+AN EXPLORATIVE STUDY OF MAKANA LOCAL FOOTBALL ASSOCIATION COACHES CHARACTERISTICS, EXPERIENCES AND NEEDS

BY

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THESIS

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Declaration

I declare that this thesis is my own, unaided work. It is being submitted for the Degree of Master of Science in Human Kinetics and Ergonomics at Rhodes University, Makhanda. It has not been submitted before for any degree or examination in any other University.

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Gavin Callow

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ACKNOWLEDGMENTS

LIST OF ABBREVIATIONS

SAFA – South African Football Association

PSL – Premier Soccer League

NFD – National First Division

SAB – South African Breweries

LFA – Local Football Association

ABSTRACT

Introduction: Sports participation has been associated with a number of benefits to young athletes, outside of purely physical health. One of the key components of a successful sports talent identification and development program is effective coaching. A foundation of effective coaching is the coach's knowledge which can be developed through formal, non-formal and informal means of education. The majority of coach education literature has however focused on coaches from developed countries. Limited studies have looked at the educational experiences and needs of South African coaches, particularly football coaches. The purpose of the current investigation is to establish Local Football Association (LFA) coaches' perceptions of their educational backgrounds and what knowledge they deem important to be effective coaches. **Method:** A mixed methods approach was used in which (n=25) Makana LFA coaches answered a questionnaire with the aim of identifying their educational histories and what their current educational needs were. A semi-structured interview was also implemented in which some of the respondents (n=4) were asked more in-depth questions around the same topics, to create a more complete coaching profile. **Results:** The questionnaire responses highlighted that only 8% of the coaches possess a formal coaching qualification and all of the coaches work on a volunteer basis. Previous experience as a player is the chief source of knowledge for Makana LFA coaches. Not having enough available time is the main perceived barrier for 56% of participants to seeking out further educational opportunities. Fundamentals of coaching was selected by 56% of the coaches as a key subject they want to learn more about. Findings from the interview demonstrate that participants coach multiple teams and often have to rely on senior players to take up assistant coach positions, as well as managing their time effectively to work with all their teams. Informal education is the main source of information for the coaches which includes asking for advice, reading coaching manuals or having a mentor. The coaches value all 3 forms of education, however non-formal workshops are favoured. This is due to all of the coaches already having some form of informal learning experience and formal learning opportunities being too costly to pursue. A combination of lectures, practical sessions and group discussions is desired as a delivery method of coaching knowledge. **Discussion:** The level of coaching qualifications in the LFA is low, this may have significant implications for talent identification and development in the Sarah Baartman region. All the coaches are volunteer coaches, who primarily rely on informal means of coaching education.

'Time' was indicated to be a major barrier, to coaches seeking out educational opportunities. Coaches indicated that they would benefit from a coaching program if it took into consideration their needs, such as wanting to learn more about interpersonal and intrapersonal awareness. **Conclusion:** If local coaching programs are to be effective, they must reflect the educational needs of their community.

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CHAPTER 1: REVIEW OF LITERATURE AND PROBLEM FORMATION

1.1 INTRODUCTION

Chapter 1 highlights the various benefits to children who are physically active and what role sport must play in facilitating such positive outcomes. As competition among nations intensified, many governments and organisations invested significant resources into producing elite level athletes. Thus, there has been an increase in the number of talent identification and development programs established around the world. Although previous research has highlighted that there are several benefits to talent identification and development programs, there are also some commonly shared shortfalls which need to be acknowledged. One of the key determinants as to how effective these programs will be in producing elite athletes and life-long participants in sport are the coaches. A coach requires knowledge in several areas outside purely sport specific information, to be considered effective. The review of literature will aim at discussing each of these areas and how they relate to successful coaching. Education plays a vital role in the production of coaching knowledge. The review will aim at critically discussing the perceived benefits and criticisms that these educational forms have received in previous literature. Of further importance is an understanding of what has previously been found to be motivators and barriers to seeking out coach educational opportunities. A limited number of previous studies have looked at the educational needs of South African coaches, specifically focusing on football instructors in the Eastern Cape. The majority of coach education literature has been conducted in more developed regions of the world. This poses a problem as the South African context is different from where these studies have been completed which means the needs of South African football coaches may be different.

Chapter 2 discusses the method that the study implemented to reach its objectives. Due to the exploratory nature of the investigation, a mixed method was used in which participants were required to respond to a questionnaire and a semi-structured interview. The quantitative results are presented first as the questionnaire formed the initial part of the investigative process. The responses have been summarized in table and graph forms with a brief description provided. Responses obtained from the interviews have been presented in a table, as is typically done a thematic analysis is completed.

To avoid confusion, the discussion is similarly structured as the results section in that quantitative

responses are expanded on prior to the related qualitative information. The discussion has been split into three parts, namely; (a) coaching background and characteristics which highlights how participants got involved in coaching, what age groups and how many teams they coach, how many hours per week they spend coaching and how they manage multiple teams, (b) experiences and perceptions of coach education where coaches state to what extent they have relied on different forms of coach education and to critically reflect on the strengths and weaknesses of these forms of education, (c) educational needs of Makana LFA coaches where coaches explain what topics they feel would be of most benefit to them, how coaching courses should be structured and what time of year would be best to host these courses. To ensure full transparency a section has been provided discussing the limitations of the current investigation. However, several recommendations are highlighted which future researchers can use for possible research endeavors.

1.2 IMPORTANCE OF PHYSICAL ACTIVITY

Physical inactivity has been shown to be problematic worldwide, especially in children and teenagers, with over 80% of the world's adolescent population not getting adequate exercise. (World Health Organization, 2018). Research has furthermore demonstrated that low levels of physical activity are related to several health-related issues (cardiovascular diseases, cancer and diabetes) and is a leading risk factor for death around the world (World Health Organization, 2018). It has been well documented that children and adolescents who take part in sport experience several beneficial health outcomes which are discussed below. This is relevant to the current study as participation in sport and its discussion is important as it has relevance to the duties of sports coaches. Participation in sport, offers another benefit in that young athletes may gain the opportunity to take part in talent identification and development programs. The aim of these programs is to improve the athletes sporting performances, which could lead to athletes making a career and receiving recognition in their chosen sport (Rongen *et al.,* 2018).

Physical Development

Childhood obesity is a growing concern, one avenue through which this issue can be addressed is increased physical activity among children and adolescents (Kopelman, 2005; Tremblay & Therrien, 2006). Furthermore, being physically active from a young age has shown to translate into benefits

carried over into adulthood, with individuals less likely to suffer from lifestyle diseases (Robertson-Wilson *et al.,* 2003; Janssen & LeBlanc, 2010). Being physically active and taking part in appropriately designed training programs has also been associated with increases in strength, power, endurance and flexibility all of which contributes to health (Wankel & Berger, 1990; Côté & Hay, 2002).

Psychological Development

Being involved in physical activity such as sport is not only beneficial on a physical level. Multiple studies have noted that children involved in sport experience psychological advantages (Fraser-Thomas, Côté & Deakin, 2005; Eime *et al.,* 2013; Bailey, 2017). Sports provide young athletes with an environment where they can have fun, experience healthy competition and also learn to overcome challenges, which may contribute to an improved self-esteem, which may lead to higher life satisfaction.

Social Development

Due to the interactive nature of sport several benefits have been observed relating to young athletes developing relationships with their peers as well as improving leadership skills (Elley & Kirk, 2002). Moreover, being part of a team or squad may provide children with a sense of community. These relationship forming benefits have been shown to have a positive effect in a child's adulthood in their careers and can play a role in lessening the dropout rate among scholars (Eccles & Barber, 1999; Larson & Verma, 1999). The positive interpersonal outcomes may be due to participation in sport positively influencing such aspects as: self-control, intergroup relations, cooperation and responsibility (Wankel & Berger, 1990; Côté & Hay, 2002).

Intellectual Development

It has been well documented that participation in sporting programs is associated with various academic benefits for young athletes (Snyder & Spreitzer, 1990; Eccles & Barber, 1999; Dwyer *et al.,* 2001). Work by Broh (2002) found that participation in school sports improved learner's' performance on standardised math tests. Being physically active has been associated with improved

memory, attention and information processing all of which may play a role in better classroom performance (Bradley, Keane & Crawford, 2013). The authors conclude from their investigation on school sport and academic achievement, that providing students with sporting opportunities may be a beneficial method of improving their grades.

Partaking in physical activity such as sport has been associated with several positive health- related outcomes as discussed above. It is important to highlight how these outcomes may relate to a young athlete's physical, personal and social development. Participating in well-structured sporting programs can further offer athletes the opportunity to be recruited by talent scouts and placed into programs, where appropriate training strategies are used to produce elite level athletes. This is known as talent identification and development.

1.3 TALENT IDENTIFICATION AND DEVELOPMENT

Although the current study is not aimed at discussing talent identification and development programs in full, it is however important to consider these processes and how a coach's roles and responsibilities are incorporated in them. The process of identifying athletes with the necessary skills to excel in a given sport is referred to as talent identification. Talent identification differs from talent development as it is based on scientific principles, whereas talent development is the approach used to get an athlete to realize their potential (Vaeyens *et al.,* 2008). In many instances teams and organizations use science support structures to aid athletes in their pursuit of excellence (e.g. strength and conditioning programs, psychological counselling and video match analysis). According to Singer and Janelle (1999) there are six elements that are considered in determining whether an individual will be successful in a given sport:

1. Personality characteristics

2. Anthropometry

3. Physical capability

4. Training adaptability

5. Effective decision making

6. Health status

Once the talent identification process has been completed athletes will be placed in an appropriate learning context with the aim of realizing their potential - talent development (Vaeyens *et al., 2008*). Sports teams, coaches, federations and clubs invest a large amount of financial resources and time identifying talented young athletes to capitalize on the developmental process (Reilly *et al., 2000*; Morris, 2000; Abbott & Collins 2004). The aim is to invest in only a handful of athletes and receive some form of return on this investment through the production of marketable champions (Seiler, 2013). The work of Bompa (2000) highlights the benefits of talent identification and development. These benefits however, relate primarily to sporting performance alone and may not take into consideration other developmental trajectories.

The benefits of talent identification and development programs adapted from Bompa (2000)

- Elite performance is reached in less time as talented individuals have been identified

- Training benefits are enhanced, as the coach only has to focus on a select few gifted athletes

- It fosters a competitive environment, where like-minded athletes are motivated to excel

- Confidence is enhanced as individuals may become aware that they are regarded as gifted athletes

- It may encourage improved sport science facilitated training and monitoring of programs

According to Rongen *et al., (2018)* talent identification and development programs are neither inherently beneficial nor harmful to young athletes. Instead, it is how these programs are administered that will determine any positive or negative outcomes. In order for the outcomes to be considered beneficial, they should speak to the athlete's personal as well as athletic development. The personal health of athletes should also be reflected in their ability to form and maintain relationships with their peers, encourage self-regulation and character development as well as enhance their academic performance. Within this context the role of the coach becomes more apparent.

1.4 TALENT IDENTIFICATION AND DEVELOPMENT CRITIQUES

Talent identification and development programs have recently been criticized for not emphasizing the

fostering of well-rounded athletes (Vaeyens *et al*., 2009; Güllich & Emrich, 2012; Bergeron *et al.,* 2015; Rongen *et al.,* 2018). For an athlete to be well-rounded athlete, being physically and mentally prepared for competition is only a fraction of what should be contemplated (Gullich, 2014). Research from differing sporting codes, reflect that increased urgency is required with regards to ensuring athletes develop in a holistic fashion (Malina, 2010; Bergeron *et al.,* 2015; Rongen *et al.,* 2018). More precisely it is argued that to create healthy young athletes, talent identification and development programs should aim at nurturing the emotional and cognitive needs of athletes along with their physical training. National governing bodies are placed under increasing amounts of pressure to produce highly successful athletes at significantly younger ages (Green, 2006; Cooke *et al.,* 2010). This is reflected in research highlighting that athletes specialize in their sport at younger ages, sporting career trajectories lasting longer and national and international competition categories for younger athletes. Talent development programs have therefore, been guilty of increasing the amount of time an athlete works on their sport specific skills or fitness, often at the cost of such activities as education (Güllich & Emrich, 2006). The aim is to increase the athlete's chances of reaching elite level participation, however there is little research to indicate that there is a casual relationship (Vaeyens *et al.,* 2009).

While sport specific training is vital, resilience is another important concept to consider. In other words, to keep training for any extended period, they need to possess an appropriate amount of motivation and perseverance (Ericsson *et al.,* 1993; Baker *et al,* 2014). Athletes should learn how to handle potential setbacks in a constructive manner allowing them to develop. In fact, research in the area of deliberately developmental organizations demonstrates that the largest contributing factor to burnout is not experiencing any personal growth (Kegan, & Lahey, 2016). Much like any educational program, talent identification and development should not be viewed as either 'good' or 'bad'. Rather the focus should be on how well the program is designed and implemented. Sporting performance and personal growth should not be viewed in isolation, but a culture needs to be created where both aspects can be nurtured. Seligman (2008) contends that for talent identification and development programs to be considered effective, they need to strike a balance between an athlete's, a). Physical, b). Psycho-social and c). Educational growth. An important component of any talent identification and development program is the sports coach.

1.5 ROLE OF COACHES

According to Alayode *et al.* (2014) there are six components that are critical for talent development in sport:

1. **Facilities:** That enable development and competitive events to occur.

2. **Equipment and apparel:** That are appropriately designed for athletes as to allow effective learning of sport-related techniques.

3. **Competition**: This encourages athletes to perform at their peak, while also offering the opportunity to be recognized for their talent.

4. **Organization:** Supervisors need to be present to ensure the developmental programs operate as effectively as possible.

5. **Weather:** Although out of the control of talent development programs, weather conditions may affect and athletes' performance and what equipment and apparel will be used during training or competition.

6. **Committed personnel:** To achieve any aims related to talent development, governing bodies will require well trained and committed coaches. The human interaction factor comes into play, as coaches directly interact with athletes daily. Thus, the importance of having trained coaches cannot be underestimated as they influence, at least to a degree, whether an athlete will continue to participate in their sport. According to Piggott (2013) sports coaches operate at the core of talent identification and development programs and therefore are required to be highly skilled and knowledgeable to fulfill their roles. Alayode *et al.* (2014) contend that to ensure the continued improvement of personnel, coaches should be encouraged to regularly attend coaching conferences and seminars. This is as quality of coaching at grassroots levels has the potential to lead a program to success or failure.

The list above indicates that a vital component of ensuring talent identification and development programs that are effective is well trained and committed coaches. In recent years, there has been an increased investment in coach education, to better equip coaches to meet the demands place on them (Chesterfield *et al.,* 2010; Nelson *et al*., 2012; Piggott, 2012, 2013; Potrac *et al.,* 2013). Although there are five other factors to also consider these are outside the scope of the current research. Coaches, particularly on a volunteer basis, where there are not always assistant coaches or team

managers to rely on often fulfill several roles (Weinburg & Gould, 2003; Fraser-Thomas e*t al.,* 2005).

A primary role of the youth coach is to organise, attend and observe appropriate training sessions to prepare athletes to meet the demands of competition (Potrac *et al.,* 2007). To do this, a coach must be able to effectively instruct their players (during training and competition) how to perform sport specific skills (Wuest & Fisette, 2012). However, a coach will also have to assume a managerial role, in which they monitor a team budget, obtain training equipment and recording team statistics or results (Wuest & Fisette, 2012). In terms of equipment and facilities used, the coach will often have to assume an inspector role, ensuring that a safety standard is upheld and that their athletes will not potentially be put in harm's way. Coaches are not only expected to be present during competitions but typically must ensure that all their players are registered beforehand, as to ensure that they will be able to participate. Furthermore, to get to competitions, coaches may often be seen to not only organise transport for their athletes, but also to chauffeur them to and from their destination. As can be seen, a coach's daily responsibilities typically extend beyond just planning out effective practice sessions.

As mentioned previously, one of the most vital elements to a talent identification and development program is effective coaching (Alayode *et al.*, 2014). Several authors (Lyle, 2002; Smoll & Smith, 2002; Chelladurai, 2007; Bennie & O'Connor, 2011; Sullivan *et al.,* 2012) have previously looked to identify what makes an effective coach. Although a wide range of coaches participated in these investigations, three common themes emerged that related to coaching expertise and effectiveness: the coach's knowledge, positive athlete outcomes and awareness of the coach of the context in which they operate.

1.5.1 Coaching knowledge

As Anderson (1982) highlights, knowledge can be broken down into declarative (theoretical) and procedural (practical) knowledge. Therefore, coaching knowledge can be said to represent a coach's education, beliefs, how they conduct themselves during practice and experiences and the strategies they employ to address coaching related issues. Extensive knowledge in topics related to coaching is seen as a key characteristic to be an effective coach as illustrated in several investigations (Leas & Chi, 1993; Drewe, 2000; Schempp *et al.,* 2006). A coach's knowledge should therefore include an understanding of how to teach sport specific skills, but also being able to foster healthy relationships

with players (Becker, 2009) as well as employ a reflective process as a way of learning from their practice (Gilbert & Trudel, 2001). A successful coach should therefore be able to have professional knowledge as well as an interpersonal and intrapersonal awareness.

Professional knowledge

Professional knowledge be the "how to" knowledge as it relates to coaching and has primarily been the focus of coach education programs (Trudel & Gilbert, 2006). Abraham *et al.,* (2006) highlight that to be an effective coach, coaches needs to have a sound sport-specific knowledge, pedagogical knowledge and knowledge related to physiology, psychology and biomechanics. The authors noted that to improve an athlete's performance, a coach needs to be able to understand performance (sport-specific) but also how to teach that performance (pedagogy). Physiology, psychology and biomechanics was viewed as important in understanding the athletes better and aiding coaches in developing pre-elite and elite level athletes. Therefore, a coaches' professional knowledge includes their understanding of sport science-related topics, their sport-specific knowledge and an understanding of how to best teach these skills to their athletes. However, professional knowledge in isolation is not enough to create effective coaches. Becker (2009) looked at the experiences of elite level athletes in several sports, to determine what makes an effective coach. The athletes valued playing under coaches who had strong sport-specific knowledge, however good emotional and interpersonal management skills were also valued. Participants felt more confident in coaches that took the time to understand how they were feeling and made it a point to get to know their athletes on a more personal level. Several authors have further, noted that effective coaching also involves being reflective about one's own practice/behaviour (Gilbert & Trudel, 2001) as well as the ability to form and maintain relationships with various individuals including athletes, their parents/guardians and other coaches (Becker, 2009). Therefore, if one considers coaching holistically, a sufficient level of professional knowledge is needed with accompanying interpersonal and intrapersonal knowledge.

Interpersonal knowledge

Coaches regularly must interact with their athletes, the parents/guardians of the athletes, assistant coaches and match officials (Bowes & Jones, 2006). Sports coaches, therefore rarely work in isolation and their effectiveness often depends on how well they interact with such groups in their contexts. Quality communication skills and emotional intelligence can lead to improved athletic performance through fostering a sound coach-athlete relationship (Fox, 2011; Bennie & O'Connor,

2012). For instance, coaches who are able of supporting their athletes' autonomy and skill acquisition can result in improved athlete satisfaction (Mageau & Vallerand, 2003). A study by Blom *et al.,* (2011) examined the effect an intervention program had with the purpose of improving athlete-coach relationships. Athletes reported that there was improvement in their coaches' caring behaviours which translated into improved athlete experiences of self-confidence and team cohesion, while lessening feelings of anxiety. An autonomy-supportive environment, involves understanding an athlete's feelings and perspectives, allowing athletes the opportunities to make decisions, explaining the reasons behind sporting rules and regulations and limiting controlling coaching strategies. Therefore, being able to connect and empower one's athletes is an important part of successful communication (Chan & Mallett, 2011). According to Becker (2009; 2013) a coach should develop effective communication skills with both their support staff and athletes. To achieve effective communication, the coach needs to be able to convey information in as clear and easy to understand a manner as possible and the reasons behind their decisions and behaviors. Bowes and Jones (2006) contend that coach education programs should consider that coaching is an interactive process. Therefore, the education programs can more accurately reflect the realities of coaching and better prepare coaches for what their role involves and what knowledge they require to be successful.

Intrapersonal knowledge

As mentioned, intrapersonal knowledge is another important component related to coaching effectiveness. Intrapersonal knowledge refers to a coaches' ability for self-analysis and reflection. Gilbert and Trudel (2001; 2005) note that coaches often learn through their experiences and reflection forms a vital part of this learning. The authors described three different reflective practices coaches can undergo: 1.) reflection in action (during the activity); 2.) reflection on action (within the present, but not during the activity); 3.) retrospective reflection on action (after the activity has passed). Furthermore, Gilbert and Trudel (2001) present six components that make up the reflective process:

1. Coaching issues: Provide the stimulus for reflection to occur. Gilbert and Trudel's (2001) investigation highlighted five broad types of coaching issues that coaches may come across: (a) athlete behaviour and how this may affect the team performance and environment; (b) athletic performance: how well the athlete(s) perform sport specific skills and tactics; (c) coach profile: personal issues that a

coach feels may hinder their ability to perform their job effectively; (d) parental influence: how parents interact with the athletes, coaching staff and match officials and (e) team organisation: the management of the team before during and after training and/or competition.

2. Role frames: Act as filters that coaches use to determine whether a situation requires reflection or not. Common role frames are: the age and level at which the athletes compete, personal growth and development of the players, equity, sport-specific development, discipline and consideration of team and athlete safety.

3. Issue setting: Here the coach identifies why a problem can be considered a coaching issue. Typically issue setting is based off the coaches' own observations; however, there are cases where issue setting takes place through the interactions between two or more coaches. For instance, at a field during competition or practice sessions. Parents and support staff also contribute to issue setting, but this happens to a lesser degree.

4. Strategy generation: The coach draws on sources of knowledge to address the coaching issue. Two types of strategies are mentioned, those that relate to coaches' peers and those that do not. The three strategy generation methods that rely on coaching peers are: seeking advice, reflective transformation and joint construction. The most commonly shared method is to jointly create a strategy with the aid of a colleague. With advice seeking, the coach would come into contact with another respected and trusted coach and receive strategies to address an issue. This process entails one-way communication in which one coach is the receptor of the information the other has to offer. Reflective transformation involves the coach taking note of another instructor's strategy and then adjusting it to fit into their coaching context.

5. Experimentation: Strategy is implemented.

6. Evaluation: The effectiveness of the strategy is evaluated.

The last three components were often employed on a sub-loop should first time strategies fail to address the issues experienced by coaches. If the strategy is deemed a success the coach will disengage from the reflective process. If the strategy fails to address the coaching issue, it would be labelled as ineffective and the coach would return to step four of the reflective conversation. To be an

effective coach, team success (e.g. win-loss percentages) are important indicators, but so too would be player development and positive psychological outcomes experienced by the athlete (e.g. improved self-esteem and enjoyment) (Sullivan *et al.,* 2012). Jones *et al*. (2012) claim that reflection is important, as it allows a coach to understand where his or her strengths and limitations lie. This can improve a coaches' practice as it can help them build on their strengths and improve on their weaknesses (Bennie & O'Connor, 2010).

1.5.2 Athlete outcomes

Effective coaching therefore requires coaches to pay attention to an athletes' holistic development and well-being, which entails taking into consideration social, personal and cultural identities of the athletes. Côté and Gilbert (2009) developed the Four C's model (Competence, Confidence, Connection and Character) as a framework that should elicit the desirable outcomes from coach-athlete interaction in any sporting code.

Competence

The ecological systems theory developed by Bronfenbrenner (1999) explains how a child's growth and development can be nurtured through their exposure to consistent and gradually more complex activities, of which sport can be one. Participation in sport involves athletes regularly having to learn new sport-related skills, underpinning this learning the athlete requires overall physical health and well-being. Therefore, competence is the positive perceptions one has of one's abilities in a specific domain such as sport (Weiss & Ebbeck, 1996). Athletic competence is measured with the aid of performance indicators such as fitness evaluations, match performances and skill acquisition. Effective coaching can therefore be said to entail moving beyond simply teaching sport specific skills but also informing athletes about healthy training and lifestyle factors such as nutrition and rest and recovery. This will allow the athlete to take ownership of the skills necessary to perform well at their sport. Several lines of research have identified that coaching is a major contributing factor to an athlete's competence. For instance, coaches have a direct influence on whether an athlete can compete or not, in this way it could aid or hinder the player's development. If the coaches' only motivation were a desirable win-loss percentage at the expense of the athlete's personal development, could result in several athletes experiencing exhaustion and dropout (Robinson & Carron, 1982; Pelletier *et al.,* 2001). An association has been found between satisfying an athlete's need for competence and improved level of: sporting achievement, self- esteem, intrinsic motivation, perseverance, happiness

and lower level of negative experiences such as anxiety (Weiss & Ebbeck, 1996).

Confidence, Connection and Character

Knowing how to execute sport specific skills is not enough when it comes to fully developing athletic success. Athletes should exhibit self-belief when it comes to performing techniques in competitive environments (Côté & Gilbert, 2009). An athlete's' confidence is determined to some degree by their relationship with their coach (Côté & Salmela, 1996). Coaches have constant contact with their athletes and are able to greatly influence athlete psychological growth (Sullivan *et al.,* 2012). Research demonstrates that to create motivated and self-reliant athletes, an environment should be fostered where players are encouraged to make decisions, can connect to others and develop competence (Deci & Ryan, 2008). Findings from Olympiou *et al.* (2008) demonstrate that the quality of the coach-athlete relationship has a direct impact on the motivational environment of the team. In other words, democratic coaching styles resulted in athletes' improved sense of closeness, cooperation with their coach and commitment to a shared goal.

Full athletic development will be stifled if an athlete is unable to learn how to train and compete with their teammates. Human beings have a need to feel connected to other individuals and this stems from a desire to belong to a group (Leary *et al.,* 1995). Sporting literature has highlighted that athletes who feel a sense of belonging report higher levels of overall well-being (Jowett & Poczwardowski, 2007). Like school teachers, coaches can play a critical role in a child's ability to build relationships, overcome hindrances and construct their own identities. A shared commitment to a common goal is vital in ensuring that teams perform and learn to their full potential. Even with individual sports, athletes need to learn how to take feedback from other (e.g. coaches and match officials) and to interact with rival athletes (i.e. sportsmanlike conduct). This links to the development of the athlete's character. The initial step to improving a player's character is by the coach determining a core set of values and standards that demonstrate what is expected of their athletes and what behaviours are deemed as acceptable.

As early as 1985, it was observed that compassionate and knowledgeable coaches make a positive difference to athletes in their formative years (Bloom, 1985). Different sporting codes may require

different skills or knowledge from their respective coaches, however a common theme among the most successful sporting programs is effective coaching. Sport plays a significant role in modern society, and as such youth sport coaches assume a vital leadership role among their young athletes. As result of their ability to control whether an athlete competes or not, a coach can either directly aid or hinder a player's sporting development. There has been a shift in the definition as to what a successful coach looks like. Hill and Hansen (1988); Siegenthaler and Gonzalez (1997); Gilbert *et al.* (2001) all contend that merely striving for a desirable win to loss record at the expense of the athletes' personal development will result in numbers of dropout and exhaustion among young athletes as evidenced in Robinson and Carron (1982) and Pelletier *et al.* (2001).

In other words, coaches should be encouraged to put their athletes first and to view winning as a by-product of successful coaching. Studies by Athletes tend to favour working with coaches who possessed sound technical and tactical knowledge, were encouraging and emphasized mistake contingencies rather than seeking out punishment (Trudel *et al.,* 2010). As mentioned previously resilience and dropout rates are two important concepts when it comes to developing young athletes, and a significant influence on one or the other is whether a coach has a positive relationship with their athlete(s) (Singer & Janelle, 1999). Coaches are moving away from the traditional concept where they tell players how to think and act, into an area where they encourage different ways of problem-solving, thereby acting more as facilitators than instructors. This evidence suggests that coach education should be a vital component in encouraging and retaining children and adolescents in youth sports.

1.5.3 Coaching contexts

The coaching context refers to the environment in which the coach attempts to elicit positive athletic outcomes. Trudel and Gilbert (2006) and Lyle (2002) proposed three classifications of coaching contexts which include: a.) recreational sport, b.) developmental sport and c.) elite sport. However, Lyle (2002) further suggested two different forms of sports coaching depending on the level at which athletes compete; namely performance and participation coaching. Performance coaching refers to an intense commitment to a preparation program to control as many of the performance variables as possible. The preparation program is marked by a high degree of specificity such as strength and conditioning and psychological training. Participation coaching differs in that competition

performance is emphasized less and the athletes are less intensely engaged in their chosen sport. The goals of participation coaching are more short term in nature and are based on enjoyment and providing athletes with healthy lifestyles. Lyle (2002) further cautioned that coaches need to take into consideration the athletes they are working with, in specific contexts for which their skills and/or knowledge would be suited. For instance, a performance coach working with an athlete in a participation context should be aware of the overriding context they find themselves in (Lyle, 2002; Trudel & Gilbert, 2006).

In conjunction with the sporting context, coaches need to be aware of the age (developmental stage) of the athletes they are working with. The Developmental Model of Sport Participation (DMSP) as cited in several studies highlights training programs that are developmentally appropriate for athletes of a wide range of ages. As with Lyle's classification of sports coaching, the DMSP suggests two sport participation pathways; recreational participation and elite performance. Each pathway can further be broken down into stages and are marked by the amount of involvement in sport and the changes in social influences (e.g. coach, parents and peers) on the athlete. The DMSP claims that recreational participation and elite performance have the same training foundation from ages 6 - 12 years, this is referred to as the sampling years. In a study by Farrow and Abernethy (2002) Australian expert athletes mentioned that the coaching they received during their sampling years, focused on deliberate play structures and basic skills acquisition. The authors conclude that the deliberate play structure allows children to experiment with several movement patterns in a stress-free context which is ideal for learning. Social interactions are also fostered through the deliberate play practices where children learn to interact with other children and can give them specific goals to work towards. After this stage, an athlete may wish to stay involved in their sport purely recreationally (aged 13 years to adulthood) or focus on enhancing their sports performance. From the age of 13 athletes can be seen to develop a more professional relationship with their coach (Farrow & Abernethy, 2002). The authors highlight that coaches tend to become more technical and serious regarding training from age 13. The coaching role will shift from that of 'sports-helper' to 'sport-specialist', which may enhance the athlete's commitment to the enhanced training program. This would involve two more training stages such as the specialization years (ages 13 -15 years old) and the investment years (aged 16 years to adulthood). Although the performance outcomes of the two pathways would differ, they should aim to produce similar personal development of their athletes (i.e. 4C's). Coaches may use a number

of learning sources to improve on the above-mentioned knowledge spheres; however, research in this area has typically focused on elite coaches (Gould *et al.,* 1990; Salmela, 1995; Schempp *et al.,* 1998; Irwin *et al.,* 2004; Abraham *et al.,* 2006). An understanding of these different learning sources and to what extent coaches rely on them is however required to create a comprehensive profile of coaching education.

1.6 COACH EDUCATION BREAKDOWN

The types of training programs a coach can be exposed to can be broken down into three different categories; namely formal, non-formal and informal education. Furthermore, coaches can be trained using a number of sources, the nature of which will determine into which category the educational pathway falls into. To gain a firm understanding of how sport coaches are trained, it may be necessary to distinguish between the different forms of education.

Formal

Formal training is typically regarded as the institutionalization of learning, where the instructors exercise significant control of course content, the delivery thereof and the grading system to be used. Typically, the learning process is governed by an informed individual (Bil, 2006) and students have limited choice over what information is presented and so, what is ultimately learnt. As in many cases, the student must demonstrate certain requirements, before they can be admitted to the training program (Coombs & Ahmed, 1974). The outcome is that learners are deemed to be competent in their subject matter and as such receive certification as proof that they have satisfied the relevant criteria (Nelson *et al.,* 2006). Programs that follow this structure are higher education courses related to sport science and coaching, and national coach certification programs developed by the national governing bodies of sport (Nelson *et al.,* 2006). In fact, a growing number of universities have acknowledged the need to educate coaches who are effective at their jobs and thus are now offering both undergraduate and postgraduate coaching-related programs across the world (Lyle, 2002; Gilbert *et al.,* 2006).

Several studies have previously highlighted that coaches do value more formalized education activities and many feels, having a qualification should be mandatory (Wiersma, & Sherman, 2005; Erickson *et al.,* 2008). This notion is echoed by South African lifesaving coaches (Morris-Eyton & Coopoo,

2014) and instructors from a variety of sports: football, rugby, swimming, athletics, netball and cricket (Kubayi *et al.,* 2016). Specifically, it was felt that young coaches who have just entered the field, should receive coach education (Kubayi *et al.,* 2016). It should be noted, that when talking about coach education, Kubayi *et al.* (2016) did not limit it to formal learning only but included coaching seminars and workshops in their description of learning activities of sports instructors.

Coaches from a number of sporting codes such as athletics (Malete & Feltz, 2000) football (Hammond & Perry, 2005), golf (McCullick *et al.,* 2002, 2005), rugby (Cassidy *et al.,* 2006) and ice hockey (Wright *et al*., 2007) where all of involved participants had some experience of attending coach education programs, claimed that formal training programs do offer several favourable aspects as listed below. The findings of the studies suggest that coach education can play a part in enhancing coaching abilities, but typically only in the case of those with limited coaching experience and knowledge (Werthner & Trudel, 2006).

Table 1: Benefits of formal coach education

Factor	Authors
● Knowledgeable and professional educators ● Curriculums that are appropriately structured, progressing from introductory terms and concepts to more complex content only when deemed acceptable to do so. Content delivered is acceptable for the level of training coaches may find themselves in	Hammond & Perry, 2005; McCullick *et al.,* 2005
● Educators provide models for coaching behaviour that appears to be most beneficial in sporting contexts. That is coaches need to understand the learning preferences of their athletes, give proper instructions as to aid the athlete with skill acquisition and be able to recognize that sporting equipment is conducive to training	McCullick & Schempp, 2002
● Opportunities are granted to apply theory to a practical situation under the guidance of the educator who can also provide direct feedback and answer queries	McCullick & Schempp, 2002; Hammond & Perry, 2005; McCullick *et al.,* 2005

● Opportunity to share experiences, knowledge and issues with other sports instructors	Cassidy *et al.,* 2006; Chesterfield *et al.,* 2010
● Improved perceived ability to coach after having attended formal education courses	Malete & Feltz, 2000
● Provide those with limited athletic experience with vital information and coaching strategies. The practical components in particular offered coaches information as to how they could train their teams	Wright *et al.,* 2007; Lemyre *et al.,* 2007

McCullick and Schempp (2002) note that for a formalised coaching program to be effective three things need to be present. 1.) Programs need to be run by administrators who know exactly what coaches' responsibilities are and their educational needs, 2.) Administrators must mirror the behaviours they want to see from their graduates and 3.) The teaching practice should be closely monitored by the program administrators. Through the work of Smith *et al.* (1979) and Barnett *et al.* (1992) it is possible to see how formal coaching courses can be of benefit to coach and athlete alike. As part of the program coaches are taught the following: 1.) skills acquisition rather than beating opponents 2.) emphasis on encouraging athletes 3.) skills to create a positive team environment 4.) how to include athletes in the decision-making processes of the team 5.) how to monitor their own behaviour as coaches, to create a long-lasting positive team setting. Coaches who partook in their educational program demonstrated positive coaching behaviours such as enhanced instructional ability and encouragement, while relying less of punitive measures. This ultimately led to athletes enjoying being part of sports teams and increased their self-esteem, thereby lessening the drop-out rate. Studies such as Carron *et al.* (1997) that looked at elite football coaches and Newin *et al.* (2008) who worked with youth ice hockey coaches have adopted similar programs have also reported beneficial outcomes such as improved communication among the team, squad cohesion and coach-athlete relationship. Key to the program's success is that it presented coaches with several ways to cope with coaching issues and understanding that certain solutions are more appropriate under certain circumstance (Smoll & Smith, 2006). It may therefore be more appropriate for coaching courses to empower coaches to be able to adapt to varying contexts, rather than stressing that there is a 'correct' manner of carrying out tasks.

A study by Townsend and Cushion (2017) found that coaches attending a formal coach education program found that the course positively impacted their professional knowledge by covering topics that they were previously unfamiliar with. Coaches, however improved their knowledge of interpersonal skills by understanding the importance of effective communication and how to involve their players in decision making processes. As well as how to use reflection to review their own performance as sports coaches. The attendees especially felt that having informal education features such as communities of practice where coaches could share their experiences as part of the formal structure facilitated even deeper understanding of the complexities in coaching. Therefore, the study supports the notion that the format of the education program should be able to include elements of additional education domains, but more importantly content covered, delivery methods and assessments should speak to the contextual needs of attendees.

Coaches do make use of formal education but consider its impact on their learning and coaching practice quite low (Cushion *et al.,* 2010). Regardless of sporting code, formal education was often seen as the first step in the educational process. For instance, it was noted that coaches felt formal courses provided them with an initial enthusiasm and basic understanding of their sport and how to work with athletes (Cushion *et al.,* 2010). In some instances, formal courses have been criticised for teaching coaches content that they already implement in their training schedules. However, attendance of formal educational programs does provide coaches the opportunity to interact with other more experienced coaches. Through their interactions coaches can discuss shared problems and how to resolve these and they gain a deeper understanding of more advanced skills and techniques that they can add to their sporting program. In other words, the 'gaps' that formal left were filled by more learning informal avenues. This supports Schempp *et al. 's* (1998) claim that coaches place more value on more informal knowledge gaining strategies as compared to formal learning.

Formal coach education programs have historically set the standard as to what knowledge is most vital to coaches and which method of delivery is deemed most acceptable (Potrac *et al.,* 2007). More precisely, formal coaching courses have tended to favour sport science related education while neglecting the social sciences as they relate to a coach's duties (Jones, 2000). As noted in Abraham *et al.* (2006) coaches felt that having a sound sport science background was essential, as one cannot judge

and make decisions about performance if one does not understand sports performance. However, the coaches added that to carry across ideas related to skills acquisition and performance, a coach also needs to know how to communicate to their athlete(s). Although the coaches were from different sporting backgrounds (athletics, canoeing, curling, cycling, equestrianism, soccer, hockey, judo, netball, rugby, shooting, swimming, triathlon) they all agreed to be an effective coach one needs knowledge in subject matter and pedagogy (Abraham *et al.,* 2006).

Previous work has criticized more formalized training programs of lacking contextually appropriate and meaningful information. For instance, Reade (2009) notes, formal programs are often designed based on educating several coaches from differing sporting codes; consequently, there may be a gap between the course content and each coach's sport specific interest or informational needs. A study by Chesterfield *et al.,* (2010) observed that although football coaches were initially enthusiastic about attending an education program, the methods and practices conveyed by the coach educators were not appropriate for the coaches' team environments and thus the content were of little use to coaches overall. Mesquita *et al.,* (2014) support this, findings indicate that coaches in Portugal are unsatisfied with the current coach education design. Instead coaches echoed a need for theoretical to reflect coaches' practical working environments. Furthermore, an environment should be fostered where coaches can learn from one another's experiences, thereby moving towards a more constructivist approach to coach education (Mesquita *et al.,* 2014). In other words, formal coach training is in danger of prescribing a 'one- size-fits-all' approach, rather than emphasizing creative-problem solving skills that coaches can apply to their respective backgrounds (Jones, 2000). In fact, despite the attention that coach education programs have received, many of the educational structures within these formal domains, do not speak to the social, cultural and historical contexts in which coaches operate (Cushion *et al.*, 2010; Jones *et al.*, 2012). This is concerning as it presents coaching as a one-dimensional duty, where innovation and experience are not emphasized, and a role removed from social considerations.

Coaches have stated that formal courses often do not offer more than a basic understanding of coaching related duties, coaches appear to often arrive knowing much of the discussion points, therefore feel much of the course is irrelevant. There is no real link between the material offered and the coaches' context, many coaches have questioned the information given to them but out of fear of

failing have not felt encouraged to bring these issues up in class, course work is often passed on in a short amount of time. Consequentially coach education has a limited impact on developing coaching knowledge and improved practices (Jones *et al.,* 2012). Although formal training seems to be highly valued in some cases, several papers have noted that gaining real-life experience and interactions with coaches are considered the most vital avenues in terms of developing sports instructors (Gould *et al.,* 1990; Salmela, 1995; Cushion, 2001; Irwin *et al.,* 2004; Stoszkowski & Collins, 2014).

Non-formal Education

Non-formal learning can be defined as education opportunities that take place outside the formal education system. The course(s) tend to be delivered over a short period, with little to no prerequisite for learners to enter and are generally guided by volunteer educators (Jones *et al.,* 2003). Formal and non-formal education programs seem to share some commonalities, however non-formal learning differs in that it offers a subgroup of a population e.g. youth football coaches with alternative learning opportunities to formalised structures.

Research demonstrates that coaches do frequently make use of such workshops or clinics (Schempp *et al.,* 1998; Nelson & Cushion, 2006; Erickson *et al.,* 2008). Workshops or seminars typically hosted by sport clubs, coaches' associations or regional sporting associations have often been used to compensate for potential shortcomings in formal learning of coaching (Jones *et al.,* 2003). Non-formal courses can also focus on an area of interest for the subgroup of coaches, for instance pre-season conditioning programming. This can encourage greater attendance of course programs as the courses offer coaches the freedom to explore their growing curiosity. Furthermore, when students have a role to play in their education it also provides them with the chance to develop their decision-making skills. As a result, there will be increased buy-in from the community as their specific needs are being addressed (Walker & Dunham, 1996). Formal training programs are only able to accommodate a limited number of students, thus non-formal training may offer an alternative avenue for those coaches unable to attend universities or colleges (Russell, 2001).

Armour and Yelling (2002; 2004) note that in order for non-formal workshops to be deemed effective they need to have the following characteristics: 1.) relevant course content, 2.) provide opportunity

for practical exercises, 3.) taught by competent mentor/teacher, 4.) provide coaches with new concepts and practices, 5.) offer coaches time for reflection and discussion. The report further states, that formal and less formal learning experiences should be valued in continued education programs and programs should regularly check that professional development is having an impact on the pupils' learning (in this context it would relate to the athlete). Armour and Yelling (2007) further note that attendees of non-formal programs may not always value content offered at these workshops, due to not being contextually appropriate. In a study of 44 Canadian coaches, Erickson *et al.,* (2008) aimed at identifying what sources coaches often used to broaden their coaching knowledge, and which sources they would prefer to access. Interactions with other coaches and daily experiences were noted as the primary information sources; however, coaches expressed a desire to learn more from coaching clinics and mentors than through day to day experiences. This could suggest that coaches wish to be exposed to more mediated learning opportunities as they feel that they rely too heavily on trial and error learning.

It seems that typically knowledge and skills relating to the physical training of athletes are regularly provided, however that increasingly coaches want to broaden their life skills (Wiersma, & Sherman, 2005; Abraham *et al.,* 2006). This includes how to be able to communicate to athletes and their parents, motivational techniques, how to address athletes when they are struggling during a match or training drill (Vargas-Tonsing, 2007). This supports the notion that the most crucial aspect of coaching a team or individual is the communication of information (National Association for Sport and Physical Education and American Heart Association, 2006). Smoll *et al.,* (2011) suggest that parents may often step into a 'secondary coach' role and offer young athletes advice contradictory to that of their coach. Some parents' desire to win consistently, may even come at the price of the players' enjoyment. Thus, perhaps by strengthening communication skills the coach may be able to improve the sport- experience of the athletes. Interestingly, in a South African study (Kubayi *et al.,* 2016) first aid training was among the top needs identified by coaches, this may again relate to teams not always having access to trained medical staff as may be the case in more developed countries. This is not to say that conditioning and technical drills are not favoured, as they do feature as popular choices in their regards too. Mesquita *et al.,* (2010) completed a study to determine Portuguese coaches' preferred sources of knowledge acquisition. The study included coaches from varying educational backgrounds however; most of the participants were team sports coaches. It was highlighted that

coaches learn from a broad range of sources, but that experiential learning as done through informal and non-formal settings were favoured over more formal learning initiatives. This offers support to Jones *et al.* (2004) that the less formal settings offer coaches an opportunity to explore and reflect on solutions to contextually specific dilemmas.

Informal Education

Informal learning has been stated as a process of 'lifelong' learning, where one gains knowledge from their daily experiences in a setting (Coombs & Ahmed, 1974). Colley et al. (2003) describes informal learning as a process that takes place within a situation, where learning might not be the main purpose. Learning can occur in several different contexts, however informal learning sources being the largest contributing factor (Nelson & Cushion, 2006; Araya *et al.*, 2015). The foundation of informal education, in many cases, is a social interaction, which means that coaches can get the information they need relatively quickly and easily. This may be one of the reasons why informal education is such a popular avenue amongst coaches (Araya *et al.*, 2015). Another reason is that mentor coaches demonstrate more on an understanding of the working context of learner coaches and will offer information relevant to that working environment and issues faced therein (Araya *et al.*, 2015). There has been an increased acknowledgment that everyday experiences can be used as valuable learning experiences in several fields including coach education (Coombs & Ahmed, 1974; Nelson & Cushion, 2006; Wright et al., 2007). Previous work (Stoszkowski *et al.*, 2017) demonstrated that coaches do value the opinions and experiences shared within online coaching communities. Although this type of online format may not be applicable to every context, it does further highlight the importance informal learning holds in a coach's education. It is the coaches' experiences and environment that provides them with a platform to further enhance their knowledge and skills. In fact, Gilbert and Trudel (2001) observed that the nature of coaching provides a platform through which sports coaches can learn through doing. According to these authors, coaches will come across coaching related issues, which will cause them to draw upon their knowledge resources to address the problem. The potential solution would be implemented and evaluated over a time period. If the solution proved to be a success the coach would then move on to another issue, if not a success the coach would have to return to the strategy generation process. This can happen in several situations such as interpersonal interactions between the coach and athlete(s) or other coaches, trial-and-error-experimentation or their experience of the organizational (team) culture or even the

coaches' athletic background (Jones, 2000).

Past athletic experience and observing experienced coaches has been noted as the chief learning avenues under informal education. Cushion (2001) note that coaches were often coached by several instructors during their years as athletes. This provides the player with a long-term opportunity to become familiar with coaching duties and to gain an understanding of different coaching methods. Cushion et al. (2003) further note that the more experienced coaches exercise significant control over what will be observed, and this can be both a conscious and subconscious act. In other words, coaches will draw on their observations of the behaviour of their mentor coaches to address coaching issues of similar natures. These experiences as Cushion et al. (2003) note have long term influences on a coaches' beliefs and behaviours. Billett (2006) argues that informal learning may often result in one accepting certain professional beliefs and responsibilities without critically considering their appropriateness. That is the mentor coaches may teach learner coaches that "this is how things should be done", which a shared pitfall of several formal education programs is mentioned above. As the mentor coaches are seen in an authoritative role, many aspiring coaches may accept this professional practice without question which may hinder new and innovative ways of doing things (Cushion et al. 2001; 2003).

Irwin et al. (2004) note that the second largest source among elite level gymnastics coaches, was trial and error experimentation. Although the participants did acknowledge that trial and error experimentation may not be the best at developing coaching skills, it was an alternative for those who are unable to attend university. This supports the findings of Erickson et al., (2008) with regards to actual learning sources that coaches engage in, who noted that learning through doing was a primary source of coach learning. Based on the authors' findings, given the choice coaches may wish to engage in more guided learning opportunities. Irwin et al. (2004) further demonstrate that coaches are reliant on their experience as athletes as sources of coaching knowledge. It was felt that coaches benefitted from having a background in and know how to and how it felt to perform sports-related skills. Several authors have demonstrated that coaches from differing levels value their interactions with other coaches (Abraham *et al.,* 2006; Erickson, *et al.*, 2008; Irwin *et al.,* 2004; Jones *et al.*, 2003) as learning sources. It can thus be understood that coaches will form communities in which the purpose is to share knowledge and experiences with one another, to overcome any potential obstacles (Culver & Trudel, 2008). Lemyre et al. (2007) however observed that youth level competitive

coaches did not mind exchanging ideas with coaches from lower/recreational levels, if a coach however from a similar league less interactions would be initiated. This may be due to the overall competitive nature of sport, and many coaches wishing not to give away their strategies for success. Previous studies (Schempp et al., 1998; Irwin et al., 2004; Abraham et al., 2006; Wright et al., 2007) have demonstrated that sports instructors may also explore self-directed-informal-training which includes activities such as: reading coaching books or manuals, watching sport training/science videos and utilizing journal or magazine articles. Another criticism of informal education is that is does not always encourage critical thinking. In other words, if coaches receive information through their social interactions, they may not be able to critically engage with that information without a sound theoretical understanding (Araya et al., 2015). These coaches may pick up some effective practices, but if they are unable to critically evaluate their learning, they may also pick up certain practices that could be harmful to themselves and/or their team.

As discussed above, informal learning aims to fill the gap left by formal and non-formal education through which coaches can voice and address coaching related obstacles however as a process and outcome is often unplanned. To overcome these issues coaches often go through a process of reflection during the action present, within the action present but not during activity and after the action present (Gilbert & Trudel, 2001). To address these 'real-world' coaching dilemmas and as part of the reflection process, coaches may draw on a number of sources of information. Gilbert and Trudel (2001) note that as part of the strategy formation process of reflection coaches do rely on coaching books and video clips to aid them in their decision making. It was observed that coaches most often relied on the previously mentioned coaching materials when it came to sport- specific tactical and technical situations. Additional sources of information all centered around interactions with peers: advice seeking, joint construction and reflective transformation. With advice seeking the coach may experience a problem in their practice and thereby ask a peer on what the best course of action may be. A key consideration is that peers need to be thought of as knowledgeable and trustworthy individuals in their field. Joint construction differs from advice seeking in that it is seen as more of a partnership, whereas advice seeking requires the coach to simply receive the knowledge of a mentor. Thus, with joint construction a coach will often attempt to address any perceived issues with the aid of their partners, most often assistant coaches. Finally, reflective transformation involves one coach observing the practices implemented by another and then modifying it where necessary and

testing its effectiveness with their own squad. The key here being the modification process the strategy undergoes to reflect the coaches' unique context. In 2005, Gilbert and Trudel supported these findings and further noted additional influences on a coaches' reflective process.

The level of learning that a coach finds him/herself in, has some influence on whether they use reflection in their day-day practice (Gilbert, & Trudel 2005). Coach education may take place on a continuum, where at the start of their careers they rely more on knowledge acquisition which involves activities such as reading coaching manuals and seeking advice (Gilbert, & Trudel2005). As a coach however, progresses with their profession they seem to switch over to more of a knowledge producing domain (e.g., joint construction). Another consideration as to whether a coach will rely on reflection in their daily practice is the types of issues they come across. Tasks or issues that rely more on routine performance (e.g. technical or tactical activities) are often solved through the use of coaching handbooks, videos, magazines etc. On the other hand, coaching materials are perceived as less effective in helping coaches deal with other areas such as communication with parents/guardians of young athletes (Gilbert, & Trudel 2005). In these types of situations coaches rely more on creative thought, which can take the form of joint construction or as in the case of more experienced coaches, relying on their practical knowledge to confront dilemmas.

Finally, the environment within which a coach works influences their reflective process. Youth sport activities are further complicated by the involvement of parents/guardians and how their opinions may hinder or benefit a coaches' duties. As such parental figures, represent another element that coaches often must deal with. For instance, Gilbert and Trudel (2005) note that in an instance where parents make negative comments during competition, a coach may reflect more around these issues, as oppose to athlete growth and development, despite the coach acknowledging they would prefer to give more attention to the latter. Age groups have also been mentioned as an environmental factor that plays a role in a coaches' reflection. Specifically, coaches feel reluctant to seek out advice from other coaches that work with older athletes out of fear that they may bother them with 'simple' problems. The fact that coaches are dealing with athletes of differing maturity and skill levels has also been cited as a possible reason for not wanting to seek out aid from coaches of older athlete teams.

There is a great deal of diversity in how learning opportunities are offered when considering the

above-mentioned educational systems. Differences may be due to content offered, mode of knowledge delivery and even how the learners are assessed. It may therefore be necessary, to consider what previous research has observed in terms of each domain's' benefits and limitations. Continued improvement of coach education/training programs is one method through which participation, talent identification and development can successfully occur. As much as mode of delivery is vital in terms of coach development, an understanding of what coaches deem important in relation to the content to be taught should also be explored in further detail.

1.7 LEARNING MOTIVES

As discussed, several authors have investigated coaches' experiences of continuing education, however research is limited in terms of why coaches wish to seek out further learning opportunities. Research has however tried to address this issue of understanding coaches learning motives (Sports Coach UK, 2004; Vargas-Tonsing, 2007; Kubayi *et al.,* 2016). In 2005, with the aid of the Adult Attitudes Towards Continuing Education Scale (AATCES) Hughes (2005) concluded that coaches seem to have a positive attitude towards continued education and learning and saw it as a vital component in their coaching development. To establish motivators for further learning opportunities Sports Coach UK (2004) asked unqualified coaching practitioners what they thought might encourage coaches to seek out continued education. The most commonly noted answers were the provision of free courses as well as more locally hosted clinics/workshops. It should be noted that the study only looked at what might motivate coaches to participate in coach education programs. To highlight why coaches were attending a coaching clinic, Vargas-Tonsing (2007) enquired what would encourage 366 coaches to attend future workshops. The coaches indicated that if they were sure the course material would certainly aid them in their daily duties and if attendance was made compulsory by league authorities, they would be more willing to attend workshops (Vargas-Tonsing, 2007). Kubayi *et al.* (2016) supported this finding as they noted that sports coaches felt that youth coaches need to attend educational programs, however coaches also stated they would be more inclined to attend education courses if they wanted to coach at a higher level and included learning material that they deemed as relevant.

As literature on coach learning motives is limited at this time, a broader search was implemented to

gain an understanding of adult continued education motivators. Langsner (1993) furthermore, demonstrates that attendees' reasons for participating in continued professional education programs were as follows: 1.) learning from professional teacher, 2.) desire for professional development, 3.) chance to interact and share with fellow professionals, 4.) saw it as a responsibility to their job/profession, 5.) may lead to job security and increased benefits.

1.8 BARRIERS TO COACH EDUCATION

With a sample of over 250 certified athletic trainers Hughes (2005) set out to highlight the educational barriers experienced by their participants. The author notes that the trainers did not experience many barriers, lack of relevant course material, and cost of attendance and lack of time were however mentioned as some of the deterrents. Nash and Sproule (2012) offer support to these findings as they demonstrate, the leading reason as to why many coaches opt out of continued training is the financial cost associated with attending classes or courses (Nash & Sproule, 2012). Alongside tuition costs, are the expenses associated with travel, particularly with regards to attending courses in neighbouring cities or towns (Cushion, 2010). Although financial aid has been suggested as a potential solution, as Nash and Sproule (2012) note many coaches feel the time required searching for and complete relevant paperwork outweighs the potential benefits of any loans, bursaries or scholarships. Coaches have also stated that workshops are typically held over weekends which makes it particularly hard for them to attend as this is usually when their teams play and so cannot attend the seminars.

An investigation in 2004 sought to determine what might be inhibiting coaches from obtaining some form of certification (Market Opinion Research International [MORI], 2004). Cost and lack of time were mentioned as well, however a new factor that emerged was that very few educational programs were hosted locally, which prevented coaches from seeking out further learning opportunities. These findings were supported by (Timson-Katchis and North, 2010). It should however be noted that both the MORI (2004) and Timson-Katchis and North (2010) investigations were carried out in the United Kingdom which may be one explanation for the similar findings. Misener and Danylchuk (2009) asked coaches to rank the barriers from greatest to less important with regards to attending Canada's National Coaching Certification Program. The authors noted similar findings as the

previously highlighted studies, however lack of available courses within the area and lack of general awareness of the program was listed as the most significant reasons. Although time and financial constraints were mentioned, they were deemed as less important factors. This support findings noted by (Vargas-Tonsing, 2007) that the cost of attending educational courses held in the United States had little impact on coaches' desire of seeking out further learning. However, both Vargas-Tonsing (2007) and Misener and Danylchuk's (2009) investigations relied on participants already attending coach learning courses, which may explain the above-mentioned differences. Therefore, context is an important factor when highlighting the barriers coaches experience in terms of attending workshops, as the extent of these experiences may vary greatly.

The findings regarding barriers to continued coach education are further supported in the broader area of adult learning. It has been suggested by Cross (1981) that barriers to further education and learning can be divided into three groups, namely: 1.) Situational barriers (lack of finances and/or time and transport), 2.) Institutional barriers (irrelevant course material, inconvenient scheduling, monetary cost of attendance), 3.) Personality deterrents (no interest or desire to attend courses or low self-esteem). This breakdown of barriers to seeking out continued professional education programs has since been accepted by other authors (Merriam & Brockett, 1997). Additionally, several coaches have previously outlined that tertiary institutions and workshops can only accommodate a limited number of people (Nash & Sproule, 2012). Thus, the relative competitiveness to gain access to these training seminars is yet another barrier to consider.

As mentioned, course material has been cited as a motivator for coaches to discontinue their training. In fact, formal training has been criticized in this regard (Wiersma, & Sherman, 2005). Several investigations have noted that coach training programs seem to favour bio-scientific literature and less so the social sciences (Jones, 2000; Gilbert & Côté, 2012). In other words, coaches may acquire a sound understanding of tactical, technical and physical training methodologies but lack an appreciation for their socio-cultural role as the instructor. As mentioned, coaches have a variety of responsibilities beyond just the physical preparation of athletes, for instance due to different personality types within a team a coach may need to correctly identify how to approach and communicate key concepts to their athletes if need be. It has further been mentioned that course content is often too general and may not speak to the contextual needs of coaches (Trudel *et al.,* 2010;

Gilbert & Côté, 2012). For instance, training techniques that rely heavily on gym equipment may not be appropriate for teams who may not have regular access to those tools. Instead, a program should be designed around those needs that ensure sustainable solutions such as bodyweight conditioning drills. In other words, such training programs may not necessarily provide a base for problem solving and creative thinking skills (Jones, 2000; Cushion *et al.,* 2003). As such the coaches may not view the content as being relevant to their day to day experiences. The level of difficulty or complexity of course material has been suggested as another hindrance to coaches seeking out further training. More specifically, coaches feel that the apparent jump in information taught with respect to different levels of qualification is too large. Coupled with the relative expense, several coaches have stated that they would not enroll in a program if they were not sure that they would be successful.

From what the literature presents, barriers to coach education are typically situational and/or institutional and less likely to be personality deterrents. In other words, it is much more likely that monetary issues or perceived quality of course programs may hinder a coach's education that their desire and confidence to learn. The research regarding the perceived barriers to coaching education has however predominantly focused on European coaches' experiences. Although these respective investigations warrant some consideration, it would be inappropriate to assume the same barriers are perceived to the same extent as in a country like South Africa.

1.6 SOUTH AFRICAN CONTEXT

Before looking into the research related needs in South Africa, it may be important to first break down the overall footballing system looking from youth levels to professional leagues. The South African Football Association (SAFA) is the highest-ranking governing body in South Africa and is responsible for the administration of the nine provincial and regional associations. Part of SAFA's mission statement (SAFA Annual Report, 2017-2018) is to promote the development of football throughout South Africa, through forming partnerships with communities as well as government which aims to create capacity building opportunities for all involved members. Currently the top league within South African football is the PSL, which was established in 1996. Sixteen teams each play one another twice in home and away fixtures (The National Soccer League Handbook, 2016). At the end of the competitive season the squad with the most points win the league, whereas the team

with the least amount of points is relegated to the National First Division (NFD). Furthermore, the second to last team in the PSL is required to partake in play-off matches against second and third ranked squads from the NFD, for a potential opportunity to be promoted to the PSL (The National Soccer League Handbook, 2016).

Figure 1: The South African football structure (SAFA Technical Master Plan, 2012)

PSL
16 Clubs

National First Division
16 Clubs

Vodacom League
9 Provisional leagues
16 clubs per league = 144 Clubs

SAB League
52 Regional Leagues
832 Clubs

380 Local Leagues
200+ X 16 to 20 Clubs
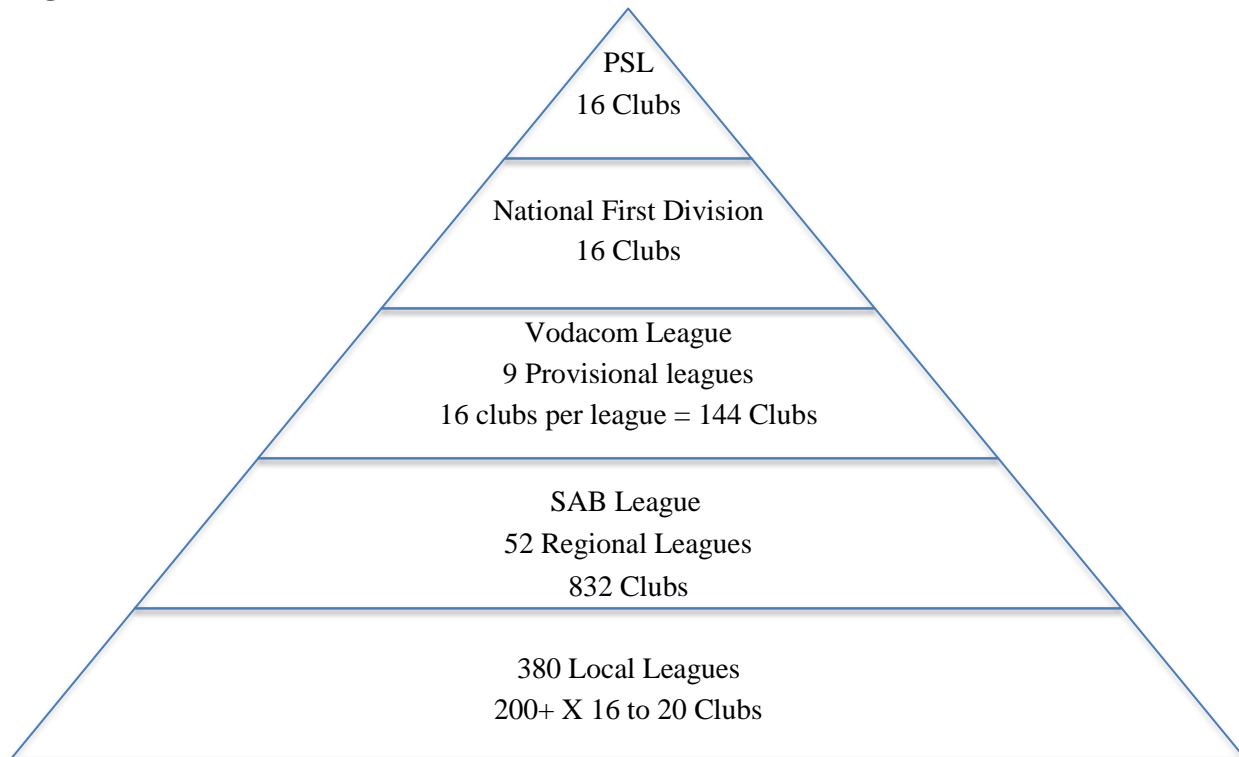
Outside PSL and NFD leagues, South Africa has three additional divisions which fall under the South African Football Association (SAFA). The highest tier directly under SAFA's control is the SAFA Second Division, which composes chiefly of semi-professional squads competing on a provincial basis. The SAFA Second Division also operates on a promotion - relegation structure, where the bottom two teams would be moved to the South African Breweries (SAB) Regional League. The SAB league is the fourth division in the overall South African football system (SAFA Statuses, 2015), with most of the players under 19 years of age in this conference. Any league below the SAB competition is overseen by a SAFA's Local Football Association (LFA). Squads in the LFA leagues are typically of amateur status and the number of teams may differ depending on size of areas and populations within provinces (SAFA Statuses, 2015). The LFAs in particular are responsible for the

promotion of youth development programs, as players at this level form the largest pool from which potential talent can be drawn (SAFA Statuses - LFA, 2015). A maximum of 16 teams are allowed per LFA, for both the youth and senior (adult) league structures (SAFA Technical Master Plan, 2012).

The competition at LFA level is a make-up of four parts (SAFA Statuses - LFA, 2015). Initially there are tournaments in which clubs within the LFA play each other, following that league winners will compete to determine an overall regional title-holder. The third phase aims at establishing provincial victors through play-offs between regional champions. Finally, provincial winners get the opportunity to take part in the SAFA Regional League by competing in the National Play-offs (SAFA Statuses - LFA, 2015). As it stands the LFA of Makana (Eastern Cape, South Africa) is responsible for the administration and coordination of football and allowing all participants a chance to compete, according to the laws as set by SAFA. This involves the creation of annual league fixtures and team logs, ensuring suitable playing conditions (sports field, equipment etc.) and create competitions as to allow players from all age groups (u13, u15, u17 and senior teams) an opportunity to compete for league promotion. The LFA furthermore needs to ensure that officials, coaches and athletes alike all follow the appropriate rules and in the case of transgression that a suitable course of action is taken. At the start of each season teams pay a registration fee to compete in the league, the LFA uses this money to purchase trophies for winning teams, pay the match officials and ensure the upkeep of such things as the condition of a locally used football field. There are several subcommittees that oversee specific tasks to ensure the Makana LFA performs as best it can:

1. Finance and Procurement Committee

2. Competitions Committee

3. Technical and Development Committee

4. Referees Committee

5. Legal, Status and Disputes Committee

6. Women's Football Committee

7. Youth Football Committee

8. Safety, Security and Protocol Committee

With respect to the 2017/18 SAFA annual report on coach education, over 1700 coaches had completed courses in one of the four domains of instructor licenses (Annual Report, 2017-2018), this is in accordance with SAFA's goal of having 10 000 coaches with relevant qualifications to their names by 2022. It appears that most of the coaching short courses were held in Gauteng, KwaZulu-Natal and the Western Cape. The workshops hosted in the Eastern Cape from July 2017 – June 2018 took place in the following regions: Nelson Mandela Bay, the Alfred Nzo District and the Sisonke District. All the mentioned areas fall outside of the Sarah Baartman region within which the Makana District forms part of. The most recent football coaching clinic held in the Makana district was in 2011 (Grocott's Mail, 2011). This seems to indicate short-course soccer coach training programs are not regularly hosted around the Grahamstown region. Furthermore, the coaching clinic was not a SAFA sponsored initiative.

To the author's knowledge, no previous research has been conducted on LFAs in South Africa, specifically those LFAs that exist in small to medium cities. This is significant, as most of the 311 LFAs across the country, which comprise of 200 teams are situated in provinces, like the Eastern Cape. Very little is yet understood around how coaches acquired their expertise and what possible barriers they may have experienced along the way. At the grassroots level, the SAFA technical master plan (2012) notes that coaches require either a D license (Grassroots) or C license coaching qualification. The D license course is a one-day hour workshop, where mostly parents and teachers make up most of the attendees. The breakdown of the workshops is 20% focus on theory with 80% focus on practical experience. The C license course requires participants to complete 120 hours of coursework, with a 40% focus on theoretical concepts and 60% practical learning. As an aim of the SAFA technical master plan, all head coaches at LFA levels should have a C license. Some of the challenges, however, that SAFA have been experiencing in their attempt to host regional coaching workshops are: lack of technical staff to administer courses on a consistent basis, financial constraints with regards to implementing additional coaching clinics, certain areas do not prioritize coach development and instructors opting to play club football as they can earn more daily allowance.

As the name suggests, the Eastern Cape is situated on the eastern part of South Africa. Thirteen percent of South Africa's population currently reside in the Eastern Cape. This makes it the third most populated province in the country (Community Survey, 2016). Furthermore, the Eastern Cape is

largely described as rural and is currently the poorest province in the country. In terms of education, the Eastern Cape has the highest percentage (8%) of people aged 20 years and older with no schooling in South Africa (Community Survey, 2016). The largest contributing group is individuals with an incomplete secondary school education, which accounts for 40.5% of the province. Although taking into consideration the province's population size and overall structure, household characteristics can furthermore highlight living circumstances of many citizens. The Community Survey (2016) notes that the average domestic size is 3.9 people, with most of the households (50.9%) being male-headed.

As discussed, the Eastern Cape is the poorest province in South Africa, which is reflected in the number of unemployed citizens. With respect to quality of life, over 200 000 people have no access to electricity and 27.3% of households do not have safe drinking water. An overwhelming amount of people (93%) living in the Eastern Cape are unable to afford regular internet services. Food is among the most basic of human needs and a requirement for physical and mental development, especially during adolescents (Community Survey, 2016). A concerning statistic indicates that 26.3% of households reported that they ran out of finances for food in the 12 months prior to the national survey. The Eastern Cape is categorized as largely rural, reflected through the types of household/dwellings people live in. Most of the households (60%) within the province can be labelled as formal, however this number is 14% lower than compared to the national average (Community Survey, 2016).

Historically most of the research into coach education, including football, has been conducted in countries outside of South Africa as Table 2 will highlight. Thus, there is very little awareness of football coaches' educational needs in South Africa, and those from the Eastern Cape. Therefore, to make any conclusions about the educational needs of Eastern Cape youth football instructors would not necessarily be appropriate as the coaching context of the coaches differs significantly. It should be noted that this is not an exhaustive list, as the purpose of the current paper is not to create a systematic review and coach education literature. Rather the list demonstrates the lack of understanding of the educational needs and experiences of Eastern Cape football coaches. Studies that were included looked at coach education, specifically highlighting the coaches' education backgrounds and their perceptions thereof.

Table 2: Brief summary of coach education literature

Author(s)	Level of Coaching	Country
Abraham *et al.* (2006)	Elite and developmental-performance	United Kingdom
Blom *et al.,* (2011)	Youth	North- America
Chesterfield *et al.* (2010)	Advanced level	United Kingdom
Coté *et al.* (1996)	High performance	Canada
Erikson *et al.* (2008)	Voluntary with level 2 or 3 coaching certifications	Canada
Fleurance & Cotteaux (1999)	Elite	France
Irwin *et al.* (2004)	Elite	United Kingdom
Jones *et al.* (2004)	Elite	United Kingdom
Kubayi *et al.* (2016)	Youth	South Africa
Lemyre *et al.* (2007)	Youth: recreational and developmental-performance	Canada
Nash and Sproule (2012)	Variety of levels (no qualification to level 5)	United Kingdom
Reade *et al.* (2008)	High performance university	Canada
Schempp *et al.* (2007)	Elite	North America
Vargas-Tonsing (2007)	Youth volunteer	North America
Wright *et al.* (2007)	Youth volunteer	Canada

1.10 STATEMENT OF THE PROBLEM

Football athletic performance is dependent on several components, one of which is effective coaching. Furthermore, a key determinant of effective coaching is coach education and training. Currently limited research exists with regards to soccer coaches and their professional development within a South African context. To improve upon football talent identification and development, it is vital to consider the current level of knowledge of coaches working within a footballing context, particularly at the grassroots level (identified as the Local Football Associations by SAFA). The study therefore aimed to highlight the current level of qualifications of coaches in the Makana Local Football Association and the degree to which they have relied on formal, informal and non-formal

education and training. Furthermore, the study aimed to identify the potential barriers to coaches' professional development and perceived educational needs. This will provide a foundation as to how Rhodes University could contribute towards offering meaningful services to community partners for football development in the Makana region.

CHAPTER 2: METHOD

The following section will aim to discuss the study design that were used in order to obtain the desired data to answer the statement of the problem identified at the end of Chapter 1. Related to the design the researcher will also highlight what investigative tools were used to complete the research and why they were the most suitable. A detailed description has also been provided as to how the research tools were designed and the procedure used to recruit and gather data from the participants. This will allow future researchers the opportunity to replicate the current investigation. The statistical analysis procedure has also been provided which will show the reader how the findings were summarized.

2.1 STUDY DESIGN AND RESEARCH TOOLS

The current research forms part of a broader initiative which aims at improving footballing performance within the Makana region. To accomplish this, sporting performance must be understood in a holistic manner, which is influenced by a number of factors one of which is effective coaching. Representatives from the Makana LFA have approached the Human Kinetics and Ergonomics department and expressed a need to foster capacity building among local football coaches. The purpose of the current study was to investigate the educational realities of youth football coaches in the Makana LFA and the needs that arise out of these realities. As discussed in Chapter 1, previous work has demonstrated several key domains of focus with regards to coach education and training. In order to achieve this purpose, the following two-part protocol was designed, with the first phase consisting of a questionnaire and the second a more in depth semi- structured interview. The study design therefore used a mixed method research protocol in which both quantitative and qualitative data was recorded, during two phases of the study. More specifically the study made use of a sequential explanatory design (Cresswell & Clark, 2011), where quantitative approaches are used initially. To explore the research question in further detail a smaller number of participants then partook in the qualitative measurements (Cresswell & Clark, 2011). Hurmerinta- Peltomaki and Nummela (2006) argue that a mixed methods approach allows improved understanding of a subject matter as compared to studies that only rely on qualitative or quantitative data. Integration of the findings is presented in the discussion section, as quantitative and qualitative approaches were carried out separately. The integration of the qualitative and quantitative data strengthens the validity of the findings and the conclusions that can be drawn from an investigation. Due to the education of Eastern Cape football coaches being unexplored, it was decided that both forms of data would be important

when looking to create a profile of coaches' educational experiences and needs.

Phase one: Questionnaire

It is important to clearly define what is meant by questionnaire-based research, prior to explaining how the questions were designed. Questionnaires are a type of survey, in which the respondent provides vital information by answering a series of prompts. Unlike other survey tools, questionnaires are inexpensive and do not require much effort by the participants to complete. The first phase comprised of a questionnaire distributed to participants that met the necessary criteria (see selection of participants). The questionnaire comprised of close-ended, open-ended and Likert scale questions in order to establish opinions and levels of agreeableness around coach education experiences. The use of a questionnaire to elicit the required responses from participants was selected for several reasons outlined below. Firstly, questionnaires allow for anonymity which is less intimidating and increases the accuracy of the information given by the participants (Kothari, Kumar, & Uusitalo, 2014). Questionnaires further allow for the collection of data from a relatively large sample and are both time and cost effective to implement (Drummond *et al.,* 2014). Furthermore, the work of previous authors in the field of coach education was used in order to inform the design of the questionnaire (see review of literature).

Currently limited information is available on the characteristics of coaches, their qualifications and needs within the Makana LFA structures. Therefore, the nature of the current research was explorative, and the questionnaire was designed using previous work as a foundation. Several authors have identified themes to document sports coaches' experiences and perceptions of their education (Fleurance & Cotteaux, 1999; Jones *et al*., 2004; Abraham *et al.,* 2006; Vergas-Tonsing, 2007; Erikson *et al.,* 2008; Kubayi *et al.,* 2016). From these the themes (table 3) for the current research project were gleamed. Please note that the same themes were explored in phase two of the research which will be discussed shortly.

Table 3: Themes related to coach education

Theme	Details
Demographic information and Socioeconomic status	Basic personal information regarding the coaches. As minimal studies on coaches have been conducted in South Africa it would be necessary to create a more comprehensive picture of coaches within the current context.
Coaching practice:	Gain an understanding of coaching roles and responsibilities. This will provide an idea of how many teams coaches work with, how many hours per week they coach and how they manage multiple teams.
Types of training the coaches may have been exposed to:	This may be formal, non-formal, informal education or a combination of these. And why coaches have relied on these. The participants were asked to critically reflect on the strengths and weaknesses of the educational sources they used. This would begin to form an idea of the educational needs of local football coaches.
Barriers and motivators to coach education	To identify perceived hindrances and motivators in obtaining further training and education. As mentioned in the review (Cushion, 2010) currently there are only a few studies that have considered what motivates coaches in seeking out educational opportunities.
Perceptions of coach education	This will provide information regarding whether coaches of the Makana region feel coach education courses would be of benefit to them. Furthermore, what topics they wish to learn more of.

Section 1 aims at highlighting the demographic and socio-economic information of local football coaches. A socioeconomic questionnaire was developed and administered to the participants of the study. As mentioned in chapter one (pages 32 to 33) the Eastern Cape is marked by unique socioeconomic challenges. Questions and variables identified as important considerations in the South African General Households survey

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(https://www.statssa.gov.za/publications/P0318/P03182016.pdf) was used to create the pertinent questions in the questionnaire. As no previous study has looked at coaches working within the Eastern Cape, it was decided to include a questionnaire that considered the coaches socioeconomic profile, in order to provide description of the population of interest.

Section 2 required participants to provide information regarding any previous experience with formal coach education and their roles as coaches. Once again, the information would be used to create a more complete profile of the local Grahamstown football coaches. Nash and Sproule's (2012) study was used as a guideline, when designing the questions related to the participants' coaching and sporting backgrounds. Several questions were asked, where coaches responded in the spaces provided. The participants were asked if they do possess any formal coaching qualifications and whether they have attended any coach education program 12 months prior to responding to the questionnaire. To gain a better understanding of the job demands of being a football coach within the Grahamstown context, participants were asked for how long they had been coaches and to estimate how many hours a week they spent coaching.

Section 3 aimed at highlighting what learning sources coaches have previously used in order to gain an understanding of football coaching. It was scored on a 5-point Likert scale ranging from 1 (not important) to 5 (very important). Likert scales are a commonly used instrument in questionnaires that aim to measure a participant's opinion or perception regarding a given topic (Likert, 1932; Boone & Boone, 2012; Hartley, 2014). The participant is presented with a question or statement and using the Likert scale can express the degree to which they may or may not agree with it (Bowling, 1997; Burns, & Grove, 1997). The scales may differ in size, although the 5- or 7-point Likert scales are most commonly used. Likert scales have previously been used in investigations of coach education (Hughes, 2005; Vargas-Tonsing, 2007; Kubayi *et al.,* 2016). Some of the options provided related to costs of attending coaching courses, the material taught, time constraints etc.

Section 4 comprised of two open-ended questions which looked at capturing coaches' motivators for continuing education and as well as perceived barriers in seeking out such opportunities. Finally, section 5, consisted of three questions. First, participants were required to answer questions related to their perceptions of coach education using a 'yes', 'no' or 'unsure' indication. Secondly, the

participants were asked using another open-ended question what topics they felt should be covered during a coaching program. Thirdly, using a Likert-scale the questionnaire sought to determine what education program format coaches thought would be most beneficial to their development. The categories ranged from 1 (not important) to 5 (very important). At the end of the questionnaire, it was made clear to the participants how the information would be analyzed as well as kept confidential and then made use of and finally thanked them for their cooperation.

A previous unpublished explorative study of a similar nature (Potgieter, 2017) within the same department highlighted the status of football related knowledge within the Makana region. It did this by identifying the extent to which coaches rely on formal and/or informal knowledge and whether this knowledge had an influence on coaching practices. The study also made use of a self- designed questionnaire that was translated into both an English and isiXhosa version. The coaches, however expressed a preference for answering the English version, therefore the current investigation will use English for the questionnaire as well as the interview.

Phase two: Semi-structured interview

Once the basic data had been obtained from the participants and a thematic analysis conducted it was deemed important to explore some of the issues in more detail with a select group of participants. Therefore, phase two of the investigation was a semi-structured interview. More specifically the semi-structured interview was used to gain more information from key areas highlighted in phase one. Previous investigations were also used as a guide in creating the interview discussion topics (Fleurance & Cotteaux, 1999; Jones *et al.,* 2004; Abraham *et al.*, 2006; Erikson *et al.*, 2008), which emphasise, allowing participants to have a conversation as posed to simply responding to questions. The questions were a mixture of qualitative and quantitative questions. Questions that are closed-ended are conclusive in nature as they are designed to create data that is easily quantifiable. Furthermore, the information gained by closed-ended questions allows researchers to categorize respondents into groups based on the options they have selected. Questions that are open-ended provide rich qualitative data. They provide the researcher with an opportunity to gain insight on all the opinions on a topic they are not familiar with. Semi- structured interviews tend to be a lot more flexible that quantitative questionnaires in that there are no pre-set questions. The participants have more control over how the discussion develops during the interview. However, a guideline of

discussion points (Appendix A) was utilized by the current research as this provides an element of focus to the conversations but still allows adaptability when recording interviewees' responses (Turner, 2010). To accurately analyse and represent the coaches' responses, quantitative data will be analyzed using descriptive statistics while the qualitative data will be analyzed through thematic analysis.

The interview followed the same structure as the questionnaire in terms of the themes that were investigated. As discussed, the questionnaire would inform the discussion points around each section of the interview. The interview consisted of three broad sections: coaching background and characteristics, coaches' experiences and opinions of coach education and the educational needs of Makana LFA coaches. It was imperative that the three sections are fully understood, as this would allow for the creation of a community-driven service that can best accommodate local football coaches' responsibilities and learning requirements.

Background and characteristics: As the questionnaire had already highlighted the average amount of years that participants had been coaching, an important area for discussion was how coaches became involved in football. The interview allowed the researcher to explore in more detail the factors that were highlighted in the questionnaire. As no studies have been completed on football coaches in the Eastern Cape, it is important to highlight the unique working context they find themselves in and the nature of the demand associated with their roles.

Coaches' experiences and perceptions of coach education: To fully understand the educational background of the coaches, participants were asked about all the educational sources that they have used in the past. The participants were further asked why they felt that they relied on previously utilized learning sources and to critically evaluate their strengths and weaknesses. The aim of such discussion points is to highlight learning sources and their perceived benefits and drawbacks. This will enable community partners such as the LFA and the HKE department can use the information to provide educational services to local football coaches. Part of the questionnaire's aim was to highlight perceived barriers that coaches experienced in seeking out further educational prospects. To understand these obstacles in more detail, the interview looked to capture, why these factors existed.

It was important to establish that there is indeed a need among the community for coach education programs, thus participants were asked if they felt that such programs would be of benefit to them.

Educational needs of Makana LFA coaches: An important consideration is what type of education the participants feel would be of most benefit to them. Coaches were also given the opportunity to express what coaching-related subjects they feel they wanted to learn more about to further aid them in their role as a coach. Participants further discussed what type of format would best suit them when it came to attend educational programs. For instance, whether coaches would prefer a lecture, group discussion/work and/or practical demonstrations. Due to the number of league competitions and requirements such as registrations that take place during the year, participants were provided an opportunity to state at what time of the year would be most beneficial to host educational programs.

2.2 DEVELOPMENT OF THE QUESTIONNAIRE AND INTERVIEW

Questionnaire

The works of Vergas-Tonsing (2007) and Kubayi *et al.* (2016) were vital in the construction of the questionnaire as both studies investigated similar concepts on South African coaches, though not football specific. For details of the findings of these two studies please see review of literature. Furthermore, questions selected were done so in accordance with the guidelines of Krueger and Casey (2000), who state that good questions should be clear, concise and easily understood by participants. The sample group were required to complete a once-off, 5- part questionnaire, each section of the questionnaire is discussed in Table 4.

A combination of close-ended, open-ended questions and Likert scales were used to record participant responses. It is typically suggested to have closed-ended questions at the start of the questionnaire, and open-ended enquiries towards the end (Jenn, 2006). This is because it may be necessary to build a trusting relationship with the researcher before answering questions of a more sensitive nature. Likert-scales are beneficial when measuring the degree with which a respondent may agree or disagree with a specific statement or question. Thus, respondents are not forced to record any 'either-or' responses, should they not wish to. In order to assess coaches' perceptions around

certain topics Likert-scales were selected that would accurately represent the coaches' degree of agreeableness. The open-ended questions seek to highlight the barriers some or all the coaches have previously experienced with regards to their professional development. Finally, close ended enquiries were added in order to establish the sources with which coaches have developed their knowledge, but so too to highlight the unique socioeconomic context in which they exist.

Table 4: The main themes of the questionnaire

Theme	Objectives
Coaches' demographics and Socioeconomic Status	- Who are the coaches in the Makana LFA? - How long they have been coaching? - What their weekly schedule is and - How much time they spend on coaching football? - To highlight the unique context of the youth soccer coaches working within the Eastern Cape province.
History of education and training	To what extent did coaches rely on formal, non-formal and/or informal training to carry out coaching duties?
Barriers to continued education and training	Questions explored reasons that might have caused coaches to opt out of seeking further education opportunities, outside of their control.
Perceptions of coach education and topics	Identifying whether coaches feel further training is useful and what topics they perceive as being most vital to them in terms of being effective coaches.

Each of these themes and the objectives was therefore developed into a questionnaire (See Appendix B) for the whole questionnaire. Walonick (1993) and Ravi *et al.* (2014) recommend that questionnaires should avoid the use of negative questions as to not lead or confuse the participants and in order to minimize bias to not base questions on assumptions. As such, questions were designed as they related to the above-mentioned themes. Socioeconomics was furthermore added in order to create a more comprehensive picture of coaches working environments.

Interview

Discussion topics for the interview largely depended upon the answers provided by participants during phase one of the research. However, the main aim of the qualitative portion of the research was to uncover rich, detailed accounts of the coaches' perceptions around youth football education programs. The interview guidelines therefore served as topics of conversation that should be covered

during the interview (Silverman, 2013). The participants were given freedom to state their opinions with the researcher only bringing the conversation back to its focus when deemed necessary. It should be noted that a departure from the discussion topics is not always seen as detrimental; in fact, it may provide the researcher with additional information and allow him/her to ask further questions in order to enhance their own understanding (Silverman, 2013).

According to Legard, Keegan and Ward (2003), the most effective types of interviews are those that closely mirror everyday conversational elements. Therefore, the first discussion topic, was relatively easy to answer, and allowed the participants to get an idea of what the question-answer format would be. A brief summary has been provided in table 5 as to the questions asked during the interview. A detailed copy of the interview and the discussion points has further been provided, please see Appendix A.

2.3 SELECTION OF PARTICIPANTS

The aim of the present study was to identify Eastern Cape football coaches' perceptions of their education and the educational needs they have identified, in order to improve on their effectiveness as coaches. Several studies have identified that it is important to investigate coaches' educational experiences and opinions (refer review of literature). All the mentioned studies have been conducted outside of the Eastern Cape, with very few focusing on football coaches. Furthermore, as the official development structure of SAFA, the LFAs perform an important role within South African football and as such are a salient research area. Therefore, findings from the current investigation will contribute towards a more complete profile and understanding of the educational experiences and needs of Makana Local Football Association coaches. It is for this reason that, only coaches that work within the Grahamstown context and are directly involved in football training were selected to represent this demographic. More specifically the research purpose was to explore barriers to education in smaller metropolitan centers that are typical of LFA's in the Eastern Cape (see review of literature) rather than in the larger centers that have greater resources available to them. Participants were therefore required to be coaches whose teams compete in the Makana LFA football leagues. The Makana LFA is in Grahamstown/Makhanda and is one of eight LFAs in the Sarah Baartman Region of the Eastern Cape. It was important that participants had some knowledge of the demands of coaching football, therefore coaches recruited had to at least have coaching experience of the

2016/2017 season.

Table 5: Discussion topics explored during the semi-structured interview

Coaching characteristics and background	- How coaches got involved in coaching football? - Are the participants the head coach of their team(s)? - Are there assistant coaches? - How do coaches manage multiple team? - Who else would the participants want involved in the team?
Experiences and perceptions of coach education	- Most important learning sources - Reasons for relying on these sources - Strengths and weaknesses of these sources - Would coaches benefit from an education program? - Have participants attended formal coaching courses? - Barriers to seeking education - Would a coach education program be beneficial? - Have participants been mentor coaches? - Important skills taught as a mentor
Educational needs	- Type of education best suited to local coaches - Subjects coaches desire to learn more of - Comment on the fundamentals of coaching - Delivery method of program content - Comment on 'time' being a barrier to education - Time of year best suited for education programs

2.4 ETHICAL CONSIDERATIONS

Prior to the questionnaire's distribution an ethics application had to be approved by the HKE ethics committee. Due to the two phases of the research an addendum had to be added to the original ethical application and resubmitted to the HKE ethics committee prior to the interview. This was because the discussion points would be informed from what was noted after the questionnaires had been analyzed.

Informed Consent

All participants were informed verbally and in writing as to nature of the investigation (Appnedix A). The participants were explained as to what the purpose of the study was, including the aims, the procedures that would be followed and what the potential benefits and risks were. It was made clear that at any point participants could exit the study, if they wished to do so. Voluntary, written consent was given by all participants without any pressure from the researcher, coaching peers or any other LFA members. Upon completion of the study, participants were provided with detailed feedback regarding the overall investigation's findings.

Privacy and anonymity of results

A coding system was used to ensure data obtained from both questionnaires and interviews could not be traced back to the participants. The participants were informed that their data would be kept for statistical analyses and be deleted at the completion of the investigation, with only one copy being stored in the Department of Human Kinetics and Ergonomics, Rhodes University, for archive purposes.

2.5 PROCEDURE

Questionnaire

As mentioned, the research consists of two phases. Phase one was the questionnaire, which would then inform the interview as to what topics need further expanding upon (Jenn, 2006). Once ethical clearance had been obtained from the Rhodes University ethics committee, a pilot investigation was implemented. Fifteen local coaches took part in the pilot study, after a monthly LFA meeting. It was
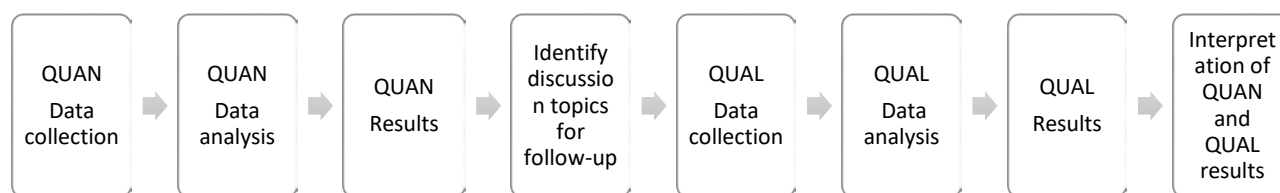
established that the questionnaire was easy to follow and measured the necessary topics accurately. The researcher, from this point, could commence with the primary investigation. In order to establish contact with the football coaches in the Makana LFA, the researcher and assistant attended an annual 5-day football tournament where coaches were asked at the registration booth if they would be interested in participating. A verbal and written explanation was given as to the purpose of the study and the potential benefits and risks involved in participating in the investigation. It was also explained that all the responses would be kept anonymous and that coaches had a right to withdraw from the study at any time, should they wish. The interested participants were all given informed consent (Appendix C) forms that they were required to sign, along with the researcher and a witness. The coaches could take the questionnaires home and complete them there, and then return them during the course of the tournament. A total of 33 questionnaires were handed out, of which 25 were returned. After the questionnaires had been collected, the data were reduced using descriptive statistics and thematic analysis for the open-ended questions. Through this process the researcher identified several areas that needed to be investigated in further detail during the interview. A key objective of the interview was to highlight the coaches' experiences and perceptions around coach education.

Semi-structured interview

Due to the nature of qualitative research and the time required to analyze the data, only five participants could take part in the interview. The researcher contacted the first five coaches that responded to a message sent regarding the interview. It was also made clear that if any of the other coaches were still interested in having the interview, the researcher would organise a time and place where they could meet outside of the current investigation. The interviews would all take place during the same day and was held on a one-on-one basis as to avoid participants feeling obliged to agree or disagree with any of the other coaches' responses. Another reason it was decided to not have a group interview was to avoid having only a few participants answer the questions while others do not. Prior to the interview the coaches were sent information as to where the interviews would take place, which was the Human Kinetics and Ergonomics department at Rhodes University. The coaches would all meet with the researcher at different times of the day in order to conduct the interviews.

Only four coaches were able to attend the interview on the day. Prior to each participant being

interviewed, the researcher explained the purpose behind the investigation how the interview would serve to gather any additional information regarding football coach education that could not be captured with the use of the questionnaire. It was made clear that the participants were under no obligation to answer any question(s) if they were uncomfortable and that they could remove themselves from the investigation at any point. The interviews all followed the same structure in that coaches were firstly asked about their coaching background and job demands, secondly to recall their educational experiences and perceptions thereof. Thirdly, participants were asked to discuss their educational needs. The participants' responses were recorded using a tape recorder. After the interviews were conducted the researcher thanked the participants for their interest in the study and explained how their anonymity would be kept safe. The researcher further told the coaches how and when they can expect to receive feedback on the research findings. A thematic analysis was used in order to summarise the recorded responses. The integration of the quantitative and qualitative data is presented in the discussion section, as indicated by the following figure depicting the research procedure:

| QUAN Data collection | → | QUAN Data analysis | → | QUAN Results | → | Identify discussion topics for follow-up | → | QUAL Data collection | → | QUAL Data analysis | → | QUAL Results | → | Interpretation of QUAN and QUAL results |

Figure 2: A schematic of the Sequential Explanations Model

2.6 STATISTICAL ANALYSIS

After the completion of phase one, descriptive statistics were used in order to analyze and summarize participant data. However, due to the qualitative nature of phase two of the research, thematic analysis was used in order to identify patterns across the coaches' answers. The investigator used a five-step process (Maguire, & Delahunt, 2017) to successfully complete a thematic analysis of the interviewed responses regarding the coaching education of Makana LFA football coaches. These analysis tools were implemented in order to understand what Makana LFA coaches' experiences and attitudes are with respect to football coach education programs.

Familiarisation

As the interviews were recorded using a tape recorder, they first had to be transcribed. It has been suggested that if a project is exploratory in nature, the transcriptions need to include everything that was said during the interview, as little might be understood about the subject matter or participants. After the transcriptions had been completed the researcher re-read the material in order to gain a firm understanding of what the coaches were saying.

Generating initial codes

Features of the interviewed responses that appeared meaningful, unexpected and interesting to the researcher were assigned codes. It should be noted that a code represents a description of what was said in the interview and therefore often is taken as a direct quote from one or more of the interviewees. There are often more codes than themes, however this is important as it provides the context in which the conversation is taking place.

Searching for themes

Here the researcher started to analyse the codes that were noted in step 2 and identify any overarching themes. Codes were often split up or combined in order to form what the researcher titled 'sub-themes'. During this phase some codes may be excluded as they have become redundant and others will be retained, it is up to the researcher discretion to decide how this will take place. From the sub-themes the researcher then created themes that related to answering some part of the research question. Predominantly the themes in the current study are descriptive, in other words they describe patterns observed in relation to responding to the research question.

Reviewing themes

The researcher went through all the codes once again in order to establish that they support the themes that represented them. It should be noted that one codes may be represented by more than one theme. Questions that the researcher accounted for whilst doing this is as follows:

- Do themes make sense in relation to research question?

- Do the codes and sub-themes support the overarching themes?

- Are too many codes being categorised under one theme?

- Are overlapping themes supposed to remain separate?

- Are there any other themes within the data?

Defining themes

The final phase of the analysis, here the researcher gave each theme a 'name' or description. The description had to reflect what the researcher found interesting about the theme. As one does this, one identifies the narrative the theme is telling and how this may relate to each other themes from the interview.

CHAPTER 3: RESULTS

3.1 QUANTITATIVE QUESTIONIARE

A total of 33 questionnaires were handed out to 33 football coaches during an annual football tournament in held in Grahamstown between June the 28th and July the 6th 2018. All of the coaches at the time were affiliated with the Makana LFA and their teams participated in LFA competition structures. The total number of coaches involved in the Makana LFA is 33 of which 25 coaches responded to the questionnaire, which equates to a 75.7% response rate.

Table 6: Summary of the demographic and socioeconomic profile (n = 25)

Race	African/Black - 100%
Home Language	isiXhosa - 100%
Home Town	Grahamstown/Makana - 96% Riebeeck East - 4%
Medical Aid	No - 12% Yes - 88%
Currently employed	Yes – 72% No – 28%
Monthly income	R 4 171.55 (± 3185.50)
Household numbers	4.1 (±1.3)
Financial contributors per household	1.2 (±0.6)
Transport used to get to and from work	Walking - 12% Own Car - 20% Taxi Service - 44% Other - 24%
Currently in possession of a cell phone	No - 4% Yes - 96%
School Attendance	Yes - 100%
Level of completion	Incomplete primary school - 0% Primary education - 100% Incomplete secondary school - 36% Secondary school - 64%
Reason(s) for stopping studying	Financial - 68% Academic failure - 24% Had to work - 8%

All the participants indicated that they are African and first language isiXhosa speaking. All coaches, except one, are from the Grahamstown/Makhanda, with one from Riebeeck East (A small town outside of Grahamstown). This is due to Riebeeck East being part of the official Makana LFA competition structure and therefore the coaches' results have been included here. The average salary of the coaches was R 4 171.5 ($\square$ 3185), with the high standard deviation due to some coaches earning very little or no salary at all, while other coaches may earn comparatively higher incomes. This is evident in the unemployment rates, where a total of 27% of the coaches were unemployed during the period of responding to the questionnaire. The average number of people living in participants households was 4 (±1.3), with only 1.2 person on average contributing financially. Only a small portion of the coaches (20%) have their own transport to get to and from work, while the majority rely on taxi services (44%). The remaining coaches either walk (12%) or use other transport means.

Only 1 of the coaches responded by saying they did not own a working cell phone, while all the other coaches had a cell phone. All the coaches had attended school at one level or another, with 100% having passed primary school. However, 36% of coaches stated that they did not complete their secondary school career, the main reason being financial constraints. Academic failure (24%) was also shown to be a reason for discontinuing education as well as some respondents (8%) indicating that they needed to start working to support themselves and their families.

Table 7: Summary of coaching practice (n = 25)

Coaching Context	Coaches' Responses
Formal qualifications as football coach	92% - No 8% - Yes
Highest level of coaching qualification, if in possession of one	4% - SAFA D License 4% - CAF/SAFA C License
Attended a coaching workshop in last year	96% - No 4% - Yes
How many years spent coaching?	5.4 years (±4.8)
Hours a week spent coaching	7.4 hours (±1.97)
Coach as volunteer or employed	100% - Volunteer
Squad age groups	U13: Yes – 100% U15: Yes – 100% U17: Yes – 100% Senior: Yes – 100%
Age groups coaches actively coach	U13: 64% U15: 64% U17: 55% Senior: 84%
Experience as a player	8% - No 92% - Yes
How many years' experience as player?	15.4 Years (±9.3)

Out of the Makana LFA coaches 23 (total of 25) did not possess any formal coaching qualifications, with only two coaches reporting that they had formal training in football coaching. The one coach possessed the SAFA D License and the other a CAF/SAFA C License. Furthermore, only 1 coach had attended a coaching workshop in the last year. The participants also indicated that they did not receive any remuneration for the roles they played as coaches in the Makana LFA, that they provide their services on a volunteer basis.
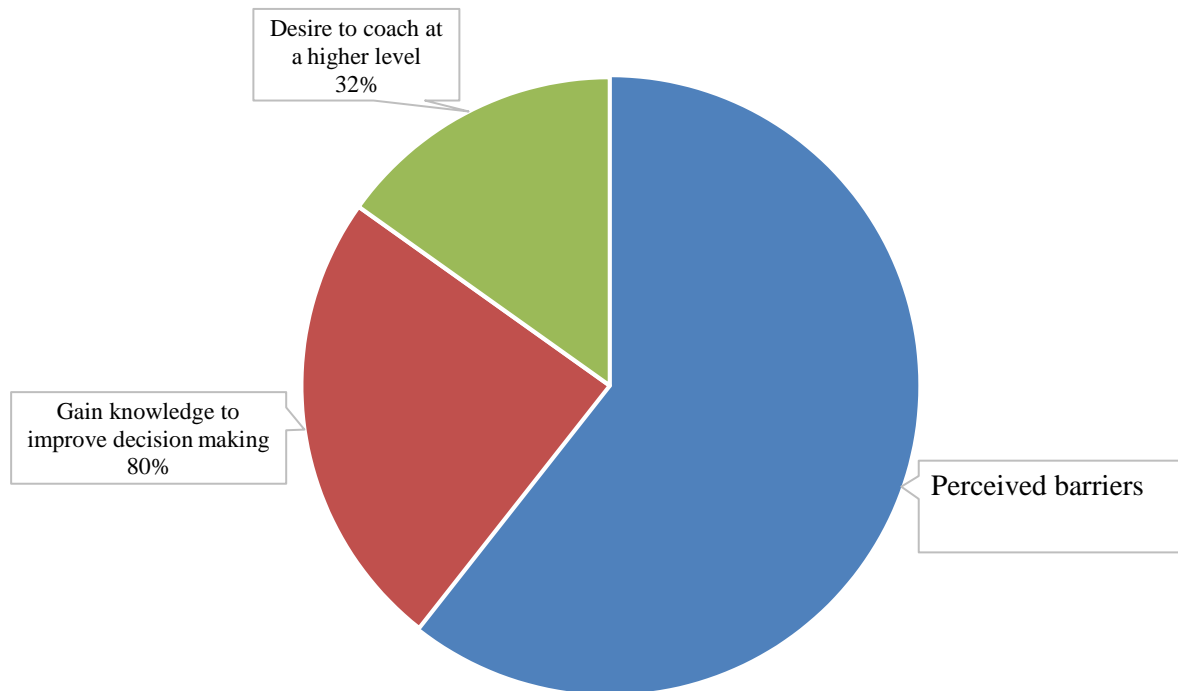
The coaches also indicated that they coach multiple age groups with 64% of coaches reporting that they coach U13 and U15 squads, 84% are involved in senior teams and U17 squads being the least coached squad with 55% of the coaches involved. This coaching is typically spread across 7.4 hours (±1.97) per week. Some coaches train more teams than others, which may contribute to the variation

in 7.4 (±1.97) hours spent coaching during the week. The years spent coaching varied significantly (±4.8) between coaches with some having as little as one year to 6 months experience and others as much as 22 years of experience. The average number of years spent coaching was 5.4 years. 23 out of the 25 coaches indicated that they do have some experience as a football player, 15.4 (±9.3) years. Some of the coaches did have had longer athletic careers than others, additionally there were some coaches that they never played football which explains the high standard deviation (±9.3 years) noted.

Table 8: Coaches' educational sources. Based on 5-point Likert scale (n= 25)

Experience as player	4.4 (±1.3)
Mentored by other coaches	2.7 (±1.2)
By doing (daily experiences)	4.3 (±0.5)
Observing other coaches	3.1 (±1.5)
Self-taught (e.g. magazines, internet, manuals etc.)	3.8 (±1.3)
Studies towards coaching license	1.2 (±0.4)

Table 8 summarizes the coaches' use of various educational sources that are available to them to do their job. A 5-point Likert scale was used in order to record the responses, with 5 being 'very important' and 1 'not important at all'. Overall coaches indicate that the three most important educational sources to them are their experience as football players 4.4 (± 1.3), their daily experiences as coaches (in other words by doing) 4.3 (± 0.5) and through teaching themselves 3.8 (± 1.3). Although the experience of players was rated as the most important the variation in responses was relatively high with a coefficient of variation of 29.5% when compared to the daily experiences of coaches which was 0.1 lower on the Likert scale but had a much smaller variation (11.6%). This indicates that almost all the coaches' value daily experience as being very important as an educational source, while the role of experience was more individualised. Studying towards a coaching license (formal education) is the least relied upon educational tool 1.2 (±0.4) as formal coach education was rated close to 'not important at all'.

Desire to coach at
a higher level
32%

Gain knowledge to
improve decision making
80%

Perceived barriers

Figure 2: Summary of the key learning motivators

The participants were also asked to provide reasons that they would potentially attend further educational courses in football coaching, which was set as an open-ended question. The researcher noted that three recurring responses were given by coaches (See Appendix B for details). Firstly, most coaches (80%) stated that gaining knowledge that would aid them in their decision- making capacity was an important factor. This theme was the prevailing theme across the coaching cohort in the current study, with response rate being at least double for this theme than any other. Secondly, many coaches would want to coach at higher levels with this response being provided by 32% of the respondents. Thirdly 20% of the responders also felt that coaching education programs may provide a valuable platform for coaches to network with one another and share experiences and solutions around coaching issues.
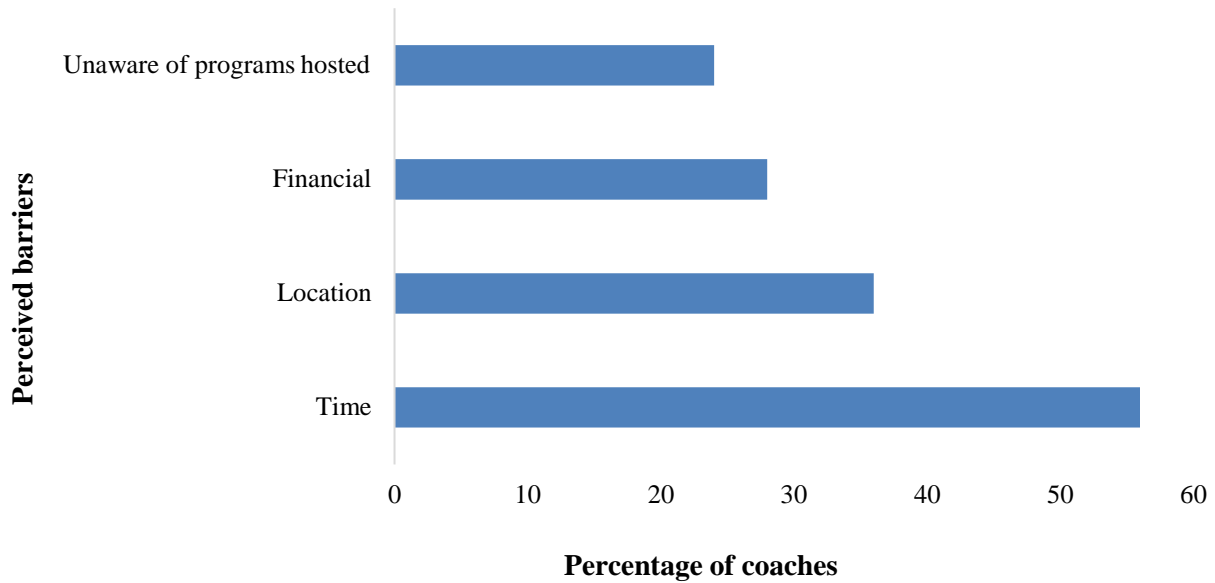
Figure 4: Perceived barriers to continued coach education

Figure 4 represents the perceived barriers to coaching education, 4 themes were noted by the researcher with respect to participant responses. More than half of the coaches indicated that time was a key constraint to achieving further education in football coaching. The fact that they work within the Makana LFA in Grahamstown/Makhanda was also noted as an important hindrance (36%), as there are no locally held education programs in coaching, so coaches would have to travel if they wished to attend one. Financial constraints (28%) was also mentioned as a hindrance, which may relate to the perceived expenses of having to travel to attend educational programs. A quarter of the participants indicated that being unaware of coach education programs happening has stopped them from attending in the past.

Table 9: Coaches' perceptions of coaching courses

	Yes	No	Not Sure
Plans to pursue further coaching education	88%	-	12%
Is coach education important for youth football coaches	100%	-	-
Should coach education be compulsory for youth football coaches	52%	-	48%
Aware of any recent coach education programs held in Grahamstown (in the last five years).	-	76%	24%
Would coaches make use of an educational program if provided with one	96%	-	4%

Although earlier results indicated that the coaches did not value coaching education as an important contributor to their current set of coaching skills, they did feel that education could be an important component for youth coaches. All the coaches that partook in the questionnaire signified that they believe coaching education to be important for youth football coaches. Just over half of the coaches (52%) felt that coach education should be made compulsory for youth football coaches, with 88% of respondents indicating plans to pursue coaching education. However there seems to be no option for the coaches to attend a locally held education program as 76% indicated they were unaware of any coaching programs held in Grahamstown within the last 5 years. When asked would the coaches attend an educational program if hosted locally, 96% of the participants answered positively.
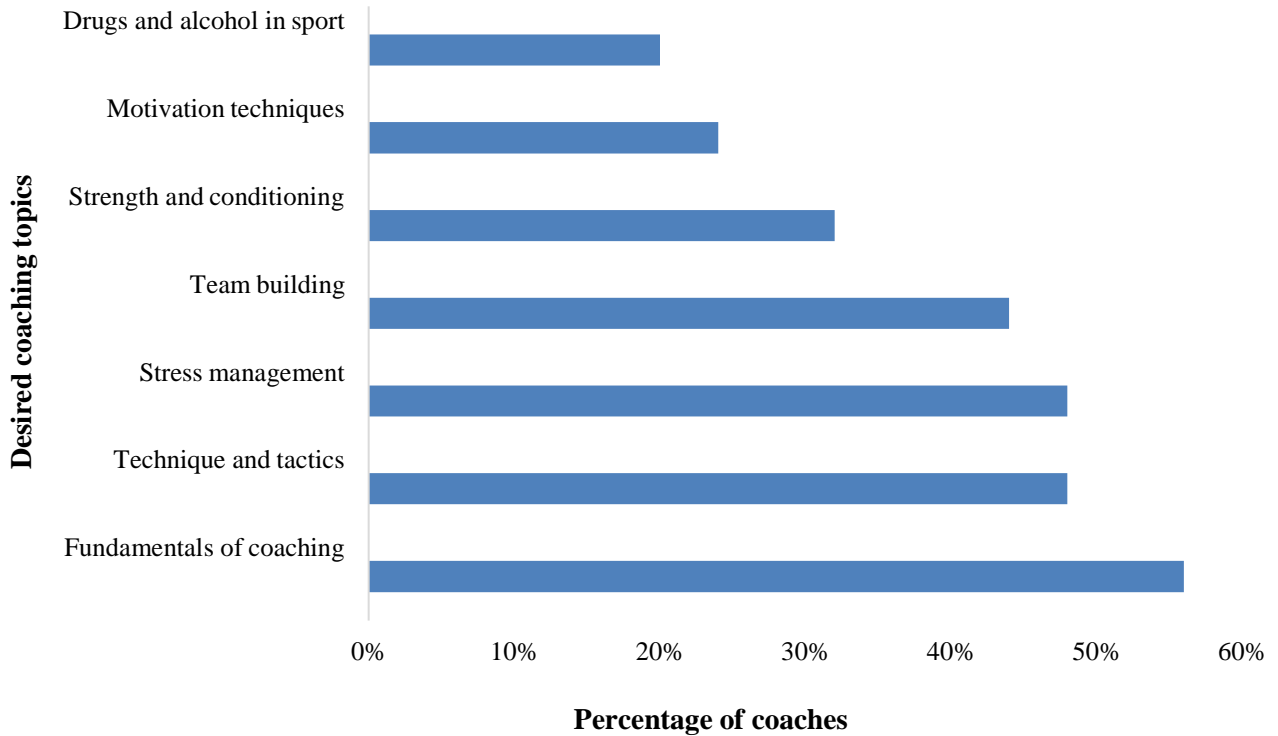
Figure 5: Summary of topics coaches wish to learn about

Open ended questions were used in this section, with the researcher noting 7 commonly shared responses (See appendix D) for detailed responses of the coaches). Across these themes there was a large diversity in requests from the coaches. Fundamental components of coaching were recorded as the topic more than half of the Makana LFA coaches wanted further education in. This was followed by football - related techniques and tactics (48%) and how to manage stress in a team environment (48%). The coaches also indicated a need to learn more around team building skills, with 44% of respondents mentioning this topic. Strength and conditioning were favoured less as an educational subject, as only 32% of coaches stated that this would be an educational priority for them. Motivational techniques (24%) and drugs and alcohol in sport (20%) topics of interested but to fewer of the participating coaches.

Table 10: Preferred method of education delivery

Delivery Method	Rating
Practical session	4.6 (±0.5)
Group work	2.7 (±1.3)
Group discussion	3.8 (±0.7)
Lecture	3.7 (±1.3)

Practical sessions were selected as the chief way in which content should be presented to coaches with an average rating of 4.6 (±0.5) out of 5 which represents 'very Important. There is very little deviation based on the responses, indicating that coaches do place a high value on being able to apply their knowledge in a practical scenario. With an average rating of 3.8 (±0.7) group discussions was favored over a lecture 3.7 (±1.3) and group work 2.7 (±1.3) as another popular mode of learning.

3.2 QUALITATIVE INTERVIEW

In order to get more in-depth answers regarding coaches' experiences and perceptions of coaching education a smaller sample of coaches volunteered to participate in a semi-structured interview. After the completion of the questionnaire 5 of 25 coaches included in the study were contacted to take part in the interview. Unfortunately, on the day of the interviews only 4 coaches were able to attend which correlates to an 80% participation rate. The interviews all took place at the Human Kinetics and Ergonomics department of Rhodes University on Saturday the 14th of October 2018. Data reduction was done using the five-step thematic analysis process outline in the methods section. However, it should be noted that questions 2 and 7.1 required quantitative analysis and thus do not feature in the tables 11 and 12. The results from these questions are noted following each of these tables.

Table 11: Coaching characteristics and background (n= 4)

Initial codes	Categories/Sub-themes	Themes
Question 1 – Involvement in coaching		
• Approached by a former player we were both in the same team. • Senior coach needed assistance	Assistance requested	Volunteer/unpaid status of coaches
• Volunteer in an amateur club • Love for youth development	Desire to coach	
Question 3.1 – Time management		
• Appoint senior players to assist in coaching younger teams	Enlisting assistance	Distribution of workload
• Train different age groups on different days • Train different age groups at different time of the day	Time frames	
Question 3.2 – Additional resources required		
• Skilled development coaches	Additional coaching staff	Desired support staff
• Someone who knows first aid	First aid support	

Questions 1-3: Served to obtain information about the participants coaching practices and how they became involved in coaching, in order to build a more complete profile.

Involvement in coaching

Coach 1 indicated that it was his passion for youth development and a desire to get children off the streets that led him to football coaching. Similarly, Coach 2 also expressed a desire to coach, however he approached an amateur club and requested permission to join their coaching staff. The remaining 2

interviewees were approached and asked for their assistance.

Coaching position

Question 2 looked to establish whether there were any assistant coaches on the participants' teams. As this question is quantitative it will not be included in the table. All the participants remarked that they do in fact make use of assistant coaches.

Time management

As one head coach is often in charge of multiple teams, the participants were asked how they manage to oversee so many players. All the coaches remarked that they use a form workload distribution, either through asking more senior players to coach younger players or training different teams at different times of the day/week.

Additional resources required

All 4 interviewees mentioned the need for developmental coaches, who understand how to work with young players. Coach 4, furthermore added that they require an individual with first aid knowledge, as currently there is very little to no medical support during competitions.

Table 12: Coaches' educational experiences (n= 4)

Initial codes	Categories/Sub - themes	Themes
Question 4.1 – Important learning sources		
• Ask other coaches for their opinions • Worked with mentor coaches/observing senior coaches	Resources within the Grahamstown context	Non-formal learning sources
• Listening to coaches after matches in interviews • Watching videos • PlayStation formations • Reading coaching manuals	Resources outside of the Grahamstown context	
Question 4.2 – Reasons for relying on such learning sources		
• Those who have been there, know it.	Value of practical experience	Alternative to falling behind

• Financial constraints • Players can educate themselves as well	Limited choice	
Question 4.3 – Strengths and weaknesses of learning sources		
• Encourages one to coach • Learn how to handle issues of problem-solving and conflict management • Learn something new every day	Form of continued education	Benefits of non-formal coach learning
• Witness how coaches run their training sessions • senior coaches have been doing the job for a long time and have a lot of experience • I know the players and what it's like to do all those drills	Valuable experience	
• Eastern Cape context different from other countries • Lose out on originality and unique style if one always adopts other training plans	Contextually inappropriate information	Drawbacks of non-formal coach learning
• Coaches might come with old-fashioned ideas	Lack of relevant/up to date information	
• Coaches they give you false information • Sometimes they just don't want to help and even ignore you	Willingness of experienced coaches to help	
Question 5 – Experience of formal programs		
• There was a lot of professionalism and it was educational • Got some ideas from it • Do not analyze the video by yourself there are people now around in the workshop of different views	Provided a learning experience	Strengths of coach education program

• It was for a brief time period only, that's the only problem. They don't happen often enough.	Program duration and frequency	Weaknesses of coach education program
• Other divisions are not the same as our LFA. Therefore, not everything was helpful because they can't work here.	Contextually useful information	
Question 6.1 – Education barriers		
• Courses clash with training and competition schedules • I must work long hours	Time constraints	Perceived barriers to seeking out football coaching education
• It's also expensive to go to that training. • For example, to go far a pay to be at a coaching clinic is expensive because travelling, accommodation and course fees are too much	Financial constraints	
• Little information is disseminated as to whether and where coaching programs are happening • We are also not always even told where the clinics are happening	Information	
• It is very rare to find any coaching workshops here in Grahamstown • Sometimes it is useless to attend a workshop in Joburg, they are only going to be relevant for Joburg coaches	Lack of locally held educational programs	
Question 6.2 – Perceived benefits of coach education		
• Coaches can learn to be able to be patient and able to point out problems in and prior to the game and to come up with solutions	Teach problem solving and creative thinking skills	Perceived benefits of attending coaching education programs
• It will give many the coaches the chance to see that there are many	Course content	

• ways of doing things, not just one or two ways • Develop my way of thinking, my knowledge		
• You can have that gift of coaching, but you don't know that you are coach	Motivate people to coach	
• Learn from and share experiences with other coaches	Networking opportunity	
Question 7.2 – Skills taught as mentor coach		
• Hold onto something you love	Be passionate	Skills deemed important to beginner coaches
• You will get some so many obstacles within that hindering what you must do	Resilience	
• Allow the players to not be perfect but they must be able to make mistakes. And not shout at them.	Encouragement	
• Be good role models • when things go wrong remain calm and in control	Leadership skills	
• They don't give positions	Importance of basics	
• If they see someone that is not playing according to their style of playing, they don't believe in that person	See every player as different and unique	

Question 4-7: Experiences of partaking in coach education activities.

Important learning sources

Question 4.1 highlights that all the participants stated that they primarily relied on non-formal educational tools to learn more about coaching. These sources could be grouped into learning sources within the Grahamstown context which includes asking other coaches' advice on certain matters and/or having worked with a mentor. There were also learning sources that fall outside of the Grahamstown context, such as reading coaching manuals, watching online videos or coaches' post-match interviews.

Reasons for relying on such learning sources

When asked why they relied so heavily on these types of sources (see question 4.2), coaches answered that they had limited options due to financial constraints and/or they value the experience of older coaches. Participants from the current investigation, use these educational sources as a way of not falling behind on their coaching knowledge development.

Strengths and weaknesses of learning sources

The coaches were then asked to provide a critical opinion on non-formal learning sources. Coaches felt there were positive elements such as there still is a form of learning taking place, and negative elements such as information not always speaking to the contextual needs of Makana LFA coaches.

Experience of formal programs

Only 2 of the 4 coaches (Coaches 3 and 4) have ever attended a coach education program and therefore they were asked about their perceptions of these workshops. Regarding question 5 both coaches mentioned that there were both strengths and weaknesses associated with this type of learning. One participant mentioned that the course was a presentation that was organised in a professional manner. Furthermore, the coach found it interesting to see the training strategies implemented in other football divisions across the Eastern Cape. The second participant had previously attended a course with a focus on video analyses of training methods and match performances. According to the participant, it was useful to attend because different people at the course had the opportunity to share their opinions on the videos which provided a valuable learning experience. Coach 3 felt that although the course provided him with an understanding of different training methods employed by different divisions, the information presented did not speak to the Makana LFA context. Therefore, the participant does not view the learning opportunity as completely helpful. Coach 4 stressed that he felt the courses would have been of more benefit to him if they were organised on a more regular basis, and if the information delivered was not done in a short amount of time.

Education barriers

Question 6.1 required coaches to list why they felt they did not attend any or as many coaching education programs as they would have wished to. The most frequently given responses were: available time, finances, lack of information regarding program logistics and few workshops being hosted in Grahamstown.

Perceived benefits of coach education

All the participants felt that they would benefit from coach education programs. Coach 1 stated that such educational programs may motivate new attendees to take up coaching, as well as present coaches with certificates that demonstrate they have completed the required work. As coach 2 points out, the programs may provide attendees with the opportunity to develop their creative thinking and problem-solving skills. Similarly, coach 3 expressed that such programs will be beneficial to his way of thinking, but also added that the attendees will be able to learn from each other's experiences and opinions. Coach 4 also described the networking benefit such programs offer and the knowledge one can gain from other coaching peers as well as the creative thinking skills one would gain.

Experience of being mentor coach

As questions 7.1 is quantitative in nature the responses given has not been included in the table. Only 1 coach indicated that they have not been a mentor to any other coaches.

Skills taught as mentor coach

The remaining 3 coaches were asked what they felt the most valuable skills they taught the beginner coaches. There were several themes that emerged from the participants responses; 1) Being passionate about football and coaching; 2) the ability to persist when challenges arise (resilience). The researcher further noted that it was important for coaches to view players as individuals and to allow them to make mistakes as part of their encouragement. Being aware that coaches are in leadership positions and that they need to understand the basics of football coaching were also noted.

Table 13: Preferred mode of coaching education program delivery (n= 4)

Initial codes	Categories/Sub-themes	Themes
Question 8 – Type of education most useful to football coaches		
• Formal one is proper but the non-formal also • The three to me they are all important • I think we can all learn from all those areas	Combination of formal, informal and non-formal	Appropriately designed non-formal educational programs
• But they must happen here, in Grahamstown that would be most beneficial for everyone	Importance of locally held non-formal programs	
• Many people cannot afford such formal education so it becomes important also for people to get the workshops and clinics and stuff. • Workshops happen on weekends which might help us attend more. • I would also take the workshop one depending that the process of administration is done properly.	Non-formal programs as an alternative	
Question 9.1 – Learning topics of interest		
• Leadership • Conflict management • Problem solving • Self-discipline • Team building	Interpersonal skills	Desired coach education program topics
• Strength and conditioning for different age groups	Sport science	

• Different technique and tactics	Advanced technique and tactical drills	
• The main reason coaches become ill disciplined, because they don't know the rules of the game	Rules and regulations of football	
• Basic approach on how to coach grassroots soccer	Fundamentals of youth football coaching	
• The healthy way of living for players	Life skills	
Question 9.2 – Defining fundamentals of coaching		
• Master the art of practicing practicality • Balance between fun and serious drills	Practical Knowledge	Fundamentals of coaching
• Adapt to new environments and must always be willing to learn	Adaptable	
• Listen to others as well • Leadership • Problem solving/creative thinking • Conflict management skills • Self-disciplined • Good communication • Understand players	Interpersonal skills	
• The coach must also be able to get to know the exact challenges of the places he works in	Awareness of the context in which they operate	
• So those 5 things are the fundamentals so the coach from angles will be equipped	Holistic coaching	Importance of the coaching fundamentals

• This is so that you can stay updated with new training and get use to newer ways of doing things	Constantly developing knowledge	
• Try to explain to the guys how this will help them	Educating players	
• So that it will help the guys stay motivated	Lessen dropout rates	
Question 10 – Format of education programs		
• Theory and practice they go together • Mixture • For example, it can be 70% practical and 30% theory can't be 100% practical	Combination of lecture, practical and group discussions	Mode of course content delivery
• Not everyone as a coach there, speak English • They feel humiliated because they don't want to be embarrassed because they can't speak English	Language considerations	
• You can't have a person's going give them the whole day theory	Less monotonous	Justification for multiple modes of content delivery
• Cannot do a theory alone even that one of practice you cannot do a practice alone • The coaches must understand the 'what' and the 'why' before they can do the 'how'	Holistic education	

• Learn from and teach each other not just one teacher • Coaches already talk to each other about problems in the field and learn from each other so I say it would be proper to add this to a workshop	Diverse learning opportunity	
Question 11.1 – 'Time' as educational barrier		
• They lack commitment you know when you do what you love you make time	Use 'time' as an excuse	Lack of free time to attend coach education programs
• During a normal week we must do a lot like going to jobs and taking care of families then you must also, now find the time to train your players • The problem is you play Saturday and Sunday, then from Monday until Thursday you are training, during the day you are at work • Have to work long hours during the week, and then from there you go and you train your guys for an hour or two	Multiple responsibilities	
Question 11.2 – Timing of education programs		
• February and September • June or July because it would be the end of the season	Suitable time of year to host coach education programs	During the time when the leagues are not running

• In between when the leagues are about to start, maybe like August • Also, we have a break in December until February so I think it would also help to have clinics in February		

Question 8-11: Coaches were asked what an appropriately designed education program would look like in order to speak to their context.

Type of education most useful to football coaches

Coaches were asked as part of question 8 what type of educational program they felt would be best suited to them. Although formal education was mentioned, coaches did mention that not every person has the means to attend such programs. Some of the coaches also felt that since they are already involved in some sort of informal learning, non-formal education programs provided an acceptable bridge between formal and informal learning. It was however stressed that non-formal programs would need to be held in Grahamstown in order to adequately accommodate local coaches.

Learning topics of interest

Six important topics were highlighted that coaches would want to learn more of if they were able to attend a coaching education program. These topics include: interpersonal skills, sport science, fundamentals of youth coaching, advanced techniques and tactics, life skills and the rules and regulations of football.

Defining fundamentals of coaching

As the fundamentals of youth football coaching was also mentioned as part of the questionnaire, the researcher asked the coaches what they considered what these fundamentals would be. Coaches felt that it is important to have practical knowledge of 'how to' coach effectively, being adaptable, being aware of the context and the people the coach is working with and again possessing adequate interpersonal skills was mentioned.

Format of education programs

During question 10, the coaches stated that a combination of lectures, practical sessions and group

discussions would benefit them greatly. Furthermore, it was mentioned that the program administrators should consider offering classes in isiXhosa, all of this falls under the theme 'mode of course content delivery'. The researcher asked the coaches whether they could justify, why they felt multiple modes of content delivery would be the most beneficial. The participants felt that the multiple modes will result in diverse learning opportunities which will lead to a more holistic educational experience. It will also allow for a less monotonous learning experience in which coaches interest would be maintained.

'Time' as educational barrier

Due to 'time' being a chief barrier to coaches seeking out further education, question 11.1 looked to identify why coaches thought this may be an issue. One participant in particular felt that most coaches only use this as an excuse and if they really wanted to attend a workshop, they would make an effort to do so. The remaining 3 coaches stated that it is often difficult to find available time in between working, coaching and then attending competitions over the weekends.

Timing of education programs

Question 11.2 required coaches to identify what time of the year would be best to host local educational programs. It was generally agreed upon that in between scheduled breaks of the LFA leagues would be the most suitable time, such as in February and again in August or September depending on league competitions.

CHAPTER 4: DISCUSSION

The following chapter will look to interpret the results obtained from the questionnaire and interviews with Makana LFA football coaches. In order to do so, findings will be discussed in three sections related to coaching practices, coach education experiences and coach educational needs. Section 4.4 will discuss how each domain has an influence on each other. Furthermore, section 4.4 will offer recommendations for coach education programs for Makana LFA coaches.

4.1 COACHING BACKGROUND AND CHARACTERISTICS

Coaching experience

As part of understanding the characteristics of coaches within the Makana LFA, the questionnaire aimed at identifying the number of years the participants had been involved in coaching. Overall, the respondents have coached for an average of 5.4 (±4.8) years. It is worth mentioning that some coaches had only been coaching for as little as 6 months, at the time of the questionnaire, whereas other coaches had more than 20 years of experience. Clearly, there is a combination of participants, starting their coaching careers and those having been involved in football, for as long as 2 decades. Similar findings were noted by Wiersma and Sherman (2005), observing that coaches on average had 6 years' experience, with a range of 1 to 20 years, while Feltz *et al.* (2009) found experiences ranging from 0 to 32 years in their participants. This is a significant finding, if one accepts Trudel and Gilbert's (2006) claim regarding coaching knowledge as a continuum. Coaches such as those, with 6 months experience, are in the knowledge acquisition phase. The primary objective, gaining as much information regarding football coaching as possible, from a number of sources such as advice seeking, watching coaching videos or reading training manuals. Participants at the upper limit of their coaching experience, are not as preoccupied with attaining knowledge, but using what they have learned and generating new information. In other words, these coaches obtain knowledge and decide whether it is relevant to them and their context. Furthermore, the participants who possess substantial coaching experience, now become the mentors of younger instructors and impart their understanding onto them. This was reflected in the interview, where 3 of the participants indicated that they have previously mentored younger coaches. These findings are discussed in more detail in section 3.2 of the discussion.

Involvement in coaching

To create a more complete profile, of the 4 coaches who participated in the semi-structured interview, participants were asked how they initially got involved in coaching football. Two of the interviewees stated that they started coaching by volunteering at local clubs, due to a passion for coaching and youth development. Head coaches approached the other two participants and asked whether they would assist either in an existing team of by the senior coach of a newly formed club. The majority (3) of interviewed coaches expressed that they are the head coaches of their teams. Interestingly the one participant asked to assist, assumed the head coach position due to having more time available, when compared to his predecessor. Lemyre *et al.* (2007) note that a number of their participants had taken up assistant coaching positions, prior to transitioning into the head instructor of their teams. This would provide individuals the opportunity to gain football specific knowledge, as well how to organise and manage competition and training sessions (Cushion, Armour, & Jones, 2003). Similarly Coaches 3 and 4 started as assistants and then progressed to head coaches over a period. Coach 2 on the other hand also entered their team as an assistant instructor, however they have remained in this position. As mentioned, coaches of the current investigation have a high demand placed on them. Not only in terms of ensuring that the teams they coach are successful, but also the fact that they often coach more than one team as well as have to carry out responsibilities outside their role as a coach. This necessitates that participants employ strategies in order to manage multiple coaching demands.

Managing multiple coaching demands

There have been several studies that have looked at coaches in a variety of contexts and sporting codes, which highlights that youth sports coaching often happens on a volunteer basis (Vargas-Tonsing, 2007; Wiersma, & Sherman 2005; Erikson *et al.,* 2008; North, 2009). Furthermore, successful community-based sports activities rely heavily on volunteer coaches (Wiersma & Sherman, 2005; Bouchet & Lehe, 2010). The Makana LFA is no exception with all the coaches (n=25), working on a volunteer basis and receiving no compensation. Several the coaches have occupations that consume their time during the day as well as balance this with their responsibility as a sports instructor. This is an important consideration, as coaches spend over an average of 7 hours a week coaching, often multiple teams. In addition to the hours coached, during the weekends (Saturday and Sunday) coaches must be present at league games that their teams are competing in. Participants can thus be classified as 'formal volunteers', who are committed to a non-profit organisation, and spend more than 3 days a week volunteering their time there (Bouchet & Lehe,

2010). Interestingly, this definition is associated with retirees, as they have more time available to volunteer, which demonstrates the high demand placed on Makana LFA coaches. Participants often must juggle two sets of duties, those responsibilities that relate to their jobs and those linked to coaching football. Coaches must provide an environment in which players' sporting, educational, social and psychological needs are met. To be able to meet these needs, coaches must be able to establish relationships with players and their parents/guardians, organise training sessions, ensure the safety of athletes, communicate instructions effectively and allowing all athletes an opportunity to participate in matches. The demands placed on coaches is further intensified, given fact that many instructors work with multiple teams. Considering that the LFA structures are considered as the official SAFA development plan, the fact that all of the coaches work on a volunteer basis may be concerning. Further research is necessary to unpack whether volunteer coaches who have full time day jobs have enough time to effectively administer talent identification and development programs in a setting such as the Makana LFA.

From the questionnaire all the coaches' clubs are compliant with the SAFA requirements (SAFA Technical Master Plan, 2012) to have team representation at 4 age categories (under 13.15, 17 and seniors). The coaches did however report that they were not necessarily responsible for coaching at all these levels. 84% of the coaches reporting that they are involved with coaching senior teams, 64% participants also coach U/13 and U/15 teams, while only 55% also coach U/15 teams. The implications of these findings are that, it is often a challenge to balance the coaching of multiple teams and coaches often implement forms of workload distribution in order to help them meet these demands. Two commonly used methods of workload distribution explored during the interview are enlisting assistance and using time frames. With regards to enlisting assistance, coaches often recruit senior players to go and coach younger players such as those in the u/13 squads (see table 11). Time frames refer to coaches having to either coach different teams on different days, for example u/13 and u/15 teams on Monday and then u/17 and senior teams on Tuesday. Or it may refer to coaching different teams at different times of the day. One coach commented that he will coach the u/13 and u/15 teams together from 15:00 – 16:00; afterwards he will coach the u/17 and senior squads together from 16:30 – 17:30. Coach 3, states that coaching all the age groups is not advisable, as the quality of coaching decreases. This is due to the instructor having to give his attention to multiple teams, but at the cost of focusing exclusively on the performance of one team:

Coach 3: "*So if you coach all the teams definitely there is one that is going to fail if your development team is doing well then another team is not going to do well*".

The belief is shared by Coach 1, as he considers overseeing more than one team detrimental to the direction the club wants to move towards. This is due to not concentrating on one team, which leads to confusion as to how one must perform their duties. For instance, a coach working with a senior team that expects junior players to train with the same level of intensity and competitiveness, will be disadvantageous to their sporting and personal development. This highlights that current LFA structures are only able to provide quality coaching to a few teams, as coaches who coach multiple squads express a decrease in the attention, they can give all the players. Indeed, Côté et al. (2003) note that athletes around the age of 13 begin to form more professional relationships with their coaches, as compared to their sampling years (6-12 years old). The new relationship is marked by an enhanced training program, with the aim of improving sporting performance. Lyle (2002) and Trudel and Gilbert (2006) suggest, coaches should be aware of their coaching context, in that the demands placed on the athletes should be within their capabilities, if positive athlete outcomes are to be achieved.

Another form of workload distribution is that all the coaches enlist the aid of assistant coaches to ensure this happens. In most cases these assistant coaches are senior players, who are placed in charge of coaching the younger teams. For example:

Coach 3: "*Now what I do is I will appoint a senior player to assist coaching me on the under-17 level and then appoint another former player to coach under 13 and a 15 with a senior player also to assist him so that is how we distribute the coaching*".

Coach 4: "*Also the older guys from the seniors and under 15's they must help me to give out instructions, that way I am also teaching them how to be give assistance to a coach*".

There are again implications for the quality of coaching that participants are aware of. Coach 1 points out that these assistant coaches need to be aware that they cannot expect younger players to perform to the same level as senior athletes. The assistant coaches need to adopt coaching practices appropriate to the skill level of junior players. This indicates whether coaches employ time frames or workload distribution in their practices, an appreciation for the coaching context is vital in fulfilling their roles

effectively. Thus, an important outcome of these findings is the need to ensure that the head and assistant coaches (or senior players responsible for coaching younger teams) are provided with the necessary skills, resources and infrastructure to fulfil their roles adequately. For SAFA to optimise the performance of LFAs it may therefore be necessary for them to consider how to skill these players in coaching as well. Alternatively, SAFA may wish to empower head coaches, to skill senior players adequately. This was reflected by the interviewees stating that they wish to have more skill youth football coaches:

Coach 2: "*I think more development coaches as they understand these kids and will know how to work with them very well*".

Coach 3: "*Firstly I would like people who are skilful enough to coach development teams because the way our senior players are coaching the development teams is not up to standard...*"

Another participant revealed, that if he had the resources available, he would want to purchase a team bus, as he often has to transport several of his players to and from training and matches, which may include several trips to do so. This supports claims that coaching often entails more than just teaching young athletes' techniques relevant to their sport, but that coaches may often fulfil a secondary caregiver role as well (Weinburg & Gould, 2003; Fraser-Thomas *et al.,* 2005). This is again important for consideration in the LFA structures of SAFA, and the degree to which coaches are equipped to deal with such complexities needs to be explored in more detail. This is particularly relevant in LFA's outside of large metropolitan areas such as the Makana LFA which often operate in difficult socioeconomic conditions (see review of literature).

Past athletic experience

Beyond coaching involvement and how the participants structure their training sessions, the questionnaire aimed at understanding to what degree coaches had experience as football players. Almost all the coaches (92%) have played football at some stage in their lives, in fact only 2 coaches responded that they have never played football. Experience as an athlete has been noted as a vital component to many coaches' education (Jones, 2000; Cushion *et al.,* 2003, 2010). Past athletic

experience has furthermore been influential in both elite (Salmela, 1995; Schempp, 1998; Jones *et al.,* 2003, 2004, Irwin *et al.,* 2004; Abraham *et al.,* 2006) and volunteer coach development (Lemyre *et al.,* 2007; Wright *et al.,* 2007; Erickson, *et al.,* 2008). This indicates that many instructors' education takes place years before they may have decided to pursue coaching. Those with and those without experience as football players, may therefore have very different educational needs and experiences. That does not mean that coaches without a football background are necessarily fewer effective coaches. For instance, research has demonstrated that more formalized coaching courses have previously provided coaches without athletic backgrounds with beneficial information regarding their roles (Wright *et al.,* 2007). More specifically coaches have benefitted greatly from the practical components of the program where they are taught how to coach their athletes. This will however be explored further in section 3 – coaches' education needs. Itwould be beneficial to first gain a better understanding of the Makana LFA coaches experiences of and perceptions of their own education.

4.2 EXPERIENCES AND PERCEPTIONS OF COACH EDUCATION

Learning sources within Makana context

Results from the questionnaire indicate, that coaches predominantly rely on informal means of coaching education (see results). The coaches stated that they use a range of different learning sources in order to improve their decision-making skills. Learning through daily experiences and using experience as a football player are key tools through which coaches in the current investigation have built up their knowledge. Although experience as a player was rated as the most important, almost all the coaches felt that learning though daily experiences was essential. Other authors have made similar observations that athletic background and daily experiences provide an important basis through which coach learning can occur (Cushion, 2001; Gilbert & Trudel, 2001; Nelson & Cushion, 2006; Wright *et al.,* 2007; Busser & Carruthers, 2010). Past athletic experience plays an important role in teaching coaches sporting rules and procedures and different training drills (Bloom *et al.,* 1998; Lemyre *et al.,* 2007), an opportunity to learn from several coaches and their practices (Lemyre *et al.,* 2007; Wright *et al.,* 2007). For instance, oneinterviewee stated:

Coach 3: *"The main thing that assisted me as a coach, is my experience as a player. The way I was coached is the way that I am coaching and the way I am developing my skill as a coach".*

This coach's comment provides a useful insight into what the local instructors model their coaching

styles on; in that it is heavily influenced by the way they were coached as a player. This has both positive and negative implications, coaches with athletic experience have previously reported that they understand what it is like for athletes to perform sport-specific skills (Schempp *et al.,* 1998; Irwin *et al.,* 2004) as well connect with players on an emotional level, since they understood what if feels like to be an athletes (Schempp *et al.,* 1998; Jones *et al.,* 2003; Irwin *et al.,* 2004). Findings from the interview further support these claims:

Coach 2: "*I know the players and what it's like to do all those drills even the ones you don't like, because I have done it all before. I know what will work for them and they trust me with it*".

Coaches demonstrate an appreciation for their athletes' perspectives, in order to improve athlete satisfaction and overall team performance which is a key interpersonal requirement of coaching (Mageau & Vallerand, 2003). A foundation of Gilbert and Trudel's (2001) discussion on experiential learning, is that coaches often learn through their interactions with other individuals. One such is example is by seeking out advice and working under mentor coaches. Several interviewees stated that they used this form of learning at the beginning of their coaching careers:

Coach 1: *"…my mentors there assisted me also and many ways of knowing what must be done…"*

Coach 2: *By observing senior coaches and how they conducted our training sessions.*
Coach 3: "*When I first started to coach, I also made notes from what our head coach did in practice, it helps to see someone doing the art of coaching not just listening to advice.*"

Learning through experiences such as mentor coaches and previously being a player, was labelled as resources that can be found in the immediate Grahamstown context. This is an example of the learning continuum which Gilbert and Trudel (2005) discussed, at the start of their career a coach will acquire knowledge through several means. However, as coaches gain more experience, they will shift to knowledge production which involves giving out advice to less experienced coaches. In order to see if coaches have indeed experienced this shift from knowledge acquisition to knowledge generation, the participants were asked if they have ever taken up a mentor position.

Experience as a mentor coach

Three of interviewed coaches stated that they had been a mentor coach before, with only one not having done so. Learning through mentors is a popular learning tool employed by coaches (Bloom *et al.,* 1998; Cushion *et al.,* 2003; Cushion, 2006), due to the experience of knowledgeable coaches being highly valued (Cushion *et al.,* 2006). The interviewees recounted, what they thought were the most essential skills they taught younger coaches. The responses relate to the 3 broad categories which relate to effective coaching, namely: coaching knowledge, ensuring positive athlete outcomes and being aware of the context in which they work. With respect to coaching knowledge, one participant pointed out the emphasis he has placed on teaching younger coaches the importance of the basics of football (i.e. professional knowledge). According to the participant, younger coaches may often be so enthusiastic to have their team play, that they may often neglect something as simple as assigning players positions. Which ultimately can lead to confusion when the athletes take part in competitions. Here an appreciation for sport-specific knowledge is valued, in that coaches should know "what" they need to teach their players (Abraham *et al.,* 2006). In this case, it is the importance of assigning positions to players, which still grants them the opportunity to play but within a more structured environment. Another issue that the coach mentioned was that there are players who are placed in assistant coaching positions that understand the fundamentals of football but do not know how to coach. Coaches' professional knowledge includes a pedagogical component (Abraham *et al.,* 2006). Local football coaches should be able to understand football-related performance, but also recognize how they should approach teaching these skills and tactics to their players.

Coach 3: "*Basics, because firstly, they don't give positions. Then you will find if the under 13s are playing, if the ball is on the left-hand side of the field, they are all on the left-hand side. And those players who know the basics, do not always know how to coach…*"

A coach's professional knowledge includes an understanding of sport specific performance, while at the same time understanding how to teach performance related skills (Abraham et al., 2006). Therefore, according to the coach, many beginner coaches understand either one of these components, both rarely both, creating a mismatch that is not conducive to team success. As discussed in the review of literature, having professional knowledge will not result in effective coaching, but instead the coach needs to also exhibit adequate interpersonal and intrapersonal awareness.

According to 2 of the interviewed participants, coaches also need to understand the importance of encouraging their players, allowing them freedom to make mistakes and to learn from these situations. Acknowledging that players may not all be alike and that coaches have to take these differences into consideration when interacting with their teams was another important interpersonal skill mentioned.

Coach 3: *"So those young coaches if they can just learn how to differentiate coaching and placing themselves on the field and focus on coaching and understand that you get different types of players"*.

Group success has been shown to be influenced by the emotional wellbeing of its members. The work of Smith, Smoll and Curtis (1978) and Smoll *et al.* (1993) demonstrate that athletes favour working with coaches who demonstrate sound professional knowledge but are also able to create an environment where the athlete feels encouraged to make decisions without fear of being punished. This will eventually lead to a form of positive athletic outcomes, as this can enhance an athlete's self-belief, which has been demonstrated to be fostered by an environment where players are encouraged to make decisions (Deci & Ryan, 2008). This type of motivational environment is a result of the relationship between athlete and coach (Reinboth *et al.,* 2004) which demonstrates the influence the coach has over team and individual performances. The responses from the interview indicate that the coaches of the current investigation value to both professional knowledge and ensuring athletes feel motivated to learn through making mistakes and developing their own unique style of play. This is illustrated by the fact that the mentor coaches have placed an emphasis on teaching younger instructors the importance of the basic elements of football (such as assigning players positions). Furthermore, mentees should understand that part of coaching involves being able to create an environment where players feel motivated to compete and made mistakes in.

One interviewee also attached value to teach younger coaches the importance of resilience, having a passion for coaching and developing and maintaining sound leadership skills as part of their intrapersonal understanding. As revealed by one participant, there will be hindrances along the way, but coaches need to be able to have the patience and resilience to not have that deter them.

Coach 1: *"Resilience is another, because even if you love something you will get some so many*

obstacles within that hindering what you must do is to have that resilience".

One way in which coaches can achieve this, is to be able to adapt to their circumstances and to be flexible enough to change their outlook or strategies as needed (Gilbert & Trudel, 2005). The participant perceives having a passion for coaching is important, because if an individual does not have that desire to coach, they will find it difficult to endure any obstacles that surface. A level of intrapersonal awareness is demonstrated, as coaches would be required to not only reflect on their own motivations to coach, but in the case where an issue arises coaches will have to come up with potential solutions and evaluate the effectiveness of these solutions (Gilbert & Trudel, 2005). In order to do this successfully, the younger coaches would have to draw from a pool of knowledge of which mentor coaches form a part, in order to design possible resolutions. For instance, in a game situation a coach must remember that he is a role model and should not lose their temper if things go not go according to plan. Instead they should remain calm and in control of their team and adapt to the scenario while using their professional knowledge to come up with an applicable strategy.

Learning sources outside of Makana context
The coaches gave a wide range of learning sources, during the interview when it came to 'resources outside of the Grahamstown context' which also corresponded to more self-directed learning situations. A further aim of the interview was to capture, why coaches relied so heavily on the learning sources they mentioned. Some of the coaches placed significance on listening to coaches being interviewed after matches. For instance, one coach responded that it is vital to him to listen to what both the winning and losing coach talks about, as there is something to gain from both thoughts. Some use videos to learn more about football formations, one coach that he takes note of patterns of play demonstrated during video games. Findings from the questionnaire support these statements, as coaches indicate that they make use of self-directed learning activities. Situations as these lend support to the concept that informal learning in many circumstances takes place even if learning is not the principal objective of the interactions (Colley *et al.,* 2003).

The coaches that took part in the interview can be seen to exhibit some of the reflective processes that have been noted in the literature by authors such as Gilbert and Trudel (2005). When asked to critically consider their informal learning experiences, the coaches felt that such learning processes have both benefits and drawbacks. Some suggested that informal learning is still a form of continued

learning and help one learn new skills or knowledge every day. One coach mentioned that they do not have a choice but to ensure that they learn through whatever means possible, because if not their knowledge may fall behind others' which may inhibit their success.

Coach 3: "*Yeah, the positives of these are at least you learn something new every day.*"

Coach 4: "*Not all of us have the funds to go to coaching clinics and then we must make a plan to learn. Because I tell you if you don't try to learn, you will fall behind quickly you'll see.*"

Informal education is a valued source of information among coaches, and often forms dominant educational experience (Gould *et al.,* 1990; Bloom *et al.,* 1995; Schempp et al., 1998, 2007; Cushion *et al.,* 2003; Irwin *et al.,* 2004; Abraham *et al.,* 2006; Wright *et al.,* 2007). However, this may not always be due to choose, and indicates that instructors would make use of a diverse range of educational opportunities given the opportunity and that was more suited to their needs (Erickson *et al.,* 2008).

A key benefit was the value of experience coaches attached to this form of learning. In some cases, coaches mentioned that they appreciated being able to ask more experienced coaches their advice on certain issues as they had been coaching for several years.

Coach 1: "*…experience comes with wisdom that is why I follow those…mentors*".

Being able to observe how the more senior coaches conducted their practices and how they interacted with their players was another important facet, as some coaches felt this helped them in setting up their own practices with their teams.

Coach 2: "*...senior coaches have been doing the job for a long time and have a lot of experience to teach us.*"

Culver and Trudel (2008) note similar findings in their work, where coaches appreciate group discussions, where experiences and opinions could be shared that could be carried over into practice. Thus, informal learning can happen using communities of practice (Lave & Wenger, 1991). This is a

network of people who come together in order to share knowledge, resources, skills and opinions to solve real-world dilemmas (Brookfield, 1995; Fuller *et al.,* 2005). Although seeking out advice from others was considered a valuable learning source, interviewees also mentioned that some coaches may provide them with false information. The result demonstrates that due to the competitive nature of Makana football, coaches may not always be willing to share their experiences or ideas out of fear of losing their completive edge. Coaches can therefore be said to value the notion of seeking advice from their peers but have to be cautious regarding whether the information they receive is reliable and of benefit to them.

Coach 4: "*Sometimes these other coaches they give you false information because they know that one day you're going to be competing against their teams.*"

Although a number of coaches have stated that they make use of coaching manuals and videos, they do mention that the information offered does not always speak to their context. For instance, Coach 1 and 3 mentioned that team requirements and the type of player they work with in Grahamstown may differ from what one would find elsewhere. During the interview, Coach 1 demonstrated, that utilising advice from coaches in overseas-based countries, may not be of much benefit to instructors from the Eastern Cape, as the challenges they face may be significantly different.

Coach 1: "*…a person can be your mentor residing in London and you're in the Eastern Cape in South Africa. That person is going to focus in that boundaries based on their environment, but the actual thing is not the same as Grahamstown.*"

Coach 3 states that training videos often demonstrate coaching elite level players. At the LFA level most of the players are youth, amateur athletes and therefore their training necessities will differ. Hence, if coaching programs are to benefit coaches in the Grahamstown region, the content should reflect the contextual issues that attendees must deal with daily. In fact, coaches are more willing to attend coaching programs if they deem the information provided, as appropriate and beneficial to their daily decision-making (Vargas-Tonsing, 2007 & Kubayi *et al.,* 2016).

Coach 1: "*Another disadvantage is that we would mimic them* [foreign teams] *and will phase out from originality you need to develop your own style.*"

Coach 3: "*The main weakness is most of the time we do not have quality players, we do not have the same quality players as those being coached in those videos. So, it can turn against you because somewhere, somehow you lose the character of the team itself, the culture of the team itself. Because each team must have its own culture. You are now adapting to a different culture which is not yours*".

Informal learning contributed the greatest to Makana LFA coaches' knowledge (see results pages 53 and 84) however the researcher was interested to see if any participant had any experience of formal educational activities. The questionnaire results indicate, only 2 out of 25 coaches have experience of attending coaching workshops, making formal coach education the least relied upon learning resource. Previous investigations observe, that although coaches may rely on more formal learning opportunities, these are not as effective or meaningful as their informal education experiences (Irwin, Hanton & Kerwin, 2004, 2005; Jones, Armour & Potrac, 2004; Abraham, Collins & Martindale, 2006). This does not mean that informal education is superior, but rather one should be able to recognise the contributions that all forms of education make, in a coach's development.

Experience and perceptions of non-formal learning opportunities

During the interview, the 2 coaches expressed that non-formal coaching workshops offered them with a few benefits in that the courses were offered in a very professional manner, they were able to learn some new concepts and because of many people attending it gave them the opportunity to listen and learn from different coaches and their perspectives. The 3 benefits are similar to Armour & Yelling's (2002, 2004) observations regarding effective educational programs, namely: being offered by a knowledgeable teacher, provide learners with new information and allow for group discussions and reflection. These benefits have furthermore been associated with formal education activities (Hammond & Perry, 2005; McCullick *et al.,* 2005; Wright *et al.,* 2007; Lemyr *et al.,* 2007), again highlighting that formal and non-formal education share several characteristics. Nevertheless, non-formal programs differ in that they offer specific topics (e.g. strength and conditioning) to a subgroup of coaches (e.g. amateur youth football instructors). There are however, a number of weaknesses associated with these types of workshops, as the coaches pointed out during the interview. Although the coaches were taught new concepts, the coaching workshops were not locally hosted ones and therefore the information may not always be useful to the Makana LFA coach. A lack of contextually useful content has previously been sighted as a major hindrance by other coaches (Armour & Yelling,

2007). De-contextualised information is often of little use when attempting to solve coaching issues (Nelson & Cushion, 2006). This is the case in the current study, as evidenced by one participant's response:

Coach 2: "…*other divisions are not the same as our LFA. Therefore, not everything was helpful because they can't work here.*"

Earlier in the interview, Coach 2 said that workshops had never contributed significantly to his coaching knowledge. This not to say that the coaches do not value the idea of attending education programs. Rather careful consideration needs to be given as to what local coaches need from educational programs. As a matter of fact, all the interviewees indicated that they feel an appropriately designed program would be of benefit to them. One participant mentioned that such educational opportunities may encourage people to coach, who may not have thought it possible beforehand.

Some of the coaches felt that coaching programs may benefit them by teaching them critical problem solving and creative thinking skills. This would aid coaches in being adaptable as they would learn there may often be more than one appropriate solution for several coaching related scenarios, which can improve their perceived ability to coach their team successfully (Malete & Feltz, 2000). Like the observations by Jones *et al.* (2008), coaches from the current investigation felt that attending a workshop would provide them with the opportunity to share their own coaching experiences and learn from other coaches and their own experiences. Coaches therefore can say to value the experience of other coaches to a high degree. Therefore, this investigation demonstrates that there is a need for football coaching education programs in Grahamstown. In order to create a comprehensive profile of the educational needs of coaches in the Makana LFA, it was further necessary to explore the barriers they perceived to experience in seeking out such opportunities.

Coach 1: "…*those who have been there, know it… it means experience comes with wisdom*".

The frequency and duration at which the workshops happen was also cited by one individual as an area for concern. Coach education programs have been blamed for trying to deliver too much information in a short amount of time to attendees (Lemyre *et al.,* 2007). A contributing factor may

be that modules are offered that are perceived as having little value to coaches. Therefore, a suggestion of the current study is to establish the needs of local coaches, which would aid in creating a course content to be delivered in a more time-appropriate fashion. The findings however do not indicate that LFA instructors are not interested in partaking in educational courses. In fact, the questionnaire responses show that an overwhelming majority of coaches (96%) would attend such a program if one were made available. In the interview the idea of attending a coaching workshop was explored in further detail, by asking coaches how education programs may potentially benefit them.

Kubayi *et al.* (2016) noted that most of their participants indicated that they plan on pursuing further coach education, a similar trend was observed in the current investigation with 88% of coaches responding positively. However even though there is a high demand for coaching education to take place, several barriers were explored which have prevented coaches from doing so. 'Time' was selected as the key barrier to coaches seeking out further education in the questionnaire as more than 50% of participants indicated this was a major hindrance. This was further reflected in the responses given during the interview, with 3 out of the 4 coaches stating that time is a major factor influencing their decision to attend coach education programs. Multiple responsibilities such as having to go to work, coaching in the evenings and attending competitions, often results a schedule clash with between coaching duties and attending workshops. Hughes (2005) observes that one of the key educational deterrents for athletic trainers was available time to attend these courses. One of the interviewed coaches, however, felt that using lack of free time was just an excuse and that if coaches were really committed to broadening their knowledge through coaching programs they would do so.

Coach 1: "*They lack commitment you know when you do what you love you make time.*"

The findings therefore suggest that only a handful of Makana LFA coaches may be fortunate enough to have enough available time throughout the year to attend coach education programs. In section 3, this concept will be explored in more detail in relation to what coaches feel they need from an educational program.

Further barriers that were of importance are location of programs, financial constraints and coaches being unaware of coaching programs being hosted in the first place (Figure 5 and Table 12). One

coach during the interview pointed out that regular coaching programs do not happen in Grahamstown and even if one attended one in another city or town that program and the information may only be of use for coaches that work within that immediate context. More than half of the coaches (76%) from the questionnaire do not recall any educational programs being offered in Grahamstown in the last 5 years. Thus, there is a need for more locally hosted coaching programs that will offer contextually appropriate content but also cut-down on any extensive travelling that coaches would have to do in order to attend. The same observation was made by Sports Coach UK (2004) where participants suggested that the biggest factors that would motivate them to get coaching education was more locally held programs that were offered for free.

Some of the coaches felt that the cost of attending such programs was something they could not afford on a regular basis, the additional costs associated with travelling and finding accommodation further added to the financial burden placed on coaches. This is unsurprising considering that the average salary earned by the participants is R 4 171.55 (± 3185.50). The financial constraints are further intensified as most households comprise of 4 members with only 1 being responsible for the monthly income. This demonstrates that coaches prioritise spending income on other expenditures such as groceries, over attending educational programs. Although each burden can be considered as stand-alone hindrance there is also a clear overlap between some of them. For instance, due to programs being offered in other cities, the cost associated with travel and attendance and the amount of time it would take to travel to this destination, many coaches are unable to partake in these education programs.

Finally, some coaches stated that they receive little to no information with respect to where and when coaching programs take place and therefore may miss any opportunity to attend. In 2009 Misener and Danylchuk, observed that lack of course information was also a key deterrent to Canadian coaches seeking out further education. The study however only made use of coaches who had already attended such educational programs. Based on the responses given for the current study it can be concluded that lack of awareness of coaching programs taking place is an issue for coaches who do and do not have experience of attending such programs alike. This could point to a possible lack in communication between SAFA and the Makana LFA, as to where workshops are being held in the Eastern Cape, but this is beyond the scope of the investigation. Furthermore, SAFA held coaching courses do not occur frequently enough in the Eastern Cape (SAFA Annual), to benefit coaches, such as those that live in

Grahamstown. The study supports claims that the most prominent barriers to seeking out further educational opportunities related to situational hindrances (lack of time or financial constraints) and institutional deterrents (cost of courses, location and inconvenient times) (Cushion *et al.,* 2010). Distortional barriers (such as not being interested in educational opportunities) were mentioned to a lesser extent.

Need for coach education programs

A related yet opposing topic of the investigation is the learning motivators of LFA coaches. A promising finding from the questionnaire responses, is that most participants feel that educational opportunities should be mandatory for youth football coaches. Furthermore, most of the instructors (96%) are willing to attend coaching programs, if they were made available, similar findings were observed for Hughes (2005). The coaches therefore appreciate the importance of attending coaching courses (Kubayi *et al.,* 2016). However, 48% of respondents, indicated that they were 'unsure' as to whether such programs should be made compulsory. Due to only a few coaches having had any formal educational experiences, they may have answered 'unsure' because they do not have a formal qualification and may not want to be perceived as incapable of doing their job. The findings therefore indicate there is currently a need for football coach programs to take place in Grahamstown to accommodate the local coaches.

Coaches generally indicated that they would attend a coaching program to gain knowledge which will help them make better decisions. Coaching courses have been associated with improving participants' perceived capability of fulfilling their roles more effectively (Malete & Feltz, 2000). This once again highlights the importance instructors attach to educational programs in their coaching development. The desire to coach at a higher level was the second most given reply. This was also established by Kubayi *et al.* (2016) who among other motivators found that the desire to coach at a higher level was one of the main persuaders for their sample. Coaches may feel that attending workshops will provide them with the qualifications to move into more competitive environments and potentially make coaching their occupation. Lastly, as mentioned in Langsner (1993) some coaches may use coaching programs to interact with other coaches, regardless of the content offered. This provides the coaches an opportunity to share their experiences and possibly ask for advice in relation to issues that they are facing. Similarly, participants of the current investigation felt that coaching programs can help them

teach and learn from other coaches. One interviewee mentioned that it may provide him the opportunity to see if the coaching he does with his team is effective. Local football coaches, therefore may be motivated to attend educational programs because of the networking opportunity it provides.

Coach 4: "*Personally it will allow me a chance also to see if what I have been doing with my boys is useful or not...*"

Coaches did state they would make use of coaching programs if they were made available. Consequently, to account for the unique context within which the coaches work, it is important to explore what they deem to be an appropriately designed program.

4.3 EDUCATIONAL NEEDS OF MAKANA LFA COACHES

The following section will to identify the educational needs of Makana LFA coaches in relation to their coaching background and characteristics, perceptions of coach education and socioeconomic status. Thereafter, a recommendation will be presented as to how coach education programs should be administered to accommodate local football coaches.

Importance of interpersonal and intrapersonal knowledge

Fundamentals of coaching were most commonly mentioned during the questionnaire as a subject participant want to learn more about. This may be due to 92% of participants not having experience of more formalised coaching education and feel this is a necessary topic to gain knowledge of. Due to the importance placed on this educational focus, in the questionnaire, the interview was used to explore this topic in more detail. The interviewees were asked according to them what they consider these fundamentals to be. Coaches 1 and 4 indicated that an instructor should have a comprehensive practical knowledge foundation but also an appreciation for interpersonal dynamics within a team. Coach 1 mentions that an instructor should possess an understanding of how to coach athletes but should also are able to recognise that their emotional well-being plays a role in their success. The importance of being able to communicate, understand athletes and able to conduct intense and structured training programs was stressed by Coach 4.

Coach 1: "*We need the emotion because everything is in the mind, you can be physically fit but if the*

mind is not right then you won't be fit."

Coach 4: *"I think you must understand your players… A coach must also be balanced, especially those that work at grassroots. You must be able to create strict drills to help skills but sometimes you must also try to come up with fun drills so that it will help the guys stay motivated."*

The responses given share similarities with other authors' observations, as to what makes an effective coach. The responses indicate, to be a successful coach, one needs knowledge in a variety of areas. According to Abraham *et al.* (2006), a coach requires a sport-specific performance understanding, but also how to teach athletes how to execute skills related to their sport. Sound professional knowledge is a cornerstone of being a coach. The sport specific and teaching component of coaching have traditionally been the focus of education programs (Trudel & Gilbert, 2006), but coaching knowledge is incomplete without an interpersonal and intrapersonal awareness (Jones *et al.,* 2008; Becker, 2009). The interviewees support that all 3 types of knowledge are imperative when regarding a coach's success (Jones *et al.,* 2008; Becker, 2009), by emphasising the significance of interpersonal and intrapersonal understanding in their roles.

Coach 4: *"Leadership, you must be a leader you must have leadership qualities; you must see yourself as a role model to others."*

Team building techniques was cited by 44% of the coaches as a topic to learn more about about, as part of their questionnaire responses. Communication is therefore a fundamental part of being an instructor (Wiersma & Sherman, 2005; Abraham *et al.,* 2006; Vargas-Tonsing, 2007). A relationship, where coaches try to understand athletes' perspectives, experiences and maintaining healthy communication, is crucial as expressed by the interviewees. As Coach 1 points out, that having a physically fit player is only a portion of the job, and an instructor should also cater to the emotional needs of their athletes.

Coach 1: *"We need the emotional content because everything is in the mind, you can be physically fit*

but if the mind is not right then you won't be fit."

Healthy coach-athlete relationships are a product of responsiveness, recognition, respect, support and compassion (Jowett & Meek, 2000; Jowett & Cockerill, 2003). Athletes favour working with coaches who possess sport-specific knowledge, but also understand the importance of allowing their players the freedom to make decisions, learn from their mistakes without the use of punishment and empathise with them. A coach's success, in part is determined by their ability to produce players that are confident in their sport-related skills. Findings from the current investigation, point that the participants value effective communication and link this ability with sound leadership and coaching practices. On the other hand, a negative relationship between coach and athlete was found to be a significant contributor to anxiety in players (Baker *et al.,* 2000). Such negative rapport is due to physical or verbal abuse, dislike, detachment and lack of emotional interest (Balague, 1999; Jowett, 2005).

Being adaptable was also mentioned, where coaches felt it is important for an individual to be aware of the context in which they are working and to learn more about its people and problems. From there they can apply creative thinking/problem solving techniques in order to address these specific issues. One of the participants even stated that coaches should be adaptable in the solutions that they come up with by constantly evaluating them and to acknowledge that there may be more than one appropriate solution for any dilemma they face. Gilbert and Trudel (2001) support this claim, in their discussion of the reflective process coaches' experience when attempting to overcome a practical issue. In the explanation the authors mention the importance attached to creative thinking with regards to a potential solution. If the solution does adequately address the problem, then coaches may disengage from the reflective process, however if not, they should return to 'strategy generation' and assess substitute tactics.

Overall the importance of these fundamentals to coaching are further reflected in that coaches who have taken up mentor roles, have stressed their significance to younger coaches. The fundamentals of coaching entailed many of the interpersonal and intrapersonal skills coaches want included in a coaching workshop. Thereby further indicating how vital it is to a coach to be aware of their

interactions with their athletes and their own behaviours and how these impacts on team performance.

The coaches emphasised that these fundamentals were important to their success in several ways. Firstly, it helps them be more holistic in their coaching by understanding that coaching is more than preparing athletes physically for competition. Instead it allows them to approach coaching from multiple angles by acknowledging there are mental and emotional needs of both coach and athlete. This highlights the coaches' understanding that the emotional and mental welfare of athletes play important roles in their sporting satisfaction and achievement. Secondly, if the coach is not aware of the unique contextual issues of the setting that they work in, the solutions they attempt to implement may not be appropriate. A coach in the interview mentioned that having a sound understanding of the basics of football coaching would allow him to design training programs that are appropriate for different age groups and allow the athletes to train in a safe manner without placing too much strain of them, as mentioned by Lyle (2002).

Coach 4: "*Because now you can go and make sure you know how to train the different ages to progress properly and not overload them.*"

Another reason to incorporate the fundamentals of coaching to a workshop programs, is that it would provide those coaches with a limited athletic background valuable strategy of how to coach their players (Wright *et al.,* 2007; Lemyr *et al.,* 2007). Although most questionnaire respondents, indicated that they have past athletic experience, there were a few that stated otherwise. Through learning about the fundamentals of coaching, learners may observe that being a sports instructor involves more than a sport-specific understanding. Coaches should also understand the importance of creating an environment where their athletes' emotional and mental development can be fostered, and to reflect on their own behaviours inside and outside of their practice.

Discipline was frequently mentioned during the interview, participants felt that some coaches do not understand how to conduct themselves during competitions. As one coach points out, in many instances there may be coaches that are verbally abusive to match officials, which is a destructive

behaviour as they are seen as role models and the players could mimic such conduct. Effective communication is again stressed, but this time outside of the athlete-coach relationship. Being a coach involves interacting with other individuals such as match officials or rival coaches. Coaches should be able to correctly identify how to communicate their frustrations without the need to become aggressive and verbally offensive, which ultimately weakens the sporting experience of the athlete.

Coach 3: "*The discipline, you see coaches are not disciplined. You will see coaches shouting at referees, shouting at the co-referees. Not just shouting, insulting them. They should know that there are kids out there that are looking up to coaches, you see?*"

Furthermore, it was suggested that certain coaches may be ill-disciplined because they do not always understand the rules of football completely which could lead to misunderstandings with rival coaches, teams and match officials. It was therefore suggested that the rules of football should be included in workshops as a refresher course. Coaches should also be aware of how their behaviours can influence the team environment and finally the workshops should aim at discussing how to separate personal emotions from the game situations. In other words, according to one participant, coaches should understand that football is a sport at the end of the day and there is no place of personal attacks (verbal or physical) in or after a competition. I would orientate this section like this. Much of what has been discussed above relates to interpersonal and intrapersonal educational requirements of local footballing coaches, however a sufficient professional knowledge has also been stressed.

Professional knowledge

Sport specific needs were also highlighted in that coaches would want to know more around advanced technical and tactical football skills and how to coach them (Figure 4 and Table 12). This again indicates that professional knowledge is crucial to a sports instructor's responsibilities. As many of the coaches rely on their experiences as players and having worked with a mentor, they may not always be exposed to new ways of training football players. A concern echoed by Coach 2 (see below). However, it has been demonstrated that tactical and technical knowledge can be greatly improved on by attending education programs (Wright *et al.,* 2007). The football coaches should benefit from learning how to introduce their athletes to increasingly complex coaching strategies and

to use individual tactics due to positional differences in the team.

Coach 2: "*…sometimes the coaches might come with old-fashioned ideas…*"

Strength and conditioning is another, although not as popular a topic that, coaches want to have incorporated in workshops. This may demonstrate contextual awareness, as coaches work with differing age groups and may want to design and implement coaching programs adequately suited to these age groups. It becomes clear that although sport specific and scientific content is valued, it is not the only areas that coaches want to learn more about. Thus, workshops should allow for a wide array of subject matter to be discussed in an attempt not repeat the shortfalls of previously mentioned educational programs (Jones, 2000). Both sport specific skills and conditioning was mentioned to a lesser degree than observed in Kubayi *et al.* (2016). During the interview coaches frequently expressed that their learning was around things such how to set of training drills and how to design tactical formations (Table 12). This point toward coaches' learning sources (whether formal, non-formal or informal) having favoured sport science related content, while neglecting the fact that coaching is a social process marked by human interactions (Jones, 2000). Overall the findings indicate that coaches perceive the current coaching system as not being able to meet their needs which supports observation as by Vargas-Tonsing (2007) Kubayi *et al.* (2016).

4.4 RECOMMENDED COACH EDUCATION PROGRAM
If one, simply considers the number of coaches that attended workshops as presented by the SAFA Annual Report (2017-2018) then it would seem like they are on their way of achieving their goal of 10 000 qualified coaches by 2022. However, as the interview of this study shows, there are more considerations that need to be made prior to proclaiming an educational program's success. Among the issues coaches expressed in terms of coach workshops is lack of available time to attend, financially not being able to get to these workshops and lack of contextually relevant information being taught. Therefore, it is not only important to understand what coaches need in terms of their education but also how this can be implemented to achieve true coach education success. The aim of such workshops should not only be to produce qualified coaches, but more importantly ensure effective learning has taken place that will yield a benefit to coaching practices. Although coaches in major metropolitan areas may be receiving opportunities to attend formal SAFA education courses it is clear from this current study that coaches in small and medium sized metropolitans are not gaining

the same access. This has important implications for the development of football and talent identification and development in South Africa. Consideration of the number of coaches, players and administrators in LFA's with similar characteristics to those of the current study provide alarming realities for the efficacy of the SAFA programs for LFA coaches. The findings of the current study therefore indicate that SAFA should relook at what type of educational programs they provide, where they provide them and what type of financial constraints coaches are under.

Topics of interest

A key concern for effective education programs would be to ensure that they do not repeat the mistakes of previously mentioned coach education systems where in content is covered that is not relevant to its participants (Chesterfield *et al.,* 2010; Mesquita *et al.,* 2014). Therefore, it was important to consider exactly what coaching topics Makana LFA coaches would want to learn more about. Based off the educational needs of Makana LFA coaches, it is recommended that coaching programs begin with offering content related to the fundamentals of coaching. Which should not only speak to the sport-specific side of football coaching but include information regarding what behaviour is deemed acceptable and appropriate by a coach, how to deal with adversity and how to maintain healthy relationships with their players that promote positive athlete outcomes. Furthermore, it is suggested that workshops try to have coaches understand how their behaviour has a direct impact on the sporting experience of their athletes (Jowett & Meek, 2000; Jowett & Cockerill, 2003). As the findings demonstrate, coaches recognise that to be a successful coach, they require knowledge related to their profession, athlete outcomes and their coaching context.

After the fundamentals around coaching have been understood, then it would be appropriate to move into teaching coaches more around football specific techniques and tactics that they may not have been aware of and can carry over into their team training. Strength and conditioning programing should also be included, and how to design training schedules that are appropriate for different age groups and promote healthy living. However, it is strongly suggested that both theory and practice be incorporated in the delivery of such content. Firstly, the theoretical side will provide coaches with an understanding of why certain things are done in a particular manner and how it would be best to introduce more complex/intense training sessions. Secondly, the practical component will allow coaches the opportunity to apply what they have been taught in a safe and controlled environment. Here they will be able to see what works for them and also receive feedback from a teacher if they

need further assistance. However, it is not only the content that is of importance, but how the educational programs take place that needs consideration.

Education program format

The coaches felt that workshops would be a suitable manner of delivering educational programs, however they also mentioned that informal and formal educational means have their benefits. Some felt that formal education on its own is not financially possible for all the coaches and that because so many coaches already make use of informal means of education, non-formal workshops would be something they would value. As one of the participants felt that workshops would be beneficial because it is more flexible in terms of when they happen and the content that is delivered. However, as the coach further commented it would have to be appropriately designed in order to be of any benefit to him and the rest of the coaching community. A key feature of such an appropriately designed workshop, would be that it is run by knowledgeable educators. It has been previously shown that coaches value having an individual conducting education programs who they can seek advice from and that can help bridge the gap between theory and practice (McCullick *et al.,* 2002; McCullick *et al.,* 2005; Hammond & Perry, 2005). It is not enough to simply have workshops offer theoretical information that coaches wish to learn more about. To make this information truly valuable a link needs to be established between theory and how it relates to the Makana LFA context. To accomplish this, the program administrators would need to ensure that they fully understand the responsibilities that Makana LFA coaches have and their unique educational needs (McCullick *et al.,* 2002). In order to explore the idea of a workshop that incorporates elements of all 3 forms of education, the coaches were asked the manner in which the content should be presented to them.

Once again, the emphasis was placed on a mixture in terms of how information should be taught in the workshops. The coaches felt that learning more around the theory of coaching was important but that this knowledge would be incomplete without any practical component to their education. On the other hand, coaches also felt that only learning practical components would mean very little to them, without an understanding of why they are important to coaching football. Finally, the participants stated that they would also like to have the opportunity to have group discussions and share their views and experiences of coaching. As has been demonstrated in (Cushion *et al.,* 2003) a coach's experiences and their encounters with other coaches and their experiences are important components that can influence coaching practices. Previous work has commented on the need for coaching education to

move beyond just focusing on materials from manuals and to incorporate more opportunities to share experiences with each other (Gould *et al.,* 1990; Schembri, 2001; Lyle, 2002). An important consideration here is that although the coaches expressed a desire to attend workshops, they still value the importance of informal means of education and want elements there of to be part of how the workshops. This is shown by the fact that interviewees mentioned that they would want to have group discussions with other coaches to further facilitate their own learning.

An interesting remark that one of the interviewed coaches made, was that it would be worth considering offering the workshops in isiXhosa. This would be viable as all of the coaches indicated they are isiXhosa speaking. According to the participant, there are a number of coaches who struggle to speak and understand English and discourage them from attending an education program if offered solely in English. "Yeah you see you should be having someone there that is going to be able to communicate with everyone. Not everyone as a coach there, speaks English". However, language used in the workshops would be a highly important factor, it would be appropriate to do further investigations to see if the other coaches share this opinion. It was also suggested by a few participants that at the end of the workshops, coaches be awarded some sort of certificate that would indicate they have completed the required theoretical and practical work. According to the coaches, this would not only give the attendees a sense of accomplishment but might even motivate them to attend future workshops.

Time and location of education programs

Due to the multiple demands placed on the coaches such as having to work and coach their teams and average of 7.4 hours a week as well as having to attend weekend competitions, it is not hard to see why 'time' was selected as the chief educational barrier. However, when discussing it further during the interview, one coach felt that many coaches were just using 'time' as an excuse to not attend workshops. "They lack commitment you know when you do what you love you make time". The other 3 coaches, on the other hand all agreed that they do not always have time available to attend workshops due to numerous responsibilities. Furthermore, as location was also an important barrier to so many coaches, it was stressed during the interview that the workshops would be of little benefit if they were not hosted locally. As one of the participants commented.

Coach 1: "…*but they must happen here, in Grahamstown that would be most beneficial for everyone.*"

As less than half of the coaches that responded to the questionnaire have their own vehicles it would make it challenging for those without transport workshops hosted in neighbouring cities/towns. The average household income for the participants at the time of the questionnaire was R 4 171.55, while most of the coaches have to support households of 4 people. Often the participants were the only breadwinners for their families, this would make it nearly impossible for them to travel to attend regular workshops. Local education programs would thus benefit coaches in that they would not have to travel long distances in order to attend, which would lessen any financial constraints on them. As a matter of fact, financial limitations are the primary reason for many of the participants not being able to continue their academic careers, as 36% of the participants were not able to complete secondary school. It may further be worth considering that if local coaching workshops are to take place that one mean through which it can be advertised is through text messages such as SMS. Most of the participants indicated that they are currently in possession of a cell phone, which could be used as a relatively easy and cost-effective mode of delivering information about where and when the workshops will happen.

Kubayi *et al.* (2016) found that most of their participants were part-time coaches and thus suggested that educational courses should be structured in a manner that would best accommodate coaches. The current investigations' sample were all part-time coaches, with over half of the participants currently employed. This coupled with limited available time to attend workshops due to training often multiple teams and competitions, the researcher asked the participants when they thought the best time of year would be to host coaching programs. Although there were some differences in terms of when exactly it should happen 2 common patterns were noted. The first was that the workshops should happen at a time when scheduled league matches have ceased. Secondly the workshops can be organised at two different times during the year which correlates to the scheduled break in league fixtures. February was mentioned as a suitable month, as it will be after the Christmas and school holiday break when there would have been no games. As one coach states: "we have a break in December until February so I think it would also help to have clinics in February". It was suggested that the second cluster of workshops should be hosted after the end of the competitive season, which is usually in August or September, depending on how many postponed matches need to be replayed. The findings from the

current investigation indicate that local football coaches appreciate the need to attend educational programs. It is therefore recommended, that local sporting authorities organise alternative learning opportunities to formal education programs, so that instructors can attend and enhance their coaching understanding. In summary, coaches have expressed a desire to attend workshops, however these workshops would be required to accommodate the needs of its attendees. The requirements are related to offering contextually appropriate information, allowing for both theory and practical components to be explored and to be hosted locally during the off-seasons. Despite the previously mentioned recommendations, there are certain limitations that need to be considered with regards to the current investigation.

The study recommends that coach education programs such as hosted by SAFA, move away from traditional approaches of prescribing to coaches what they need and how it needs to be delivered. Furthermore, it cannot be assumed that the content covered in other countries will be applicable to a context such as the Makana LFA. It is therefore strongly recommended that education program administrators increase investment, through research to understand the educational requirements of lower level football coaches in South Africa. Ultimately the aim should be to keep the retention of coaches when it comes to hosting coach workshops and in order to do this a service needs to be created that can not only speak to coaches' educational needs but also be flexible enough to be implemented in order to accommodate their weekly responsibilities.

LIMITATIONS

- The current investigation's focus was not to explore the barriers to providing coaching education from an administration perspective.

- Not all of the coaches that responded to the questionnaire were selected to be part of the interview, as this is the nature of qualitative research tools. This may however have resulted in incomplete information being obtained regarding educational needs of Makana LFA coaches.

- Coaches, out of fear of being judged, may not have given accurate responses during the questionnaire and/or interview, despite anonymity being guaranteed.

RECOMMENDATIONS

- Future researchers wish to explore in further detail the administrative barriers to offering coach education programs in Grahamstown.

- Future studies may wish to verify the current findings by conducting additional questionnaires and interviews.

- Should local coach education programs be provided, researchers may wish to evaluate coaches' perceptions thereof and how effective they found the information in their daily practices.

- It may be beneficial to further explore whether head coaches and assistant coaches have differing educational needs.

- The educational needs of the coaches may change over time. Therefore, it may be useful to constantly evaluate what these needs are and how to adapt programs where necessary.

CONCLUSION

Currently, Makana LFA coaches fulfill their responsibilities on a volunteer basis, and are not always able to rely on permanent support staff. As such, they often must assume multiple roles, which includes coaching more than one team, provide transport and taking up a role model position. This coupled with the relatively lower socioeconomic bracket that most of the coaches fall under, makes it difficult for them to attend coach education programs which are typically hosted in neighbouring cities. All the participants have previously relied heavily upon informal learning activities and have expressed that these were of value to them. The coaches have however expressed a desire to attend educational programs as well as the importance of developing their own coaching knowledge. However, coaches that have previously attended coach workshops felt that these workshops failed to offer them information that they could use in their context. Therefore, there needs to be a move away from prescribing to coaches what they need to know. Instead the focus should be relying on coaches to describe their educational needs and creating a program to address these issues. Program effectiveness should also be monitored on a continuous basis to establish that coaches are perceiving a benefit to attending and where improvements can be made. The two methods mentioned, should

ensure continued buy-in from local coaches and contribute to producing qualified and knowledgeable football coaches.

If any coaching program is to be effective it would need to take into consideration several key concerns. The program would have to be a mixture of theory and practice as to allow coaches the opportunity to apply what they have been taught in controlled space where they can receive feedback. In order to allow all of the Makana LFA coaches an opportunity to attend such programs, courses have to be hosted in Grahamstown as to minimize any travel related concerns coaches may have. Content delivered during the courses need to speak directly to local coaches' needs if the education programs are to be deemed effective. Finally, the courses need to take place during a time of year that is suitable for coaches to attend, it is recommended that the programs take place twice a year during periods of time where local competitions are not taking place. Moving forward, the study will inform a community driven project between the LFA and the HKE department, which will seek at empowering local football coaches through organised educational programs.

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APPENDIX A: SEMI-STRUCTURED INTERVIEW GUIDELINES

Question 1-3: Serve to obtain information about coaches' coaching practice in order to build a more complete profile.

Question 4-7: Experiences of partaking in coach education activities

Question 8-11: Coaches are asked what an appropriately designed education program would look like to speak to their context.

1. We think that the job you are doing in local football is so important, can you tell us about how you got involved in coaching football?

2. Are you the head coach of your team? Do you have any assistant coaches that help you with coaching you team(s)?

3.1 How does your answer to the previous question, impact on time management, considering many coaches work with multiple teams?

3.2 If you have the resources who else would you like to have involved in your team?

4.1 Can you tell us a little about what you think have been the most important learning sources for you regarding coaching?

4.2 Why is that so?

4.3 What do you feel are the strengths and weaknesses of such resources?

5 Have you ever attended a coaching education program?

6.1 What do you feel are the biggest problems potentially stopping you from attending

coaching education programs?

6.2   Do you think you would benefit from coach education programs? If so, how?

7.1   Have you ever been a mentor to beginner coaches?
7.2   If so, what was the most important skills you taught them?

8   What type of education would be most useful to you as a soccer coach?

9.1   What topics do you think would be most valuable to you, if you were to attend a coach

education program?

9.2   The fundamentals of coaching were mentioned as the most frequent topic that coaches want to learn about. What do you consider these to be?

10.   What in your opinion would be the best way to deliver a coaching course? (Explain the difference between a lecture, practical, round table discussion, group work etc.)

11.1   In the questionnaire that coaches answered earlier this year 'time' was selected the main as reason why many felt they could not attend coaching workshops. Do you agree?

11.2   What time of the year/season would be best to host coaching education programs?

APPENDIX B: QUESTIONNAIRE

Section 1: Demographic and Socioeconomic section

Race	
Home Language	
Home Town	
Are you currently on medical aid or any other medical care plan?	Yes No
Currently, what is your monthly income?	
How many people live in your household?	
How many people contribute financially in your household?	
What transport do you use to get to and from work?	
Do you currently own and use a cell phone?	Yes No
Did you attend school?	Yes No
What was the highest level you reached? (E.g. grade 10)	
If you did stop studying, what was the reason for this?	

Section 2: Coaching practice

2.1.1 Do you have any formal qualifications as a soccer coach? If you answered 'No' then please go to question 2.1.4	Yes / No
2.1.2 If 'yes' please specify the highest level of qualification e.g. D Licence (Please refer to the list on coaching qualification levels.)	
2.1.3 How many coaching workshops have you attended in the last year?	
2.1.4 How long have you been coaching?	
2.1.5 How many hours a week would you say you spend coaching?	
2.1.6 As a football coach, are you employed to do so (in other words earn income as a coach) or do you coach as a volunteer (in other words during your free time, outside of work).	

2.1.7 Please provide all the age groups that you work with as a football coach.	
2.1.8 Did you participate in football as a player? If yes, please answer the following question.	Yes / No
2.1.9 For how many years did you play football?	

Section 3: Learning sources

In terms of your own learning in how to coach football, how much have you relied on the following educational sources. Please indicate, using the numbers provided the level of importance 1= not important
2= slightly important
3= somewhat important
4= quite important
5 = very important

	Rating
Own experience as a soccer player	
Having been mentored by other coaches	
By doing (i.e. day to day experiences) as a coach	
Observing other coaches	
Self-taught (e.g. through magazines, internet, videos, coaching manuals etc.)	
Studied towards coaching licence	
Attending workshops or coaching clinics	

Section 4: Learning motives and deterrents

4.1 Why did/or potentially would motivate you to choose to complete coach training courses?

_____

_____

_____

_____

_____

4.2 What factors, if any, have stopped you from attending additional coach training courses.
Name as many as may be appropriate.

_____

_____

_____

Section 5: Perceptions of coaching courses

5.1 Please indicate 'Yes', 'No' or 'Not Sure' where appropriate

	Yes	**No**	**Not Sure**
Do you plan on pursuing further coaching education?			
Is coach education important for youth soccer coaches?			
Should coach education be compulsory for youth soccer coaches?			
As best you can recall, has there been any recent (in the last 5 years) soccer coaching workshops held in Grahamstown?			
Would you make use of local coaching workshops if provided?			

5.2 In your opinion what topics would be of most value to you, or would you want to learn more of, if a coaching workshop were to be held in Grahamstown?

_____

_____

_____

_____

5.3 Which of the following methods would you suggest as being the most desired way in which information during workshops be delivered? Please indicate, using the numbers provided the level to which you agree or   disagree

1=   not   important
2=   slightly   important
3=   somewhat   important
4=   quite   important
5=   very   important

|	**Rating**
Practical session	
Group work	
Discussion groups	
Lecture	

Coaching Courses
SAFA has currently a Coaching Education System in place with 5 different levels:

- SAFA D License (Grassroots)

- CAF/SAFA C License (Introductory)

- CAF/SAFA B License (Level 1)

- CAF/SAFA A License (Level 2)

- Professional License (Level 3)

APPENDIX C: INFORMED CONSENT FORM

RHODES UNIVERSITY
Where leaders learn
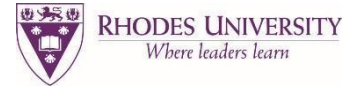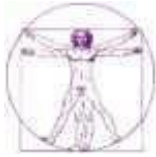
INFORMED CONSENT: QUESTIONNAIRE ON COACH EDUCATION AND TRAINING
RHODES UNIVERSITY: DEPARTMENT OF HUMAN KINETICS AND ERGONOMICS

Researcher: Gavin Callow   **E-mail: callowgavin1@gmail.com**
Number: 076 9735474

<u>**AIMS**</u>

My name is Gavin Callow, a Master's student at the Human Kinetics and Ergonomics department of Rhodes University. The area that I am interested in is the improved performance of football players, particularly at youth levels and footballing coaches their educational background are key factors in determining how well athletes perform. Part of SAFA's mission statement (Annual Report, 2016-17) is to promote the development of football throughout South Africa, through forming partnerships with communities as well as government which aims to create capacity building opportunities for all involved members. In other words, creating appropriate training guidelines for coaches and players alike, among other factors.

Based on the most current annual reports from SAFA, it appears that most of the coaching short courses are held in Gauteng, KwaZulu-Natal and the Western Cape. Of the workshops hosted in the Eastern Cape, about 43 % are in Nelson Mandela Bay and none within the Makana (Grahamstown) district (Annual Report, 2016-17). Historically most of the research into coaching education, including football, has been done in countries outside of South Africa. Thus, very little is understood of football coaches needs in South Africa, and in the Eastern Cape. Therefor to make any conclusions about the educational needs of Eastern Cape youth football coaches would not necessarily be appropriate as the working context of the coaches differs quite significantly. To understand how coaches gained their knowledge as football coaches, it is important to understand the different types of learning they have been exposed to, their thoughts around this learning and what might have motivated and/or deterred them from seeking out continued education.

<u>**PROCEDURE**</u>

There are 2 phases to the investigation, phase 1 will be a questionnaire and phase 2 will be an interview. Only 5 participants will however be required to take part in phase 2, due to time constraints, as the analysis process is more complex than that required for phase 1. Should coaches however want to be interviewed after the 5 participants have been contacted, an additional session will be organised as soon as all the data have been collected. The questionnaire aims at exploring the educational histories of football coaches in the Makana region. Furthermore, it aims to establish if and what potential barriers coaches have experienced in seeking out further training and education. Coaches will also be asked what their perceptions are around continued training and what skills they deem as being important when it comes to be an effective football coach. In order to create a more complete profile of football coaches within Grahamstown a socioeconomic questionnaire will also be added.

Phase 2, the interview will aim to gain deeper insight into the answers you provided during the

questionnaire. The answers from phase 1 will first be analysed, which will then inform the discussion points to be had during the interview. The aim will be to gain a deeper understanding around coach education experiences and opinions. During the interview the responses will be recorded using a tape-recorder, this will allow the investigator to remain focused on the answers and participants not having to wait for the researcher to make notes during your conversation. Both the questionnaire and interview should take roughly 45 minutes to complete and will be conducted on non-consecutive days.

RISKS AND BENEFITS

There are minimal risks to participating in the current study participants may however potentially feel that sharing sensitive information may make them feel uncomfortable. The information coaches provide will however, not be shared, and will be coded to ensure they remain anonymous. Only the researcher and their supervisor will have access to the raw data. Once the results have been fully analysed the named data will be erased. Anonymous results will be stored in the HKE archives and made available for future research, by signing the consent form coaches will be giving their permission to do so. This future research will be to further investigate and assist with any problems that might be highlighted through this study.

It is beneficial for coaches to participate in the current research, to gain a better understanding around the issues that they face and what they desire when it comes to their training and education. By being a participant, it will allow the University to facilitate a mutually beneficial relationship. Where a partnership between the football coaches and Rhodes will aim at addressing these concerns. This will take the form of coaching clinics hosted by the university where all football coaches of the Makana region will be welcome to join, with the emphasis of the course being on issues that they as participants have identified.

ANONYMITY AND FEEDBACK

All the information will be anonymous and at no time will names be used. Please note, coaches will be under no obligations to complete this questionnaire and are able to withdraw from the study at any time. If coaches would prefer to not answer a question, they may leave it out. If participants leave out 7 or more questions (i.e. more than 10% of the questions), answers will be retracted from this study. As soon as all the data has been collected and fully analysed, will the researcher provide coaches and LFA representatives with feedback in report form as to what the overall responses were.

If you are unsure on anything, you can get clarity from the researcher present.

Thank you for being willing to allow permission for the research to continue.
Gavin Callow
HKE Master's student

INFORMED PERMISSION

I,_____ _____, voluntarily give consent to participate in the research project
"Football coach education and training in the Makana LFA".

I have read and understood all the information above and all question I may have had have been answered to my satisfaction

PARTICIPANT

_____   _____
(Print name)   (Signed)

RESEARCHER

_____   _____
(Print name)   (Signed)

WITNESS

_____   _____
(Print name)   (Signed)

APPENDIX D: THEMATIC ANALYSIS OF QUESTIONNAIRE OPEN-ENDED QUESTIONS

Initial codes	Themes
Question 4.1 – Key learning motivators	
• Gain more experience of coaching skills • To coach in higher leagues • Network with other coaches	Learning motives
Question 4.2 – Key learning barriers	
• Competitions and training do not allow time to attend • Have to travel to attend • Cost is expensive • Lack of information where and when programs happen	Learning barriers

Initial codes	Themes
Question 5.2 – Topics coaches want to learn about	
• Basic approach of coaching • More tactical and technical skills • How to handle competition stress • Team building skills • Fitness • How to motivate players • Drug and alcohol abuse	Topics of value to Makana LFA coaches

APPENDIX E: GATEKEEPER PERMISSION LETTER

RHODES UNIVERSITY
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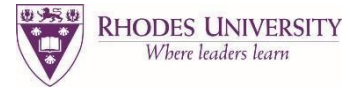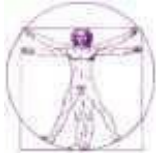
PERMISSION LETTER: QUESTIONNAIRE ON COACH EDUCATION AND TRAINING
RHODES UNIVERSITY: DEPARTMENT OF HUMAN KINETICS AND ERGONOMICS

Researcher: Gavin Callow **E-mail:** callowgavin1@gmail.com
Number: 076 9735474

AIMS

My name is Gavin Callow, a Master's student at the Human Kinetics and Ergonomics department of Rhodes University. The area that I am interested in is the improved performance of football players, particularly at youth levels and footballing coaches their educational background are key factors in determining how well athletes perform. Part of SAFA's mission statement (Annual Report, 2016-17) is to promote the development of football throughout South Africa, through forming partnerships with communities as well as government which aims to create capacity building opportunities for all involved members. In other words, creating appropriate training guidelines for coaches and players alike, among other factors.

Based on the most current annual reports from SAFA, it appears that most of the coaching short courses are held in Gauteng, KwaZulu-Natal and the Western Cape. Of the workshops hosted in the Eastern Cape, about 43 % are in Nelson Mandela Bay and none within the Makana (Grahamstown) district (Annual Report, 2016-17). Historically most of the research into coaching education, including football, has been done in countries outside of South Africa. Thus, very little is understood of football coaches needs in South Africa, and in the Eastern Cape. Therefor to make any conclusions about the educational needs of Eastern Cape youth football coaches would not necessarily be appropriate as the working context of the coaches differs quite significantly. To understand how coaches gained their knowledge as football coaches, it is important to understand the different types of learning they have been exposed to, their thoughts around this learning and what might have motivated and/or deterred them from seeking out continued education.

PROCEDURE

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Phase 2, the interview will aim to gain deeper insight into the answers you provided during the questionnaire. The answers from phase 1 will first be analysed, which will then inform the discussion points to be had during the interview. The aim will be to gain a deeper understanding around coach education experiences and opinions. During the interview the responses will be recorded using a tape-recorder, this will allow the investigator to remain focused on the answers and participants not having to wait for the researcher to make notes during your conversation. Both the questionnaire and interview should take roughly 45 minutes to complete and will be conducted on non-consecutive days.

RISKS AND BENEFITS

There are minimal risks to participating in the current study participants may however potentially feel that sharing sensitive information may make them feel uncomfortable. The information coaches provide will however, not be shared, and will be coded to ensure they remain anonymous. Only the researcher and their supervisor will have access to the raw data. Once the results have been fully analysed the named data will be erased. Anonymous results will be stored in the HKE archives and made available for future research, by signing the consent form coaches will be giving their permission to do so. This future research will be to further investigate and assist with any problems that might be highlighted through this study.

It is beneficial for coaches to participate in the current research, to gain a better understanding around the issues that they face and what they desire when it comes to their training and education. By being a participant, it will allow the University to facilitate a mutually beneficial relationship. Where a partnership between the football coaches and Rhodes will aim at addressing these concerns. This will take the form of coaching clinics hosted by the university where all football coaches of the Makana region will be welcome to join, with the emphasis of the course being on issues that they as participants have identified.

ANONYMITY AND FEEDBACK

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If you are unsure on anything, you can get clarity from the researcher present.

Thank you for being willing to allow permission for the research to continue.
Gavin Callow
HKE Master's student

INFORMED PERMISSION

I, <u>Buyisile JONAS,</u> Executive Chairperson of the Makana Local Football Association give my permission for the researcher to seek out participants for the research project **"Football coach education and training in the Makana LFA".**

I have read and understood all the information above and all question I may have had have been answered to my satisfaction.

LFA Executive Chairperson Contact Details

Telephone: 082 454 5303/083 572 3204

E-mail: sirjay63@gmail.com and buyisile.jonas@ecdoe.gov.za

Fax:

LFA EXECUTIVE CHAIRPERSON

B. Jonas		28 June 208
SAFA MAKANA CHAIR	SIGNATURE	DATE

APPENDIX F: ETHICAL CLEARANCE

29 June 2018

Gavin Callow – g12c6544@campus.ru.ac.za

Andrew Todd – a.todd@ru.ac.za

Dear Gavin and Andrew,

Final Ethical Clearance – Application HKE-2018-07

Your application for ethical clearance for the study titled *"*Soccer coaching knowledge in the Makana SAFA Local football leagues*"* (reference number HKE-2018-07) has received final approval by the HKE Ethics Committee. This clearance is valid for a period of 1 year from the date of this letter.

Please also note that any significant changes made to the study and procedures need to be communicated to the HKE Ethics Committee (this includes changes in investigators), and another full review may be requested.

Upon completion of your study, please submit a short report indicating when and whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the HKE Ethics committee should be aware of.

Sincerely,

M.C. Mattison
2018 HKE Ethics Chairperson
Department of Human Kinetics and Ergonomics

Rhodes University; Grahamstown
Tel: + 27-46-603 8468
Cell: +27-82 319 4626

APPENDIX G: TRANSCRIBED INTERVIEWS

COACH 1

Thank you very much for giving me this opportunity. How I involved myself in coaching was around what you call love for youth development. So that's why I invite myself to go to instill discipline in youngsters and get them off of the streets. Otherwise it promotes a distorted mind like 'gangsterism'. I had to intervene by workshopping them. To tell the players what discipline is, then educate these guys so they must know that the discipline is.

Yes, I am the head coach but also, I have a management role in the team.

Yes, there are.

We need to take out a senior player which has leadership skills to coach the younger teams. The challenge is immediately you are going to waste time and you're not going to have a proper effective plan to coach the under 15's, 17's and the first team. Because that thing you must do a transition of information, the coaches must focus on just one team, because if you are a person who is all over, you are going to bring chaos and confusion. That is going result in a waste of time and also to give not clear direction and perspective to the club what is the plan. He [assistant coaches] cannot come with that aggressiveness to the juniors you need a clear mind a dynamic and diverse thinking person to have that what-you-call-it that transfer of skill. Because you might have an elderly person, he is not going understand that skill of juniors. This assists in delegating powers.

I'm in a process of establishing my own team now of juniors, assistant coaches and coaches who have the formal training and education of that skill that is where I would need that assistance.

I told myself to listen to different coaches after matches because some people after its finished maybe Kaizer Chiefs is playing Orlando Pirates or Manchester or Germany they just leave. Even that coach who lost you listen to what he says and that coach who wins, you listen to what he says that is the most important skill which I've learnt, that of effective listening. Also, to check other videos of people who used to mentor then listen to them because this thing of mentoring and

coaching. So those videos assisted me also and also my mentors there assisted me also and many ways of knowing what must be done.

You know if you don't listen and you talk all the time you will have some wrong idea. Those [coaches] who have been there, know it. It means experience comes with wisdom that is why I follow those people who are mentors. So, a person who is directly involved in something, that person knows what is happening there.

Let me start with the weaknesses. You know the weaknesses is that a person can be your mentor residing in London and you're in the Eastern Cape, that person is going to focus in that boundaries. But the actual thing is not like that and Lebo Stadium [Makana based stadium]. You've got the dynamics which are happening there that are different to over there. Another disadvantage is that we would mimic them and will phase out from originality, you need to develop your own style. You cannot be like Pele or Zinedine Zidane you need to be your own person. The strengths are those people can encourage you unlike any other. You will learn how to handle issues of problem- solving and conflict management. You won't just give up when a problem comes but try to solve it from different angles.

I'll be happy to give one a try given the opportunity.

Very little information is disseminated as to whether and where coaching programs are happening.

Very beneficial. You know you can have that gift of coaching, but you don't know that you are coach. These programs can show you that and encourage you to become a coach. The programs can provide you with documents to say that you have completed the training.

Yes, definitely I have. Hold onto something you love that's one thing I told them. Immediately when you don't love what you do what you are doing you must just stop it because you are wasting your time. Resilience is another, because even if you love something you will get obstacles within that hindering what you do. Another skill which is so very important is flexibility because flexibility is not something which you just have. It is a skill because when you adapt to the

circumstances. Without the adaptability you must not be granted with authority because now the players. When you're flexible it must be an exchange of knowledge between the players and their coach.

The formal one is proper but the non-formal also. This country is moving more away from formal education because we all now have laptops and computers and that stuff. But as time goes by you can't tell the difference between a person that studied in the 1990's and someone who studied in the 2000's. So, the formal training will be for one type of person, but the non-formal will be also be relevant for someone else. From my side I would also take the workshop one depending that the process of administration is done properly. Because if the workshop is done by proper people who know what they're doing then therefore I don't have a problem. So, the non-formal one because it's a flexible one but it must be done properly.

One, its leadership, a module on leadership. Two you need have psychology. Three, we have conflict management. Four we have problem solving and five the last one life skills or life science. A coach who doesn't have leadership skills is going confuse things and you see teams has got the potential of going far but their coaches are not leaders. So, you need to take those people and teach them leadership. Psychology most of our people here get angry and aggressive, so that aggressiveness and that anger it influences because environment and the children are going to adapt to that. A coach is leading that example, so the psychology needs to be fine-tuned. Conflict management people must know that you don't allow a third party in the problems of your team a coach must be able to help himself and the team, so conflict management they must know it. The fourth one which is problem solving it is to say in the LFA or SAFA we must be solution oriented you must not complain, with no solution. The fifth one life skills and life science it is the one which allows people the healthy way of living then therefore you must not be a player living unhealthy.

Those five things, yes, they are the fundamentals. The importance is you master the art of practicing practicality. You've got the emotions you've got the attitudes and then you that is where the problem is. He's a good coach, he knows everything like the dribbling etc. but all these five fundamentals he lacks. Then some of the players may end in up in taverns or prisons because they were told how to play that rough way of playing because they lack the basics. So those 5 things

are the fundamentals so the coach from angles will be equipped. We need the emotional content because everything is in the mind, you can be physically fit but if the mind is not right then you won't be fit.

To me it would be very proper for a person to say if you are doing it in a week time to divide that thing. Then the following week it's phase. Now you give them a chance of to say in the week probably by 5 o'clock we are doing the practical. You can't have a person's going give them the whole day theory. Few people enjoy studying so to me if you fuse them it will assist. From motivation side you can give them a certificate or something at the end. So, if you do a lecture bring a professional person it's very important because that it is going to contribute to people participating. Another challenge is the dynamics of people we can do it like a round table discussion but within the process you will see that the one says, 'no this one is not doing it proper'. Because you know what, we have got our own unique styles of doing things. People do not know what it called 'tactical management' you need now to manage each other in that process. So, a professional lecturer is critical but the practical side and the drills also play a role. We cannot do theory alone, even that one of practice you cannot do a practice alone.

They lack commitment you know when you do what you love you make time. If it is in December when these coaches are having Christmas now would I understand it makes sense to me, also festival time during the National Arts Festival I can understand that. But we can still incorporate that program during the soccer tournament, so a week before the National Arts Festival we can do the theory, then when the tournament comes, we can say that now is the practical part. I have been doing this for a long time, if you want something you will go to it, it's not that thing that comes to you these people they've been offered many chances some of them send players to attend because I said few people want to study. That's an excuse.

You know to me I think you see September would be proper because it is regarded as the month of heritage you know so it will be very fruitful to do it in that period. Because you can't during the National Arts Festival there many commitments also you cannot take that season of December. February is another relevant it's the beginning of the year that you must look into because in September people are tired, and many things happened to them. When the year starts that's what the freshness is so February and September.

COACH 2

I was a volunteer in an amateur club, you see? One from my community that's how I got involved in coaching. I am the assistant coach in under 15 and under 17 divisions.

As I told you, I am an assistant coach myself, there are other guys also from under 13 and senior squads but not all the time as they want to play most of the time.

You see we made time frames, for example on Monday we focus on one division such as your under 13's, on Tuesday in under 15's etc., etc.

I think more development coaches as they understand these kids and will know how to work with them very well.

By observing senior coaches and how they conducted our training sessions. Also, I use to play, you know? So, I think that also helps as I know how to talk and work with these guys because I have done it before.

I didn't have other resources other than these due to the financial constraints of myself and the club.

The benefit to me is that as I said, I know the players and what it's like to do all those drills even the ones you don't like, because I have done it all before. I know what will work for them and they trust me with it. Another benefit is that senior coaches have been doing the job for a long time and have a lot of experience to teach us. In our level, we don't always have lots of exposure to other resources and sometimes the coaches might come with old-fashioned ideas, you understand? That would be a weakness from my side.

Yes, it was a presentation on how things are done in other divisions. There was a lot of professionalism and it was educational, and we got some ideas from it, but other divisions are not the same as our LFA. Therefore, not everything was helpful because they can't work here. Financially it is not always possible. For example, to go far a pay to be at a coaching clinic is expensive because travelling, accommodation and course fees are too much. It is stressful. We are also not always even

told where the clinics are happening, so how must we even be there when we don't know about these things?

Definitely as long as I stick with the program and stay patient. Coaches can learn to be able to be patient and able to point out problems in and prior to the game and to come up with solutions during halftime.

No, I haven't yet been a mentor coach.

I think we can all learn from all those areas, but I like this idea of a coach clinic. You know, it will make it easy for coaches because they can choose which clinics to go to. But they must happen here, in Grahamstown that would be most beneficial for everyone.

Strength and conditioning, because you know coaches need to know how to train the boys properly. Fitness is different for the under 13's than the under 17's and coaches must know how to make programs for the players and also when to allow them to rest.

I personally think a mixture of those, it will help us to also learn from and teach each other not just one teacher if you see what I mean. Coaches must be able to adapt to new environments and must always be willing to learn. This is so that you can stay updated with new training and get use to newer ways of doing things. The coach must also be able to get to know the exact challenges of the places he works in, otherwise he will fail, and I am telling you.

That is so very important this idea of free time. You know during a normal week we have to do a lot like going to jobs and taking care of families then you must also now find the time to train your players. When you don't have those assistant coaches that day it becomes even more challenging because now you have to train all those teams alone. And then weekends are then for competition you see? So, we must find a time in the year where the leagues are not playing anymore before coaching clinics can happen, this will help lots of guys attend because I am telling you they will as soon as they have extra time.

June or July because it would be the end of the season. Everyone will be available, there won't be any

excuse.

COACH 3

I was approached by a former player we were both in the same team, but our team was no longer in existence. He told me that he had a group of boys to restart the team and he wanted me to assist him. That's why I started.

Yes currently. At the beginning I was assisting him [the head coach] because I was under the impression that I would just assistant where I can because I'm a busy person. As time went by he became the busy person then I had to take over as head coach and then he would assist me at some stages.

Yes, we do have.

It's really difficult for example myself I'm coaching the under-17s as well as the first team and as a result I could not coach under 15s as well as the under-13s. Because if you coach all the teams you won't have time to rest and sleep and secondly, they train different times so under 13 and under 15 will be first to train and then under-17 sometimes we will include the under 17s with the senior team. So, if you coach all the teams definitely there is one that is going to fail if your development team is doing well then another team is not going to do well. The quality of coaching, it decreases there are teams for example that dominate when it comes to development teams. When they started to be better on senior level to dominate on a senior level then we've seen those teams were decreasing the level of football on the development side. Because the coach, you could see that the coach now is focused mainly on the senior team. You can see it in the way they are playing now compared to previous seasons. So, there is decrease of quality. In my team, what we did, because both of us as coaches, we are people who work but this past season I've been the one has more time compared to him. Now what I do is I will appoint a senior player to assist coaching me on the under-17 level and then appoint another former player to coach under 13 and a 15 with a senior play also to assist him so that is how we distribute the coaching.

Firstly I would like people who are skillful enough to coach development teams because the way our

senior players are coaching the development teams is not up to standard but it's just you do not have any choice you don't have the necessary resources you do not have any particular person to assist you at the time. Because if you look the difference between the under-13 as well as senior team there is a huge difference. One of the reasons why I ended up taking over the under-17s is because that's where we develop to the senior team. So, if only we could have someone that has the skill to coach that development team.

The main thing that assisted me as a coach mainly is my experience as a player. The way I was coached is the way that I'm coaching and the way I am developing my skill as a coach. Obviously, time changes the way we used to play is different from the way these young boys are playing. So, I watch many videos I even collect coaching videos. Even the PlayStation you look at the system and the patterns there then you go around and research and see what teams are using this pattern. Then you try to find a coaching video as well. With regards to a workshop, they never have assisted me.

You do not have a choice. If you do nothing you are not going to develop as a coach, so you are forced. When I look at teams, I don't just look at teams like Brazil and stuff. I also look at teams at the ground level, you see? Teams that are relevant to what we are doing here in Grahamstown. So, it's not as if you have a choice. Otherwise if you had a choice, these boys they watch TV so they know it's terrible had embarrassing as a coach if you're always told by a player 'no coach this thing does not happen in this manner and we should do it like this' you see? You must take it upon yourself to go and research so that you know more than the players. The players of these days they know they also watch these videos.

The main weakness is most of the time we do not have quality players, we do not have the same quality players as those being coached in those videos. Those videos are mainly for well-developed players. So, you must make it relevant to the potential of your players. You might not see the same results because the players do not actually understand what you trying to coach simply because the quality of the people that were coached in the video is different from the quality of players that you have. So that is one of the weaknesses. Secondly, as I mentioned earlier players do watch these videos as well and players favor different teams. They feel like if you're doing something that they know this thing belongs to Kaizer Chief now we can't play like this. So, it can turn against you because somewhere, somehow you lose the character of the team itself, the culture of the team itself. Because each team must have its own culture. You are now adapting to a different culture which is not yours

and that may turn negatively against you as a coach as well as your team. Yeah, the positives of these are at least you learn something new every day. You develop even if you do not develop each and every player but develop one or two players. There is always something new to learn and you are forced to learn how to deal with challenges you see? That's the positive side of it.

You see on that program that I attended I think if it was a regular program, I would say that it would assist very much. Because there were things that I was like, we really need these things. In that workshop they were also playing us videos now the beneficial part is that you do not analyze the video by yourself there are people now around in the workshop of different views on how to analyze what is happening there. Sometimes I was like I've watched this video before but the ideas around this video were really helpful to me. So, it was beneficial in that way, but it was for a brief time period only, that's the only problem. They don't happen often enough.

Firstly, it is very rare to find any coaching workshops here in Grahamstown, organised by whomever it's really rare. So, if you want to attend as I did, you will find out that there's a shop there in Joburg [Johannesburg] or there is a workshop in Cape Town sometimes in P.E. and you have must have money for that. Because it is not something that has been arranged by the LFA. It is something that you want yourself so that is the only problem that has made me not attend those workshops. So it is financial barriers, time-consuming as well as where the workshops are. We don't have them here in Grahamstown. Sometimes it is useless to attend a workshop in Joburg, they are only going to be relevant for Joburg coaches. So you are going to need to have people who understand the culture of Makana football, to host workshops.

It will really, really benefit me. As I said I'm someone that likes to develop my knowledge. I think it would develop my way of thinking, my knowledge as well it's going to benefit my team. If my team benefits, then the entire community of Makana will benefit. Because we should be learning from each other as well. So, I think knowledge-wise it will be quite fruitful for us.

Yes, a few times. Basics. Basics, because firstly, they don't give positions. Then you will find if the under 13s are playing, if the ball is on the left-hand side of the field, they are all on the left-hand side. So, you need to tell and teach them the basics and then they will take it from there. Most of the new coaches don't know the basics well. And those players who know the basics, do not always know how

to coach, you see, every player has their own style of play. If they see someone that is not playing according to their style of playing, they don't believe in that person. For example, if you are a player that makes tackles, you expect everyone on the field to make those tackles but there are soft players or skillful players. If you are someone that is skillful, you expect everyone to be skillful on the field. So those young coaches if they can just learn how to differentiate coaching and placing themselves on the field and focus on coaching and understand that you get different types of players.

The three to me they are all important, all three of them because I still believe that we do need qualifications as coaches because if you have a qualification the next person close to you should benefit from your knowledge. We do need those qualifications which is your formal education. At the same time, you can't escape from the fact that many people cannot afford such formal education, so it becomes important also for people to get the workshops and clinics and stuff. I think in my view they are number one. If they could be coaching clinics whether one is going to get a qualification as certificate or not it doesn't really matter to me as long as one has knowledge.

Yeah, this question is so important. The discipline, you see coaches are not disciplined. You will see coaches shouting at referees, shouting at the co-referees. Not just shouting, insulting them. They should know that there are kids out there that are looking up to coaches you see? So, discipline for me is number one on the list. Secondly rules of football. Because sometimes you can see that the coach does not know the rules of the game. The mere fact that you're a good player does not mean that you know everything. I think they should be included somewhere, somehow in workshops. Because that is the main reason coaches become ill disciplined, because they don't know the rules of the game. Thirdly coaches should try to understand that soccer is sport. Yes, it's a competition but you mustn't take it personally, 90 minutes you don't want to see people stabbing each other because of the game that happened. So, coaches should learn to differentiate between sport as well as personal relations among each other. They should know the spirit of the game if I can put it that way. Lastly, coaches should learn to work with one another, you see in Grahamstown we don't really support each other even if you are playing against the team from out of town it's like everyone will be hoping that you lose. If you win, they think that you going to think or you going to say that you're a better coach than them. They don't see a bigger picture, if you win representing Grahamstown means that the quality of football and quality of coaching is up there with other towns or other regions or provinces, but they don't say like that is all about individuals.

As I said, if you listen to me when I mentioned discipline. I think as a coach you must be disciplined that's a fundamental requirement for me. Leadership, you must be a leader you must have leadership qualities, you must see yourself as a role model to others. You must also have knowledge as a coach. Fourthly, you must also learn from others you must not, as a leader sometimes you don't just give instructions to others but listen to others as well.

Yeah you see you should be having someone there that is going to be able to communicate with everyone. Not everyone as a coach there, speaks English. Most coaches from Grahamstown that had opportunities to attend these courses including the referees courses refused. They feel humiliated because they don't want to be embarrassed because they can't speak English. So, they try by all means to escape from anything that is going to be like writing a test. So, to me practical is the best solution but it can't be really do the practical without and mixture of theory. For example, it can be 70% practical and 30% theory, can't be 100% practical, you see?

Yeah, I see if the LFA could include these coaching clinics on their program then you will know ahead of time. The problem is you play Saturday and Sunday, then from Monday until Thursday you are attending training, during the day you are at work. So, you only have one afternoon off as a coach which is a Friday afternoon and sometimes you even have to coach on Friday. So practically you do not have time, so if LFA could at least include these working programs as part of their program, so you know this week there's a break in the LFA because of the programs. So, this weekend there's a break because of a program, maybe in every 3 in every 6 months for example there will be a period we're taking a break just for a program, even if not arranged by the LFA. Just to encourage coaches, coaches are going to take a break from this period till this period. For anyone interested in attending a program there will be a workshop. Definitely at the end and start of each season.

COACH 4

At first, I use to be a player for our senior coach, but he needed assistance, so I became the assistant coach for a little while. But now I have become the main coach for the juniors.

Yes, as I said I have now become the main coach at our junior levels.

Not formal ones, I sometimes use the older players to help me out with the younger guys.

It's hard you know? Our squad is a big one with lots of players in all the age groups. So, it's this thing of time management you see? So, I train the under 13 and 15 teams together let's say from 15:00-16:00 and then I will take the under 17 and seniors together from 16:30-17:30. Also the older guys from the seniors and under 15's they must help me to give out instructions, that way I am also teaching them how to be give assistance to a coach. You must also understand the junior and senior leagues are at different times in the LFA year. Therefore, I will focus on that division that is currently playing in the league versus the other division that might be in off-season. That's the only way you survive, man.

Yeah, I think a coach for each age division that would be a good thing. Because now you can focus on technique and tactics even more. Because for example an under 13 player is not the same as the under 15's, they need to mature in this area of tactics and techniques so training them separate would be a lot of help. I also think someone who knows first aid or something like that, because these boys they can get hurt at practice or match day and then we have nobody to look after them. I would like also a bus, because you see sometimes, I have to pick up and drop off the boys for matches and training, it is expensive these days. We must be forward thinking.

You see I just ask people who I know have done coaching for a long time. They have lots of experience and they know how to do things and what will work to train these players. Experience is very important. When I first started to coach, I also made notes from what our head coach did in practice, it helps to see someone doing the art of coaching not just listening to advice. Sometimes I also try to get videos or manuals from the internet on what other teams like Chelsea do, just to see if we can copy them.

Not all of us have the funds to go to coaching clinics and then we must make a plan to learn. Because I tell you if you don't try to learn, you will fall behind quickly you'll see. The older coaches have been doing this for long and they will be able to also tell you what will work here, not what will work in P.E. but here in Joza. They do their things differently there and we must also do our thing differently here because you work with different people.

Sometimes these other coaches they give you false information because they know that one day you're going to be competing against their teams. So, they try to make your team unsuccessful by not telling you the right things. Or sometimes they just don't want to help and even ignore you, there's a lot of politics in football you understand? Even those articles and videos like I told you different people, you must not think just because Manchester United or Chelsea do it, it will work for us. You must be critical to say 'yes' or 'no'. The good part is you can still learn lots of new things, you must just have the critical mindset to see if it is appropriate for your players, you know? And also, you can witness how coaches run their training sessions and try to copy how they deal with the boys.

Unfortunately, I have not had the opportunity to attend one.

You know it's really hard to just leave for a coaching clinic because during the day I must work long hours and then from what you know, in the afternoon I must coach all my players. On the weekends we must play our games so then we are all at J.D. stadium. It's also expensive to go to that training so it's not always possible and we must make alternative solutions. For example, the LFA must help to organise these things for us so we can attend them here, then you will have many coaches come to learn, you'll see.

For sure, I think it will give many the coaches the chance to see that there are many ways of doing things, not just one or two ways. For example, we can learn new drills in order to improve fitness that haven't been used yet. And it will also allow each of us a chance to network with more coaches and learn from each other. Personally, it will allow me a chance also to see if what I have been doing with my boys is useful or not, understand?

Yes, as a matter of fact this year even I have taken on a few players as assistants. I think what matters most is that they are patient and must allow the players to not be perfect, but they must be able to make mistakes. And not shout at them. Because that's how you learn best, from making mistakes and then having a coach who will say 'It's okay, you must keep on trying your best'. So, they must also encourage them, and make sure they have fun while training important skills related to football. Another thing is that they remember the boys look up to them and they must be good role models and behave accordingly during practices and even at matches and not scream and swear when things go wrong but to remain calm and in control by making g o o d suggestions.

You know firstly, a lot of us we don't have enough money to attend university and many of us have to start working as soon as we have finished school, so I don't think that is the answer. Secondly, many coaches that I know of trained themselves through these informal means that you mentioned, so that is even being done as we speak. Therefore, the best solution would be to have the workshops, but maybe they can also offer the coaches some sort of certification as to say that they have completed the workshops. Another thing is the workshops happen on weekends which might help us attend more because as I said during the week I must be at work and train my guys.

I think it would be useful for coaches to learn about the basic approach on how to coach grassroots soccer. Because now you can go and make sure you know how to train the different ages to progress properly and not overload them. Personally, I would like to learn more about different technique and tactics and good conditioning drills for my guys, because it all starts with being fit. A coach must also know how to manage his team and create an environment where the guys can feel like one also free of stress. So also, how to make the team work together as a unit would be important, and another thing is to have a course on the laws of the game. You'll see many coaches don't always know all the game rules when they are next to the field which doesn't help their team be good. So that would also be very important.

I think you must understand your players, you know? Like their personality, because it's not just about doing drills you must connect with the kids in order to make them good players. Communication also, before we do a drill, I always try to explain to the guys how this will help them with their game. A coach must also be balanced, especially those that work at grassroots. You must be able to create strict drills to help skills but sometimes you must also try to come up with fun drills so that it will help the guys stay motivated. Adaptable and to be able to think quickly because sometimes you have a plan for training, or a game and it doesn't work out, so you need to quickly come up with sort of alternative solutions.

For me it would good to have all of them because for example you can't have the practical without theory. The coaches must understand the 'what' and the 'why' before they can do the 'how'. Coaches already talk to each other about problems in the field and learn from each other so I say it would be proper to add this to a workshop, because now you will find some coaches who talk to others they have never really encountered before. We just must not allow one or two people to rule over the

conversation in these groups then because that would never be fruitful.

Yes, remember as I told you a while ago, a lot of us have to work long hours during the week, and then from there you go, and you train your guys for an hour or two. And you must also remember from there you still have to go home and make sure to spend time with family etc. Then even on the weekends you need to be at the stadium because some of your teams are playing so you need to go and supervise. Therefore, it would be hard to find extra time to go to these courses, especially if they were out of town like in P.E. or something.

I think the best times would be in between when the leagues are about to start, maybe like August, if the leagues are on time. Because then coaches will have a little free time and then can use what they learnt on their players. Also, we have a break in December until February so I think it would also help to have clinics in February. This would be best for me, I think.