement. And their team spirit showed working toward goal setting and they encourage each other during training and match. From these it is possible to conclude that the training day within one week five day is good but it is advised to extend their training session always from 90 - 120 minutes.

4.4 Athletic Nutrition

LA84 Foundation, (1995-2007) states that good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. To do so, you must be acquainted with the basics of proper nutrition. This is a primer to help you address some of the nutritional demands and concerns faced by your athletes. Though success in sports is determined primarily by athletic performance and proper training, nutrition affects the athlete in many ways.

Table 4.10 Show how to eating balanced diet

no	Items	Alternatives	No of respondents	Percent
1.	Do you get sufficient amount of balanced diet daily?	Yes	3	12%
		No	23	88%
3.	Does your coaches' advise you to eat balanced diet to improve your performance?	Yes	26	100%
		No	0	0%
4.	Do you believe that drinking water before, during and after competition is advisable?	Yes	26	100%
		No	0	0%

As depicted in table 4.10, 3(12%) of respondents indicates that they didget sufficient amount of balanced diet, and the other 23(88%) of players answers for this question they did not get sufficient amount of balanced diet. 26(100%) of players responds their coaches can give them advise. And again 26(100%) of players answers drinking water before, during and after competition is advisable. Therefore, the amounts of balanced diet supplied for club were notgood and the responsibilities of coaches have done well and the players' understanding of the nutrition before, during and after training is good.

LA84 Foundation, (1995-2007) elicits that you cannot control the food your athletes eat; you can guide them toward healthy eating. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. As a coach, you can have a positive influence on your athletes' attitudes about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches. Dorling Kindersley (2011) states that calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily caloric requirement for athletes. Weight loss, weight maintenance, or weight gain is a matter of energy balance. An athlete's body weight will stay the same when calorie intake equals calorie expenditure. To lose weight, energy expenditure must be greater than energy intake. To gain weight, energy intake must be greater than energy expenditure. If an athlete is maintaining his or her ideal competitive weight, adequate calories are being consumed. However, restricting calories can have a negative impact on performance and health. As calorie consumption decreases, so does nutrient intake. Athletes eating less than 1,800 calories a day probably do not consume adequate amounts of vitamins, minerals and protein. This can cause depleted fuel stores, muscle wasting, weakness, fatigue, stress fractures and impaired performance.

Table 4.1 How often to eat nutrients before training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you eat bread before training 30' – 4hrs?	Always	14	53%
		Often	7	27%
		Occasional	4	15%
		Seldom	1	4%
		Never	0	0%
2.	How often do you eat pasta before training 30' – 4hrs?	Always	15	57%
		Often	9	35%
		Occasional	2	8%
		Seldom	0	0%
		Never	0	0%
3.	How often do you eat rice before training 30' – 4hrs?	Always	3	11%
		Often	2	8%
		Occasional	9	35%
		Seldom	8	31%
		Never	4	15%
4.	How often do you drink juice before training 30' – 4hrs?	Always	3	12%
		Often	0	0%
		Occasional	5	19%
		Seldom	6	23%
		Never	12	46%
5.	How often do you eat fruit before training 30' – 4hrs?	Always	10	38%
		Often	3	12%
		Occasional	6	23%
		Seldom	5	19%
		Never	2	8%
6.	How often do you eat egg before training 30' – 4hrs?	Always	7	27%
		Often	4	15%
		Occasional	9	35%
		Seldom	5	19%
		Never	1	4%
7.	How often do you eat meat before training 30' – 4hrs?	Always	3	11%
		Often	0	0%
		Occasional	4	15%
		Seldom	9	35%
		Never	10	18%
8.	How often do you eat fish before training 30' – 4hrs?	Always	1	4%
		Often	0	0%
		Occasional	4	15%
		Seldom	3	12%
		Never	18	69%

According to table 4.11 data 14(53%), 7(27%), 4(15%) and 1(4%) of players always, often, occasionally, and seldom eat bread respectively before training 30 minutes to 40 hours. 15(57%), 9(35%), and 2(8%) of players always, often and occasionally eat pasta respectively before training 30 minutes to 4 hours. 3(11%), 2(8%), 9(35%), 8(31%) and 4(15%) of players always, often, occasionally, seldom and never eat rice respectively before training 30 minutes to 4 hours. 3(12%), 5(19%), 6(23%) and 12(46%) of players always, occasionally, seldom, and never drink respectively before training 30 minutes to 4 hours. 10(38%), 3(12%), 6(23%), 5(19%) and 2(8%) of players always, often, occasional, seldom and never eat fruit respectively before training 30 minutes to 4 hours. 7(27%), 4(15%), 9(35%), 5(19%) and 1(4%) of players always, often, occasionally, seldom and never eat egg respectively before training 30 minutes to 4 hours. 3(12), 4(15%), 9(35%), and 10(18%) of players always, occasionally, seldom and never eat meat before training 30 minutes to 4 hours. 1(4%), 4(15%), 3(12%) and 18(69%) of players always, occasionally, often and never eat fish respectively before training 30 minutes to 4 hours. 1(4%), 2(8%), 5(19%) and 18(69%) of players always, occasionally, seldom and never drink yoghurt respectively before training 30 minutes to 4 hours. 5(19%), 3(12%), 3(12%), 3(12%) and 12(46%) of players always, often, occasionally, seldom and never eat cheese respectively before training 30 minutes to 4 hours. 6(23%), 5(19%), 6(23%), 3(12%) and 6(23%) of players always, often, occasionally, seldom and never eat beans respectively before training 30 minutes to 4 hours. 2(8%), 3(12%), 5(19%) and 16(62%) of players always, occasionally, seldom and never eat vegetable respectively before training 30 minutes to 4 hours. 2(8%), 3(12%), 6(23%) and 15(57%) of players often, occasionally, seldom and never eat grains respectively before training 30 minutes to 4 hours. 21(81%), 3(12%) and 2(8%) of players always, often and never eat butter respectively before training 30 minutes to 4 hours. From above data it is possible to conclude that most of the time club players could eat bread, pasta, fruit, egg and butter before training. And also sometimes they eat rice and beans. Rarely some players drink: juice and yoghurt and eat: meat, fish, cheese, vegetable and grains before training.

Dorling Kindersley (2011) describes that the primary purpose of the pre-competition meal is to provide energy and fluid for the athlete during the game. Carbohydrate-rich foods provide the quickest and most efficient source of energy, and unlike fatty foods, are rapidly digested. Since many athletes experience abdominal discomfort if they have food in their stomachs during

competition, the timing of the meal is important. To avoid potential gut distress, the calorie content of the meal should be reduced the closer to exercise the meal is consumed. A small meal of 300 to 400 calories is appropriate an hour before exercise, whereas a larger meal can be consumed four hours before exercise. The athlete's foods and fluids should be well tolerated, familiar (tested in training) and palatable. Athletes should never try an untested food or fluid before competition. The result may be severe indigestion and impaired performance.

Table 4.12 How often to eat nutrients after training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you eat bread after training?	Always	10	38%
		Often	5	19%
		Occasional	3	12%
		Seldom	3	12%
		Never	5	19%
2.	How often do you eat pasta after training?	Always	6	23%
		Often	13	50%
		Occasional	2	8%
		Seldom	3	11%
		Never	5	19%
3.	How often do you eat rice after training?	Always	1	4%
		Often	4	15%
		Occasional	7	27%
		Seldom	4	15%
		Never	10	38%
4.	How often do you eat juice after training?	Always	3	12%
		Often	2	8%
		Occasional	4	15%
		Seldom	6	23%
		Never	11	42%
5.	How often do you eat fruit after training?	Always	5	19%
		Often	3	12%
		Occasional	5	19%
		Seldom	5	19%
		Never	8	31%
6.	How often do you eat egg after training?	Always	2	8%
		Often	5	19%
		Occasional	7	27%
		Seldom	4	15%
		Never	8	31%
7.	How often do you eat meat after training?	Always	1	4%
		Often	1	4%
		Occasional	5	19%
		Seldom	4	15%
		Never	15	58%

Table 4.12 How often to eat nutrients after training

No	Items	Alternatives	No of respondents	Percent
8.	How often do you eat fish after training?	Always	1	4%
		Often	2	8%
		Occasional	6	23%
		Seldom	2	8%
		Never	15	57%
9.	How often do you eat yoghurt after training?	Always	1	4%
		Often	1	4%
		Occasional	4	15%
		Seldom	4	15%
		Never	16	62%
10.	How often do you eat cheese after training?	Always	2	8%
		Often	3	12%
		Occasional	4	15%
		Seldom	4	15%
		Never	13	50%
11.	How often do you eat beans after training?	Always	2	8%
		Often	4	15%
		Occasional	3	12%
		Seldom	7	27%
		Never	10	39%
12.	How often do you eat vegetable after training?	Always	1	4%
		Often	2	8%
		Occasional	3	12%
		Seldom	4	15%
		Never	16	62%
13.	How often do you eat grains after training?	Always	2	8%
		Often	2	8%
		Occasional	2	8%
		Seldom	5	19%
		Never	15	57%
14.	How often do you eat butter after training?	Always	20	77%
		Often	3	11%
		Occasional	1	4%
		Seldom	1	4%
		Never	1	4%

Table 4.12 data indicates that 10(38%), 5(19%), 3(12%), 3(12%) and 5(19%) of players always, often, occasionally, seldom and never eat bread respectively after training. 6(23%), 13(50%), 2(8%), 3(11%) and 5(19%) of players always, often, occasionally, seldom and never eat pasta

respectively after training. 1(4%), 4(15%), 7(27%), 4(15%) and 10(38%) of players always, often, occasionally, seldom and never eat rice respectively after training. 3(12%), 2(8%), 4(15%) 6(23%) and 11(42%) of players always, occasionally, seldom, and never drink respectively after training. 5(19%), 3(12%), 5(19%), 5(19%) and 8(31%) of players always, often, occasional, seldom and never eat fruit respectively after training. 2(8%), 5(19%), 7(27%), 4(15%), and 8(31%) of players always, often, occasionally, seldom and never eat egg respectively after training. 1(4%), 1(4%), 5(19%), 4(15%) and 15(58%) of players always, often, occasionally, seldom and never eat meat after training. 1(4%), 2(8%), 6(23%),2(8%), and 15(57%) of players always, occasionally, often and never eat fish respectively after training. 1(4%), 1(4%), 4(15%) 4(15%) and 16(62%) of players always, occasionally, seldom and never drink yoghurt respectively after training. 2(8%), 3(12%), 4(15%), 4(15%) and 13(50%) of players always, often, occasionally, seldom and never eat cheese respectively after training. 2(8%), 4(15%), 3(12%), 7(27%) and 10(39%) of players always, often, occasionally, seldom and never eat beans respectively after training. 1(4%), 2(8%), 3(12%), 4(15%) and 16(62%) of players always, often, occasionally, seldom and never eat vegetable respectively after training. 2(8%), 2(8%), 2(8%), 5(19%) and 15(57%) of players often, occasionally, seldom and never eat grains respectively after training .20(77%), 3(12%), 1(4%), 1(4%) and 1(4%), of players always, often, occasionally, seldom and never eat butter respectively after training . As result of this data which is discussed under table 4.2.2 mostly the club players eat bread pasta and butter. And sometimes they eat fruit. Rarely do they drink juice and yoghurt and eat rice, egg, meat, fish, cheese, beans, vegetable and grains after training within one hour.

Dorling Kindersley (2011) states that the body uses the sugars and starches for energy, a high-performance diet emphasize nutrient-dense carbohydrates. Nutrient-dense carbohydrates such as whole grain breads and cereals, rice, beans, pasta, vegetables and fruit supply other nutrients such as vitamins, minerals, protein and fiber. Protein requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair.

All athletes need a certain amount of fat in their diets and on their bodies. The challenge is eating a diet that provides the right amount. Most U.S. health agencies recommend consuming no more than 30 percent of calories from fat. Too much fat contributes excess calories in the diet, which can lead to weight gain. High fat diets can also increase the risk of heart disease and certain

cancers. Also, athletes who eat too much fat often do not eat enough carbohydrate, which is detrimental to good health and optimum performance.

Vitamins are metabolic regulators that help govern the processes of energy production, growth, maintenance and repair. Vitamins do not provide energy, although vitamins are important for the release of energy from carbohydrates, fats and proteins. Iron is crucial for athletes because it assists in oxygen transport in the blood and utilization by the muscles. A lack of iron hurts performance by decreasing the capacity of the muscle to use oxygen. Animal iron sources are better absorbed than vegetable iron sources. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration – the loss of body water – impairs exercise performance and increases the risk of heat injury.

Table 4.13 Indicate How to eat nutrients

No	Items	Alternatives	No of respondents	percent
1.	Does your player get enough amount of nutrition?	Yes	1	50%
		No	1	50%
2.	Do you discuss about the nutrition program with your players?	Always	1	50%
		Often	1	50%
		Occasionally		
		Never		
3.	Do you think that your player's have knowledge of eating before, during and after training?	Yes	1	50%
		No	1	50%

As table 4.13 Information depicted that one of the coach responds that they get sufficient amount of nutrition and on the contrary does not get. Regards to nutrition program discussion the one answer that they discuss always and the others coach responds often. Again one of the coaches responds that they have knowledge of how to eat before, during and after training however the other is no knowledge for players before, during and after training. As result of these as much as

possible financial demands it is better to supply players with balanced diet nutrition and consistently discuss with players about how to eat before, during and after training nutrients.

Table 4.14 Indicate the recommendation of nutrients before training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you recommend your player to eat carbohydrate before training 30' – 4hrs?	Always	1	50%
		Often	1	50%
		Occasional		
		Seldom		
		Never		
2.	How often do you recommend your player to eat protein before training 30' – 4hrs?	Always		
		Often	1	50%
		Occasional		
		Seldom		
		Never	1	50%
3.	How often do you recommend your player to eat fat before training 30' – 4hrs?	Always		
		Often		
		Occasional	1	50%
		Seldom	1	50%
		Never		
4.	How often do you recommend your player to drink water before training 30' – 4hrs?	Always	2	100%
		Often		
		Occasional		
		Seldom		
		Never		
5.	How often do you recommend your player to eat minerals before training 30' – 4hrs?	Always	1	50%
		Often		
		Occasional	1	50%
		Seldom		
		Never		
6.	How often do you recommend your player to eat vitamins before training 30' – 4hrs?	Always		
		Often	2	100%
		Occasional		
		Seldom		
		Never		

Table 4.14 data were presented as the following one of the coach answers that I recommend players to eat carbohydrate always the other responds often. Although for protein foods the one recommend often and the other never before training 30 minutes to 4 hours. For fat foods the one recommends to occasionally and the other recommends seldom before training 30 minutes to 4

hours. Concerning water they recommend drinking always before training 30 minutes to 4 hours. The other is mineral foods for this the one recommends always and the other occasionally before training 30 minutes to 4 hours. Eventually they recommend eating vitamins often before training 30 minutes to 4 hours.

Table 4.15 Indicate the recommendation of nutrients after training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you recommend your player to eat carbohydrate after training?	Always	1	50%
		Often	1	50%
		Occasional		
		Seldom		
		Never		
2.	How often do you recommend your player to eat protein after training?	Always	1	50%
		Often		
		Occasional		
		Seldom	1	50%
		Never		
3.	How often do you recommend your player to eat fat after training?	Always		
		Often	1	50%
		Occasional	1	50%
		Seldom		
		Never		
4.	How often do you recommend your player to drink water after training?	Always	2	100%
		Often		
		Occasional		
		Seldom		
		Never		
5.	How often do you recommend your player to eat minerals after training?	Always	1	50%
		Often		
		Occasional	1	50%
		Seldom		
		Never		
6.	How often do you recommend your player to eat vitamins after training?	Always	1	50%
		Often		
		Occasional		
		Seldom	1	50%

As table 4.15 data were depicted as the following one of the coach answers that I recommend players to eat carbohydrate always, the other responds often after training. Although for protein foods the one recommend always and the other seldom after training. For fat foods the one recommends to occasionally and the other recommends often after training. Concerning water

they recommend drinking always after training. The other is mineral foods for this the one recommends always and the other occasionally after training. Eventually they recommend eating vitamins always and occasionally after training.

4.5 General Football player selection parameters

Table 4.16 Show team squad

No	Items	Alternatives	No. of respondents	Percent
1.	From where your team squad collected?	Schools		
		Projects	1	50%
		Clubs		
		All	1	50%
2.	Do you have a recruitment committee?	Yes	1	50%
		No	1	50%
3.	If your answer for question number 2 is yes, who were the members of player recruitment committee?	Coaching staff	1	50%
		Different officials of club		
		Both		
		Only me	1	50%

As table 4.16 states that the team squad collected for Dilla Kenema Football was from school, projects and different clubs. One of the coaching staff responds they have recruitment committee but the other responds they have no recruitment committee and the members to carry out this task are only coaching staff. Therefore from these points it is possible to conclude that as they mentioned the team squads are good. The data collected by interview and questioner indicates that they have recruitment committee in spite of the fact that these committees are formed but practically they did not carry out their responsibility. The coach manager is essentially a coach who believes that most of the team success can be derived from the work done on the training ground (Tutko and Richards, 1974). Unlike team managers, who delegate much of the training work to the coach, coach managers do these themselves, as they are effective in this area. Otherwise they are like team managers, responsible for the team selection, player recruitment and tactics.

Table 4.17 Football player's selection

No	Items	Alternatives	No of respondents	Percent
1.	Do you believe run well, both with the ball and off the ball are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
2.	Do you believe pass the ball well are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
3.	Do you believe receives are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
4.	Do you believe control the ball well is Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
5.	Do you believe dribble and feint are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
6.	Do you believe plays with both feet are Criteria for talent identification of Football players?	Strongly agree		
		Agree	1	50%
		Neutral		
		Disagree	1	50%
7.	Do you believe escape markers easily are Criteria for talent identification of Football players?	Strongly agree	1	50%
		Agree		
		Neutral	1	50%
		Disagree		
8.	Do you believe break away well are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
9.	Do you believe get him into the right position are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
		Strongly disagree		

Concerning on talent identification under table 4.17 they strongly agree that the criteria for talent identification are run well both with ball and without ball, pass the ball well, receives, control, dribble, feint, break away well and get him in to the right position. And one of them agree plays with both feet but the other respondents disagree plays with both feet are criteria for talent identification. Besides this the one strongly agree escape markers easily is criteria for talent identification where as the other is neutral about escaping marker easily is criteria for talent identification. As result of data shows that these coaching staffs of Dilla Kenema Football Club have good understanding except the one who disagree playing ball with both feet is not criteria for talent identification.

4.6 Football Facilities

Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session of performance effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments.

Table 4.18 Show Football training equipment

No	Items	Alternatives	No of respondents	Percent
1.	How many Footballs does your team have for your training sessions?	1:1	2	8%
		2:1	8	31%
		3:1	8	31%
		4:1	3	11%
		6:1	5	19%
2.	Do you believe that the balls are enough for your training session?	Yes	5	19%
		No	21	81%
3.	If your answer for question 2 is ‘no’, how many more do you think your team needs?	2-4	3	11%
		5-7	5	19%
		8 –10	8	31%
		11- 13	10	39%

As depicted in table 4.18 2(8%), 8(31%), 8(31%), 3(11%), and 5(19%) of players responds that 1:1, 2:1, 3:1, 4:1, and 6:1 respectively of players responds they have balls. And 5(19%) of players believe that the ball for club were enough where as 21(81%) of players responds the ball for club is not enough. In addition to this 3(11%) of players responds they need other 2-4 balls,

5(19%) of players need 5-7 balls, 8(31%) of players need 8-10 balls and 10(39%) need 11-13 balls.

From these it is possible to conclude the availability of ball for club is not enough to attain intended target of the club. To increase different components of Football performance the club should have enough amounts of balls. The Official U.S. Youth Football Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering Football techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice.

Table 4.19 Show Football training field

No	Items	Alternatives	No of respondents	percent
4.	Do you have enough training Football fields?	Yes	17	65%
		No	9	35%
5.	If your answer for question number 4 is 'yes', how many?	1	14	53%
		2	10	39%
		3	2	8%
		More than 3	0	0%
6.	Are your Football fields are comfortable to perform different activities?	Yes	15	58%
		No	11	42%
9.	Does your team have portable goal posts for improvement of shooting performance?	Yes	22	85%
		No	4	15%
10.	If your answer for question number 9 is 'yes', how many of them have net?	Some of them	2	8%
		only permanent	17	65%
		For all goal post	1	4%
		not at all	6	23%

According to table 4.19 information 17(65%) of players replay they have enough standard Football field where as 9(35%) of players responds they have no enough standard Football field. Others were 14(53%) of players responds they only one standard field, 10(39%) of players responds they have two standard fields, 2(8%) of players says three standard fields and no one can say they have more than three standard Football fields. And 15(58%) of players responds the playing field where comfortable to perform different Football activities, 11 (42%) of players responds no comfort for the field. Concerning on goal post 22(85%) players responds their goal

post have net where as 4(15%) of players responds no net for goal post. In addition to this 2(8%) of players replay some of goal posts have net, 17(65%) of players responds only permanent goal posts have net, 1(4%) of respondents replays that for all goal posts there is net, 6(23%) of players responds that no at all net. Therefore the majority of players responds that they have enough standard Football fields where as the number of field available for the club in average two and large number of respondents replays the playing standard field has no comfort to perform different activities this is because of the fields were dry or no grass. The majority of their goal posts have net so that this is initiative.

Foundation Football Coaching Manual (2008:192) describes that; the field of play must be rectangular; its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle. Dorling Kindersley (2011) states that if a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot. Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small. Dorling Kindersley (2011) describes that players must wear appropriate Football attire to train and compete successfully. Inappropriate uniforms and equipment can impact a player's ability to play the game and, in some cases, may be a safety hazard. Teams dressed in good looking and properly-fitted uniforms are more likely to be motivated to train and play as a team.

Appropriate Football attire is required for all competitors. As coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of wearing certain types of clothing during training and competitions.

Table – 4.20 Indicate player’s shirt

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training Shirt?	Yes	2	8%
		No	24	92%
2.	Do you have Competition Shirt?	Yes	18	69%
		No	8	31%
3.	Does your shirt have quality?	Yes	4	15%
		No	22	85%
4.	Does your shirt have comfort?	Yes	4	15%
		No	22	85%

According to table 4.20 data 2(8%) of players responds they have training shirt and 24(92%) of players does not have training shirt. 18(69%) players answers they have competition shirt and 8(31%) of players does not have competition shirt. 4(15%) of players responds they have quality shirt and 22(85%) of players responds no quality for shirt. Finally 4(15%) of players responds their shirt have comfort and 22(85%) of players does not have comfort. From this it is possible to conclude that the club have no training shirt, all of them have no competition shirt even these shirt have no quality and comfort.

Table – 4.20 Indicate players short

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training short?	Yes	2	8%
		No	24	92%
2.	Do you have Competition short?	Yes	23	88%
		No	3	12%
3.	Does your short have quality?	Yes	4	15%
		No	22	85%
4.	Does your short have comfort?	Yes	5	19%
		No	21	81%

As table 4.21 data depicts that 2(8%) of players responds they have training short and 24(92%) of players does not have training short. 23(88%) players answers they have competition short and 3(12%) of players does not have competition short. 4(15%) of players responds they have

quality short and 22(85%) of players responds no quality for short. Finally 5(19%) of players responds their short have comfort and 21(81%) of players does not have comfort. Therefore the club has no training short, they have competition short and their shorts have no quality and comfort.

Table – 4.22 Indicate player’s bibs

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training bibs?	Yes	3	12%
		No	23	88%
2.	Do your bibs have quality?	Yes	3	12%
		No	23	88%
3.	Do your bibs have comfort?	Yes	3	12%
		No	23	88%

According to table 4.22 data 3(12%) of players responds that they have training bibs and 23(88%) of players does not have training bibs. 3(12%) of players responds they have quality bibs and 23(88%) of players responds no quality for bibs. Finally 3(12%) of players responds their bibs have comfort and 23(88%) of players does not have comfort. From this it is possible to conclude that the club has no bibs and no quality and comfort.

Table – 4.23 Indicate players shin guard

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training shin guard?	Yes	1	4%
		No	25	96%
2.	Do you have Competition shin guard?	Yes	22	85%
		No	4	15%
3.	Does your shin guard have quality?	Yes	4	15%
		No	22	85%
4.	Does your shin guard have comfort?	Yes	8	31%
		No	18	69%

Table 4.23 data indicates that 1(4%) of players responds they have training shirt and 25(96%) of players does not have training shirt. 22(85%) players answers they have competition shirt and 4(15%) of players does not have competition shirt. 4(15%) of players responds they have quality

shirt and 22(85%) of players responds no quality for shirt. Finally 8(31%) of players responds their shirt have comfort and 18(69%) of players does not have comfort. As result of this data the club has no shin guard, they have competition shin guard, and shin guard has no quality and comfort.

Table – 4.24 Indicate player’s shoes

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training shoes?	Yes	4	15%
		No	22	85%
2.	Do you have Competition shoes?	Yes	14	54%
		No	12	46%
3.	Does your shoe have quality?	Yes	8	31%
		No	18	69%
4.	Does your shoe have comfort?	Yes	8	31%
		No	18	69%

As depicted in table 4.24 data 4(15%) of players responds they have training shoes and 22(85%) of players does not have training shoes. 14(54%) players answers they have competition shoes and 12(46%) of players does not have competition shoes. 8(31%) of players responds they have quality shoes and 18(69%) of players responds no quality for shoes. Finally 8(31%) of players responds their shoes have comfort and 18(69%) of players does not have comfort. Therefore the supply of training and competition shoes for the club has not well and for those there is no quality and comfort.

Table – 4.25 Indicate player’s socks

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training sock?	Yes	1	4%
		No	25	96%
2.	Do you have Competition sock?	Yes	24	92%
		No	2	8%
3.	Does your sock have quality?	Yes	4	15%
		No	22	85%
4.	Does your sock have comfort?	Yes	4	15%
		No	22	85%

According to table 4.25 data 1(4%) of players responds they have training sock and 25(96%) of players does not have training sock. 24(92%) players answers they have competition sock and 2(8%) of players does not have competition sock. 4(15%) of players responds they have quality

sock and 22(85%) of players responds no quality for sock. Finally 4(15%) of players responds their sock have comfort and 22(85%) of players does not have comfort. So that the club has no training sock and they have competition sock. And for those socks there is no comfort and quality.

Table 4.26 Indicate goal keeper glove

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training glove for goal keeper?	Yes	8	31%
		No	18	69%
2.	Do you have Competition glove for goal keeper?	Yes	20	77%
		No	6	23%
3.	Does your glove for goal keeper have quality?	Yes	3	12%
		No	23	88%
4.	Does your glove for goal keeper have comfort?	Yes	3	12%
		No	23	88%

According to table 4.26 data 8(18%) of players responds they have training goal keepers gloves and 18(69%) of players does not have training shirt. 20(77%) players answers they have competition goal keepers gloves and 6(23%) of players does not have competition goal keepers gloves. 3(23%) of players responds they have quality goal keepers gloves and 23(88%) of players responds no quality for goal keepers gloves. Finally 3(23%) of players responds their goal keepers gloves have comfort and 23(88%) of players does not have comfort. As result of this there is no training and competition goal keeper glove. The other was no quality and comfort for goal keeper's gloves.

Table 4.27 Indicate training materials

no	Items	Alternatives	No. of respondents	Percent
1.	Do you think the availability of training materials are enough for your team?	Yes	-	-
		No	2	100%
3.	Do you have training fields for the coaching process?	Yes	2	100%
		No	-	-
5.	Do you think that training attire /sport wear/ are enough for your team?	Yes	-	-
		No	2	100%

As table 4.27 data depicts that both coaches responds that the training material (coaching grid) for the club is not good. They believe that they have field for club to carry out different Football coaching process. And lastly they have no enough training attire (sport wear).

4.7 Players characteristics

LA84 Foundation, (1995-2007) states that as coach, you are responsible for the behavior of your players on and off the field. Your own behavior becomes the model for your players' actions. Despite the frustrations of competition and disagreements with officials, you must set an example of sportsmanship for your players and your fans.

Research has shown quite clearly that characteristics of the player such as age, maturity, playing experience and ability all influence the kind of coaching behavior that is preferred by performers. The influence of maturity on coaching behavior has been assessed by numerous researchers and several models of the inter-relationship between these two variables have been proposed (Hersey and Blanchard, 1969; Chelladurai and Carron, 1983; Case, 1987).

Many general coaching texts suggest that if a coach adopts a more democratic style of decision-making, this will yield more positive results (National Coaching Foundation, 1986; Martens, 1990).

Table 4.28 Scale players' characteristics

No	Items	Alternatives	No of respondents	percent
1.	Are you punctual in training session?	Strongly disagree	2	8%
		Disagree	-	-
		Neutral	-	-
		agree	2	8%
		Strongly agree	22	84%
2.	Do you attend all training program?	Strongly disagree	1	4%
		Disagree	1	4%
		Neutral	-	-
		agree	4	15%
		Strongly agree	20	77%
3.	Do you have good relationship with team mate?	Strongly disagree	1	4%
		Disagree	-	-
		Neutral	3	12%
		agree	5	19%
		Strongly agree	17	65%
4.	Do you have positive interaction with coaching staff?	Strongly disagree	1	4%
		Disagree	-	-
		Neutral	3	12%
		agree	8	31%
		Strongly agree	14	53%
5.	Are you cooperative with your team mates?	Strongly disagree	1	4%
		Disagree	-	-
		Neutral	2	8%
		agree	3	11%
		Strongly agree	20	77%
6.	Are you active participant in regular training sessions?	Strongly disagree	-	-
		Disagree	-	-
		Neutral	1	4%
		agree	4	15%
		Strongly agree	21	81%

Table 4.28 Scale players' characteristics

No	Items	Alternatives	No of respondents	percent
7.	Do your parents motive you to be effective Football player?	Strongly disagree	-	-
		Disagree	3	12%
		Neutral	3	12%
		agree	3	12%
		Strongly agree	17	64%
8.	Do you think that you will be effective Football player?	Strongly disagree	-	-
		Disagree	-	-
		Neutral	-	-
		agree	1	4%
		Strongly agree	25	96%
9.	Do you use any performance enhancing drug?	Strongly disagree	21	81%
		Disagree	3	11%
		Neutral	-	-
		agree	-	-
		Strongly agree	2	8%
10.	Do you have personal training program session in addition to the regular training session?	Strongly disagree	-	-
		Disagree	-	-
		Neutral	7	27%
		agree	8	31%
		Strongly agree	11	42%

As table 4.28 data indicates that 2(8%) of players responds that they strongly disagree they are punctual for their training program, 2(8%) of players responds that they agree they are punctual for their training program, 22(84%) of players answers that they strongly agree punctual for their training program. In the other question they respond that 1(4%) of players strongly disagree to attend all training program, 1(4%) of respondents disagree to attend all training program, 4(15%) of players agree to attend all training program, 20(77%) of players strongly agree to attend all training program. 1(4%) of players strongly disagree that they have good relationship with their team mate, 3(12%) of players neutrally agree to have good relationship with their team mate, 5(19%) of players agree they have good relationship with their team mate, 17(65%) of players strongly agree they have good relationship with their team mate. The other point is that 1(4%) of players strongly disagree that they have positive interaction with their coaching staff, 3(12%) of players neutrally agree that they have positive interaction with their coaching staff, 8(31%) of players agree that they have positive interaction with coaching staff, 14(53%) of players strongly agree that they have good relationship with their coaching staff. 20(77%), 2(8%), 3(12%) and

1(4%) of players responds strongly agree, neutral, disagree and strongly disagree respectively about the cooperation of players with their team mates. Regards to participation 1(4%), 4(15%) and 21(81%) of players responds neutral, agree and strongly agree respectively in active participation in regular training session. 3(12%) of players disagrees that their parents motivate them to be effective Football players, 3(12%) of players neutrally responds that their parents motivate them to be effective Football players, 3(12%) of respondents answers that they agree parents motivate them to be effective Football players, 17(64%) of players responds strongly agree their parents motivate them to be effective Football player. Regards to their futurity 1(4%) of players answers agree they will be effective Football players and 25(96%) of respondents strongly agree they will be effective Football player. Concerns to drug 21(81%) of players strongly disagree to use performance enhancing drug, 3(11%) of subjects disagree to use performance enhancing drug and 2(8%) of players strongly disagree to use performance enhancing drug. Finally 7(27%) of players neutral to personal training session in addition to the regular training session, 8(31%) of respondents agree to have personal training program session in addition to the regular training session and 11(42%) respondents strongly agree to have personal training program session in addition to the regular training session. Therefore most of the Dilla Kenema Football players were punctual for their training session and they attend all training session. The other were to some extent the relationship among them were not bad and the interaction among coaching staff is no satisfactory. Regards to the cooperation many players were cooperative for their task and they are active participant in regular training session.

According to the data some parents could help the players and some could not. The futurity of players almost all players have good vision to improve their performance and most of them did not use any performance enhancing drug. Eventually some of them have no personal training program in addition to the regular training session.

4.8 Section V – Qualitative Analysis Semi-Structured Interview Questioner

Table 4.29 Information and code given to interviewee

Office	Office code	Official code	Educational level	Club responsibility
Zone sport commission	Fbo 1	Dkfbc 1	Diploma	Club Board member
Zone sport commission	Fbo 2	Dkfbc 2	Bsc	Gedio Zone Sport commission author
Kifleketema sport office	Fbo 3	Dkfbc 3	Bsc	Club Board member
Kifleketema sport office	Fbo 4	Dkfbc 4	Bsc	Technical committee
Self employed	Fbo 5	Dkfbc 5	12 th complete	Club Board member

On table 4.8 mentioned that in the first column represent is Dilla Kenema concerning office, on the next column office represented fbo 1 to fbo 5, and precede to that official code represented Dkfbc 1 to Dkfbc 5 next educational level of officials are three bachelor of science, one diploma holder and lastly the one is 12th complete. The data gathered from different officials are presented as the following.

The first question is that the role of Dilla Kenema Football Club leaders to improve players' performance. For this question most respondents answers that they can tell others responsibility rather than their Owen responsibility. So that everybody can't be committed to take their role to improve the club performance.

The second question was the potential problem of the club. For this question the club officials responds Football technique skill problem, lack of budget to carry out different tasks and club officials committeemen toward their work.

Thirdly they asked, do you have written annual plane for each of the club authors. For this question some of them replayed that they have plane however it designed before one year and more. While the others said they have no any plane even they have no copy of main coaches' annual plane.

The fourth questions were how you can control over all activities and progress of the club. For this question they answer they nearly follow the whole training process and some of them can responds they do not follow at all.

Eventually they are asked what the roles of your office in recruitment process of players. Actually, some of them are said they participate in recruitment process but coaches respond they cannot invite them for recruitment process.

4.9 Interpretation and discussion of observation

To get valid data the researcher could observe all training activities of Dilla Kenema Football Club for the minimum of ten times. Under this observation the Researcher should made observation of warming up period, technical preparation, tactical preparation, ball work, physical preparation, psychological preparation, there field and club officials follow up.

According to warming up period most of the time they slowly run around the field and immediately they start ball work. Again they did not warm and stretch properly the main muscle of their body part. Even the coaches did not properly follow up and guide the activities.

Concerned on technical preparation it is difficult to separate these activities from ball work. Regardless to data collected through interview and observation during training and competition the club players have the problem of passing accurately, no target shoot, lack of ball control, goal keeping techniques and so on are the potential problem for the club players. For this the coaches did not give special attention to correct these technical problems through different drills and coaching methods. Actually always they have ball work activities these is important to improve players performance in different aspect.

The other issue is that tactical preparation for this sometimes the coaches could prepare the players but this preparation is only by team. Actually during training and game players have the problems of decision make in different demand. For this the coaches should teach tactics from individual base, group and by team. The fitness of players during specially competition not satisfactory this is because of lack of strength, endurance, flexibility, agility and power to perform different skills. So that coaches should work on players fitness qualities.

During coaching process the way coaches encourage player's effort is not somewhat good. This is because of simply they watch the way how they perform different skills but if they perform one skill incorrectly immediately they punish players rather than correction and no motivation.

Finally, the follow up of club officials to administer training progress is not satisfactory. This is again because of rarely they visit training process but they did not motivate the club coaches and players.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

As it is indicated in earlier chapters, the intent of this research work was to identify challenges and problems affecting the performance of Dilla Kenema Football Club. In line with the topic, the researcher reviewed thorough review of related literatures. To achieve the designed objectives and to answer the basic research questions, the researcher utilized combination of both qualitative and quantitative methods. Based on this; appropriate data collection instruments were designed. Before collecting data the researcher translated questions from English to Amharic for ease of understanding the questionnaire by the study subjects. Then data, collection was made via the questionnaire, semi-structured interview and observation. Then, the collected data was analyzed both qualitatively using words and quantitatively using percentages. Based on the analysis made, the following findings were obtained:

- ⇒ To improve Football coaching quality coaches took performance enhancing course but this course does not have consistence and up to date.
- ⇒ The coaches do not properly follow and guide player's activity during warming up period. It is possible to say that the club has warming up period but it does not properly separated from other ball work period even transition from warming up to ball work is not clear. Always at the beginning they play in circle and after water break they start the game. The majority of player responded that warming up time is 5 – 10 minutes but practically they did not perform it, and they perform insufficient stretching exercises.
- ⇒ Sometimes they perform technical preparation like game method and the way they perform techniques were initiative.
- ⇒ The observation data indicated that majority of physical preparation period have no physical/fitness preparation program but seldom have they performed speed training. The response in which players gave were good but practically they should apply what they responded.
- ⇒ Not all families of players, but some of them help players by supplying and washing sport wear, giving positive advice which improve their performance, supplying balanced diet, they should not force them to do other extra home work and provided financial support. It encourages them to

be committed to their objective without common family interferences. According to the data some parents could help the players and some could not.

- ⇒ Data indicates that they did not perform proper cooling down exercise except slow jogging for the maximum of 2 minutes and coaches do not properly guide them.
- ⇒ The amounts of balanced diet supplied for club were good and the responsibilities of coaches have done well. As data indicates that the players understanding of the nutrition before, during and after training are bad. As much as possible financial demands it is better to supply players with balanced diet and consistently discuss with players about how to eat nutrients before, during and after training.
- ⇒ The data collected through interview and questionnaire indicates that they have recruitment committee in spite of the fact that these committees are simply formed but practically they did not properly carry out their responsibility.
- ⇒ Data indicated that the coaching staffs of Dilla Kenema Football Club has good understanding about the general criteria of players identification, except the one coach who disagree playing ball with both feet is not criteria for players' identification.
- ⇒ It is possible to say that the availability of ball for club is not sufficient to attain intended objective of player's performance.
- ⇒ The majority of players responded that they have enough Football fields where as the number of field available for the club in average two and large number of respondents replied that the playing field has no comfort to perform different activities this is because of the fields were dry or no grass. But the data in which collected from both coaching staff and observation indicates that dilla kenema Football club have no standard Football fields.
- ⇒ According to the data collected from the respondents Dilla Kenema Football Club players have problem of sport wear/attire like shirt, short, bibs, shin guard, shoes, sock and goal keepers glove these hinders of the performance of players.
- ⇒ Therefore, most of Dilla Kenema Football players were punctual for their training session and they attend all training session. The other player's responded that to some extent the relationship among them were not bad and the interaction among coaching staff is not satisfactory. Regarding to the cooperation many players were cooperative, for their task and they are active participant in regular training session. As to the futurity of players, almost

all players have good vision to improve their performance and most of them did not use any performance enhancing drug. However, some of them have no personal training program in addition to the regular training session.

5.2 Conclusions

The study attempted to seek major challenges and problems affecting the performance of Dilla Kenema Football Club. Based on the major findings of the investigation, the following conclusions were drawn:

- Lack of performance enhancing course which is not consistence and updated, as such the coaches do not follow the Contemporary method of coaching Football.
- The training session of the club has not been practically well designed and separated from other activities likewarming up, cooling down and stretching exercises.
- Not using different components of coaching Football methods like: technical, tactical, physical, and psychological preparation during practice session. All of players' family does not encourage players to improve their performance in Football.
- The amount of balanced diet supplied for club players is not sufficient. Lack of knowledge as to how to eat balanced diet before and after training and there has been no well organized discussion program on how to eat balanced diet.
- Different committees and officialshave been formed to administer the club but they did not practically apply their responsibility.
- The availability of ball for club is not enough to carry out different components of Football training.
- To carry out different training session activities the club has no standard Football fields.
- Dilla Kenema Football Club players have problem of training attire (sport wear) like shirt, short, bibs, shin guard, shoes, and sock and goal keeper glove.
- The way in which coaching staffs encourage and motivate players to boost their performance is not good.
- Club officials do not encourage or motivate players to improve their performance in Football.

5.3 Recommendations

On the basis of the conclusions drawn from the findings, the researcher forwarded the following recommendations:

- ❖ In collaboration with the stakeholders, the sport commission and the club officials should give the most recent method of coaching course for coaching staff.
- ❖ Coaching staff should apply well separated warming up, techniques, tactics, fitness preparation, discussion and advice on player's current performance and cooling down exercise. According to their training period it is better to use the duration of training time from 90 to 120 minutes.
- ❖ Coaches and club officials should organize the awareness program with families of players to support players to be effective in Football performance.
- ❖ The club officials should provide sufficient amount of balanced diet and the coaching staff could make good awareness about how to eat balanced diet before and after training.
- ❖ Club officials and coaching staff should design well written training plane and follow the written plane for all training activities. Each and every club officials should take part to overcome their responsibilities.
- ❖ The club officials should provide appropriate training materials and sport wear/attire in addition balls.

N.B Suggestions for Future Research

This study is intended to investigate and develop a deep understanding of the problems and challenges of football performance in dilla kenema Football club. As mentioned in the results and discussion of the paper, it is possible to conclude that the objective of the study is already addressed. The research finding shall not be limited only on creating awareness about football performance; rather it should extend many additional tips. Some of these can be a key to other researchers to extract other specific and general problems for further research. This may be in areas of the contribution of Football performance in case of Dilla Kenema Football club. This research could be an important base to indicate the necessity of conducting scientific research

and its application only in a single and specific areas like on a single club instead of two or more. This is because some of the issues generalized hereunder will be independently tackled in this approach in order to get through in-depth and detail analysis of contemporary issues. Though this study has attempted to investigate the challenges and prospects of Dilla Kenema Football club, there is a need for further studies to be carried out to improve the performance of the club.

BIBLIOGRAPHY

- A & C Black Publishers Ltd (2006) Dictionary of Sport and Exercise Science Academic Press, v
New York.
- Adopted from - Special Olympics Football Coaching Guide Created: February 2004
- Best, J.M. and Khan J.V (1996) Research in Education (7th edit) New Delhi Practice Hall of
India PLC.
- Case, B. (1987) Leadership behavior in sport: a field test of the situational leadership theory.
International Journal of Sports Psychology.
- Chelladurai, P. and Carron, A.V. (1983) Athletic maturity and preferred leadership. Journal of
Sports Psychology.
- Chelladurai, P., Malloy, D., Imamura, H. and Yamaguchi, Y. (1987) A cross-cultural study of
preferred leadership in sports. Canadian Journal of Sports Sciences.
- Dewitt, J. (2001). Coaching Girls' Football. Three Rivers Press, New York.
- Dorling Kindersley (2011) Essential soccer skill
- Dr. aynalemadugna Ethiopiandemographyandhealth [http://www.ethiodemographyandhealth.or/SN
NPR.html](http://www.ethiodemographyandhealth.or/SN
NPR.html) retrieved at 8:13am 05/08/2014
- Eyerusalem Yacob, (2011) Interpersonal Relationships among Ethiopia Commercial Bank's
Female Athletics Team. Thesis, Addis Abeba University.
- Factors affecting Football performance [http://www.Footballperformance.org/specialtopics/factaffectperf.ht
m](http://www.Footballperformance.org/specialtopics/factaffectperf.ht
m) – retrieved at 5:00am may 08,2014.
- Fitts, P. (1964) Perceptual Motor Skill Learning, Categories of Human Learning, Academic
Press, New York.
- Football League (1989) Commission of Enquiry into Playing Surfaces: Final Report, the Football
League, Lytham St Annes.
- Foundation Football Coaching Manual (2008)
- Frank F. Diclemente (1955). Football illustrated. A.S. Barnes and Company, Inc. Gareth Stratton
From Wikipedia, the free encyclopedia accessed Http://en.wikipedia.org/wiki/Dila,_Ethiopia
retrieved 3:25am - 01/10/2013
- Gareth Stratton, Thomas Reilly, A. Mark Williams and Dave Richardson (2004) Youth Soccer
- Greene, J. C. (2007). Mixed methods in social inquiry. San Francisco: John Wiley & Sons.

Hersey, P. and Blanchard, K.H. (1969) Lifestyle theory of leadership. *Training and Development Journal*, May, 26–34.

John W. Creswell, (2012) *Educational research: planning, conducting, and evaluating quantitative and qualitative research* — 4th ed. John Wiley & Sons (2008) *Coaching for Commitment*.

John Wiley & Sons (2008) *Data Collection Planning For and Collecting All Types of Data*.

Kerr, (1982) kerr R (1982) *psychomotor learning*, saunders, philadelpphia, USA.p.5

Knapp, B. (1974) *Skill in Sport*, Routledge and Kegan Paul, London. Dr. Bangsbo

Kumar, R (1999) *Research Methodology: A step by step guide for beginners*, London SAGE Publications.

Kvale, S. (1996) *An Introduction to Qualitative Research Interviewing*. Thousand Oaks, Calif.: Sage.

LA84 Foundation, (1995-2007) *soccer coaching manual* 2141 West Adams Boulevard Los Angeles, CA 90018 (323) 730-4600.

LA84 Foundation, (1995-2012) 2141 West Adams Boulevard Los Angeles, CA 90018 (323) 730-4600.

Martens, R. (1990) *Successful Coaching*, Human Kinetics, Champaign, IL.

National Coaching Foundation (1986) *Coach in Action*, Springfield Books, Leeds.

Official U.S. Youth Football Coaching Manual (2002)

Paul E. Robinson, (2010) *Foundations of Sports Coaching*

Robert l. koger, (2009) *fix-it drills for youth soccer*

Thomas Reilly (1996) *Science and Soccer* by E & FN Spon, London. ISBN 0 419 18880 0.

Thomas Reilly and A. Mark Williams, (2003) *Science and soccer* 2nd ed.p.cm.

Thomas Reilly, A. Mark Williams and Dave Richardson(2004) *Youth Soccer*

Tutko, T.A. and Richards, T. (1974) *the Psychology of Coaching*, Allyn and Bacon, London.

U.S. Football national “C” License Course Candidate Manual (2007-2008) United States Football Federation.

Appendix-1
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Questionnaire Provided for Coaches

This questionnaire is designed to gather data on current challenges and future prospects of Football performance in case of Dilla Kenema Football Club. Since the success of the study depends upon the responses that you provide, I will kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses and answers will remain strictly confidential.

Thank you in advance for your cooperation!

Instruction please respond to the following questions by putting the “ ” mark or by writing the appropriate information on the space provided.

Section 1: Background Information

The following questions are about the Background Information for Dilla Kenema Football coaches.

1. Sex Male Female
 2. Age 21 – 25 26 – 30 31- 40 above 41
 3. Marital status: Unmarried married Windowed Divorced
 4. How many years of experience do you have in coaching Football?
Less than one year 1-5 years 6-10 years above 10 years
 5. Do you have a coaching in Football license?
Yes No
 6. If your answer for question 5 is ‘yes’, what is your current level of coaching license?
A license B license C license no license
 7. If any other license type, please mention it
-

8. What is your educational level or qualification?

Grade ten complete twelve complete Certificate level

Diploma Bsc Msc and above

9. If your educational level is above diploma, what is your field of study?

Teaching Physical Education and Sports teaching other subject

Coaching Football

10. If your field of study as asked in question 9 above is other than teachings please mention it?

11. Have you got any chance of attending performance enhancing courses?

Yes No

12. If your answer for question 11 is ‘yes’, how many times in a year? Please specify it

Section 2: Components of training

The following questions are about the Components of training for Dilla Kenema Football coaches.

1. Did you have followed a well organized written training plane?

Yes no

2. If your answer for question number 1 is ‘yes’, please discuss how would you implement your training plan?

3. What are the dominant components of your training plan during the first half of preparatory period?

4. What are the dominant components of your training plan during the second half of preparatory period?_____

5. Who are the members participating, while you design training program?

6. What are the components of your training plane?

Technical preparation Tactical preparation
Physical preparation Psychological preparation
All Others

7. If your answer for question number 6 is 'others', list them?

8. How many training session do you have within a week?

1 2 3 4 5

9. How many minutes did you use is one training session?

45 minutes 90 minutes 120 minutes others

10. If your answer for question number 9 is other, list them?

11. What are the principles of Football training?

12. How would you encourage your player for further performance improvement?

13. Do you believe that your team has good team sprit?

Yes no

14. If your answer for question number 9 is 'yes', how would you explain your team sprit?

Section 3: Players' nutrition

The following questions are about the Players' nutrition of Dilla Kenema Football club.

1. Does your player get appropriate balanced diets?

Yes no

2. How often do you discuss about the nutrition program with your players?

Always

Often

Occasionally

Never

3. Do you think that your player's have knowledge of the requirement of eating before, during, and after training?

Yes no

4. If your answer for question number 3 is 'yes', put "√" for correct answer, for your advice to the players' how to require nutrients given in the table 1:1 on page 4

Table 1:1 Requirement of Nutrients

Nutrients		always	Often (75%)	Occasionally 50%	Seldom (25%)	never		always	Often (75%)	Occasionally 50%	Seldom (25%)	never	
								After training					
Carbohydrates	Before training 30' – 4hrs						After training						
Proteins													
Fats													
Water													
Minerals													
Vitamins													

Rating source: Eyerusalem Yacob(2011).

Section 4: Football players' selection

The following questions are about the football players' identification of dilla Kenema football Club.

1. Where was your team squads collected from?

Schools

Projects

Clubs

All

2. Do you have a recruitment committee?

Yes No

3. If your answer for question number 2 is 'yes', who were the members of the player recruitment committee?

Coaching staff

Club board

Both

Only me

4. Put "√" for correct answer from the given option which is listed below in the table 1:2 on page 5 for talent identification.

Table 1:2 General parameters of Football players' selection

no	parameters for players selection	Strongly agree	agree	neutral	disagree	Strongly agree
1.	run well, both with the ball and off the ball					
2.	pass the ball well					
3.	Receive					
4.	control the ball well					
5.	dribble and feint					
6.	play with both feet					
7.	escape markers easily					

8.	break away well					
9.	get him into the right position					

Section 5: Coaching Facilities

The following questions are about the training facilities of Dilla Kenema Football Club.

1. Do you think that there are enough training materials available for your team?

Yes no

2. If your answer for question number 1 is 'yes', list them?

3. Do you have standard training fields for the training session (process)?

Yes no

4. If your answer for question number 3 is no, how would do you conduct the training session?

5. Do you think that training attire /sport wear/ are enough for your team?

Yes no

6. If your answer for question number 5 is 'yes', explain them?

RESEARCHER

ASSEGID KETEMA

Phone no 0913312152

E-mail assegid_ketema@yahoo.com

Appendix-2
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Questionnaire provided for players

This questionnaire is designed to gather data on current challenges and future prospects of Football performance of Dilla Kenema Football Club. Since the success of the study depends upon the responses that you provide, I kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses will remain strictly confidential.

Thank you in advance for your cooperation!

Instruction please respond to the following questions by putting the “ ” mark or by writing the appropriate information on the space provided.

Section1: Background Information of Players

The following questions are concerned about Dilla Kenema Football club back ground information.

1. Sex Male Female
2. Age: 16 – 20 21 – 25 26 – 30 above 30
3. Marital status: unmarried married Windowed Divorced
4. What is your educational level or qualification?
Grade ten complete twelve complete Certificate level
Diploma Bsc Msc and above
5. For how long have you played for Dilla Kenema Football Club?
1- 3 year 4- 6 year 7- 9 10 years and above

Section 2: Training Session

The following questions are concerned about Dilla Kenema Football club training session.

1. Does your practice session have warming up period?
Yes No

2. If your answer for question number 1 is 'yes', how many minutes?

1- 5' 6- 10' 11- 15' 16 - 25 26 - 30

3. How do you perform warming up exercise?

With ball without ball using callisthenic's exercise all

4. Does your warming up program include stretching exercise?

Yes No

5. Does your training session include technical preparation like passing, receiving, dribbling, shooting ...?

Yes No

6. If your answer for question number 5 is 'yes', how could do you practice them?

From standing position

By moving in different directions

By game

All of the above

7. Does your practice session have tactical preparation?

Yes No

8. If your answer for question number 7 is 'yes', how does you execute?

Individually

As a group

As a Team

All

9. Do you have physical preparation time in your program?

Yes No

10. If your answer for question number 9 is 'yes', what kind of physical preparation is it?

Speed training

Endurance training

Fitness preparation with ball

Strength training

All

11. Does your families support or help you before and after training?

Yes No

12. If your answer for question number 13 is 'yes', please list (describe) it.

13. If your answer for question number 11 is 'no', please describe the reason.

14. Do you always cool-down your body after the end of the training session?

Yes No

15. If your answer for question number 14 is 'yes', for how many minutes? Please mention it.

16. Do you have discussion time with your coaches?

Yes No

17. If your answer for question number 16 is 'yes', what are the main discussion points?

Section 3: Facilities and Equipments of Training

The following questions are about the facilities and equipments of training for Dilla Kenema Football club players.

1. How many footballs does your team have for your training sessions?

1:1 2:1 3:1 4:1 6:1

2. Do you believe that the balls are enough for your training session?

Yes No

3. If your answer for question 2 is 'no', how many more do you think your team needs?

2-4 5-7 8-10 11-13

4. Do you have standard training football fields?

Yes No

5. If your answer for question number 4 is 'yes', how many?

1 2

3 more than 3

6. Is your football field comfortable to perform different activities?

Yes No

7. If your answer for question number 6 is ‘No’, what is the reason behind it?

8. Do you have the following sport wear ,if your answer is ‘yes’ write “√”, ‘no’ “×”

Table 2:1 **Training sports wear (Attires)**

Attire	Training	Competition	Quality	Comfort	Remark
Shirt					
Short					
Bibs					
Shin guard					
Shoes					
Sock					
Glove for keeper					

9. Does your team have portable goal posts for improvement of shooting performance?

Yes No

10. If your answer for question number 9 is ‘yes’, how many of them have net?

Some of them only permanent

For all goal post not at all

Section 4: Sport Nutrition

Direction 3: Here below are questions that elicit information about the availability (supply) of food before and after the training session. Please indicate your response by putting “√” mark for the alternative that best describes your response.

1. Do you get sufficient amount of balanced diet daily?

Yes No

2. If your answer for question number 1 is ‘No’, what do you think the reason is?

3. Does your coaches’ advise you to eat balanced diet to improve your performance?

Yes No

4. Do you believe that drinking water before, during and after competition is advisable?

Yes No

5. From the given option which is listed below food staff you usually eat. Put “√” mark for the correct answer to show how often you take the food staff.

Table 2:2 **Players’ Nutrition**

Food staff		Always	Often	Occasionally	Seldom	never		Always	Often	Occasionally	Seldom	never	
Bread	Before training 30’ - 4hr						After training						
Pasta													
Rice													
Juice													
Fruit													
Egg													
Meat													
Fish													
Yogurt													
Cheese													
Beans													
Vegetable													
Grains													
Butter													
Water													

Section 4: Player's Personality Questioner

The following questions are concerned about Dilla Kenema Football club player's personalities Put "✓" mark for the correct answer in the space provided.

Table 2:3 Player's personality questioner

n_o	Player's characteristics	Strongly agree	Agree	neutral	disagree	Strongly agree
1.	Are you punctual in your training session?					
2.	Do you attend all training program?					
3.	Do you have good relationship with your team mate?					
4.	Do you have positive interaction with your coaching staff?					
5.	Do you cooperative with your team mates?					
6.	Are you active participant in regular training sessions?					
7.	Do your parents motive you to be effective Football player?					
8.	Do you think that you will be effective Football player?					
9.	Do you use any performance enhancing drug?					
10.	Do you have personal training program session in addition to the regular training session?					

RESEARCHER

ASSEGID KETEMA

Phone n_o 0913312152

E-mail assegid_ketema@yahoo.com

Appendix-3
Addis Ababa University
School of Graduate Studies
Department of Sport Science

Interview questionnaire Provided for Dilla Kenema Football Club Officials

This questionnaire is designed to gather data on current challenges and future prospects of Football performance in case of Dilla Kenema Football Club. Since the success of the study depends upon the responses that you provide, I will kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses and answers will remain strictly confidential.

Thank you in advance for your cooperation!

Semi structured Interview Guide for Administrative bodies of Dilla Kenema Football club Officials

1. What are the roles of Dilla Kenema Football club team leader to improve players' performance?
2. Do you believe that clubs have any problem which hinders their performance? If yes, please mention the potential problems and their solution.
3. Do you have written annual plane for each of the club authors, if yes please discuss how would you implement the plane?
4. How can you control over all activities and progress of the club such as the following
 - training session
 - relationship between coaches and players'
 - coaches activities
5. What are the roles of your office in recruitment process of players?

Appendix-4
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Questionnaire Provided For Researcher

Field Observation Check List Format

Name of the club ----- Date of observation -----

Venue.....

Table 4:1 Observation Check List

no	Area Of Observation	yes	No
1	Does training session have warming up period		
2	Does training session have ball work period		
3	Does training session have cooling down period		
4	Does training session have tactical team work		
5	Does training session have technical work		
6	Does training session have fitness training session		
7	Does coaches properly encourage and motivate players to show performance progress		
8	Does sport commission officials follow up the team work		
9	Does Dilla Kenema football club have standard football field		

**INVESTIGATING THE CURRENT CHALLENGES AND
FUTURE PROSPECTS OF FOOTBALL PERFORMANCE: IN
CASE OF DILLA KENEMA FOOTBALL CLUB.**

**BY
Assegid ketema**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCES**

**May 2014
Addis Ababa**

**INVESTIGATING THE CURRENT CHALLENGES AND
FUTURE PROSPECTS OF FOOTBALL PERFORMANCE: IN
CASE OF DILLA KENEMA FOOTBALL CLUB.**

BY
Assegid ketema

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCES**

May 2014
Addis Ababa

**INVESTIGATING THE CURRENT CHALLENGES AND
FUTURE PROSPECTS OF FOOTBALL PERFORMANCE: IN
CASE OF DILLA KENEMA FOOTBALL CLUB.**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCIENCES**

**BY
Assegid ketema**

APPROVED BY BOARD OF EXAMINERS

1. _____	_____	_____
Chairman of Department Of Graduate Committee	Signature	Date
2. _____	_____	_____
Advisor	Signature	Date
3. _____	_____	_____
Examiner	Signature	Date

Acknowledgments

The achievement for the completion of this study is credited to the contributions made by a number of persons. Thus, I would like to express my thanks to those who helped me during the process of conducting the research. First and for most I express my deepest gratitude to my adviser Assistant Professor Wondimu Tadesse for all guidance, support and giving me suggestive and educative comments in the process of conducting my thesis work. In line with this I want to express my thanks to Addis Ababa University Office of the Associate Dean of the College of Natural and Computational Sciences and the Department of Sport Science for the financial support and for facilitating the administrative work.

I would like to thank my family, and Assistant professor Markos Yohans, Ayinabeba W/Mariam, zelalem zerfu, Getahun Bihone, Mahamed Awol, engida hagos, And Teshale Tesifaye indeed for role they played by sharing ideas and technically supporting the thesis work.

I also extend my thanks to Dr. Ongaye Oda to suggest and professional comment and language edition on my thesis. I would like to thank those individuals who supported me in facilitating Administrating in data collection. Finally, I would like to thank to Dilla University who supported me in sponsoring my postgraduate study in Addis Ababa University.

Table of Content

Content	Page no
Acknowledgments	i.
Table of content	ii.
List of table and figure	iv
Acronyms	v
Abstract	vi
Chapter one	
Introduction	
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objectives of the study	4
1.3.1 General objective	4
1.3.2 Specific objective	4
1.4 Research questions	4
1.5 Significance of the study	5
1.6 Delimitation of study	5
1.7 Limitation of the study	6
1.8 Definition terms	6
1.9 Organization of the study	7
Chapter two	
Review of related literature	
2.1 Background of Football performance.....	8
2.2 Factors affecting Football performance.....	8
2.3 Football management and coaching staff	11
2.4 Planning for football coaching and typical training session	13
2.5 Football player selection	19
2.6 Organization of coaching practice session and parents for support	21
2.7 Components of football coaching and practice session	25
2.8 Football facility and equipment	34
2.9 Nutrition of footballer and performance	39

Chapter three	
Research design and methodology	
3.1	Research design 46
3.2	Research method..... 46
3.3	Study Area 47
3.4	Study Population 47
3.5	Sampling Method 47
3.6	Data Gathering Instruments 48
3.6.1	Questionnaire 48
3.6.2	Interview 48
3.6.3	Observation 48
3.7	Methods of Data Analysis 48
3.7.1	Quantitative Analysis 48
3.7.2	Qualitative Analysis 49
Chapter Four	
Analysis And Interpretations of Data	
4.1	Section I- General Demographic Characteristics of The Respondents 50
4.2	Section II - Background Information 51
4.3	Section III - quantitative analysis Football Training Session 52
4.4	Athletic Nutrition 58
4.5	General Football Player Selection Parameters 68
4.6	Football Facilities 70
4.7	Players Characteristics 77
4.8	Section IV – qualitative analysis Semi Structured Interview Questioner Analysis 81
4.9	Interpretation and Discussion of Observation 82
Chapter Five	
Summary, Conclusions and Recommendations	
5.1	Summary 84
5.2	Conclusions 86
5.3	Recommendations..... 87
	Reference..... 89
	Appendices

List of table and Study area location map

	Page
Table 4.1	Number of participants in the study 50
Table 4.2	Background Information of the Coaches 51
Category 1	(Table 4.3 – 4.9) Training session 52
Category 2	(Table 4.10 – 4.15) Football nutrition 58
Category 3	(Table 4.16 – 4.17) player selection 68
Category 4	(Table 4.18 – 4.24) Football facilities and equipment) 70
Table 4.28	Players’ characteristics 78
Table 4.29	Information and code given to interviewee 81
Fig .1	Study area location map 3

Acronyms

AI: Adequate Intake

Bpm: beat per minute

Dkfb: Dilla kenema football club

EFBF: Ethiopian Football Federation

EVA: ethylene vinyl acetate

Fbo: Football office

HI: high intensity

LI: low intensity

NGB: National Governing Bodies of sport

SNNPR: Southern Nation Nationality People

U.s: united state

Abstract

This study attempted to investigate major challenges and future prospective of football performance in case of Dilla Kenema football club. Using mixed type of research design, it attempted to seek out the problems and challenges affecting the football performance of the club. Both open and close ended questionnaire for 2 coaches and 26 players, semi-structured interview for 5 club officials and observation using check lists was administered to total of 33 deliberately selected subjects from the club members. The data obtained through these tools were analyzed with both quantitatively and qualitatively. Qualitative data were analyzed through description in word and quantitative data were analyzed through table with percent. As the finding of the study indicated that the following major problems were dominant in the Dilla Kenema football club: lack of well organized warming up, cooling down and stretching exercise, deficiency of modern method of coaching technique, tactics, fitness and psychological preparation, insufficient supply of balanced diet and football training materials, lack of encouragement and motivation from coaching staff, club officials and family, the club officials could not be committed to carry out their responsibility. As a general solution to the identified problem the greater emphasis should be given to the coaches and club officials to offer them balanced training for both players and coaches to boost player performance. Supply of balanced diet and football training facilities for the club could be major strategy to address the problems faced.

Key words: Performance, Football club, Investigation, Football training, Nutrition and Football training facilities

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Anyone who is concerned with the Football realizes that training is an essential part of the development of performance and the preparation for competition. Playing Football itself is only one part of that preparation. There is a requirement to be fit to play, to work on correcting physical deficiencies and to enhance individual strengths.

The basic purpose of training is to improve human capabilities in all their manifestations. These capabilities are characterized in physical, physiological, psychomotor and psychological attributes (Thomas Reilly, 2007). Since training is all about improving the performance of players, the coach must have an insight into the situations created by the game that players were unable to solve. This insight provides the coach with the understanding that at times the only way to solve a major problem of the game is to first solve several minor problems. Identifying problems clearly and in order of their priority is important when establishing the objectives for a training session.

When introducing the training, it is important to make the players understand the problem and how it impacts their ability to find success in matches. This way it will make sense to them and they can begin to take ownership of the problem. It is important to describe the problem as precisely as possible in terms of time, space and function in the game. However, try to avoid always “reacting” to your last game. There should be some measure of consistency with the issues and problems you address from week to week, and throughout the course of the season. (United States Football Federation, 2007-2008) Football is the world’s most popular form of sport, being played in every nation without exception. The most widespread code is AssociationFootball or Football. Thomas Reilly and A. Mark Williams, (2003).

Actually one of Football tournament held yearly by Ethiopia Football federation has been Ethiopia national Football league. This tournament comprises 69 clubs in which compete each other by dividing 7 representative zones. Dilla Kenema Football club is one of southern zone representative club of Ethiopian national Football league clubs.

Actually one of the popular game in the world what we call is Football. Which is the most famous and competitive sport, today it increase its popularity day to day. Likewise in our country recently there is improvement on the performance of Football player. For this the best indication is that our country player's shows best performance in national league, primer league, Africans cup even in world cup qualifier game. In Ethiopia the performances of the Football players increase with hopeful expectation for future national, continental, and international games.

Contrarily with this condition Football Clubs were faced with many problems and challenges. Especially in SNNPR, under this region particularly Gedo zone representative Football Club which is Dilla Kenema Football Club.

To overcome these barriers different stakeholders are expected to do their best. These bodies are: Dilla Kenema Football Club officials, coaching staffs, and players are responsible to upgrade the performance of team to be good and competitive in national league and to promote them the large league of the country which is Ethiopian premier league.

Dilla is a market town and separate woreda in southern Ethiopia. The administrative center of the Gedo Zone in the Southern Nations, Nationalities, and Peoples Region (SNNPR), it is located on the main road from Addis Ababa to Nairobi. The distances between Addis Ababa to dilla were 356km. The town has latitude and longitude of 6°24'30"N38°18'30"ECoordinates: with an elevation of 1570 meters above sea level. It was part of Wenago woreda and is currently surrounded by Dilla Zuria woreda.

Until the completion in the early 1970s of the tarmac road to the Kenya border, Dilla had been located at the southern end of the all-weather road from Addis Ababa and thus became the major transfer and marketing point for coffee grown farther south, particularly of the much-prized Yirga Cheffe varietal. It remains a major center of the coffee trade.

According to the SNNPR's Bureau of Finance and Economic Development, as of 2003 Dilla's amenities include digital telephone access, postal service, 24-hour electrical service, numerous banks, and a hospital. Dilla is the site of the Dilla College of Teachers' Education, which was founded in 1996 and was part of Debu University. The college become a full flagged University since 2007 and composed of more than 30 programs to Masters and bachelor degree. A number

of archeologically significant stelae fields are in the surrounding area, the most notable groups being those at Tutu Fella and Tutiti. http://en.wikipedia.org/wiki/Dila,_Ethiopia.

Fig. 1 study area map location



Source-<http://www.ethiodemographyandhealth.org/SNNPR.html> retrieved at 8:13am 05/08/2014

1.2 Statement of the problem

Coaching as a strategy for improving performance that has special utility in today's climate of intense competitiveness for total customer satisfaction, continuous improvement, and the drive to deliver products. It also describes coaching as a function of helping people discover new and creative solutions to complex and difficult situations, while becoming more committed to taking action. John Wiley&Sons, (2008)

Since 2003E.C the reemergence of Dilla Kenema Football Club as representative of Gedo zone Football club. The number of spectators can increase time to time and the fans are very interested with club to be competitive in both national and premier league. But still the team does not improve their performance to join Ethiopian premier league. This makes many supporter and sport society of Dilla Kenema Football Club, club officials, also team itself disappointed with player's performance in which they perform in different level of match.

For two and half year the researcher was lived at Dilla. During this stay he could got an opportunity to watch Dilla Kenema Football Club different match performance. Actually Under this observation the team performance is not too much satisfactory. As result of this different sport society and fans complain and angry on coaching staff, players and club officials. This is due to, even the team can produce successful player who are representative of national team and professional player. But the team by itself can't be good performance in national league and the club by itself has no recent good history.

1.3. Objectives of the study

The objectives of a research delineate the ends or aim which the inquirer seeks to bring about as a result of completing the research undertaken. So that the study addresses the following general and specific objectives:

1.3.1. General Objective of the study

The general objective of the study is to find out the major challenges that hindering the performance of Football player in case of Dilla Kenema Football Club.

1.3.2. Specific objectives

The specific objectives of the study are to:

- Identify overall challenges and problems that hindering the performance of Dilla Kenema Football Club.
- Investigate the effort done by coaching staff, club officials, players' family and players to make effective performance in national league and any other regional competitions.
- Suggest possible solutions and guidelines to the potential problems and challenges that hindering the performance of players.
- Examine how contribution of coaching staff, players and club officials changes the team performance.

1.4 Research questions

Based on the specific objectives of the problem, the researcher is expected to answer the following basic questions:

1. What are the potential challenges that hindering the performance of players?

2. What are the contribution of coaching staff, club officials and players for team performance?
3. How do Dilla Kenema Football Club player perceive the overall activities of coaching staff?
4. To what extent players perceive the contribution of their family for improvement of player performance?

1.5 Significance of the study

This study is undertaken to advance the awareness in various Football performance issues with Dilla kenema Football which will provide greater efficiency to the club. Understanding the issue and how these affect overall team performance can further proactive and advantageous for future team performance enhancing program. From this researcher believes that, the study will give possible suggestions and tips for players and their family, coaching staff, and Dilla Kenema Football Club officials to improve the performance of the club.

To this end, the findings of this research have the following significances:

- ⇒ It may help coaching staff, and club officials to design a strategy that promotes competitive participation of Dilla kenema in national league and any other regional competition even for promoting players to Ethiopian premier league.
- ⇒ It will provide instructional insights for coaches to enhance training program, methodology and improve stakeholder perception towards Dilla Kenema Football Club.
- ⇒ It may help as a spring board for discussions and serve as preliminary information to carry out other in-depth studies in the area.
- ⇒ It may also contribute its part to change different Football training program participation of players to enhance team Football performance.

1.6 Delimitation of the study

This study is confined in its scope to selected club of southern Nation Nationality people region (SNNPR). Particularly the study delimited only to investigate the main challenges related to the performance of Dilla Kenema Football Club coaching staff, Dilla Kenema Football Club officials and purposely selected Football players.

1.7 Limitation of the study

The research doesn't believe that the study is totally free from any type of limitations. As result of factors like unavailability of literature review in the area, of study to subjects not give genuine information, time and financial constraints may affect the researchers schedule to conduct the research effectively.

1.8 Definition of Terms As Used In the Current

Aerobic fitness - is the ability to work for long periods of time. It can be experienced in a person's ability to climb uphill, run, walk or even swim. In aerobics, oxygen from the air is transferred from the lungs to the blood and then to the muscles through the body's circulatory system.

Athlete - a person trained or gifted in exercises or contests involving physical agility, stamina, or strength; a participant in a sport, exercise, or game requiring physical skill.

Attire – sport wear

Coaching staff - is a group of non-athletes tied to a sport team. It is led by a head coach (known as a manager or senior coach in some sports), and consists of at least one assistant coach (usually two or more assistants), together with other members such as doctors, massage therapists, trainers, and equipment managers.

Football – a form of Football played by two teams of eleven players with round ball which may not be handled during play except by the goal keepers, the objective of the game being to score a goals by kicking or heading the ball into the opponents goal.

Performance - is observed behavior that can be improved with practice how you do something, how well you do it, and how much work you put into it.

Proactive - creating or controlling a situation rather than just responding to it.

Psychomotor - is the relationship between cognitive functions and physical movement. Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance, musical or athletic performance.

1.9 Organization of the Study

The content of the study was organized into five chapters. The first chapter deals with introduction, which consists of: background of the study and study area, statement of the problem, research questions, general and specific objectives, significance of the study, delimitation and limitation of the study and definition of some key terms and concepts and organization of the study.

Chapter two deals with review of related literature, which consists of: Background of football performance, nutrition for football performance, organizing football management and coaching staff, planning for football coaching, organizations of coaching, the practice session, components of football coaching, a typical coaching session, football player selection, football facility and equipment.

Chapter three deals with research design and methodology, chapter four deals with analysis and interpretations of data collected and finally, the last chapter involves summary, conclusions and recommendations provided by the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Back ground of Football Performance

Kerr defined performance as being ‘temporary occurrence fluctuating from time to time: something which is transitory’ Kerr, (1982). A & C Black Publishers Ltd (2006) defined that **Performance** is the level at which a player or athlete is carrying out their activity, either in relation to others or in relation to personal goals or standards.

Thomas Reilly, A. Mark Williams and Dave Richardson (2004) states that In order to perform at the highest level, players have to spend many hours in deliberate, purposeful practice with the specific intention of improving performance. Although practice on its own does not guarantee success, there is no substitute for earnest Endeavour in the pursuit of excellence. Some players may be more genetically predisposed to benefit from practice effects, but no players have reached the elite level without a significant commitment to the process of refining and developing their Football skills.

Sportsmanship as a coach, you are responsible for the behavior of your players on and off the field. Your own behavior becomes the model for your players’ actions. Despite the frustrations of competition and disagreements with officials, you must set an example of sportsmanship for your players and your fans.

2.2 Factors Affecting Football Performance

During preparation and actual match day, many factors can or will influence team performance and of course the final result. This article attempts to describe these various factors involved in determining Football performance.

Factors under the control of coach and players

Tactical & technical skills: This is similar to the physical abilities of players. The better the tactical and technical capacities of players, the greater their influence will be on the final result. A player who has mastered all the basic skills of the game such as shooting, passing and

controlling will be at an advantage. Intellectual abilities combined with good skill are all important as creative, intuitive players with good judgment can often make the difference in big games.

Physical ability: A player, who can run faster and longer, is strong, has good levels of flexibility and balance will obviously have an advantage over players who are weaker in these areas. Players with a higher aerobic capacity can run greater distances and may be less susceptible to fatigue. The coach should make sure that all players are as physically fit as possible in order to cope with the physical demands of the game.

Psychological ability: Areas such as motivation, confidence, concentration and the will to win all play a part in winning or losing games. A poorly motivated player may underachieve whereas an over motivated player can become a weak link due to poor discipline and self-control. Finding the right balance is important. Strong psychological skills may be the difference between two teams equal in physical and tactical ability. An analysis of the character traits of players may be useful.

Team strategy: The choice of team strategy will have an important influence on performance. For example, a team neither physically nor technically capable of using a certain system or tactics will struggle. It has also been well documented that the positional role of a player affects performance, e.g. at midfield player generally runs greater distances than other outfield players.

Opposition Team: In one sense a coach or player cannot do anything about the opposition team, who are "as they are". A team may contain 11 international players and there is nothing an opposing coach can do about that. However, in the other sense a coach can prepare his team tactically, technically, physically and psychologically in the best possible way and adapt according to the match situation in order to copewith and bebetter than the opposition in these 4 areas. Age and gender are important when judging and comparing performance. 35 years old player may not be as quick or strong as an 18 year old but the vision and knowledge acquired over the years may give still give him a real advantage.

Current status: The current health status and lifestyle of a player is very important. A player who is ill or carrying an injury or whose diet is lacking in the necessary nutrients will find that

their performance levels may be diminished. Players who smoke or drink alcohol will experience similar problems. Doping will affect performance in some way and players desiring to take such products should be aware of the possible consequences.

Factors beyond the control of coach and 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 Football 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. 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.

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. Wet Football 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 risk of dehydration.

<http://www.Footballperformance.org/specialtopics/factaffectperf.htm> - May 08, 2014 5:00pm.

2.3 Football Management and Coaching Staff

There are no definitive and standardized titles, roles or demarcation lines for duties and responsibilities of a Football manager. There has been a gradual evolution in the game but each country and club has its own interpretation of the scope for management within its own organization. Two clubs can have a team manager, but the role, responsibilities and scope going with the post can differ greatly. The categories include national team consultant, general manager, team manager, player, coach, and assistant and youth manager. The titles bestowed on managers usually denote their apparent areas of duty. There are two major areas that the manager will be responsible for, namely the club and the team. More administrative skills are associated with the former while more personal, practical skills are connected with the latter. Your coaching staff is a vital part of your Football program. Select assistant and lower level coaches who share you're coaching philosophy. Although individual coaching styles will differ somewhat, your assistant coaches need to coach according to your philosophy. Fundamental differences between coaches often create serious problems for teams. Discuss your coaching objectives and philosophy with all prospective coaches. Enthusiasm, commitment and effective communication skills are as important as Football knowledge. Former players can be a good source for assistant coaches. Keep in mind that young coaches may need special attention and guidance regarding professional coaching behavior. Once you have selected a coaching staff, be sure to follow the hiring policies of your school and district. All coaches, whether paid or volunteer, must register with your school's personnel office (La84 Foundation, 1995-2012).

The coach manager is essentially a coach who believes that most of the team success can be derived from the work done on the training ground (Tutko and Richards, 1974). Unlike team managers, who delegate much of the training work to the coach, coach managers do these themselves, as they are effective in this area. Otherwise they are like team managers, responsible. Many clubs, particularly the bigger ones, have found that the everyday running of the organization has become too much for one person (Thomas Reilly, 1996).

Assistance coach available: Robert L. Koger, Football, (2009) describes that where a coach needs to work with a small group of players, others may not need to be involved in that particular aspect of the game. They should be usefully employed in working on either their individual abilities or in group work, such as shooting or crossing. Players need to be supervised and assisted at coaching and training sessions wherever possible. A good coach can always assist a player in some aspect of that individual's game, but a coach cannot be working in two places simultaneously and so needs assistance to ensure the efficient organization and conduct of the session. When planning, the availability of assistance needs to be considered and not only the availability but also the quality of that assistance. The coach must ask the question 'What are the assistants capable of coaching?' An able assistant, briefed well before any coaching session, should be able to undertake any work detailed by the head coach. An assistant who is not well qualified, but is learning the trade, should only be assigned work that he or she can capably supervise and conduct. Discussions should have taken place beforehand on how the work is to be carried out.

The role of coach: The role of the coach is twofold: (1) to educate players to make correct decisions, and (2) to equip players with the necessary skills to carry out these decisions. Players do not improve just because they play the game often, they need to be educated, trained and coached in meaningful practice situations. Individual learning and progress develop at varying rates. A successful and interested player is more likely to persist in practice. Success governs both progress and interest. Practice will bring about some change. If players are allowed to practice less than the highest quality of execution, they will learn less than the highest quality of execution. Research has shown quite clearly that characteristics of the player such as age, maturity, playing experience and ability all influence the kind of coaching behavior that is preferred by performers. The influence of maturity on coaching behavior has been assessed by numerous researchers and several models of the inter-relationship between these two variables have been proposed (Hersey and Blanchard, 1969; Chelladurai and Carron, 1983; Case, 1987). Maturity has been defined as: the relative mastery of skill and knowledge in sport, the development of attitudes appropriate to sport, and experience and the capacity to set high but attainable goals. Chelladurai and Carron, (1983). Chelladurai et al. (1987) identified autocratic and democratic styles of decision-making as being important dimensions of coaching behavior.

The traditional didactic method of teaching sports skills is rooted firmly in the autocratic decision-making style, i.e. the coach decides what needs to be taught, the coach designs the practices, and the coach organizes and runs the practices. In this scenario responsibility for decision-making is left solely in the hands of the coach. The autocratic style can be split into wholly autocratic decisions, where the coach gathers all information and makes the decision, and consultative, where players are involved in gathering information and discussing the problem but the coach takes the decision. In recent years the suitability of this type of coaching is becoming increasingly questioned. Many general coaching texts suggest that if a coach adopts a more democratic style of decision-making, this will yield more positive results (National Coaching Foundation, 1986; Martens, 1990).

Responsibilities of a Head Coach: The coach should remember that all players differ in age, ability, stage and rates of development, physique and attitude. Consequently teaching method and approach should be modified to suit group needs. One of the arts of the coach is to decide at what level to start the work and how to present it to suit the levels and abilities of those under his charge. Many times coaches work way above or way below the levels of challenge necessary for the players. The coach must at all times match his methods, language, coaching levels and content to the players, remembering key words such as ‘challenging’, ‘interesting’, ‘educating’ if he is involved in teaching and developing players’ abilities and team understanding. The aim must be to assist individual players, groups within a team and the team itself to achieve its potential as completely and efficiently as possible (Thomas Reilly, 1996).

2.4 Planning for Football Coaching and typical training session

It is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development. Coaches need to make a plan of action at the beginning of each year or season. By doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan, especially at youth levels often results in players not receiving instruction or practice in areas that are the basis for future development (U.S. Football national “c” license course Candidate Manual 2007-2008).

Pre-Season

- Encourage your prospective team members to enroll in a sixth (last) period preseason Football class. Follow school/club procedures for adding and dropping students from the class.
- Monitor the academic eligibility of all team members.
- Develop a fitness program that includes work with and without the ball. Make the program fun and include much variety. Remind your players to bring both Football and running shoes to school every day. If you include training that will take your athletes off campus, be sure to obtain permission from your school administration. Plan runs that avoid busy roads and unregulated intersections. Monitor your athletes closely.
- Meet with your coaching staff to discuss your overall coaching philosophy, season goals, coaching and administrative responsibilities, team and school policies, safety guidelines, and emergency medical procedures.
- Discuss tryout procedures with your coaching staff. Review the previous year's team roster to determine the number of players you expect to return and the positions that need to be filled. Schedule dates for tryouts. Remember to adhere to the federation rules governing the number of allowable tryout days.
- Review and confirm your game and bus schedules with your athletic director.
- Hold a pre-season meeting with your players and their parents to explain team policies solicit volunteer help, and preview the season. Introduce your coaching staff, preview your tournament and game schedule, explain transportation policies, team rules, and state your goals for the season. Make yourself and your staff available to answer any questions.
- Select team captains and assign them specific leadership roles.

In-Season

- Have a written plan and a purpose for each and every practice.
- Follow school procedures for taking attendance during sixth period P.E. Football class.
- Meet with your coaching staff at least once a week to handle administrative matters, go over game and bus schedules, and discuss player development.
- At home games, greet the visiting coach and team, and direct them to the locker room or restrooms closest to the Football field.

- Pay close attention to your players when visiting other schools. Do not allow them to wander around the campus.
- Carry player emergency information cards to all practices and games.
- Provide players with passes that excuse them from class for away games. Passes should include the date of the game and the time of departure. Take attendance before leaving for games.
- Know whom to contact if the bus for an away game does not arrive on time.
- Make checklists for home and away games. In the bustle that often presides before games, a checklist serves as a silent assistant. Checklist items should include all necessary equipment and supplies as well as tasks to be performed. Before departing on a road trip, verify that all the needed equipment is on the bus with the team.
- Establish a schedule and routine for your players to follow for all home games.
- Keep individual and team statistics and share them with your players.
- Assemble a brief scouting report for every game, especially playoff games. Review the report with your team at practice sessions before each game.
- Prepare written evaluations at mid-season for all players. Discuss your evaluations with each athlete.
- Carry the National Federation Football Rule Book, your league rules and regulations, as well as the CIF Football Preview Bulletin and/or Football Play-Off Bulletin with you to all games.

Post-Season

- Collect and inventory all equipment and uniforms.
- Hold athletes financially responsible for school equipment not returned according to athletic department policy.
- Place uniform and equipment repair and purchase orders.
- Complete the documentation required to provide school athletic letters and awards to your players.
- Plan an end-of-the-season awards banquet or help your booster club do so.
- Encourage your players to play off-season sports.
- Follow school procedures for transferring students into other physical education classes if there is no post-season Football class.

- Prepare a schedule for the next season. Try to schedule some night games if possible. Night's games will allow more parents and fans to attend. Base your schedule choices on league requirements and on the anticipated strength of your next year's squad. Establish or maintain traditional rivalries, and add variety by looking into new tournaments for the upcoming year.
- Hold a wrap-up meeting with your coaching staff to evaluate your season, critique your program, and implement new objectives and procedures for next season.
- Prepare a training program for your post-season Football class. Include a wide variety of games and cross-training activities.
- Look into summer tournaments in which your team may play. Five-a-side and seven-a-side tournaments let you field teams with the limited number of players that may be available during the summer. If your schedule or school policy doesn't allow summer play, encourage your athletes to play club Soccer.

Summer

- Schedule a number of training sessions during the summer. Summertime is a good time to work on ball skills and strength training.
- Participate in leagues and tournaments.
- Take advantage of international tours and schedule games with visiting teams.
- Coordinate your training sessions with your players' club Football and other summer activities (la84 foundation, 1995-2012).

A Typical Training Session

Warm-up (10–15 min): A purposeful and effective warm-up is necessary prior to any coaching or training session. The warm-up prepares the body to manage the work planned for the remainder of the session. Warm-up should include raising the heart rate and metabolic rate by jogging and running. Whole-body exercise for agility and specific flexibility work should also be included. Warm-ups can be conducted under the guidance of a coach or if players are experienced and trustworthy, can be carried out individually or in small groups. Over-lengthy warm-ups are not necessary and can be completed efficiently in approximately 15 minutes. A ball can be used in warm-ups but in a controlled and careful manner; injury can occur if players suddenly overstretch or accelerate quickly before flexibility work has been completed. Warm-

ups should be conducted progressively and logically, exercising and stretching major muscle groups before smaller groups.

Ball work (15–20 min): Ball work can be technical or tactical in nature. Simple practices to develop passing techniques, or controlling techniques, can be used to increase the intensity of the session. The coach can use this part of the session to develop techniques and skills relevant to the style of play adopted by the team. Games for retaining possession of the ball can be used to develop technical and related tactical abilities and can also increase the physical output in the session. Again, ball work can be made relative to the selected playing style.

Tactical team works (30–45 min): This part of the session is used for either rectifying or developing group or team play. Introducing a new tactic or refining an existing tactic can be included. Groups of players or the whole team should be involved in practice and it is here that the group members need to be educated as to their function at certain stages of the game. The group session can be developed into an 11 versus 11 coached games; this part of the whole coaching session is probably the most crucial in developing team understanding and team play. Simply playing a free game of 11 vs. 11 with little or no, coaching input has limited value unless the coach uses it for observation purposes or to decide if playing tactics or policies are fully understood Thomas Reilly (1996).

Technical works (20–30 min): Thomas Reilly (1996) states that this section of the overall session may be used for free time, maybe 6 v. 6, 8 v. 8 or even 11 v. 11, with the intention being that players use this period for free expression, or to try out previously learnt skills or strategies. This period may be used to practice the fundamental aspects of the game that are crucial to successful play. Practicing crossing, finishing, defending 1 v. 1 or any other underlying concepts of successful Football should be conducted here. Again, choosing skills relevant to the style of play of the team should be uppermost in the coach's mind.

Cool-down (5–10 min): There are sound physiological reasons why players should cool down after training sessions. Removal of blood lactate, for example, is accelerated if an active recovery follows strenuous training. Light jogging and stretching should be used to finish off any coaching/ training session so that players can mentally relax after what could have been a highly

intensive training session. This should leave them in as beneficial a condition as possible to continue with the next session whenever detailed by the coach Thomas Reilly (1996).

Duration of session: Thomas Reilly (1996) describes that the session outlined can be conducted in approximately 90 minutes. The appropriate time proportion would be:

1. Warm-up 10-15 min
2. Ball work 15–20min
3. Tactical team work 30–45 min
4. Technical work 20–30 min
5. Cool-down 5–10 min

Individual training: Individual players may need to be helped with certain weaknesses in their game. This work should be undertaken before or after the training session as other players need not be involved, unless a small number are held back to assist.

Fitness training sessions: This aspect of player or team development can be incorporated in any training session or may be conducted singly. Fitness work should be conducted after any ball work, especially ball work closely related to tactical understanding and decision-making. Generally ball work should precede fitness work. Any strength development as part of the fitness program should be conducted at the end of the fitness session and should be followed by a cool-down also.

An efficient and relevant fitness-related session can be conducted in 45 minutes. Consequently it can be included as part of any overall coaching/ training session.

A time proportion of such a session lasting approximately 90 min would be:

1. Warm-up 10–15 min
2. Ball work 15–20 min
3. Tactical team work 15–20 min
4. Fitness/conditioning 40–45 min
5. Cool-down 5–10 min

Drills: Coaching and training a Football team without using drills is counterproductive. It is like going on vacation without knowing where you are going. You can't achieve your objectives if you don't have a plan to get there. A proper schedule coupled with the appropriate drills will

provide success. Just going out to the practice field and playing Football will not be as productive as having your players gets more touches on the ball while they learn the necessary skills Robert L. Koger, (2009).

2.5 Football player selection

Talented player identification for Football

A major concern for coaches and National Governing Bodies of sport (NGB) is the ability to identify potential and future talent. The ultimate aim for any NGB is to select and nurture this athletic talent with the desired end result being medal winning performances. Talent identification has been used as a diagnostic tool within domains as diverse as education, the armed forces and sport (Abbott and Collins, 2004).

Talent scouting is a major priority for the top clubs, which can, in turn, offer outstanding conditions for the training and development of young players. A number of “small” clubs also need to continue the policy of training and developing their young players realistically and with perseverance. After all, one of the young players who benefit it’s from this high-quality training and development could ultimately turn out to be the star player that the top clubs are eager to sign. Talented players are not found hanging around on street corners; the professional talent spotter often needs to put in a lot of methodical and attentive observation and requires considerable patience to unearth such players. A player of outstanding talent: can perform feats on the pitch that other players are not capable of. Talent is 20% gift and 80% hard work! “When we talk about sporting talent, we mean that a talented individual has an above-average chance of producing really outstanding sporting performances. Although talented players do possess above-average skills, it is still essential that these skills are allowed to develop to the full. Weaknesses can arise, although they are sometimes difficult to detect (i.e. a drop in performance for different reasons: underlying depression, a weakness in the player’s character, a dislike of prolonged effort, rapid loss of motivation, a gap in the player’s training/education, etc.). These factors can also seriously hamper the player’s progress, or even prevent him from overcoming the obstacles that he is bound to encounter in top-level Football. This situation serves to highlight the fact that scouting talented players, particularly when they are very young, can produce some surprises in the medium or long term. High-quality scouting is not merely restricted to watching a player in a match and going through a checklist of requirements. The scout has to be able to observe the

player on several occasions in different situations to see how he behaves on the pitch, in training sessions, during matches, with his team-mates and towards the coach, as well as away from the Football setting with his parents and his friends. The scout can then be certain that the player is equipped with the right psychomotor skills and mental and physical capacities to allow him to follow a progressive development programmed before reaching the required standard. Even though it is felt that the optimum duration for a training and development programmed is 8 to 10 years, it is difficult to give a precise figure of what is required to achieve success at the very highest level. We have seen that young players do not all develop at the same rate and that they cannot all be subjected to the same workload in training and to a demanding development and preparation regime aimed at turning them into top players. These are yet more factors that can hinder the development of talent. A well-organized scouting policy should therefore go beyond merely watching a talented youngster and then arranging for his transfer to the club. That club should be able to guarantee follow-up with the player's development, help him to achieve his full potential and provide him with an appropriate training and development structure and a high-quality social and educational environment.

General Parameters of Football player selection

➤ Can the player:

- Run well, both with the ball and off the ball?
- Pass and receive the ball well?
- Shoot the ball well?
- Control the ball well?
- Dribble and feint?
- Play with both feet?
- Escape markers easily?
- Break away well?
- Get him into the right positions?
- Confidence, communication, handling for keeper?

Adopted from - Special Olympics Football Coaching Guide Created: February 2000.

2.6 Organization of Coaching Practice Sessions and parents for support

The Practice Session

U.S. Football National “C” License Course Candidate Manual, (2007-2008) describes that once the goals and objectives for training have been determined, the coach needs to consider several factors relating to the organization and progression of the practice in order to be thoroughly prepared to conduct the session.

Key characteristics in any coaching and practice sessions would be: quality, duration, frequency, intensity and specificity. Repetitive, frequent practice is an important component in the acquisition of Football skill and must entail rehearsal in the fullest sense of the word. ‘What’ to practice and develop is a problem for some Football coaches. Team coaching is influenced by the adopted style of play, either imposed by the coach or determined by the players with the approval of the coach. Style refers to the ‘attitudes’ of a team, how it chooses to operate technically to achieve its end, its manner of playing and the predetermined or developed tactics used to accomplish its objectives. But what do younger, developing players need to practice regularly and frequently? What should they strive to understand and to become competent in performing? No tactics, style or strategies have yet been imposed, so what are the skills required by any style of play and any game? The ingredients necessary for the development of young, youth age players are detailed in:

Purpose of the session: All coaching sessions need a purpose. Sessions may be dual-purpose in that part of the session is devoted to development of fitness and part to the development of, say, team understanding. Also, some of the time may be devoted to group or individual player improvement. The coach and the players need to be in no doubt whatsoever as to ‘the training message for the day’. The coach needs to spend time in thought and preparation of sessions, knowing precisely what he intends to achieve. The coach will have an aim to achieve during his working time with the players. Coaching sessions should never be ad hoc in that players and coach arrive and participate in purposeless, ill thought- out and ill-planned sessions merely to occupy time and attention(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Location of the session: Where the session is best conducted? Is the use of a full pitch or half a pitch or even a more restricted area most suitable to conduct the session? Fitness training may be best conducted in woodland or on an undulating surface or even on a beach. Shooting, crossing and goalkeeping practices should be conducted on the pitch and in front of goal. All sessions should be located in the most relevant and appropriate areas of the Football pitch. Carefully marked-out and correct areas should be used with the appropriate numbers of players for both the activity and the area being used (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Duration of the session: Depending on the time available, each section of the coaching session should be carefully planned in terms of time allocation. Lengthy and irrelevant warm-ups devour valuable coaching time. Sometimes, what the coach intends to achieve can be done quickly and efficiently through good planning, organization and through teaching. Sometimes a coach must persevere and take time to explain clearly to the players what is necessary, and so time allocation has to be waived. A contingency time plan should be decided upon but a degree of flexibility should be built into this plan. A coach should always allow more time than is thought necessary for any unforeseen circumstances that may arise to prolong parts of the session (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Numbers of players available: In order to conduct a coaching session, a coach always needs to know the numbers of players available. The coach should meticulously check the players’ name list and ensure everyone has been included in a meaningful and realistic role. The coach should allocate players to realistic and purposeful roles during the session and ensure that players are practicing those skills and tactics that they employ during the match in those areas of the pitch where they are expected to perform them. Consequently, practice will be meaningful and closely related to the game situation. Practice then becomes game-rehearsal, which is what it should be. Only essential players should be included when working tactically, until the coach needs to enlarge the practice in terms of areas, numbers and objectives. Non-essential players quickly become bored and can undermine the quality of a coaching session because of a lack of realistic involvement and lapses in concentration. They can be gainfully directed to training drills until needed. Consequently, only the essential, relevant players should be included until all are

eventually needed for the final coaching progression into an 11 versus 11 games(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Equipment needed: Sessions should always be aided by the effective use of training aids. Video recorders and a TV set can be used for instructional purposes if available.

A blackboard/wiper-board and appropriate writing materials can help a coach to explain aims to players. Bibs, Footballs, markers are also necessary for field use and when needed areas and targets should be clearly marked out with the efficient use of markers. More than one set of bibs is useful so that neutral players and any player in particular can be identified from others in the squad(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Age, experience, quality, ability of players: The coach should always consider the realistic abilities of the players being coached. Setting players unrealistic objectives and targets for their abilities is a wasteful exercise. Abilities and understanding should be developed and stretched beyond present levels but sensibly so. Advancing too far, too quickly and beyond players’ current abilities is sure to be met with frustration, disappointment and resentment. The aims and objectives and consequent organizational structure of the session should always reflect players’ levels of operating. To challenge and interest players should be the target of coaching sessions. This can be done by designing progression in practice and demanding high quality work from individuals and groups in the pursuit of even higher levels of attainment consistent with realism in the setting of goals and incentives(U.S. Football National “C” License Course Candidate Manual 2007-2008).

Coaching method: The art of coaching entails putting into practice the conceptual aspects of the session. The coach must know exactly the cause of the problem to be rectified or the ingredients of success in developing an aspect of play. The coach must know if the problem is technical, tactical or one of understanding, so that an appropriate practice situation can be devised in which to educate the players. That situation may be a simple but realistic technical practice or a complex 11 versus 11 games.The coach must design an efficient and effective teaching vehicle to explain the important points to the players. Designing and conducting effective coachingsessions are probably the most important of all coaching functions. Progressing to incorporate ideas, players, and strategies into the full-game situation is the

ultimate and final coaching step that a coach must manage. Knowing if, when and how to make this progression, according to the abilities and stages of development of individuals and groups, is the key to developing team success. Choosing the coaching method is influenced by many factors. Player's available, numbers of players, area to work in, purpose of the session and other factors all influence the coach's decision as to the type of practice situation to use.

Other considerations: On occasions it may be necessary to hold a theory session conducted in a classroom or lecture theatre. A 'split-session' of Football and fitness development may involve a change of practice location from pitch to woodland. In this instance, the whole practice period and the time for travel should be incorporated in planning (U.S. Football National "C" License Course Candidate Manual 2007-2008).

Organizing Parents for Support

Regardless of whether you organize parent support formally or informally, there are a number of things that you can do to encourage parents' involvement with your team. One easy way to garner support is through a newsletter for parents. This gives you direct communication with parents without having the message filtered or forgotten by your athletes. A newsletter can relay information about games, trips, club visits and recruiting, team gatherings, and other club activities. It can also help organize a booster club. Early in the season, ask for a volunteer to host a team parents' meeting. This is a good time to introduce yourself to parents, explain your program and coaching philosophy, define seasonal goals for the team, set out team rules and expectations, and discuss fund-raising. More importantly, though, a parents' meeting is an opportunity for you to learn more about the athletes you coach while gathering support for the team. Encourage parents to ask questions.

One good way to build parent support is to have interested parents form a caravan to games. Parents can arrange to leave school together at a predetermined time, perhaps meeting for breakfast or coffee beforehand. Of course, fans arriving en masse wearing school colors, hats, shirts, or jackets always inspires the team. Team meals are opportunities to involve parents. Instead of heading off to the nearest pizza parlor, see if you can enlist a group of several families to host a pasta dinner. A combined team-parent gathering lets parents and athletes get to know one another.

Last, enlist parents to help you put on the team awards night. Even if your school has a spring sports banquet, you might put together a team-only gathering, at which you can acknowledge the contributions of each athlete individually. Some coaches avoid soliciting help because they fear parents will disrupt their programs. Many coaches have horror stories to that effect. If organized properly with a clear set of expectations and rules, however, parents can be a tremendous asset to your program. It is your responsibility as coach to provide the guidance and leadership that best elicits the strong support most parents are willing to offer LA84 Foundation, (1995-2007).

2.7 Components of Football Coaching and practice session

Football Coaching

It is important to clearly understand the components of coaching Football and how to apply the methodology of teaching both technique and tactics through economical training. We must apply these principles to solve problems identified in the game and to develop appropriate training sessions that allow us to “coach the player”, not the method. The components of coaching Football are: Technique, Tactics, Fitness and Psychology. The order of priority of these components differs depending upon the age and ability of the players (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Technique: The relationship between technique and skill is important to consider in the development of competent players. Players who are technical must be able to apply those skills within the game, while under the pressure of time, space and the opponent. Successful application of technique while under pressure is referred to as skillful performance. In order to develop players who are skillful and not just technical, we must coach and teach technique within the context of the game. By utilizing small sided games to develop technical skills a realistic environment is created that encompasses the demands of the game. In addition to developing technical skills through the game the player further develops an understanding of the tactical application of technique. How does a situation in the game place demands upon the technical skills of the player and require the selection of certain techniques to be successful, i.e., passing on the ground or passing in the air.

Technical Functional Training — Training that is specific to a role or position; takes place in the area of the field where the player will be positioned; the technique to be practiced is determined prior to the session and maximum repetition of the technical skill is provided in the activity.

** Because the “C” course is focused primarily on principles of Football as they occur in small group games, there will be limited discussion on functional (positional) issues during the week. The functional aspects of Football are addressed in detail at the “B” and “A” level courses.

Tactics (Decisions): We define tactics as player decisions within the game. Tactics can often times be addressed in group and team scenarios during the week of practice. These specific “team” tactics are worked out prior to a game and provide a specific plan of action for the players. This plan of action could be the way in which the team will play to either defeat the opponent or achieve a tie. When teaching tactics to players we progress in the following manner: Individual, Group and Team. It is important that players learn how to recognize the recurring situations that are encountered in Football and to make appropriate decisions based on the information (U.S. Football National “C” License Course Candidate Manual 2007-2008).

The Relationship between Technique and Tactics: Players who are technically competent will have greater freedom to make appropriate and effective decisions during the game. The ability of players to perform tactically throughout the game depends upon the close relationship between 1) how comfortable they are with the ball at their feet (technique), how fast and long and powerfully they can run (physical fitness) or how long and powerfully and accurately they can strike a ball, and how quickly and clearly they can see what is happening around them in a game (tactics). Technique, physical fitness, tactics and psychology these components are interrelated and must be applied together during training to obtain the highest level of performance. Because the game has become increasingly complex, we must construct training to meet the demands of the game. There are teams who have much “fighting power” but little tactical or technical ability. While, on the other hand there are teams who possess great technical or tactical skills and have great “playing art” but lack the willingness to do battle on the field. In order to be successful we must work to develop both traits and characteristics of play. Only when players and teams combine both “fighting power” and “playing art” will they be complete.

Individual Tactics – Each individual’s ability to make appropriate decisions during play based on what is happening on the field and the basic principles of the game. This includes all aspects of attacking and defending (with or without the ball, around the ball or away from the ball, etc). Ultimately, the tactical competence of each individual will determine the effectiveness of group and team tactics. (Tactics cannot be taught without also addressing the impact that technique has on a player’s decisions.)

Group Tactics — Begins whenever two or more players join together to become effective tactical groups around the ball; group tactics can be any combination of small groups such as of 2v1, 2v2, 3v2, 3v3, 4v3, etc; a general rule for group tactics is to have one more player than your opponent in the area of the ball – this is referred to as being “numbers up” and applies to both attack and defense; group tactics demand both visual and verbal communication and the reading of tactical cues from the game. General method for teaching group tactics through 7v7 includes both generic training (non –functional) and simplified positional training and finally, the game to two large goals. Tactics cannot be taught without also addressing the impact that technique has on group decisions. (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Team Tactics — Team tactics begin at 9v9 full field activity where players are taught their responsibilities in each third of the field for both attack and defense; team tactics can also include half-field activities such as 6v4 or 6v5; the objective within team tactics is to provide a basis of play for both attack and defense; use of specific restrictions to assist in the development of a tactical plan may be included, e.g., 1 or 2 touch, forward pass followed by back pass, etc; restarts for both attack and defense are addressed during team tactics. Team tactics are not a focus of the “C” Course. This topic will be addressed in detail during the “B” and “A” courses.

Tactical Functional Training — Training that is specific to a role or position; takes place in the area of the field where the player will be positioned; the player determines which skill is necessary as dictated by the game; the choices within the game that are often available to the player are presented; decision making is the essence of this tactical functional training. In the “C” course there is some simple functional training that can occur (for example) by placing a goalkeeper in goal or asking your wide players to stay wide; however, when using numbers up to

7v7, positional concepts are still mainly addressed through principles of Football and areas of the field, as opposed to a more regimented approach to positional play that occurs with numbers from 9v9 to 11v11. At the smaller numbers, for example, the basic principles of Football (width and depth, etc.) are still emphasized, but there is not necessarily a demand that one particular player consistently fill that positional role. Instead, players have more freedom to identify the needs of the game and make sure that the positional responsibilities are collectively fulfilled (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Fitness Training for Football: Football is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class Football players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of Football and maintain high technical ability and decision making quality throughout a match. Every Football player, regardless of standard of play, can benefit from a fitness training program based on soccer-specific exercises. For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner (U.S. Football National “C” License Course Candidate Manual 2007-2008).

Types of Fitness Training: For the purpose of providing basic information to youth coaches, fitness training for Football can be divided into the following general categories:

1. Endurance
2. Recovery Training
3. Aerobic Low intensity
4. Aerobic High Intensity
5. Heart Rate
6. Local Muscle Endurance
7. Speed Training
8. Strength & Power

9. Flexibility, Agility & Balance

10. Warm Up & Cool Down

11. overTraining

12. Fitness with a Ball

National “C” License Course Candidate Manual (2007-2008).

Applied Psychology for Football: In all that we do as coaches, whether training for technique, tactics or fitness, we must constantly be aware of the impact that applied psychology plays in the performance development of players. Understanding why individuals do what they do is of tremendous importance to the coach. Understanding and identifying the reasons why an individual participates in a sport provides tremendous insight into that person’s behavior. When working with children, the ramifications of coaching can be both positively and negatively greater due to the influence youth coaches have over their players. The coach is responsible for assisting in the development of the player in specific ways. These responsibilities include but are not limited to:

- Development of a positive attitude toward themselves, their teammates, coaches, referees, opponents and fans.
- Teaching players that they have a responsibility to themselves (on and off the field), the team and the game.
- Instill discipline so that players are able to implement the components of tactics, technique and fitness as individuals and as a team member.
- Encourage creativity and assertiveness so that players will look to solve problems presented to them by the game. (U.S. Football national “C” License Course Candidate Manual 2007-2008).

Components of a Practice Session

Practice sessions generally include the following components:

- Warm-up
- Review and practice previously taught skills
- Introduction and practice of new skills
- Simulation of game situations
- Fitness training

- Cool-down

Each practice should begin with a warm-up routine and should end with a cool-down.

A thorough warm-up gradually prepares the body for vigorous, intense activity. For example, have players dribble, pass, throw, jog and stretch for 10–15 minutes prior to practice, gradually increasing their exercise intensity. Cooling down is a warm-up in reverse. Because players have worked hard during practice, they need to bring their activity gradually to recovery level. Cooling down also helps prevent muscle soreness by flushing waste products out of the muscles. As a general rule, introduce new skills early in a practice session, when your players are fresh and attentive. Trying to teach a new skill when players are winded or fatigued often is a waste of time. Practice new skills for several days before incorporating them into more complex drills and game scenarios(La84 Foundation, 1995-2007).

Practices are the ideal place to teach, make mistakes, gain fitness, practice game strategy and tactics, and prepare for the next contest.

Have a Plan: A successful practice plan creates an environment that helps you accomplish your goals. First and foremost, you must know what you want to accomplish. With your goals in mind, design your practices specifically to fulfill those goals. Be sure to determine the time you need for each phase of practice, but be willing to make time adjustments depending on specific circumstances. Some days your athletes will respond quickly to your instruction, some days not. That's part of coaching. Nonetheless, always keep your practice session objectives in mind.

Just as individual practice sessions should be planned, so, too, should your season. Take time to review weekly, tournament and league play goals and objectives for your team. Remember, you should write out these goals before the start of the season. Each practice session is one block of a performance pyramid. The better each block fits with the others, the stronger and higher the pyramid will be(La84 Foundation, 1995-2007).

Setting up Equipment: Before each day's practice begins, determine the sequence of drills and where you will set up equipment. If possible, set up your practice field and equipment before the start of practice. Setting up and moving equipment can waste valuable practice time. Set up equipment early and assign different groups of players the tasks of bringing out balls, cones, nets, goals and other equipment. You may want to designate exercise captains to help organize players for drills. Specific equipment needs include balls, scrimmage vests (also called bibs or

pinnies), flags and cones. It is very important that you provide each player with a ball. The more time each player has to touch a ball, the more time each player has to improve! Use scrimmage vests to divide players into teams for scrimmages and drills. Flags and cones are used to divide your practice field into areas called coaching grids(La84 Foundation, 1995-2007).

Coaching Grids: Grids are a great way to organize players and make maximal use of your practice field. They let you organize the field into distinct areas the size of which can be adapted to fit the skill level and number of the players involved. You can create grids by using cones, flags or other markers, on an open field, or on a regulation marked field of Football fields can be divided into a number of grids. The purpose of a given drill and the number of players involved should determine the size of the grid. For example, if you are conducting a drill to develop dribbling skills, you will want to keep the space grid fairly small, forcing the athletes to work within a tight space and keep the ball at their feet. Conversely, if you are working on long passes, you will probably want to expand the size of the grid. The game of Football is about time and space. The best players can control the ball in little time and within a small space. Less skilled players need more time and greater space in which to perform. Coaching grids let you adjust the field of play according to the technical abilities of your athletes. Novice players generally require a larger space in which to work. As players improve, you can have them work in increasingly smaller spaces (La84 Foundation, 1995-2007).

Practice: Practice involves rehearsal for whatever is required by the game, a player's positional functions and their technical and decision-making responsibilities as they play the game. Practice can only be deemed to be effective when what is being rehearsed is improved in accuracy, consistency, efficiency and control. This can be indicated by the degree to which players become less concerned with the mechanics of performance and more assured of the certainty of the performance. A skilled player does not have to be consciously aware of every movement he makes, as much of what he does is instinctive. There are essentially three phases in the acquisition of skills (Fitts, 1964). The first is the cognitive stage where the player must understand what is required of them from an analysis of what is happening around them. Next is the intermediate stage where responses are learned, errors are gradually eliminated and new movement patterns begin to emerge. The autonomous stage is where the skill no longer requires conscious control, uncertainty is eliminated and skills require less information processing. The

most stringent test comes in the game situation. If performance in games does not improve as a result of practice, then practice has been ineffective. A coach's aim in practice would be to organize and control players' learning in an attempt to perfect the most relevant and efficient techniques and skills for the game (Worthington, 1974). Whilst doing this, the coach should be working for a stable performance, especially where distractions are similar to those found in competitive games. To develop the correct mechanical actions of, say, passing the ball, without combining them with decisions concerning choice of receiver, target area for the pass, and timing of release, would be meaningless. So in practice the coach should be operating in circumstances as close to match conditions as possible.

The choice and application of those skills determine the success and skilled nature of performance. As a guideline, practice situations for developing Football should follow these procedures.

1. Develop each technique/skill in a 'closed' situation and in an order and manner which permit no interference with mechanical performance. Practice singly and with concentration on 'how' actions are performed.

This policy would be especially applicable to young performers who are building up their memory patterns of behavior or for the introduction of a new technique unrelated to any others.

2. The technique/skill is then exposed to performance in a changing situation. Opposition and support players, a direction, a target, a spatial restriction, are introduced and carefully controlled by the coach so that success is possible. In this situation a player has to decide when, where, how and whether to use the designated skill in a constantly changing environment. Equally important is for the learner to appreciate when not to employ that skill and to make more appropriate and effective choices of action. Only by performing in an 'open', variable and rapidly changing practice situation does a young performer develop an understanding of the game and when and where to choose and implement appropriate skills.

3. From this simple 'open' practice, a performer should be placed in a game or game-type situation with an increasing number of options offered to their decision-making processes and variable physical and mental pressures being applied by opponents and situations in the game. With experience, the player can fit into the game with all its requirements. The player learns what will and will not work what is expedient and what is not. Trial and error learning plays

some part, but trial and success are all important factors in learning and the development of a player. Identifying the problems of players and teams from game situations, then devising practice situations that transfer effectively into performance are perhaps key roles of any coach. The process of effectively transferring practice into playing performance is closely related to transfer and specificity of training. Specificity of practice means simply that what you do in practice corresponds to what you experience in competition. The principle of specificity of practice can be summed up by the following statements.

1. Players will react and perform in a competitive game situation relative to what and how they have been practicing.
2. The more closely you simulate game situations in practice the better game performance is likely to be.

In the early stages of learning, practice needs to be simple so that concentrated and focused learning may take place. Distances, speeds, conditions and situations in which players operate should still be as close as possible to a game situation, but with all interference removed that could confuse and adversely affect performance of the skill. Players should be encouraged to think and to concentrate on only one thing, and if necessary to reduce the speed of action in order to develop 'correct' performance of the task. As quickly as appropriate, speed of performance should be allied to accuracy and graded challenges introduced. As the player progresses, specificity of practice is essential for developing players who can understand and operate in a competitive game. Players must learn, and familiarize themselves with stressors introduced by the game. These might include opponents, opponents' movements and proximity, presence of support players, speed of operation, and spatial limitations. Only by doing this will players learn appropriate and timely responses to game conditions and operations? The coach must make certain that what is practiced and how it is practiced is required by match situations(Thomas Reilly, 1996).

Knapp (1974), commenting on transfer of training, indicated that transfer 'can best be explained on the grounds that it occurs to the extent that the two situations are similar'. In a game, the player is involved in assessment, judgment and action. If only one of these three processes is faulty then a player will not succeed. Practice must involve players in the same actions as the game. The question for the coach is how to achieve this. The game involves three major elements

highly relevant for practice. These are support players to work with, opponents to play against, and targets (direction and limits). By incorporating these elements into practice players will be involved in making decisions and taking action to succeed. The ability to make correct decisions is arguably the most important factor in developing a skilled player Thomas Reilly (1996).

2.8 Football Facility and equipment

Different pieces of equipments are needed to improve Football performance. In line with this idea, Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session of performance effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments. As a result, the following lists of materials are the most important parts for successful of Football performance.

Football Attire/sport wears: Players must wear appropriate Football attire to train and compete successfully. Inappropriate uniforms and equipment can impact a player’s ability to play the game and, in some cases, may be a safety hazard. Teams dressed in good looking and properly-fitted uniforms are more likely to be motivated to train and play as a team. Appropriate Football attire is required for all competitors. As coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of wearing certain types of clothing during training and competitions. For example, long-pant jeans to blue-jean shorts are not proper Football attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or collegiate matches and point out the attire being worn. You can even set the example by wearing appropriate attire to training and competitions and not rewarding athletes that come improperly dressed to train and/or compete. For official games, it is compulsory for players to wear a shirt or jersey, shorts, socks, shoes or cleats, and shin pads. All the players on a team (except for the goalkeeper) must wear matching uniforms. While shirts may feature stripes or patterned designs, shorts are usually one color (Dorling Kindersley, 2011).

Field of play: According to Frank F. Diclemente (1995) the Football playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the Foundation Football Coaching Manual (2008) describes that; the field of play must be rectangular, its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle. Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

Football Ball: The Official U.S. Youth Football Coaching Manual, (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering Football techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice. When each player has his/her own ball, more players can be working on individual skills at any given time.

Cones or Field Markers: After Football balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down. Cones are used to define the playing areas, known as “grids.” Unless a team is lucky enough to have its own practice field, it will probably have to share space on a Football field with one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team’s area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the team’s practice.

Air Pump: Keep an air pump with the extra balls or in the medical kit. A coach need to make sure that he/she have the needles required for inflating the balls. A simple check prior to the

beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly.

Practice bibs:When running a practice session, a coach will often need to break his/her team into small groups or into separate teams for scrimmaging. The players should wear different colored shirts to eliminate confusion. A team should have at least as many practice bibs as it have players on the team, in two separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another.

Net for a Football Goal:If a team practice on a field with a permanent goal, it can use the net during shooting practices.The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot.

Portable Goals:Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small.

Whistle:Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle.Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play. Therefore, the players will have to become proficient at processing information while playing the game. In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a whistle during practice, they are training the players to respond to them.

Shorts:States that Shorts that are made of light, water-resistant nylon/polyester and have plenty of leg room are best. Male players, particularly those with slower motor skills, are encouraged to wear a protective athletic cup.Modern shorts are loose, which allows for freedom of movement and good air circulation. These shorts are considerably longer than they were in 1960s and '70s.

Shirts:Shirts are best when they are loose fitting and made of light material. Short-sleeved shirts are recommended for warm weather. The player's number is required on the back of the shirt in all official competitions.Modern Football shirts, made of durable synthetic material, help carry air and moisture away from the body, while retaining warmth when needed. Sweatshirts are recommended for cold-weather practice and day-long tournaments. Players are not allowed to wear sweat tops in official tournaments. Reversed seams prevent rubbing and soreness, and undershirts help increase comfort and aid ventilation (Dorling Kindersley, 2011).

Socks:Long, knee-length socks to cover shin pads are recommended. A pair of under socks, usually made of cotton or cotton blend, is recommended to help prevent blisters.Socks are an integral part of a Football player's uniform and must entirely cover the shin pad Dorling (Kindersley 2011).

Shoes:The typical Football boot is one which is still based on a leather construction, generally cut below the ankles, and with a hard outsole to which studs are attached. Cleats need to be snug-fitting. When purchasing shoes; try on the cleats with one pair of thin socks to make sure the fit is good. Shoes will quickly stretch to a comfortable fit. Molded rubber soles are recommended rather than screw-in studs. Non-studded shoes are worn for indoor practice.Players need comfortable, lightweight, and durable footwear that grips the playing surface. The Football shoe should be flexible enough to maximize performance but sturdy enough to reduce the risk of injury. On grass, players wear cleats (see opposite for types of cleats); on artificial turf, players wear athletic shoes with rubber studs on the sole.The boot must not inhibit the normal joint movement in many phases of the game, particularly running. The amount of grip provided by a surface is an important component of playing quality. If there is too little grip the players will slip and fall, while if there is too much there is a danger that players will suffer knee and ankle injuries as their feet become locked during turns and maneuvers. In a report for the Football Association, winter bottom (1985) initiated an investigation into the effects of stud configuration which was later extended by the Football League (Football League, 1989). He found that the relationship of traction between boot and surface was a very complicated one, and identified two categories of movement important to players. These were sliding and turning movements. He found that the sliding resistance was affected by turf wetness as well as stud configuration.

Modern Football shoes: Dorling Kindersley, (2011) describes that modern shoes are extremely light and flexible, and are made from an array of synthetic fabrics and plastics. Kangaroo leather, which is markedly stronger, lighter, and suppler than other leathers, is widely used in shoe manufacture. Gear meant to protect players during play is an important part of their uniform. Shin pads, which are made from plastic, are worn to protect the shins, and must be covered entirely by socks. Goalkeepers can wear protective headgear and gloves that provide grip and hand protection when catching the ball.

Shin pads: are required for both competition and practices. Light-weight pads with elastic ties and placed between under-sock and top sock are recommended. Shin pads are made from plastic polymers and fiberglass. They are strapped to the shin, under the sock, and help prevent fractures to the tibia resulting from rough tackles. Pads were made compulsory by FIFA in 1990.

Goalkeeper's gloves: All players may wear gloves, although up until the 1970s, few chose to do so. Gloves are now universally worn by goalkeepers to increase grip on the ball and protect the hands. They are made from strong synthetic materials and are segmented to aid flexibility. Protectors prevent the fingers from bending backward (Dorling Kindersley 2011).

Shin Guards: The shin guard is used to protect the lower leg from impact injuries. These injuries can range from the severe (such as direct contact between the opponent's boot and the leg as in a poorly executed tackle) to the minor (such as bruises and scratches from glancing blows). The shin guard offers protection from some of these injuries. The protective guard is constructed with a hard outer casing and a softer inner layer. The material used for the outer casing is usually thermoplastic molded to the curvature of the leg, with a shock-absorbing inner material made of EVA (ethylene vinyl acetate) or other foam type material. The poorer guard was constructed of a thermoplastic outer casing with a foam inner layer, while the better guard was of a similar thermoplastic outer shell but with an EVA inner layer. The outer layer serves to spread the load reducing the local pressure, while the shock-absorbent inner layer serves to reduce the effect of the impact load (Dorling Kindersley 2011).

2.9 Nutrition of Footballer and Performance

Good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. Though you cannot control the food your athletes eat, you can guide them toward healthy eating. To do so, you must be acquainted with the basics of proper nutrition. This is a primer to help you address some of the nutritional demands and concerns faced by your athletes. Though success in sports is determined primarily by athletic performance and proper training, nutrition affects the athlete in many ways. Nutrition is important for normal growth and development and for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. As a coach, you can have a positive influence on your athletes' attitudes about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches (LA84 Foundation, 1995-2007).

The Athlete's Diet: Coaches often want to know exactly what constitutes a "balanced diet." A balanced diet provides all the necessary nutrients and calories the body needs to function properly. These nutrients are carbohydrates, fats, proteins, vitamins, minerals and water. Just as there are many training strategies that achieve victory, there are a number of dietary patterns that provide good nutrition. The Dietary Guidelines for Americans are national guidelines for healthy eating. Most nutritionists agree that the nutritional guidelines developed to promote health also establish a good foundation for athletes who desire peak performance. Athletes should be eating heartily from the grain, vegetable and fruit groups since these groups have the highest recommended number of servings and are nutrient-rich sources of carbohydrate. The amount of calories a person needs to eat depends on his or her age, gender and level of physical activity.

Calorie requirements for athletes: Calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily caloric requirement for athletes. Weight loss, weight maintenance, or weight gain is a matter of energy balance. An athlete's body weight will stay the same when calorie intake equals calorie expenditure. To lose weight, energy expenditure must be greater than energy intake. To gain weight, energy intake must be greater than energy expenditure. If an athlete is maintaining his or her ideal competitive weight, adequate calories are being consumed. However, restricting calories can have a negative impact on performance and health. As calorie

consumption decreases, so does nutrient intake. Athletes eating less than 1,800 calories a day probably do not consume adequate amounts of vitamins, minerals and protein. This can cause depleted fuel stores, muscle wasting, weakness, fatigue, stress fractures and impaired performance(LA84 Foundation, 1995-2007).

Carbohydrate: though the body uses both the sugars and starches for energy, a high-performance diet emphasizes nutrient-dense carbohydrates. Nutrient-dense carbohydrates such as whole grain breads and cereals, rice, beans, pasta, vegetables and fruit supply other nutrients such as vitamins, minerals, protein and fiber. Sweet foods that are high in sugar (candy bars, donuts and cookies) supply carbohydrate, but they also contain a high amount of fat and only insignificant amounts of vitamins and minerals. Fruit contains the sweetest of all simple sugars – fructose. Since fruit is mostly water, its sugar and calorie content are relatively low. Like starchy foods, most fruits are rich in nutrients and virtually fat free. As with calories, carbohydrate needs vary among athletes, depending on the intensity and duration of training and body size. To determine how much an individual athlete needs, divide his or her weight by 2.2 to get the weight in kilograms. Then multiply the number by 6 to 8.

For example: • 130 pounds divided by 2.2 = 59 kilograms

• 59 kilograms times 6 = 354 grams of carbohydrate

The carbohydrate content of different foods can be determined by reading food labels. As a general guide, starchy foods and fruits provide the highest amount of carbohydrate (15 grams) per serving(LA84 Foundation, 1995-2007).

Protein: requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair. Current research on protein requirements suggests that athletes need about 1.2 to 1.7 grams of protein per kilogram of body weight daily. For a 154 pound (70 kilogram) athlete, this represents 84 to 119 grams of protein a day. This amount is adequate for athletes who are involved in both endurance and explosive events. The body can make complete proteins if a variety of plant foods – beans, grains, vegetables, fruits, nuts and seeds – and sufficient calories are eaten during the day. Since the body utilizes amino acids from foods eaten at different meals, vegetarians don't need to combine specific foods within a meal to achieve complete proteins(LA84 Foundation, 1995-2007).

Fat:Fats, or lipids, are the most concentrated source of food energy. One gram of fat supplies about nine calories, compared to the four calories per gram supplied by carbohydrate and protein. Fats are the body's only source of the essential fatty acids linoleic and linolenic acid that are required for growth, healthy skin and healthy hair. Fat insulates and protects the body's organs against trauma and exposure to cold. Fats are also involved in the absorption and transport of the fat-soluble vitamins. All athletes need a certain amount of fat in their diets and on their bodies. The challenge is eating a diet that provides the right amount. Most U.S. health agencies recommend consuming no more than 30 percent of calories from fat. Too much fat contributes excess calories in the diet, which can lead to weight gain. High fat diets can also increase the risk of heart disease and certain cancers. Also, athletes who eat too much fat often do not eat enough carbohydrate, which is detrimental to good health and optimum performance. To lower fat intake, athletes should choose lean meat, fish, poultry and low-fat dairy products. Fats and oils should be used sparingly. Fried foods and high fat snacks should be limited(LA84 Foundation, 1995-2007).

Vitamins: are metabolic regulators that help govern the processes of energy production, growth, maintenance and repair. Vitamins do not provide energy, although vitamins are important for the release of energy from carbohydrates, fats and proteins. Vitamins are divided into two groups: water-soluble and fat-soluble. Fat-soluble vitamins include A, D, E and K. They are stored in body fat, principally in the liver. Taking a greater amount of vitamins A and D than the body needs over a period of time can produce serious toxic effects. Vitamins C and the B complex are soluble in water and must be replaced on a regular basis. When athletes consume more water soluble vitamins than needed, the excess is eliminated in the urine. Though this increases the vitamin content of the urine, it does not help performance. Generally, athletes who consume more than 1,800 calories a day get enough vitamins from their food(LA84 Foundation, 1995-2007).

Minerals: serve a variety of important functions in the body. Some minerals, such as calcium and phosphorus, are used to build bones and teeth. Others are important components of hormones, such as iodine in thyroxin. Iron is crucial in the formation of hemoglobin, the oxygen carrier within red blood cells. Minerals also contribute to a number of the body's regulatory functions. These include regulation of muscle contraction, conduction of nerve impulses, clotting

of blood, and regulation of normal heart rhythm. Iron is crucial for athletes because it assists in oxygen transport in the blood and utilization by the muscles. A lack of iron hurts performance by decreasing the capacity of the muscle to use oxygen. Animal iron sources are better absorbed than vegetable iron sources. Vitamin C-rich foods (orange juice) enhance iron absorption. Iron-enriched or fortified cereal/grain products provide additional iron. Beans, peas, split peas and some an adequate calcium intake is important not only to prevent osteoporosis (bone deterioration), but because calcium also helps to maintain bone density and prevent stress fractures. An athlete's calcium needs are greatest during adolescence, when the bones are growing. Dark green leafy vegetables are good vegetable iron sources. The Adequate Intake (AI) values for calcium are 1,300 milligrams for youths and adolescents ages 9 to 18.

Water: is the most essential of all nutrients for athletes. At rest, athletes need at least two quarts of fluid daily. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration – the loss of body water – impairs exercise performance and increases the risk of heat injury. Consuming adequate fluid before, during and after exercise is vital for safeguarding health and optimizing athletic performance. Athletes should drink 14 to 22 ounces of fluid two to three hours before exercise. During exercise, athletes should drink 6 to 12 ounces of fluid every 15 to 20 minutes. Fluid intake should closely match the fluid loss from sweating to avoid the detrimental effects of dehydration. After exercise, athletes should drink at least 16 to 24 ounces of fluid to replace every pound of body weight lost during exercise. Thirst is not an adequate guide to fluid replacement. Most athletes replace only 50 percent of their fluid losses during exercise. Encourage athletes to replace fluids by drinking according to a time schedule rather than in response to thirst. Sports drinks containing carbohydrate and sodium are recommended during intense exercise lasting longer than an hour. The carbohydrate helps to delay fatigue, improve fluid absorption and replace glycogen following exercise. The sodium helps to stimulate thirst, increase voluntary fluid intake and enhance fluid retention(LA84 Foundation, 1995-2007).

Pre-Competition Meals: The primary purpose of the pre-competition meal is to provide energy and fluid for the athlete during the game. Carbohydrate-rich foods provide the quickest and most efficient source of energy, and unlike fatty foods, are rapidly digested. Since many athletes experience abdominal discomfort if they have food in their stomachs during competition, the

timing of the meal is important. To avoid potential gut distress, the calorie content of the meal should be reduced the closer to exercise the meal is consumed. A small meal of 300 to 400 calories is appropriate an hour before exercise, whereas a larger meal can be consumed four hours before exercise. The athlete's foods and fluids should be well tolerated, familiar (tested in training) and palatable. Athletes may have to do some planning to ensure they have access to familiar foods before competition. They may need to bring their lunch/snacks in a small cooler rather than choosing from the school cafeteria's entrees or a restaurant menu. Encourage them to bring any foods that they believe will help them win. Experimenting with a variety of pre-exercise meals in training helps athletes determine what foods they are most likely to handle before competition. Athletes should never try an untested food or fluid before competition. The result may be severe indigestion and impaired performance(LA84 Foundation, 1995-2007).

Meals during Competition: During tournaments or meets, athletes require fluids and carbohydrate throughout the day. Some athletes may be reluctant to eat and drink because they have to compete again. However, failing to refuel and replace fluid losses can cause their performance to deteriorate, particularly toward the end of the day. Bringing along a cooler packed with familiar high-carbohydrate, low-fat meals and snacks keeps athletes from then being dependent on the high-fat fare typical of concession stands. Since everything an athlete eats before a competition may be considered a pre-event meal, it is important to consider the amount of time between competitions. If there is less than an hour between games or events, athletes can consume liquid meals, sports drinks, carbohydrate gels, fruit juices and water. When there is an hour or two between games or events, athletes can consume easily digestible carbohydrate-rich foods such as fruit, grain products (fig bars, bagels, and graham crackers), low-fat yogurt and sports bars in addition to drinking fluids. When games or events are separated by three hours or more, the athlete can consume high-carbohydrate meals along with drinking fluids.

Foods to eat, drink, and avoid: If the wrong kind of fuel is put into a car it will underperform. The same is true of Football players with regard to their diets. Players should eat and drink certain types of food to perform at their best on match days.

Eat: Players should consume plenty of carbohydrates (such as potatoes and pasta), as these provide the body with energy; easily digestible proteins such as fish and chicken; and vegetables rich in iron, such as broccoli.

- **After training:** The body stores energy in the form of a substance called glycogen. Players need to replenish their glycogen levels within two to five hours of exercising. The best way to do this is to eat plenty of carbohydrates.

- **Three days before a match:** Players should start “carbohydrate loading.” This means they should eat meals that comprise 75 percent complex carbohydrates.

- **Match day:** To help optimize energy available to the player during the game, he or she should eat a meal high in carbohydrates and low in protein and fat three to four hours before kick-off(LA84 Foundation, 1995-2007).

Drink: Football players should drink lots of water, particularly before and after training sessions. Players can lose four quarts (four liters) or more of water during a match and will need to rehydrate themselves as quickly as possible. In addition to water, isotonic drinks containing vital nutrients and sugars are particularly easy for the body to absorb. There are several commercial varieties, but a simple version can be made with fruit juice and water mixed in equal measures.

Avoid: Players should avoid all caffeine (tea and coffee), alcohol, and junk foods (such as potato chips and deep-fried foodstuffs). Consumption of dairy products, and fatty and high-sugar foods should also be limited Dorling Kindersley (2011). Gareth Stratton, Thomas Reilly, A. Mark Williams and Dave Richardson (2004) describes that Football players may lose 3 liters or more of fluid during 90 minutes of play in the heat. Thirst is not a very sensitive indicator of the level of dehydration. Consequently players should be encouraged to drink regularly, about 200 ml every 15–20 min when training in the heat. The primary need is for water as sweat is hypotonic. Electrolyte and carbohydrate solutions can be more effective than water in enhancing intestinal absorption. Performance also deteriorates with progressive levels of dehydration. This drop in performance can be offset to some degree by fluid replacement. This includes cognitive as well as physical and psychomotor aspects of skill(LA84 Foundation, 1995-2007).

Performance-Enhancing Drugs & Supplements: One of the greatest challenges in sports is to address the issue of performance-enhancing drugs. Athletes at all levels of play are often tempted to use substances to improve their performance, despite the fact that these drugs may be illegal, unhealthy and/or contrary to principles of fair play. It is important for coaches to be aware of these drugs because athletes often interpret “no message” as tacit approval to use them. The

World Anti-Doping Agency that oversees all international sport considers these drugs to be against the “spirit of sport” and surveys of athletes uniformly support a level playing field(LA84 Foundation, 1995-2007)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology, research design, area of study, study population, sampling method, data gathering instruments, methods of data analysis.

3.1 Research design

These features are the research designs you can use to collect, analyze, and interpret data using quantitative and qualitative research. Some of the research designs may be familiar; others may be new John w.creswell, (2012). From this the researcher used both quantitative and qualitative data to collect information which is related to problems and challenges of Football performance.

With a better understanding of qualitative research and the advantages of collecting both quantitative and qualitative data, mixed methods of research designs are becoming popular in education. From initial multi method quantitative studies, designs have emerged that incorporate quantitative data (e.g., scores from instruments, scores from observations and census data) and qualitative data (e.g., open-ended interviews, observations, documents, and visual materials). A mixed methods design involves the collection, analysis, and “mixing” of both quantitative and qualitative data to best understand a research problem. In line with this to understand the problem under study the researcher used convergent mixed method design. The purpose of a **convergent (or parallel or concurrent) mixed methods design** is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data (Jhonw.creswell, 2012).

3.2 Research method

The research methods selected for this study is descriptive survey method. Since the aim of the study is to describe facts and explaining on existing condition of the issue under discussion. So that problems and challenge occurrence in Dilla Kenema Football Club is investigated through descriptive survey method.

3.3 Study Area

The study is conducted in SSNPR of Gedo zone particularly Dilla Kenema Football Club. Dilla had been located at the southern end of the all-weather road from Addis Ababa and thus became the major transfer and marketing point for coffee grown farther south, particularly of the much-prized Yirga Cheffe varietal. It remains a major center of the coffee trade. Gedo extends south as a narrow strip of land along the eastern escarpment of the Ethiopian Highlands into the Oromia Region, which borders the Zone on the east, south and west; Gedo shares its northern boundary with Sidama. http://en.wikipedia.org/wiki/Dilla,_Ethiopia. This club is chosen because of the researcher's awareness and familiarity with the club. And the researcher also observed the performance of the team during the competition of national league which is held yearly. According to the researcher potential and time the study were focused on selected Dilla Kenema Football Club.

3.4 Study Population

Information was sought out from key respondents at the Dilla Denema Football Club and concerned bodies which were players, coaching staff, and club officials. This category of people is assumed to have the ability to answer questions.

The study have included 3 bodies, those are 4(100%) coaching staffs 2(50%) are selected, from 30(100%) players 26(87%) players are selected, and from 7(100%) Dilla Kenema Football Club board 5(71%) are selected for this thesis. The total numbers of respondents participated are 33(80%).

3.5 Sampling Method

In the process of conducting such research work, sampling is necessary because in a study by the nature, it is neither desirable nor possible to cover all the entire population. The sample size hence took into desirability and feasibility consideration; issues of time, manpower, transport and financial resources. Non-probability sampling procedures have used through purposive techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allowed people assumed to be aware of the Dilla Kenema Football Club performance to give response for questioner, good participant for observation and interviewed.

3.6 Data Gathering Instruments

The study were used both quantitative and qualitative (mixed) methods of data collection and these included personal interviews using an interview guide, questionnaire, and finally observations. The data obtained from these had triangulated to ascertain the validity of data findings.

3.6.1 Questionnaire

Questionnaire was a popular means of collecting all kinds of data in research, but it is employed as a major instrument to collect data because it is not only an appropriate instrument to obtain information about conditions, practices and problems for sample studies (Kumar, 1999, Best and Khan, 1996, Baker 1988). Both open and closed ended questionnaire had prepared to collect relevant data from respondents.

3.6.2 Interview

Interviews can secure data that are not available in performance records or data that are difficult to obtain through written responses or observations Kvale, (1996).In order to validate the information gathered through the questionnaire, the researcher was employed interview for selected Dilla Kenema Football Club officials.

3.6.3 Observation

Potentially useful data collection method is observing participants and recording any changes in their behavior (John Wiley & Sons, 2008).In addition to the above mentioned instruments observation was employed to study the existing conditions using appropriately designed checklists especially coaching method and player's participation.

3.7 Methods of Data Analysis

3.7.1 Quantitative Analysis

John w.creswell,(2012) states that descriptive statistics will help you summarize the overall trends or tendencies in your data, provide an understanding of how varied your scores might be, and provide insight into where one score stands in comparison with others. In this case, the responses obtained from the survey questionnaire were analyzed using descriptive statistical analysis like percentages.

3.7.2 Qualitative Analysis

Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions John w.creswell, (2012).Here data from the open ended type of the questionnaire, observation and interview were analyzed qualitatively using words.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONS OF DATA

This chapter presents and analysis of major findings of data collected through the instruments designed for this study. The procedure is that after collecting data using appropriate tools, analysis and interpretations are made. Amharic version questionnaires were transcribed and translated into English. Quantitative data obtained from coaches and players using questionnaire is analyzed using tables and percentages. Whereas, qualitative data such as open ended, interview and observation were analyzed as textual description. The results of the study are presented in four sections. Section one presents about demographical characteristic of subject, Section two presents about background information of the subjects, Section three deals with analysis of quantitative study and four is about analysis of qualitative study.

4.1 Section I. General Demographic Characteristics of the Respondents

Table 4.1: Number of participants in the study

Sex	Participants						Total	Percent
	Players	Percent	Coaches	Percent	Club officials	Percent		
Male	26	100%	2	100%	5	100%	33	100%
Female	-	-	-	-	-	-	-	-
Total	26	100%	2	100%	5	100%	33	100%

As it is stated above in the table, in the process of conducting this research work as the researcher mentioned it in chapter three the sample size the total number of participants is 33 and they are all males; out of this 26, of them are club players: again 2 coaches, there are also 5 Dilla Kenama Football Club officials. This shows that the Club almost all are male and this situation should be improved.

4.2 Background Information

Dilla Kenema Football Club coaches were asked to indicate their background information through a questionnaire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses. The information they provided are summarized in table 4.2.

Table 4.2: Background Information of the Coaches

no	Items	Alternatives	Coaches	
			No of respondents	Percent
1.	Sex	Male	2	100%
		Female	-	-
2.	Age	20 – 25		
		26 – 30	1	50%
		31 – 35		
		Above 36	1	50%
3.	Marital status:	Never	1	50%
		Married	1	50%
		Windowed		
		Divorced		
4.	How many years of experience do you have in coaching Football?	Less than one year		
		1-4 years		
		5-10 years	1	50%
		above 10 years	1	50%
5.	Do you have license of Football coaching?	Yes	2	100%
		No	-	-
6.	What is your current level of coaching license?	A level		
		B level	1	50%
		C level	1	50%
		No license		
8.	What is your educational level and qualification?	Grade ten complete		
		Twelve complete	1	50%
		Certificate level	-	-
		Diploma	-	-
		BSc	1	50%
9.	If your educational level is above diploma and other, what was your area of study?	Masters and above		
		Teaching Physical education and sports	1	50%
		Teaching other subject		
11.	Did you have a chance of getting performance enhancing courses?	Coaching	1	50%
		Yes	2	100%
		No	-	-

According to table 4.2, information both coaches are males in sex and the age of one ranges of coaches are as they following the one is 26 – 30, and the other coach have more than 30. The table also shows that one of them is married and the other is not. Regards their experience, the one is coaching five to ten years experience ,and the other is more than ten years of experience. Both have Football coaching license and their license have B level and C level. Their educational level is twelve complete and Bachelor of Science. And one of them is working in teaching physical education and sport subject. To improve their Football coaching performance they took performance enhancing course.

4.3 Section III – Quantitative Analysis Training Session

A purposeful and effective warm-up is necessary prior to any coaching or training session. The warm-up prepares the body to manage the work planned for the remainder of the session Thomas Reilly, (1996).

Table 4.3 shows warming up exercise

No	Items	Alternatives	No of respondents	Percent
1.	Does your practice session have warming up in the period?	Yes	26	100%
		No	-	-
2.	If your answer for question number 1 is 'yes', how many minutes?	3 – 5'	5	19%
		5 – 10'	8	31%
		11 – 15'	7	27%
		16 – 25'	1	4%
		26 – 30'	5	19%
3.	How do you perform warming up exercise?	With ball	-	-
		without ball	1	4%
		calisthenics exercise	4	15%
		All	21	81%
4.	Does your warming up session include stretching exercise?	Yes	26	100%
		No	-	-

As table 4.3 presented as the following information, All the respondents 26 (100%) players responds that they have warming up exercise before training session and no one can say we have no warming up exercise. And the time consumed for warming up exercise 5(19%) ,8(31%) , 7(27%), 1(4%) and 5(19%) of players responded 3 – 5 minutes, 5 – 10 minutes, 11 – 15 minutes, 16 – 25 minutes, and 26 – 30 minutes, respectively. The way they perform warming up exercise

with ball 0%, without ball 1(4%), calisthenics exercise 4(15%) and with the all of the options 21(15%). The other is stretching exercise:for this, all the respondents (26(100%)) responded that they include stretching exercise and 0% of them responds no means our warming up period include stretching exercise. In addition to this, field observation data indicates that during warming up period players does not properly stretch the muscles. The coaches do not properly follow and guide their activity during this period. From table 4.3 data, it is possible to conclude that the club has warming up period, the majority of player responds that warming up time is 5 – 10 minutes, and they perform insufficient stretching exercises. Thomas Reilly (1996) indicates that warm-ups can be conducted under the guidance of a coach or if players are experienced and trustworthy, can be carried out individually or in small groups. Over-lengthy warm-ups are not necessary and can be completed efficiently in approximately 15 minutes. A ball can be used in warm-ups but in a controlled and careful manner; injury can occur if players suddenly overstretch or accelerate quickly before flexibility work has been completed. Warm-ups should be conducted progressively and logically, exercising and stretching major muscle groups before smaller groups.

Table 4.4 Indicates technical preparation

No	Items	Alternatives	No_of responders	Percent
5.	Does your training session include technical preparation?	Yes	23	88%
		No	3	12%
6.	If your answer for question number 5 is 'yes', how could you practice them?	From standing position	3	12%
		By moving different direction	2	8%
		By game	5	19%
		All of the above	16	61%

The data in the table 4.4 indicates that 23(88%) of players responds that they have technical preparation period, 3(12%) of respondents answer that they have no technical preparation. The way they practice them were as3(12%) from standing position, 2(8%) by moving different direction, 5(19%) in a game situation and 16(61%) responds by all means of the options.

In addition to this, the observation data indicates that, they perform techniques in game situation. So that the way they perform techniques were asinitiative, but it is better to perform depending on the type of technique from standing, and moving in different direction. And these should be

done not only in game situation. According to demand and players weak side from the game feedback the coach include under his practice session not always passing but also the techniques with ball like: controlling, shooting, kicking, dribbling, heading, goal keeping techniques and without ball like: running, feinting, tackling, jumping by different drills. In addition to this, sometimes it is better to use interchangeably practice, game and complex method. U.S. Football National “C” License Course Candidate Manual (2007-2008) suggested that Successful application of technique while under pressure is referred to as skillful performance. In order to develop players who are skillful and not just technical, we must coach and teach technique within the context of the game. By utilizing small sided games to develop technical skills a realistic environment is created that encompasses the demands of the game.

Table 4.5 Indicate tactical preparation

No	Items	Alternatives	No of respondents	Percent
7.	Does your practice session have tactical preparation?	Yes	26	100%
		No	0	0%
8.	If your answer for question number 7 is ‘yes’, how does you execute?	Individually	0	0%
		By group	9	35%
		Team	0	0%
		All	17	65%

As depicted in table 4.5, the application of tactical preparation 26(100%) of respondents reply they have tactical preparation period. And the way they perform tactics no one can respond perform tactics by individual, 9(35%) players responds by group, no one respond can perform tactics in team, and 17(65%) players responds they perform tactics by all alternatives. The observation data indicates that occasionally they carry out tactics by group and team but not perform individually. As they indicates that the club have tactical preparation period, but it is not clearly separated from other tasks and better to teach tactical preparation as individually.

U.S. Football National “C” License Course Candidate Manual (2007-2008) suggested that when teaching tactics to players we progress in the following manner: Individual, Group and Team. It

is important that players learn how to recognize the recurring situations that are encountered in Football and to make appropriate decisions based on the information.

Table 4.6 Indicate fitness training

No	Items	Alternatives	No of respondents	Percent
9.	Do you have physical preparation time in your program?	Yes	22	85%
		No	4	15%
10.	If your answer for question number 9 is 'yes', what kind of physical preparation is it?	Speed training	4	15%
		Endurance training	7	27%
		Fitness preparation with ball	7	27%
		Strength training	2	8%
		All	6	23%

Table 4.6 data indicates 22(85%) of players indicates that they have physical preparation period, 4(15%) of players responds no physical preparation. On the other hand, physical preparation which is included under the program were speed training 4(15%), endurance training 4(15%), fitness preparation with ball 7(27%), strength training 7(27%), and all type of options 6(23%) responded by players. In addition to this, the observation data indicates that majority of physical preparation period have no physical/fitness preparation period but seldom have they performed speed training. So that, the response in which players given were good but practically they should apply what they respond. U.S. Soccer National "C" License Course Candidate Manual (2007-2008) indicates that Fitness training can help a player endure the physical demands of Football and maintain high technical ability and decision making quality throughout a match. Every Football player, regardless of standard of play, can benefit from a fitness training program based on Football-specific exercises.

Table 4.7 Indicate Family support

No	Items	Alternatives	No of respondents	Percent
11.	Does your families support or help you before and after training?	Yes	19	73%
		No	7	27%

Concerning on table 4.7 19(73%) of players have indicated that their parents help them, and 7(27%) of them were responds their parents can't help them. In addition to, do opened question response in general presented as the family of players helps players by supplying and washing sport wear, giving positive advice which boosts their performance, supplying balanced diet foods, they does not forced them to do other extra home work and providing financial support. However some of the players were living apart from family, lack of miss understanding of Football and no income for financial support. Therefore, the majority of player's family of Dilla Kenema Football Club players can support their youngster's family of Dilla kenema Football to perform successful Football player which encourage them for their objective without common family obstacles.

Table 4.8 Show cooling down exercise

No	Items	Alternatives	No of respondents	Percent
14.	Do you always cool-down your body after the end of the training session?	Yes	26	100%
		No	0	0%

Lastly table 4.8 data indicate that 26(100%) of them responded that they perform cooling-down exercises while none of them responds no cooling-down exercise. Besides, this observation data indicates that contrarily they did not perform proper cooling down exercise except slow jogging maximum of 2 minutes and coaches do not properly guide them. So that, keep up their performance players could perform practically cooling down exercise, it is better for coaches practically follow up players' activities during cooling down period.

Thomas Reilly (1996) states that there are sound physiological reasons why players should cool down after training sessions. Removal of blood lactate, for example, is accelerated if an active

recovery follows strenuous training. During the cool down, light jogging and static stretching aid the body to recover from the trauma received during the training session.

Table 4.9 Indicate training session

No	Items	Alternatives	No of respondents	Percent
1.	Didyou have training plan?	Yes	2	100%
		No	-	-
6.	What are the components of your training plan?	Technical preparation	-	-
		Tactical preparation	-	-
		Physical preparation	-	-
		Psychological preparation	-	-
		All	2	100%
	Other	-	-	
8.	How many training session you have within one week?	1	-	-
		2	-	-
		3	-	-
		4	-	-
		5	2	100%
9.	How many minutes did you use for one training session?	45minutes	-	-
		90minutes	2	100%
		120minutes	-	-
		Other	-	-
10.	Didyou believe that your team has good team spirit?	Yes	2	100%
		No	-	-

Table 4.9 data describes that to carry out their training program they have training plane and they include components of technical, tactical, physical and psychological preparation. And during designing of training plane the member is assistance coach. When they implement the practice session by including warming up period, main period and cooling down period but during researcher observation period this cannot implement practically. To carry out training process they use 5 days withinone week and 90 minutes for one training session. The dominant component of training plan during the first half of preparatory period is that they simply responds at morning session they focus on fitness training and at afternoon program they focus on technical training. The other is that the dominant component of training plane during the second half of preparatory period is decrease fitness training and increase technical and tactical training.

The other issue was qualitative question about encouraging players' effort and team spirit. For these they replayed by motivation, relaxation, imagery, self talk, goal setting and reinforcement. And their team spirit showed working toward goal setting and they encourage each other during training and match. From these it is possible to conclude that the training day within one week five day is good but it is advised to extend their training session always from 90 - 120 minutes.

4.4 Athletic Nutrition

LA84 Foundation, (1995-2007) states that good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. To do so, you must be acquainted with the basics of proper nutrition. This is a primer to help you address some of the nutritional demands and concerns faced by your athletes. Though success in sports is determined primarily by athletic performance and proper training, nutrition affects the athlete in many ways.

Table 4.10 Show how to eating balanced diet

no	Items	Alternatives	No of respondents	Percent
1.	Do you get sufficient amount of balanced diet daily?	Yes	3	12%
		No	23	88%
3.	Does your coaches' advise you to eat balanced diet to improve your performance?	Yes	26	100%
		No	0	0%
4.	Do you believe that drinking water before, during and after competition is advisable?	Yes	26	100%
		No	0	0%

As depicted in table 4.10, 3(12%) of respondents indicates that they didget sufficient amount of balanced diet, and the other 23(88%) of players answers for this question they did not get sufficient amount of balanced diet. 26(100%) of players responds their coaches can give them advise. And again 26(100%) of players answers drinking water before, during and after competition is advisable. Therefore, the amounts of balanced diet supplied for club were notgood and the responsibilities of coaches have done well and the players' understanding of the nutrition before, during and after training is good.

LA84 Foundation, (1995-2007) elicits that you cannot control the food your athletes eat; you can guide them toward healthy eating. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. As a coach, you can have a positive influence on your athletes' attitudes about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches. Dorling Kindersley (2011) states that calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily caloric requirement for athletes. Weight loss, weight maintenance, or weight gain is a matter of energy balance. An athlete's body weight will stay the same when calorie intake equals calorie expenditure. To lose weight, energy expenditure must be greater than energy intake. To gain weight, energy intake must be greater than energy expenditure. If an athlete is maintaining his or her ideal competitive weight, adequate calories are being consumed. However, restricting calories can have a negative impact on performance and health. As calorie consumption decreases, so does nutrient intake. Athletes eating less than 1,800 calories a day probably do not consume adequate amounts of vitamins, minerals and protein. This can cause depleted fuel stores, muscle wasting, weakness, fatigue, stress fractures and impaired performance.

Table 4.1 How often to eat nutrients before training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you eat bread before training 30' – 4hrs?	Always	14	53%
		Often	7	27%
		Occasional	4	15%
		Seldom	1	4%
		Never	0	0%
2.	How often do you eat pasta before training 30' – 4hrs?	Always	15	57%
		Often	9	35%
		Occasional	2	8%
		Seldom	0	0%
		Never	0	0%
3.	How often do you eat rice before training 30' – 4hrs?	Always	3	11%
		Often	2	8%
		Occasional	9	35%
		Seldom	8	31%
		Never	4	15%
4.	How often do you drink juice before training 30' – 4hrs?	Always	3	12%
		Often	0	0%
		Occasional	5	19%
		Seldom	6	23%
		Never	12	46%
5.	How often do you eat fruit before training 30' – 4hrs?	Always	10	38%
		Often	3	12%
		Occasional	6	23%
		Seldom	5	19%
		Never	2	8%
6.	How often do you eat egg before training 30' – 4hrs?	Always	7	27%
		Often	4	15%
		Occasional	9	35%
		Seldom	5	19%
		Never	1	4%
7.	How often do you eat meat before training 30' – 4hrs?	Always	3	11%
		Often	0	0%
		Occasional	4	15%
		Seldom	9	35%
		Never	10	18%
8.	How often do you eat fish before training 30' – 4hrs?	Always	1	4%
		Often	0	0%
		Occasional	4	15%
		Seldom	3	12%
		Never	18	69%

According to table 4.11 data 14(53%), 7(27%), 4(15%) and 1(4%) of players always, often, occasionally, and seldom eat bread respectively before training 30 minutes to 40 hours. 15(57%), 9(35%), and 2(8%) of players always, often and occasionally eat pasta respectively before training 30 minutes to 4 hours. 3(11%), 2(8%), 9(35%), 8(31%) and 4(15%) of players always, often, occasionally, seldom and never eat rice respectively before training 30 minutes to 4 hours. 3(12%), 5(19%), 6(23%) and 12(46%) of players always, occasionally, seldom, and never drink respectively before training 30 minutes to 4 hours. 10(38%), 3(12%), 6(23%), 5(19%) and 2(8%) of players always, often, occasional, seldom and never eat fruit respectively before training 30 minutes to 4 hours. 7(27%), 4(15%), 9(35%), 5(19%) and 1(4%) of players always, often, occasionally, seldom and never eat egg respectively before training 30 minutes to 4 hours. 3(12), 4(15%), 9(35%), and 10(18%) of players always, occasionally, seldom and never eat meat before training 30 minutes to 4 hours. 1(4%), 4(15%), 3(12%) and 18(69%) of players always, occasionally, often and never eat fish respectively before training 30 minutes to 4 hours. 1(4%), 2(8%), 5(19%) and 18(69%) of players always, occasionally, seldom and never drink yoghurt respectively before training 30 minutes to 4 hours. 5(19%), 3(12%), 3(12%), 3(12%) and 12(46%) of players always, often, occasionally, seldom and never eat cheese respectively before training 30 minutes to 4 hours. 6(23%), 5(19%), 6(23%), 3(12%) and 6(23%) of players always, often, occasionally, seldom and never eat beans respectively before training 30 minutes to 4 hours. 2(8%), 3(12%), 5(19%) and 16(62%) of players always, occasionally, seldom and never eat vegetable respectively before training 30 minutes to 4 hours. 2(8%), 3(12%), 6(23%) and 15(57%) of players often, occasionally, seldom and never eat grains respectively before training 30 minutes to 4 hours. 21(81%), 3(12%) and 2(8%) of players always, often and never eat butter respectively before training 30 minutes to 4 hours. From above data it is possible to conclude that most of the time club players could eat bread, pasta, fruit, egg and butter before training. And also sometimes they eat rice and beans. Rarely some players drink: juice and yoghurt and eat: meat, fish, cheese, vegetable and grains before training.

Dorling Kindersley (2011) describes that the primary purpose of the pre-competition meal is to provide energy and fluid for the athlete during the game. Carbohydrate-rich foods provide the quickest and most efficient source of energy, and unlike fatty foods, are rapidly digested. Since many athletes experience abdominal discomfort if they have food in their stomachs during

competition, the timing of the meal is important. To avoid potential gut distress, the calorie content of the meal should be reduced the closer to exercise the meal is consumed. A small meal of 300 to 400 calories is appropriate an hour before exercise, whereas a larger meal can be consumed four hours before exercise. The athlete's foods and fluids should be well tolerated, familiar (tested in training) and palatable. Athletes should never try an untested food or fluid before competition. The result may be severe indigestion and impaired performance.

Table 4.12 How often to eat nutrients after training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you eat bread after training?	Always	10	38%
		Often	5	19%
		Occasional	3	12%
		Seldom	3	12%
		Never	5	19%
2.	How often do you eat pasta after training?	Always	6	23%
		Often	13	50%
		Occasional	2	8%
		Seldom	3	11%
		Never	5	19%
3.	How often do you eat rice after training?	Always	1	4%
		Often	4	15%
		Occasional	7	27%
		Seldom	4	15%
		Never	10	38%
4.	How often do you eat juice after training?	Always	3	12%
		Often	2	8%
		Occasional	4	15%
		Seldom	6	23%
		Never	11	42%
5.	How often do you eat fruit after training?	Always	5	19%
		Often	3	12%
		Occasional	5	19%
		Seldom	5	19%
		Never	8	31%
6.	How often do you eat egg after training?	Always	2	8%
		Often	5	19%
		Occasional	7	27%
		Seldom	4	15%
		Never	8	31%
7.	How often do you eat meat after training?	Always	1	4%
		Often	1	4%
		Occasional	5	19%
		Seldom	4	15%
		Never	15	58%

Table 4.12 How often to eat nutrients after training

No	Items	Alternatives	No of respondents	Percent
8.	How often do you eat fish after training?	Always	1	4%
		Often	2	8%
		Occasional	6	23%
		Seldom	2	8%
		Never	15	57%
9.	How often do you eat yoghurt after training?	Always	1	4%
		Often	1	4%
		Occasional	4	15%
		Seldom	4	15%
		Never	16	62%
10.	How often do you eat cheese after training?	Always	2	8%
		Often	3	12%
		Occasional	4	15%
		Seldom	4	15%
		Never	13	50%
11.	How often do you eat beans after training?	Always	2	8%
		Often	4	15%
		Occasional	3	12%
		Seldom	7	27%
		Never	10	39%
12.	How often do you eat vegetable after training?	Always	1	4%
		Often	2	8%
		Occasional	3	12%
		Seldom	4	15%
		Never	16	62%
13.	How often do you eat grains after training?	Always	2	8%
		Often	2	8%
		Occasional	2	8%
		Seldom	5	19%
		Never	15	57%
14.	How often do you eat butter after training?	Always	20	77%
		Often	3	11%
		Occasional	1	4%
		Seldom	1	4%
		Never	1	4%

Table 4.12 data indicates that 10(38%), 5(19%), 3(12%), 3(12%) and 5(19%) of players always, often, occasionally, seldom and never eat bread respectively after training. 6(23%), 13(50%), 2(8%), 3(11%) and 5(19%) of players always, often, occasionally, seldom and never eat pasta

respectively after training. 1(4%), 4(15%), 7(27%), 4(15%) and 10(38%) of players always, often, occasionally, seldom and never eat rice respectively after training. 3(12%), 2(8%), 4(15%) 6(23%) and 11(42%) of players always, occasionally, seldom, and never drink respectively after training. 5(19%), 3(12%), 5(19%), 5(19%) and 8(31%) of players always, often, occasional, seldom and never eat fruit respectively after training. 2(8%), 5(19%), 7(27%), 4(15%), and 8(31%) of players always, often, occasionally, seldom and never eat egg respectively after training. 1(4%), 1(4%), 5(19%), 4(15%) and 15(58%) of players always, often, occasionally, seldom and never eat meat after training. 1(4%), 2(8%), 6(23%),2(8%), and 15(57%) of players always, occasionally, often and never eat fish respectively after training. 1(4%), 1(4%), 4(15%) 4(15%) and 16(62%) of players always, occasionally, seldom and never drink yoghurt respectively after training. 2(8%), 3(12%), 4(15%), 4(15%) and 13(50%) of players always, often, occasionally, seldom and never eat cheese respectively after training. 2(8%), 4(15%), 3(12%), 7(27%) and 10(39%) of players always, often, occasionally, seldom and never eat beans respectively after training. 1(4%), 2(8%), 3(12%), 4(15%) and 16(62%) of players always, often, occasionally, seldom and never eat vegetable respectively after training. 2(8%), 2(8%), 2(8%), 5(19%) and 15(57%) of players often, occasionally, seldom and never eat grains respectively after training .20(77%), 3(12%), 1(4%), 1(4%) and 1(4%), of players always, often, occasionally, seldom and never eat butter respectively after training . As result of this data which is discussed under table 4.2.2 mostly the club players eat bread pasta and butter. And sometimes they eat fruit. Rarely do they drink juice and yoghurt and eat rice, egg, meat, fish, cheese, beans, vegetable and grains after training within one hour.

Dorling Kindersley (2011) states that the body uses the sugars and starches for energy, a high-performance diet emphasize nutrient-dense carbohydrates. Nutrient-dense carbohydrates such as whole grain breads and cereals, rice, beans, pasta, vegetables and fruit supply other nutrients such as vitamins, minerals, protein and fiber. Protein requirements increase when calorie intake is inadequate because the protein is used for energy rather than for muscle growth and repair.

All athletes need a certain amount of fat in their diets and on their bodies. The challenge is eating a diet that provides the right amount. Most U.S. health agencies recommend consuming no more than 30 percent of calories from fat. Too much fat contributes excess calories in the diet, which can lead to weight gain. High fat diets can also increase the risk of heart disease and certain

cancers. Also, athletes who eat too much fat often do not eat enough carbohydrate, which is detrimental to good health and optimum performance.

Vitamins are metabolic regulators that help govern the processes of energy production, growth, maintenance and repair. Vitamins do not provide energy, although vitamins are important for the release of energy from carbohydrates, fats and proteins. Iron is crucial for athletes because it assists in oxygen transport in the blood and utilization by the muscles. A lack of iron hurts performance by decreasing the capacity of the muscle to use oxygen. Animal iron sources are better absorbed than vegetable iron sources. An adequate supply of water is necessary for control of body temperature during exercise, for energy production, and for elimination of waste products from metabolism. Dehydration – the loss of body water – impairs exercise performance and increases the risk of heat injury.

Table 4.13 Indicate How to eat nutrients

No	Items	Alternatives	No of respondents	percent
1.	Does your player get enough amount of nutrition?	Yes	1	50%
		No	1	50%
2.	Do you discuss about the nutrition program with your players?	Always	1	50%
		Often	1	50%
		Occasionally		
		Never		
3.	Do you think that your player's have knowledge of eating before, during and after training?	Yes	1	50%
		No	1	50%

As table 4.13 Information depicted that one of the coach responds that they get sufficient amount of nutrition and on the contrary does not get. Regards to nutrition program discussion the one answer that they discuss always and the others coach responds often. Again one of the coaches responds that they have knowledge of how to eat before, during and after training however the other is no knowledge for players before, during and after training. As result of these as much as

possible financial demands it is better to supply players with balanced diet nutrition and consistently discuss with players about how to eat before, during and after training nutrients.

Table 4.14 Indicate the recommendation of nutrients before training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you recommend your player to eat carbohydrate before training 30' – 4hrs?	Always	1	50%
		Often	1	50%
		Occasional		
		Seldom		
		Never		
2.	How often do you recommend your player to eat protein before training 30' – 4hrs?	Always		
		Often	1	50%
		Occasional		
		Seldom		
		Never	1	50%
3.	How often do you recommend your player to eat fat before training 30' – 4hrs?	Always		
		Often		
		Occasional	1	50%
		Seldom	1	50%
		Never		
4.	How often do you recommend your player to drink water before training 30' – 4hrs?	Always	2	100%
		Often		
		Occasional		
		Seldom		
		Never		
5.	How often do you recommend your player to eat minerals before training 30' – 4hrs?	Always	1	50%
		Often		
		Occasional	1	50%
		Seldom		
		Never		
6.	How often do you recommend your player to eat vitamins before training 30' – 4hrs?	Always		
		Often	2	100%
		Occasional		
		Seldom		
		Never		

Table 4.14 data were presented as the following one of the coach answers that I recommend players to eat carbohydrate always the other responds often. Although for protein foods the one recommend often and the other never before training 30 minutes to 4 hours. For fat foods the one recommends to occasionally and the other recommends seldom before training 30 minutes to 4

hours. Concerning water they recommend drinking always before training 30 minutes to 4 hours. The other is mineral foods for this the one recommends always and the other occasionally before training 30 minutes to 4 hours. Eventually they recommend eating vitamins often before training 30 minutes to 4 hours.

Table 4.15 Indicate the recommendation of nutrients after training

No	Items	Alternatives	No of respondents	Percent
1.	How often do you recommend your player to eat carbohydrate after training?	Always	1	50%
		Often	1	50%
		Occasional		
		Seldom		
		Never		
2.	How often do you recommend your player to eat protein after training?	Always	1	50%
		Often		
		Occasional		
		Seldom	1	50%
		Never		
3.	How often do you recommend your player to eat fat after training?	Always		
		Often	1	50%
		Occasional	1	50%
		Seldom		
		Never		
4.	How often do you recommend your player to drink water after training?	Always	2	100%
		Often		
		Occasional		
		Seldom		
		Never		
5.	How often do you recommend your player to eat minerals after training?	Always	1	50%
		Often		
		Occasional	1	50%
		Seldom		
		Never		
6.	How often do you recommend your player to eat vitamins after training?	Always	1	50%
		Often		
		Occasional		
		Seldom	1	50%

As table 4.15 data were depicted as the following one of the coach answers that I recommend players to eat carbohydrate always, the other responds often after training. Although for protein foods the one recommend always and the other seldom after training. For fat foods the one recommends to occasionally and the other recommends often after training. Concerning water

they recommend drinking always after training. The other is mineral foods for this the one recommends always and the other occasionally after training. Eventually they recommend eating vitamins always and occasionally after training.

4.5 General Football player selection parameters

Table 4.16 Show team squad

No	Items	Alternatives	No. of respondents	Percent
1.	From where your team squad collected?	Schools		
		Projects	1	50%
		Clubs		
		All	1	50%
2.	Do you have a recruitment committee?	Yes	1	50%
		No	1	50%
3.	If your answer for question number 2 is yes, who were the members of player recruitment committee?	Coaching staff	1	50%
		Different officials of club		
		Both		
		Only me	1	50%

As table 4.16 states that the team squad collected for Dilla Kenema Football was from school, projects and different clubs. One of the coaching staff responds they have recruitment committee but the other responds they have no recruitment committee and the members to carry out this task are only coaching staff. Therefore from these points it is possible to conclude that as they mentioned the team squads are good. The data collected by interview and questioner indicates that they have recruitment committee in spite of the fact that these committees are formed but practically they did not carry out their responsibility. The coach manager is essentially a coach who believes that most of the team success can be derived from the work done on the training ground (Tutko and Richards, 1974). Unlike team managers, who delegate much of the training work to the coach, coach managers do these themselves, as they are effective in this area. Otherwise they are like team managers, responsible for the team selection, player recruitment and tactics.

Table 4.17 Football player's selection

No	Items	Alternatives	No of respondents	Percent
1.	Do you believe run well, both with the ball and off the ball are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
2.	Do you believe pass the ball well are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
3.	Do you believe receives are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
4.	Do you believe control the ball well is Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
5.	Do you believe dribble and feint are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
6.	Do you believe plays with both feet are Criteria for talent identification of Football players?	Strongly agree		
		Agree	1	50%
		Neutral		
		Disagree	1	50%
7.	Do you believe escape markers easily are Criteria for talent identification of Football players?	Strongly agree	1	50%
		Agree		
		Neutral	1	50%
		Disagree		
8.	Do you believe break away well are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
9.	Do you believe get him into the right position are Criteria for talent identification of Football players?	Strongly agree	2	100%
		Agree		
		Neutral		
		Disagree		
		Strongly disagree		

Concerning on talent identification under table 4.17 they strongly agree that the criteria for talent identification are run well both with ball and without ball, pass the ball well, receives, control, dribble, feint, break away well and get him in to the right position. And one of them agree plays with both feet but the other respondents disagree plays with both feet are criteria for talent identification. Besides this the one strongly agree escape markers easily is criteria for talent identification where as the other is neutral about escaping marker easily is criteria for talent identification. As result of data shows that these coaching staffs of Dilla Kenema Football Club have good understanding except the one who disagree playing ball with both feet is not criteria for talent identification.

4.6 Football Facilities

Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session of performance effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments.

Table 4.18 Show Football training equipment

No	Items	Alternatives	No of respondents	Percent
1.	How many Footballs does your team have for your training sessions?	1:1	2	8%
		2:1	8	31%
		3:1	8	31%
		4:1	3	11%
		6:1	5	19%
2.	Do you believe that the balls are enough for your training session?	Yes	5	19%
		No	21	81%
3.	If your answer for question 2 is ‘no’, how many more do you think your team needs?	2-4	3	11%
		5-7	5	19%
		8 –10	8	31%
		11- 13	10	39%

As depicted in table 4.18 2(8%), 8(31%), 8(31%), 3(11%), and 5(19%) of players responds that 1:1, 2:1, 3:1, 4:1, and 6:1 respectively of players responds they have balls. And 5(19%) of players believe that the ball for club were enough where as 21(81%) of players responds the ball for club is not enough. In addition to this 3(11%) of players responds they need other 2-4 balls,

5(19%) of players need 5-7 balls, 8(31%) of players need 8-10 balls and 10(39%) need 11-13 balls.

From these it is possible to conclude the availability of ball for club is not enough to attain intended target of the club. To increase different components of Football performance the club should have enough amounts of balls. The Official U.S. Youth Football Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time. Learning and mastering Football techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice.

Table 4.19 Show Football training field

No	Items	Alternatives	No of respondents	percent
4.	Do you have enough training Football fields?	Yes	17	65%
		No	9	35%
5.	If your answer for question number 4 is 'yes', how many?	1	14	53%
		2	10	39%
		3	2	8%
		More than 3	0	0%
6.	Are your Football fields are comfortable to perform different activities?	Yes	15	58%
		No	11	42%
9.	Does your team have portable goal posts for improvement of shooting performance?	Yes	22	85%
		No	4	15%
10.	If your answer for question number 9 is 'yes', how many of them have net?	Some of them	2	8%
		only permanent	17	65%
		For all goal post	1	4%
		not at all	6	23%

According to table 4.19 information 17(65%) of players replay they have enough standard Football field where as 9(35%) of players responds they have no enough standard Football field. Others were 14(53%) of players responds they only one standard field, 10(39%) of players responds they have two standard fields, 2(8%) of players says three standard fields and no one can say they have more than three standard Football fields. And 15(58%) of players responds the playing field where comfortable to perform different Football activities, 11 (42%) of players responds no comfort for the field. Concerning on goal post 22(85%) players responds their goal

post have net where as 4(15%) of players responds no net for goal post. In addition to this 2(8%) of players replay some of goal posts have net, 17(65%) of players responds only permanent goal posts have net, 1(4%) of respondents replays that for all goal posts there is net, 6(23%) of players responds that no at all net. Therefore the majority of players responds that they have enough standard Football fields where as the number of field available for the club in average two and large number of respondents replays the playing standard field has no comfort to perform different activities this is because of the fields were dry or no grass. The majority of their goal posts have net so that this is initiative.

Foundation Football Coaching Manual (2008:192) describes that; the field of play must be rectangular; its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle. Dorling Kindersley (2011) states that if a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot. Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small. Dorling Kindersley (2011) describes that players must wear appropriate Football attire to train and compete successfully. Inappropriate uniforms and equipment can impact a player's ability to play the game and, in some cases, may be a safety hazard. Teams dressed in good looking and properly-fitted uniforms are more likely to be motivated to train and play as a team.

Appropriate Football attire is required for all competitors. As coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of wearing certain types of clothing during training and competitions.

Table – 4.20 Indicate player’s shirt

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training Shirt?	Yes	2	8%
		No	24	92%
2.	Do you have Competition Shirt?	Yes	18	69%
		No	8	31%
3.	Does your shirt have quality?	Yes	4	15%
		No	22	85%
4.	Does your shirt have comfort?	Yes	4	15%
		No	22	85%

According to table 4.20 data 2(8%) of players responds they have training shirt and 24(92%) of players does not have training shirt. 18(69%) players answers they have competition shirt and 8(31%) of players does not have competition shirt. 4(15%) of players responds they have quality shirt and 22(85%) of players responds no quality for shirt. Finally 4(15%) of players responds their shirt have comfort and 22(85%) of players does not have comfort. From this it is possible to conclude that the club have no training shirt, all of them have no competition shirt even these shirt have no quality and comfort.

Table – 4.20 Indicate players short

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training short?	Yes	2	8%
		No	24	92%
2.	Do you have Competition short?	Yes	23	88%
		No	3	12%
3.	Does your short have quality?	Yes	4	15%
		No	22	85%
4.	Does your short have comfort?	Yes	5	19%
		No	21	81%

As table 4.21 data depicts that 2(8%) of players responds they have training short and 24(92%) of players does not have training short. 23(88%) players answers they have competition short and 3(12%) of players does not have competition short. 4(15%) of players responds they have

quality short and 22(85%) of players responds no quality for short. Finally 5(19%) of players responds their short have comfort and 21(81%) of players does not have comfort. Therefore the club has no training short, they have competition short and their shorts have no quality and comfort.

Table – 4.22 Indicate player’s bibs

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training bibs?	Yes	3	12%
		No	23	88%
2.	Do your bibs have quality?	Yes	3	12%
		No	23	88%
3.	Do your bibs have comfort?	Yes	3	12%
		No	23	88%

According to table 4.22 data 3(12%) of players responds that they have training bibs and 23(88%) of players does not have training bibs. 3(12%) of players responds they have quality bibs and 23(88%) of players responds no quality for bibs. Finally 3(12%) of players responds their bibs have comfort and 23(88%) of players does not have comfort. From this it is possible to conclude that the club has no bibs and no quality and comfort.

Table – 4.23 Indicate players shin guard

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training shin guard?	Yes	1	4%
		No	25	96%
2.	Do you have Competition shin guard?	Yes	22	85%
		No	4	15%
3.	Does your shin guard have quality?	Yes	4	15%
		No	22	85%
4.	Does your shin guard have comfort?	Yes	8	31%
		No	18	69%

Table 4.23 data indicates that 1(4%) of players responds they have training shirt and 25(96%) of players does not have training shirt. 22(85%) players answers they have competition shirt and 4(15%) of players does not have competition shirt. 4(15%) of players responds they have quality

shirt and 22(85%) of players responds no quality for shirt. Finally 8(31%) of players responds their shirt have comfort and 18(69%) of players does not have comfort. As result of this data the club has no shin guard, they have competition shin guard, and shin guard has no quality and comfort.

Table – 4.24 Indicate player’s shoes

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training shoes?	Yes	4	15%
		No	22	85%
2.	Do you have Competition shoes?	Yes	14	54%
		No	12	46%
3.	Does your shoe have quality?	Yes	8	31%
		No	18	69%
4.	Does your shoe have comfort?	Yes	8	31%
		No	18	69%

As depicted in table 4.24 data 4(15%) of players responds they have training shoes and 22(85%) of players does not have training shoes. 14(54%) players answers they have competition shoes and 12(46%) of players does not have competition shoes. 8(31%) of players responds they have quality shoes and 18(69%) of players responds no quality for shoes. Finally 8(31%) of players responds their shoes have comfort and 18(69%) of players does not have comfort. Therefore the supply of training and competition shoes for the club has not well and for those there is no quality and comfort.

Table – 4.25 Indicate player’s socks

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training sock?	Yes	1	4%
		No	25	96%
2.	Do you have Competition sock?	Yes	24	92%
		No	2	8%
3.	Does your sock have quality?	Yes	4	15%
		No	22	85%
4.	Does your sock have comfort?	Yes	4	15%
		No	22	85%

According to table 4.25 data 1(4%) of players responds they have training sock and 25(96%) of players does not have training sock. 24(92%) players answers they have competition sock and 2(8%) of players does not have competition sock. 4(15%) of players responds they have quality

sock and 22(85%) of players responds no quality for sock. Finally 4(15%) of players responds their sock have comfort and 22(85%) of players does not have comfort. So that the club has no training sock and they have competition sock. And for those socks there is no comfort and quality.

Table 4.26 Indicate goal keeper glove

no	Items	Alternatives	No of respondents	Percent
1.	Do you have Training glove for goal keeper?	Yes	8	31%
		No	18	69%
2.	Do you have Competition glove for goal keeper?	Yes	20	77%
		No	6	23%
3.	Does your glove for goal keeper have quality?	Yes	3	12%
		No	23	88%
4.	Does your glove for goal keeper have comfort?	Yes	3	12%
		No	23	88%

According to table 4.26 data 8(18%) of players responds they have training goal keepers gloves and 18(69%) of players does not have training shirt. 20(77%) players answers they have competition goal keepers gloves and 6(23%) of players does not have competition goal keepers gloves. 3(23%) of players responds they have quality goal keepers gloves and 23(88%) of players responds no quality for goal keepers gloves. Finally 3(23%) of players responds their goal keepers gloves have comfort and 23(88%) of players does not have comfort. As result of this there is no training and competition goal keeper glove. The other was no quality and comfort for goal keeper's gloves.

Table 4.27 Indicate training materials

no	Items	Alternatives	No. of respondents	Percent
1.	Do you think the availability of training materials are enough for your team?	Yes	-	-
		No	2	100%
3.	Do you have training fields for the coaching process?	Yes	2	100%
		No	-	-
5.	Do you think that training attire /sport wear/ are enough for your team?	Yes	-	-
		No	2	100%

As table 4.27 data depicts that both coaches responds that the training material (coaching grid) for the club is not good. They believe that they have field for club to carry out different Football coaching process. And lastly they have no enough training attire (sport wear).

4.7 Players characteristics

LA84 Foundation, (1995-2007) states that as coach, you are responsible for the behavior of your players on and off the field. Your own behavior becomes the model for your players' actions. Despite the frustrations of competition and disagreements with officials, you must set an example of sportsmanship for your players and your fans.

Research has shown quite clearly that characteristics of the player such as age, maturity, playing experience and ability all influence the kind of coaching behavior that is preferred by performers. The influence of maturity on coaching behavior has been assessed by numerous researchers and several models of the inter-relationship between these two variables have been proposed (Hersey and Blanchard, 1969; Chelladurai and Carron, 1983; Case, 1987).

Many general coaching texts suggest that if a coach adopts a more democratic style of decision-making, this will yield more positive results (National Coaching Foundation, 1986; Martens, 1990).

Table 4.28 Scale players' characteristics

No	Items	Alternatives	No of respondents	percent
1.	Are you punctual in training session?	Strongly disagree	2	8%
		Disagree	-	-
		Neutral	-	-
		agree	2	8%
		Strongly agree	22	84%
2.	Do you attend all training program?	Strongly disagree	1	4%
		Disagree	1	4%
		Neutral	-	-
		agree	4	15%
		Strongly agree	20	77%
3.	Do you have good relationship with team mate?	Strongly disagree	1	4%
		Disagree	-	-
		Neutral	3	12%
		agree	5	19%
		Strongly agree	17	65%
4.	Do you have positive interaction with coaching staff?	Strongly disagree	1	4%
		Disagree	-	-
		Neutral	3	12%
		agree	8	31%
		Strongly agree	14	53%
5.	Are you cooperative with your team mates?	Strongly disagree	1	4%
		Disagree	-	-
		Neutral	2	8%
		agree	3	11%
		Strongly agree	20	77%
6.	Are you active participant in regular training sessions?	Strongly disagree	-	-
		Disagree	-	-
		Neutral	1	4%
		agree	4	15%
		Strongly agree	21	81%

Table 4.28 Scale players' characteristics

No	Items	Alternatives	No of respondents	percent
7.	Do your parents motive you to be effective Football player?	Strongly disagree	-	-
		Disagree	3	12%
		Neutral	3	12%
		agree	3	12%
		Strongly agree	17	64%
8.	Do you think that you will be effective Football player?	Strongly disagree	-	-
		Disagree	-	-
		Neutral	-	-
		agree	1	4%
		Strongly agree	25	96%
9.	Do you use any performance enhancing drug?	Strongly disagree	21	81%
		Disagree	3	11%
		Neutral	-	-
		agree	-	-
		Strongly agree	2	8%
10.	Do you have personal training program session in addition to the regular training session?	Strongly disagree	-	-
		Disagree	-	-
		Neutral	7	27%
		agree	8	31%
		Strongly agree	11	42%

As table 4.28 data indicates that 2(8%) of players responds that they strongly disagree they are punctual for their training program, 2(8%) of players responds that they agree they are punctual for their training program, 22(84%) of players answers that they strongly agree punctual for their training program. In the other question they respond that 1(4%) of players strongly disagree to attend all training program, 1(4%) of respondents disagree to attend all training program, 4(15%) of players agree to attend all training program, 20(77%) of players strongly agree to attend all training program. 1(4%) of players strongly disagree that they have good relationship with their team mate, 3(12%) of players neutrally agree to have good relationship with their team mate, 5(19%) of players agree they have good relationship with their team mate, 17(65%) of players strongly agree they have good relationship with their team mate. The other point is that 1(4%) of players strongly disagree that they have positive interaction with their coaching staff, 3(12%) of players neutrally agree that they have positive interaction with their coaching staff, 8(31%) of players agree that they have positive interaction with coaching staff, 14(53%) of players strongly agree that they have good relationship with their coaching staff. 20(77%), 2(8%), 3(12%) and

1(4%) of players responds strongly agree, neutral, disagree and strongly disagree respectively about the cooperation of players with their team mates. Regards to participation 1(4%), 4(15%) and 21(81%) of players responds neutral, agree and strongly agree respectively in active participation in regular training session. 3(12%) of players disagrees that their parents motivate them to be effective Football players, 3(12%) of players neutrally responds that their parents motivate them to be effective Football players, 3(12%) of respondents answers that they agree parents motivate them to be effective Football players, 17(64%) of players responds strongly agree their parents motivate them to be effective Football player. Regards to their futurity 1(4%) of players answers agree they will be effective Football players and 25(96%) of respondents strongly agree they will be effective Football player. Concerns to drug 21(81%) of players strongly disagree to use performance enhancing drug, 3(11%) of subjects disagree to use performance enhancing drug and 2(8%) of players strongly disagree to use performance enhancing drug. Finally 7(27%) of players neutral to personal training session in addition to the regular training session, 8(31%) of respondents agree to have personal training program session in addition to the regular training session and 11(42%) respondents strongly agree to have personal training program session in addition to the regular training session. Therefore most of the Dilla Kenema Football players were punctual for their training session and they attend all training session. The other were to some extent the relationship among them were not bad and the interaction among coaching staff is no satisfactory. Regards to the cooperation many players were cooperative for their task and they are active participant in regular training session.

According to the data some parents could help the players and some could not. The futurity of players almost all players have good vision to improve their performance and most of them did not use any performance enhancing drug. Eventually some of them have no personal training program in addition to the regular training session.

4.8 Section V – Qualitative Analysis Semi-Structured Interview Questioner

Table 4.29 Information and code given to interviewee

Office	Office code	Official code	Educational level	Club responsibility
Zone sport commission	Fbo 1	Dkfbc 1	Diploma	Club Board member
Zone sport commission	Fbo 2	Dkfbc 2	Bsc	Gedio Zone Sport commission author
Kifleketema sport office	Fbo 3	Dkfbc 3	Bsc	Club Board member
Kifleketema sport office	Fbo 4	Dkfbc 4	Bsc	Technical committee
Self employed	Fbo 5	Dkfbc 5	12 th complete	Club Board member

On table 4.8 mentioned that in the first column represent is Dilla Kenema concerning office, on the next column office represented fbo 1 to fbo 5, and precede to that official code represented Dkfbc 1 to Dkfbc 5 next educational level of officials are three bachelor of science, one diploma holder and lastly the one is 12th complete. The data gathered from different officials are presented as the following.

The first question is that the role of Dilla Kenema Football Club leaders to improve players' performance. For this question most respondents answers that they can tell others responsibility rather than their Owen responsibility. So that everybody can't be committed to take their role to improve the club performance.

The second question was the potential problem of the club. For this question the club officials responds Football technique skill problem, lack of budget to carry out different tasks and club officials committeemen toward their work.

Thirdly they asked, do you have written annual plane for each of the club authors. For this question some of them replayed that they have plane however it designed before one year and more. While the others said they have no any plane even they have no copy of main coaches' annual plane.

The fourth questions were how you can control over all activities and progress of the club. For this question they answer they nearly follow the whole training process and some of them can responds they do not follow at all.

Eventually they are asked what the roles of your office in recruitment process of players. Actually, some of them are said they participate in recruitment process but coaches respond they cannot invite them for recruitment process.

4.9 Interpretation and discussion of observation

To get valid data the researcher could observe all training activities of Dilla Kenema Football Club for the minimum of ten times. Under this observation the Researcher should made observation of warming up period, technical preparation, tactical preparation, ball work, physical preparation, psychological preparation, there field and club officials follow up.

According to warming up period most of the time they slowly run around the field and immediately they start ball work. Again they did not warm and stretch properly the main muscle of their body part. Even the coaches did not properly follow up and guide the activities.

Concerned on technical preparation it is difficult to separate these activities from ball work. Regardless to data collected through interview and observation during training and competition the club players have the problem of passing accurately, no target shoot, lack of ball control, goal keeping techniques and so on are the potential problem for the club players. For this the coaches did not give special attention to correct these technical problems through different drills and coaching methods. Actually always they have ball work activities these is important to improve players performance in different aspect.

The other issue is that tactical preparation for this sometimes the coaches could prepare the players but this preparation is only by team. Actually during training and game players have the problems of decision make in different demand. For this the coaches should teach tactics from individual base, group and by team. The fitness of players during specially competition not satisfactory this is because of lack of strength, endurance, flexibility, agility and power to perform different skills. So that coaches should work on players fitness qualities.

During coaching process the way coaches encourage player's effort is not somewhat good. This is because of simply they watch the way how they perform different skills but if they perform one skill incorrectly immediately they punish players rather than correction and no motivation.

Finally, the follow up of club officials to administer training progress is not satisfactory. This is again because of rarely they visit training process but they did not motivate the club coaches and players.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

As it is indicated in earlier chapters, the intent of this research work was to identify challenges and problems affecting the performance of Dilla Kenema Football Club. In line with the topic, the researcher reviewed thorough review of related literatures. To achieve the designed objectives and to answer the basic research questions, the researcher utilized combination of both qualitative and quantitative methods. Based on this; appropriate data collection instruments were designed. Before collecting data the researcher translated questions from English to Amharic for ease of understanding the questionnaire by the study subjects. Then data, collection was made via the questionnaire, semi-structured interview and observation. Then, the collected data was analyzed both qualitatively using words and quantitatively using percentages. Based on the analysis made, the following findings were obtained:

- ⇒ To improve Football coaching quality coaches took performance enhancing course but this course does not have consistence and up to date.
- ⇒ The coaches do not properly follow and guide player's activity during warming up period. It is possible to say that the club has warming up period but it does not properly separated from other ball work period even transition from warming up to ball work is not clear. Always at the beginning they play in circle and after water break they start the game. The majority of player responded that warming up time is 5 – 10 minutes but practically they did not perform it, and they perform insufficient stretching exercises.
- ⇒ Sometimes they perform technical preparation like game method and the way they perform techniques were initiative.
- ⇒ The observation data indicated that majority of physical preparation period have no physical/fitness preparation program but seldom have they performed speed training. The response in which players gave were good but practically they should apply what they responded.
- ⇒ Not all families of players, but some of them help players by supplying and washing sport wear, giving positive advice which improve their performance, supplying balanced diet, they should not force them to do other extra home work and provided financial support. It encourages them to

be committed to their objective without common family interferences. According to the data some parents could help the players and some could not.

- ⇒ Data indicates that they did not perform proper cooling down exercise except slow jogging for the maximum of 2 minutes and coaches do not properly guide them.
- ⇒ The amounts of balanced diet supplied for club were good and the responsibilities of coaches have done well. As data indicates that the players understanding of the nutrition before, during and after training are bad. As much as possible financial demands it is better to supply players with balanced diet and consistently discuss with players about how to eat nutrients before, during and after training.
- ⇒ The data collected through interview and questionnaire indicates that they have recruitment committee in spite of the fact that these committees are simply formed but practically they did not properly carry out their responsibility.
- ⇒ Data indicated that the coaching staffs of Dilla Kenema Football Club has good understanding about the general criteria of players identification, except the one coach who disagree playing ball with both feet is not criteria for players' identification.
- ⇒ It is possible to say that the availability of ball for club is not sufficient to attain intended objective of player's performance.
- ⇒ The majority of players responded that they have enough Football fields where as the number of field available for the club in average two and large number of respondents replied that the playing field has no comfort to perform different activities this is because of the fields were dry or no grass. But the data in which collected from both coaching staff and observation indicates that dilla kenema Football club have no standard Football fields.
- ⇒ According to the data collected from the respondents Dilla Kenema Football Club players have problem of sport wear/attire like shirt, short, bibs, shin guard, shoes, sock and goal keepers glove these hinders of the performance of players.
- ⇒ Therefore, most of Dilla Kenema Football players were punctual for their training session and they attend all training session. The other player's responded that to some extent the relationship among them were not bad and the interaction among coaching staff is not satisfactory. Regarding to the cooperation many players were cooperative, for their task and they are active participant in regular training session. As to the futurity of players, almost

all players have good vision to improve their performance and most of them did not use any performance enhancing drug. However, some of them have no personal training program in addition to the regular training session.

5.2 Conclusions

The study attempted to seek major challenges and problems affecting the performance of Dilla Kenema Football Club. Based on the major findings of the investigation, the following conclusions were drawn:

- Lack of performance enhancing course which is not consistence and updated, as such the coaches do not follow the Contemporary method of coaching Football.
- The training session of the club has not been practically well designed and separated from other activities likewarming up, cooling down and stretching exercises.
- Not using different components of coaching Football methods like: technical, tactical, physical, and psychological preparation during practice session. All of players' family does not encourage players to improve their performance in Football.
- The amount of balanced diet supplied for club players is not sufficient. Lack of knowledge as to how to eat balanced diet before and after training and there has been no well organized discussion program on how to eat balanced diet.
- Different committees and officialshave been formed to administer the club but they did not practically apply their responsibility.
- The availability of ball for club is not enough to carry out different components of Football training.
- To carry out different training session activities the club has no standard Football fields.
- Dilla Kenema Football Club players have problem of training attire (sport wear) like shirt, short, bibs, shin guard, shoes, and sock and goal keeper glove.
- The way in which coaching staffs encourage and motivate players to boost their performance is not good.
- Club officials do not encourage or motivate players to improve their performance in Football.

5.3 Recommendations

On the basis of the conclusions drawn from the findings, the researcher forwarded the following recommendations:

- ❖ In collaboration with the stakeholders, the sport commission and the club officials should give the most recent method of coaching course for coaching staff.
- ❖ Coaching staff should apply well separated warming up, techniques, tactics, fitness preparation, discussion and advice on player's current performance and cooling down exercise. According to their training period it is better to use the duration of training time from 90 to 120 minutes.
- ❖ Coaches and club officials should organize the awareness program with families of players to support players to be effective in Football performance.
- ❖ The club officials should provide sufficient amount of balanced diet and the coaching staff could make good awareness about how to eat balanced diet before and after training.
- ❖ Club officials and coaching staff should design well written training plane and follow the written plane for all training activities. Each and every club officials should take part to overcome their responsibilities.
- ❖ The club officials should provide appropriate training materials and sport wear/attire in addition balls.

N.B Suggestions for Future Research

This study is intended to investigate and develop a deep understanding of the problems and challenges of football performance in dilla kenema Football club. As mentioned in the results and discussion of the paper, it is possible to conclude that the objective of the study is already addressed. The research finding shall not be limited only on creating awareness about football performance; rather it should extend many additional tips. Some of these can be a key to other researchers to extract other specific and general problems for further research. This may be in areas of the contribution of Football performance in case of Dilla Kenema Football club. This research could be an important base to indicate the necessity of conducting scientific research

and its application only in a single and specific areas like on a single club instead of two or more. This is because some of the issues generalized hereunder will be independently tackled in this approach in order to get through in-depth and detail analysis of contemporary issues. Though this study has attempted to investigate the challenges and prospects of Dilla Kenema Football club, there is a need for further studies to be carried out to improve the performance of the club.

BIBLIOGRAPHY

- A & C Black Publishers Ltd (2006) Dictionary of Sport and Exercise Science Academic Press, v
New York.
- Adopted from - Special Olympics Football Coaching Guide Created: February 2004
- Best, J.M. and Khan J.V (1996) Research in Education (7th edit) New Delhi Practice Hall of
India PLC.
- Case, B. (1987) Leadership behavior in sport: a field test of the situational leadership theory.
International Journal of Sports Psychology.
- Chelladurai, P. and Carron, A.V. (1983) Athletic maturity and preferred leadership. Journal of
Sports Psychology.
- Chelladurai, P., Malloy, D., Imamura, H. and Yamaguchi, Y. (1987) A cross-cultural study of
preferred leadership in sports. Canadian Journal of Sports Sciences.
- Dewitt, J. (2001). Coaching Girls' Football. Three Rivers Press, New York.
- Dorling Kindersley (2011) Essential soccer skill
- Dr. aynalemadugna Ethiopiandemographyandhealth [http://www.ethiodemographyandhealth.or/SN
NPR.html](http://www.ethiodemographyandhealth.or/SN
NPR.html) retrieved at 8:13am 05/08/2014
- Eyerusalem Yacob, (2011) Interpersonal Relationships among Ethiopia Commercial Bank's
Female Athletics Team. Thesis, Addis Abeba University.
- Factors affecting Football performance [http://www.Footballperformance.org/specialtopics/factaffectperf.ht
m](http://www.Footballperformance.org/specialtopics/factaffectperf.ht
m) – retrieved at 5:00am may 08,2014.
- Fitts, P. (1964) Perceptual Motor Skill Learning, Categories of Human Learning, Academic
Press, New York.
- Football League (1989) Commission of Enquiry into Playing Surfaces: Final Report, the Football
League, Lytham St Annes.
- Foundation Football Coaching Manual (2008)
- Frank F. Diclemente (1955). Football illustrated. A.S. Barnes and Company, Inc. Gareth Stratton
From Wikipedia, the free encyclopedia accessed Http://en.wikipedia.org/wiki/Dila,_Ethiopia
retrieved 3:25am - 01/10/2013
- Gareth Stratton, Thomas Reilly, A. Mark Williams and Dave Richardson (2004) Youth Soccer
- Greene, J. C. (2007). Mixed methods in social inquiry. San Francisco: John Wiley & Sons.

Hersey, P. and Blanchard, K.H. (1969) Lifestyle theory of leadership. *Training and Development Journal*, May, 26–34.

John W. Creswell, (2012) *Educational research: planning, conducting, and evaluating quantitative and qualitative research* — 4th ed. John Wiley & Sons (2008) *Coaching for Commitment*.

John Wiley & Sons (2008) *Data Collection Planning For and Collecting All Types of Data*.

Kerr, (1982) Kerr R (1982) *psychomotor learning*, saunders, philadelphia, USA.p.5

Knapp, B. (1974) *Skill in Sport*, Routledge and Kegan Paul, London. Dr. Bangsbo

Kumar, R (1999) *Research Methodology: A step by step guide for beginners*, London SAGE Publications.

Kvale, S. (1996) *An Introduction to Qualitative Research Interviewing*. Thousand Oaks, Calif.: Sage.

LA84 Foundation, (1995-2007) *soccer coaching manual* 2141 West Adams Boulevard Los Angeles, CA 90018 (323) 730-4600.

LA84 Foundation, (1995-2012) 2141 West Adams Boulevard Los Angeles, CA 90018 (323) 730-4600.

Martens, R. (1990) *Successful Coaching*, Human Kinetics, Champaign, IL.

National Coaching Foundation (1986) *Coach in Action*, Springfield Books, Leeds.

Official U.S. Youth Football Coaching Manual (2002)

Paul E. Robinson, (2010) *Foundations of Sports Coaching*

Robert I. Koger, (2009) *fix-it drills for youth soccer*

Thomas Reilly (1996) *Science and Soccer* by E & FN Spon, London. ISBN 0 419 18880 0.

Thomas Reilly and A. Mark Williams, (2003) *Science and soccer* 2nd ed.p.cm.

Thomas Reilly, A. Mark Williams and Dave Richardson (2004) *Youth Soccer*

Tutko, T.A. and Richards, T. (1974) *the Psychology of Coaching*, Allyn and Bacon, London.

U.S. Football national “C” License Course Candidate Manual (2007-2008) United States Football Federation.

Appendix-1
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Questionnaire Provided for Coaches

This questionnaire is designed to gather data on current challenges and future prospects of Football performance in case of Dilla Kenema Football Club. Since the success of the study depends upon the responses that you provide, I will kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses and answers will remain strictly confidential.

Thank you in advance for your cooperation!

Instruction please respond to the following questions by putting the “ ” mark or by writing the appropriate information on the space provided.

Section 1: Background Information

The following questions are about the Background Information for Dilla Kenema Football coaches.

1. Sex Male Female
 2. Age 21 – 25 26 – 30 31- 40 above 41
 3. Marital status: Unmarried married Windowed Divorced
 4. How many years of experience do you have in coaching Football?
Less than one year 1-5 years 6-10 years above 10 years
 5. Do you have a coaching in Football license?
Yes No
 6. If your answer for question 5 is ‘yes’, what is your current level of coaching license?
A license B license C license no license
 7. If any other license type, please mention it
-

8. What is your educational level or qualification?

Grade ten complete twelve complete Certificate level

Diploma Bsc Msc and above

9. If your educational level is above diploma, what is your field of study?

Teaching Physical Education and Sports teaching other subject

Coaching Football

10. If your field of study as asked in question 9 above is other than teachings please mention it?

11. Have you got any chance of attending performance enhancing courses?

Yes No

12. If your answer for question 11 is ‘yes’, how many times in a year? Please specify it

Section 2: Components of training

The following questions are about the Components of training for Dilla Kenema Football coaches.

1. Did you have followed a well organized written training plane?

Yes no

2. If your answer for question number 1 is ‘yes’, please discuss how would you implement your training plan?

3. What are the dominant components of your training plan during the first half of preparatory period?

4. What are the dominant components of your training plan during the second half of preparatory period?_____

5. Who are the members participating, while you design training program?

6. What are the components of your training plane?

- Technical preparation Tactical preparation
Physical preparation Psychological preparation
All Others

7. If your answer for question number 6 is 'others', list them?

8. How many training session do you have within a week?

- 1 2 3 4 5

9. How many minutes did you use is one training session?

- 45 minutes 90 minutes 120 minutes others

10. If your answer for question number 9 is other, list them?

11. What are the principles of Football training?

12. How would you encourage your player for further performance improvement?

13. Do you believe that your team has good team sprit?

- Yes no

14. If your answer for question number 9 is 'yes', how would you explain your team sprit?

Section 3: Players’ nutrition

The following questions are about the Players’ nutrition of Dilla Kenema Football club.

1. Does your player get appropriate balanced diets?

Yes no

2. How often do you discuss about the nutrition program with your players?

Always

Often

Occasionally

Never

3. Do you think that your player’s have knowledge of the requirement of eating before, during, and after training?

Yes no

4. If your answer for question number 3 is ‘yes’, put “√” for correct answer, for your advice to the players’ how to require nutrients given in the table 1:1 on page 4

Table 1:1 Requirement of Nutrients

Nutrients		always	Often (75%)	Occasionally 50%	Seldom (25%)	never		always	Often (75%)	Occasionally 50%	Seldom (25%)	never	
								After training					
Carbohydrates	Before training 30’ – 4hrs						After training						
Proteins													
Fats													
Water													
Minerals													
Vitamins													

Rating source: Eyerusalem Yacob(2011).

Section 4: Football players' selection

The following questions are about the football players' identification of dilla Kenema football Club.

1. Where was your team squads collected from?

Schools

Projects

Clubs

All

2. Do you have a recruitment committee?

Yes No

3. If your answer for question number 2 is 'yes', who were the members of the player recruitment committee?

Coaching staff

Club board

Both

Only me

4. Put "√" for correct answer from the given option which is listed below in the table 1:2 on page 5 for talent identification.

Table 1:2 General parameters of Football players' selection

no	parameters for players selection	Strongly agree	agree	neutral	disagree	Strongly agree
1.	run well, both with the ball and off the ball					
2.	pass the ball well					
3.	Receive					
4.	control the ball well					
5.	dribble and feint					
6.	play with both feet					
7.	escape markers easily					

8.	break away well					
9.	get him into the right position					

Section 5: Coaching Facilities

The following questions are about the training facilities of Dilla Kenema Football Club.

1. Do you think that there are enough training materials available for your team?

Yes no

2. If your answer for question number 1 is 'yes', list them?

3. Do you have standard training fields for the training session (process)?

Yes no

4. If your answer for question number 3 is no, how would do you conduct the training session?

5. Do you think that training attire /sport wear/ are enough for your team?

Yes no

6. If your answer for question number 5 is 'yes', explain them?

RESEARCHER

ASSEGID KETEMA

Phone no 0913312152

E-mail assegid_ketema@yahoo.com

Appendix-2
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Questionnaire provided for players

This questionnaire is designed to gather data on current challenges and future prospects of Football performance of Dilla Kenema Football Club. Since the success of the study depends upon the responses that you provide, I kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses will remain strictly confidential.

Thank you in advance for your cooperation!

Instruction please respond to the following questions by putting the “ ” mark or by writing the appropriate information on the space provided.

Section1: Background Information of Players

The following questions are concerned about Dilla Kenema Football club back ground information.

1. Sex Male Female
2. Age: 16 – 20 21 – 25 26 – 30 above 30
3. Marital status: unmarried married Windowed Divorced
4. What is your educational level or qualification?
Grade ten complete twelve complete Certificate level
Diploma Bsc Msc and above
5. For how long have you played for Dilla Kenema Football Club?
1- 3 year 4- 6 year 7- 9 10 years and above

Section 2: Training Session

The following questions are concerned about Dilla Kenema Football club training session.

1. Does your practice session have warming up period?
Yes No

2. If your answer for question number 1 is 'yes', how many minutes?

1- 5' 6- 10' 11- 15' 16 - 25 26 - 30

3. How do you perform warming up exercise?

With ball without ball using callisthenic's exercise all

4. Does your warming up program include stretching exercise?

Yes No

5. Does your training session include technical preparation like passing, receiving, dribbling, shooting ...?

Yes No

6. If your answer for question number 5 is 'yes', how could do you practice them?

From standing position

By moving in different directions

By game

All of the above

7. Does your practice session have tactical preparation?

Yes No

8. If your answer for question number 7 is 'yes', how does you execute?

Individually

As a group

As a Team

All

9. Do you have physical preparation time in your program?

Yes No

10. If your answer for question number 9 is 'yes', what kind of physical preparation is it?

Speed training

Endurance training

Fitness preparation with ball

Strength training

All

11. Does your families support or help you before and after training?

Yes No

12. If your answer for question number 13 is 'yes', please list (describe) it.

13. If your answer for question number 11 is 'no', please describe the reason.

14. Do you always cool-down your body after the end of the training session?

Yes No

15. If your answer for question number 14 is 'yes', for how many minutes? Please mention it.

16. Do you have discussion time with your coaches?

Yes No

17. If your answer for question number 16 is 'yes', what are the main discussion points?

Section 3: Facilities and Equipments of Training

The following questions are about the facilities and equipments of training for Dilla Kenema Football club players.

1. How many footballs does your team have for your training sessions?

1:1 2:1 3:1 4:1 6:1

2. Do you believe that the balls are enough for your training session?

Yes No

3. If your answer for question 2 is 'no', how many more do you think your team needs?

2-4 5-7 8-10 11-13

4. Do you have standard training football fields?

Yes No

5. If your answer for question number 4 is 'yes', how many?

1 2

3 more than 3

6. Is your football field comfortable to perform different activities?

Yes No

7. If your answer for question number 6 is 'No', what is the reason behind it?

8. Do you have the following sport wear ,if your answer is 'yes' write "√", 'no' "×"

Table 2:1 Training sports wear (Attires)

Attire	Training	Competition	Quality	Comfort	Remark
Shirt					
Short					
Bibs					
Shin guard					
Shoes					
Sock					
Glove for keeper					

9. Does your team have portable goal posts for improvement of shooting performance?

Yes No

10. If your answer for question number 9 is 'yes', how many of them have net?

Some of them only permanent

For all goal post not at all

Section 4: Sport Nutrition

Direction 3: Here below are questions that elicit information about the availability (supply) of food before and after the training session. Please indicate your response by putting "√" mark for the alternative that best describes your response.

1. Do you get sufficient amount of balanced diet daily?

Yes No

2. If your answer for question number 1 is ‘No’, what do you think the reason is?

3. Does your coaches’ advise you to eat balanced diet to improve your performance?

Yes No

4. Do you believe that drinking water before, during and after competition is advisable?

Yes No

5. From the given option which is listed below food staff you usually eat. Put “√” mark for the correct answer to show how often you take the food staff.

Table 2:2 **Players’ Nutrition**

Food staff		Always	Often	Occasionally	Seldom	never		Always	Often	Occasionally	Seldom	never	
Bread	Before training 30’ - 4hr						After training						
Pasta													
Rice													
Juice													
Fruit													
Egg													
Meat													
Fish													
Yogurt													
Cheese													
Beans													
Vegetable													
Grains													
Butter													
Water													

Section 4: Player's Personality Questioner

The following questions are concerned about Dilla Kenema Football club player's personalities Put “√” mark for the correct answer in the space provided.

Table 2:3 Player's personality questioner

n_o	Player's characteristics	Strongly agree	Agree	neutral	disagree	Strongly agree
1.	Are you punctual in your training session?					
2.	Do you attend all training program?					
3.	Do you have good relationship with your team mate?					
4.	Do you have positive interaction with your coaching staff?					
5.	Do you cooperative with your team mates?					
6.	Are you active participant in regular training sessions?					
7.	Do your parents motive you to be effective Football player?					
8.	Do you think that you will be effective Football player?					
9.	Do you use any performance enhancing drug?					
10.	Do you have personal training program session in addition to the regular training session?					

RESEARCHER

ASSEGID KETEMA

Phone n_o 0913312152

E-mail assegid_ketema@yahoo.com

Appendix-3
Addis Ababa University
School of Graduate Studies
Department of Sport Science

Interview questionnaire Provided for Dilla Kenema Football Club Officials

This questionnaire is designed to gather data on current challenges and future prospects of Football performance in case of Dilla Kenema Football Club. Since the success of the study depends upon the responses that you provide, I will kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses and answers will remain strictly confidential.

Thank you in advance for your cooperation!

Semi structured Interview Guide for Administrative bodies of Dilla Kenema Football club Officials

1. What are the roles of Dilla Kenema Football club team leader to improve players' performance?
2. Do you believe that clubs have any problem which hinders their performance? If yes, please mention the potential problems and their solution.
3. Do you have written annual plane for each of the club authors, if yes please discuss how would you implement the plane?
4. How can you control over all activities and progress of the club such as the following
 - training session
 - relationship between coaches and players'
 - coaches activities
5. What are the roles of your office in recruitment process of players?

Appendix-4
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Questionnaire Provided For Researcher

Field Observation Check List Format

Name of the club ----- Date of observation -----

Venue.....

Table 4:1 Observation Check List

no	Area Of Observation	yes	No
1	Does training session have warming up period		
2	Does training session have ball work period		
3	Does training session have cooling down period		
4	Does training session have tactical team work		
5	Does training session have technical work		
6	Does training session have fitness training session		
7	Does coaches properly encourage and motivate players to show performance progress		
8	Does sport commission officials follow up the team work		
9	Does Dilla Kenema football club have standard football field		