

**AN EXAMINATION OF COACH EDUCATION IN ZAMBIA: A CASE OF THE  
PODIUM PERFORMANCE PROGRAMME (PPP)**

**BY**

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**A dissertation submitted to the University of Zambia in partial fulfilment of the  
requirements for the award of the degree of Master of Education in Physical Education  
and Sport**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2020**

### **DECLARATION**

I, **Mukwawa Malamula**, declare that this dissertation entitled “An examination of coach education in Zambia: A case of the Podium Performance Programme (PPP)”, represents my own work and that it is original. I further declare that this dissertation has not been submitted for a degree at the University of Zambia or any other University and it does not contain any published work or materials from another dissertation without being acknowledged.

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## **ABSTRACT**

Coach education has been noted to be key to improve coaching and essential for coach development. The study was undertaken to examine coach education for PPP trainers in Zambia, focusing on clear connections between type and level of education, coaching philosophies, behaviours and efficiency. A case study design was used and it involved the application of qualitative method. The sample consisted of nineteen respondents who were all interviewed, five of the six PPP coaches and fourteen officials who were all attached to the PPP. Semi-structured interviews were used to obtain the data from coaches and PPP officials. An observation guide was used on coaches to ascertain their ways of instructing athletes during training sessions and tournaments. All data was analysed thematically.

The findings of the study revealed that much of the coach education received by PPP coaches came from the international sports federations that local sports federations were affiliated to. However, the kind of coach education received by some coaches was not enough to qualify them to be podium coaches. In comparison with the qualifications of a podium coach at international level, which is level III set by African Union Sports Council Region V (AUSC 5), only two out of the six met the set minimum qualifications. The study further revealed that PPP coaches had less sports science insights relating to coaching due to lack of exposure to scientific sports content and due to lack of pre-requisite sport science education. The coaches also did not have written coaching philosophies to guide their practice and had not paid particular attention to develop one. On coaches' ways of instructing athletes, it was found that positive rewarding reactions in terms of language use were more compared to punitive reactions and that the coaches used highly technical instructions towards their athletes.

The study concluded that the coach education received by some PPP coaches was on a lower side and this made them fall off in terms of meeting the qualification criteria for a podium coach. Therefore, PPP coaches must constantly seek for new knowledge and techniques by furthering their coach education through sports federations and tertiary institutions. Coach education is a significant contributing factor to the development and success of PPP coaches.

**Key words:** Coach education, Coaching Philosophy, Coaching behaviour, Podium Performance Programme.

## **DEDICATION**

I dedicate this work to my beloved family, my wife Mercy and my children Tayamika, Kuzipa and Ozyola for all the support they rendered to me during my stay at the University of Zambia.

## **ACKNOWLEDGEMENTS**

I acknowledge with thanks, the support and guidance received from different people in order to come up with the research work of this magnitude. My sincere thanks and gratitude first go to my ever dedicated supervisors whom I call my destiny helpers that is Dr. Hikabwa D. Chipande and Dr. Robinson Mambwe for their marvellous guidance throughout the supervision of this work.

I would also like to especially thank the following for the support and help they rendered to me during the course of this study; my lecturers Dr. Tuchili, Dr. Mwambwa, Dr. Kalimaposo, Dr. Manchishi and Mrs. Moonga. I am forever indebted to my dad and my mum, Mr. Freddie Mateyo Malamula and Mrs. Grace Nachilima Malamula for raising me and nurturing my academic potential. I wish to thank my wife Mercy, my children Tayamika, Kuzipa and Ozyola not forgetting my brothers and sisters for their unwavering support as well towards my studies.

I wish to acknowledge the support of the following people as well for their intellectual advice and moral support; Pelle Kvalsund, Maximo Mwewa, Ndume Muyoma Sarah, Martin Mwansa, Kennedy Kasimba, Kabwe Bernard, Fwanyanga Kenny, Malikana Mabuku, Miranda Gondwe Bwalya, Iwell Chembe and my entire programme mates.

I wish to sincerely thank all coaches and officials attached to the PPP that took part in this study and provided useful information.

To God be the glory.

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## ACRONYMS

<b>AIBA</b>	International Boxing Association
<b>AOB</b>	International Open Boxing
<b>AUSC5</b>	African Union Sport Council Region 5
<b>CBAS</b>	Coaching Behaviour Assessment System
<b>CECS</b>	Coach Education and Certificate System
<b>CH</b>	Coach
<b>CPD</b>	Continuous Professional Development
<b>HPC</b>	High Performance Centre
<b>IAAF</b>	International Association Athletics Federation
<b>IJF</b>	International Judo Federation
<b>IOC</b>	International Olympic Committee
<b>MYSCD</b>	Ministry of Youth, Sport and Child Development
<b>NOCZ</b>	National Olympic Committee of Zambia
<b>NSCZ</b>	National Sports Council of Zambia
<b>OF</b>	Official
<b>OYDC</b>	Olympic Youth Development Centre
<b>PPP</b>	Podium Performance Programme
<b>ZAAA</b>	Zambia Amateur Athletics Association
<b>ZBF</b>	Zambia Boxing Federation
<b>ZJA</b>	Zambia Judo Federation

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Overview**

This chapter presents the background of the study, purpose of the study, objectives of the study, research questions and delimitation of the study. The chapter also looks at the significance of the study, theoretical framework, conceptual framework and definitions of operational terms.

### **1.2 Background to the study**

Coach education is understood as the process by which coaches acquire coaching and sport-related knowledge that take many forms including coaching experience, observation of other coaches, apprenticeships, coaching seminars and conferences, and more traditional classroom-based coaching courses (Stirling, 2013). In the field of coaching, there have been rapid changes in coaching in the world for the past twenty years largely as a result of professionalism and commercialisation of many major sports (Nash, Sproule and Horton, 2008). The changes have been biased towards technological innovations and to respond to these challenges, there has been the inclusion of science and technology. Milistetd et al (2016), however, recommend that coaches still need to undertake subjects like mathematics and statistics, introduction to scientific research, and research methodology as they are considered evaluative aspects of the programme. The development of science and technology has been very fast and coaches have to implement it in training activities that would be helpful in promoting the ability of athletes they train (Valianto, 2015). To encompass these developments and bring expertise in coaching, coach education has been seen to be key and essential (Cote, 2006; Sullivan, Paquette, Holt and Bloom, 2012; Woodman, 1993).

Coach education brings out a lot of coach content among them the scientific sport content, coach philosophy and the practical aspects of coaching through programmes that aim to qualify and improve sport coaches' knowledge and competencies. Furthermore, coach education helps coaches to implement sport programmes from a technical perspective and this helps in producing desirable results. According to Milistetd et al (2016), coach education programmes are offered by sports federations and tertiary institutions such as colleges and universities. The programmes offered by sports federations mainly focus on preparing coaches in high



performance sports, offering specific content related to each sport. Formal coach education in tertiary institutions offer coach education content related to general knowledge such as sports training, sports pedagogy, motor development, sports psychology, physiology, biomechanics, management and marketing.

Today, there is an emphasis globally that those that are into coaching should have coach education and a required certification to match with the required qualification by various international federations (Tabrum and Macmillan, 2017). In addition, Stirling (2013) postulates that in response to emergent research, highlighting the importance of effective coaching in sport and the need for lifelong coach learning, a number of coach education initiatives around the world have recently been launched. For example, in Brazil, sport coaching is recognised as a professional activity and for one to be a coach, the minimum qualification one should possess is a Bachelor's Degree in Physical Education and Sport (Tozetto, Galatti, Duarte and Milistetd, 2017). According to Goslin and Davis (2014), the quality of sport coaching is a significant contributing factor to the development and retention of athletes and the development and growth of sports organisations' coach education strategies. This occurs over a prolonged period of time. Coaches have to be exposed to quality coach education including Continuous Professional Development (CPD) in order to provide them with a wide range of learning opportunities (Tozetto et al (2017). However, it has been observed that coaches' education, training and certification is not fully implemented. For example, National Committee for Accreditation of Coaching [NCACE] (2004) points out that America's sport coaches historically have been underserved when it comes to training and professional development. This scenario is the same in Africa as well, including Zambia in particular. Most of the coaches are incompetent due to non-exposure to quality coach education courses in their sports codes. Erickson, Bruner, MacDonald and Cote (2008) postulates that the competency and ability of coaches is in general a function of quality of coach education courses within a particular sport.

In trying to come up with coaches and athletes that are capable of producing targetable results at international competitions such as Olympics, many countries are now focusing on Podium Performance Programmes (PPP) in various sport codes. According to Shawn (2014), Podium Performance is about enhancing quality performance and that podium coaches go through intensive and extensive coach education so that they can understand the scientific processes of

coaching. Furthermore, the PPP focus on skill acquisition that helps coaches and athletes perform at a higher level competitively. PPP are linked to various sports and also encompass coach education programmes. According to Erickson et al (2008), PPP embraced by many countries globally provide effective sport coach education with excellent learning content settings, transfer and development of coaching knowledge as well as teaching methods.

In Africa, some countries have embraced the PPP to improve on the quality of their coaches and athletes. According to African Union Sport Council Region V [AUSC 5] (2019), the Supreme Council for sports in Africa Zone VI introduced a Zone VI academy programme in June, 2008 at Pretoria University High Performance Centre in South Africa to assist member states (10 countries in Southern Africa) to prepare for the London 2012 Olympic / Paralympic games. A 2012 strategic plan was introduced to prepare countries in the region for 2012 and 2016 Olympic/Paralympic games with the objective of winning medals. According to AUSC (2019), Zone VI entered into a service level agreement with the High Performance Centre (HPC) in Pretoria, South Africa, to provide scientific service support to athletes and coaches. The 2012 strategic programme was then reviewed to ensure that issues to do with athletes and coach performance were addressed and the programme was renamed the PPP in the same year (AUSC, 2019).

In Zambia, the PPP was implemented in 2015 with the aim of providing sustainable support and opportunities to Zambia's coaches and athletes in order to produce high performance results in Athletics, Boxing and Judo (Ministry of Youth, Sport and Child Development, 2018). The PPP in Zambia is under the Ministry of Youth, Sport and Child Development (MYSCD) and it focuses on three sports namely; Athletics, Boxing and Judo. In order to successfully implement the programme, six coaches were incorporated basing on the experience and qualifications they had in coaching. Two were for athletics, two for boxing and two for judo. The MYSCD also collaborates with National Sports Council of Zambia (NSCZ), National Olympic Committee of Zambia (NOCZ) and the Olympic Youth Development Centre (OYDC) to run the programme. Furthermore, the ministry collaborates with three federations namely Zambia Amateur Athletics Association (ZAAA), Zambia Boxing Federation (ZBF) and the Zambia Judo Federation (ZJF).

At mega sports events like the Olympics, Zambia has not fared well in the three sports adopted under PPP. According to NOCZ (2009), from 1968 to date, only two medals have been won.

The first Olympic medal was won by Keith Mwila in 1984 and the second was won by Samuel Matete in 1996. Below is a table showing Zambia's performance at the Olympics since 1968.

Hosting city/ Country	Year	Athletes	Gold	Silver	Bronze	Total	Rank
Mexico - Mexico	1968	7	0	0	0	0	=
Munich - Germany	1972	14	0	0	0	0	=
Montreal - Canada	1976	Did not participate	-	-	-	-	=
Moscow - Russia	1980	40	0	0	0	0	=
Los Angeles - USA	1984	16	0	0	1	1	43
Seoul – South Korea	1988	31	0	0	0	0	=
Barcelona - Spain	1992	9	0	0	0	0	=
Atlanta- USA	1996	8	0	1	0	1	61
Sydney- Australia	2000	8	0	0	0	0	=
Athens - Greece	2004	6	0	0	0	0	=
Beijing - China	2008	8	0	0	0	0	=
London - Britain	2012	7	0	0	0	0	=
Rio de Janeiro - Brazil	2016	7	0	0	0	0	=
Tokyo - Japan	2020	Future event					

**Table 1.1** Zambia's performance at the Olympics since 1968.

**Source:** NOCZ (2019).

One of the factors that has contributed to poor performance of the athletes at high performance level competitions like the Olympics has been lack of improvement in the level of quality of coaches across nations and continents due to lack of investment in coach education (AIBA, 2011). In Africa, some local federations still seek for expatriate coaches instead of investing in coach education for their local coaches to make them capable enough to produce the much needed results.

According to MYSCD (2018), PPP is a national programme whose aim is to produce high performance results in athletics, boxing and judo. To attain this, highly qualified coaches are needed (MacDonald and Cote, 2008). Furthermore, Shawn (2014) postulates that podium athletes require a podium coach and a coach with technical know-how capable of producing quality athletes who are able to compete favourably at international level. In line with this, the researcher was prompted to examine the coach education standards for PPP trainers in Zambia focusing on clear connections between type and level of coach education, coaching philosophies, behaviours and efficiency in order to find out their suitability to handle elite athletes who are able to compete and win medals for Zambia at mega sports events like Olympics.

### **1.3 Statement of the problem**

Despite empirical evidence suggesting that coaches that have undergone coach education make good trainers and produce elite athletes who can win medals at mega events (Gould, 2006; Rodgers, 2005 and Thomas, 2016), investment in coach education across nations and continents continue to be low and this has contributed to poor results in many sports (AIBA, 2011). According to AISC (2019), lack of investment in coach education for local coaches and a clear inventory of podium coaches in AISC region 5 with proven coach education that demonstrate the skills and techniques could be some of the major contributing factors to poor performances of elite athletes. In Zambia, poor performance of elite athletes in mega events has been a problem for a long time now. This study was prompted by lack of knowledge as shown with respect to coach education standards for PPP trainers that focus on clear connections between type and level of coach education, coaching philosophies, behaviours and efficiency. With this knowledge gap, it would not be clear whether the PPP is really achieving its purpose of improving the quality of training of elite athletes in Zambia.

#### **1.4 Purpose of the study**

The purpose of the study was to examine coach education for PPP trainers in Zambia, focusing on clear connections between type and level of coach education, coaching philosophies and different ways coaches behave towards their athletes during training sessions and tournaments.

#### **1.5 Research objectives**

The study was guided by the following objectives:

1. To analyse the coach education received and competencies developed overtime by PPP coaches.
2. To establish coaching philosophies adopted by different PPP coaches.
3. To ascertain different ways PPP coaches behave when instructing their athletes during the training sessions and tournaments.

#### **1.6 Research questions**

The study was guided by the following questions.

1. What coach education and competencies have PPP coaches received and developed overtime?
2. What coach philosophies have been adopted by different PPP coaches?
3. What instructional behaviours do PPP coaches demonstrate to their athletes during the training sessions and tournaments?

#### **1.7 Significance of the study**

Acquiring coach education would help coaches under PPP (Athletics, Boxing and Judo) to acquire the much needed knowledge and competencies that may enable them produce podium performance athletes who may reap medals for the country. It is envisaged that the findings of the study may be of great value to policy makers, sports associations and sports non-governmental organisations as it may enlighten them on the need for quality coach education. It is further hoped that the study may provide a foundation for more research in the field of coach education in Zambia and the region as a whole to increase quality PPP of athletes at international level.

### **1.8 Limitation of the study**

The researcher restricted himself to five coaches and fourteen officials only because to the best of his knowledge, these were the groups that understood the PPP. One coach who was supposed to be the sixth respondent became elusive to be interviewed and ended up not participating in the study. The study was also limited by time because of covid-19. The observation of coaches' behaviour during training sessions which was supposed to be done in four weeks was only done in three weeks as all sports activities were halted due to covid-19. Furthermore, the five coaches that participated in the study did not avail the researcher with their training coaching programmes for their PPP athletes in the three sports disciplines. This negatively affected the findings and analysis of the study in a way.

### **1.9 Delimitation of the study**

This study focused on coaches involved in sports that fall under the PPP which are athletics, boxing and judo. Further participants were selected from the PPP team and other collaborating stake holders. It was limited to Lusaka where PPP is done.

### **1.10 Theoretical framework**

There are a number of theories that have been postulated by different scholars concerning coaching. Theoretical frameworks are an essential element in understanding the nuances and dimension of coach education. An examination of coach education in Zambia is complex and requires an integration of different approaches. The theoretical framework discussed in this chapter consider restrictions and opportunities for examining coach education in Zambia, a case of PPP and further provided a deeper understanding of the dynamic nature of the connections between theoretical and practical component of coach education. This study was guided by Kolb's (1984) experiential learning theory. According to Kolb (1984), Experiential learning theory is the process whereby knowledge is created through the transformation of experience. This theory is frequently cited and drawn upon by educational practitioners and researchers, and has even been referred to as "a bible for practitioners" (Moore, 2010). Kolb used the term "experiential learning" to describe his perspective on learning in order to link his ideas to their roots in the work of Dewey (1938), Lewin (1951), and Piaget (1971) and to emphasise the central role that experience plays in the learning process. Within Kolb's

experiential learning theory (1984), learning is described as a four -stage cycle consisting of concrete experience (CE, feeling dimension), reflective observation (RO, reflecting/ watching dimension), abstract conceptualisation (AC, thinking dimension), and active experimentation (AE, doing dimension).

Experiential learning theory suggests that learning is a lifelong process whereby knowledge is continually modified and recreated within each individual based on the ongoing experiences of that individual (Kolb, 1984). In its simplest form, experiential learning means learning from experience or learning by doing. This is consistent with certain assumptions about learning (androgogy), specifically that adults come to an educational activity with a wealth of previous experience and that tapping into these experiences through experiential activities benefits adult learning to develop new skills, new attitudes, or new ways of thinking (Lewis and William,1994). Well- planned, supervised and assessed experiential learning programmes can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership and other professional and intellectual skills (Kolb,1984). In addition to the androgogical benefits of experiential learning, the use of this approach to coach education may evoke coach interest in the formal education programme. Coaches have been found to be highly receptive to the practical application of reference materials that include case studies and examples that apply sport science theory to practical situations (Wright, Trudel and Culver, 2007). The major distinction of experiential learning is the emphasis on the lived experience- a factor previously reported as enhancing coach learning. Werthner and Trudel (2006) proposed a theoretical perspective for understanding how coaches learn to coach, which includes the influences of personal experiences of the coach, structuring knowledge through reflection and critical discussion, and the variety of potential, non formal and informal learning situations that may exist in the sport environment.

Kolb (1984) outlines six basic tenets of experiential learning. The first one is that learning is a process. The coach education strategy is that coaches need to acknowledge previous informal and formal learning. Coaches' learning should be viewed as on going. The second tenet is that learning is grounded in experience or learning by doing. Coaches' preconceptions need to be challenged in light of new experiences, theory, and reflection. The third tenet is that learning involves mastery of all four learning modes. These learning modes are experience, reflect,

theorise and apply. Coaches need to have opportunity to experience. Under experience, interactive case studies and role play exercises are used. For reflecting, coaches have to do self-reflection on new knowledge gained through learning with reference to their experience. To theorise means, reference materials and mini-lectures are presented to coaches and to apply means coaches will have to solve problems that arise from their trainings like maltreatment and create an action plan for enhancing athlete welfare. The fourth tenet is that learning is a holistic process of adaptation. The coaches' feelings, perceptions, thoughts and actual behaviours should be addressed through the coach education. Feelings, perceptions involve coaches engaging in reflection exercises on the positive impact that coaches can have on athlete well-being. The fifth tenet is that learning involves transaction with the environment (i.e hands-on coaching experience). There is an expectation that coaches will experiment in applying their action plans in practice. The sixth tenet is knowledge is created through learning. The actual learning should be specific to each individual coach. The study will borrow tenet one, three, four, five and six to link the theory to the study.

#### **1.10.1 Contribution of Kolb's Experiential learning theory to coach education in Zambia**

The researcher has chosen to work with Kolb's experiential theory because most coaches come into the field of coaching with experience being former athletes in their sports field. Tapping into these experiences may help coaches acquire the much needed knowledge and skills in coaching bringing about positive results in various sports codes. Coaches need to adapt to different training environments and to different behaviours and needs of their athletes. This all depends on the type of behaviour coaches choose to adopt towards their athletes during training sessions and tournaments. Athletes tend to perform well when a conducive environment is created for them. Therefore, through coach education, coaches will be taught the correct behaviour to adopt towards their athletes. Kolb's experiential learning theory brings out the mastery of all four learning modes namely experience, reflect, theorise and apply. Through the learning modes, coaches are made to receive a variety of intensive learning activities, even when it comes to athlete maltreatment, coaches are challenged to address such an issue using the learning dimensions. This theory may be applied well to this study because Kolb's tenets of experiential learning may help address some of the shortcomings of formal coach education and contribute to improving the effectiveness of coach education programmes. Furthermore, formal coach education may increase the knowledge base of coaches coupled

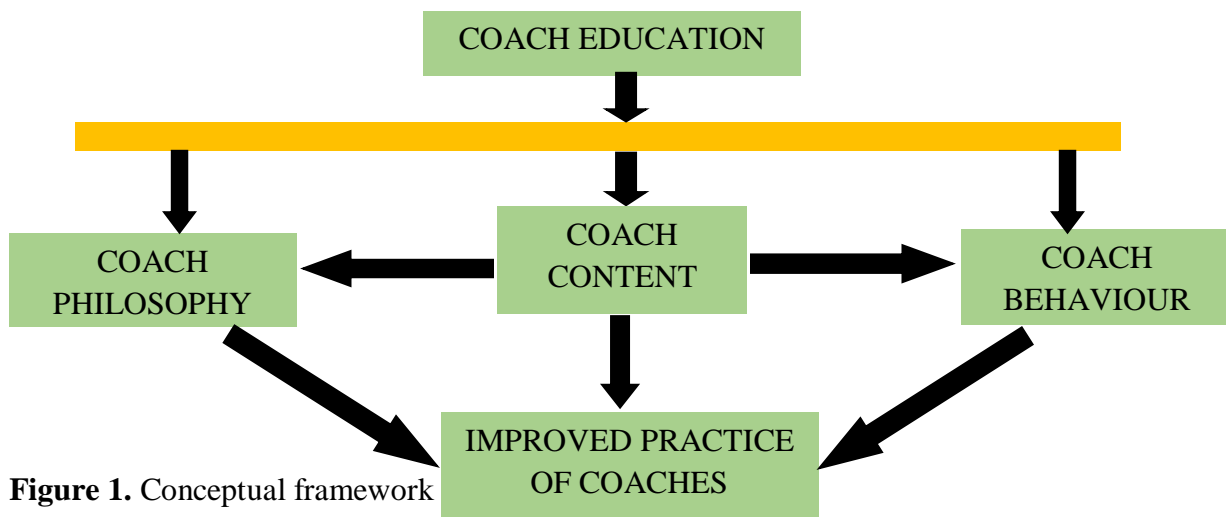


with experience. Related to tenet 1 (Learning is a process), it is expected that PPP coaches will continue to learn as they interact in the real -world coaching environment.

### **1.11. Conceptual framework**

According to Msabila and Nalaila (2017), a conceptual framework is a set of coherent ideas organized in a manner that makes them easy to communicate to others. The concepts are placed within logical and sequential design. The conceptual framework of this study was informed by Tozetto (2017) and Smith and Smoll (2016). The conceptual framework shows what coach education covers and the link that exist between coach content, coach philosophy and coach behaviour to bring about improved practice of coaches. Tozetto (2017) explained that coach education brings about coach development which is an all-encompassing term that refers to the process leading to enhanced expertise. It comprises the individual process that leads to continuous learning in terms of coach content, coach philosophy and coach behaviour. These learning opportunities provide coaches a good platform for improved practice.

According to Smith and Smoll (2016), recent years have witnessed an increasing concern regarding the effects of organised athletics upon the psychosocial development of athletes. Existing data indicate that sport participation has neither a universally positive nor a uniformly negative effect. Rather, it is likely that the effects vary as a function on the way in which programmes are structured for coaches, the kind of supervision that exists and the personal characteristics of the athlete. All this require methodological advancement especially on the part of coaches in order to bring about improved practice in them. For this study, the desired results were that coaches attached to high performance programme (PPP) should have gone through quality coach education to help them acquire more knowledge and skills in coaching to improve on their practice. Therefore, for the successful implementation of the PPP and for improved practice of coaches, coach education is significant in making coaches acquire competencies in coaching. The conceptual framework of this study shows how coach education brings about improved practice in coaches. It shows the relationship between the independent and dependent variables and how they all contribute to the desired coach education outcome.



**Figure 1.** Conceptual framework

**Source:** Tozetto (2017) ; Smith and Smoll (2016).

For positive results to be achieved by PPP coaches, coach education is key. Without the competency of coaches, the objectives of the PPP may not be realised. Quality coaching must be driven by coach education as it brings about coach content and coaching philosophy that guide coaches' practice and improved coaching behaviour resulting in making coaches competent enough to handle elite athletes.

### 1.12 Operational definitions of terminologies

Some words may be used to denote other things by different people depending on a situation or context. In this study, the following words have been used as they are defined to suit the study.

- 1) Coach education – the formal education that a coach acquires to obtain relevant skills and competency in a particular sport.
- 2) Podium Performance Programme- a high performance programme which aims at providing athletes with skills and techniques to enable them enhance their performance in training and competitions.
- 3) Coach- a qualified person who imparts knowledge and skills into an athlete
- 4) Athlete- a person who is involved in any kind of sport
- 5) Olympic games- these are games that involve a variety of sporting activities such as running, throwing, swimming, jumping and ball games

- 6) Paralympic games – games that involve athletes who are physically challenged
- 7) Academy- a nursery where athletes are developed
- 8) Athletics - activities that involve walking, running, jumping and throwing
- 9) Boxing- a sport that involves fighting with fists usually with thick gloves.
- 10) Judo- an art of wrestling and self-defence kind of sport
- 11) Examination- a way of assessing the suitability of coaches.

### **1.13 Summary**

In this chapter, a number of issues were discussed as a way of putting the study into context. An overview of coach education has been explained which has set the context of the study. It can be concluded that coach education is the process by which coaches acquire knowledge and skills about coaching. It is key to improved coaching and important to coach development. Podium performance requires highly skilled coaches with scientific and technical know-how in order to produce podium athletes that would win medals at competitive tournaments like the Olympics games. There is emphasis globally that those that are into coaching should have coach education. Furthermore, they should have the rightful qualifications recommended by international federations for each level. Podium Performance Programme demand for quality coaches and quality athletes because the aim of the programme is to produce an athlete capable of reaching the podium. World over, many countries have turned to PPP. In Africa, the programme was introduced in 2008 under the auspice of AUSC 5 and officially named as PPP in 2012. In Zambia, the PPP was implemented in 2015 and it caters for only three sports namely athletics, boxing and judo. It is a national programme run by the MYSCD. Apart from coach education and the PPP discussed in the background of the study, the description of the statement of the problem was also highlighted. The chapter also discussed the purpose, objectives and research questions which guided the present study. The theoretical and conceptual framework which anchored the study has been explained. Other aspects included the significance of the study, delimitation and operational definitions of terminologies.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Overview**

This chapter looks at different literature related to the research topic “An examination of coach education in Zambia. A case of PPP”. The literature review was discussed under four major themes; (1) what is coach education? (2) content in coach education, (3) coaching philosophy (4) Coaching behaviour assessment. In addition, literature was also presented according to the following objectives of the study;

- 1) To analyse the coach education received and competencies developed overtime by PPP coaches.
- 2) To establish coaching philosophies adopted by different PPP coaches.
- 3) To ascertain different ways PPP coaches behave when instructing their athletes during training sessions and tournaments.

A summary at the end of the chapter has been provided.

### **2.2 What is coach education?**

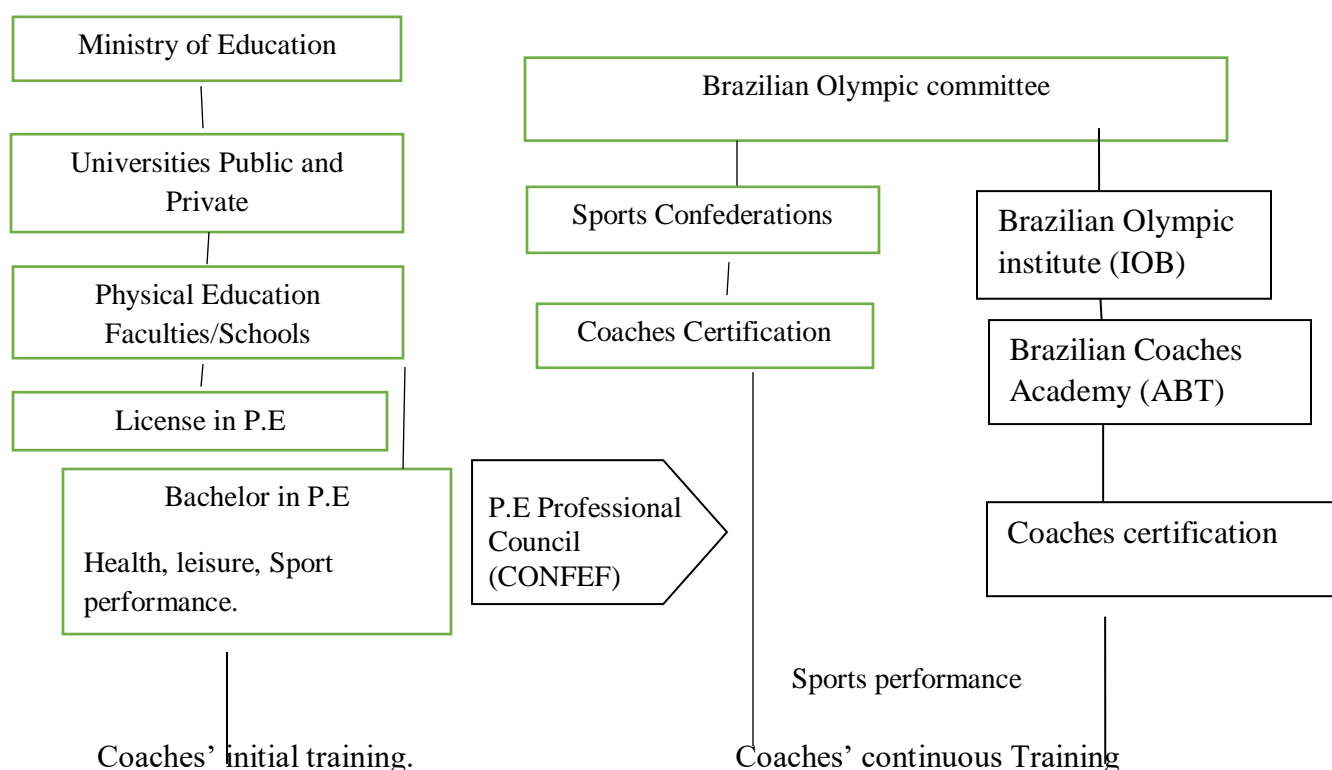
According to Nash et al (2008), coach education is formal type of education where individuals are trained to acquire expert knowledge and skill in coaching. Additionally, there is the acquisition of values and attitudes and those who qualify are certified. Just like teachers, for individuals to qualify to be coaches, they require some kind of education which is called coach education. This is supported by Gilbert and Trudel (2005) who emphasise that coaches need knowledge from a number of different domains. Nash et al (2008), postulates that the task of coaching has changed considerably. Coaches have to be equal to the task and this can only be achieved through coach education where the much needed knowledge and skills will be acquired and be transferred to athletes. In addition, Stirling (2013) defines coach education as the process by which coaches acquire coaching and sport -related knowledge which takes many forms including experience, observation of other coaches, apprenticeships, coaching seminars and conferences, and more traditional classroom based coaching courses. Literature on the development of coaching expertise has explained that coach education is key to improved

coaching and is essential for coach development (Cote, 2006; Suvillian, Paquette, Holt and Bloom, 2012; Woodman, 1993).

According to NCACE (2004), formal coach education is a type of education that involves the transferring of knowledge which is very important, to enable sport coaches to diligently perform their roles. Coach education is assumed to be an all- encompassing term that refers to the process leading to enhanced expertise (Tozetto et al., 2017). It involves long term teaching programmes and diversified content that include theory and practice. The teaching programmes include training through certification and also non-formal courses that are seen to have value for the education of sport coaches. According to Milistetd et al (2016), coach education is a process of learning that occurs over a period of time. Tozetto et al (2017) point out that coach education comprises the individual process that leads coaches to continuous learning, embracing the range of learning opportunities and context. This can be referred to as Continuous Professional Development (CPD) of coaches. Kvalsund (2017) postulates that much of coach education and professional development take place in either classroom settings or in micro-coaching environments where the trainees have been given specific practical tasks that they perform in a safe environment during training. However, an important part of learning happens through the weekly on- the- field practice experience with athletes and other coaches, paired with a good reflective process (Trudell and Gilbert, 2006).

Gomes, Araujo, Resende and Ramalho (2018), however, points out that debate about how to design useful coach education programmes and the relevance of topics that coaches learn in these formal contexts is ongoing. They further postulate that coaches prefer an education oriented towards practical strategies that can be applied in their specific contexts. Coaches also prefer courses in which they explore and share ideas, practices and problems with others. According to Gomes et al (2018), there is no one specific coach education. Thus, the alternative is to educate coaches not to prioritize specific coaching knowledge but instead to reflect on their own practices through continuous critical reflection. One method of achieving this goal would be educating coaches on coaching philosophy that would bring out elements like ideas, values, principles, goals and practices among coaches. It is worth noting that various sports federations like AIBA, FIFA, IAAF, IJF and also tertiary institutions like colleges and universities provide coach education. For example, in Brazil, a two-fold pathway system of

coach education has been adopted. One is done through tertiary education under the Ministry of Education and the other one from the Brazilian Olympic Committee (COB) through sports federations. Besides the programmes offered by sports federations, the COB had created the Brazilian coaches' Academy (ABT) in 2013. The ABT's mission was to educate professionals interested in coaching high performance sports through quality educational activities, thus contributing to proposed Olympic success (Milistetd et al, 2016). Below is a chart showing Brazilian sport coaches' initial and continuous coach education.



**FIG.2** Brazilian sport coaches' initial and continuous education

**Source:** Milistetd et al (2016). Coaches' development in Brazil.

In the past, most of the coaches did not take up coach education as part of their career. The trend was that when athletes retired from active sports, they would straight away go into coaching without necessarily going through coach education. Cote and Gilbert (2009) point out that it is extremely rare for a professional sport team to hire a coach who is not a former elite athlete. This same trend is pervasive across all levels of sport (Cote and Gilbert, 2009). Today, coaching has been recognised as a profession hence the need for coaches to venture into coach

education. Milistetd et al (2016) postulate that in the face of the continuing growth and increased recognition of the role of sports coaches in society, significant investments and developments have been made around the world to better recognise sports coaching as a bonafide profession. Having turned coaching into a profession, today, coach learning involves formal long-term teaching programmes and non-formal learning situations which fall under Continuous Professional Developments (CPDs) organised by local federations and sports organisations to enhance capacities of coaches. Wilson et al (2010) mention that the development of a coach mentorship programme could positively influence coach learning. In their study on sources of knowledge acquisition: *Perspectives of the high school teacher/coach*, they advocated that specific coaching workshops be designed and be part of coaches' professional development opportunities so as to provide coaches with opportunities to develop their coaching skills and knowledge. Such non-formal learning situations could provide great opportunities for coaches to develop by extending their formal knowledge networks.

According to Tozetto et al (2017), learning situations for coaches include formal learning situations in institutionalised environments. The formal coach education is highly structured and includes long- term teaching programmes and diversified content (sport pedagogy, physiology, emergency and sports legislation). Formal learning situations have a teacher or lecturer who delivers certain content to graduates as future coaches. Such learning situations can be accorded to coaches and other sports professionals who already work. Non- formal learning situations include interventions by researchers and short courses such as mini - courses, workshops, clinics, seminars, conferences and formalised orientation programmes. Confederations and federations, universities, private companies, among other institutions or organisations may carry out these learning situations.

Learning about coaching is not only done through undergoing a class learning environment but it also calls for a trainee coach to be under a senior coach for a period of time in order to observe how coaching is done and to gain experience. Winchester, Culver and Camire (2011) note that prior to becoming a head coach, developmental coaches spend approximately four years as assistant coaches in which they learn how to communicate and teach sport. Lacroix et al (2008) point out that most coaches maintained that assistant coaching experience was important to them as it developed coaching knowledge, coaching skills which ultimately

helped them to build the confidence necessary to run a team. Nash et al (2008) also state that coaches believe that they mostly learn on the job and from working with more experienced coaches. Observing other coaches is very useful to a developmental coach for the purpose of constructing professionalism in coaching.

### **2.2.1 Coach education in relation to PPP**

A podium finish at the Olympic/ Paralympic games requires a podium coach (AUSC5,2019). To achieve this, the African Union Region 5 (SCSA Zone VI) introduced a Zone VI academy programme in June 2008, a programme that later became the PPP in 2012. The zone entered into a service agreement with the High Performance Centre (HPC) in Pretoria South Africa to provide scientific support to athletes and coaches. According to AUSC5 (2019), coaches in the southern region are sent to the HPC to receive quality coach education from highly skilled tutors from other countries. Coaches under PPP receive quarterly athlete training and testing at regional academy centre. According to MYSCD (2018), from Zambia, coaches from judo, athletics and boxing were sent to attend the AUSC5 workshop which was held in South Africa from 28-30 November,2018. Some of the courses that were covered by the coaches included sports science, prescribed coaching methods and critical success factors for high performance. AUSC5 (2019) states that the academy provides the following scientific services for PPP coaches; sports science and coaching testing and measurement of athletes, nutritional support and guidance, anti-doping education, training plan management and periodization.

In order to provide quality coach education to PPP coaches in the region, AUSC5(2019) points out that each member country in the region has been encouraged to establish a National Centre of Sporting Excellence to provide the podium coaching staff with coach education through CPD workshops. In Zambia, the OYDC was launched as PPP Centre of Excellence in October 2016 and used to train high performance athletes and coaches. Through CPD workshop, coaches are exposed to sport science, sport psychology, sports medicine, nutrition and anti-doping education sessions through sports administrators attached to PPP and other experts that come from outside the country (MYSCD, 2018).



### 2.3 Content in coach education

Coach education brings out coach content that coaches acquire in their formal training which they undergo. According to Milistetd et al (2016), the programmes offered by the sports federations are mainly focused on preparing coaches in high performance sports by offering specific content related to each sport. Coach content is provided by sports federations in partnership with international federation and sports organisations like National Olympic Committees (NOC) who appoint qualified tutors to conduct and evaluate both the theory and practical activities for coaches. The theory examination takes the form of a test knowledge related to the content of each level while the practical activities involve displaying the competencies required for each level. Milistetd et al (2016) point out that some coach content is offered through modules with on-line and practical classes as well as internships in accredited institutions. The content is highly structured in order to develop an elite coach capable of developing athletes towards high performance. Coach content is generally organised according to related general knowledge such as sports training, sports pedagogy, motor development and sports psychology (Valianto, 2015). Part of the coach content covers the qualifications that coaches are supposed to acquire at different levels according to the international standards in a particular sport recommended by each sport federation.

In athletics, according to International Association of Athletics Federation [IAAF] (2016), the three level IAAF Coaches Education and Certificate System (CECS) is as indicated in Table 2.1 below.

<b>Aspect</b>	<b>KA Activator</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Academy coach</b>
Title	Kids Athletics Activator U12	Youth coach U16-Multi-events	Coach U20-Initial specialisation	Senior coach-Specialisation performance	Academy coach-Performance management
Duration	3day seminar organized	12day course organized	8day course organized by MF/IAAF	8day course organized by IAAF Senior	3-12 months. Organized by IAAF-Elite

	by Member Federation (MF) Kids' Athletics Activator initial attraction to running, jumping, throwing	by MF Youth Coach Event-All Events(Multi-Events). Introduction to coaching athletics	Coach Event-Group Specific (initial specialization). Introduction to performance coaching.	Coach Event-Group specific (specialization). Development of performance coaching.	coach, Youth chief coach, coach Development director. Elite coaching/ performance management.
Qualification	IAAF Kids Athletics Activator Certificate	IAAF CECS Level I Certificate.	IAAF CECS level II certificate	CECS level III certificate	Academy Diploma
Lecturer education	IAAF KA Activator organized by IAAF	CECS level 1 lecturer organized by IAAF and MF	CECS level II lecturer course organized by IAAF	CECS level III lecturer course organized by IAAF	"IAAF Academy Expert" (Nominated) approved by IAAF

**Table 2.1** IAAF Coaches Education and Certificate System (CECS).

**Source:** IAAF CECS Educational structure (2016).

According to AIBA (2011), coaches' evaluation in terms of qualifications is in three levels known as stars that is star 1, star 2 and star 3. A star 1 must be a current national coach, a coach who possess the national coaching school certificate and a coach who has over 5 years coaching experience without stopping. For a star 2 coach, one must be a current national head coach, former national head coach within 10 years, a coach who possess the highest or second highest national coaching school certificate and a coach who has over 20 years coaching experiences without stopping. A star 3 coach must be a current national head coach, former

national head coach within 10 years, a coach who possess the highest national coaching certificate and a coach who has over 20 years coaching experiences without stopping. Besides the qualifications, boxing coaches in boxing can also be evaluated under competition management. According to AIBA (2011), star 1 coaches are qualified up to national level and are active in national and AIBA 1 star events only. Star 2 coaches are qualified up to national and international level and are active in continental and AIBA 2 star events only. Star 3 coaches are qualified as national coaches and active in AIBA 3 star events.

According to Boxing Australia (2019), in Australia, the boxing accreditation system is as follows; Boxing level 1- Coach at club level and community level. International Boxing Association (AIBA) Star 1- State and National level coaches. AIBA Star 2- qualifications for National and international level coaches. AIBA Star 3- qualification for international level coaches of Open Boxing (AOB), World Series Boxing (WSB) and Professional Boxing (APB). According to AIBA (2011), all AIBA coaches must be members of National federations. AIBA only acknowledges coaches affiliated with national federations.

According to Lance (2009), Judo has five levels of qualification following the set standards under International Judo Federation (IJF). Level I is for instructor certificate, level II for coach certificate, level III for pro licence diploma and level IV and V is meant for elite performance coaches. Lance (2009) further states that level I is for assistant coaches, level II is meant for coaches running clubs. As for Level III, it is for more advanced coaches who can handle national team players while level IV and level V are for elite performance coaches who handle top class athletes for the podium. This accreditation system of Judo coaches has also been adopted by International federations like Judo Australia. In the United Kingdom (UK), the system starts with the UKCC certifications. Level 1 is for assistant coaches, level 2 for coaches running clubs and level 3 for more advanced coaches. It is then followed by the European Judo Union (EJU) qualifications. This starts with the EJU level 3 up to level 4 and level 5 which are elite performance coach qualifications (Lance, 2009).

For a podium coach, Zambia follows the guidelines set by AUSC5 for podium coaches. The recommended qualification for a podium coach is level III. The recommended qualification is equivalent to international sports federation set guidelines for elite coaches. Although the

educational initiatives from sports federation that bring about federation qualifications are recognised as opportunities for continuous education of sport coaches, the content from sports federations alone may be limited hence the need for coaches to be exposed to institutions that offer coach education like colleges and universities. Tertiary institutions also provide learning episodes where coach content is provided. The coach content is structured and includes long-term teaching programmes like the science aspect of sports (Tozetto et al., 2017).

### **2.3.1 Scientific content**

Coach content also covers the ‘sciences’ of coaching (Smith and Smoll, 2016). This is offered in depth by sports science offering tertiary institutions like colleges and universities. Sports federations do as well offer scientific courses of sport but not as detailed as those offered in tertiary institutions due to the short durations in which these courses are offered. Coaching has immeasurably been enriched by the injection of new ideas and techniques (Ives, 2008). This simply entails that coaches now will have to venture into science and technology of sports. Coaches will have to go through scientific courses like anatomy and physiology, biomechanics, kinethesis, sports psychology, sports nutrition, first aid, anti-doping education, mathematics and statistics and other scientific courses related to sports. According to Waugh and Grant (2010), anatomy is the study of the structure of the body and the relationships between body systems, and physiology is the study of how the body systems work, and the ways in which their integrated activities maintain life and health of the individual. Biomechanics is the science that examines the internal and external factors acting on a human body and the effects produced by these forces (Davis, Kimmert and Auty, 1986). On the other hand, sports psychology is an interdisciplinary science that investigates and seeks to understand how psychological factors affect performance and how participating in sport and exercise influence psychological and physical factors (Cleophas et al., 2007). Sports nutrition is another science that coaches do cover in their coach content. Tull (1996) defines nutrition as the study of nutrients and their relationship with food and living things. Kinethesis is the science that looks at the internal awareness of the body and its parts in relation to each other (Davis et al., 1986). Anti- doping education mainly deals with giving education to athletes so that they avoid taking prohibited drugs that enhance performance. According to Cleophas et al (2017), doping is when athletes take illegal substances to improve their performance.

Coaches need expert knowledge for them to be successful in their coaching. This can only be achieved if they are exposed to more scientific courses in their training programmes. In Brazil, all coaches are mandated to undergo scientific sports courses as a way of enriching them with new technologies in sports. Milistetd et al (2016) postulate that considering the formative demands of coaches within different sports, the Brazillian Coaches Academy (ABT) organises its content according to related general knowledge such as sports training, sports pedagogy, motor development and sports psychology. They further recommend that coaches need to undertake subjects like Mathematics and Statistics, Introduction to Scientific Research and Research Methodology. Sporting coaching is recognised as a profession in Brazil. In this respect, coach education begins within higher education which is within the area of Physical Education and one needs to possess a Bachelor's Degree in Physical Education to enrol in programmes offered by the federations or the ABT. Cote and Gilbert (2009) point out that expert knowledge for coaches includes declarative knowledge, and pedagogical knowledge with accompanying procedural knowledge.

Many expert coaches who handle elite athletes have done a lot of scientific courses to horn their skills in coaching. Thomas (2016) points out that Mills, the coach who nurtured the best athlete of all time 'Usain Bolt' developed an innate understanding of anatomy, agility, coordination, talent identification and biomechanical analysis through a series of courses with International Olympic Committee (IOC), International Association of Athletics Federations (IAAF) and with associated universities to horn his craft. Coaches need to understand the laws at play in their particular sport, the biomechanics of sport and the psychological principle involved in sport at competitive level (NCACE, 2012). All this will only be attainable if one acquires coach education.

### **2.3.2 Coaching skills for athletes**

What to coach mainly concerns with the skills and techniques the coach teaches the athletes. According to Cote and Gilbert (2009), the coach must possess content knowledge, which is the knowledge or skill that is to be learned by the athletes. Coaching expertise resides in one's ability to teach sport-specific skills. Coach skills are not specific to the sport but are generic areas of coaching. It also involves how to connect and communicate with athletes, the use of

questions to pull knowledge and create athlete ownership, team work, knowing how and when to instruct and demonstrate. Cote and Gilbert (2009) further point out that, to accomplish these tasks, coaches not only require a high level of professional knowledge, but equally important are coaches' interpersonal and intra personal knowledge. Intrapersonal knowledge refers to the understanding of oneself and the ability for introspection and reflection while interpersonal knowledge involves understanding the needs of one's athletes as a coach. Cote and Gilbert (2009) point out that it is important for coaches to continuously develop their interpersonal knowledge base so that they can communicate appropriately and effectively with their particular athletes. Furthermore, the vast array of coaching and teaching literature suggest that coaching effectiveness and expertise should include professional, interpersonal and intrapersonal knowledge. What to teach athletes as a coach should not be done haphazardly. A good coach has a training plan for his or her athletes. Out of the training programme comes what to coach. According to Tozetto et al (2017), coaches need time to think about the training schedule and what can be modified. This is a good practice as it helps coaches to know what type of activities to give to the athletes and at what time and level. It also helps in the reassessment of goals and objectives.

### **2.3.3 Knowing the athletes' needs**

Cote and Gilbert (2009) point out that coaches, like teachers do not work in isolation; their effectiveness depends on individual and group interaction. To be successful, coaches have to interact regularly with their athletes in order to know the athletes' needs. Coaches must be aware of how the needs of athletes change across the developmental spectrum, from childhood to adulthood. Gould (2016) postulates that student-athletes respond better when they participate in programmes where caring and supportive climates are created. Coaches work hard to know each athlete as an individual, make each feel welcomed by acknowledging them. Coaches should be able to know their athletes needs in line with their physical, educational, personal and social - emotional development.

In order for a coach to fully understand the athletes' needs, he or she has to come closer to the athletes and provide a positive environment where the athletes would strive in terms of their training and performance. Cote and Gilbert (2009) point out that through their interactions with

athletes, coaches have unique opportunities to influence their athlete's psychological growth. Additionally, the quality of coach-athlete relationships in providing appropriate resources in different sporting contexts is determined by the degree of closeness, commitment to the relationship, complementarity, and co-orientation between both parties. Gomes et al (2018) point out that when athletes have a problem, the first person to talk to is the coach before anyone else in the club. This all depends on the closeness that exists between the coach and the confidence the athletes have in their coach. The coach should be there to help athletes solve personal or sport problems. When coaches begin to understand the athletes' needs, they will play an influential role of helping athletes improve their skills which will then help the athletes feel competent (Gould, 2016).

## **2.4 Coaching philosophy**

According to Andrew and Donna (2010), the word philosophy takes on many meanings and within the coach context, the development of a clear philosophy for the individual or team has often been stated as a key ingredient to coaching success. Jenny and Hushman (2016) define coach philosophy as a set of values that guides a coach's behaviour in practical instructional situations, and in overall human relationships. Guthrie (2016) says that coaching philosophy is the foundation of one's programme. It does not only guide coaches and the staff, but it also sets the stage for the athletes in the team. He further states that a coach philosophy leads athletes to assume responsibility of their own actions and decisions, and it encourages them to meet the expectations that affect them as individual athletes and as an entire team.

According to Crakes and Smelly (2012), a philosophy of coaching states what a coach believes is important and how he or she will approach the practices. Thus, the philosophy needs to become a written document and the document becomes a standard by which coaches evaluate themselves and have accountability for their methods and results. Mitchell (2013) also points out that a coaching philosophy consists of one's major objectives and the beliefs and principles that one adheres to in order to achieve ones' objectives. Gomes et al (2018) states that coaching philosophy refers to a set of values, beliefs, assumptions, attitudes, principles and priorities that influence both the practice and effectiveness criteria assumed by coaches. Andrew and Donna (2010) point out that the coach's philosophy reflects the foundation that ultimately guides and

directs coaching practice. For example, the coaching philosophy for Jose Mourinho is winning at all cost while that of Mills, the coach behind the success of Usain Bolt, the 100 metres and 200 metres world best record runner is thinking outside the box when scouting his homeland for talent.

Jenny and Hushman (2016) points out that coaching philosophies range from autocratic (authoritarian) to humanistic and all coaches fit somewhere on this continuum. They further point out that humanistic coaching philosophy is democratic, athlete –centred, collaborative, and non-manipulative process between athlete’s differences and abilities with hopes of eventually developing a self-confident and self-regulated athlete. Coming to the ‘traditional’ autocratic coaching approach, Jenny and Hushman (2016) point out that the approach is winning oriented, authoritarian, directing, dictatorial and coach-centred.

#### **2.4.1 Benefits of a coaching philosophy**

Coaching philosophy is a key element of coach development and it is prudent for every coach to develop a coaching philosophy of his or her own. Nash et al (2008) indicate that a coaching philosophy underpins all aspects of coaching and by creating a formal philosophy, coaches may improve their coaching effectiveness. They further say that as a key element of coach development, the inclusion of a coaching philosophy, values, clarification and consideration of the coach’s responsibilities could improve their practice and better meet the needs of their charges. A coaching philosophy is very important as it helps coaches to track their performance. A personal coaching philosophy can be viewed as a tool to enable coaches to question their practice and develop their own understanding and knowledge, as well as their performers (Nash et al., 2008).

A coaching philosophy is believed to underpin individual coaching practice. According to Nash et al (2008), the development of a coach philosophy is an important part in many, if not all aspects of coaching and aspiring coaches should be encouraged to formulate one at an early stage. Additionally, if coaches are to develop expertise throughout the performer pathway, then the formulation of a philosophy underpinned by their belief system must be addressed as an explicit part of their formal coaching course. Effective coaches have well-thought out coaching philosophies that guide their practice. However, in Zambia, it is unknown whether the coaches



under PPP have developed their own coaching philosophies and whether the MYSCD through the PPP have an agreed coaching philosophy that the coaches have to follow in order to track their performance. It is for this reason that the study sought to establish if at all PPP coaches have coaching philosophies that guide their practices.

Crakes and Smelley (2012) postulate that a coaching philosophy contributes to the development of character when it lays out priorities. Further, it provides a life perspective and serves as a baseline for what is appropriate. Coach philosophy brings out the following aspects between the coach and the athlete; trust, confidence and character. Trust develops between the coach and the athlete as the athlete begins to believe that the coach has their best interest at heart (Crakes and Smelley, 2012). On the part of confidence, a coach philosophy expands the athletes' confidence as the athletes begin to believe in themselves because their coach believes in them first. On character, coaching philosophy combines the development of trust, confidence and character into an approach that lead to mutual respect. Respect becomes the working relationship between the coach and the athlete which reflects the coaching philosophy (Crakes and Smelley, 2012).

Mitchell (2013) points out that a coaching philosophy usually removes uncertainty around areas such as team rules, style of play, player discipline, competition and the coaches long term objectives. Additionally, a coaching philosophy helps the coach to make ethical decisions such as substitutions, injured players, bending of rules, pushing players to train hard and punishments. It also helps the coach to make consistence decisions and to stay firm in the face of external pressures. According to Witte (2010), a developed coaching philosophy gives coaches a crutch that can be relied on in any situation and enables them to work through challenging times as well as great times with confidence and poise.

Gould (2016) points out that coach education helps coaches to have well- thought coaching philosophies that align with educational athletic goals. Coaches will not be doing things from without but they will have guiding principles which is a coaching philosophy. This philosophy places primary importance in the holistic athlete development and not just winning. According to Tabrum and Macmillan (2017), coach education develops coaches who are effective instructors and become good role models through a comprehensive education programme at all

levels of play. Through exposure to coach education, they acquire skills on how to demonstrate techniques to their athletes and how to instruct. They also learn the 'science' part of sport making them better placed on how to handle their athletes in terms of workload to give to them and the type and amount of food to give to the athletes. Coach education done through refresher courses organised by sports federations and various sports organisations are vital in terms of capacity building of coaches and the provision of insight in terms of the latest changes that occur in sports (Milistetd et al., 2016). Solid partnership is created among educational institutions, sports federations and national sports organisations to share the development of coach education. In Zambia, the MYSCD has established partnerships with NOCZ, NSCZ and local federations and learning institutions like the University of Zambia in providing capacity building programmes for coaches under PPP.

The other benefit that coach education brings is that young athletes are motivated, are emotionally and morally developed and they are helped in their educational and career aspirations (Gould, 2016). The coach education makes the coach to have knowledge and competence needed in conditioning and fitness, sport-specific tactics and strategies, handling sport safety and positive youth development principles (Gould, 2016). One other benefit of having coach education is that it helps coaches to create an excellent training environment that generates excellent performance. Rodgers (2005) supports this by saying that highly knowledgeable coaches create a training environment that generates success for athletes. However, if the coach has poor technical or theoretical knowledge and lacks experience, no meaningful comprehensive programme will be put in place and this will translate into failure of athletes in reaching their full potential. Quality knowledge and competence are very cardinal on the part of the coach if meaningful coaching is to take place in the area of behavioural change and skill development.

Under a coach who has acquired coach education, the dropout rate of athletes in terms of participation and performance is quite low compared to a coach lacking coach education. According to NCACE (2012), studies show that athletes who played for untrained coaches drop out at the rate of 26 percent while those athletes playing for a trained coach resulted in significantly lower drop out of only 5 percent. On the other hand, Gould (2016) also says that coaches with coach education make good coaches. Besides all these immense benefits that

coach education is able to bring to coaches, it has been observed that there is lack of investment in coach education across nations and continents. This has led to lack of improvement in the level of quality of coaches (AIBA, 2011). Some countries in some sports federations still rely on expatriate coaches.

## **2.5 Coaching behaviour assessment**

The kind of behaviour the coach portrays to his or her athletes during training sessions and competitions have an adverse effect on the athlete performance (Smith and Smoll, 2016). A coach may display reactive behaviours like positive reinforcement or reward and spontaneous behaviour that is game related and is inclined more to communication than a coach does to the athletes which may take many forms during training sessions and competitions. Kvalsund (2017) points out that the overall aim with the coach observation is to look into coaches' behaviour using an observation tool called "Coaching Behaviour Assessment System (CBAS). The CBAS was developed by Smith, Smoll, and Hunt in 1977 to measure leadership behaviour, and to permit the direct observation and coding of coaches' actions during practices and games (Smith and Smoll, 2002). According to Smith and Smoll (2016), twelve (12) categories of behaviours were identified and put into two major classes – reactive behaviours and spontaneous behaviours. Reactive behaviours are responses to either desirable performances, mistakes or misbehaviours on the part of the players. They include positive reinforcement or rewards which are a positive reaction by the coach to a desirable performance by one or more players. The spontaneous class is sub-divided into game-related and game-irrelevant behaviours initiated by the coach. Non reinforcement is failure to reinforce a positive behaviour. Mistake – contingent encouragement is encouragement of a player by a coach following a player's mistake. The other one is Mistake – contingent technical instruction which involves telling or showing a player who has made a mistake how to make the play correctly. It requires that the coach instructs the player in some specific way. Others include punishment, which is a negative response by the coach following an undesirable behaviour. Punitive action is a communication in form of rebuke. Ignoring mistakes occurs when there is lack of response, either positive or negative, to a mistake on the part of the player or team. Keeping control are responses that are designed to maintain order.

Smith and Smoll (2016) point out that spontaneous behaviours are game related and they include; general technical instruction which involve communication that provides instruction relevant to techniques and strategies of the sport in question. General encouragement involves encouragement that does not immediately follow a mistake. General communication takes the interaction with players that are unrelated to the game situation or team activities such as joking with players, conversation about family members and other daily activities. On the other hand, coach John Wooden established a Coach Behaviour Record Form (CBRF) using eight behaviour categories. According to Shangraw (2017), the eight behaviour categories include; instruction, modelling positive, modelling negative, praises, scolds, non-verbal reward, non – verbal punishment and organising. He noted that behavioural assessment approach of coaches involves systematic observation and coding of behaviour in naturalistic settings. He also noted that coaches are mostly observed during practice sessions and games to determine their classes of behaviour that occur.

Kvalsund (2017) conducted a study in Zambia to assess coach behaviour. A handball coach from Norway was observed conducting a coaching session while four other coaches and himself used the CBAS to track her behaviours. Using the observation tool (CBAS), the study established that she corrected individual mistakes of the players in a very discrete manner while the activities were running. General encouragement that involved typical comments like ‘good job’, ‘that is a good pass’, ‘good block;’ ‘that is much better’ were coded. All observers tracked a high number of positive reinforcement and a low number of punitive reactions and punishments. Punitive reactions were very uncommon. The game irrelevant behaviours were very few and very short. Although the above study showed the coded behaviour of a Norwegian coach, a number of challenges were observed. Kvalsund (2017) points out that the coach was not very familiar with the handball players and language barrier was seen to be a challenge between the coach and some players which brought some limitations on the part of the coach, thus tracking some behaviours became a challenge. It is from this stand point that the study used the observation tool (CBAS) on local coaches under PPP who were familiar with their athletes to observe how they instructed their athletes during training sessions and tournaments.

Kvalsund (2017) notes that when using the observation tool, some alterations may be made to make it more applicable to our sporting context. Making reference to this, the study established an observation tool that consisted of seven (7) observable behaviours that were thought to be relevant to the study. When embarking on observing a coach's behaviour, the observer must be weary of reactivity behaviour change of coaches. According to Smith and Smoll (2016), one problem that arise when observing coaches' behaviour is reactivity-behaviour change that occurs as a result of coaches being observed. By mere presence, an observer may influence the coach's behaviour. They further argue that while it is difficult to eliminate completely these reactivity effects unless the observations are made without the coach's awareness, observers can reduce such effects by being as unobtrusive as possible. Reactivity can be reduced by a period of acclimation during which the observer is present and apparently coding the coaches' behaviour. Most coaches will eventually become accustomed to the presence of the observer and reactivity effects will be reduced.

## **2.6. Literature review summary**

The chapter has reviewed relevant literature on the examination of coach education in Zambia, a case of the PPP. Literature reviewed what is meant by coach education, content in coach education and scientific content. The chapter also looked at coaching skills for athletes, knowing the athletes' needs, coaching philosophy, why have a coaching philosophy and further reviewed the benefits of coach a coach philosophy and coaching behaviour assessment. Based on the literature reviewed, coaches need expert knowledge for them to be successful in their coaching. They are supposed to be well abreast with the 'sciences of sports to enable them train the elite athletes effectively for their athletes to reach the podium. Most of the literature reviewed had established that coach education was very important to coaches and the benefits were so immense. There was an indication in the literature reviewed that there was no clear inventory of podium coaches in AUSC Region5 with a coach education through learning episode who are highly skilled with scientific techniques to make them professional coaches. Further, lack of investment in coach education has led to lack of improvement in the level of quality of coaches across nations and continents. It was for this reason that this study focused on examining the coach education standards for PPP trainers in Zambia, focusing on a clear connection between type and level of coach education, coaching philosophies and behaviour

and efficiency in order to find out their suitability to handle elite athletes who are able to compete and win medals for Zambia at mega sports events. The next chapter is on the methodology that was employed in this study.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Overview:**

This chapter discusses the description of the methodology and different procedures the researcher employed to carry out an examination of coach education in Zambia, a case of the PPP. It introduces and describes the following; research methodology, research approach, research design, study area, target population, sample and sampling procedures, data collection methods, instruments for data collection. Others include establishing trustworthiness, credibility, dependability, transferability, confirmability, data collection procedure and data analysis. Furthermore, generating initial codes, producing the report, codes of the respondents as well as ethical considerations were tackled. Justifications for the research design, study area, sample and sampling procedures, administration of research instruments, data analysis that were used in the research study have been given.

### **3.2 Research Paradigm**

A research paradigm “is an assumption a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge” (Creswell and Plano Clark, 2011:21). Mackenzie and Knife (2006) stated that without nominating a paradigm as a first step there is no basis for sub sequential choices regarding a research methodology, literature and research design. It is therefore important that a paradigm is identified first. 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 lot of interpretive, material practices that make the world visible and turn it into a series of representations, including field notes, interview, conversations, photographs, recording and memos.

### **3.3 Research Design**

The qualitative approach has various designs such as narrative research, phenomenology, grounded theory, ethnography and case studies. Creswell (2012:20) postulates that “Research designs are the specific procedures involved in the research process, such as; data collection, data analysis and report writing”. It also includes research instruments and how they were used. The study used a case study research design. According to Msabila and Nalaila (2013), a case study design is also referred to as a case study approach. A case study approach entails an

investigation that seeks to describe in detail a unit in context and in holistic way. A case in this case is a programme known as the PPP that the study examined. The choice was sought to allow a deep exploration of the problem and in order for a researcher to have a full and thorough understanding of the problem to be researched. Additionally, the PPP is a unique national programme introduced by MYSCD, catering for only three sports namely athletics, boxing and judo with the aim of producing elite athletes that could win medals at mega events. The emphasis of this research was to examine coach education among coaches under the PPP as it is a national programme run by MYSCD in Lusaka.

### **3.4 Study Area**

The research was conducted in Lusaka. The reason for selecting Lusaka was because that was the centre where the programme was being conducted as a national programme under MYSCD. Lusaka also houses local sports federations and sports organisation where sports officials attached to PPP could be easily accessed as well as coaches attached to PPP from MYSCD. This helped the researcher to collect data from the right respondents.

### **3.5 Study Population**

A population is defined as a group of elements or cases whether individual objects or events that conform to a specific criterion to which the research intends to generalise its results (Bryman, 2001). In addition, a population refers to the larger group from which the sample is taken. The target population for this study was all sports coaches and officials from all local sports federation.

### **3.6 Sample Size**

According to Garg and Kothari (2019), sample size refers to the number of items to be selected from the population to make a sample. However, Sandeloski (1995) postulates that in determining the sample size in qualitative research, there is no specific formula. It is basically a matter of judgement and experience on the part of the researcher, and researchers need to evaluate the quality of information collected in view of the area it will be applied. The researcher used personal judgement to determine the sample size in this study. Cohen, Manion and Marrison (2007) explain that in a qualitative study, a small number of sample size suffices. The intended sample for the study was twenty but only ended up with nineteen respondents.



Two coaches were sampled from each sport under PPP giving a total of six but only five coaches took part in the study. Table 3.1 shows a summary of respondents who participated in this research.

Category of respondents	Athletics	Boxing	Judo	MYSCD	NOCZ	NSCZ	OYDC	Total
Coaches	1	2	2	-	-	-	-	5
Sports Officials	2	2	1	3	3	2	1	14

**Table 3.1** Summary of the actual samples of respondents.

**Source:** Fieldwork (2020).

### 3.7 Sampling Techniques

Sampling techniques is the selection of components of the sample that will give a representative view of the whole population. In this study, non-probability sampling technique was used and it took the form of purposive sampling. Purposive sampling technique was used in the study in order to inquire on certain information that fulfil specific criteria. In purposive sampling, the items are selected in such a manner that each of them are rich in information about the parameters that we are being studied in the population (Devkota, 2020). Purposive sampling types used in the study were criterion sampling and snowball or chain sampling. Criterion sampling was used on both the officials and coaches. On the part of the officials, it led to snowball sampling. According to Devkota (2020), criterion sampling selects those samples that satisfy certain specified criteria that help us to separate out the information rich samples. The criteria used was that all the respondents first needed to be attached to the PPP under the MYSCD and had the knowledge about the aims and the objectives of the PPP. On the part of the officials, snowball or chain sampling procedure surfaced in that one official from MYSCD gave the researcher a list of names of officials and their phone numbers that were attached to PPP and in the due course, others revealed other names who knew much on PPP. Msabila and Nalaila (2003) postulate that snowball sampling involves a researcher asking

the initial subject to nominate another person with the same trait. The researcher then observes the nominated subjects and continues in the same way until the obtaining of sufficient number of subjects. In other words, it entails a researcher choosing one or two persons first and then asking them to start nominating others that they think could provide required information.

### **3.8 Data collection methods**

One has to indicate which methods have been used in collecting data and which research instruments/ tools have been employed. According to Msabila and Nalaila (2013), methods can be divided into primary and secondary data collection methods. Primary data collection methods are questionnaire administration, interviewing, focus group discussion, and observation. This study adopted interviewing and observation. Interviews were done on PPP coaches and officials attached to PPP while observations were done on coaches during their training sessions and tournaments. According to Kombo and Tromp (2011), secondary data information are data information sources that are neither collected directly by the user nor specifically for the user. It involves gathering data that already has been collected by someone else. This involves the collection and analysis of published material and information from internal sources. Secondary data collection methods are document analysis, narrative analysis, history inquiries, films, videos and photographs. The secondary data collection method adopted for the study were document analysis for PPP. Document analysis was done on coaching manuals and PPP newsletters published by MYSCD.

### **3.9 Data collection instruments**

Data collection instruments include questionnaires, interview schedules, focus group discussions and observation schedule guide (Kombo and Tromp, 2006). For this study semi-structured interview schedule was used to conduct face to face interviews with PPP coaches and officials. The researcher used this instrument in the data collection because of the several advantages it brought to this kind of study. Such ranged from explanatory power, representativeness and appropriateness (Cohen et al, 2007). Observation guides were also used to code various instructional behaviour of coaches during training sessions and tournaments. The advantage of an observation guide is that one can identify an individual's actual behaviour rather than simply record the respondents view or perception. Document analysis was also used

to collect data. The instruments of data collection helped to triangulate in order to ensure validity and credibility of the research findings.

### **3.9.1 Semi-structured interview schedule**

According to Kumar (2011), semi- structured interview schedule provides the almost complete freedom in terms of content and structure. Additionally, they allow for further probing outside a pre-arranged text and changing the wording of questions or order in which they are asked. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Semi-structured interviews were used to collect data from the five coaches and fourteen sports officials attached to PPP in order to get first-hand information about coach education and on the part of individual coaches to get in-depth insight on their practices. The interviewer decided the sequence and wording of the questions during the course of the interview. In-depth interviews allow us to better understand the specific principles and values that guide the coaches' practice. Elite performers or experts respond well to broad areas of content and open-ended questions that allow them to use knowledge (Cote and Gilbert, 2009). The in-depth interview had been suggested as the ideal type of interview for eliciting expertise from coaches and officials attached to PPP. In the present study, the in-depth interview approach involved asking open-ended questions to elicit relevant knowledge from expert coaches and officials. A telephone interview format was utilised with two officials. The two officials were from MYSCD and ZBF. The interviews were recorded on phone. This was done to seek for further clarifications on matters to do with PPP and the coaches after the researcher finished data collection in the field.

### **3.9.2 Observation guide**

Observation usually involves an intensive examination of a particular group, event or social process (Selvam, 2017). Kvalsund (2017) states that coach observation presents a great learning opportunity for both the coach and the coach observer. The researcher took a non-participant observation approach. The researcher was not involved in coaching but observed coaches' behaviour closely while coaches engaged their athletes in training practices. A structured observation guide was used in this study for observing coaches' behaviour during training sessions and tournaments. Creswell (2012) explains that behavioural observations are made by selecting an instrument on which to record behaviour and checking points on the scale

that reflect behaviour. The advantage of this form is that one can identify an individual's behaviour rather than simply record the respondents view or perception. The researcher adopted a specific observation tool, developed by Smith, Smoll and Hunt (1977) called "Coaching Behaviour Assessment System (CBAS) but was modified to pick out observable behaviours that apply to the research topic at hand. Coaches in Athletics, Boxing and Judo were observed while conducting coaching sessions to track their behaviours. The overall aim with the coach observation is to look into coaches' behaviours. Seven categories of behaviour were put in into two major classes namely reactive behaviours and spontaneous behaviours as shown in appendix IV. Every time behaviour was observed, it was coded on the modified CBAS form. The coaches were not told what was being observed since the aim was to ascertain the coach behaviour practices during training sessions and tournaments and to avoid reactivity-behaviour that occurs when being observed. The observations were done for three weeks instead of the intended four weeks due to covid-19 pandemic that led to the suspension of all sporting activities.

### **3.9.3 Document analysis**

The study used documents like PPP newsletters, coaching manuals from sports federations to get more insight on coach qualifications and other matters related to coach education and PPP. Weiss (1998) suggested that documents are 'a good place to research for answers. They provide a useful check on information gathered in an interview'. He further added that 'when other techniques fail to resolve a question, documentary evidence can provide a convincing answer'. Documents as research tool are useful as they help corroborate and strengthen the evidence using other tools such as questionnaires, tests and interviews. Weiss (1998) had noted that document analysis allows the researcher to become thoroughly familiar with the material and helps to save on time. Guba and Lincoln (1985) supported this view, as they stated that documents serve as checks and balances to the truth and falsity of the information obtained from interviews. The researcher looked for coach content that PPP coaches were exposed to including the levels of qualifications for coaches and types of practicals coaches were exposed to.

### **3.10 Establishing trustworthiness**

According to Guthrie (2016), qualitative research is regularly criticized in relation to the authenticity of findings based on subjective communication. Various techniques were used to ensure trustworthiness in the present qualitative study. Trustworthiness deals with credibility, dependability, transferability and confirmability (Johnson and Goettsch, 2000). In this study, trustworthiness was achieved by endeavouring to give a clear distinct description of the research context, selection and characteristics of respondents, data collection as well as the procedure for data analysis.

#### **3.10.1 Credibility**

Credibility is the level that the research results are believable from the participant's perspective. To assist with credibility, triangulation was employed. Data triangulation included training and tournament session observations, document analysis and semi-structured interviews with coaches and sports officials.

#### **3.10.2 Dependability**

Dependability ensures that the research findings are consistent and could be repeated (Patton, 1987). In this case, dependability was ensured through carrying out an inquiry audit on the PPP from one of the officials.

#### **3.10.3 Transferability**

Transferability refers to the extent to which the reader is able to transfer the findings of the study to her or his own context or another setting (Geertz, 1973). Transferability was achieved by providing sufficient information on coach education with a focus on PPP to enable the consumers of this study research (readers and researchers) decide how the current findings could depict a similar picture to a completely different setting.

#### **3.10.4 Confirmability**

Confirmability is based on the perspective that the integrity of the findings lies in the data and that the researcher must adequately tie together the data, analytic processes and findings in such a way that the reader is able to confirm the adequacy of the findings (Geertz, 1993). The researcher achieved this by, returning to some of the respondents via a phone call to verify the information which they had given earlier. This was done in order to request for agreement and checking for gaps in the collected data. Generally, trustworthiness in this study was achieved

through giving a clear and distinctive description of the research context, selection and characteristics of the participants, data collection as well as the procedure for data analysis.

### **3.11 Data collection procedure**

Data collection is the gathering of specific information aimed at providing and refuting some facts on how a researcher collects data and with what instruments (Kasonde- Ngandu, 2013). Therefore, in trying to follow the data collection procedure, this study was approved by ethics committee of the University of Zambia that employs the first author of this paper (Ref: HSSREC-2020-JAN-018). The researcher also obtained an introductory letter from the Dean, School of Education, to the Permanent Secretary of MYSCD to request him to allow the researcher to carry out a research on coach education on PPP. This was done in order for the researcher to be given permission to freely interact with the selected respondents without abrogating any protocol. Coaches and officials were contacted and upon their agreement to participate, a date and location for each interview was determined. Before the interview, coaches and officials were informed of the goals of the study and their informed consent was obtained. The interviews were conducted in quiet spaces to guarantee the quality of data collection. The interviews were audio-recorded and lasted between 45 minutes and 75 minutes. Semi-structured interviews were conducted on fourteen sports officials and five coaches who were available for the interviews and were attached to the PPP under the MYSCD. The researcher also observed coaches' ways of instructing their athletes during training sessions and also during organised tournaments locally. The observed practice for athletics were done at Heroes Stadium in Lusaka. For judo, it was in an Indoor Hall for judo at OYDC and for boxing it was at Kaunda Square Stage 1 Community Hall and OYDC. The observation took three weeks instead of the planned four weeks because athletes were halted from training due to Covid-19 pandemic.

### **3.12 Data Analysis**

Thematic analysis was used to analyse the data in this study. According to Selvan (2017), thematic analysis is a method of identifying, analysing and reporting patterns (themes). Thematic analysis helps to summarise several data collected about research questions (Sidhu, 2014). In this study, groups of questions that were interconnected and related were identified as

themes for the purpose of analysing the views of the respondents. When analysing data thematically, the first step in any qualitative analysis is reading and re-reading the transcripts (Braun and Clarke, 2006). The researcher made himself familiar with the entire body of data (data gotten from the interviews). At this stage, the researcher made notes and jotted early impression.

### **3.13. Generating initial codes**

Here, data should be arranged in a systematic and meaningful way. The researcher worked through each transcript coding every segment of text that seemed to be relevant to or specifically addressed the research questions. As the researcher worked through them, new codes were generated and sometimes modified the existing ones. Codes were organised into broader themes that seemed to communicate something about the research objectives. The themes were predominately descriptive. In the due course, the researcher provided theme names and clear working distinctions that captured the essence of each theme.

#### **3.13.1 Producing the report**

The researcher had to transform the analysis into interpretable piece of writing by compiling extract examples that related to the themes, research objectives and literature. Furthermore, the researcher ensured that the report relayed the results of the analysis in a way that would convince the reader of the merit and valid analysis. The themes went beyond mere description and portrayed an analysis supported with empirical evidence that addresses the research objectives and questions.

#### **3.13.2 Codes of the respondents**

The codes were given to the respondents for confidentiality purposes. The coaches were presented as CH; CH1, CH2, CH3, CH4 and CH5. The officials were indicated as OF; OF1, OF2, OF3, OF4, OF5, OF6, OF7 up to OF14.

### **3.14 Ethical Considerations**

Ethics are issues that borders on integrity to ensure that the research is done under ethical principles and professional standards. According to Withers et al (2017), many universities expect researchers to get informed consent from participants, and the way to acquire this is to

have an information sheet and written consent form as proof. Confidentiality and anonymity of participants was assured by not revealing the participants' names and personal details. The collected data was safeguarded by ensuring that no person apart from my supervisors had access to the information gathered. The researcher was guided by the research code of ethics of the University of Zambia Ethic Committee and got clearance before beginning to conduct the research.

### **3.15 Summary**

This chapter presented the main research methodological aspects which were employed in the study. These included research paradigm, research design, study area, population, study sample, sampling techniques, research instruments. In order to come up with quality data, trustworthiness which deals with credibility, dependability, transferability and confirmability were adopted. Triangulation was also used. Data collection procedure involved making the study approved by the ethics committee of the university of Zambia. Data was analysed thematically. Ethical consideration was applied by upholding confidentiality and anonymity of the participants and not sharing information gathered with other people apart from the supervisors. In the next chapter, the findings of the study were presented.



## **CHAPTER FOUR: PRESENTATION OF FINDINGS**

### **4.1 Overview**

This chapter presents the findings of the study which sought to examine coach education in Zambia with a focus on the Podium Performance Programme (PPP). The chapter brings out the views of respondents through in-depth interviews and also findings obtained from observations done on the way coaches instruct their athletes during training sessions and organised tournaments using an observation guide. Document analysis was also done by looking at coaching manuals and PPP newsletters that were availed to the researcher by some of the officials in order to broaden the understanding on coach education under PPP. The findings of the study are presented based on the category in which the respondents participated in. A number of themes emerged from the data that was collected and were aligned as answers to each research question.

The presentation of the findings was guided by the following research objectives;

1. To analyse the coach education received and competencies developed overtime by PPP coaches.
2. To establish coaching philosophies adopted by different PPP coaches.
3. To ascertain different ways PPP coaches behave when instructing their athletes during training sessions and tournaments.

### **4.2 Coach education and competencies of PPP coaches**

With reference to the first objective, coach education brought out how PPP coaches became coaches, qualifications that coaches are supposed to acquire at different levels from institutions of higher learning like colleges and universities as well as sport federations so as to meet the international standards as demanded in each specific sport discipline. Additionally, coach content covered the ‘sciences’ and the pedagogical content (methodology) of coaching. The study established the following themes on coach education received and the competencies developed by PPP coaches overtime.

#### **4.2.1 How the PPP coaches became coaches**

When the coaches were asked how they became coaches, all the coaches indicated that they joined coaching after retiring as athletes in their sports codes. Their responses were as follows;

CH1 said the following in his own words;

*I was an athlete in athletics, I retired and then became a coach. Before that, I was first a coach-player under Zambia National Service (ZNS) sports club while running as a national team player and when I retired, I became a full-time coach.*

In a separate interview, CH3 explained;

*I was once a boxer and then retired from active boxing and became a coach for Red arrows boxing club.*

Additionally, one of the coaches, CH5 said that he was an active athlete in judo, retired due to an injury and turned into coaching judo. On the part of officials, their responses were that the general trend of coaches in Zambia is that they retire from a particular sport and then become coaches without necessarily acquiring any form of coach education. OF5 commented that;

*The coaches that we have are those that retire from active sport and become coaches. They go into coaching immediately they retire without necessarily receiving coach education.*

In addition, OF4 explained that;

*The pattern of the way our coaches enter the field of coaching is the same. They retire as athletes and automatically become coaches in their sports field. It does not work like that, how are they going to handle technical issues of sports if they lack education? It is not right that if one is good in a sport but lack education and when such an athlete retires, he automatically becomes a coach.*

The statements made by the officials were in agreement with the findings from the coaches responses. All the PPP coaches were former athletes in their sports codes, retired and became coaches.

#### **4.2.2 Qualifications of PPP coaches obtained from sports federations**

With regard to qualifications obtained from sports federations, the coaches that participated in the study stated that their sports federation had exposed them to a number of coach education

programmes both locally and at international level of which they had obtained qualifications based on the grading system of their federation. Coaches under PPP indicated that they had qualifications from their sports federations at different levels through training programmes organised by their federations with the support from the National Olympic Committee of Zambia (NOCZ) and National Sports Council of Zambia (NSCZ). One official explained that the selection of coaches to the PPP that was implemented by the MYSCD in 2015 was based on sports federation qualifications and the experience that the coaches had.

The following was what the coaches said concerning qualifications obtained from their sports federation: - CH3;

*I have an international certificate in boxing that I obtained from the International Military Council in Kenya. The International Boxing Association (AIBA) organised the training. Under AIBA, I am a star I coach.*

This was also echoed by CH4 who stated that he had a diploma and was a star II coach. Another coach, CH6, responded as follows: -

*I have an instructor certificate that I obtained from Budapest university through on-line learning that is organised by International Judo Federation (IJF). The programme consist of theory and practice. The theory is offered on-line for a period of eight weeks while practical sessions are done in Zambia for a period of one week. At the federation level, I am a level I coach.*

Contributing to the question on federation qualifications, CH5 stated that he was sponsored by his federation to do a coaching course in Japan for six months and was awarded an advanced certificate in judo and mentioned that he was a star II coach under IJF. In the same vein, OF1 noted the following;

*In athletics, one coach is at level IV which is senior coach level and is an athletics lecturer. The other one is a sports academy coach, level V. In boxing, one coach is a star II while the other is a star I. In judo, one coach is at level II and the other is at level I.*

The qualifications of the PPP coaches from their sports federations can be summarised in the table below.

SR#	COACH	FEDERATION QUALIFICATIONS	FEDERATION
1	CH1	Sports academy coach – level V	IAAF
2	CH2	Senior coach – level IV (lecturer)	IAAF
3	CH3	Star I	AIBA
4	CH4	Star II	AIBA
5	CH5	Level II	IJF
6	CH6	Level I	IJF

**Table 4.1** Federation qualifications of PPP coaches

**Source:** Fieldwork (2020)

Table 4.1 shows that the PPP coaches were at different levels in terms of their federation qualifications. The level of qualifications implies how much coach education has been received by a particular coach. The lower the level of qualification, the lower the coach education received and the higher the level of coach education, the more coach education received. OF7 from Zambia Judo Federation attached to PPP said that coaches needed to be exposed to coach education and strive for the higher level. To demonstrate this argument, his explanation was as follows;

*Coaches who are at a lower level simply entails that the training they have received in terms of coaching is on a lower side. These coaches may end up lagging behind in terms of technical skills and competencies hence the need for them to upgrade to a higher level.*

#### **4.2.3 Qualifications obtained from tertiary education institutions**

Responding to the question pertaining to the qualifications obtained from a class learning experience from a learning institution in coach education away from their sports federations, the findings from coaches showed that some had gone through a class learning experience of coaching in tertiary education institutions while others had not due to low levels of academic qualifications. In response to the question, CH1 stipulated that;

*When I retired as an athlete to become a coach, I won a scholarship in track and field events in the United States of America (USA) and I went to Angelo state university in Dallas Texas where I pursued a degree in sports science and athletics for four years. Upon completion of training, I became an assistant coach*

*under a senior coach by the name of David Knob and after that, I became a professional coach in athletics and established a sports club just there in USA.*

CH5 responded by saying;

*I have an advanced certificate from a sports learning institute in Japan known as Kodokan Judo institute, the world headquarters of Judo that offers a lot of sports programmes in judo. I was trained for six months there.*

For CH3 and CH4, they indicated that they did not have a class learning experience from a tertiary institution in line with coach education while CH6 said that he had only done on-line learning under his federation with Budapest University in Hungary for his level 1 and level 2 theory. Responding to the same question, the officials attached to PPP alluded that some coaches had the qualifications from learning institutions in sports related courses while others did not have due to low levels of education. This was confirmed by OF1, OF4 and OF7 in separate interviews. However, OF1 observed that the federation coach education done locally does not cover much content. The content coverage and practicals mainly take one to two weeks, utmost one month. OF7 said;

*Zambia is among the few countries in Africa selected to handle practical examinations in Judo. The practicals are held at Olympic Youth Development Centre (OYDC) for one week.*

This was supported by OF6. OF2 echoed that there had been no collaboration with universities or colleges in Zambia where these coaches could learn more on coach education and sending them outside the country had been a challenge due to non-availability of funds and to some, their level of education has been a hindering factor. In his own words OF5 said;

*Some coaches have obtained the right qualifications from different institutions of learning in coach education making them reach the recommended international qualification for an elite coach while some coaches have not been to a learning institution to do coach education due to lack of pre-requisite education especially in one particular sport. They do not have the literacy. Theoretically, they cannot learn because they do not have the pre-requisite education background and thus it becomes difficult for such coaches to understand courses like biomechanics of sports, sports nutrition, sports psychology and human anatomy.*

The responses on the qualifications of the PPP coaches from learning institutions away from the federation qualification can be summarised on the table shown below.

SR#	COACH	OBTAINED	INSTITUTION TRAINED FROM	DURATION
1	CH1	Degree in sports science and athletics	Angelo state university, USA.	4years
2	CH2	Diploma	Gutenberg university, Germany	2years
3	CH3	Nil	Nil	Nil
4	CH4	Nil	Nil	Nil
5	CH5	Advanced certificate in coaching	Kodokan judo institute, Tokyo.	6months
6	CH6	Nil	Nil	Nil

**Table 4.2** Qualifications of PPP coaches from tertiary institutions

**Source:** Fieldwork (2020).

#### 4.2.4 Recommended qualification for a podium coach

When asked the question concerning the recommended qualification for a podium coach, OF1, a respondent from MYSCD attached to PPP had this to say;

*The recommended qualification for a PPP coach is level III. This is equivalent to international qualifications from international sports federations”. The qualification for PPP coaches were set by AUSC5 who are the implementors of the programme. Level III qualifications enables a coach to handle high performance athletes meant for the podium. All international federations subscribe to this qualification for higher level coaching.*

A question concerning whether all the PPP met the set qualification for a Podium coach, all the officials who participated in this study said that some coaches had met the qualifications for a podium coach while others did not. In OF1’s own words, he stated that;

*Athletics coaches meet the qualification for a podium coach but these other coaches, we have compromised. We have incorporated them in the programme because those are the ones we currently have. This reduces on quality because their way of coaching is compromised because of low qualifications. Furthermore, some coaches have stayed at one level of qualification for a long time without upgrading themselves to the next level.*

Basing on the qualifications on table 4.1 in relation to the recommended qualification for a podium coach, only two coaches met the minimum set qualification of level III for the PPP. There was an indication by all officials on the need to upgrade the PPP coaches qualification. OF2 stated that;

*Coaches need to be upgraded from time to time in terms of coach education but our coaches have been stuck at one level for a long time and thus have nothing new to offer to their athletes and they fall short of the qualification for a podium coach.*

In the same vein, OF13 and OF14 in separate interviews commented that there was need to expose the under qualified coaches to more coach education so that they could reach the recommended qualification for a podium coach and also to match with fellow coaches from the western countries in order for them to produce athletes who would be capable of competing favourably at high level competitions globally.

#### **4.2.5 Coach content received by PPP coaches**

With regard to coach content received by PPP coaches, the respondents who participated in the study reported that the content received was in two-fold, theory and the practical aspects of coaching from sports institutions and sport federations. One of the coaches, CH4 responded by saying,

*I went to Kenya under the sponsorship of my association, I did theory courses that involved some sports science like nutrition, first aid, injuries, injury prevention and anti-doping testing. The practicals involved techniques in boxing like boxing stances, combination of punches, physical trainings- endurance, strength, speed and coordination.*

In addition, CH5 said that he had covered courses like nutrition, methodology of coaching, sport science like how the human body works, treatment of minor injuries and severe injuries. The practicals involved principles that are found in Judo.

CH1 had this to say;

*I did sports psychology, anatomy and physiology, physiotherapy and biomechanics of sport.*

For CH3 and CH6, the courses which were mentioned included sports nutrition, first aid, a little on sport medicine, refereeing while the practical aspect involved tactics in boxing and tactics in judo.

#### **4.2.6 Scientific content of coach education received by PPP coaches**

When the officials were asked as to whether PPP coaches had received enough scientific content, their responses were that the scientific content received by the coaches was on a lower side mainly due to lack of exposure to this kind of coach content and also due to the academic level of some coaches and thus they could not comprehend the scientific content that is involved in sports. OF1 said in his words;

*Our coaches have low level of coach content in terms of scientific content. They have been exposed to less scientific content due to the level at which they are. At the level that most of our coaches are, that is level I and level II, the scientific aspect of coaching is not intense that is why there is need for them to go for the highest level of education where they would be exposed to more scientific aspects of coaching and best methodologies.*

OF2 in his words commented;

*In terms of scientific content received by our coaches, it is actually on a lower side. You cannot separate sport and science. These go hand in hand. Coaches need to be specialised and trained in sports medicine, psychology, nutrition, biomechanics, muscular biomechanics, sports psychotherapists. In Zambia, we have general nutritionists, general psychologists. Infact, if we were to do well in sports, we needed to upgrade our coaches into areas of specialisation where sports science is concerned. Our coaches need to do a lot of scientific courses like muscular biomechanics so that they are knowledgeable on how to handle their athletes in relation to the type of training and food to give to their athletes.*

In support of this view, OF5 argued that some coaches had not taken full scientific courses in line with coach education due to lack of pre-requisite education. This was also said by OF11 who added by saying that the scientific content received by the coaches was on a lower side due to little exposure. The official indicated that they had the basics of sports science but they lacked enough scientific content of sports hence they were lagging behind compared to coaches from western countries. OF12 also commented that there were no specialised coaches in sports science related fields in the PPP in Zambia compared to western countries where one would find, for example, ten coaches surrounding one athlete in different fields. Furthermore, OF10



said that some coaches had low level academic qualifications and thus could not comprehend the scientific content that goes with sport.

In separate interviews, when asked the same question as to whether coaches had received enough scientific content, there were considerable variations in coaches' responses. Some coaches revealed that they had been exposed to enough scientific content due to exposure to more coach education received while others responded by saying that the scientific content that they covered was not enough. Their responses were as follows; CH1 had this to say;

*I understand the scientific aspects of sports very well because I was exposed to a lot of scientific courses during my training as a coach for four years. One needs to understand how the body works. If you do not understand, it will be difficult to coach and your coaching will be affected as you will be imparting wrong skills and in the due course even destroy the potential career of an athlete.*

Another coach, CH4 said that;

*I was only exposed to sports science for three days at Kenyatta university and it was not much. I long to be exposed to more scientific aspects of sports.*

CH6 also said that the sports science he had received was very little. When probed further, CH4 indicated that he had just ended up in grade ten and started street boxing after dropping out of school and thus issues of qualification came second but respected experience a lot.

Overall results indicated that only CH1 and CH5 articulated well the scientific content they had covered during their training received from institutions they went to. Other coaches had a challenge even to mention specific scientific topics they learnt under their federations and some were even skeptical about learning.

Regarding the importance of scientific content of sports to coaches, the coaches pointed out that scientific aspects of coaching were very important to a coach if they were to train their athletes properly. CH1 commented;

*Scientific courses are very important to a coach because they help one to know how the body operates hence you will know what work load to give to the athletes. You will not destroy the athletes. Also, you will be able to interpret sports scientifically.*

In addition, CH3 said that with the acquisition of scientific content of coaching, a coach is able to apply the techniques and tactics appropriately. Furthermore, it helps the coach to know how to handle the athletes during training sessions and competitions. In support of this view, CH5 in his own words said;

*Scientific content of coach education helps a coach know the workloads to give to athletes, the diet involved, type of training to give and at what level. Without this knowledge, you will end up having a burnout athlete due to overdoing of exercises. You will end up stressing an athlete and hence you will end up obtaining poor results.*

CH4 responded by saying that;

*When you are exposed to a lot of scientific content of coaching, you are able to move with the latest changes that occur in sports. Past experiences are very dangerous.*

#### **4.2.7 Ways the PPP coaches are coping with new developments arising from coaching especially the scientific aspect of it**

Responding to the question on how best the coaches were coping up with new developments arising from coaching especially the scientific part of it, the officials indicated that coaches attached to PPP were provided with refresher courses through Continuous Professional Development (CPD) where they were exposed to some scientific aspects of coaching. They are sometimes sent to the High Performance Training Centre(HPC) in the region where they get to learn and interact with high performance coaches for exposure purposes. In a phone interview, OF1 had this to say;

*In 2018, I was sponsored with three coaches, one from judo, one from athletics and one from boxing by MYSCD to attend a three-day workshop that was held from 28-30 November on how we can successfully coach our athletes who are on the PPP. The workshop was held at the HPC of the university of Pretoria in South Africa. The content coverage included sports science, critical success factors for high performance coaches, prescribed coaching methods for region 5. The meeting was being facilitated by AUSC Region 5 office led by the chief executive officer Stanely Mutoya. Others included Dr. Munyango from Zimbabwe- leader of sports medicine and anti-doping in the region and a doctor from Stellenbosch University. Five countries, Malawi, Lesotho, Namibia, South Africa and Zambia were part of the workshop.*

This was confirmed by CH4 who was among the coaches that attended the workshop. Additionally, OF1 said that the MYSCD through the PPP sent four athletes and a coach in athletics to the HPC in Pretoria, South Africa for final preparations for the 2018 Gold Coast Commonwealth games held in Australia. This was confirmed by the researcher after going through the MYSCD (2018) Athlete Podium Performance Newsletter that was availed to him by OF1. At the local level, OF1 commented that;

*The MYSCD together with NOCZ from time to time organises refresher courses for the coaches through workshops where expert trainers are invited to train coaches under PPP on various topics as part of Continuous Professional Development programme. In 2016, one workshop was organised while in 2017 and 2018, two workshops were organised. There was no workshop organised in 2019 and one is yet to be organised in 2020. Among the topics covered in these workshops were sports science, strength and conditioning, methodologies of coaching, anti-doping, planning and financial management. Experts from the University of Zambia, OYDC, NOC, NSCZ, football house, Nkrumah University are invited to be facilitators.*

OF13 said that the MYSCD do collaborate with other stakeholders including federations to provide refresher courses to PPP coaches. This was confirmed by CH4 in a phone interview who said that in 2017, NOCZ organised a training workshop in conjunction with AIBA for five days at OYDC for coaches in boxing. The facilitator was from Germany by the name of Andrea Godo. The main essence of the workshop was to upgrade coaches into star 1 and star 2. Some of the content covered included foundation in boxing, techniques and tactics in boxing and planning a training programme. CH4 explained the benefits accrued as a result of PPP organised workshops. The coach said that through the PPP, his coaching skills had greatly improved as seen from the results of his boxers that are under PPP. He mentioned that in 2017, he trained nineteen boxers. Among the nineteen, five were selected to participate in a tournament in Congo Brazzaville where two qualified to Germany world champion. In 2018, five boxers managed to qualify for the Commonwealth games where four reached the quarter finals. In 2019, nine boxers participated in a region 5 tournament and all came with medals. In the same year of 2019, in Zimbabwe, one of the boxers managed to defeat the African champion. He went on to mention that he had managed to qualify three boxers under PPP to the 2020 Tokyo Olympics. In terms of ranking at continental level in boxing, Zambia is at number four. The first being Algeria, followed by Morocco, then Cameroun and in the fourth

position is Zambia. CH1 and CH5 in separate interviews also indicated that PPP organised workshops were beneficial to them because they had been exposed to a number of coaching contents that had added value to their coaching as seen from the quality of athletes they were producing. They all said that PPP was a very good programme that needed to be supported.

#### **4.2.8 Competencies developed overtime by PPP coaches**

With regards to the competencies developed overtime by PPP coaches, all the coaches in this study indicated that the exposure that had been given to them through trainings offered under the PPP, by sports institutions and federations had made them to sharpen their coaching skills. They indicated that they were able to demonstrate, instruct, encourage and correct their athletes. Their athletes are now able to compete favourably in competitions of a high magnitude. CH1 said;

*Through the trainings we have received, there is improvement in the way we instruct, demonstrate to our athletes and our athletes are doing fine at continental level. One of the PPP athletes won a gold medal in Morocco last year.*

CH6 had this to say;

*I think I have improved in the way I demonstrate, instruct and explain techniques during trainings and competitions. When I am with the athletes, I act as a role model to them to make sure they get inspired by doing the right thing during trainings and after trainings.*

CH1, CH4 and CH5 all stated that their way of coaching had improved through the refresher courses they had received. They all referred to the training workshop they had at the HPC in Pretoria in 2018 and the local workshops they have been having from 2016 to date. They said that through the PPP, they were able to produce athletes who were winning medals at regional and continental level.

#### **4.2.9 Capacity of PPP coaches to produce PP athletes**

Responding to the question whether coaches under PPP had the right capacity in terms of coach education in their sport fields to enable them produce PP athletes, the officials revealed that the coaches had the capacity to produce PP athletes. It was observed that the current PPP coaches had been doing well at junior level at continental and regional levels. OF7 said that;

*The current PPPcoaches have been doing well at junior level at continental and regional levels. They have the capacity, all that is needed for these coaches is to give them an extra push in coach education so that they are able to upgrade themselves in terms of qualifications and technical skills for them to begin to win medals at mega sport events.*

OF1 indicated the following;

*Some coaches who have the right qualifications and have been exposed to good coach education have the capacity to produce a PP athlete. The coaches are producing good results at regional and continental levels but we still have a challenge at big competitions like the Olympics. The challenge we have is that some coaches have overstayed at the same level without progressing and thus have lagged behind in terms of pedagogical content. They have stuck to the old methodology due to lack of more coach education. Our coaches are very good but when it comes to international competitions, they fail to penetrate through to win medals.*

OF2 said that;

*Coaches need to be upgraded from time to time and given the much needed support if they are to do better at international level. Many sports associations in Zambia perform badly in their sport because coaches lack technical capacities and thus end up sourcing for expatriate coaches. We need to have a deliberate policy where those in sports could be supported in terms of education by ensuring that they complete their school education while engaged in sports. Let coach education be introduced to athletes at an early level without waiting for them to retire. This will help coaches to have the right mental capacity to grasp the technical skills that are found in coaching.*

On the other side, OF5 indicated the following;

*To me, some coaches are not exposed very much to coach education thus it is quite difficulty in terms of capacity to produce PP athletes. Lack of pre-requisite education is a hindering factor for them to desire to upgrade themselves in terms of coach education hence they cannot be matched in terms of technical skills with international coaches from western countries because to them education is a priority.*

OF7 had this to say;

*Some coaches have what it takes to produce good PP athletes. They have the capacity but we need to find ways to enhance their capacity by exposing them to a lot of capacity building programmes related to coach education. They have proven to be doing well in many competitions held at continental and regional level mainly in the junior category because they are qualified at that level. There is need*

*for them to attain the highest level of coach education in their federations suitable for a podium coach.*

Through document analysis done on MYSCD PPP newsletters availed to the researcher, the achievements of PPP athletes that also translates on the performance of the coaches both at regional and continental level are summarised in Table 4.3 below.

YEAR	SPORT	CATEGORY	LEVEL	TYPE OF MEDAL WON
2018	Athletics	Junior	Continental-African youth championship	2 Gold, 1 Silver
2019	Athletics	Junior	African Athletics Confederation (CAA)- Regional	Gold
2019	Athletics	Senior	Continental	Gold
2018	Boxing	Junior	Continental	Bronze
2020	Boxing	Junior	Continental- African Boxing championships- Tokyo qualifier	1 Gold, 2 Silver
2018	Judo	Junior	Regional (AUSC5)	1 Gold, 2 Bronze, 1 Silver
2018	Judo	Junior	Continental- Africa cadet championships	Gold
2018	Judo	Senior	Continental	Bronze
2019	Judo	Junior	Continental	Gold

**Table 4.3** Regional and continental achievements of PPP athletes.

**Source:** MYSCD (2018); (2019); (2020).

Table 4.3 shows that none of the PPP athletes had won a medal at mega international sport events apart from those at regional and continental level.

### 4.3 Coaching philosophies adopted by PPP coaches

The second objective of this study was to establish what coaching philosophies had been adopted by different PPP coaches. The study established the following themes to address what coaching philosophies have been adopted by PPP coaches.

#### 4.3.1 Philosophy of leadership of PPP coaches

When asked about what coaching philosophies they adopted as coaches, three of the five coaches that participated in the study indicated that they did not have coaching philosophies and would like to be enlightened about coaching philosophy in details. The other two coaches just formulated the philosophy mentally and mentioned it with a lot of hesitations. Similarly, on the part of the officials, they all indicated that PPP coaches did not have coaching philosophies that underpin their coaching programmes.

CH1 responded to the question by saying;

*Aaaa! Ishi! (some kind of hesitation while scratching the head) coaching philosophy! Wait a minute, aaaa! In my case okey, I believe twenty-five percent physical for my athletes and seventy-five percent mental.*

CH3 said that he did not have a coaching philosophy and did not understand what it literally means and needed more education for him to fully understand what it was. This was echoed by CH5 and CH6 but for CH5, he added by saying;

*I would like to develop one with the collaboration of any higher institution of learning like the University of Zambia.*

For CH4, his response was as follows;

*Uu! I am not very sure, for me I believe athletes first, winning second. I believe in taking care of the athletes first.*

On the side of the officials, OF1 had this to say;

*Our coaches do not have a coaching philosophy that can be traced in terms of their trends in their coaching career in relation to the athletes they produce. Elite coaches have a coaching philosophy that they believe in. It is something they are yet to be helped on.*

In addition, OF10 said that most of the coaches were not knowledgeable about coaching philosophy and there was need to educate them. In support of this, OF12 said that the 360

coach education programme was being implemented to help coaches understand many aspects of coaching including coaching philosophy. OF5 indicated that;

*A coaching philosophy is a way that drives coaches in the way they want to deliver and inspire their athletes. It helps to follow a certain pathway in their coaching. No; they do not have. There is need to interact with technical people concerning the issue of coach philosophy.*

The responses indicated that the PPP coaches lacked an understanding on coaching philosophy and there was need to help them develop their own coaching philosophies. Two coaches claimed to know but when probed further it was established that they did not know much on coach philosophy thus never bothered to develop one.

#### **4.3.2 Written down coaching philosophy**

With regards to the CH1 and CH4 who indicated that they had a coaching philosophy, when asked on whether their coaching philosophy was written down and documented, they all indicated that they did not have a written down philosophy. CH1 had this to say; “----Sorry sir, I do not have a written down philosophy”. The same was said by CH4.

#### **4.3.3 PPP agreed coaching philosophy**

When asked as to whether there was an agreed coaching philosophy under PPP that coaches would refer to in order to trace their performance, all the officials revealed that they did not have one but were waiting for the coaching framework to be published which captured a lot of things including coaching philosophies. This was an explanation from one of the respondents;

OF5 said;

*I was part of the team that formulated the coaching framework and some of the things included there was the minimum qualifications for coaches of clubs from different federations, code of ethics and also coaching philosophies. NSCZ wants to begin to identify coaches by their philosophies.*

The general summary is that PPP did not have an agreed coaching philosophy for their coaches. Sports administrators need to help coaches be aware of the importance of coaching philosophy in their coaching career to improve on their practice.



#### **4.3.4 Approaches that guide the PPP coaches in coaching PPP athletes**

In responding to the question on how coaches approached their coaching of PPP athletes, all the coaches that were involved in the study said that they had a coaching programme that they followed to guide their practices. For example, one coach, CH3 indicated the following;

*We follow a standardised curriculum from our international federation. We then localise it to make a programme which we follow. The programme contains things like skill building, endurance, speed, flexibility, how to stand, movements and coordination. I meet my athletes to share the micro cycle programme from my federation so that they have an input and also prepare their minds.*

CH1 had this to say;

*We have a yearly plan (micro cycle) which includes yearly planning, preparation period that involve preparation of the body, pre-competition, competition, transition, then the year comes to an end. At the end of the year, I sit down with my athletes to evaluate the plan. I normally share the yearly plan with my athletes so that they buy into it.*

Based on what was revealed on coaching training programmes, it was concluded that PPP coaches had work plans that they followed when coaching their athletes. However, when asked to avail their coaching training programmes to the researcher, all the coaches were indicating that they had left them at home. However, this did not settle well with the researcher because coaches are supposed to come with a training programme each time they come for training.

#### **4.4 Instructional behaviour of PPP coaches observed during training sessions**

The third objective of the study was to ascertain PPP coaches' ways of instructing athletes during training sessions and tournaments. The observation was done for a period of three weeks, three times in a week on different days and different timings. The training session for athletics was from Monday to Friday, 09:00 hours to 12:00 hours but Monday, Wednesday and Friday were selected by the researcher for observations. For boxing, it was from Monday to Friday, 14:00 hours to 17:00 hours. The days of observations were the same as that of athletics but were different in timings. The slated training days for judo was Tuesday, Thursday 14:00 hours to 17:00 hours and Saturday 09:00 hours to 12:00 hours. In the three sport disciplines, the coaches were busy preparing their athletes to qualify them to the 2020 Tokyo Olympics. The study established the following themes to highlight instructional behaviours of PPP

coaches during training sessions and in certain instances during the tournaments organised by different associations during the observation period.

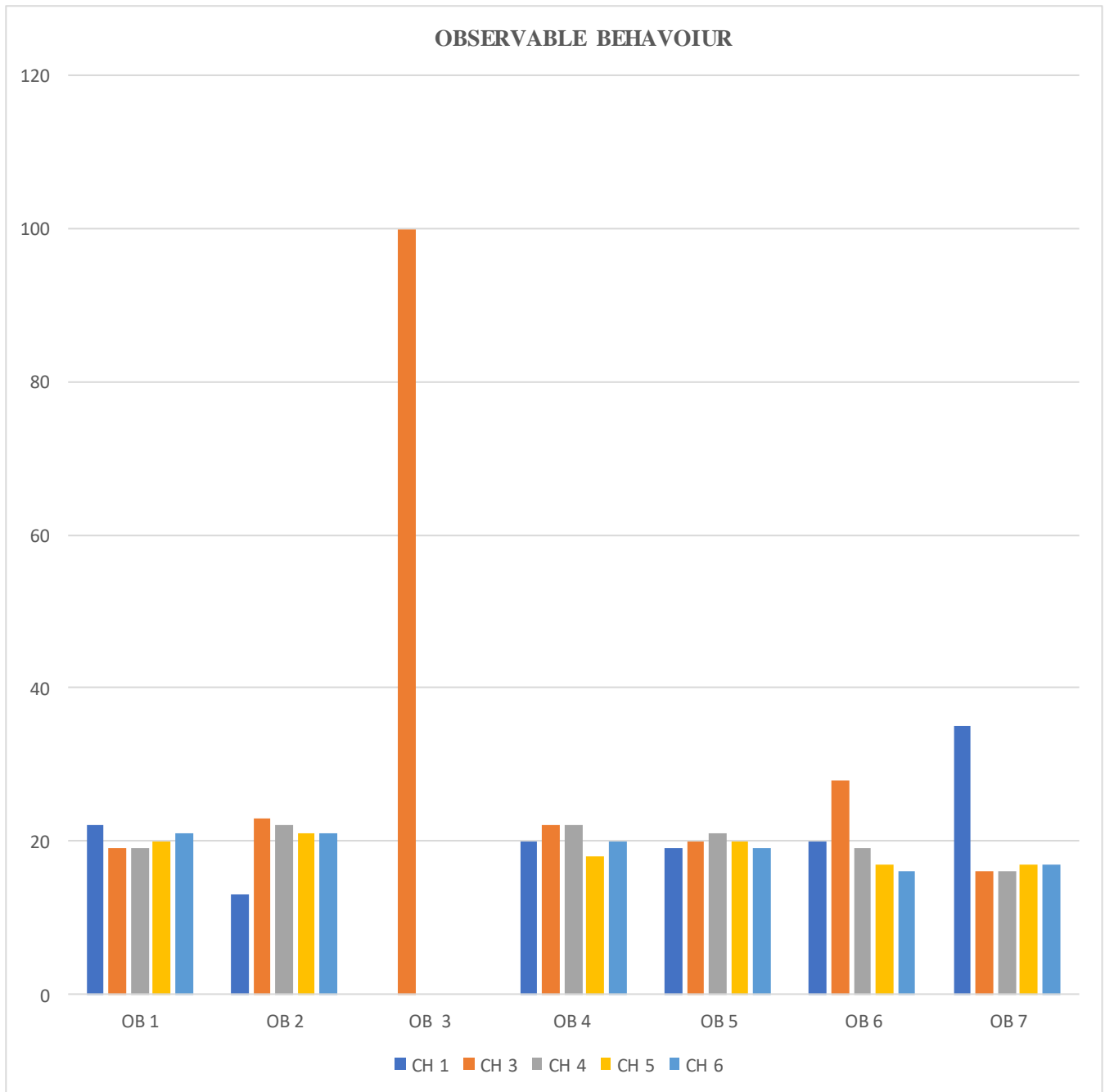
#### **4.4.1 Instructional behaviours observed from PPP coaches during training sessions and organised tournaments**

In order to have a detailed explanation on the instructional behaviour of PPP coaches during training sessions and during organised tournaments by the local federations, an observation guide was used to observe seven categories of behaviour as shown in appendix IV. Table 4.4 below shows a presentation of instructional behavior analysis for coaches. A tick was given for every behaviour observed each day for three weeks for each coach. The ticks were added to find the total. The table was also interpreted in form of a bar chart as shown in figure two below.

	<b>OBSERVED BEHAVIOUR (OB)</b>						
<b>COACH</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
CH1	42	28	0	20	35	20	29
CH3	37	48	01	22	37	28	13
CH4	36	46	0	22	38	19	13
CH5	39	44	0	18	36	17	14
CH6	40	45	0	20	35	16	14
Total	194	211	01	102	181	100	83

**Table 4.4** Observed behaviours for each coach under the 7 categories of behavior

*Source: Fieldwork (2020).*



**Figure 3.** Observable behaviours of PPP coaches during training sessions and tournaments.

**Source:** Fieldwork (2020).

Table 4.4 and figure two above provided qualitative responses from the analysis of the practical sessions and tournaments. According to table 4.4 and the bar chart on figure three,

they showed that coaches highly demonstrated the behaviour under category 2 which is mistake-contingent technical instruction; instruction or demonstration on how to correct a mistake the player has made. The study also established that behaviour under category 1 which is positive rewarding reaction (verbal or non-verbal) to a good play or good effort was the second highly exhibited behaviour during training sessions and tournaments.

On an individual basis, the findings showed that CH1 highly praised his athletes for the good work done or good effort shown by the athletes while CH3, CH4, CH5 and CH6 were more into issuing technical instructions and demonstrating how to correct a mistake the player had made. CH3 was spotted to have used punitive technical instruction once during the entire period of observation. According to the observation guide, punitive technical instructions are given in a hostile manner after a mistake has been made. Strong language was used to a boxer when the athlete made a mistake and this is what was said; “stupid boy, ba chita so” meaning this is the way we do it.

There was an indication that all the coaches liked to encourage their athletes. They did not necessarily follow a mistake and they fairly interacted with their athletes even outside game times. It was observed that CH1 interacted more with his athletes than these other coaches under study.

Below are the pictures captured during training sessions and tournaments. Some were showing coaches giving instructions to their athletes and one athlete’s achievement after clocking her best record in 100m. The coach was observed praising the athlete for the splendid performance put up. The coach was heard saying “well done, that was excellent, with this kind of performance, you will definitely qualify to the 2020 Olympics. Keep on working hard so that you beat the recommended time required for one to qualify to the Olympics”



**Figure 4.** A PPP coach in boxing issuing verbal instructions to his athlete during a tournament between Zambia and Malawi at OYDC- January, 2020.



**Figure 5.** A PPP coach waiting for his athletes to perform a technique in judo after having demonstrated to them during a training session at OYDC- January, 2020.



**Figure 6.** A PPP athlete who clocked her best time in 100m during a training session at Heroes stadium in preparations for the Tokyo 2020 Olympics in February, 2020.

#### **4.4.2 Dealing with various behaviours of athletes before, during and after the training sessions**

In responding to the questions on how various behaviours of athletes are dealt with before, during and after the training session, all the coaches involved in this study alluded that they used counselling, instructing and demonstration strategies to deal with various behaviours exhibited by athletes. The responses from the coaches also showed that they interacted with their athletes to discuss issues to do with sportsman and sportswoman behaviour.

CH1 in his own words said,

*It is through counselling. I give them motivational talks about my achievement and the achievement of their fellow athlete who has excelled and being trained by me. When I notice bad behaviour from an athlete, I act as a parent and counsel that athlete. Above all, I display to them good behaviour, love and passion for the sport.*



Additionally, CH3 said the following in his own words;

*I act as a parent, I guide them. I talk to them about bad vices and their effects. During training, I do not allow an athlete to proceed to learn another tactic before mastering the one first introduced. When I spot a mistake to my athlete, I stop the athlete immediately; I demonstrate or sometimes give instructions to ensure the athlete understands the tactic.*

CH5 had this to say;

*When I see an athlete behaving in a bad way that can affect his or her progress in sport and other athletes, I talk to that athlete separately or sometimes in the presence of friends through counselling so as to prevent the unwanted behavior from being repeated.*

Furthermore, CH4 had this to say;

*The behaviour of an athlete has to be sorted out during training sessions. The mistakes that athletes make during training sessions need to be dealt with within the gym. During the tournament, there is no ample time to correct all the mistakes.*

Overall results indicated that coaches had time to be with their athletes after training sessions to attend to their needs and concerns.

#### **4.5 Summary of chapter four**

The chapter covered the presentation of findings on the examination of coach education in Zambia: A case of the Podium Performance Programme (PPP). The findings of the study were presented according to the themes derived from the study objectives which were; 1) to analyse the coach education received and competencies developed overtime by PPP coaches, 2) to establish what coach philosophies have been adopted by different PPP coaches and 3) to ascertain different ways PPP coaches behave when instructing their athletes during training sessions and tournaments. The themes revealed the views of the respondents according to the way they responded by bringing out direct quotations. Under objective 1, the study established that the coach education received by PPP coaches came from the international federations that local sports federations were affiliated to. The study also established that only two out of the six coaches attached to PPP qualify to be podium coaches. Furthermore, the study reviewed that PPP coaches had less sports science insights to coaching due to lack of exposure to scientific content and due to lack of pre-requisite sport science education. Under objective 2,



the responses from coaches was that they did not have written philosophies to guide their practice and had not paid attention to develop one. On objective 3, the study indicated that positive rewarding reactions in terms of language use were more compared to punitive reactions. Coaches also used highly technical instructions towards their athletes. The outcome findings constantly revealed that more coach education was needed on the PPP if the hope of winning medals at international competitions like Olympics to be realized. The next chapter presents the discussion of the findings of the study.

## **CHAPTER FIVE: DISCUSSION OF FINDINGS**

### **5.1 Overview**

This chapter discusses findings based on the presentation made in chapter four. The discussion has been done in accordance with the three objectives of the study which were;

1. To analyse the coach education received and competencies developed overtime by PPP coaches.
2. To establish coaching philosophies adopted by different PPP coaches.
3. To ascertain different ways PPP coaches behave when instructing their athletes during training sessions and tournaments.

The discussion has been done under main themes derived from the findings and relating to the conceptual and theoretical framework that guided the study. Reference was also made to the literature that was reviewed in chapter two.

### **5.2 Coach Education and competencies of PPP coaches**

In reference to coach education, the first objective dealing with coach education and competencies developed overtime by PPP coaches take many forms including coaching experiences on how the PPP coaches became coaches, coaching qualifications obtained from sports federations and qualifications obtained from tertiary institutions. Others include recommended qualification for a podium coach and coach content received by PPP coaches. Furthermore, how much scientific content of coach education had been received by PPP coaches, ways the PPP coaches are coping with new developments arising from coaching especially the scientific aspect of it, competences developed overtime by PPP coaches and capacity of PPP coaches to produce podium athletes. The findings revealed a number of issues which have been discussed below.

#### **5.2.1 How the PPP coaches became coaches**

Arising from the findings, it was evident that all coaches under PPP were once athletes in their sports field, then retired and went straight away into coaching. This is a common trend across all levels of sports. This is in line with what Gilbert and Cote (2009) highlighted that it is extremely rare for a professional sports team to hire a coach who is not a former elite athlete.

Additionally, Milistetd et al (2016) said that coaching is performed by former athletes and that many coaches indicated that they had experience in sports as athletes and then became coaches. This sits well with Kolb's theory of experiential learning in coach education which states that a wealth of coaching research has indicated the importance of experience and reflection being important to coaching. Additionally, this is consistent with certain assumptions about adult learning (androgogy), specifically that adults come to an educational activity with a wealth of previous experience and that tapping into these experiences through experiential activities benefits adult learning. Tabrum and Macmillan (2017) point out that coaching is a great way for ex-players to give something back to a sport that gave them a lot of enjoyment. In the researcher's view, though this is a common trend among coaches, there is need for coaches to undergo coach education before becoming coaches so that they horn the skill of coaching rather than relying only on their past experiences. Relying on past experience alone for one to be a coach is not good enough to produce the much needed results. There is need for coaches to go through a learning process. According to Kolb's (1984) experiential learning theory tenet 1, learning is understood as a constant succession and knowledge is continually modified and recreated based on previous and on-going experiences of the learner. He further points out that through their previous experience and new knowledge they receive through learning, coaches may develop a list of key strategies for creating positive sport experiences for their athletes. The many changes taking place in sports today can only be understood by coaches through the acquisition of new knowledge in sports. This can only be attained when coaches are exposed to coach education regularly. Coaches may develop on list of key strategies for creating positive sport experiences for their athletes. Without coaching education which provides the learning experiences, coaches cannot handle technical issues of sports. This is in support of what one of the officials said;

*It is not right as athletes when they retire to automatically become coaches, how are they going to handle technical issues of sports if they lack education.*

What one of the official said is in line with Cleophas et al (2017) who said that coaches must constantly seek new knowledge and techniques for producing better results. Ashley (2013) postulated that literature on the development of coaching expertise has explained that coach education is the key to improved coaching and is essential for coach development.

However, it has to be noted that it is not always that for one to be a coach, one has to be a former athlete. They are exceptions like Jose Mourinho who has never played football in his entire life but has turned out to be a very good coach. The researcher is of the view that the programme of coach education be explored by school going pupils, students from colleges and universities especially those doing Physical Education and Sport in order for them to take up the career of coaching. According to Ministry of Education, Science, Vocational Training Early Education [MESVTEE] (2013), Physical Education has been placed under the vocational career pathway at secondary level and is being taught and examined in schools but no programme on coach education has been included in the Zambian curriculum. Milistetd et al (2016) point out that in Brazil, since the regulation of the profession of Physical Education in 1998, those who wanted to become sport coaches, except for football(soccer) which has its own legislation, needed to study Physical Education. This may be helpful in coming up with coaches who are competent enough to do coaching in a professional manner. Coach education should not only target coaches at a higher level but to every person who has taken up the role of coaching even at the grass root level. This can be a gap for another research.

### **5.2.2 Qualifications of PPP coaches obtained from Sports federations**

Tozetto et al (2017) stresses that learning situations for coaches may be carried out by confederations and federations, universities, private companies among other institutions or organisations. Most of the coaches have federation qualifications because in the first place, it is these federations that run sports and have set up qualification standards for their coaches internationally. AUSC5 (2019) revealed that sports federations offer programmes for their coaches that mainly focus on preparing coaches in high performance sports offering specific content related to each sport. Emerging from this study, the findings revealed that PPP coaches had qualifications from sports federations but were at different levels depending on how one had been exposed to coach education and examinations in both theory and practical activities for them to be graded as required by International standards.

The findings indicated that in boxing, the grading system was done under International Boxing Association (AIBA). For judo, it was done under International Judo Federation (IJF) while for athletics it was done by International Athletics Association Federation (IAAF). In boxing, there were three level qualifications namely star 1, star 2 and star 3 (Boxing coaching manual, 2016).

A star 1 coach is qualified to coach up to national level and AIBA star event. A star 2 is able to coach at national and international level and active in continental and AIBA star 2 events only. Star 3 level coach is able to coach a national team and AIBA star events like World Series Boxing (WSB). However, OF10 indicated that AIBA allows coaches to go to international tournaments as long as that coach has a minimum of star 1 and is in the AIBA data base. From the findings presented in table 4.1, two boxing coaches attached to PPP were at star 1 and star 2 level respectively. According to AIBA (2011), boxing coaches at star 3 are the ones that handle elite athletes at international level. The qualification of boxing coaches attached to PPP are below the recommended qualification for coaches who handle athletes at international level. This finding is worrisome because PPP being a national programme should have qualified coaches suitable for tasks at national level and international level. Going by AIBA qualification, coaches who handle national teams are supposed to be at star 3 level. This may not go well with PPP coaches because handling elite athletes for high performance competitions like Olympics require highly qualified coaches (Valianto, 2015).

Under IAAF, there are five levels of qualifications. These are level I, level II, level III, level IV and level V. Level IV is for senior coaches allowed to handle high level athletes for advanced competitions. Level V is for sports academy entitled to train elite podium athletes (IAAF, 2016). The two athletics coaches attached to PPP were well qualified to be national team trainers as one fell in the category of senior coach while the other was in the category of a sports academy coach as shown in table 4.1. In this respect, the researcher was in support of the amount of coach education received by the athletics coaches translating into the level of qualifications attained by them. The type of athletes they may produce may be potential podium athletes when the necessary support is given to them. With judo, the qualifications are at five levels namely level 1 for instructor certificate, level II for coach certificate, level III for pro-license diploma and level IV and V for elite performance coaches. The finding indicated that the two coaches handling elite judokas for the national team were below level IV and level V for elite performance coaches. The findings presented in figure 4.1 showed that one was at level I and the other one was at Level II. One of the fourteen officials noted that there was need to push the coaches to level IV and level V for them to be competent enough to train well the athletes that would win medals at mega events. Koh, Mallet and Wang (2011:316) indicated

that “effective sport coaching require a consistent application of integrated professional, interpersonal and intrapersonal knowledge to improve athletes’ competence, confidence, connection and character in specific coaching contexts”. Coach education will help coaches to upgrade their qualifications and make them move to higher level of coaching recommended by each international federation and even make them better coaches.

### **5.2.3 Qualifications obtained from tertiary education institution**

The findings in table 4.2 revealed that only three out of the six coaches attached to PPP had gone through a class learning experience in tertiary education institutions in coach education away from their sports federation training programmes. One coach had a degree in sports science and athletics while another had a diploma in athletics and another one had an advanced certificate in Judo. In many countries, it is not mandatory for coaches to go through tertiary education in coaching. Interestingly, this reality is not so common for Brazilian coaches. Tozetto et al (2017) points out that in legal terms, in Brazil, there is an effort for the coach to be graduated in Physical Education to be a professional. In this sense, university preparation represents one of the learning episodes to become a sports coach. In addition, Milistetd et al (2016) states that training as a coach in Brazil can be done in a two-fold pathway. One is done through tertiary education under the Ministry of Education and the other one from the Brazilian Olympic Committee (COB) through sports federations. In the study, the finding revealed that PPP coaches received coach education mainly from the federations they are accredited to. In Zambia, coaches have relied on qualifications from federations. The Ministry of Higher Education through institutions like colleges and universities have not yet introduced a coaching education programme for students to pursue. This avenue is worth exploring through the vocational career pathway introduced under the Ministry of General Education where Physical Education and sport is being taught and examined. According to MESVTEE (2013), Physical Education and Sport was placed under the vocational career pathway at secondary level in 2013. The subject is now tailored in such a way that it is taught theoretically and practically. At tertiary level, Physical Education and Sport is taught as a compulsory subject to colleges of education offering Primary diploma. At the same time, students wanting to specialise in the subject, go for secondary diploma programme where they combine with another teaching subject. The subject is also taught in some universities like the University of Zambia, Zambia

Open University, Nkrumah University and Chalimbana University. Despite Physical education and sport being taught in these institutions, there have been no coach education courses in the Zambian curriculum that would enable pupils and students pursue coaching as a career without necessarily being athletes. Being athletes should just be an added advantage. A combination of coach education offered from sport federations and that from tertiary institutions provide a comprehensive coach content that brings about important aspects of coaching like coaching philosophy and the need for coaches to develop one as well as coach instructional behaviours that are worth adopting for improved practice as depicted in the conceptual framework used in this study. Goslin and Davis (2014) point out that international and national sports organisations including tertiary institutions implement and institutionalise the concept of sport coaching effectiveness through formal and structure coach education programmes.

Aspiring to be coaches should not only end up on learning and acquiring qualifications. The right practice is that coaches should also be under the tutorage of an experienced coach for some time for them to gain the much needed experience in coaching. The study also revealed that only one coach, CH1, worked under a senior coach for him to gain experience before becoming a senior coach. CH1 had this to say;

*Upon completion of training, I became an assistant coach under a senior coach and after that, I became a professional coach in athletics and established a sports club just there in USA.*

This practice is in tandem with Winchester et al (2011) who contend that prior to becoming a head coach, developmental coaches need to spend approximately four years as assistant coaches during which time they learn how to communicate and teach sport. Similarly, Nash et al (2008) postulates that coaches believe that they mostly learn on the job and from watching as well as working with more experienced coaches. According to Kolb's theory of experiential learning in coach education, a wealth of coach research has indicated the importance of experience and reflection as key concepts in experiential learning theory. Experience plays the central role in the learning process. Trainee coaches have to gain insight in what is involved in coaching through experienced coaches. Unfortunately, most of the coaches tend to overlook this key concept. Many upon retiring as athletes just go straight away to becoming a head coach. According to Lacroix et al (2008), coaches who maintained that assistant coaching

experience allowed them to develop coaching knowledge and coaching skills. This ultimately helped them build the confidence to run a team. Unfortunately, not all the coaches are provided with this opportunity as dearth of coaches in the content of sport. Many inexperienced athletes upon retiring take on head coaching position from the start of their careers. The researcher is of the view that observing other coaches before becoming a professional coach is a good practice which needs to be made mandatory for coaches to gain good experience before handling a team. Further, in supporting the importance of experience as a good practice, Ericsson (1996) points out that the amount of practice in which an individual engages, coupled with quality of the curriculum bring about expert coaching and accelerates the rate of the development of expertise within a given field of practice required to develop expertise.

#### **5.2.4 Recommended qualification for a podium coach**

The study established that the recommended qualification for a podium coach in AUSC region 5 is level III. These qualification standards were set by AUSC 5 who are the implementers of the PPP in the region. The qualification is equivalent to international federation qualification for a coach who is at level III. Level III is for coaches who handle elite athletes. According to AUSC 5 (2019), coaches to be included on the PPP shall be those meeting the following criteria; coaches must be holders of level III coaching qualification or equivalent in their respect sport code. The qualification must be attained in the previous five years. Basing on the set standard qualification for a podium coach, four of the coaches attached to the PPP fell off in terms of qualifications. OF1 stated that;

*Some coaches do not meet the criteria standard for a podium coach but we had to choose what is available for now.*

The findings are not in tandem with the recommended qualifications set by AUSC 5. According to AUSC 5 (2019), PPP shall be structured in two levels namely; the excellence level and elite level. The excellence level handle athletes who possess potential to qualify for regional, continental and international competitions in their sport code while the elite level cater for athletes that have qualified before to the Olympics and shall be placed on zone VI podium performance elite programme. The study established that the two levels in which the PPP was structured was supposed to be handled by coaches who are at level III and above. The researcher is of the view that those PPP coaches below level III be upgraded to level III



through exposing them to coach education that would help them reach the recommended qualification for a podium coach. More support is required for all coaches. This is in line with what OF13 and OF14 said in separate interviews that the under qualified coaches needed to be exposed to more coach education to reach the recommended qualification and be able to produce athletes capable of competing at higher level competitions globally.

#### **5.2.5 Coach content received by PPP coaches**

With regards to the coach content received by PPP coaches, the study reviewed that the content was two – fold, the theoretical and the practical aspects of coaching from sports institutions and sports federations. The theory part mainly involved some science components but not the same as in all the three sports. In boxing, what was revealed was mainly nutrition components and first aid. For Judo what was prominent was nutrition, methodology of coaching and how the human body works. In athletics, sports psychology, anatomy and physiology, physiotherapy and biomechanics of sports were mentioned to be among the theory content received. As for tactics in boxing, learning how to throw punches with the correct stance was part of the practical sessions that the coaches for boxing did. In judo, the practical sessions involved fundamental principles in judo coaching and in athletics track and field events techniques. This is in line with Smith and Smoll (2016) who say that coach content covers the science of coaching, pedagogical content (methodology) and knowing the athlete's needs. Furthermore, the conceptual framework in figure 1 indicates that coach content brings about improved practice of coaches. Kvalsund (2017) also points out that much coach education and professional development takes place in either classroom settings or in micro-coaching environments where the trainees have been given specific practical tasks that they perform in a safe environment during training. He adds on to say that an important part of learning happens through the weekly on-the-field practice experience with athletes and other coaches, paired with a good reflective process. Related to the fifth tenet of Kolb's (1984) experiential learning theory, learning involves transaction with the environment. Here coaches require experience in the wider real-world environment (i.e hands-on coaching experience). The practical aspects of coaching have to be done on the field with athletes. Coach education is able to provide such a platform as supported by Kvalsund (2017). Ericsson (1980), postulates that talent useful in careers and work place does not depend primarily on traits (cognitive, personality or otherwise)

but rather on the acquisition of skills and knowledge through learning and practice in which an individual engages which is coupled with quality of the curriculum that bring about expert coaching and the acceleration rate of the development of expertise within a given field of practice. Kolb's (1984) experiential learning theory under tenet 3 states that coaches are encouraged to reflect and transfer the new knowledge acquired to a practice scenario before practicing their skills or going back to their own teams to apply what they have learned. Both the theoretical and the practical aspects of coaching exposed to the PPP coaches helped them to be better coaches.

### **5.2.6 Scientific content of coach education received by PPP coaches**

The study established that the scientific content received by the coaches was on the lower side. Some of the scientific content covered in sports include anatomy and physiology, biomechanics of sport, kinesthetic, sports psychology, first aid, nutrition, anti-doping education. The low level of scientific content received may be attributed to lack of exposure of coaches to new technologies in sports science related fields, not ready to learn the sciences of sports because the courses involved were perceived to be difficult and low level of education by some of the coaches. One official had this to say;

*Our coaches have low level of coach content in terms of scientific content. They have been exposed to less scientific content due to the level at which they are. At the level that most of our coaches are, that is level I and level II, the scientific aspect of coaching is not so intense that is why there is need for them to go for the highest level of coach education where they would be exposed to more scientific aspects of coaching and best methodologies.*

Another official said that in Zambia there were no specialised coaches in sports science fields like nutritionists and sports psychologist. He echoed on the need to upgrade coaches into areas of specialisation where sports science is concerned if the country was to do well in terms of sports. The assertion of one of the officials is in line with Nash et al (2008) who states that elite performance in sport has been attributed to innovations in sport science, technological advances, training systems and nutritional analysis. Lack of scientific knowledge in sports have affected the way trainings are conducted thereby affecting the performance of athletes in the long run. Earlier studies by Cote and Gilbert (2009) indicated that expert knowledge for coaches included declarative knowledge in the sport sciences, sport-specific knowledge, and

pedagogical knowledge with accompanying procedural knowledge. According to Tozetto (2017), learning situations for coaches include institutionalised environments, structured and long term teaching programmes offered such as physiology, biomechanics, motor development, physical activities and health, sports management and sports marketing. These provide specialist knowledge to coaches who pursue them and are able to horn well with the scientific part of sports. According to AUSC 5(2019), the PPP shall provide a regional academy composed of the central high performance centre and national centres of excellence in each country of the designated sport codes. The academy will provide the following scientific services; sport science and coaching, anti-doping education among others. However, the study established that the scientific content received by PPP coaches was on the lower side. The PPP coaches stated that the scientific content that they were exposed to by their federations was not enough. They indicated that the period of learning scientific courses in sports they were exposed to mainly by their federations was too short. The findings on the scientific content of coach education received by PPP coaches are worrisome because it entails that PPP coaches will lag behind in terms of new knowledge being generated in the field of sports and thus no better results will be achieved from the athletes. Cleophas et al (2017) postulate that coaching also requires knowledge of insight into functioning of the human machine, but for a completely different purpose, namely to achieve optimal performance. The low level of scientific content received by PPP coaches does not go well with Kolb's experiential learning theory findings that indicated that coaches have been found to be highly receptive to the practical application of reference materials that include case studies and examples that apply sport science theory to practical situations.

Expert coaches who have produced world class athletes are well acquainted with the scientific content of sport and appreciate what science brings in the field of sports. Thomas (2016) pointed out that Mills, head coach at Racers Truck Club in Kingston, Jamaica, the coach behind the success of Usain Bolt, the fastest man ever, had striven to develop an innate understanding of anatomy, agility, coordination, talent identification and biomechanical analysis through a series of courses with the IOC, IAAF and other highly respected organisations to horn his craft. With reference to Mills, one would appreciate the importance of acquiring scientific content as a coach for better results for his or her athletes. CH1 who had

been exposed to a lot of sports science courses at a university appreciated the importance of scientific content by saying “scientific courses are very important to a coach because they help one to know how the body operates hence he or she will know what workload to give to the athletes. This simply entails that the current coaches cannot do away with sports science”. Ives (2008) postulates that coaching has immeasurably been enriched by the injection of new ideas and techniques. Therefore, if we are to make strides in sports, then the scientific component of sports should not be overlooked because sports revolves around science and technology.

#### **5.2.7 Ways the PPP coaches are coping with new developments arising from coaching especially the scientific aspect of it**

The other theme that came out was ways the PPP coaches were coping with new developments arising from coaching especially the scientific aspect of it. The responses from the interviewees showed that the coaches attached to the PPP were provided with refresher courses through Continuous Professional Development (CPD) where they were exposed to some scientific aspects of coaching and sometimes sent to High Performance Training Centre (HPC) in the region where they learned and interacted with high performance coaches for exposure purposes. In 2018, three PPP coaches, one from each sport were sent to the University of Pretoria HPC in South Africa for refresher courses and the content coverage was on sports science, prescribed coaching methods and critical success factors for high performance. The facilitators came within AUSC 5. Additionally, locally, workshops are conducted under the auspices of MYSCD in collaboration with NOCZ and NSCZ where scientific content is availed to the coaches through experts from abroad and local institutions like University of Zambia. OF1 said that the MYSCD strives to hold such workshop every year. For example, in 2016, one workshop was organised while in 2017 and 2018, two workshops were organised. 2019 passed without having one and for the year 2020, they were yet to organise one for the coaches. This is in line with what Milson et al (2010) noted where they highlight that specific coaching workshops should be designed and be part of coaches’ professional development opportunities. This is in addition to providing coaches with opportunities to develop their coaching skills and knowledge. Such non-formal learning situations could provide great opportunities for coaches to develop by extending their formal knowledge networks. This is a similar picture with what Tabrum and Macmillan (2017) reported. They contended that the investment in the coaches’

development has a direct influence on the development of the team. If coaches were stagnant in terms of coach development, then they would be moving backwards and that would simply mean to lag behind in terms of the latest developments in sports. According to Kolb (1984), experiential learning theory suggest that learning is a lifelong process whereby knowledge is continually modified and recreated within an individual based on the ongoing experiences of that individual. CPDs for coaches should be encouraged because they provide a good platform for coaches to acquire new knowledge in coaching. It has to be understood that knowledge is continually modified and recreated and techniques and innovations in sports keep on coming up from time to time.

Good collaboration between institutions of higher learning such as universities and sports confederation and federations should be strengthened so that capacity building for coaches is enhanced (Tozetto, 2017). This is because neither of them, individually, possessed the capacity to offer full programmes to develop coaches. From the findings, it showed that collaboration of the MYSCD who are the custodians of PPP with other sports stakeholders was there in terms of CPDs for coaches but there was need to enhance it so that more support could be rendered to coaches if meaningful results were to be achieved. The study established that most of the coaches complained of lack of support towards the three sports disciplines compared to football. They said that MYSCD being the mother of all sports in the country should treat all sports equally in all areas of sports management.

Emerging from the study, the coaches attested that through organised refresher courses through CPDs and other trainings, their coaching skills had improved like in the area of instructing athletes, demonstration of techniques and on how to attend to athletes needs thereby making the athletes under PPP to reap medals at regional and continental levels which was quite rare before the introduction of the PPP in 2015. From the findings presented in table 4.3, medals have been won in athletics, boxing and judo at regional and continental levels with the latest being in 2019 where one athlete under PPP won a gold medal in Morocco. Related to Kolb's (1984) tenet 1 (Learning is a process), it is expected that learning will continue as a coach interacts in the real- world coaching environment. Expertise in coaching can be achieved through continuous learning and practice. Through non formal and informal learning situations, knowledge can be shared even at a level where everyone can easily understand.

### **5.2.8 Capacity of PPP coaches to produce PP athletes.**

With regards to the capacity of PPP coaches to produce PP athletes, the officials that participated in the study showed confidence in the PPP coaches to have the capacity to produce PP athletes basing on the results being produced by their athletes in regional and continental competitions. All that was needed was support to the coaches by upgrading their qualifications and exposing them to more coaching education for them to do better than what they were currently doing. What the officials said about the capacity of the coaches based on the results produced is consistent with Cote and Gilbert (2009) who stated that effective coaching is judged by results in either successful performance outcome (measured in terms of win-loss percentages, individual player development, or success at national or international level) or positive psychological responses on the part of the athletes. Table 4.3 shows the achievements of PPP athletes at regional and continental levels but the athletes have failed to win international medals at mega sports events, a thing the coaches were striving to overcome. The coaches can have all it takes to produce elite athletes who can reach the podium but if they were not given the much needed support in terms of coaching education and exposure, all their efforts may be in vain

### **5.3 Coaching philosophies adopted by PPP coaches.**

The second objective was to establish coaching philosophies adopted by different PPP coaches. The finding revealed a number of issues discussed below.

#### **5.3.1 Philosophy of PPP coaches**

The study showed that three of the five coaches who participated in the study did not know what a coaching philosophy was and so they did not develop or adopt one for use in their coaching. Furthermore, the study revealed that the other two reluctantly mentioned their coaching philosophies, a sign as well that they were not too sure if what they said was a coaching philosophy or not. For example, CH4 had this to say “Uu! I am not very sure, for me I believe athletes first, winning second”. Not having a coaching philosophy compromises coaching a great deal. Nash et al (2008) argue that coaching philosophy underpins all aspects of coaching and by creating a formal philosophy, coaches may improve their coaching effectiveness. They further said that as a key element of coach development, the inclusion of a

coaching philosophy, values, clarification and consideration of the coaches' responsibilities could improve their practice and better meet the needs of their charges. Since our coaches do not have a coaching philosophy, it is very difficult to question their practice because they do not have a reference point. Nash et al (2008) point out that a personal coaching philosophy can be viewed as a tool to enable coaches to question their practice, develop their own understanding and knowledge, as well as their performers. It is imperative for all coaches to have a coaching philosophy for them to have an impact on their athletes. Gomes et al (2018) postulates that a coaching philosophy brings out values, beliefs, assumptions, attitudes, principles and priorities that influence both the practice and effectiveness criteria assumed by coaches. Contrary to this, the coaches under PPP had not paid much attention to having a coaching philosophy. This may have a negative bearing on the kind of athletes they produce.

Professional coaches in western countries have put coaching philosophy at the centre of their coaching career. For example, Thomas (2016) postulates that central to Mills' philosophy is thinking outside the box when scouting his homeland for talent, an art he has perfected. Whilst collegiate scouts scribble down race numbers of podium topping youngsters, Mills is preoccupied with the athlete towards the back of the field. He looks for potential, not a ready-made super star. This was how he identified Usain Bolt and made him to be the world best podium athlete for 100 and 200 metres. Gould (2016) also puts an emphasis on having a coaching philosophy by stating that effective coaches have well thought coaching philosophies that align with educational and athletics goals. Coaches may place some importance of winning and competitive success, but that does not come at the expense of physical educational, personal and social emotional development of their athletes. In in this respect, the researcher suggests that PPP coaches be helped to develop a coaching philosophy so as to enhance coaching as well as have an impact on athletes. Literature shows that a coaching philosophy is an important ingredient in coaching and coaches must develop one to help them achieve their objectives and practices.

### **5.3.2 Written down Coaching Philosophy**

With regards to written down coaching philosophy, the findings revealed that the two coaches who indicated that they had a coaching philosophy, did not have written down and documented

coaching philosophies. This practice contradicts with what Crakes and Smelly (2012) recommended about coaching philosophy. They stated that a coaching philosophy needs to become a written document and the document becomes a standard by which he evaluates himself and has accountability for his methods and results. It is professionally recommended and right that coaches document their coaching philosophy so that their progress can easily be tracked based on their written down coaching philosophies. The objectives of a coach cannot be evaluated if they are not reflected in a coaching philosophy. Mitchell (2013) points out that a coaching philosophy consists of one's major objectives as well as the beliefs and principles that one adheres to in order to achieve one's objectives. Coaches should be encouraged to formulate a coaching philosophy through their coach training and even during their Continuous Professional Development. In the same vein, Nash et al (2008) states that if coaches are to develop expertise throughout the performer pathway, then the formulation of a philosophy underpinned by their belief system must be addressed as an explicit part of their formal coaching course. Further, the development of a philosophy and associate beliefs plays an important part in many, if not all aspects of coaching and perhaps aspiring coaches should be encouraged to contemplate this aspect of coaching at an early stage to allow for a natural progression as they gain more knowledge and experience. The MYSCD should help the PPP coaches understand the importance of having coaching philosophies and further help them design their own through organised CPDs with the help of experts both locally and abroad.

### **5.3.3 Podium Performance Programme agreed coaching philosophy**

The study revealed that there was no agreed coaching philosophy under PPP that coaches would refer to in order to trace their performance. What came out from the study was that the MYSCD through NSCZ was in the process of implementing a coaching framework for all coaches from all different sports federation in Zambia. The coaching framework formulated and yet to be implemented encompasses qualifications for coaches, coaching philosophies, code of ethics among many other things. One of the officials indicated that with the help of the coaching framework in place, it would help to identify coaches by their philosophies. This view is supported by Nash et al (2008) who contend that the inclusion of a coaching philosophy, values clarification and consideration of the coaches' responsibilities in the programmes of coach development could help improve their coaches practice and better meet



the needs of their charges. The PPP is a special programme meant to produce PP athletes hence the coaches attached to this programme should be well acquainted with coaching philosophy and be identified by it.

#### **5.3.4 Approaches that guide the PPP coaches**

The coaches were asked on how they approached their practices and how they accounted for their results. The coaches indicated that they all had a coaching micro cycle programme that they followed to guide their practices while the officials indicated that PPP had not yet set any accountabilities for their coaches in terms of having bench marks for their results. CH3 said that they followed a standardised curriculum from the international federation which they localised to make a tentative programme. They shared the programme with their athletes so that they could have an input in it and also as a way to prepare their minds. The findings were consistent with those of Cote et al (1994) whose study on the coaching model indicated that coaching involves various steps such as developing a plan of action, implementation of the plan and reassessment, observation and assessment. Gould (2016) points out that effective coaches share decision making with their athletes and provide rationales for their coaching actions. He further said that effective coaches specifically allow their athletes to have a say in their participation and make appropriate but meaningful decisions. The researcher is in agreement with this good practice. Having a programme to follow helps coaches to know what they are supposed to do and at what time. This is part of planning. Without planning, one is bound to fail in every undertaking. The culture of involving the athletes so that they have an input in the micro cycle programme is a good practice because it gives them a sense of belonging. Literature shows that athletes respond better when they participate in programmes they are involved in and under an environment that is caring and supportive (Gould, 2016). When athletes know the content of training programme, they can even know what is expected from them each day of their training. They know what to do even before the coaches come in with specific instructions. This was observed during trainings. All the athletes in the three sports disciplines during the trainings knew that they had to start with warm-ups each time they arrived at a training ground. They never waited for the coach to tell them to begin to warm-up because it was a routine they were aware of through the interactions with their coaches when making a programme together.

#### **5.4 PPP coaches' ways of instructing athletes**

The third research objective was to ascertain different ways PPP coaches behave when instructing their athletes during training sessions and tournaments. Friendship was made between the researcher and the coaches and the coaches were observed several times and got accustomed to the presence of the observer without them noticing that the various behaviours exhibited by them were being coded. This was done to avoid coaches from hiding their true behaviours always displayed during training sessions. This is similar with Smith and Smoll (2016) who highlighted that while it is difficult to eliminate completely the reactivity effects unless the observations are made without the coach's awareness, observers can reduce such effects by being as unobtrusive as possible. In addition, reactivity can be reduced by a period of acclimation during which the observer is present and apparently coding the coach's behaviour. Most of the coaches will eventually become accustomed to the presence of the observer and reactivity effects are reduced.

From the findings presented in figure 3, it was evident that all the coaches observed highly used technical instructions or demonstrations to correct a mistake made by an athlete. Furthermore, the researcher observed that coaches used positive, rewarding reactions which were verbal and sometimes non-verbal to a good effort displayed. Positive comments included well done, very good, good job and that was much better. Non-verbal reactions involved hand signals like thumbs-up and facial gestures. The results observed are similar with Smith and Smoll (2002) who observed that coaches who give positive feedback to their athletes have athletes who are more motivated and feel better about themselves as well as achieve more positive developmental outcomes from sports compared to those that give punitive feedback or no feedback at all. This is good practice that needs to be encouraged by coaches because positive feedback makes a person to be assertive to what he or she does. Punitive reactions like use of strong language that would demean the athletes' confidence should be discouraged. Degrading and punitive feedback or no feedback at all are demotivating to the athletes and can even lead to poor performance (Smith and Smoll, 2002). One of the coaches, CH3 was coded to have used strong language once during a training session by saying "stupid boy" when a mistake was made by an athlete. The coach needs to be educated about the effects of positive and negative responses towards an athlete. The fourth tenet of Kolb's experiential learning

theory (1984) addresses the aspects of coach behaviour. The fourth tenet states that learning is a holistic process of adaptation. The coaches' feelings, perceptions, thoughts and actual behaviours should be addressed through the coach education. Kolb's (1984) experiential theory further points out that through coach education, coaches' feelings regarding the acceptability and need to intervene in cases of maltreatment in sport are addressed through the presentation of examples and case studies of athlete maltreatment, including both the scenario and long term negative implications of maltreatment. In addition, motivational messages are embedded in the coach education programmes to help coaches feel that they are in a position to make a difference. Thus, through coach education, coaches may gain insight on how to behave towards their athletes for positive results to be achieved in terms of performance.

#### **5.4.1 Dealing with athletes' behaviour**

The study found that all the coaches used counselling, instruction and demonstration strategies to deal with various behaviours exhibited by athletes before, during and after the training sessions. They indicated that counselling was used when an athlete displayed deviant or unruly behaviour that would affect the athlete and others in terms of being focused on their trainings. Some of the unwanted behaviour that they mostly dealt with among athletes was beer drinking, smoking, immorality, bullying, not cooperating during trainings, belittling others and sometimes dealt with an athlete absconding from trainings. CH3 indicated that;

*When I observe bad behaviour from an athlete, I act as a parent to counsel the athlete about bad vices and their effects with the help of my experience as a coach.*

Gould (2016) also documents that coaches work hard to help athletes learn important life lessons from their sports experience. Additionally, Cote and Gilbert (2009) postulate that coaching involves providing the guidance that helps athletes to become confident and self-reliant members of their sport and society. Through their interactions with athletes, coaches have unique opportunities to influence their athletes' psychological growth. A lot of athletes are in their youthful stage and they may engage in undesirable behaviour that can even ruin their careers. Hence, there is need for coaches to play a critical role of guiding them on how to pursue their careers without any distraction. Cote and Gilbert (2009) point out that coaches play a crucial role in enabling athletes to develop their character, become constructive and

caring members of a sporting team, and ultimately productive members of society. For sure, the role of a coach is very important in shaping the destiny of an athlete. From time to time, coaches need to find time to counsel their athletes so that they do not engage themselves in bad vices which are a challenge especially when they begin to accumulate wealth.

The findings also showed that coaches also used instruction and demonstration strategies especially during training sessions to deal with various athletes' behaviour. Instructions and demonstrations were done when teaching athletes skills and if the athletes did not get it right during execution stage, a stop to that effect would be ordered. Re-doing the task would be accompanied with further instruction. CH3 said that when he noticed a mistake made by an athlete during training sessions, he would stop the athlete immediately, demonstrate or issue further instructions. The finding is in support with Gould (2016) who said that effective coaches are influential at helping athletes improve their skills through instructions and demonstration which then helps the athletes feel competent. In the researcher's view, the three sports namely athletics, boxing and judo under PPP are sporting activities that require a lot of instructions and demonstrations for the athletes to hone the skills during trainings that will definitely be required to be replicated during competitions. This sits well with Kolb's fifth tenet of experiential learning theory (1984) which states that learning involves transaction with the environment. Here coaches require experience in the wider real-world environment (i.e. hands-on coaching experience). It is actually skill and technique that separates an excellent athlete from the rest. It is very important that coaches give specific instructions and demonstrations during trainings as correctly observed because over loading an athlete with a lot of instructions and demonstration during a tournament does not work out well.

## **5.5 Summary**

The above chapter presented the discussion of findings of the study on the examination of coach education in Zambia with a focus on the Podium Performance Programme (PPP). The discussion of finding of the study were presented according to themes. The themes brought out the discussion of the findings of the study in line with the study objectives. Under the theme of how the PPP coaches became coaches, the findings indicated that all coaches had been athletes in their particular sport and moved into coaching when their playing career ended. This is a

common trend to all coaches in various sports fields. On the qualifications obtained from sports federations and institutions of higher learning, it was observed that coaches under PPP had federation qualifications but only three among the six coaches had also qualifications from tertiary institutions. The study revealed that the acceptable qualification for a podium coach is level III. This minimum qualification was set by AUSC 5 in line with international qualification standards. Comparing the qualification that the PPP coaches have to that of a podium coach, four coaches did not meet the criteria needed for a podium coach. For the themes discussing the content received by the PPP coaches, the discussion of the findings indicated that the content was two-fold that is the theoretical and practical part of coach education. The theory part also included the scientific content of sport. It was discussed that PPP coaches had not received much scientific content through their federations and CPD workshops. There was need for coaches to be exposed to more scientific content in order for them to move together with the latest developments in sports. The study also showed that coaches had the capacity and competencies to produce a PP athlete as discussed under theme 5.2.8. Based on their achievements at regional and continental levels, the capacity is there to produce PP athletes once good support is given to them.

On coaching philosophy, much more needs to be done in this area. Nearly all the coaches did not have much understanding on coaching philosophy and they did not have a written philosophy where their practice could be tracked in terms of results. They did not understand the concept or importance of a coaching philosophy. On the theme that highlights on the approaches that guide the PPP coaches in terms of practice and accounting for their results, it was discussed that all coaches had a micro cycle plan. Some for three months, others for the whole year. From the micro cycle, they drew a training programme where they invited their athletes to have an input. This was a good practice that needs to be commended as supported by various authors (Tozetto, 2017; Gould, 2016; Cote et al, 1994). Dealing with objective number three, two themes were intensively discussed and it was discussed that coaches were more into using behaviour under category 2 of the CBAS adopted observation sheet which is mistake-contingent technical instruction, instruction or demonstration on how to correct a mistake the player had made. They praised their athletes a lot for the positive response to instructions and demonstration of the coaches. Punitive reaction was very minimal. This is

good culture that needs to be encouraged. On handling behaviour of athletes before, during and after training, it was noted that counselling, observation and instructions were used to help athletes cope with the demands of a sportsman and sportswoman behaviour. The next chapter outlines the conclusion and recommendations of the study.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Overview**

In this final chapter, the conclusion is given to show that the research questions raised in chapter one have been answered. In this chapter efforts have been made to remind the readers about the purpose of the study and then to give a summary of the main research findings and conclusions. Furthermore, the study's recommendations and some suggestions on areas for future research have been presented.

### **6.2 Conclusion**

In line with the objectives of the study, the purpose of the present study was to carry out an examination of coach education in Zambia with a focus on the PPP. The findings from the interviews for the coaches and officials were analysed using themes. The study established that some coaches did not meet the criteria for the minimum qualification of a podium coach due to less coach education acquired. Additionally, it was found out that the coaches had less sport science insights relating to coaching which may have a negative impact on how they train their athletes. They did not have written down coaching philosophies to guide their practice and in cases some elements of punitive instructional behaviour were traced during training sessions. The summary of the main findings is presented here in the sections that follow.

#### **6.2.1 Coach education received and competencies developed**

Objective number one sought to collect data that provided answers to what type of coach education and competencies PPP coaches had received and developed overtime. The results of interviews of coaches and officials attached to PPP showed that the coach education received by PPP coaches were mainly from international sports federations that local sports federations were affiliated to. The study further established that there was no enough coach education exposed to PPP coaches. The major reason identified was that local sports federations and MYSCD had not sponsored most of the coaches to undertake more coach education so that they acquire new techniques and skills in their various sports codes. The coaches complained of lack of support towards their coach education. It was observed some coaches relied on their previous experience as former athletes and based their coaching drills on what they did some time back before retiring to become coaches. On the other hand, officials mentioned that low

level of education by some coaches was a hindering factor to coach education and mostly these coaches were skeptical about learning. They lagged behind even in comprehending the sports science content as it was found out that the scientific content received was on a lower side. The conclusion therefore, is that coaches' low level coach education could be attributed to lack of exposure to more coach education and overstaying at one level of qualification. This is not health because the coaches will not comprehend the latest developments in sports, more the scientific and technological advancements that are emerging in sports. Therefore, there is need to seriously invest in coach education for PPP coaches for better results to be realised.

### **6.2.2 Coaching philosophies adopted by PPP coaches**

Research objective two was meant to facilitate the collection of data which would provide answers to the question on what coach philosophies had been adopted by different PPP coaches. The results revealed that PPP coaches had little understanding on coaching philosophy and did not have written coaching philosophies that could show direct relationship with their practice. Even the PPP did not have an agreed coaching philosophy. There was no dispute on this from all the participants in the study, therefore it can be concluded that coaches lack of coaching philosophy was as a result of not having been taught about the value of having it hence they did not see the need to develop one. PPP coaches need to be helped to develop their own philosophy for improved practice.

### **6.2.3 Coaches way of instructing athletes**

Objective three solicited data which helped the researcher to observe ways PPP coaches' behave when instructing their athletes during training sessions and tournaments. The study showed that all the coaches liked to issue instructions and demonstrated whenever an athlete made a mistake and they were positive in giving responses to their athletes through verbal utterance and gestures. Positive rewarding reactions in terms of language use as a way of motivating athletes were more compared to punitive reactions. However, there was one coach who was observed to have used punitive language to his athlete. The study further revealed that all coaches had time to be with their athletes after training to attend to their needs and concerns. It can be concluded therefore that motivation from coaches made athletes feel comfortable and enjoyed their trainings greatly.



### **6.3 Recommendations**

1. Coaches who work in high performance fields like the PPP should continue learning via certification programmes offered by sports federations and tertiary institutions with the support of MYSCD and local federations.
2. PPP coaches should also prioritise long term learning in sports offered in tertiary institutions like colleges and universities rather than just depending on federation learning. This is because federation learning by itself is not enough.
3. Sports administrators attached to PPP should consider regular opportunities for PPP coaches to learn, interact and discuss their coaching and the ways to improve their coaching knowledge and skills.
4. PPP coaches should be exposed to more scientific sports content through exposure to institutions that offer sports science and through CPD workshops conducted by invited experts from local and from abroad.
5. PPP coaches should be helped on how to develop their coaching philosophies and have them written down.
6. Coaching observation practices should be done through regular coaching clinics to improve on coaching learning and development of PPP coaches.
7. The current crop of athletes identified and are under PPP should prioritise education so that when they retire and go into coaching, they should be competent enough to comprehend the technicalities and the sciences that are in sports.
8. A coaching academy should be established by MYSCD for PPP so that athletes selected under PPP as they transcend from being athletes to coaches, they can learn more about coaching at an established coaching academy.

### **6.4 Future Research**

This study aimed at conducting an examination of coach education in Zambia with a focus on the PPP. Future studies in relation to this study should be conducted on coaches under all

sports federations affiliated to NSCZ. Further, a study should be conducted on the policy system of the PPP.

## **6.5 Summary**

The chapter has given a conclusion on the examination of coach education in Zambia with a focus on the PPP. The conclusion was based on the findings arising from the three objectives namely; i) to analyse the coach education received and competencies developed overtime by PPP coaches, ii) to establish coaching philosophies adopted by different PPP coaches and iii) to ascertain different ways PPP coaches behave when instructing their athletes during training sessions and tournaments. The chapter also outlined seven recommendations and provided a proposed study area for the future research.

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## **APPENDICES**

### **APPENDIX I: Informed Consent Form**

Dear Respondent,

This serves to give you an understanding of the purpose of this research and proceedings that will be followed. Further implications for your participation are explained. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

#### **1. Description**

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education in Physical Education and Sport. This research is a major requirement for the researcher to complete his programme. Thus, this research exercise is purely academic.

#### **2. Purpose**

The researcher wishes to carry out an examination of coach education in Zambia. A case of the Podium Performance Programme (PPP). The researcher is interested in looking at coach content, coach philosophy and coach behaviour.

#### **3. Consent**

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

#### **4. Confidentiality**

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

#### **5. Rights of Respondents**

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any proceedings in the research.

#### **6. Declaration of Consent**

I have read and fully understand this document. I therefore agree to participate in this exercise.

Signature..... Date.....

## APPENDIX II. SEMI-STRUCTURED INTERVIEW GUIDE FOR COACHES

**Dear participants,**

I am a postgraduate student at the University of Zambia collecting information on various issues related to Coach education under the Podium Performance Programme (PPP). My research topic is “**An examination of coach education in Zambia**”. **A case of Podium Performance Programme.** I would like to have a discussion with you on your understanding of many issues pertaining to coach education. The discussion will be kept confidentially, so be at liberty to share your opinion.

1. Sex    Male (    )                      Female (    )
2. Age -----
3. For how long have you been a coach? -----
4. For how long have you served as a coach under PPP? -----
5. How did you become a coach? -----  
-----
6. What qualification do you have as a coach in your sport field? -----  
-----
7. From which institution did you obtain your qualification? -----  
-----
8. What do you understand by the term coaching? Define it in your own words. -----  
-----
9. What is involved in coaching? -----  
-----
10. What is coach education? -----  
-----
11. What kind of coach education have you received as a coach? -----  
-----
12. How long did your training take as a coach? -----
13. What coaching courses did you do in your coaching training programme? -----  
-----

14. What was the content package in those courses? -----  
-----
15. In your coaching career, what scientific related courses have you done? -----  
-----
16. How important are the scientific courses to you as a coach? -----  
-----
17. How do you apply the scientific techniques in your coaching of your athletes? -----  
-----
18. Can you tell me what your philosophy of leadership as a coach is? -----  
-----
19. For how long have you been with your coach philosophy? -----
20. What are some of the reasons why you settled for the philosophy of your choice? ----  
-----
21. What principles and values guide your practice as a coach? -----  
-----
22. What things do you value most as a coach? -----
23. Can you tell me what specific behaviours you assume in order to implement your philosophy as a coach? -----
24. Can you tell me what indicators you use to evaluate your philosophy and actions as a coach? -----
25. Do you have a written down philosophy that you follow? If yes, what are its contents and may I have a look at it.
26. Could you give some examples of things that you think make a coach effective? ----  
-----
27. Do you have a coaching programme? If yes, what is the content found in your programme? -----  
-----
28. How do you go about the process of planning the training programme? -----  
-----
29. Do you involve your athletes in the planning programme? If yes, how? -----  
-----

30. How do you deal with the needs of your athlete as an individual coach? -----  
-----
31. How do you deal with various behaviours that your athletes display before, during  
and after the training sessions? -----
32. What are the aims of your coaching programme? -----  
-----
33. What do you consider as your main role as a coach? -----  
-----
34. How do you go about achieving this role? -----  
-----
35. What benefits are there in undertaking coach education? -----  
-----
36. How does an athlete benefit from a coach with coach education? -----  
-----
37. What kind of training environment do you create in order for your athletes to  
perform well? -----
38. How do you know if you are successful as a coach? -----  
-----
39. What support are you receiving in line with coach education from MYSCD? -----  
-----
40. What challenges do you face as a coach under PPP? -----  
-----
41. What interventions have been put in place to try to overcome the challenges faced?  
-----

Thank you so much for your cooperation.

### APPENDIX III. INTERVIEW GUIDE FOR PPP TEAM OFFICIALS.

**Dear participants,**

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Physical Education and Sport. I am conducting a research entitled “**An examination of coach education in Zambia**”. **A case of Podium Performance Programme (PPP)**. Kindly feel free, be open and honest in your response as all answers you give will be treated confidentially. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw.

1. For how long have you been an official in the PPP? -----
2. What do you understand by the term coach education? -----  
-----
3. Apart from Federation qualifications, have the coaches under PPP undergone a class learning episode in coach education? -----
4. For how long was this learning episode in coach education? -----
5. What professional qualification did they obtain out of this learning episode in coach education? -----
6. From which institutions of higher learning have the coaches been to in line with coach education?  
Athletics – (Coach 1) ----- (Coach 2) -----  
Boxing – (Coach 1) ----- (Coach 2) -----  
Judo – (Coach 1)----- (Coach 2 )-----
7. What coach qualifications do our coaches under PPP possess from their sports federations with reference to international qualifications for each level?  
Athletics – (Coach 1) ----- (Coach 2) -----  
Boxing – (Coach 1)----- (Coach 2) -----  
Judo – (Coach 1)----- (Coach 2 )-----
8. Are all the coaches under PPP qualified enough to meet the required standard of International Federations? (A) Yes (B) No
9. What is the recommended highest qualification for a Podium coach in?
  - (i) Athletics-----

- (ii) Boxing -----
- (iii) Judo-----
10. Do the coaches under PPP have the right capacity in terms of coach education in their sport field to enable them produce PP athletes? -----
11. What kind of coach content have our caches under PPP received? -----
12. How best are you ensuring that the PPP coaches cope with the new developments arising from coaching? -----  
-----
13. What scientific courses have the coaches under PPP undertaken? -----  
-----
14. Do our coaches have written down coach philosophies that they follow? If yes, have you documented them? May I have a look at them.
15. At the local level, what measures have you put in place to ensure that coaches under PPP acquire scientific knowledge in sports? -----  
-----
16. Is there an institution locally or internationally where coaches under PPP in Zambia go to receive scientific trainings? (A) YES (B) NO. If yes, mention the institution. -----
17. Are the coaches under PPP enough to effectively implement PPP? (A) YES (B) NO. Justify your answer. -----
18. What curriculum have you put in place in relation to coach education? -----  
-----
19. What deliberate programme have you put in place for Continuous Professional Development (CPD) for the PPP coaches?
20. What support are you receiving in line with coach education from MYSCD? -----  
-----
21. What kind of barriers have you encountered in implementing the PPP especially in the area of coach education?-----



22. What specific interventions have you put in place to fight the challenges that you face in the PPP in line with coach education? -----

-----

Thank you so much for your cooperation

# APPENDIX IV: OBSERVATION GUIDE FOR COACHES' BEHAVIOUR

Date: -----Sport: -----

A. Coach No. -----	B. Class I- Reactive behaviours	C. Tick(✓) according to number of occurrences of behaviour observed.
S/N	<b>Responses to desirable performances</b>	
1	A positive, rewarding reaction (verbal or non-verbal) to a good play or good effort	
2	Mistake-contingent technical instruction. Instruction or demonstration on how to correct a mistake the player has made.	
3	Punitive technical instruction. Technical instruction given in a punitive or hostile manner after a mistake.	
	<b>Response to misbehaviour</b>	
4	Keeping control- Reaction intended to restore or maintain order among team members.	
	<b>Class II- Spontaneous Behaviours (Game related)</b>	
5	General encouragement- Spontaneous encouragement not following a mistake	
6	Organization- Administrative behaviour that sets stage for play by assigning duties and responsibilities	
7	<b>Game irrelevant</b> Interaction with players unrelated to the game	

## APPENDIX V

### INFORMATION SHEET



HSSREC FORM 1b

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937

P O Box 32379

Fax: +260-211-290258/293937

Lusaka,

Zambia

E-mail [drgs@unza.zm](mailto:drgs@unza.zm)

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### **PARTICIPANT INFORMATION SHEET**

**(This template is for research interventions that use questionnaires, in-depth interviews or focus group discussions)**

*(Language used throughout form should be at the level of a Grade 8 student)*

Notes to Researchers:

1. Please note that this is a template developed by HSSREC to assist the Principal Investigator in the design of their informed consent forms (ICFs). It is important that Principal Investigators adapt their own ICFs to the outline and requirements of their particular study by replacing words in red.

2. The informed consent form consists of two parts: the information sheet and the consent certificate.

3. Do not be concerned by the length of this template. It is long only because it contains guidance and explanations which are for you and which you will not include in the informed consent forms that you develop and provide to participants in your research.

4. This template includes examples of key questions that may be asked at the end of each section that could ensure the understanding of the information being provided, especially if the research study is complex. These are just examples, and suggestions, and the investigators will have to modify the questions depending upon their study.

5. In this template:

- square brackets indicate where specific information is to be inserted
- bold lettering indicates sections or wording which should be included
- standard lettering is used for explanations to researchers only and must not be included in your consent forms. The explanation is provided in black, and examples are provided in red in italics. Suggested questions to elucidate understanding are given in black in italics.

## **Informed Consent Form for coaches and sports officials attached to the Podium Performance Programme (PPP)**

This informed consent form is for coaches and sports officials attached to the Podium Performance Programme (PPP) who we are inviting to participate in the research titled 'An evaluation of coach education in Zambia'. A case of the Podium Performance Programme.

**Name of Principle Investigator: MALAMULA MUKWAWA**

**Name of Organization: THE UNIVERSITY OF ZAMBIA**

**Name of sponsor: Self-sponsored**

**This Informed Consent Form has two parts:**

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

**You will be given a copy of the full Informed Consent Form**

### **Part I: Information Sheet**

#### **Introduction**

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Physical education and sport. I am going to give you information and invite you to be part of this research. Kindly, feel free, be open and honest in your response. Before you decide, you can talk to anyone you feel comfortable with about this research.

This consent form may contain words that you do not understand, please ask me to stop as we go through the information for clarification where you are not clear.

### **Purpose of the research**

The purpose of the research is to examine coach education standards for PPP trainers in Zambia, focusing on clear connections between type and level of coach education, coaching philosophies, behaviours and efficiency (success).

### **Type of Research Intervention**

This research will involve your participation in a one on one interview that will take about 45 minutes.

### **Participant Selection**

You have been selected to take part in this research because we feel you are the rightful respondent to provide information on this research because you are attached to the PPP under the Ministry of Youth, Sport and Child Development (MYSCD).

### **Voluntary Participation**

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no bearing on your job or any work related reports. Should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw even if you agreed earlier.

### **Procedures**

A. We are asking you to share with us information about coach education under PPP. If you accept, you will be asked to append your signature on this form.

B. **Interview guide** will be conducted in a comfortable place where questions will be asked on coach education to coaches and sports officials attached to PPP.

**Observation guide** will be used on coaches during training sessions. The interviews will be conducted by me and the entire discussion will be recorded for

data analysis purposes. No one will be identified by name on the tape recordings. After data has been analysed, the recordings will be deleted. All information will be treated confidentially.

### **Duration**

The research will take about 2 months. During this time, we will visit you once for interviews and for the coaches twice to cater for observation sessions during the training sessions. The interview will last for about 45 minutes.

### **Uses of information**

The information of the study may help improve coach education in Zambia.

### **Risks**

There is a risk that you may share some information by chance, or that you may feel uncomfortable talking about some of the questions. However, we do not have wish for this to happen. You do not have to answer any question if you feel the question asked is too personal or make you to be uncomfortable.

### **Benefits**

There will be no direct benefit to you but your participation is likely to help us find out about coach education in Zambia.

### **Reimbursements**

You will not be provided any incentive to take part in the research because this is purely an academic research intended for academic purposes.

### **Confidentiality**

All data collected from this research will be treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research. Any information about you will have a letter on it instead of your name. Only the researcher will know what your letter is and we will hide the information. It will not be shared with or given to anyone except my supervisors and other academicians who will be part of the research team.

### **Sharing the Results**

Nothing that you tell us will be shared with anybody outside the research team and nothing will be attributed to you by name. The knowledge that we get from this research will be shared with you and the MYSCD before it is widely made available to the public.

### **Right to Refuse or Withdraw**

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

### **Who to Contact**

This proposal or protocol has been reviewed and approved by HSSREC which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the IRB, contact:

Dr. Jason Mwanza Chairperson, Humanities and Social Sciences, Research Ethics Committee,

University of Zambia

P O Box 32379

LUSAKA

OR

Professor. Henry M. Sichingabula Director, Directorate of Research and Graduate Studies

University of Zambia

P O Box 32379

LUSAKA

## **Part II: Certificate of Informed Consent**

The research is entitled 'An examination of coach education in Zambia'. A case of Podium Performance Programme (PPP). I have been invited to participate in



research about coach education.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

***If illiterate*** <sup>1</sup>

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print name of witness** \_\_\_\_\_

**Thumb print of participant**

**Signature of witness** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**



I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about

---

<sup>1</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent\_\_\_\_\_

Signature of Researcher /person taking the consent\_\_\_\_\_

**Date** \_\_\_\_\_

Day/month/year

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

**1. Principal Investigator (Must be a local person and a Zambian).**

Names: Malamula Mukwawa

Phone: +260977-227353

E mail: mukwawamalamula@gmail.com

Physical address: Malcolm Moffat College of Education

P/B 1

SERENJE.



## THE UNIVERSITY OF ZAMBIA

### DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777  
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

#### APPROVAL OF STUDY

23<sup>rd</sup> March, 2020.

**REF NO.HSSREC-2020-JAN-018**

Malamula Mukwawa  
**LUSAKA.**

Dear Mr. Malamula,

**RE: "AN EVALUATION OF COACH EDUCATION IN ZAMBIA: A CASE OF THE  
PODIUM PERFORMANCE PROGRAMME (PPP)"**

Reference is made to your protocol dated 1<sup>st</sup> January, 2020. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary Review	Approval No. <b>HSSREC-2020- JAN-018</b>
Approval and Expiry Date	Approval Date: 23 <sup>rd</sup> March, 2020	Expiry Date: 22 <sup>nd</sup> March, 2021
Protocol Version and Date	Version - Nil.	22 <sup>nd</sup> March, 2021
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

### Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



*Dr. J. Mwanza*

Dip. Clin. Med. Sc., BA.M.Soc., PhD

**CHAIRPERSON  
THE UNIVERSITY OF ZAMBIA HUMANITIES AND  
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies





UNIVERSITY OF ZAMBIA  
OFFICE OF THE DEAN-EDUCATION

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Fax: +260-1-253952/290861

3<sup>rd</sup> September 2019

The Permanent Secretary,  
Ministry of Youth, Sport and Child Development,  
Government Complex,  
Independence Avenue,  
Lusaka

**Re: University of Zambia Master's Degree Students' Research on the Podium Performance Related Topics.**

Reference is made to your letter dated 22<sup>nd</sup> February 2019 on partnership with the University of Zambia in the Podium Performance Programme.

As a follow-up on this letter, we have assigned three of our Master's degree students to take up research topics relating to the Podium Performance Programme for their Master's degree theses. The three students are **Mr. Malamula Mukwawa, Ms. Tracy Chifita and Mr. Manfred Sidambi**. The students will explore areas relating to coach education and development, athlete identification and development models and elite athletes retirement and transition.

We are hoping that the research works by the student will provide your Ministry with the necessary research based evidence and analysis to inform the Podium Performance Programme. We are therefore, kindly requesting your office to facilitate for the students to have access to documentary sources and to conduct interviews with the Director of Sports, Podium Performance Coordinator, Coaches and athletes.

As the Ministry is supporting the University of Zambia on the development of a fully-fledged Department of Sports Studies, we are hopeful that this will be the beginning of a stronger relationship between your Ministry and the University of Zambia.

We are looking forward to your continued support.

Kind regards,

P. C. Machishi (PhD)  
**ACTING DEAN, SCHOOL OF EDUCATION**

cc. Vice-Chancellor, University of Zambia.



THE UNIVERSITY OF ZAMBIA  
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Date: 20<sup>th</sup> JAN 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. MALAMULA MUKWANA Computer number. 2018.248.111 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

*Emmy Mbozi*

Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education  
Director-DRGS

