

FIFA youth football coaching education and barriers to effective participation in Tanzania

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Doctor of Philosophy. (Education).

University of Dar es Salaam, School of Education, 2016

This study examined the process of adopting the recommended FIFA standardized Youth Football Coach Education (FSYFCE) and the barrier to effective participation by youth football coaches in the New Preliminary Courses (NPCs). Specifically, the study examined the extent to which the FSYFCE content was adopted and hybridized to form the NPC; assessed the challenges football administrators and instructors faced in the process of adopting, hybridizing and developing the NPC; analyzed the FSYCE spill-over with regard to the trends of organizing the participation of youth football coaches in NPCs across regional FAS; mapped-out the barriers to the coaches' participation in NPCs; and finally drew evidence-based conclusion on effective adoption and enhancement of coaches' participation in transnational educational programmes in countries such as Tanzania mixed research methods and a concurrent triangulated mixed methods design were adopted. Documentary review, questionnaires and interviews were used as methods for data collection. A sample of 145 participants was used. In all, 134 coaches were conveniently sampled to participate in the questionnaire survey and among them 12 were purposively selected for in-depth interviews, five Tanzanian football coaches Association (TAFCA) administrators, three regional FA administrative officials and three instructors were also purposively sampled to participate in interviews. Focused content analysis and exploratory factor analysis were used to analyze qualitative and quantitative data, respectively; the study findings indicate that the FSYCE content was not incorporated in the NPC and that the TAFCA maintained old values in the Old Preliminary Course (OPC). Three key barriers; the universal (socio-cultural values), educational system (institutional and instructional) and the profession system (organizational and interactional) influenced not only the adoption, hybridization and formulation of NPC but also the spill-over and the participation of coaches in the NPCs. On the basis of these findings, the study concluded that a successful process to adopt, hybridise local courses such as NPCs and enhance coaches' participation in such transnational coach education would depend on how the three categories of barriers are addressed.

