

**EVALUATION OF FOOTBALL CURRICULAR IN ZAMBIAN FOOTBALL CLUBS
OF THE MTN/FAZ SUPER LEAGUE**

By

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**A dissertation submitted in partial fulfillment of the requirements for the degree of Master
of Education in Primary Education**

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DECLARATION

I, Caphers Mizinga, declare that this work is my original work achieved through personal reading and scientific research. This work has never been submitted to the University of Zambia or any other University. All sources of data used, and literature on related works previously done by others, used in the production of this dissertation have been dully acknowledged.

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This dissertation of Caphers Mizinga has been approved for the partial fulfillment of the requirements for the award of the degree of Master of Education in Primary Education by the University of Zambia.

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ABSTRACT

This study is an evaluation of football curricular in clubs of the Zambian Mobile Telephone Network (MTN)/Football Association of Zambia (FAZ) Super League. The study inquired into the existence of a common football curricular in clubs of the MTN/FAZ super league; the effectiveness of such curricular; and what improvements could be done to such curricular.

The study unpacks two models in understanding football curricular within a football academy or club. Through gaining insight into the expert model and player development model used by Australia and United States of America (USA) respectively, this study adopted the realist approach guided by a case study design which aimed at understanding the relationship between the initial context, mechanism of change and intended outcomes of the Football Curricular (FC).

The evaluation of the FC was governed by constructed and situated theories of learning as advocated by Lave and Wenger (1991), Kirk and Macdonald (1998) and Wenger (1998) who emphasized the interaction of new and old knowledge inspiring coaches to acquire both practical and ontological knowledge, skill and understanding. The study examined the intended outcomes of the FC through a critical pedagogical perspective that challenged the coaches, the club management and football administrators to consider the FC, either accepting or rejecting it as it was implemented.

The sample composed of one hundred and eleven respondents drawn from twelve selected football club, the Ministry of Sports, Youth and Child development, the Football Association of Zambia (FAZ), football administrators, and officials from National Sports Council of Zambia (NSCZ). Data was collected from sport coach educational documents; questionnaire, video recording, Focus Group Discussions (FGDs) and semi-structured interviews were held with the football club coaches and other individuals who were identified to have valuable insights in football curriculum in Zambia. Data was analyzed qualitatively using the themes.

The study revealed that football clubs in the MTN / FAZ super league had independent football curricular; implementation of the curricular was problematic; the coaches did not have the necessary knowledge, skill and understanding of the FC. The study also identified some mechanistic blocks that prevented coaches from developing their knowledge, skill and

understanding of effective implementation of the FC. These included the relationship with the club managers, football administrators at FAZ and NSCZ. From these findings, it was clear that the absence of knowledge, skill and understanding of the FC by the coaches, club management and football administrators had a negative effect on coherence in coaching, evaluation procedures and consequently on having a well- defined body of knowledge and shared terminologies in player development.

The study recommended that a National Football Curricular (NFC) be designed; a technocratic capacity of football curricular implementation agencies within FAZ to steer the curricular implementation process should be built; the Ministry of sports, Youth and Child development and other football administrators need to provide a platform for Continuous Professional Development (CPD) programmes for coaches and assign organizations such as Olympic Youth Development Centre (OYDC) and National Organization for Women in Sport Physical Activity and Recreation (NOWSPAR) to spearhead CPD programmes.

DEDICATION

This dissertation is dedicated to the following people; my beloved wife Beauty and my children: Michelo, Buubala, Nchimunya and Himaambo for the support rendered to me throughout this journey, despite the stress you underwent during the time of research, when you needed me most. I owe this to you. My late mother, Lucecia Himaambo Mizinga, for your wisdom though never lived to see me this far, my sisters, Christetah, Beatrice, Mildred and Silvia, brothers, Oswald and Collins, and friends who gave me encouragement and courage even when I lost hope.

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ABBREVIATIONS AND ACRONYMS

| | |
|-----------------|---|
| AFCON: | Africa Cup of Nations |
| CAF: | Confederation of African Football |
| FC: | Football Curriculum |
| CFD: | Competence Framework Document |
| CPD: | Continuous Professional Development |
| COSAFA: | Confederation of Southern African Football Association. |
| DFB: | Deutscher Fußballbund |
| ENSSEE | European Network of Sports Science, Education and Employment |
| FAZ: | Football Association of Zambia |
| FFA: | Football Federation of Australia |
| FFANC: | Football Federation of Australia National Curriculum |
| FIFA: | Federation International Football Association |
| ICCE: | International Council for Coach Education |
| IOC: | International Olympic Committee |
| NCCP: | National Coaching Certification Programme |
| MTN: | Mobile Telephone Network |
| NFC: | National Football Curriculum |
| NFF: | Nigeria Football Federation |
| NOWSPAR: | National Organization for Women in Sport Physical Activity and Recreation |

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|---------------|---|
| NSCZ: | National Sports Council of Zambia |
| NSDI: | National Sports Development Index |
| SAFA | South African Football Association |
| SCSA: | Supreme Council for Sports in Africa |
| SEASA: | Sport Education Accreditation for Southern Africa |
| OYDC: | Olympic Youth Development Centre |

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study and defines the problem that the study attempted to address. It states the purpose, objectives and research questions that needed to be answered. The chapter further reflects on the significance, purpose, delimitation and limitations and provides the summary of the chapter.

1.1 Background

Snow (2012) wrote that football had become scientific in the modern days and for a nation or club to successfully develop in this aspect, there was need to have football curriculum. He noted that nations globally had made transformational changes in football with the aim of improving their standards. These transformational changes in football provided a solid foundation for youth sports development. The process of learning is made easier if both the coach and the player know what the coach is trying to achieve (Snow, 2012). The player is aided knowing not only what to do, but also whether he or she has done it. The coach's task is easier when knowing what to look for in the player's performance.

According to the Supreme Council for Sports in Africa Zone VI survey of 2007, youth sports development and coach education were identified as the two strategic spearheads in Zambia to steer football development. However, it appears there was no clear direction in this area and very little scholarly documentation had been done. As a result, there was no coherent, well-defined body of knowledge and shared terminology in player development.

Notable among football clubs that have etched indelible names on the map in Zambia but whose exploits sadly continue to elude the scholarly gaze include Nkana Red Devils, Mufulira Wanderers, Green Buffaloes, Kabwe Warriors, ZANACO, Nchanga Rangers, Red Arrows, ZAMSURE, ZESCO United, Power Dynamos and City of Lusaka. This omission begs for rectification.

Marsh and Willis (2003) wrote that a curriculum should be a reflection of people's own views of the world, their values, attitudes and priorities about the knowledge. Countries like German, Australia, Belgium, United States of America and United Kingdom developed football curriculum which triggered education of large numbers of youths and the adult players (Cross, 2012).

Marsh and Willis (2003) described an approach in the field of curriculum development as that which should indicate a set of beliefs, which may either be explicit or implicit, consistent and comprehensive enough to represent a reasonable guide or coherent thinking. This, in a way provides a well-defined body of knowledge and shared technology in player development. It was indeed, the responsibility of the Ministry of Sports and Child Development to develop such an approach based on the treasured Zambian Traditional values, priorities and views of football Education.

According to the survey carried out by the then Supreme Council for Sports in Africa (SCSA) Zone VI in 2007, to map and examine the Sports Education and Accreditation System in Southern Africa (SCSA Zone VI, 2007), most of the countries in the region such as Angola, Namibia, Mozambique, Botswana, Lesotho, Malawi, Swaziland and Zimbabwe did not have a well-developed football Curricular. This could have been the case with football clubs of the Zambian MTN/ FAZ super league.

1.2 Statement of the Problem

Despite the existence of football academies and accredited football coaches in clubs of the Zambian MTN/FAZ super league, the standard of football from the late 1980s to date continued to fall (Liwen, 2005).

At the time of conducting this study in the year 2017, there was little information on the existence of football curricular and how this curricular was implemented in many football clubs of the Zambian MTN / FAZ super league (SCSA Zone VI, 2007). A situation of this nature constituted a problem, which this study explored.

1.3 Aim

The aim of this study was to evaluate football curricular in Football Clubs of the Zambian MTN / FAZ's Super League.

1.4 Research objectives

The above aim was addressed through the following specific objectives:-

- a. To determine the existence of a common football curricular in clubs of the Zambian MTN / FAZ super league.
- b. To evaluate the effectiveness of the implementation of the football curricular in clubs of the Zambian MTN/FAZ super league.
- c. To propose improvements to football curricular of the Zambian MTN / FAZ super league based on item (a) and (b) above.

1.5 Research Questions

The specific research questions guiding this study were as follows:

- a. Do football clubs of the MTN /FAZ super league have a common football curricular?
- b. How is the football curricular in clubs of the MTN/FAZ super league implemented?
- c. How can the football curricular in clubs of the MTN/FAZ super league be improved?

1.6 Significance of the study

Conducting this study may show the depth and gravity of the effects of football curricular use in player development in Zambian football clubs. This is important because the results of the study may act as an educative tool in player development at the grass root level (primary school level). The information collected may also help to put in place a theoretical base that other researchers, professionals, associations and any interested individuals can refer to. The information that this study may yield should heighten the already existing efforts of coaching methods in football in Zambia.

1.7 Delimitation and Limitations of the Study

Though there were many football leagues in Zambia, this study was restricted to the MTN/FAZ super league.

The researcher encountered several challenges during the study as some people to be interviewed were not in their respective clubs on the first visit and this made the researcher re-visit the clubs.

1.8 Operational Definition

| | |
|-------------------------|--|
| Athlete: | A person who is proficient in physical exercise |
| Club: | A group of people who meet to participate in football activities. |
| Coach: | A person involved in directing, instructing and training of the operations of a football team. |
| Curricular: | Decision-making processes and products that focus on preparation and assessment of plans designed to influence students' development of insights related to specific knowledge and skills. |
| Evaluation: | Making judgment about the operations of the football programme. |
| Football player: | A sportsperson who plays football. |
| Implementation: | The process of putting operations of a programme into effect. |
| Sport Education: | A curricular and instruction model designed to provide authentic educationally rich sport experience for the youth. |
| Standard: | Levels of quality play in comparative evaluation and not only match-winning. |

1.9 Conceptual Framework

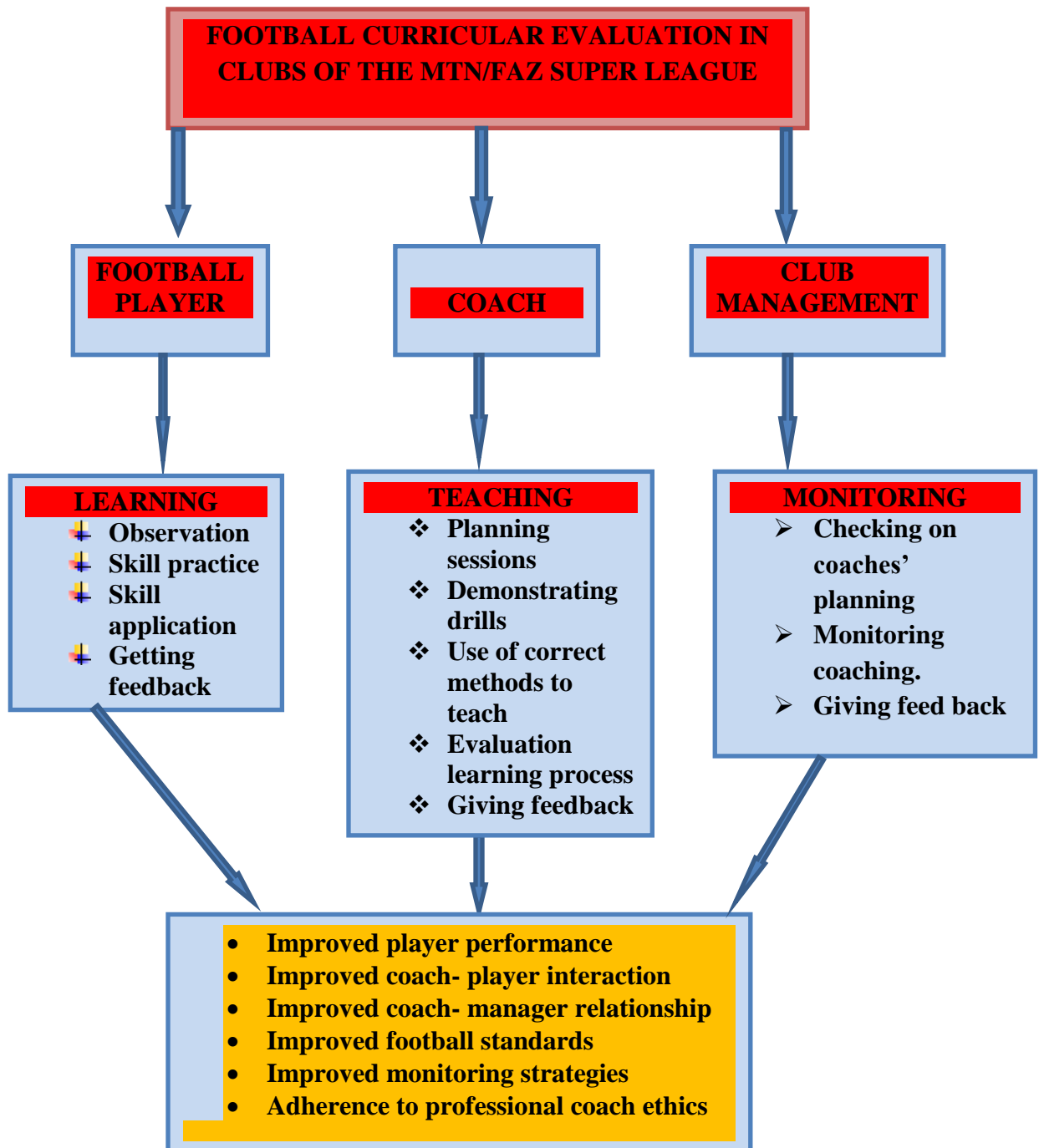
A curriculum is simply a definition of what is to be learned (Ross, 2000). The term curriculum came from the Latin word "*currere*" which means "*to run*" a "*course*" (Wiles & Bondi, 1984). Through time, the meaning evolved to imply a sequence of learning experiences (Armstrong, 2003; Wiles & Bondi, 1984). Armstrong (2003) viewed a curriculum as: "Decision – making

processes and products that focus on preparation and assessment of plans designed to influence students' development of insights related to specific knowledge and skills" (Armstrong, 2003 p.4). In this study, a curriculum was understood according to the above definition from Armstrong (2003).

1.9.1 Conceptual framework of football curricular evaluation and implementation

The conceptual framework indicates that the problem of ineffective football curricular implementation in football clubs of the Zambian MTN/FAZ super league has several effects on the players' performance, coaches' performance and managerial monitoring. Football players tend to misunderstand the necessary knowledge, skills and values. Those that misunderstand the knowledge, skills and values lose touch with the recommended standard of play. Coaches who are in charge of such players face disciplinary measures such as dismissal from the clubs, while management loses confidence and trust in the club as they can no longer invest their money in the club. However, if the curricular interpretation and implementation is strengthened in clubs of the Zambian MTN/FAZ super league coupled by a series of sensitisations empowering football players on knowledge construction skills, then there could be improved player – coach training relationship. Similarly, if monitoring strategies for managers are worked on to regulate how club managers should relate with coaches during the planning process through to the training session, then coaches will adhere to professional ethics, the standard of football will improve and management will have trust in their clubs and invest their money in such clubs.

Figure 1: conceptual framework



Summary

This chapter presented the background to the problem. It shed some light on the development of football world over using football curricular as a spear head. The chapter further presented the statement of the problem together with the research purpose, objectives, research questions, significance of the study and delimitation and limitations of the study. The conceptual framework which provided focus to the study was also addressed. The next chapter provides a review of literature of football curricular for the purpose of positioning the study in the context of knowledge and identifying gaps in knowledge; hence justifying the need for the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter is a review of literature on football evaluation. It begins by providing the theoretical framework that influenced the study. It further provides literature on the standards of football from global context before focusing on the African continent and in particular Zambia with a view to establish what has so far been done on the problem, what has not been done and what the researcher will do to fill the knowledge gap.

2.1 Theoretical frameworks

This study had been informed by three theories and these have been mentioned and explained below:

2.1.1 Theory of change

A Theory of Change is a theory driven evaluation that explains how activities are understood to produce a series of results that contribute to the achievement of the final intended goals. It is a description of the relationship between a programme and its expected outcomes. A theory of change describes why this change occurs. It hinges on the premises that if certain preconditions are applied to a programme, certain effects will occur. For example “if the Football Curricular is implemented well, then the standards of football in that particular club are likely to improve.”

Theory of change, although perhaps new to the mainstream, is not new. The current evolution draws on two streams of development and social programming practice: evaluation and informed social action. From the evaluation side, ‘theory of change’ is an aspect of programme theory, a long-standing area of evaluation thought, developed from 1960s onwards. Programme theory approaches urge a more explicit focus on the theoretical underpinnings of programmes, clearer articulation of how programme planners view the linkages between inputs and outcomes, and how programmes are intended to work, to improve evaluations and programme performance (Funnell and Rogers 2011).

A theory of change highlights assumptions about the effect of certain interventions in a particular context. It captures the connections between the day- to- day work of a programme and the

broader changes it hopes to create in the conflict. It must be focused on a common goal and also provide a basis for subsequent evaluation of the programme (Weiss, 1998). A theory of change provides a platform for common understanding of what is hoped to be accomplished and contributes to more informed decision- making.

While Funnell and Rogers (2011) argues that the theory's approach urges a more explicit focus on the theoretical underpinnings of programmes. Weiss (1998) says it is the descriptions of the set of assumptions that explain both the mini-steps that lead to the long-term goal of interest and the connections between the programme activities and outcomes that occur at each step of the way. She called the use of an approach at first as cosmetic, just like common sense; laying out the sequence of the outcomes that are expected to occur as the result of an intervention, and plan an evaluation strategy around tracking whether these expected outcomes are actually produced.

Connell and Kubisch (1998) on the other hand identified three major benefits for using the Theory of Change; it can sharpen the planning and implementation of an initiative; facilitation of the identification of data requirements and articulating a theory of change which is agreeable to the stakeholders.

The premises by which a theory of change rested upon; a focus on the connections between the day- to day work and the broader changes it hope to create in the conflict situation, as argued by Funnell and Rogers (2011), guided the collection of data from the field.

The theory of change focused on descriptions of how the football curriculum was implemented and the pedagogical approaches used that made it work out /not work out. It also described the relationships and the roles of the three main players involved in the implementation process; the club management, the coaches and the football players. It also gave a clearer articulation of how the programme planners viewed the linkage between inputs and outcomes. However, descriptions are not a matter of reality in evaluation, hence, the need to take the realistic evaluation theory into account.

2.1.2 Realistic Evaluation Theory

Realist evaluation is a form of theory- driven evaluation, which is set apart by a clear philosophical support. Pawson & Tilley, (1997) wrote that “realist philosophy considers that an

intervention works (or not) because actors make particular decisions in response to the intervention.” The ‘reasoning’ of the actors in response to the resources or opportunities provided by the intervention is what causes the outcomes. The complete realist question is: “What works, for whom, in what respects, to what extent, in what contexts, and how?” In order to answer that question, realist evaluators aim to identify the underlying generative mechanisms that explain ‘how’ the outcomes were caused and the influence of context. Such questions drive the evaluator to inspect the reasoning of legions of programme stakeholders in a procession of intervention contexts. Realist evaluation stresses four key linked concepts for explaining and understanding the programme; ‘mechanism’, ‘context’, outcome pattern’ and context-mechanism- outcome pattern configuration’ (Pawson, & Tilley, 2001).

The concept of mechanism depicts descriptions of the programme and its interventions that bring about any change. It is a process of how subjects interpret and act upon the intervention stratagem and it is the pivot around which realist research revolves. Realist evaluation begins with the researcher positioning the potential processes through which a programme may work as an introduction to testing them (Marchal et al., 2010).

The concept is best grasped through an illustration. The session drills for a team is a measure used to boost team performance, often included in club regeneration initiatives. The key point here is that the measure may work in different ways or in realist parlance, they may activate different mechanisms. Gymnasium may help in raising athletes’ fitness level by offering athletes timed circuit training (M₁) prior to a game, which they may not otherwise get. And /or it may act as a beckoning point (M₂) to prevent players from training anyhow. And /or it may act as an energy diffuser (M₃) to soak up unplanned fitness training. Mechanisms also explain a programme’s failure, of course, so to this list we might add some adverse processes. It may act as an opportunity for ‘messing about’ (M₄) if only club managers do not check on the planned activities, it might provide an unintended ‘den of injustice (M₅) for planning feedback on activities they don’t understand (M₆): or it may prove a ‘cultural barrier’ (M₇) because inappropriate feedback is given (Pawson, & Tilley, 2001).

Context describes the features of the conditions in which relevant programmes are introduced to the operational programme mechanism. Contextual thinking is utilised by realists to address

issues of ‘for whom’ and ‘in what circumstances’ a programme will work. In this context, it is self-evident that certain contexts will be supportive to the programme theory while other will not and gives a critical task of sorting one from the other.

According to Pawson (2013), outcomes –pattern comprise the intended and unintended consequences of programmes, resulting from the activation of different mechanisms in different contexts. Realism does not rely on a single outcome measure to deliver a pass/fail verdict on a programme. Nor does it make a hard and fast distinction between outputs (intermediate implementation targets) and outcomes (change in the behaviour targeted). Outcome pattern can take many forms and programmes should be tested against a range of output and outcome measures.

Hunting down outcome patterns may involve implementation variations, impact variations; socio- demographic sub-groups variations, temporal outcome variations, personal attribute outcome variations, regional outcome variation, and biological make-up outcome variations and so on (Pawson, & Manzano-Santaella, (2012).

The realist evaluation has little use for a ‘find- the- intervention –B – that cures problem –C’ in the notion of programme building. All interventions involve multiple uncertainties of pre-existing regularities in behaviours, events or social conditions, leading to the creation if many new regularities. Such outcome pattern- variations are found routinely within programme of all types. Any programme rolled out nationally will have winner galore and losers in abundance, and such differences will occur within and between each programme trial. The nature and source of these internal differences is a key focus of attention in realist evaluation.

Contextual-mechanism- outcome pattern configurations (CMOCs) involves simulations that indicate how programmes activities mechanism brings about behavioural adaptation or event or state uniformity. These suggestions bring together mechanism- variation and relevant context-variation into the prediction and explanation of the complex signature of outcomes (Mark et al, 2000).The ‘findings’ of realist evaluation from this background, will always try to pinpoint the configuration of features needed to sustain a programme.

The realistic evaluation theory was used to identify aspects of the football curricular that could have improved the acquisition of football knowledge, skills and pedagogy. It also focused its attention on guiding principles for football curricular evaluation.

2.1.3 Situated learning Theory

According to Lave (1990), learning is embedded within activity, context and culture. He argues that learning should be unintentional rather than deliberate and as such there is need to present knowledge in an accurate context. This learning theory demands that social interaction and collaboration should be the corner stone, where learners get involved in what is known as “a community of practice”. The community of practices represents certain beliefs and behaviours that learners need to acquire. As the beginner moves from the edge or periphery of the community to its core or center, he becomes more active and engaged within the culture and eventually adopts the role of the expert.

Brown, Collins and Duguid (1989) emphasised on the idea of cognitive apprenticeship. They argued that cognitive apprenticeship supports learning in the domain by enabling the learners to acquire, develop and use cognitive tools in the true field of activities. They concluded that learning, either inside or outside school progresses through collaborated social interaction and the social construction of knowledge.

A situated learning environment also provides authentic context that reflects the way the knowledge will be used in real-life, that preserves the full context of the situation without fragmentation and decomposition that invites exploration and allows for the natural complexity of the real world. The implications of this for the design of interactive multimedia are not simply that be all- embracing, to provide the purpose and motivation for the use of the programme, and to provide a sustained and complex learning environment that can be explored at length (Brown, Collins and Duguid, 1993).

Situated learning environments provide access to expert performances and modeling of processes, allowing students to observe the task before it is attempted. Such access enables narratives and stories to be accumulated, and invites the learner to absorb strategies which employ the social periphery. However, many multimedia programmes have capitalised

extensively on one of the true features of the medium; animation. This has led to the proliferation of simplified animations, often at the expense of the rich complexity of the real situation. The capacities and strengths of interactive multimedia are more than adequate to provide a 'window onto practice, allowing students to look through as much of actual practice as it can reveal (Brown, Collins and Duguid, 1993).

The implication of this design of multimedia is that quick time video inserts of expert performances are feasible and effective. For example short video clips of experts performing skills - such as professional soccer players, executing ball jangling, an expert coach executing a specific kick (dead ball), an expert teacher asking open ended questions, a nurse using reflective listening with a patient, a psychologist counseling a client and so on. This situation offers students an opportunity to observe the experienced practitioner at work.

The situated learning theory was used as a mirror reflecting on ways of acquiring, developing and using the cognitive tools in the true field of activities embracing collaborative social interaction and social construction of knowledge.

The study used three theories; theory of change, realistic evaluation theory and situated learning theory. These theories provided insight in curriculum implementation as regards knowledge, skills, understanding football and methods of delivery of the curricular content.

2.2 Football curriculum

In an effort to search for reference material and literature on curriculum development, the researcher came to realise that there was not so much academic work that had been done on football curriculum development. This, therefore, gave a challenge with literature review when preparing a dissertation looking at football curriculum. Snow's works (2012) focussing on Youth Soccer Development Programmes in the United States and FFA National Curriculum, (Cross, 2012) were the main references.

Youth Soccer Development Programmes (YSDP) in the United States are programmes which were aimed at providing education programmes for coaches in large numbers, while the FFA National Curriculum is the structural frame work used by coaches in Australia in player development (Cross, 2012).The works of the European Network of Sports Science, Education

and Employment (ENSSEE, 2006) and the International Council for Coach Education (ICCE, 2010) were also widely used in this study to substantiate the research programme. The main aim of curriculum development was to address moral and legal issues such as certification and to increase sport coach competency. The aim was to have coaches who could suitably guide the improvements of sports by creating opportunities for athletes' personal progress and pursuit of excellence (Sport Coach UK, 2008). When developing football curriculum, it was important to understand the profile of a typical athlete in football context in order to have the critical information required to design it. If this is not done well, one would develop a curriculum that would produce unproductive athletes (Trudel & Gilbert, 2004).

2.3 Background to evaluation research

(Pawson and Tilley, 1997; Lewis, 2001) wrote that research in the social sciences often have the purpose of evaluating something, with the intention that the findings can be used in a reformist way to make a difference and positive change to a social situation or intervention of the programme.

Weiss (1998) wrote that evaluation as it is understood today is a new development. Early policy and interventions to improve social contexts did not plan for an evaluation component. It is generally agreed that a modern view of evaluation has developed since the 1960's with the American Government funding large scale social programmes aimed at addressing wide spread poverty (Rossi and Wright, 1984; Weiss, 1998; Newburn, 2001; Robson, 2002; Stame, 2004; Vedung, 2010).

2.4 Global context of Football Curricular

Maguire (1999) pointed out that sport had become one big complex global industry. It is played almost in all parts of the world, athletes are now getting full time employment in sport and companies are also putting in a lot of money making sport to become like any other profitable business. This has in turn brought a very high demand on qualified coaches who are able to understand and interpret the curriculum in order to raise the performance standards. Maguire (1999) revealed that there were two main factors involved in raising the football standards: the coach on one side and the curricular on the other side. The curricular prescribes the kind of subject matter which society seeks to see in players, while the coach uses his knowledge to

interpret the contents of the curricular and the right pedagogical approaches to deliver the contents to the players. Maguire's (1999) study was similar and very relevant to this study because it exposed factors at play in improving standards in sports. However, Maguire's study only examined the curricular content and the competence of the coach in curricular delivery. It did not examine the players' ways of acquiring knowledge, skills and values, hence creating a gap which this study filled.

Krotee and Waters (1998) compared African nations with developed nations on seven factor component of the National Sports Development Index (NSDI): curriculum objectives, legislation, organisation, curriculum implementation, physical resources, research and evaluation and human resources. It was concluded from this study that African nations lagged behind in the global NSDI score and it was noted that there were differences between African and developed nations in terms of curriculum implementation, sports programme building and maintaining physical resource conservation, generation and dissemination of research and evaluation of each of the seven domains of sport. Krotee and Waters' study (1998) evaluated a number of aspects in determining reasons why standards of football in African nations were low by comparing practices in the developed nations. The perspective which Krotee and Waters' (1998) study pursued was similar and relevant to this study because it revealed factors leading to falling standards of football in Africa. However, the study took a broader perspective and as such, did not address the specific problems leading to the deterioration of standards of football in clubs of the Zambian MTN/FAZ super league and hence creating a gap that this study filled.

2.4.1 Australia

Cross (2013) wrote that for a long period of time, there was no clear direction for football in Australia and the result was an obvious lack of progress towards a defined objective. This applied to both Youth Sports Development and Coach Education, which were identified as the two strategic spearheads to drive football development. The National Football Curriculum (NFC) set the road map and the philosophy was made clear. It provided a solid platform for Youth Sports Development for Australia because; they were able to define the type of players to play the kind of football they wanted.

“From that point, we can then define what Coach Education should look like. There are many theories and philosophies on coaching; we can now set a clear direction on the kind of coaching we require to develop the types of players and teams we need in order to fulfill our mission.”

The Football Federation of Australia (FFA) first developed an Expertise Model which gave a clear picture to coaches and coach educators the kind of knowledge, skills, attitudes and values which was required by a football coach to operate effectively. Their vision on how to play football was also well documented through the publication of the NFC and the FFA’s building blocks of player development. Then a corresponding philosophy on how to coach football was articulated (Cross, 2013). Australia, given its population and the existing sporting land scape had performed remarkably well to reach its current standing in world football (Cross, 2013). The study done by Cross (2013) was similar and relevant to this study though it took a historical perspective to the falling standard of football in Australia. It revealed that football; youth sport development and coach education in Australia had no direction for a long time. However, the study did not evaluate the social problems that led to the falling of football standards in football clubs of the Zambian MTN/FAZ super league, an angle which could be still missing in the football landscape. This aspect created a gap which this study filled.

2.4.2 USA

Snow (2012) revealed that the key to modern youth player development was found in the lessons of the free play era, where children take charge of games, learning and fun. By returning to the ideals of play era, youth coaches and football clubs could use meaningful football games and football related activities to unlock the potential of their young charges to produce savvy, sophisticated American players.

Howe (2012) claimed that football is an art, which should be played attractively and effectively. It is a game of skills, imagination, creativity and decision – making. Coaching therefore, should not stifle, but enhance those elements.

United States of America had no model in player development and there was no direction in producing the right kind of players they needed. The result of such an environment was lack of

progress in football. Snow (2012) wrote that the foundation to good football environment in a club was a consistently executed player development curriculum. From this foundation, a positive football culture could be built.

Snow (2012) revealed that U.S.A developed a football player development model in order to help football coaches and football clubs to raise the level of play across the country. The coach inspires football experience for players, and the football player development model provided the knowledge, skills, values and attitudes needed to pass on the beautiful game to the next generation. It touched on the importance of continuing education for staff, age appropriate training methods, the development of a coaching philosophy, seasonal planning, the value of good football facilities, the importance of a progressive, developmentally- based club-wide football curriculum and the art and science of coaching.

Howe (2012) pointed out that USA made sure that each football club had a player development model, whose core for planned development was a sound common football curriculum. They believed that true player development occur when each player's daily training and playing environment was of the highest quality, consistent and with a clear vision of what lays ahead for him/her. The two studies done by Snow (2012) and Howe (2012) took a historical perspective in determining the development of football in the USA.

Snow' (2012 study revealed that USA developed a player developed model which triggered improvement in football standards while Howe' (2012) revealed that football clubs in the USA made effective use of the player development model in order to develop high football standards. The two studies done by Snow and Howe were similar and relevant to this study because they showed that football standards in the USA were also in a deplorable state like they were in Zambia. However, both studies did not investigate factors that led to the falling standards of football in football clubs of the Zambian MTN/FAZ super league, hence creating a gap that this study filled.

2.4.3 Germany

Haeusler (2014) revealed that the standards of football in Germany were in dismal sixteen years ago. It's hard to imagine now, but at Euro 2000, Germany was among the worst teams; it finished

last in its group and scored just one goal. Germany's problem was that it wasn't producing enough top-tier players. To rectify the situation, the *Deutscher Fußballbund* (DFB) decided that the country needed to invest in better youth sports development. In the 2001-2002 season, the DFB began mandating clubs in the professional leagues to run youth academies. It was during this time that a decision was made by the DFB that the development of more technically proficient homegrown players would be in everyone's best interest.

The 2011 report, which was commissioned by the Bundesliga, "10 years of Academies: Talent pools of top-level German football" was a thorough assessment of the youth system that turned German national team into juggernaut. According to the 2011 report, Germany poured its resources into producing great players starting at grassroots level. It borrowed methods from countries like Holland and Australia; which were using a common national football curriculum to develop a unique system of identifying and training potential players.

In February, 2001, the Bundesliga made it compulsory for all the 18 top-flight professional teams to run a youth academy, following a common football curriculum. Later academies became mandatory to all the 36 professional teams in the top two German divisions. According to the New York Times, there were about 366 German FA-operated youth centers by 2016 in the country, which served 25,000.

Over years and years, the investment paid off. By the 2011-12 seasons, more than half of all Bundesliga players were part of the German academy system at one time. A full 20% of Bundesliga players came through the youth academies of the clubs they played for. The average age of the league went from twenty-seven years old to twenty-five years old. In total, there were five thousand four hundred players aged eleven to twenty-two in professional academies and this created a demand for professional coaches who could interpret the football curriculum; all of which were categorized and graded under new qualification guidelines (New York Times, 2011).

The success of the German National Team programme was based on the soccer culture that Germany developed over decades, the understanding of how to play the game in a smart and efficient way, the knowledge of how to interpret the football curriculum in order to develop players - to find, identify and promote talented players to the top international level, the certification and development of coaches to the highest level, with experienced coaches for the

professional and high performance youth level, as well as the development of the officials that can support player development. The study done by Haeusler (2014) was similar and relevant to this study because it also investigated the factors that led to the deterioration of standards of football. However, it revealed the deteriorating standards of football in Germany and not in football clubs of the Zambian MTN/FAZ super league, hence creating a gap which this study filled.

2.4.4 Belgium

Haeusler (2014) contended that the Belgian similarly had to overhaul its youth development programme. In 1998, Michel Sablon a member of the Belgian coaching staff at Italia 90, saw that there was “no unified football curriculum”, and sat with thirty federation coaches, to discuss a radical change in approach. Tapping into philosophies and training methods in the national setups in Netherlands and France, as well as at clubs such as Ajax and Barcelona, he sought to produce a totally different type of player.

He also commissioned the University of Louvain to carry out an extensive study on youth football in Belgium, which involved filming one thousand five hundred matches across different age groups. The university’s results showed that young boys and girls playing at under-eight and under-nine touched the ball only twice in half an hour. One of the other main findings in the university research was that there was far too much emphasis on winning and not enough on development. A joint initiative with the government saw eight Top sport schools introduced between 1998 and 2002, with the aim of providing the most talented boys and girls, aged between 14 and 18, with additional training during the normal curriculum to increase their chances of reaching the top. Haeusler’ study was similar and very relevant to this study because it also investigated the falling standards of youth football and provided a contextual direction that this study followed. However, it did not investigate factors that made football standards to fall in the Zambian context, hence creating a gap that this study filled.

2.5 African context

On the African continent, there are copious situations of falling standards of football. The study done by SCSA Zone VI, (2007) revealed that most of the countries in Southern Africa such as

Angola, Namibia, Mozambique, Botswana, Lesotho, Malawi, Swaziland, Zimbabwe and Zambia did not have a well-developed player development model and football Curriculum.

A development model is simply a pathway of steps in sequence to guide development over a period of time. It is a framework for accountability and aligning training, games and programmes, and also an expression of a philosophy for an organization. In other words, it is a road map for developing youth football players for today, tomorrow, next month, next year and many years to come. A curriculum on the other hand is a plan for teaching the subject. It is an attempt to account for all the learning guided by the coach (Snow, 2012).

2.5.1 Nigeria

Ikhazuagbe and Ajimotokan (2016) revealed that Nigeria made her appearance at the global stage with the debut at USA '94. The generation of Super Eagles came from years of experimentation that started way back in 1990 when Dutchman, Westerhof was in-charge. Westerhof experimented with no less than 80 players to be able to fashion out the team that got to the Number 5 spot in FIFA ranking just before the Mundial in USA. That team played the kind of robust football that till date has not been matched by any successive Eagles. It was just inexperience that stopped Nigeria from moving beyond the challenge posed by Italy. It was also that same generation that dominated the squad that won the Atlanta Olympic football gold for Africa for the first time.

Ikhazuagbe and Ajimotokan (2016) recorded that after Atlanta, Nigeria failed to build on the success of the Olympic gold. Journey-man Bonfrere Jo who took charge after his countryman Westerhof left the saddle also dumped the team. Thereafter, Nigeria began this era of hire-and-fire of coaches in succession. The climax of a steady systemic failure that started after the Golden Generation of the Clemens Westerhof was visible with Nigeria's failure to qualify for the three Africa Cup of Nations (AFCONs) missed in the last five years.

A deep look into club football in the country revealed that many factors were at play. For example poor funding, the changing dynamics in football land scape, lack of player development model and the failure to use the football curriculum in teaching football were reasons why the clubs were finding it difficult to match with others elsewhere.

Ikhazuagbe and Ajimotokan (2016) revealed that of the twenty clubs in the top-flight, only three clubs were privately owned. The rest were funded by state governments. To begin with, most states had never really considered these clubs as big businesses that should be managed as such. Instead, they were given to politically-correct persons to run them.

Other attributes were partly the failure of the Nigeria Football Federation (NFF) to streamline football academies and check the activities of football agents. Football academies littered the nation's landscape and set up with the sole objective to help in the grooming and nurturing of young players.

Though football academies were coming up in every part of the country, they appeared more of trial and error approach with international best practices being ignored. Most often these academies were poorly funded; ill equipped and did not boast of the right facilities, personnel, player development model and football curriculum that could be of help in developing players. With regard to Nigeria, the biggest pitfall was that there was no deliberate attempt to impact on the players, a collective and nationally defined philosophy which becomes part of them when they reach the later stages of their career (Federal Republic of Nigeria, 1997). The study done by Ikhazuagbe and Ajimotokan was similar and very relevant to this study because it addressed a number of factors that contributed to the deterioration of football standards, giving direction to which this study could take. However, it did not pay serious attention to the process of evaluation and implementation of the football curricular specifically for football clubs of the Zambian MTN/FAZ super league and henceforth creating a gap which this study filled.

2.5.2 South Africa

Since the period immediately after 1994, the general decline in the state of South African football, both on and off the field, had been precipitous. From a global ranking of 16th in 1997, the men's team fell to a ranking of 73rd in the world in 2009. Continentally, South African football could not claim to be amongst the top-quality national sides (Goldblatt, 2007).

While the majority of the performances of South African football teams on the field were nothing short of embarrassment for the country that counted itself as the wealthiest and most developed on the continent, the situation was worse off on the field. They had engaged 15

coaches at the helm of the Bafana Bafana since South Africa's re-admission into the international sporting arena. The decline in performance was a reflection of a deep crisis running from the premier football level down to the amateur level (Goldblatt, 2007).

Dumitru (2010) revealed that South African football had not yet reacted to the commands for change. Indeed with an exception of few amendments to the coaching department of the national team, there were no practical indications of a player development model comprising the road map to how instruction could be followed. Apart from that, there was no indication of a commonly accepted football curriculum, which was to provide the coaches with common football knowledge, attitudes, values and skills that they needed to improve the status of football in the country.

For many developing football players, the notion of professionalism is introduced through the academy system (Richardson, Gibourne & Littlewood, 2004). Obviously there are a large number of factors influencing youngsters as they develop within their chosen sport. This would include the aims and practices of talent development within the academy set-up; the coaching process; funding; intangible and tangible resources; the structure of the football club and above all football curriculum.

A study on the most effective and successful models of national football organizations in the world reveals that key modern, conceptual and structural requirements were not considered in South African football (Dumitru, 2007). Dumitru's study was similar and relevant to this study because it investigated factors that contributed to the falling standards of football and also created an insight into what could be causes of falling standards of football in Zambia. It revealed that South African football did not adopt change in the football landscape. However, it did not investigate how the implementation of the football curricular in football clubs of the Zambian MTN/FAZ super league was done, hence creating a gap which this study filled.

2.5.3 Cameroon

Charnas et al. (2006) revealed that Cameroon took part in the world cup for the sixth time in 2014 making it the only African country to have attained such an achievement. It participated in the tournament in 1982, missed the 1986 games but qualified for every tournament since then,

except the 2006 games. Cameroon is also one of the only three African countries to reach the quarter finals of the world cup. It did so in 1990. It was the second highest ranking African country just before the tournament. The highest ranking African country was Egypt. But despite this glossy picture, football was dying in Cameroon. Explaining this paradox, club manager, Bete Arung said;

“Those who think Cameroonian football is doing well, simply because we always qualify for the world cup, are wrong. Individual Cameroonian football players, especially those playing for foreign clubs, are doing well. They are the ones propping up the national team but football at home is dying.”

This study was very similar and relevant to this study because it investigated the critical role that foreign based players play in concealing the falling standards of football in Cameroon and also the factors holding down the standards of football. Charnas et al (2006) revealed that the main problem holding down the development of football in that country were lack of goodwill at all levels, corruption, embezzlement by football managers at national and local levels, government indifference towards the provision of football infrastructure and lack of player development model. The study done by Charnas et al was similar and relevant to this study because it investigated factors causing standards of football falling and also highlighting areas of concentration. However, this study did not investigate the existence of the football curricular in football clubs of the Zambian MTN/FAZ super league and how such a curricular was implemented, as one of the contributing factors of falling standards in football hence creating a gap which is study filled.

2.6 Zambian context

The football standards in Zambia in the late 1970s were high and Zambia was considered to be one of Africa's footballing nations. She qualified to the African Cup of nations in 1974 and went through to the final, where she emerged runners up to Zaire (Liwen, 2005). According to the *Times of Zambia* newspaper (Friday, 15th March, 1974), Zambia was regarded as the second greatest footballing nation in Africa. This means that Zambia was a force to reckon with in football.

Though the picture of football standards in Zambia appeared impressive, the deteriorating standards started way back in the 1980s. An article found in the *Times of Zambia* (Thursday, 10th December, 1981) described analytically the performance of each of the 18 teams of the premier league, and reported that only half of them merited being in the premier status. The article reflected that the standards were going down because half of the clubs did not deserve a place in the super league, but since there was no other better teams to be promoted; they were given favour to be in the super league. The reason for the falling standards in football as indicated by author of the newspaper was lack of seriousness among clubs. The seriousness that was referred to in the article could be in the area of planning and preparation of knowledge, skills and values for the athletes. This could probably mean that coaches lacked the actual competences that athletes needed in order to display the kind of football that society would have appreciated. Liwena's (2005) study and the newspaper articles were related and relevant to this study because they showed that the standard of football in Zambia before the 1980s were high. They also investigated reasons for poor football standard in the 1980s but however, the two studies did not consider investigating football curricular of the Zambian MTN/FAZ super league as one of the reasons for the falling standards of football and this aspect created a gap which this study filled.

Liwena (2005) conducted a study on the deterioration of standards of football. This study revealed that the deteriorated of standards of football led to frequent sacking of coaches. The *Zambia Daily Mail* (Wednesday, 18th May, 2016) also confirmed Liwena's findings as indicated in the following quotation: "*Mufulira Black pool has sacked Coach Weston Mumba following poor results.*" Poor performance in football clubs of the Zambian MTN/FAZ super league continued to fall and the trend of sacking coaches continued. Mumba became the fourth super league trainer to be sacked in the 2016 football season. Liwena's study was very similar and relevance to this study because it investigated reasons for the poor performance of clubs of the Zambian MTN/FAZ super league. However, it did not investigate the existence and implementation of the football curricular in order to determine the causes of the deterioration of football standards in football clubs of the Zambian MTN/FAZ super league, hence creating a gap which is study filled.

Marsha Chilemena, veteran sports administrator and former football commentator in an interview with the National Mirror Newspaper of Tuesday 21 June, 2016 said:

“We are bleeding with failure in football because of biasness in team selection and lack of talent identification programmes to address deteriorating soccer standards in Zambia. It was a shame that teams like Swaziland could have a field day against Zambia, a country that was considered to be a football house in Southern Africa, adding that as long as the mentality of making positions for players as personal-to-holder, the state of affairs was unlikely to change”.

He was commenting on the miserable performance by the Zambia national soccer team at the 16th edition of the Confederation of Southern African Football Association (COSAFA) tournament in Namibia after falling out of the competition by minnows Swaziland. Masha revealed that biasness in player selection and lack of talent identification programmes were reasons for deterioration of football standards in Zambia. He did not consider the football curricular and its implementation as a potential cause of the deteriorating football standards in Zambia.

Woosnam, in Liwena (2005), recommended that Zambia should embark on emphasis on players’ dedication and fitness, acquisition of national coach, organization of coaching courses for teachers, youth leaders and retired veteran footballers if Zambia was to improve on standards in football. However, Woosnam’ recommendation did not consider the football curricular and its implementation as one of the strategies of improving football standards in Zambia.

Hikabwa (2009) conducted a study entitle “introduction and development of competitive football in Zambia (1930- 1969).” The main thrust of the study was to reveal the development of organised football in Northern Rhodesia, (in present days Zambia). The study sought to establish the genesis of organised football in Northern Rhodesia.

(Hikabwa 2009) indicated that the indirect rule system of governance and the two pyramid system of development which the British colonial administration introduced, together with the Northern Rhodesia Football Association’s affiliation to Southern African Football Association (SAFA) created a foundation of racial football in the colony. He revealed further that the development of African football in Zambia took the tribal lines and later industrialisation and urbanisation influenced football development among Africans. Hikabwa’s (2009) study was similar and relevant to this study because it investigated the affairs of football in Zambia, though

it took a historical perspective of the developmental process of football in Zambia. Hikabwa's study however, missed out the aspect quality in the manner football was played, hence creating a gap which this study filled.

Summary

This chapter presented the theoretical aspects of the study. It has also brought out the reviewed literature in evaluation using three models in relation to football curricular use in player development from the global perspective, Africa and further narrowed it down to Zambia. Finally, the chapter presents the pragmatic orientation of the research.

CHAPTER THREE

RESEARCH METHODOLOGY

The purpose of this study was to evaluate the football curricular in the Zambian football clubs of the MTN/FAZ super league. In order to achieve this task, this chapter endeavored to give the research design used in the study; target population of the topic studied, sampling design; sample size; sampling process; methods and tools of data collection; data analysis; ethical considerations; and challenges to the study.

3.1 Research Design

Polit & Beck (2004) defined a research design as the overall plan for obtaining answers to the questions being studied and for handling some of the difficulties encountered during the research process. A research design is developed to meet the unique requirements of the study. According to De Vos (1998: 123), a research design is a blueprint or a detailed plan for how a research study is conducted. Polit and Beck (200: 209), and Wood and Haber (1998: 157) indicated that selecting a good research design should be guided by an overarching consideration, namely whether the design does the best possible job of providing trustworthy answers to research questions.

The research approach used in this study was qualitative, which according to Denzin and Lincoln (2005) is a situated activity that locates the observer in the world consisting of a set of interpretive, material practices that make the world visible and turn it into a series of representations, including field notes, interviews, conversations, photographs, recording and memos. The qualitative approach has various designs such as the narrative research, phenomenology, grounded theory, ethnography and case studies, but this research specifically adopted the case study. Creswell (2001: 73) defined a case study as ‘a qualitative approach in which the investigator explores a system...through detailed, in-depth data collection involving multiple sources of information...’ In this research, a case study helped the researcher to collect data through interviews, focus group discussions, observations, video recording and document analysis.

3.2 Study Population

Best and Kahn (2006) explained that population in research is a group of individuals with at least one or more characteristics, which distinguish them from the rest of the individuals and the group should be of interest to the researcher. The study population was all the football coaches of clubs in the Zambian MTN/FAZ super league, Club managers of all the football clubs in the Zambian MTN/FAZ super league, officials from the Ministry of Sports, Youth and Child development, officials from Football Association of Zambia, Officials from National sports Council of Zambia and selected sports administrators.

3.3 Sampling Procedure

It is practically unrealistic to consider each and every individual who is exposed to the terminal situation across the entire population. Therefore, it becomes necessary to examine a sample of the population.

Leedy (1993), defined sampling as ‘the process of choosing from a much larger population, a group about which a generalised statement is made, so that the selected part represents the total group. Rubin and Babbie (2001) described a sample unit as that element, or set of elements, that would be considered for selection at some stage of the sampling. Neuman (2003) revealed that sampling, if well executed, enables the researcher to measure variables on the smaller set of cases, and generalise results accurately to all cases. These generalisations are informed by logical statistical reasoning that has been repeatedly tested with empirical evidence.

According to Bryman and Burgess (1999:293), one of the key ways in which qualitative research differ from quantitative research is in sampling or selection of the people or situations that are studied. While in quantitative research decisions are made at the beginning once-and-for all, and follow formalised statistical procedures, in qualitative research, such decisions are taken at various stages during the course of the project on the basis of contextual information. This would, however, make the research decisions look rather ad hoc to outsiders who are not privy to the changing contextual basis of the project (Bryman & Burgess, 1999:293). Being exploratory and descriptive in nature, this study used purposive sampling. Rubin and Babbie (2001) described purposive sampling as the selection of the sample on the basis of the researchers own knowledge of the population, its elements and the nature of the research aims. Purposive

sampling resembles one of the non-probability sampling procedures. In essence non-probability sampling refers to an unknown level of probability of inclusion in the sample.

In contrast with probability sampling, the sample of observations selected in purposive sampling is based on “the intuitive feel for the subject that comes from extended observation and reflection” (Rubin and Babbie, 2001, 369), and as such represents the method which the researcher believed would harvest the highest level of understanding of the subject of study.

The officials from FAZ, NSCZ, club managers and coaches were picked by virtue of their positions held. While the sports administrators and football players were picked by the virtue of their vast knowledge on football.

3.4 Sample Size

In terms of the sample size, De Vos et al. (2002, 199) indicated that it is generally stated that “the larger population, the smaller the percentage of the population the sample needs to be”. Conversely, it was important to consider that statistical significance would be influenced as the sample size increased, in that almost any effect would become significant in a very large sample. Grinnell and Williams in De Vos et al. (2002) argued that a total sample size of 30 is by no means accepted as a general standard in research literature, where sample size up to a minimum of 100 is regarded as statistically significant.

For the purpose of this study, the sample was composed of twelve (12) club managers, twelve (12) coaches, three (3) officials from Ministry of Sports, three (3) officials from FAZ, three (3) officials from NSCZ, six (6) sports administrators and seventy- two (72) football players were purposively sampled. The research study involved twelve football clubs. For the researcher to arrive at this number, factor analysis was conducted in terms of the questionnaire. Statistical requirements for using the factor analysis prescribe a minimum of 100 responses in order to be effective. This requirement formed the basis for the sample size.

After interviewing and getting authority from NSCZ to conduct research in the football clubs of the Zambian MTN/FAZ super league, officials from Ministry of Sports, FAZ and NSCZ were interviewed separately in their individual work places. Club managers were also interviewed separately in their individual clubs. Club managers then invited coaches, one coach in each club

was interviewed and the coaches in turn purposively sampled football players thought to be helpful with information making a sample of six players from each of the twelve clubs. Sports administrators were interviewed separately in their respective working place.

Table 1 below shows the composition of club official who participated in the study. It also shows that clubs managers, sports administrator and coaches were identified for the purpose of the study. According to table 1, coaches were assigned identity numbers which identified them throughout the study.

Table 1: Composition of Participation from Football Clubs.

| CLUBS | COACH NUMBER | COACHES | SPORTS ADMIN | MANAGERS | TOTAL |
|------------------|-------------------------|----------------|-------------------------|-----------------|--------------|
| ZANACO | 01 | 01 | 06 | 01 | 08 |
| POWER | 02 | 01 | - | 01 | 02 |
| WARRIORS | 03 | 01 | - | 01 | 02 |
| NKANA | 04 | 01 | - | 01 | 02 |
| NAPSA | 05 | 01 | - | 01 | 02 |
| ZESCO | 06 | 01 | - | 01 | 02 |
| WANDERERS | 07 | 01 | - | 01 | 02 |
| BUFFALOES | 08 | 01 | - | 01 | 02 |
| CITY | 09 | 01 | - | 01 | 02 |
| ARROWS | 10 | 01 | - | 01 | 02 |
| NCHANGA | 11 | 01 | - | 01 | 02 |
| EAGLES | 12 | 01 | - | 01 | 02 |
| TOTAL | | 12 | 06 | 12 | 30 |

(Source: field data, 2016)

Table 1 above shows that twelve clubs, twelve coaches (one from each club), six sport administrators, and twelve club managers (one from each club) participated in the study. According to table 1 above, a total of 30 club officials participated in the study.

Table 2 below shows the composition of officials from the Ministry of sports, FAZ and NSCZ who participated in the study.

Table 2: Composition of Officials.

| MINISTRY OF SPORTS OFFICIALS | FAZ OFFICIALS | NSCZ OFFICIALS | TOTAL |
|-------------------------------------|----------------------|-----------------------|--------------|
| 3 | 3 | 3 | 9 |

(Source: field data, 2016)

Table 2 above shows that three officials from the ministry of sports, three officials from FAZ and three officials from NSCZ who participated in the study. According to table 2 a total of 9 officials were involved in the study,

Table 3 below shows the composition of participants in each of the Focus Group in the football clubs of the Zambian MTN/FAZ super league and the number of questionnaires administered to them. According to table 3 each club was assigned a letter and number of identity which was used throughout the study.

Table 3: Number of Focus Groups and Questionnaires Administered

| CLUB | FG NUMBER | NUMBER OF FGS | NUMBER OF FG MEMBERS | NUMBER OF QUESTIONNAIRES |
|--------------|------------------|----------------------|-----------------------------|---------------------------------|
| A | 1 | 01 | 06 | 06 |
| B | 2 | 01 | 06 | 06 |
| C | 3 | 01 | 06 | 06 |
| D | 4 | 01 | 06 | 06 |
| E | 5 | 01 | 06 | 06 |
| F | 6 | 01 | 06 | 06 |
| G | 7 | 01 | 06 | 06 |
| H | 8 | 01 | 06 | 06 |
| I | 9 | 01 | 06 | 06 |
| J | 10 | 01 | 06 | 06 |
| K | 11 | 01 | 06 | 06 |
| L | 12 | 01 | 06 | 06 |
| TOTAL | | 12 | 72 | 72 |

(Source: field data, 2016)

Table 3 above shows that 6 players from each of the football clubs participated in focus group discussions. According to table 3, a total number of 12 focus groups were made adding up to 72 participants. Table 3 also shows that 72 questionnaire were administered to each of the

participants in the study. Each question was discussed with the participation of all group members.

3.5 Methods and Tools of Data Collection

The methodological tools used to collect data were both primary and secondary.

3.5.1 Primary Data

According to Beck (2000), primary data is the information obtained directly from the first-hand sources by means of survey, observation, focus group discussions, interviews or experimentation, visual and visual-audio materials. The main and primary source of data collection for this study was sport coach educational documentaries, newspapers, observations, focus groups discussions, semi-structured interviews and video recording. The documentaries were searched for from FAZ, NSCZ and Football Clubs of the Zambian MTN/ FAZ super league, while semi-structured interviews and questionnaires were held with the football club coaches and other individuals who were identified to have valuable insights in football curriculum in Zambia.

Newspapers gave sports information about the past events, the results, players, deteriorating standard and geographical distribution of sport and a sense of what sport meant to the people. They had been a major source of information on the deteriorating standard of football which was valued by sports administrators.

Observations and video recordings were made on the players and the coaches during their training sessions. The players and coaches were made aware on the first day of the study that the researcher would be recording and making field notes throughout the duration of the investigation, therefore the observations and video recordings were unconcealed, participants were aware that they were being observed, this was in line with Hastie and Hay (2012). Yin (2009) contended that observations can consist of formal or casual data collection activities. This study used observation data from casual data collection activities; direct observations were made prior to starting a formal data collection point. Twelve FGDs were conducted comprising six players from each club. Furthermore twelve semi structured interview schedules were administered to the twelve managers and twelve coaches. Semi structured interviews were

conducted with three officials from FAZ, three officials from NSCZ and six sports administrators.

3.5.2 Secondary Data

Secondary data is information that had already been collected (Sleeper, 2001). Books and magazines were used as secondary data sources in this study. Also used as a method of gathering data was the planning documents created by the coaches and club managers as a direct outcome of their training sessions. These forms of documents are recognised as data set arising from an educational setting (Robson, 2002). The use of secondary data sources to support primary data source was considered as triangulation of data collection methods. Triangulation is the term used to refer to the taking of multiple bearings on a given phenomenon for example here the use of more than one source of data collection (Long, 2007).

3.6 Pilot study

Before the main study was done, the researcher conducted a pilot study to examine and test the questionnaires. The pilot study was done in the mid-lands region of Zambia. The study was conducted with respondents who had similar characteristics as the targeted respondents used in the main study.

3.7 Data collection procedure

In qualitative research, data collection and analysis are done almost simultaneously. Nevertheless certain aspects of the research exercise are more pronounced at any given phases of the research project. This study utilized qualitative methods in collecting data. Qualitative methods used in the study included questionnaires; semi-structured interviews, focus group discussions, researcher's field notes, video recording and document analysis. Data collection involved searching for documents which had information on football curriculum development and sport coach education in the 12 football clubs of Zambian MTN/FAZ super league. Published documents such as newspapers, magazines and other forms of relevant evidence were also looked for (Polley, 2007).

Semi-structured interviews were also conducted with club managers, coaches and sports administrators who were identified to be playing an important role in football curriculum

development in the field or to be having relevant information in this field. This was necessary for getting insights and practical examples of football curriculum in Zambia.

3.8 Data Analysis

LeCompte and Schensul (1999) wrote that data analysis is the process a researcher uses to reduce data to a story and its interpretation. Patton (1987) indicated that three things occur during analysis: data are organised, data are reduced through summarisation and categorisation, and patterns and themes in the data are identified and linked. In this study, data was analyzed qualitatively using the thematic approach. Data from semi-structured interviews was first transcribed and later the transcripts were compared. The comparison of the transcripts helped in bringing out the similar themes across the groups. Themes related to the objectives were identified and the findings that best represented each theme were selected to verify the objectives.

3.9 Authenticity of the primary sources used in the study.

To examine the authenticity of the sources used in the study, the events, persons and customs in the newspapers and sports documents were critically analysed. However, it was difficult to closely follow the chronology and consistence in the newspapers as the newspapers were very old, some pages of the papers were missing and some of them were torn to pieces. The impartiality in some articles was also questionable because the reporters were either players or club secretaries of clubs involved in the matches.

After establishing authenticity, I then assessed the credibility of the sources through a process called internal criticism. I critically looked at the sources and examined them in terms of who left them and how they relate to the evaluation of football curricular in the Zambian MTN/FAZ super league. This was concerned with the meaning and accuracy of the statement and the trustworthiness of the document's content (Clark & Clark, 1984).

3.10 Ethical Considerations

Furrow (2004: 43) defined ethics as 'a morality or a position of doing what is right both morally and legally.' It is important to protect participants who willingly present themselves for the

purpose of advancing our understanding in research. Therefore, a strict set of guidelines and codes of conduct was adopted and adhered to.

Other than seeking permission from National Sports Council of Zambia, the researcher ensured that participant's consent to participate in the research was voluntary, free of any coercion or promises of benefits unlikely to result from participation. Since the study was an evaluate of the football curricular and how its implementation was done, the researcher ensured that the participants received a full disclosure of the nature of the study, expected benefits to the participants and society with an extended opportunity to ask questions, including the fact that they could choose to withdraw their participation even in the middle of the research.

Confidentiality and anonymity of the participants was ensured by not revealing the participants' names and personal details. Video recording was done with the permission of the coaches intended and, therefore, the collected data were held in strict confidence and were only used for the purpose of this study.

Summary

This chapter presented the main methodological aspects of this study; describing the research methodology, design, procedures and techniques used. The study was conducted on the Copperbelt and midlands of Zambia. The next chapter presents the results of the study.

CHAPTER FOUR

PRESENTATION OF RESULTS

This chapter presents the findings of the evaluation of football curricular in football clubs of the Zambian MTN/FAZ super league. .

The case study approach that underpinned the investigation involved the use of multiple forms of data collection at all phases throughout the research. Detail of the data underpinning each theme is outlined at the beginning of each of the three themes, along with an explanation of how it was used within the analysis. The process was guided by the study's concern to be analytical and critical, giving priority to the rich and complex qualitative accounts as a whole, therefore, the following broad approaches was used:

- Quantitative data had an important but relatively restricted role within the study, being primarily used to provide context for qualitative methods of enquiry. This is reflected in the coverage given to data in the reporting of findings. Data from questionnaires was reported in summarised form within the relevant themes. This acknowledges the role of the quantitative data in providing important context while also allowing the focus of the analysis to stay on qualitative data as intended.
- A variety of forms of qualitative data was used within the chapter (including individual interviews, focus group discussion, video recording and observations). The treatment of much of the data followed common conventions, through the integration of short quotes and written comment being used to form the narration.

The findings presented were on evaluation of the football curricular in football clubs of the Zambian MTN/FAZ super league. The data was presented in order to provide a report of the existence of common football curricular, the implementation and improvement to the football curricular. The findings were presented using the thematic approach in line with the three research questions set in chapter one of this study. The research questions were:

- a. Do football clubs of the Zambian MTN /FAZ league have a common football curricular?
- b. How is the football curricular in clubs of the MTN/FAZ super league implemented?
- c. How can the football curricular be improved in football clubs of the Zambian MTN/ FAZ super league?

4.1 Football curricular

One of the three research questions of this study was to determine whether a common football curricular existed in football clubs of the Zambian MTN/FAZ super league. The research question was: *do football clubs of the Zambian MTN/FAZ super league have a common football curricular?* In order for the researcher to get informed responses, the researcher through a semi structured interview schedule targeted the club managers, coaches and sports administrators to provide comprehensive answers to this question.

When a question was asked to the twelve club managers regarding football clubs having a common football curriculum, all the club managers indicated that clubs had football curricular. Club managers also revealed that football clubs in the Zambian MTN/FAZ super league did not have common football curricular. One of the club managers explained that:

“We don’t have a common football curriculum in our Zambian MTN/FAZ super league, but nearly all clubs have a curriculum which coaches use when preparing objectives and drills for their coaching. This is the document that contains the content...”

Six of the twelve club managers did not see the necessity of having common football curricular in the clubs of the Zambian MTN/FAZ super league. One of the six club managers explained that:

“The common football curriculum is not a requirement for club registration and therefore, not necessary for coaches, since most of them have done coaching courses where a curricular was followed.”

Another club manager confirmed that:

“The football curricular has nothing to do with coaching football. All that a coach needs is to have a personal philosophy in coaching. It is from the personal philosophy that he/she will plan his/her activities.

Semi structured interview schedule conducted to the twelve coaches indicated that coaches were educated on how to design drills and selecting activities for their clients during their coaching courses and for that reason, they were required to collect as much literature on drills as possible, from different sources. The following was the explanation from one of the twelve coaches:

“Each coach is unique and has a different philosophy in coaching, style of play and also follows a desired coaching model. From this point of view, I feel a football curriculum is not a necessity for clubs of the Zambian MTN/FAZ super league.”

When a question concerning the existence of the football curriculum was asked to participants in the twelve FGDs, all participants expressed ignorance. One of the participants in one of the clubs express ignorance that:

“Kashi kwaliba na curriculum ku bbola, awe tatwaimona napo.”

(So there is even a football curriculum, we have never seen it before.)

All the six sports administrators' response from a semi structured interview concerning the necessity of clubs having a common football curricular indicated that it was necessary for football development in Zambia. To exemplify this, one of six sports administrators explained that:

“In the current situation where clubs have different football curricular, there are poor linkages from one level to the other. Teaching and learning of football is disjointed, largely defined by behaviourist approach.”

When asked the question concerning common football curricular from an interview schedule, a respondent from the Ministry of sports, Youth and Child development had a divergent view. He indicated that a common football curricular was necessary for giving

coaches and coach educators a clear picture of what knowledge and skills were required at each stage of development. To demonstrate this argument, his explanation was as follows:

“The nation must have a vision on how to play football, which should be documented in a national document, in this case the national football curricular. Then a philosophy on how to coach football should be articulated, so that every coach in our nation should know the kind of football our nation wants and the kind of players needed in order to play the way we want. This eventually will lead us to the kind of coaches we need in order to produce the kind of players we need. When we reach that stage, we shall stop hiring and firing coaches on the basis of their performance elsewhere.”

Sports administrators revealed through an interview conducted to them that a common football curricular was very important in providing coaches with the prior knowledge on what level each player in their custody would have been at the time he joined the club and at the same time know the progression rate in terms of football knowledge. One of the six sports administrators indicated that lack of a common football curricular was detrimental to the developmental path of players from the time they joined the clubs. This was his explanation:

“.....the ability to design a common football curriculum is very beneficial for coaches. However, the lack of a common curriculum and direction by a large number of grassroots clubs has hindered the progress of our players. A common curriculum gives direction for both the coach for the youth team (soccer academy) and the senior team in terms of coverage. Because they are both using a common football curriculum, there is a likelihood that the coach for the senior team will have prior knowledge on what the graduate player will have covered from his previous junior team and this provides continuity. Apart from continuity, common football curricular provides a clear developmental path for players from the time they are introduced to the game through to their mature stage. However, lack of a clear development path from the time a player joins a club at the youngest age group to when he leaves is detrimental. Otherwise, how do you judge his success?

How do you efficiently evaluate how far a player has come and where he needs to go?”

A semi structured interview schedule conducted to three officials from FAZ and three officials from NSCZ provided data on the existence of the common football curricular in clubs of the Zambian MTN/FAZ super league. FAZ and NSCZ officials revealed that, they were aware that each football club had football curricular. They further revealed that each of the football clubs of the Zambian MTN/FAZ super league had a different football curricular. One of the three officials from NSCZ indicated that the council was working hard to sensitise football clubs of the Zambian MTN/FAZ super league on the beauty of having a common football curricular.

In summary, the study established that the key informants acknowledged the existence of a football curricular and the non-existence of a common football curriculum in clubs of the Zambian MTN/FAZ super league. Also all the participants from the FGDs acknowledged the importance of having a common football curriculum in clubs of the Zambian MTN/FAZ super league. The subsequent section presents the results of the second question.

4.2 Implementation of the football curricular

The second question for this study was to find out how the football curricular was implemented by the football clubs of the Zambian MTN/FAZ super league. The research question was: How is the football curricular in clubs of the Zambia MTN/FAZ super league implemented?

A semi structured interview schedule was administered to three officials from FAZ. All the three officials revealed that there were serious challenges with the implementation of football curricular. They also revealed that there were different competences which each of the twelve football club of the Zambian MTN/FAZ super league considered. All the three officials reported that football clubs had different points of emphasis in their football curricular implementation. This was the explanation from one of the FAZ officials:

“Each club put emphasis on different aspects of the game, for example one club may be more interested in not conceding goals and its curriculum components if you like, would be attuned to that. They allow the opponent to have a lot of possession and defend as a compact unit on their own half. When the opponent

loses the possession of the ball in these tight areas, they try to strike on the counter attack. The effectiveness of the football curriculum and coaching therefore is determined by how well the team unites in specific playing areas and the number of goals they conceded in each particular game respectively.

A similar sentiment was given by one of the twelve club managers, who confirmed that:

“With our club, the curriculum components were taught to players in form of drills and their application in a real game situation gave an idea of how well the players were learning the skills. The attendance of players during training sessions and the number of drills they were able to master during the training process showed the effectiveness of the coach. Apart from that, the ability for the players to carry out instructions given to them by the coach during the game indicates effectiveness of the coach.”

Coaches were key figures in the implementation of the football curricular and their perception of practice was important to this study. The findings from the coaches’ knowledge to coaches’ practice was looked at in five parts indicated below:

- a. *The coaches’ perceived strengths and area for development for football coaches of clubs of the Zambian MTN/FAZ super league.*
- b. *The coaches’ views regarding what formal education they thought would support them in implementing the football curricular.*
- c. *Curriculum- coaches’ knowledge of Football Curriculum.*
- d. *Pedagogy- Coaches’ knowledge and understanding of pedagogical approaches and strategies to support training.*
- e. *Planning – coaches’ knowledge, skill and understanding of planning coaching sessions for intentional training.*

4.2.1 The coaches' perceived strengths and area for development as football coaches of clubs of the Zambian MTN/FAZ super league.

Table 4 below shows coaches' identification of their self- perceived strengths in rank order, 1 being the strongest and three the weakest. The table was sub divided into four sections; communication, content knowledge, coaching and learning and curriculum and policy.

Table 4: Coaches' perceived strengths and areas for development

| Communication | Rank 1(low) (weighted score '1') | Rank 2 (weighted score '2') | Rank 3 (high) (Weighted score '3') | Weighted Total |
|-----------------------------|---|--|--|-----------------------|
| Enthusiasm | 1 | 2 | 10 | 35 |
| Enthusiasm | 0 | 0 | 1 | 3 |
| Communication skills | 4 | 4 | 5 | 27 |
| Communication skills | 1 | 0 | 0 | 1 |
| Ability to work with others | 1 | 2 | 0 | 5 |
| Ability to work with others | 1 | 0 | 0 | 1 |
| | | | | |
| Content knowledge | Rank 1 | Rank 2 | Rank 3 | Total |
| Technical knowledge | 2 | 3 | 4 | 20 |
| Technical knowledge | 2 | 1 | 1 | 7 |
| Tactical knowledge | 0 | 2 | 1 | 7 |
| Tactical knowledge | 1 | 4 | 1 | 12 |
| Planning coaching session | 1 | 1 | 0 | 3 |
| Planning coaching session | 0 | 0 | 0 | 0 |
| | | | | |

| Coaching & learning | Rank 1 | Rank 2 | Rank 3 | Total |
|--------------------------------|--------|---------------------|--------|-------|
| Knowledge of coaching methods | 0 | 2 | 2 | 10 |
| Knowledge of coaching methods | 3 | 3 | 4 | 21 |
| Knowledge on how players learn | 0 | 1 | 2 | 8 |
| Knowledge on how players learn | 3 | 1 | 3 | 17 |
| | | | | |
| Curriculum & policy | Rank 1 | Rank 2 | Rank 3 | Total |
| Knowledge of club curriculum | 0 | 0 | 0 | 0 |
| Knowledge of club curriculum | 6 | 5 | 3 | 28 |
| key | | | | |
| Strength | | Area of development | | |

(Source: field data, 2016)

Table 4 above shows that there were considerable variations in coaches' responses across the four categories. Coaches identified strengths on communication and enthusiasm, with weighted total of 35 and 27 respectively. It also shows that Coaching and learning, and Curriculum and policy with weighted total of 10 and 0 respectively. According to table 4 above, coaches identified areas of great development as curriculum and policy and coaching and learning with weighted totals of 28 and 21 respectively. The slots in gray in the table represented areas of development.

The semi structured interview schedule provided a semi structured approach to eliciting views on coaches' perceptions of the skills and knowledge they possessed, required and needed to develop within their coaching practice. Although limited in detail, it revealed a number of issues. Firstly, it showed considerable variation in coaches' responses across the four categories, with coaches identifying strengths on items directly relating to their experience of delivery of training sessions (such as communication and enthusiasm). It also reflected that coaches had weakness in items which were indirectly their requirement (such as planning theoretical knowledge). It was also interesting that coaches did not consider improving on their self-reported weakness.

4.2.2 Coaches' views regarding what formal education and curricular implementation

A semi structured interview schedule conducted to the coaches revealed that there were mixed views about the appropriateness of knowledge, skill and understanding provided for by formal education for coaches in Zambia MTN/FAZ super league clubs and consequently covering the content of the Football Curriculum. The coaches revealed that formal education did not relate to football curricular implementation. Seven of the coaches stated that formal education qualification did not provide the relevant knowledge, skill and understanding to effectively implement the curricular, and two coaches commented that formal education was primarily geared for general life skills and did not automatically deliver the specific education required to work with football players in curriculum time. Coach 5 simply described the formal education as 'not relevant to player education', while identifying a number of issues that formal education did not address.

Coach 11 - in my experience, it teaches you more on how to manage life skills, rather than going into a club and coach large groups of mixed ability.

Coach 2 - they get you involved in football to coach a team, not to deliver training sessions for up to 35 players to understand, enjoy and want to come back again.

Coach 10 - ...the drills / games taught are limited and do not consider the resources available at different clubs (number of players, coaches, balls bibs cones etc).

Coach 9 - ...it is more geared towards academy semi pro traditional coaching sessions.

In contrast, two of the twelve coaches felt that formal education did provide them with the games and drills to work with players in the Zambian MTN/FAZ super league setting, with Coach 6 explaining that...

It also gives you the skills and drills that are suitable for different ages', of specific interest in relation to the overall project.

Coaches' views as regard to implementation of the curricular did not seem to be related to their level of formal educational qualifications. The three coaches with degree level qualifications did not feel that formal education supported effective implementation of the curricular, but one coach with a diploma did. Among the non-graduate coaches, five felt that formal education qualifications did not support them in implementing the curricular, but two of them thought it did. One non-graduate coach gave both answers, ticking 'yes' and 'no', then explaining that '*... it provides skills but works in an ideal world situation.*

Although several coaches commented that formal education was more oriented to equipping coaches in life skills than implementing the football curricular, there were mixed views about whether it equipped coaches to work in clubs of the super league. Six of the twelve coaches stated that formal education did not provide them with the knowledge, skill and understanding of football curricular implementation process; however, four of the twelve coaches stated that formal education did support this role. These contrasting answers included:

Coach 10 - ...it [formal education] can be seen as a good starting point but does not incorporate and focus on the flexibility demands of the football curricular. Also it doesn't encourage the learning of more specific games / drills and the development of new ones.

Coach 12 - yes – formal education is a lot more than curricular implementation and I feel the emphasis is on players having fun and wanting to participate in sport which is the basic aim of formal education.

Four coaches with a diploma qualification, and two of the three coaches with a degree level qualification, stated that formal education did not support them in implementing the football curricular of clubs of the Zambian MTN/FAZ super league setting. Answers were more mixed among non-graduate coaches: three coaches felt that formal education qualifications did support

them in implementing the football curricular in clubs of the Zambian MTN/FAZ super league, two answered 'yes and no'.

All the coaches reported that the lack of relevance in the formal and coach education content acted as an external blocking mechanism that was outside the control of football clubs and the individual coaches.

4.2.3 Curriculum- coaches' knowledge of Football Curriculum.

The football curricular was a key element in establishing an accurate understanding of the initial context. A clear understanding and coaches' knowledge of the football curricular at the initial stage was important, as without knowledge of the football curricular, coaches would not be able to plan appropriate drills to cover their training sessions and meet their specified objective. A question concerning how well coaches understood the football curricular was asked to them and the study established that coaches had very little knowledge of the football curricular.

Responses on the football curricular revealed that eleven of the twelve coaches did not know how many key stages there were in the football curricular. Only one coach was able to identify the year groups within key stage 2, which is the key stage in which the majority of club based coaching was undertaken and in which all of these coaches operated. None of the coaches knew how many areas of activity were in the football curricular, 6/12 of the coaches named one area of activity (games) 1/12 of the coaches named three areas 2 / 12 coaches named four areas of activity and 4/12 coaches being unable to name any areas of activity.

In relation to the four strands of assessment in the football (selecting and applying skills and compositional ideas, acquiring and developing skills, evaluating and improving skills and compositional ideas, and gaining knowledge and understanding of fitness and health), only one of the twelve coaches could name two of the key words - these were evaluation and understanding. However, the two words were from different strands of assessment: the word *evaluation* came from the Evaluating and Improving strand and the word *understanding* from the Knowledge and Understanding of Fitness and Health strand.

Due to lack of knowledge regarding football curricular content amongst all the coaches, there was no pattern relating to academic or football qualification and knowledge and understanding of

football curricular content. Additionally there was no difference depending on the age of the coach or how long they had worked as a super league coach.

Six of the twelve coaches who were interviewed concerning their knowledge of football curricular content were already working as super league coaches. The purpose of the interview was to understand the value that coaches placed on having knowledge of football curricular. The methodological purpose was to get details regarding this area of knowledge and to understand the broader context of this knowledge from the coaches' perspective. Three of the six coaches who were interviewed were graduates and three were non-graduates. The coaches were asked about their knowledge of the football curricular. The general finding from the coaches was that they had little knowledge of the football curricular.

Coach 5 None. I know what it is, but I wouldn't know in depth of how to break it down. In fact I don't know what it is; I know what I think it is!

Coach 9 "not a lot. I have to be honest; I don't know much about it at all. I feel comfortable going to do a session but i think some points are but then I am pretty sure I would be missing out on other points, so when you are looking at football curriculum time that we need to be doing all those areas, for us to look better and for the managers to be happy with us doing a session. It is shocking."

In order to add strength and depth to the initial context data, it was felt important to establish the coaches' perspective regarding working in a club with little or no knowledge or awareness of the football curricular. The most widely held view was that coaches felt this was not an issue if the coach was occupying the players. Three coaches were more reflective and were quite shocked when they considered their own lack of knowledge and awareness.

Coach 5 - I think if you are occupying the players in a constructive way, then they are reasonably happy, and if it's priced correctly then the coaches are reasonably happy... that is my experience.

Coach 7 - ...what I've seen in clubs, the standard of coaches' level of sports, kills me when I see it as some of it is so poor...

Coach 9 - *It shocks me when you say it is like that, I think it is a good point ... I feel comfortable going to do a session, but then if you ask me if that session was the same as the National football Curriculum then I wouldn't know.*

4.2.4 Coaches' awareness of pedagogical approaches and reflective thinking

To identify coaches' understanding of pedagogical approaches and reflective thinking, coaches were asked, through interview, to consider two scenarios (A and B) and indicate which one they felt best described their practice.

Scenario A

"I like to be in control throughout the whole session, it is important to me that all the players listen and do as they are told. I have a great deal of knowledge and I know if players listen and do as I ask; I will make them a better footballer".

Scenario B

"I like to guide players towards developing their individual knowledge, skill and understanding. I like to ask questions and give responsibility for learning to small groups and individuals. It is important to me that players develop in a holistic way; it is much more than just teaching football skills".

One of the twelve coaches identified that Coach A's approaches best described his own practice; whilst 8 of the twelve coaches identified that Coach B best described their own practice. Three coaches said that both Coach A and Coach B best described their own practice.

Coach 9 - *I feel I am a mixture of both, dependent of situation, skill/ability level of players.*

Coach 7 - *Both, some aspects of my coaching are in box A and some in box B. players should have the opportunity to express themselves through whatever sport they're doing. I like to have little inputs on them, and pose questions for them to think about during practices, games. I believe decision making is a big part of what I do.* Coach 4 - *As a coach I think every session has many approaches so sometimes it will be A and other times B.*

4.2.5 Planning – coaches’ video analysis of the coaches’ practical coaching sessions.

Table 5 below shows a presentation of a video analysis for coaches. All the twelve coaches were recorded but for the sake of this analysis, only four coaches (whose identity was 1, 4, 6 & 9) were considered. Coaches’ actual number of acts per individual in each category was counted and the total number of acts for each category was recorded.

Table 5: Practical coaching – video analysis of the coaches’ initial practical coaching sessions (four coaches were considered for this video analysis, though all the twelve coaches were recorded).

| Coach number | 1 | 4 | 6 | 9 | Total |
|----------------------------------|--|----|----|----|-------|
| Coach behaviour | Frequency of coach behaviour (number of actual acts) | | | | |
| Instruction | 80 | 89 | 35 | 27 | 231 |
| Questioning | 23 | 29 | 30 | 27 | 109 |
| Coaching points | 14 | 0 | 10 | 16 | 40 |
| Reinforcement | 5 | 20 | 10 | 16 | 51 |
| Demonstration | 5 | 5 | 21 | 7 | 38 |
| Non- verbal communication | 5 | 10 | 6 | 11 | 32 |
| Coaching method practice | 8 | 6 | 16 | 9 | 39 |
| Direct communication | 4 | 15 | 8 | 7 | 34 |
| Scolding | 4 | 5 | 0 | 6 | 15 |
| Humour | 1 | 1 | 3 | 1 | 6 |
| Coaching method command | 0 | 0 | 2 | 0 | 2 |
| Observation | 2 | 5 | 1 | 1 | 9 |
| Coach intervention | 0 | 3 | 0 | 0 | 3 |
| Coaching method guided discovery | 0 | 0 | 1 | 0 | 1 |
| Session management | 0 | 0 | 1 | 0 | 1 |

(Source: field data, 2016)

Table 5 above provided qualitative responses from the analysis of the practical coaching sessions. According to table 5, four coaches whose identity numbers 1, 4, 6 and 9 were considered for the video analysis. The figures in the specific categories represented the number of the actual acts. The highest scoring category represented the most frequent behaviour. In this case, instruction was the highest with the total score of 231 and the least being coaching method guided discovery and session management with a total score of 1 respectively.

Coaches' pedagogical understanding and practice had some established characteristics. The practical sessions demonstrated the coaches' dominant pedagogical behaviour during a coaching session. The questioning was mainly used for social and management purpose with regard to guided discovery teaching method. The study established that out of the twelve coaches observed, only four coaches provided coaching points within their sessions but none of them clearly identified the intended learning outcomes at the beginning of their sessions, all the players were not able to use the coaching points effectively.

4.2.6 Coaches' communication.

All coaches demonstrated an authoritative tone and manner to their communication with common features of interaction with players being through reinforcement, praise and asking questions. There was an overuse of strong adjectives 'excellent', 'fantastic' when players were providing relatively simple answers. The coaches' language and organisation was exclusive, generally aimed towards the better footballers in the group, with coaches often adopting a commentating technique when communicating with players.

Coach 6 - Stand still please and listen, so when you see or hear me speaking to you either put the ball under your arm or under your foot.

Coach 5 - What's your name Sir? Player replies Thomas, Coach' response fantastic! Why did you have the ball for the last 45 seconds?

Coach 1 - Well done, excellent! Keep moving guys don't stop moving, don't stop moving, don't stop moving, don't stop moving, ball shouldn't

be going out of the square, fantastic! Ball shouldn't be going out of the square; ball shouldn't be going out of the square, excellent!

Coach 9 - Can we all count to three, I know some of you struggle, I know you struggle to count to three' (coach points to an individual player).

4.2.7 Management and session structure

All coaches demonstrated limited knowledge and skill in relation to management. At least five players in each of the session were deemed as being 'off task'. This was especially noticeable during sessions where the coach was providing instructions. The coaches used questions for social and managerial purposes and used open ended questioning to gauge understanding, for example 'does everyone understand?' (Coach 1). A part to whole method i.e. skills practice leading to a game was used in all sessions with some evidence to suggest that coaches understood this approach to coaching to be the most appropriate way for players to learn in a games context.

Player question: Are we going to play a match?

Coach 9 - Not today, today's all about learning.

Coach 1- Guys wait there, wait there guys this is what we are going to do, guys wait there, listen, listen, freeze, freeze, right this is what we are going to do, guys freeze, freeze where you are ok for example pass it, dribble and pass it off there, does everyone understand? And freeze, freeze there, freeze there, freeze where you are, freeze where you are.

4.2.8 Planning coaches' knowledge, skill and understanding of planning for intentional learning.

One of the defining aspects of school based learning and the work of professional coaches is that they plan for intentional learning (Slavin, 2003; Whitehead and Blair, 2010). Gower (2010.p 24) stated that 'effective planning is at the heart of effective teaching' and continues to discuss planning in both the medium and short terms as being a distinctive process that requires written documentation, the approach taken towards planning throughout this study.

Coaches were asked to state whether they plan their session in an interview conducted to them. The general theme was that coaches did not plan their coaching sessions, but preferred to deliver their session based on past experience and intuition. Seven of the twelve coaches stated, that they did not plan sessions; two stated that they did plan sessions; two stated that they sometimes planned sessions; and one stated 'when in need of inspiration I use a drill plan' (Coach 8). Two coaches who stated they planned their sessions also stated that they kept their plans as a permanent record.

Coach 10 - I keep a book with lots of warm up games, drill based games, drills and match type activities to refer to when attending to a session. Sometimes I will plan it prior to the session others I will plan it when I get there to see how many people I have to coach.

Coach 12 - Because it gives me a platform so that I can build on what I've already done. Say in a 10 week stint; you don't want to go over something at length you have already done in the early stages. I believe it is all about periodisation, no matter how old the players are.

Explanations of why coaches did not plan their sessions included lack of emphasis placed on planning sessions during coaching courses and the influence of the work place and the values of older more experienced coaches, who did not plan and club managers' negative attitudes towards coaches' session planning. The three coaches who did not commit their planning to a written format provided the following explanations for their decision.

Coach 1 - Because I find it easier to plan in my head. It is also easier to adapt my session when in my head rather than being regimented on paper.

Coach 9 - I've never written anything down in my coaching life...I pretty much remember most drills I have ever done.

Coach 11 - Working in the clubs with a large number of players, I tend to pick a topic for the week, and coach the same topic to all the different sessions/players.

Coach 5 stated that 'session plans are viable if you're working with only key facts, skills and techniques, but if you're dealing with inexperienced players you

don't need to get so technical...' and besides club managers have no interest in checking our planning of sessions.

Across all interviews with coaches, an emerging theme relating to coaches' attitude towards planning was that they felt they could plan in their heads and that this approach allowed them to adapt their practice depending on the context and environment that they were working in.

Coach 1 'I think sometimes that brings out the best of you as a coach, because sometimes you get there and everything you've got planned could be turned upside down...'

Coaches 2, 5, 9 and 10 explained during individual interviews that they did not commit anything to paper during their planning and preparation of practical coaching sessions. In contrast, Coach 4 and 12 both highlighted that they did commit their planning to paper. However, Coach 4 and 12 seemed to have a different understanding of the planning process.

Coach 4 stated 'I write some notes and then jumble them around a little bit'. This approach seemed to differ from Coach 12 who stated that;

'I don't like to go through a session if I don't know what I'm doing, I like to plan everything out, then I can just do passing, I know what to do with the passing, I know how to progress with it, running with the ball I know how to progress that, dribbling I know how to progress that.

A common theme with all the coaches was that they based their preparation and practices on their past experiences.

Coach 11 - I've done this session loads many times; I've done it lots and lots of times.

Coach 2 - from previous sessions that I have done...so just previous sessions really.

4.2.9 Coaches' knowledge of planning coaching sessions in relation to their academic and football specific qualifications

Data on coaches' personal and professional background was obtained through a semi structured interview schedule conducted at their Football clubs training ground. All participants in the case

study were male and they were aged between 35 and 48. It was noted that there was no apparent relationship between the level of coaching qualification obtained and coaches' other characteristics, including their age, length of time of coaching, and their formal educational qualifications.

Table 6 below shows the profile of the participants in this study. It shows the age ranges, number of coaches and the nationality of the coaches who participated in the study. It also shows experiences, coaching and academic qualifications for each of the twelve coaches involved in the study.

Table 6: Profile of the research participants' personal and coaching characteristics

| Age range | Number of coaches | Nationality | |
|---|-------------------|---|-------------------|
| < 35 | 2 | Zambian | |
| 35 - 40 | 6 | Zambian | |
| 41 - 45 | 2 | Zambian | |
| 46 > | 2 | Zambian | |
| Years of coaching | Number of coaches | Football Association Coaching qualification | |
| Less than 1 | 0 | level | Number of coaches |
| 1- 4 years | 4 | C. CAF License | 4 |
| 5- 10 years | 6 | C,B,A CAF License | 6 |
| 10 years + | 2 | C,B,A CAF License | 2 |
| | | Academic qualification | Number of coaches |
| | | Grade 9/ form 2 | 2 |
| | | Grade 12/ form 5 | 3 |
| | | Diploma | 4 |
| | | Degree | 3 |
| Note: coaches could give multiple answers, some coaches had more than one qualification | | | |

(Source: field data, 2016)

Table 6 shows that three segment were considered for the profile of the research participants' personal and coaching characteristics. The first segment represented age ranges and nationality of coaches in the study. All the twelve coaches in the study were Zambian nationals and their age ranged from 35 to 48 years of age. The second segment represented experiences and coaching

qualifications of the coaches in the study. Table 6 shows that none of the coaches had less than 1 year of coaching experience, 4 coaches had 4 years of experience, 6 coaches with 5 – 10 years of coaching experience and 2 coaches with more than 10 years of coaching experience. According to table 6, 4 coaches held class C. CAF Licence, 8 coaches held classes C, B and A CAF licence. The third segment represented academic qualifications of the coaches in the study. Table 6 shows that 2 coaches held grade 9/ form 2 certificates, 3 coaches held grade 12 certificate, 4 coaches held diploma certificate and 3 held degree certificate.

There was little indication of a consistent relationship between academic qualification levels and the planning of coaching sessions. Two of the three coaches with a degree planned their coaching sessions; both of these coaches were aged between 35– 39 years old. Five of the twelve coaches who did not have a degree also reported that they planned their coaching sessions to varying extents. One of these five coaches was currently a student studying for a degree, and reported, ‘depends who I am going to coach...’ There was no relationship between planning and the coaches’ football qualifications. Three of these five coaches had class C. Confederation of African Football (CAF) license certificate, two of the five coaches had a level class C, B, A CAF license certificate and six of seven coaches with tertiary education level had class C, B, A CAF license and one of the seven coaches with tertiary education had class C. CAF license.

4.2.10 Planning for practical coaching sessions

Individual coaches in different clubs were asked to prepare and deliver a forty five minutes training session with their players. The session was given a title ‘dribbling and first touch’ or ‘passing and first touch.’ The session plans that were prepared by all the coaches from all the clubs under investigation were very basic and were used as part of the practical. The findings from the practical session reflected that, though one session plan had progression outlines, none of the session plans had any information regarding intended learning outcomes, teaching methods, coaching points or assessment opportunities. It was further revealed that none of the coaches thought planning was an area for development with regard to the Club and National Football Curriculum. The initial context findings also revealed that multiple sources of data consistently showed that coaches’ understanding of planning was poor and coaches did not recognise the importance of planning to their role as super league football coach.

4.2.11 Who implemented the football curricular content coverage and training sessions?

A semi structured interview schedule was administered to coaches at their respective training field. The coaches were asked to state players involved in implementing the football curricular content coverage and training sessions and also to make qualitative comments on the implementation process. It was revealed from that both football curricular content and training sessions were implemented by club management and the coaching staff. A team of managers were assigned to monitor the performance of coaches during training sessions while the coaches did the actual implementation. It was also revealed that a report was written by an assigned team of managers which was given to both the club administration and the coaches every last day of the week which acted as feed back to the coach. One of the twelve experienced football coaches explained that:

“When implementing the football curricular and training sessions, the specific aspects of the game were the focus. Usually training exercise replicated the actual football situation in which the problem occurred. Coaches who fail to understand this principle strayed into, at best, less effective training, and at worst, irrelevant training. Club managers were assigned days in a week where they monitored such aspects. “For example in our club, the manager is given the competences required at training, as stipulated in the football curriculum, which the coach should use and on the match-day, management with the coach would use it to assess individual player’ and the team’ performance against those competence in line with the clear vision and philosophy of the club” It was from that background that the managers based their monitoring of training sessions”

A semi structured interview schedule administered to club managers provided data regarding players that were involved in implementing the football curricular in their clubs. Club managers were asked to mention people who were involved in implementing both the football curricular content coverage and training sessions. They were also asked to put qualitative comments on the process of process of implementation. All the club managers stated that they coaches were

responsible for implementing both the football curricular and training sessions. They also said that the process of implementation was problematic.

Sports administrators were asked to state how implementation of both the football curricular and training session was done through a semi structured interview schedule. It was revealed that, both the club managers and coaches were responsible for implementing the football curricular coverage and training sessions. The club managers were responsible for monitoring the performance of coaches in the process of implementation while the coaches were the actual implementers of the football curricular and session trainings. Sports administrators also revealed that club managers had very little interest in checking on coaches' preparations and coaching sessions because they did not understand the process of football curricular implementation, had no specific document they could refer to when monitoring the implementation process of session trainings, had very little knowledge of the football curricular content and also that the attitude of the club managers acted as a blocking mechanism to implementation of the football curricular.

During one of the FGD, players were asked a question regarding discussing players who were involved in implementing the football curricular in football clubs of the Zambian MTN/FAZ super league. Similar responses came out from all the participants. All the participants revealed that club managers and coaches were responsible for implementing the football curriculum and training sessions. All participants said that club managers had very little knowledge about the process of training session planning, designing and execution. All participants revealed that club managers did not have a reference document to refer to for monitoring the performance of coaches in the process of implementation of the football curricular. One of the six participants from one of the clubs explained that:

“Ba manager, nangu besa ku training, tabeshiba efyo ba coach ba pekanya training.”

(Even if the managers comes to monitor the process of training implementation, they don't know how the sessions are planned, designed and executed.)

“Inga kuti ba landa fishi ba manager tabaishiba no kobafumya ama drills ba coach”

(What would managers say if they don't know where coaches draw the drills for the session?)”

An interview conducted to officials from FAZ and NSCZ provided structural approaches on implementation process of the football curricular in the clubs of the Zambian MTN/FAZ super league. They were asked to comment on how implementation of the football curricular and training sessions was done and also to state reason for the challenges if there were any. They all revealed that there were challenges in the process of implementing of both the football curricular and training sessions. Reasons advanced for these challenges were that club managers were not trained in session implementation. One of the three officials revealed that though club managers were given the responsibility, they had inadequate knowledge, skill and understanding of the football curricular.

In a semi structured interview schedule, sports administrators were asked to state how the process of football curricular implementation was done and also the relationship that existed between club managers and coaches during the process of implementation of the football curricular. All sports administrators stated that, managers presented a strong contrast to the potential model of constructive partnership. They revealed that managers had very little engagement with club coaches and were dispassionate in discussing the content of the football curricular with the coaches; they were not interested in checking on the session plans and could not engage the coaches in any meaningful discussion about how their training sessions were planned, designed and conducted.

In an interview conducted coaches were required to disclose if formal coaching qualifications helped them to acquire football knowledge, skills and understanding of football curricular and training session implementation. All the coaches disclosed that, despite having formal coaching qualifications, they did not possess an adequate level of knowledge, skill and understanding of the football curricular and training session implementation. .

4.3 Improvement to the football curricular

The third research question was: how can the football curricular be improved in football clubs of the Zambian MTN/ FAZ super league? A semi structured interview schedule conducted to officials from FAZ required them to suggest improvements to the football curricular in use in

football clubs of the Zambian MTN/FAZ super league. All the three officials revealed that there was need to have a uniform football curricular in all the football clubs of the Zambian MTN/FAZ super league. One of the three officials from FAZ explained that:

“There was need to have a starting point, and head somewhere in order to fulfil the mission. There must be a uniform football curriculum which must give the background and the blueprint for coaching football in Zambia. The uniform football curriculum must be a link to all the other football documents used by clubs in the Zambian MTN/FAZ super league. For too long, there was no clear direction for football in Zambia and the result was an obvious lack of progress towards a defined objective.”

During the FGDs participants were asked to suggest ways of improving the football curriculum and one of the participants from one club explained that:

“Nangu tatwaimonapo curriculum, kuti chaba ichikankala sana nga ama officials bama clubs baikala pamo no kupanga curriculum iyo boonse ama clubs balakonka. Ici kuti cha afwilisha ba player ikwishiba ifyo balingile ukuteya bbola. Kuti cha afwilisha na ba coach ukwishiba ama levels yaba player lintu bale joina club, filya fine chiba kusukulu, ba teacher baleshiba ifyo umwana a sambilile mu grade one lintu afika mu grade two”

(Even when we have little knowledge of the existence of the football curriculum, it can be a very important development if all officials of clubs came together and jointly make a curriculum which all the clubs could follow. This can help players to know what football lessons they needed to learn. It can also help coaches to understand the levels at which players joining their clubs are, just like a teacher would know what content a grade one pupil would have covered as he/she graduate to grade two)

A semi structured interview schedule was administered to three officials from NSCZ and three officials from FAZ. All the three NSCZ officials revealed that there was need to unify all the curricular for clubs of the Zambian MTN/FAZ super league so that every coach can have a uniform understanding of the football knowledge within the nation. They

also suggested that Continuous Profession Development meetings on football curricular should be organised to capacity build coaches and club managers. They also revealed that other stakeholder such as FAZ, NSCZ and football players should be included in the process of football curricular implementation. All the three officials from FAZ reviewed that there was need for coaches to embrace constructivist approaches to coaching and also to develop a common competence documents, which would act as a reference material for coaches during evaluation.

Summary of the findings

This chapter presented the findings of the study basing on the following three themes: football clubs of the Zambian MTN /FAZ super league having a common football curriculum, implementation of the existing football curriculum (in terms of instructional methodology, coaches' communication, management and planning, game evaluation and system evaluation.) and improvement of the football curricular.

With regard to the mechanism, the findings showed that some coaches responded positively to the range of mechanism of the football curricular. For example, the pedagogical aspect in training session delivery which were illustrated in the football curricular and the programme theory of social and situated learning, that gave them support in developing the knowledge, skill, understanding and awareness of implementing the four strands of the football curricular. The chapter also identified some of the mechanisms that blocked coaches from effectively implementing the football curricular. These included lack of good relationship between the club managers and coaches, club manager's support and the transitory nature of the coaches. The outcome findings constantly revealed that the football curricular implementation had an impact on coaches of the Zambian MTN/FAZ super league. The next chapter presents the discussion of the findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter presents the discussion of the findings presented in the previous chapter. To contextualise this discussion the chapter first reviewed the context and rationale for the research and the emergent themes that it generated. These then provided the framework within which the findings were discussed in details. The following were the emergent themes: to determine the existence of a common football curricular in clubs of the Zambian MTN / FAZ super league; to evaluate the effectiveness of the implementation of the football curricular in clubs of the Zambian MTN/FAZ super league and to propose improvements to football curricular of the Zambian MTN / FAZ super league.

5.1 The research context

This study constituted a multi-method, in-depth enquiry into the existence, implementation and improvement of the football curricular in the clubs of the Zambian MTN/FAZ super league. As discussed previously, the football curricular had three main players: the management, the football players and the coaches. The management provided their perceived football curricular content for football players; the coaches interpreted the football curricular content and used particular methodologies to deliver the specific content. Football players on the other hand used their cognitive tools through a community of practice to construct their own football knowledge, skills and values.

This study especially focused on football curricular content and implementation (in terms of instructional methodology, coaches' communication, management and planning, and session implementation) as the basis of determining the effectiveness of the football curricular. The study also enquired into improvement that could be done on the football curricular in use in the Zambian MTN/FAZ super league. The over-riding finding of this study was that implementation of the football curricular was problematic. The study therefore concurred with the views of others such as Ofsted (2009) who reported that coaches lacked pedagogical knowledge for delivering football curricular content, confirming Liwena's (2005) assertion that standard of football in Zambia were deteriorating. This was the central issue addressed in this study.

Potentially, transformation requires the reconceptualisation of roles in ways that bring empowerment and social networking aimed at the development of new knowledge, skill and understanding (Butt and Gunter, 2005). For coaches, this means that in order to work within the football curricular and cover session trainings through delivering specified work, they were required to demonstrate their competence. This entails that, they needed to (i) plan and prepares session drills for athletes; (ii) deliver drills to athletes; (iii) assess the development, progress and attainment of athlete; and (iv) report on the development, progress and attainment of athletes (Baalpe, 2005: 4). To do this, it requires a significant shift in the responsibility of coaches' roles, from working outside the football curriculum to working within it (Griggs, 2010).

The case study provided a fertile site in which to investigate the implications of football curricular implementation. It was evident that coaches participating in the research were unable to meet the required definition of their specified work. Their lack of football curriculum knowledge, pedagogical awareness and understanding of intentional planning prevented them from effectively implement the football curriculum content and planning for intentional athletes' learning within its framework.

The discussion now considers the main findings of the study in this context. Three key themes are addressed:

5. 2 Football Curricular

As observed by Armstrong (2003), the curricular refers to decision making processes and products that focus on preparation and assessment of plans designed to influence students' development of insights related to specific knowledge and skills.

The study established that clubs in the Zambian MTN/FAZ super leagues had football curricular. All coaches and club managers confirmed that football curricular were available. From the findings it can be concluded that clubs of the Zambian MTN/FAZ super league had football curricular. All coaches and managers were free to discuss and reveal the components of their football curricular. This was an indication that coaches and managers had keen interest in

knowing how the football curricular would help in uplifting the standards of football. This aspect was in line with Cross (2013) who stated that, there was a shift from traditional coaching to the use of football curricular in modern football. This was true of all the football clubs in the Zambian MTN/FAZ super league. All the clubs of the Zambian MTN/FAZ super league were using football curricular except it was not common. The football curricular were said to have been designed by individual club management and were not related in any way to each other. This was attributed to the fact that the football curricular was not a requirement for club registration. Also owners of the clubs dictated what components they needed to have in their football curricular. This was in the area of profit generation because football was considered as big business for the proprietors of clubs. But for football to generate some meaningful profit there was need for coaches and club managers to have a pool of football knowledge and this kind of knowledge could be derived from the football curricular. The football curricular explained the mental and physical characteristics of football players during the various developmental stages and how these stages were linked together. The coaches' awareness of such information was very beneficial in planning, designing and execution of session drills. Marsh and Willis (2003) stated that a curriculum is a vision that communicates what a school does, what knowledge, experiences and values are offered; a structure that spells out ways in which education intention should be implemented.

On the other hand coaches of the football clubs in the Zambian MTN/FAZ super league saw that there was absolutely no need for them to use the football curricular in preparing drills and activities. They believed that their acquired knowledge from the coaching courses they underwent was enough to make them design such drills and activities. This assertion explained their narrow understanding of the role of the football curricular. If the football curricular was said to be the vision that communicated what the school does, then every coach and club manager should have knowledge of the football curricular. Otherwise, how would they implement it? The argument by the coaches concerning the content of their courses was well placed because their course content covered the preparatory aspect; a very important issue in teaching football. But however, the football content coverage for coaching courses did not address the specific kind of drills in a game like situation and besides; the football content was specifically meant for the trainee coaches and not football players, therefore not suitable for

coaching football players of clubs of the Zambian MTN/FAZ super league. Whereas the content of the football curricular was specific and also stipulated the actual ways of treating each particular drill for football players to get the actual insights of the real life game situation. Griffin and Butler (2005) wrote that the football curricular utilises a player centered approach that allows players an opportunity, choice and space to make and apply decisions. It was therefore, not a question of knowing the drills but how the drill could be transferred from the coach to the player using common guidelines set in the football curricular.

Participants in a FGD discussed the existence of the football curricular and all participants in the twelve groups were ignorant about the existence of the football curricular. This was strange because the ideal situation should have been that both the coaches and the players know the football content. This makes the work of the coach much easier. However, football curricular knowledge was confined to the coach only, where football players were considered as empty vessels which could be filled with drills and activities. This particular methodology helped to mildew players into a certain behavioural mode and did not allow them to construct their own knowledge. FAZ officials, NSCZ officials and sports administrators drawn from the national, provincial and district levels were required to state what they felt on the question concerning the football curricular. They all revealed that a common football curricular was necessary for football clubs of the Zambian MTN/FAZ super league. They explained that having a common football curricular would level the playing field for all the football clubs and encourage competition amongst them. The common football curricular would not only create a common basis for monitoring of the implementation of the football curricular across all the clubs of the Zambian MTN/FAZ super league, but also an opportunity for officials from FAZ and NSCZ to monitor standards as independent stakeholders. It would also create some linkages from the amateur level of football into the intermediate through to the elite level. This therefor means players in one level would be confined to certain football content suitable for them. For example the beginners (amateurs) learning the basics of football while players in the elite level learning techniques of football. This situation would make team selection and session planning easier also for the coach because players would moving at the same level in terms of coverage and development pathways. Cross (2013) argued that football players should learn basic skills in the early stages and graduate into advanced skills as they move up the ladder because learning

follows a certain pattern. Club managers on the other hand had a contrary view. Their view was that each particular football club should have its own football curricular because each one of them pursued different goals. This view may have given rise to the possibility that the guidelines (football curricular) though well intended were not sensitive to all the nuances of the problem as it was perceived by the target group and in particular the coaches who were the implementers of the football curricular at club level. Schenk and Williamson (2005) for instance showed that the desirability and necessity of involving young people (in this case, players & coaches) in preparatory dialogue not only in order to respect their right to participate in developing football innovations and standards that would benefit them, but also in order to enhance the likelihood of successful implementation of the football curricular.

Although club managers were the providers of resources and the fact that football was big business to them, they needed to allow technocrats to champion the designing of the football curricular. Findings in this study showed that other stakeholders were only involved at implementation stage. It is however doubtful and based on the findings from this study whether the retrospective involvement of such stakeholders registered the same effects in all the football clubs of the Zambian MTN/ FAZ super league compared to if the involvement were done earlier, either prior or in the course of the drafting exercise. The hangover effects of the top down and technocratic processes were surely strong. However, it was noted that the involvement of the coaches, players and other stakeholder like FAZ and NSCZ were instrumental in raising awareness of their role. Perhaps more importantly, that they were able to demand for club manager's engagement and advocate for their entitlements accordingly. Ironically, if people don't know about the programme they will not appreciate it even when they are designated beneficiaries.

The argument that each football club should have a different football curricular in order to stand out, was important only if the football curricular was not considered a guideline of the content to be covered in a course of study otherwise, it would not affect the pedagogy, style of delivery, and the tactical approach to the game. In fact when the same football curricular content is followed by the football clubs of the Zambian MTN/FAZ super league, coaches would display their creativity and innovative ideas in order that they stand out from the rest and eventually uphold their uniqueness. The creativity and innovative ideas on the part of the coach couple with

constructively game display would help in creating an identity of a particular team on sight. Football clubs would then be differentiated on the basis of their art of displaying the common skills, knowledge and purpose in the game. Once this level is attained by football clubs, society will not only appreciate winning but also the quality of game display.

The core issue therefore, was that there should be a uniform national reference document which coaches and club managers should follow as they go about implementing their work so that they know what specific body of knowledge their players would have covered as they move up the ladder and also allow coaches to develop their creativity and innovative skills in order to improve the quality of game display.

5.3 Implementation of football curricular

The three officials from FAZ provided information on the players who were involved in the implementation of the football curricular. According to FAZ officials the implementers of the football curricular (coaches and club managers) had a number of challenges in their work. It could be true that challenges were experienced in the implementation process of the curricular because the process was not management driven. It could have been management driven in order to demonstrate its commitment and ensure ownership of the football curricular. This is, in part the recognition of the fact that efforts did not achieve the desired impact because club managers lacked ownership of the football curricular and as such coaches dominated the implementation process. Critical examination of the curricular implementation process, however, showed that management's leadership in the process had essentially remained at the level of rhetoric. It was clear from this study that while the club managers entrusted with the task of implementing and monitoring the football curricular was dominated by managerial officials, they lacked technical understanding of the content and pedagogy involved in the implementation of the football curricular. Consequently the key building blocks of football standards in clubs of the Zambian MTN/FAZ super league were not developed by the club managers; rather they were outsourced from individual coaches. The problem of lack of capacity is clearly underpinned by the managerial staffing situation in the clubs under whose curricular implementation fall. All FAZ officials pointed out that, club managers had been weak at checking on coaches' session plans, designs and the actual delivery of the skills to the players.

Deficiencies in management's leadership of football curricular implementation process created a favourable environment for coaches' ideas to flourish. In the context of an apparent leadership vacuum, coaches assumed the leadership. The club managers on the other hand had a contradictory view on curricular implementation. They pointed that coaches' inadequacy of curricular knowledge, pedagogical awareness and understanding of planning contributed to an ineffective implementation of the football curricular consequently, contributing to deterioration of football standards in the clubs of the Zambian MTN/FAZ super league. This particular view was in line with Ofsted (2009) who reported that many coaches lack pedagogical knowledge for delivering the football curriculum. Potentially, implementing the football curricular required the reconceptualisation of roles in ways that would bring empowerment and social networking in developing new knowledge, skill and understanding. For coaches, this meant using the four strands to deliver training in which they had to demonstrate their competences. This required them to plan and prepare lessons for players, deliver training to players, assess the progress and attainment of players; and also report on the progress and attainment of players.

It is very clear from these views that football club management's firm and technically sound leadership in the implementation process is indispensable. Without it, it is very difficult to develop a genuinely Zambian football standard that takes into account the kind of football players desirable to society and the kind of coaches who can implement the set football standards. In addition, the national football standard which society is hoping to achieve may not be attained if relevant stakeholders, such as FAZ, NSCZ and football players are not engaged.

Coaches were considered as key stakeholders in the implementation of the football curricular. According to them, it was challenging to implement the football curricular in their clubs because there were some blocking mechanisms in the success of the implementation of the curriculum. The blocking mechanisms specifically related to the social and cultural condition in which they were implementing the four strands of the football curricular. For example, club managers were not interested in observing how planning and designing of session drills and activities were done; they did not give coaches the support they needed in order to develop curricular knowledge and this kind of relationship prevented them from effectively implementing the curricular. The exclusion of these actors has significant implications on the potential success of the football curricular implementation process as evidenced in this study.

Another occurrence brought out by the coaches was that club managers had different points of emphasis in their implementation of the football curricular. One of the twelve coaches stated that clubs had variations in areas of concentration and as such they concentrated on certain aspects of the curricular components and over looked others. He narrated how his club put emphasis on the defence aspect of the football curricular, where coaches concentrated more on defending as a block and relayed on the counter attacks. The views of coaches resonate with the fact that managers' 'will' both at the league and club level is key for adoption let alone implementation of the football curricular which require long term investment. The failure to adopt uniform football competences when implementing the football curricular meant that an auspicious opportunity was missed out when progressively building a constituency of support for the final product.

In the researcher's view, the peripheral role of the National Sports Council of Zambia (NSCZ) and Football Association of Zambia (FAZ) in the process of football curricular implementation was an enduring historical legacy of traditional football administration era. Their main task was to establish the legitimacy and legal standards for curricular implementation. It thus simply served a legitimisation function of tightly controlled public agendas. This has been carried over into modern football administration. FAZ and NSCZ are marginalised in legislative functions on the pretext that they lack of skills and expertise to be involved in the demanding and challenging process of football curricular implementation. The huge affinity for technocratic football curricular implementation is justified on the account of the fact that more 50% of the officials from FAZ and NSCZ do not possess football curricular knowledge. The paradox, however, is that while club managers' interventions are consistently undertaken to strengthen the technical knowledge of FAZ and NSCZ, similar initiatives targeted at legislature are rarely championed. This amount to technocratic style of football curricular implementation poses a considerable threat to football standards in football clubs of the Zambian MTN/FAZ super league, because society cannot scrutinise decision which FAZ and NSCZ make in order to fully engage in the football curricular implementation process – a scrutiny that is at the heart of quality football development in football clubs of the Zambian MTN/FAZ super league.

It was important to establish at the onset of the study how coaches perceived the requirements of their job, their own strengths and weaknesses in relation to implementation of the football

curricular and also whether they felt a need for development to support their role. Literature has shown that implementation is a phase of attempted use of innovation (Hopkins et al, 1997). It was the most crucial part of the process where programmes could be adopted and instigated in football clubs or neglected. It is the 'likeliest point that innovations breakdown and as such is a serious business requiring considerable planning, nurturing and active involvement if it is to be fully realised' (Hord, 1987). However, according to the findings, there were challenges from the coaches' side in the implementation of the football curricular at club level. The challenges were attributed to a number of factors which included communication, content knowledge, coaching and learning and curriculum and policy. Coaches believed that they had considerable strength in communication skills and curricular content knowledge while having difficulties in coaching and learning and curriculum and policy.

While coaches indicated that they had strength in the area of communication, they demonstrated an authoritative tone and manner to their communication, with common features of interaction with players being through, reinforcement, praise and asking questions. There was an overuse of strong adjectives 'excellent', 'fantastic', a purely behavioural approach which did not support players' own construction of knowledge. The football curricular advocated that players learn through observation but most critically also through analysis and discussion, thus supporting the overall theory of social and situated approaches to learning that is underpinned by a constructivist epistemological position (Vygotsky, 1978).

According to Gross et al. (1971) lack of clarity about communication in learning and coaching and lack of capability to interpret the curricular and policy hinder the effective implementation of the football curricular. Based on the findings in this study, it was evident that there was no automatic or easy way to implement the football curricular in the clubs of the Zambian MTN/FAZ super league but to encourage FAZ and NSCZ officials to ensure that club managers and football players were not excluded from implementing the football curricular.

Coaches also indicated that there were mixed views about the appropriateness of the knowledge, skill and understanding provided for by formal education. This provided an important insight into how the club management understood the role of coaches and their knowledge. This was an

indication that a much broader social force was affecting coaches' knowledge in planning, preparation and assessment. The content of formal education curricular had no section on football curriculum implementation and this aspect communicated a powerful social message to coaches regarding what knowledge they required to coach in their clubs and consequently affected effective implementation process of the football curricular.

Although findings in this study reflected that all the coaches held formal and coaching qualifications, they lacked the knowledge and understanding required for implementing the football curricular. Taylor and Garratt (2010) that revealed that skills of curricular interpretation and implementation were fundamental in the light of professionalisation of sports coaching.

Failure to provide relevant content, by the formal and coach education acted as an external blocking mechanism that was outside the control of football clubs and the individual coaches. This was a broader social force which promoted a false consciousness to the current formal and coach education. Wenger, (1998) contend that in the context of social and situated learning theory, any omission of important knowledge such as failure to provide relevant content creates a boundary object or a blocking mechanism that prevents coaches from developing their practice.

The football curricular was operationalised through four strands of assessment; acquiring and developing, selecting and applying, evaluating and improving and knowledge and understanding of health. Video footage recorded during training sessions showed how coaches' lack of knowledge of the football curricular affected the practical delivery of coaching sessions. All the coaches used a very narrow pedagogical approach in relation to the coaching methods, consisting of three dominant methods - command, practice and a low order form of guided discovery. A direct consequence of using a narrow range of teaching/ coaching methods in relation to the football curricular was that players could not access the selected and applied (S/A) or evaluated and improved (E/I) assessment strands. These were key strands in the teaching of game activities.

This narrow pedagogical approach was against Lave's (1991) situated theory. Lave (1991) stated that learning must be embedded within activity, context and culture. If coaches were to successfully work in uniformity with club managers and deliver practical lessons and meet the definition of their specified work, they needed to possess an appropriate level of pedagogical

knowledge, skill and understanding (Ofsted 2009; Sloan 2010). It is theoretically impossible to deliver inclusive lessons through the four strands of the FC, without using a range of pedagogical approaches and strategies (Whitehead and Blair, 2010).

To identify coaches' understanding of pedagogical approaches and reflective thinking, coaches were asked, in an interview to consider two scenarios (A and B) and indicate which they felt best described their practice (see 4.3.5).

The data collected was inconsistent with the data from the practical coaching sessions (see table 2). From the video analysis it was clear that, in reality the Coaches' practice looked much closer to Coach (A) who was more inclined to the behaviourist approach of coaching than coach (B). The findings were in agreement with Brown et al. study which revealed that coaches were non-professionals, whose experience came from either playing or coaching (Brown et al, 1989).

Coaches' pedagogical understanding and practice had some established characteristics, which were presented in table 2. The data was presented in a descending order in relation to the frequency of the coach behaviours. According to table 2 the most frequent coach behaviour was instruction with approximately double the number of interactions as the next most frequent behaviour being questioning. Questioning was mainly used for social and management purposes with the guided discovery teaching method a pedagogical approach that utilised questions closely related to traditional approaches underpinned by a behaviorist orientation to learning (Nelson and Cushion, 2006). The constant use of a behaviourist approach to coaching by the coaches was a clear indication of failure to implement the four strand of the football curricular (assessment; acquiring and developing, selecting and applying, evaluating and improving and knowledge and understanding of health), reflecting their redefined position and this aspect supported Nelson and cushion's argument regarding the powerful force of a coach's habitus; a resistant to change (Nelson and Cushion, 2006).

Coaches indicated that it was challenging to implement the curricular in their clubs because there were some blocking mechanisms in the success of the implementation of the curriculum. The blocking mechanisms specifically related to the social and cultural condition in which the coaches were implementing the four strands of the football curricular. The social and cultural condition included among others, the poor relationship between club managers and coaches;

failure to give support to coaches for development of curricular knowledge; lack of interest of monitoring and observing the actual planning and training sessions on the part of the club managers. These social and cultural conditions prevented coaches from effectively implementing the curricular. Coaches needed feedback from the club managers in order to know whether their approaches to curricular implementation was effective and this could only be done if the relationship with the club managers was cordial. Apparently, the relationship was not cordial as was evidenced from the findings of this study.

Session management was another indicator of failure to the implementation of the four strands of the curricular. All coaches demonstrated limited knowledge and skill in relation to session management and structure. The findings were in line with Ofsted (2009) who reported that many coaches lack pedagogical knowledge for delivering the football curricular. Implementing the football curricular required them to understand session management to the level where every player was considered in terms of activities. The curricular empowered coaches with a common social network that could have been used in developing new knowledge, skills and understanding. For coaches, this meant using the four strands to deliver training in which they had to demonstrate their competences. This required them to plan and prepare lesson activities for each player, deliver training to each player, assess the progress and attainment of each player, report on the progress and attainment of each player and not let some players off task as was observed in the practical lesson, at least five players were left off task.

Whitehead and Blair (2010) said that one of the defining aspects of school based learning and the work of professional coaches was that they plan for intentional learning. Gower (2010: 24) stated that ‘effective planning is at the heart of effective teaching’ and continues to discuss planning in both medium and short terms as being a distinctive process that requires written documentation.

Planning for practical coaching session was one of the features of the football curricular. Coaches were required to plan lessons in order that they meet the definition of their specified work. The initial context findings indicated that multiple sources of data that consistently showed that the coaches’ understanding of planning was poor and that the coaches did not recognise the importance of planning. The football curricular supported the inclusion of planning as a content area for coaching but because coaches’ understanding of curricular implementation was limited,

this area was not given attention. The findings from the practical session reflected that, though one session plan had progression outlines, none of the session plans had any information regarding intended learning outcomes, teaching methods, coaching points or assessment opportunities. It further revealed that none of the coaches thought that planning was an area for development.

If coaches were to implement the planning process against the definition of their specified work as stated in the Football Curricular, it was reasonable to expect them to have knowledge, skills and understanding of the planning process in order that they support intentional player learning. Additionally the dual aims of the football curricular were specific. They addressed the coach's work load and raised coaching standards. It would have been very difficult for coaches to raise coaching standards through session lessons, demonstrating progression and continuity of players' learning if they were unable or not willing to engage in the planning process in both the short and medium terms (Gower, 2010; Whitehead and Blair, 2010). The general theme was that coaches did not plan their coaching sessions, but preferred to deliver their session based on past experience and intuition. It is a very sad development because the work of a coach demands that he constantly plan his/her sessions. The position of a coach should be seen as that one that imparts detailed and constructive knowledge to the players. If coaches who are supposed implement the content of the football curricular fail to plan, design and impart constructive knowledge into players, how would the club manager engage them during their monitoring of the implementation of the football curricular? The coaching course also should have practical segment where coaches are physical involved in planning, designing and delivering session drills because this aspect is the core business of coaching football.

In the ideal situation, experienced coaches are the ones who give guidance to the novice coaches on how to go about the process of coaching football. Through their experience, they are supposed to act as role models for the novice coaches but if they indicate to them that coaching can be done even without committing to paper, then what kind of standards are they setting for football in the Zambian MTN/FAZ super league? This influence brings nothing but a blocking mechanism to effective football curricular implementation. Perhaps more critically, was the prioritisation of knowledge that the coaches were made to cover which did not match the standard of super league football. The owners of football clubs should be seen to have keen interest in deciding the kind of knowledge designed to improve the quality of the game and if

they chose the knowledge which retard development then they are imposing a powerful social force on the coaches with the implicit message being that it is not important to use the football curricular in planning and preparing high quality training experience.

Coaching football may be achieved with or without formal education. As indicated from the findings, was that formal education acted as an added advantage to the coaches who went through it because it gave them a wider scope of knowledge. Those coaches who were exposed to form education stood a better chance of experiencing many circumstances that could have led to critical thinking and at the same time engaged them into the world of innovation. The implicit message therefore, is that a coach with low formal education can still function as well as that one with higher formal education. The difference according to the findings of this study is very insignificant.

Data collected through interview and questionnaire schedule administered to coaches and FGDs respectively indicated that monitoring of the implementation of the football curricular in football clubs of the Zambian MTN/FAZ super league was problematic. The club managers and coaches were partners in the process of football curricular implementation and as such, they were supposed to exhibit highly coordinated relationship. The roles of the club managers and those of the coaches were that of the two sides of the same coin; coaches implemented the curricular while the club managers did the checks and balances of the content delivery. This therefore, required both parties to have full knowledge of the football curricular and session planning so that they work together as partners. For coaches to effectively implement the football curricular, club managers need to give checks and balance and this require them to have full knowledge of the football curricular. If the club managers did not have full knowledge of the football curricular and adequate specialised competences, how then did they give advice to coaches on their effectiveness or ineffectiveness of the implementation of the football curricular?

Surprisingly, the club managers were monitoring the implementation of the football curricular without any reference document. Equally coaches were implementing the football curricular without receiving constructive feedback on the process of implementation. The two parties exhibited an antagonistic behaviour in their work as they addressed different issues. Interestingly enough, club managers did not clearly understand the content of the football curricular yet they claimed to be concerned with maintaining football standards in their respective clubs. Failure to

effectively implement the football curricular by the coaches was also a result of a narrow knowledge base possessed by club managers which made them fail to give constructive guidance. Failure to use a commonly agreed upon document and sour relationship that existed between club managers and coaches also contributed to the many obstacles in the implementation of the football curricular. These aspects presented a strong contrast to the potential model of constructive partnership.

The flustered attitudes of the club managers towards coaches' work created a blocking mechanism preventing them from effectively implementing football curricular and training sessions. According to the findings in this study club managers had little direct engagement with coaches and a dispassionate behaviour in discussing the four strands of the football curricular. If club managers were not prepared to engage coaches to discuss strategies in the process of curricular implementation then, why should coaches spend time planning training sessions, when planning was considered impractical by club managers?

Club managers' attitudes weakened coaches' enthusiasm in planning training session and acted as a blocking mechanism in the process of developing and also challenged their ontological position and personal identity. But the situated learning theory demands that learning must be embedded within activity, context and culture (Lave and Wenger, 1990). Therefore, it was realistic to say that all managers of clubs of the Zambian MTN/FAZ super league required additional Continuous Professional Development (CPD) in order that capacity is built in them and consequently raise the quality of game display. This assertion was in line with Sloan, (2010) who stated that there was need to put in place mechanisms that support the harmonisation of the different pieces of knowledge, skills and understanding possessed by the individual coaches and managers.

Both the coaches and the club managers were not in collaboration with each other as regard to implementation of the football curricular. The situated learning theory on the other demands that coaches and club managers be involved in the process of acquiring knowledge through the 'Community of practice' (Lave and Wenger, 1990). This view was also supported by Brown et al (1989) when they said learning whether inside or outside school should develop through collaborated social interaction and social construction of knowledge. Despite coaches having

formal coaching qualifications, they did not have an adequate level of knowledge, skills and understanding for implementing the football curriculum. These findings were in line with Brown et al (1989) who argued that coaches were not appropriately educated to implement the football curricular because their course content did not cover the aspect of curricular implementation.

In this study, coaches could not effectively implement the football curriculum due to their lack of pedagogical knowledge and could not plan for players' learning to meet any of the four key strands of the football curriculum. Coaches operated a very narrow pedagogical approach regarding their methods of communication, consisting mainly of command and practice methods, theoretically underpinned by a behaviorist approach to learning. These findings were in agreement with the study done by Brown et al, in which they stated that coaches were non-professionals, their experience came from either playing or coaching (Brown et al, 1989).

5.4 Improvements to Club Football Curricular (CFC)

According to the findings, it was evident that varied football curricular was used by football clubs of the Zambian MTN/FAZ super league. It was also evident that standards of football were not improving. A lot of stakeholders that participated in this study revealed that different football curricular were difficult to implement and monitor, meaning that setting the required football standards in football clubs of the Zambian MTN/FAZ super league remained problematic. However, even with the different football curricular, there seemed to be no clear-cut measures of implementing the football curricular. Woosnam, in Liwena (2005), claimed that many clubs in the Zambian MTN/FAZ super league failed to respond positively to football curricular implementation but instead blamed coaches for the continuous fall in football standards.

According to the findings of this study, participants suggested that there was need to have a uniform national football curricular for the clubs of the Zambian MTN/FAZ super league. A uniform national football curricular would make it easier for coaches to trace the developmental progression of players as they move up the ladder. It would also allow players to fit in easily when they leave their present football club and join another one football club because the content would be the same. At the highest level, a uniform football curricular would allow coaches to assess the levels of new players joining their clubs with minimal challenges because they would be using the same competences prescribed in the national document. A uniform national

football curricular would give a road map to all the coaches, club managers, professionals and all the interested parties and also allow managers to monitor the curricular implementation process even when they would be coming from different football clubs. This aspect would encourage the spirit of competition in terms of implementation and henceforth help to improve the standards of football. A uniform national football curricular would also give a background to the development of football standards and acts as a blueprint for coaching football and link all the other football documents that were used in clubs of the Zambian MTN/FAZ super league.

The other suggestion of the improvement to the football curricular was the need to reconsider the pedagogical component of the football curricular because coaches seemed to have challenges in embracing the constructivist approaches to coaching. There would be need to develop a national document containing football competences that may go side by side with the football curricular. This national competence document would be used by the football club managers during football curricular implementation and session training monitoring.

Summary

This chapter presented a discussion of findings of the study by addressing each research question raised in chapter one. Firstly the study discussed the existence of a common football curricular in football clubs of the Zambian MTN/FAZ super league; secondly it discussed the implementation of the effectiveness of the existing football curricular, and thirdly suggestions for the improvements to the existing football curricular of clubs of the Zambian MTN / FAZ super league were discussed. The next chapter presents the overall conclusion of the study. It further provides recommendations and suggests for further research emerging from the findings of this research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

This chapter presents the general conclusion of the findings. It must be highlighted that the aim of this study was to evaluate the football curricular in football clubs of the Zambian MTN / FAZ super league and analyse how such curricular were implemented. The study further aimed at highlighting key areas of improvement to the football curricular. The chapter ends with recommendations and implications for further research.

6.1 Conclusion

This study concentrated on discussing three themes, the availability of a common football curricular in football clubs of the Zambian MTN/FAZ super league, the implementation of the football curriculum in use by coaches and club managers in football clubs of the Zambian MTN/FAZ super league and the improvement to the existing football curriculum. This study examined the experiences and activities involved in the training sessions within clubs of the Zambian MTN/FAZ super league (i.e. making judgements about the process by which players acquired training). The process considered the evaluation of instruction, the coaches' coaching and the players' training. This was in line with Patton (1990) who asserted that an evaluation should focus on how something happens.

In this study, the researcher evaluated coaches' instructional methods, player-coach interaction, court interaction, coaches' characteristics, coaches' performance on the court and other dynamics of the coaching situations, such as the use of football curricular strands. By so doing the researcher embraced the theory of change, realistic evaluation theory and the situated learning theory. The theory of change gave descriptions of the relationship between a programme and its expected outcome (in this case how coaches interacted with resources to produce a quality player and quality game display), the realistic theory examined the actors' decisions in response to the interventions (content of the curricular ie the four strands and purpose of the game) and the situated learning theory examined the context in which activities were delivered to the players (social interaction collaboration).

The study established that the football curricular in football clubs of the Zambian MTN / FAZ super league existed. However, the football curricular was not common in all the clubs. There were different football curricular used by clubs of the Zambian MTN/FAZ super league. The football curricular was designed by individual club management and was not related in any way to each other. The owners of the clubs decided what content they needed to have in their football curricular. The study further established that the football curricular in all the twelve clubs of the Zambian MTN/FAZ super league did not provide consistent content which coaches could constantly refer to.

The study enquired into how implementation of the football curricular was done and it was established that implementation of the football curricular was problematic. Coaches operated a narrow pedagogical approach, which constantly embraced the behaviourist approach to coaching and players were constantly involved in coach directed drills. The club managers also exhibited an antagonistic behaviour in their relationship with coaches; the fact that denied coaches a valuable feedback to their implementation of the football curricular. This denied football players opportunities to engage in collaborated social interaction and community of practice, therefore, lowering the quality of game display and consequently, standards of football continued to deteriorate.

The participants in this study proposed changes to the football curricular in terms of content, pedagogical approaches and activity designing. It was suggested that the different football curricular content in football clubs of the Zambian MTN/FAZ super league be merged in order to come up with a uniform national document so that all the coaches teach the same knowledge, skills and values to their players. Also consider improving the pedagogical section of the football curricular so that coaches may embrace constructivist approaches to coaching, and also help football players to construct their own knowledge in collaborated social interaction. It was believed that a uniform football curricular content would set a clear road map to the development of the type of players and teams needed to improve the quality of the game and consequently improve the football standards in the clubs of the Zambian MTN/FAZ super league.

6.2 Recommendation

On the basis of the findings of this study, recommendations are hereby suggested to the Ministry of sports, youth and Child development and other football administrators.

1. Since football clubs had no uniform football curricular, there is need to formulate a National Football Curriculum (NFC) for clubs in the Zambian MTN/ FAZ super league.
2. While football curricular implementation is essentially technocratic in nature, the capacity of FAZ and NSCZ to firmly steer the football curricular implementation process is quite limited. There is therefore, an urgent need to build up technocratic capacity of football curricular implementation agencies within FAZ to steer the curricular implementation process.
3. Since none of the coaches thought that planning was an area for development with regard to the Club and National Curriculum, there is need to provide a platform for Continuous Professional Development (CPD) programmes for coaches and club managers.
4. Since coaches in this study had very little direct engagement with club managers and found them dispassionate in discussing the input coaches provided, there is need to assign organizations such as Olympic Youth Development Centre (OYDC) and National Organization for Women in Sport Physical Activity and Recreation (NOWSPAR), to spearhead CPD programs.

6.3 Suggestions for Future Research

- a. There is need to conduct an evaluation research on curricular development and implementation in football clubs of the Zambian MTN/FAZ super league as this was also coming out during the research.
- b. Further research should be conducted on CPD of the National Football Curricular.
- c. Further research should be conducted to investigate the sensitization on football curriculum programmes going on in football clubs of Zambian MTN/FAZ super league

for empowering coaches with knowledge, skills and understanding of football curricular implementing.

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APPENDICES

Appendix 1:

INTERVIEW SCHEDULE FOR COACHES OF FOOTBALL CLUBS

Dear respondent,

I am a Postgraduate student at the University of Zambia carrying out a study on the falling standard of football in Zambia. You have been selected to participate in this research. need your support by filling in this questionnaire. The information and the outcome of this study will be used purely for academic purposes. All the information will be treated as highly confidential as possible. Therefore, you are required to be objective in your response and you are not required to disclose your identity.

1. Which club do coach?

2. In which province is your club: Copperbelt [] Midlands []

3. What level of CAF qualification do you hold? (please tick)

A [] B [] C [] A, B & C [] A&B [] None []

4. What academic qualification have you got? (please tick)

Grade 7 [] Grade 9 [] Grade 12 []

5. What professional qualification do you hold? (please tick)

Certificate [] Diploma [] Degree [] Master's Degree []

6. What is your favorable part of your job? (Please tick)

Planning coaching sessions [] delivering coaching sessions [] organizing coaching sessions [] working on match day [] promotional work [] maintaining equipment [] others: specify

.....
.....

7. What would consider your strength is as a football coach of your club? (please tick)

Enthusiasm [] Technical knowledge [] Tactical knowledge [] Communication skills []
Planning coaching sessions [] Ability to inspire players [] playing background [] Ability
to coach with others [] Knowledge of coaching [] Knowledge of how players learn []
Knowledge of football curriculum [] others: specify

.....
.....

8. What do you consider as areas of future development? (Rank them in accordance to
priority.

- i. Enthusiasm
- ii. Technical knowledge
- iii. Tactical knowledge
- iv. Communication skills
- v. Planning coaching sessions
- vi. Ability to inspire players
- vii. Playing background
- viii. Ability to coach with others
- ix. Knowledge of coaching
- x. Knowledge of how players learn
- xi. Knowledge of football curriculum

Others: specify

.....
.....

9. Do have a philosophy of coaching?

YES [] NO []

10. Give reason(s) for your answer in question 12

.....
.....
.....

11. Do the players know your philosophy in coaching?

YES [] NO []

Give reason(s) for your answer in question 14

.....
.....

12. How would you describe your style of coaching? (Please tick)/ one or many

Firm but fair [] Autocratic [] Supportive and encouraging [] Distant [] Friendly []
Facilitator []

Educator [] Motivator [] Mentor [] Teacher [] Innovator [] Army drill sergeant []

Traditional [] Disciplinarian [] Inclusive [] Specialist [] Thoughtful [] Reflective []

Imaginative [] Coach centered [] learn/player centered [] Developmental []

structured []

Large and in charge [] Flexible [] Organizer [] Democratic [] Relaxed [] Generalist []
Pedagogical []

Others: Specify

.....
.....

13. Why do you coach the way you do? (Please tick)

It's the way that I was taught on Football Association Courses []

It's the way that I believe will best support the pupils / players. []

I am not aware there is any other way. It's the way that all coaches use [].

It is the way that my managers have told me to coach []

It is the way that suits me as an individual []

It is the way that I was coached []

It is the way of coaching that a respected mentor or person of great influence to me used.
[]

It is a way that is supported by evidence on how pupils / players learn []

Others: specify

.....
.....
.....

14. Who could have influenced the way you coach? (Please tick) one or many

Confederation of African Football Coaching Course []

Football Association Zambia Coaching Course []

The way that you were coached []

A past teacher []

A college lecturer []

A Football Association Coach Educator []

A past coach []

Another governing body training course []

A fellow coach []

A coach of a professional team [].

Other (who)

15. In your opinion does coach education programme offered to you through CAF or FAZ provide you with knowledge, skills to understanding coaching in your club?

Yes/ no

Why? / Why not?

.....
.....

16. Does your club have a football curriculum from which knowledge, skills and values in football are drawn?

YES [] NO []

17. Can you name the components? .

.....
.....

18. There are four strands of assessment within the CFC, can you name them?

YES [] NO []

19. How many key stages are there?

.....
.....

20. If yes please give details why this might help

.....
.....

21. If the answer is ‘Yes Who developed it?

Club Management [] FAZ [] National Sports Council [] Ministry of Sports []

Other

.....
.....
.....

22. What are main components of the curriculum?

.....
.....
.....

23. Are the components of the football curriculum of your club the same with other clubs in the MTN/ FAZ Premier League?

YES [] NO []

24. Did you have an orientation on the interpretation of the football curriculum?

YES [] NO []

25. How long was the orientation if you had? (Please tick)

1 week [] 2 weeks [] 1 month [] 2 months [] other: specify

.....
.....
.....

26. Are your coaching sessions monitored?

YES [] NO []

27. If the answer to question 23 is yes, who monitors?

.....
.....
.....

28. . If the answer to question is yes, who monitors the coaching session?

Club Management [] FAZ [] National Sports Council [] Ministry of Sports []

Others specify

29. What instruments are used in monitor curricular implementation and sessions training?

.....
.....
.....

30. . If the answer to question to is No, how is your effectiveness measured?

.....
.....
.....

Thank you God bless

Appendix 2

INTERVIEW SCHEDULE FOR MANAGERS OF CLUBS IN THE ZAMBIAN MTN/FAZ SUPER LEAGUE

Dear respondent,

I am a Postgraduate student at the University of Zambia carrying out a study on the falling standard of football in Zambia. You have been selected to participate in this research. need your support by filling in this questionnaire. The information and the outcome of this study will be used purely for academic purposes. All the information will be treated as highly confidential as possible. Therefore, you are required to be objective in your response and you are not required to disclose your identity.

1. What is the name of your club?
2. In which region is your club? Midlands [] Copperbelt []
3. Do you monitor the implementation of the football curricular and training session of your coach?

YES [] NO []
4. Do you have a monitoring document for measuring the effectiveness of the implementation of the curricular and training session?

YES [] NO []
5. If the answer to question 2 is no, how do you measure effectiveness of training?

.....
.....
6. If the answer to question 6 is yes, what are the specific competences of your monitoring document?

.....
.....

7. Do you have specific indicators to show that the implementation of the football curricular and session training is /not effective?

YES [] NO []

8. If the answer to question 5 is 'yes', what are your indicators?

.....
.....

9. If the answer to question 6 is no, how do you know that the implementation of the football curricular and session training is effective/ not effective?

.....
.....

10. Who established the indicators?

Club Management [] FAZ [] National Sports Council [] Ministry of Sports []

Other Specify

11. Where do they draw the indicators from?

Managers' experience in football [] From courses attended by the coach [] From written literature []

12. Do you give feed-back to your coach and players on the implementation of the football curricular and session training?

YES [] NO []

Thank you very much for sparing time for me

Appendix 3

INTERVIEW SCHEDULE: FOR PLAYERS

1. Are training sessions planned by the coach? YES [] NO []
2. What approaches / methods were used by your coaches?
Behavioural [] Constructivism []
Others specify:
.....
.....
3. What is the football curricular?
.....
.....
4. What are components of the Football Curriculum?
.....
.....
5. Do coach of the Zambian MTN/FAZ super league use the football curricular when coaching? YES [] NO []
6. Who implements the football curricular and session trainings?
Club manager [] Coach [] Both club manager and coach []
6. Is the curricular implementation process monitored? YES [] NO []
7. Who monitored the curricular implementation?
FAZ [] NSCZ [] Club managers []
8. How was the implementation done?
.....
.....
9. Do club managers and coaches work together in implementing the football curricular?
YES [] NO []

10. If not what barriers prevented them from working together?

.....
.....

11. Do club managers support coaches to planning for intention learning?

YES [] NO []

12. In your own understanding, did the club managers understand planning of session training? YES [] NO []

13. In your own opinion, do think club managers understood the football curricular?

YES [] NO []

14. Do you think the implementation of the curricular was effectively done?

YES [] NO []

15. If not what could have been the challengers?

.....
.....

16. Did the football curricular have positive effects on players' knowledge acquisition?

YES [] NO []

17. If not what suggestion would you give in order to improve it?

.....
.....

Appendix 5

QUESTIONNAIRE FOR OFFICIALS AT NSCZ AND FAZ

Football in MTN/FAZ super league

Questions will be asked on four key areas of development covered within the football curriculum for. These areas are pedagogy, reflection, the National Football Curriculum (NFC) and curriculum planning. In addition there will be five questions on the organization and support of the document.

Planning:

1. How do club Manager plan their training monitoring schedules?

.....

.....

.....

2. What do you include in their plans?

.....

.....

.....

A. What do they understand by the term progression?

B. Do they plan for a sequence of training? If yes, how do they do this? If no can you provide a reason for this

C. Can you identify any areas relating to their planning that needs further support?

.....

.....

.....

Pedagogy:

6) Over the last 12 months have they changed, adapted or modified the way that they coach?

Yes / No (please circle)

Please provide any reasons as to why they have done this.

.....
.....
.....

7) Can you describe your understanding of the aims of FC?

.....
.....
.....

8) Can you identify the range of delivery methods (teaching styles / methods) that coaches use within their training sessions? And given an explanation for why you think they would use them.

Reflection:

9) If you were placing an advert in a local newspaper or web site advertising the position of a football coach able coach a super league what would you say?

.....
.....
.....

10) Can you identify different ways in which they have developed their knowledge, skill and understanding of coaching?

.....
.....
.....

11) Is reflection an important aspect of coaching?

.....

.....

.....

13) What additional continuous professional development is appropriate for a football coach working in the Zambian MTN/FAZ super league clubs?

.....

.....

.....

The Football Curriculum (FC):

14) Can you name the six areas of activity in the Football Curricular?

.....

.....

.....

15) Can you name the assessment strands of the Football Curricular?

.....

.....

.....

16) Why is it important for a coach working in the Zambian MTN/FAZ super league club to have full knowledge and understanding of the Football Curricular?

.....

.....

.....

.....

17) How would you describe their knowledge and understanding of the Football Curricular?

Very poor [] Satisfactory [] Good [] Very good []

Please provide additional information:

.....
.....
.....

18) Can you identify future support that they would require in specific relation to the Football Curricular?

.....
.....
.....

Organizational information

19) How would you rank the importance of curriculum implementation in relation to the role of a coach?

Completely unimportant []

Not very important []

Important []

Very important []

Extremely []

Important []

Please provide supporting comments:

.....

.....

.....

20) How would you describe the importance placed on coach education by club managers?

Completely uimportant [☐]

Not very important [☐]

Important [☐] Very important [☐] Extremely important [☐]

Please provide supporting comments:

.....

.....

.....

.....

21) In your opinion do you think club managers support the development of curricular knowledge in coaches?

.....

.....

.....

.....

Thank very much