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Action Research Paper

The impact of using Video Analysis in Football: A Southern Africa Perspective

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Dedication

To my beloved mother, wife, sister and children

Acknowledgements

I would like to thank my friends Tom, David, and Stevie for their support in helping me develop my video analysis skills through mentorship programs and courses, which have greatly enhanced my abilities.

I also extend my appreciation to Shawn, one of my closest friends, for assisting me in gathering the necessary information highlighted in this research. His help in connecting me with coaches to answer the research questions was invaluable.

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Abstract

Video analysis in sports around the world has been evolving yearly. Focusing on football in Europe, the application and use of technology such as video analysis has been accepted by many practitioners compared to those in Africa. This research focused on the impact of video analysis in football in Southern Africa. The research method used was through a survey and a questionnaire, distributed to mostly Southern African clubs and national teams. The same questionnaires were also distributed to a few clubs in Europe, Asia, and West Africa, which assisted the research in providing more insight into the impact of video analysis globally in relation to where Southern Africa currently stands. In Southern Africa 24 teams were considered, European clubs were six, Asian teams were five, West African teams were two and there were two national teams outside Africa. Participants answered various questions, such as how many clubs or national teams have a video analyst, their roles, whether video analysis was essential within their coaching methodology, and the challenges clubs/national teams faced in establishing video analysis. From a results' perspective, the answers submitted and visualised on pie charts show that clubs/national teams that had or did not have video analysis all agreed that video analysis was essential in Africa and the rest of the world. In conclusion, although a vast majority of video analysis was outside Africa, the African football teams in Botswana, Zambia, South Africa and Zimbabwe all agreed that video analysis is an integral part of their coaching methodology.

Keywords

Video analysis Coaching Methodology Video analyst

1.0 Introduction

Technology has been used to improve sports like football, such as video analysis, which has proven helpful to coaches worldwide who wish to evaluate and develop players (Carling et al., 2007). Before football, other sports, such as baseball and basketball, began using analytical data on the activities taken during games (Peña & Touchette, 2012). Thanks to organisations like FIFA, football teams may now use numerical data for analysis. For instance, they disclosed the passing patterns and methods employed by teams in the 2010 World Cup (Peña & Touchette, 2012). Football has long employed video analysis, as evidenced by Charles Hughes, the former technical director of a football association, who claimed in 1980 that he used the technique to see how play systems and goal attempts are related (Carling et al., 2007). For video analysis in the 1980s, a group or an individual needed a video recorder and a television monitor to see and playback the video clip.

From there, Winkler created a digitally controlled dual visualization system for analysis. Video analysis uses video footage to encode and display the team's collective performance (Carling et al., 2007). Using a digital device to capture the event or match and transfer images or graphics to an electronic computer, modern football teams use video-based analysis (Carling et al., 2007). Four components—individual, place, moment, and activity—are essential to this study (Carling et al., 2007). We can see how video analysis has advanced and why football coaches considered it. This study investigated the effects of video analysis in Southern African football. The research examined the function of the video analyst in football, the benefits and difficulties coaches or clubs faced when establishing video analysis, how clubs used video analysis, and how Southern African teams have incorporated video analysis systems from developed nations, as some of the information shared was from sources outside of the region. By comparing them with those of other nations within or outside Southern Africa, we ultimately seek to create mechanisms to ensure Southern Africa develops its video analysis systems.

1.1 Research Justification

This study examined the impact of Video analysis on football in Southern Africa. The participants involved in this study were both male and female teams in Southern Africa. Participants who completed the survey were mainly video analysts, but if the analyst was unavailable, the head coach or technical director answered on their behalf. We also had participants from outside Southern Africa who completed the survey, and their results were

used as findings that were compared to Southern Africa. The survey sought to gather data for qualitative and quantitative purposes. This research sought to establish the benefits of video analysis, the challenges of instituting video analysis, and how Southern Africa can learn from other countries or continents how to use such technological advancements to develop the game of football.

1.2 Research Question

The research question was "What is the impact of using Video analysis in football in Southern Africa?"

This research looked at the impact of using video analysis in football in Southern Africa. From this perspective, the following questions were answered within the current research:

1. Should clubs or national teams have a video analysts as part of their coaching setup?
2. What are the positive and negative views about having video analysis at clubs or national teams?
3. How can video analysis be used by clubs or national teams?
4. What lesson can Southern African teams learn from teams around or outside Africa that have adopted video analysis in their coaching systems?

1.3 Objectives

The information from the research questions ensured that adequate information to construct research objectives were obtained hence the following research objectives:

1. To assess whether clubs or national teams should have video analysis.
2. To evaluate how video analysis has been used in football in Southern Africa
3. To determine the contributions of video analysis in football in Southern Africa and to get insight from countries outside Africa.

2.0: Literature Review

The research question focused on the impact of using video analysis in football in Southern Africa. Most literature so far has focused on other continents, especially in video analysis and how it has influenced football. The literature on analysis in Africa is limited; hence the need to utilize evidence from various clubs and literature to establish if it can be done in Africa. Only one paper was found to be similar to this research question by S. Ferrari (2017) that looked at performance analysis in soccer—potentialities and challenges in the African context. In doing so, this research aims to provide valid information to African teams on why this should be implemented and highlight the challenges that show why this aspect of technology can be difficult to implement. Other areas that will be highlighted will be the common gaps within this video analysis fraternity, which will give an idea of what video analysis will look like in the future.

To begin with, general information based on the origins of video analysis in football is highlighted. There are many ways of gathering information to provide objective feedback to athletes or individuals or team sports, such as performance analysis (Fernandez-Echeverria et al., 2017). In football, when it comes to game analysis, Charles Reep is a well-known figure in that respect (Pollard, 2002). Charles Reep, who was recognised as the first specialist in football analysis, would spend time taking notes of the strategic methods that Arsenal used, especially when it came to a component used in the final third, which was scoring goals in the 1950s (Pollard, 2002). His analysis demonstrated patterns used in passing and finishing, and it was mentioned that he watched a lot of football matches and was said to have recorded 2500 games (Pollard, 2002). As the years went by, Reep joined Bernard Benjamin and Watford manager Graham Taylor, who both required his services in the field of analysis (Pollard, 2002). This shows how much value and appreciation Charles Reep got, especially in Europe when analysis was still in its foundation phase (Pollard, 2002). His work was done using a pen and paper, where an individual takes note of the key aspects of the game that influence the individual or team, also known as notational analysis(Carling et al., 2007). From the notational analysis, there was innovation using digital analysis where head coaches or specialized coaches could get information, and it has been regarded as the best source of feedback (Blaze et al. 2004). This has been supported by Carling et al. (2007), who stated that video analysis provides an outstanding way of registering, watching, and assessing team performance.

Video analysis roles are part of a performance analyst role in any sporting fraternity (The Role of the Performance Analyst, n.d.). Some of the responsibilities that a video analysis or performance analyst has to do include assessing the team's performance after a match, during intervals or breaks to provide information on both their own performance and opponents, providing data on the team's rivals, recording games live and creating videos that can be repeated or watched several times by the coaching staff (The Role of the Performance Analyst, n.d.). An additional responsibility during training is to evaluate the training session and see if it aligns with the game model (Strudwick, 2016). After a match or training session, the analyst must create documents that will be sent to the manager, and these documents are based on what he/she has observed on video (The Role of the Performance Analyst, n.d.). Any organisation that needs to create a video analysis department needs to establish a football environment where a video analyst can work efficiently. An analyst should know how to record, disintegrate, and evaluate(The Power of Video Analysis in Sport, n.d.).

Technological software works hand in hand with computers to ensure the video analysis process is a success, such as Focus, SportsCode, Angles, and Match Tracker (Mackenzie & Cushion, 2013). We have seen the implementation of performance analysis, and within this sector, there is video analysis (Laird & Waters, 2008). The same authors confirmed that specialized experts such as video analysts or performance analyst teams and coaches could be provided with the necessary information to help them make informed decisions concerning competitions and training. This is normally done using electronic components to capture various moments of the game or training that will help provide sufficient feedback to individuals in a team sport such as football(Fernandez-Echeverria et al., 2017). This further explains that performance analysis requires the accumulation of information, and one way of doing so in football is through video analysis (Blaze et al. 2004). Among the best technological systems used by football teams and other sporting disciples is Hudl, which assesses both team and individual performances (Salem, 2019). It has various services such as recording games, analysis segments, and recruitment of players (Trevino, 2015). This technological system allows interaction between players and coaches online through phones, iPads, and any electrical gadget(Trevino, 2015). In terms of function, it disintegrates long matches into small clips, and most importantly, it can store data so any video captured and analyzed can be stored(Jones, 2019).

There are benefits and limitations as to why football teams should or should not use video analysis, which will ultimately provide an answer to my research. One of the suggested benefits is that it promotes an athlete's technical and tactical development (Flowers, 2019). Information collected can be used to maximise the athlete's potential(Crane, 2017). Gathering clips or images enables the club or team to record games played before and after a certain period, which will help with future references (Carling et al., 2007). Coaches and the technical team cannot observe everything, so when games are recorded, they can go back and review them (Carling et al., 2007). Cameras installed permanently or portable cameras record games and training sessions, which allow coaches to focus on the technical and tactical aspects of the game that a player must work on (Carling et al., 2007). During football intervals, the video analyst can immediately provide feedback on the game, which can be shared with the players (Carling et al., 2007). There are limitations to the incorporation or use of video analysis, such as insufficient time to gather the necessary data needed for the coach, which could be due to several reasons(Barker-Ruchti et al., 2021; Wright et al.,2012). The other disadvantage of using video analysis is that most clubs or countries do not have the financial capacity to engage a video analysis to be part of the technical team, which results in the head coach doubling up duties to ensure the team's success(Barker-Ruchti et al., 2021). The evidence shown above supports the idea that video analysis impacts football to a greater extent, and the learning learned from countries outside Southern Africa will be modified to fit the African teams.

Apart from the technical and tactical aspects where video analysis is commonly used, we have seen evidence that other clubs have used it to monitor or trace injuries (Andersen et al., 2004).The men's game has shown that injuries range from ten to thirty-five per 1000 match hours, and the general mechanism of injury is the head-to-head (Andersen et al., 2004). Professional football matches have an advantage in that they are shown in various modes such as television sets. Hence, capturing clips from such equipment enables the football medical department to recognize and comprehend the injury biomechanics(Andersen et al., 2004). The same author highlighted that this way of analysing the injury provided more information than conducting interviews with the injured athletes (Andersen et al., 2004).

3.0 Research Design

A research design is a scheme or schedule for a study that ranges from generalised claims to comprehensive approaches to data compilation and examination (Creswell, 2008).

This research assessed the impact of using video analysis in football in Southern Africa. A mixed method was used for this study, including qualitative and quantitative methods. The first method used was the qualitative method, which used an online survey, and the last was the qualitative method, which used interviews. A mixed approach was used because I wanted the readers to have a clear insight into this study on how video analysis can positively or negatively affect football in Southern Africa. This has been highlighted by Creswell (2008), who states that a researcher might use mixed methods to have a wider understanding by combining qualitative and quantitative methods. The other reason was to have different approaches that would help me answer various questions that relate to my research questions.

Participants

In this study, a total of 39 respondents managed to complete the online survey, which was shared via a Google form. An analyst or technical member of the coaching team completed this form. These 39 participants were grouped into five categories. Category 1 was made up of Southern Africa (n=24), West Africa (n=2), Europe (n=6), Asia(n=5) and national teams outside Africa (n=2). All the clubs that took part in the survey were either playing in the premier league, second-tier league, third-tier, or academy level. There were four ladies team that completed the online survey and the rest were men teams.

3.1 Sample Research

Because of the low number of participants a census sampling method was configured where all the 50 video analyst or coach were recruited. Census sampling is the process of conducting an examination in a certain profession, like medicine, where people are interviewed (The Open University, n.d.).

3.2 Tools

A questionnaire was created as a form and uploaded as a Google form. Interviews were conducted using Zoom and direct phone calls. All interviews were approximately forty minutes long.

3.3 Procedure

This investigation was conducted in two parts. One was an online survey, and the other was an interview.

Step 1: Online questionnaire

The online survey ended on November 24, 2024, having been created on July 6, 2024. Both closed and open-ended questions were incorporated into its design. The online poll included a space for participants to submit their names and the clubs they represented. The coach's input was emailed to my Gmail account, and I could follow the coach and view the comments he had provided. Fourteen questions, broken down into two portions, had to be answered by a participant. The first seven inquiries were closed-ended. Open-ended interview-style questions comprised the second section of the poll. It should take ten to fifteen minutes to finish the survey. Most coaches found it more straightforward to send it to colleagues in the football industry, so all of these questions were made using a Google Form and distributed primarily over WhatsApp. Most of the teams featured were Premier League clubs, first-tier teams, an academy team, national teams, and a women's squad. Pie charts representing the results will be displayed later in the study.

Phase Two: Interview

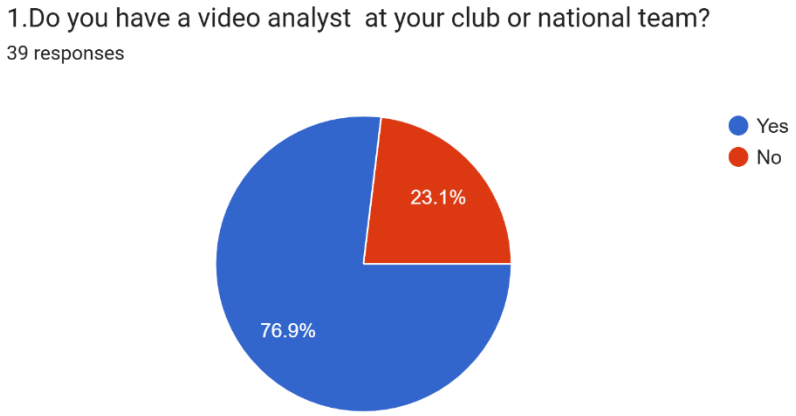
A week before the interview, all phone calls were placed to verify availability. The first interview with a coach from Zambia-based Athletico Lusaka took place on Monday, October 21, 2024. For this interview, a WhatsApp call was used. The second interview, conducted with a South African analyst from Mamelodi Sundowns, took place on Wednesday, October 23, 2024. Zoom was used for the conference. Both the third and fourth interviews took place online. The head coaches and video analysts of the corresponding teams discussed their perspectives on the future of video analysis worldwide as well as how it operates at their clubs. All interviews were forty minutes long.

4.0 Data Analysis and Presentation of Results and Findings

Out of the 50 participants who were involved in this study 39 completed the questionnaire giving a response rate of 78%. The last seven questions required the participants to explain further about the video analysis used in their club or national team.

Diagram 4.1

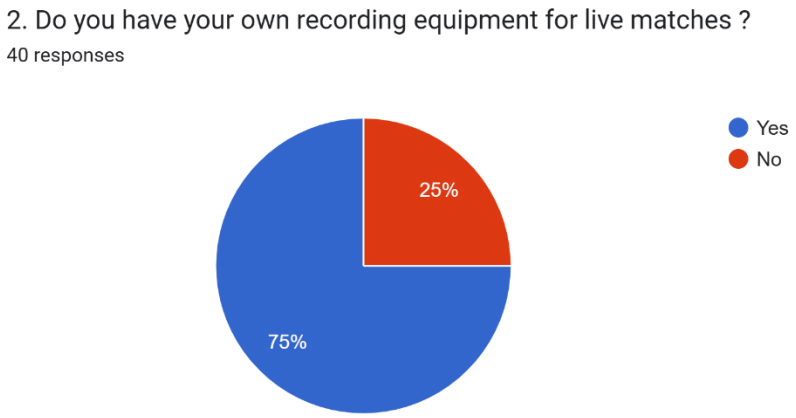
Number of clubs/ national teams that have a video analyst (N=39)



The response to the first question showed that majority of the clubs or national team (76.9%) had video analysts while the minority(23.1%) did not have a video analyst.

Diagram 4.2

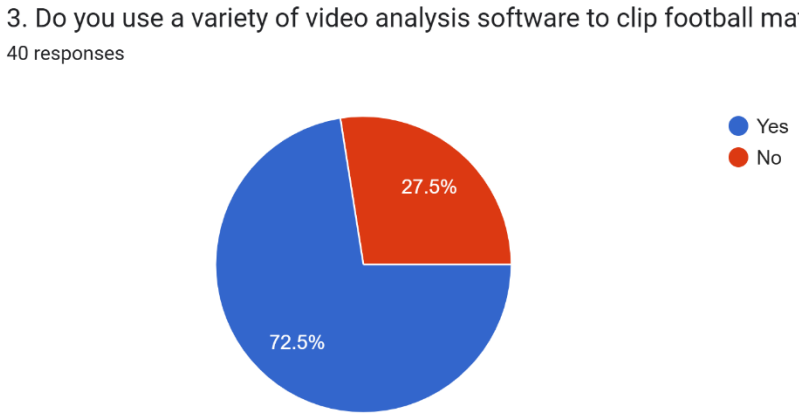
Number of clubs/national teams that have their own recording equipment(N=39)



The answer to the second question showed that most of clubs or national teams(75%) had their own video recording equipment while few (25%) did not have.

Diagram 4.3

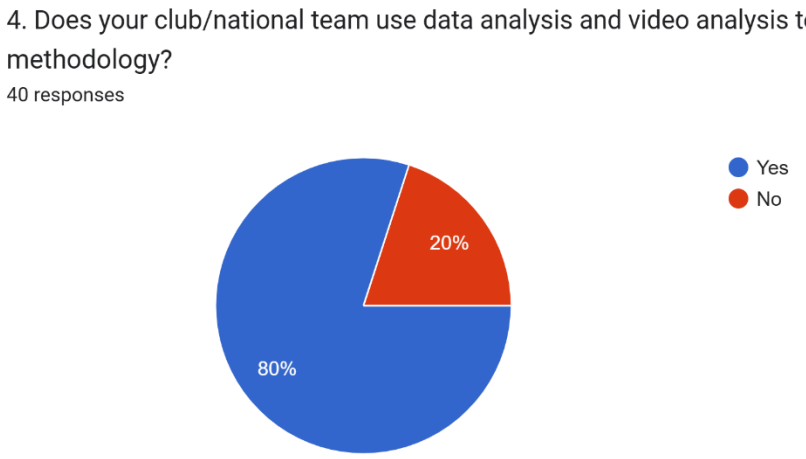
Number of clubs/national teams that use video analysis software to clip football matches(N=39)



The third response showed that the greater part of the clubs or national team(72.5%) did use video analysis software for clipping and tagging recorded football matches while minority (27.5%) did not have software to clip football matches.

Diagram 4.4

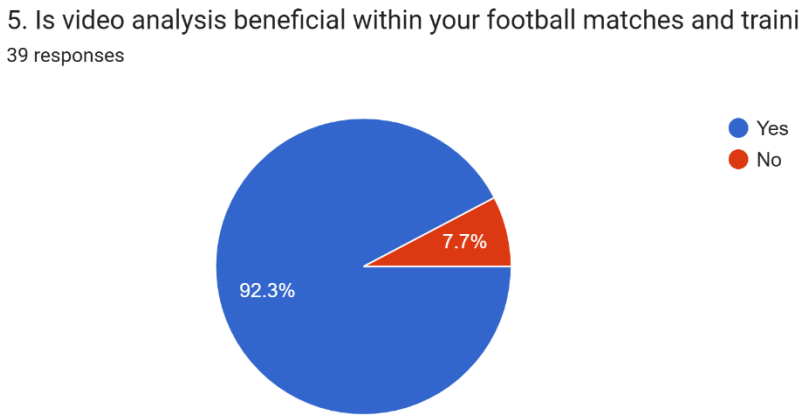
Number of clubs/national teams that used data analysis and video analysis in their coaching methodology (N=39).



The fourth question asked whether clubs or national teams use data analysis in their coaching. The feedback obtained showed that majority of the clubs or national teams(80%) did use it for coaching while the minority(20 %) did not use it as part of their coaching methodology.

Diagram 4.5

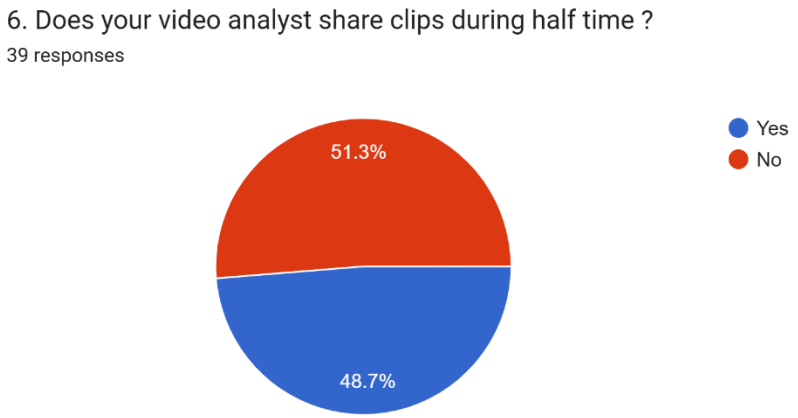
Number of participants who believe that video analysis is beneficial within football matches and training (N=39)



The response to the fifth question showed that most of the clubs or national team(92.3%) agreed that video analysis is important and beneficial in football matches and training, while a few (7.7%) disagreed, saying it is not beneficial.

Diagram 4.6

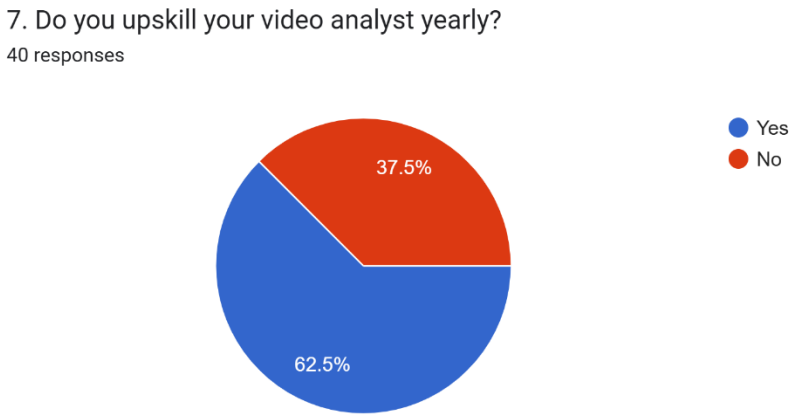
Number of clubs/national teams that share clips during half time (N=39)



The feedback for the sixth question showed that the minority of the clubs or national teams(48.7 %) did share clips during halftime, while the majority (51.3%) stated that they did not share.

Diagram 4.7

Number of clubs/national teams the upskill their video analysts yearly (N=39)



The seventh response showed that most of the clubs or national teams(62.5%) did upskill their video analysts yearly, while a few(37.5%)did not.

The next set of questions were structured questions that were answered by the same number of clubs/national teams and used during my four interviews. These participants are identified as pseudonyms “P”.

8. What are the responsibilities of your video analyst at your club/national team?

Participants were asked about the responsibilities of their video analyst and the following were their responses; participant from Mamelodi Sundowns, he said, "*We have four analysts with a variety of roles, including data analysis, our own team analysis, training analysis, and opposition analysis*" (P14). A member of a Finnish team said, "*A video analyst's role includes set play review, individual development plan analysis clips, post-match clips, training analysis, opponent analysis, and opponent player analysis*"(P8).While video analysts from clubs and teams outside of Southern Africa do comparable tasks to those in Southern Africa, there may be differences in terms of quantity, resources, and the aspects of their analysis.

9. Which reports does your club/national team create to improve Individual and team performance?

Another member from Mamelodi Sundowns team said, “*We have Individual Development Plans (IDP) which starts with having video reports on individual players. Then there is group analysis focused on groups like the defensive line for example and then final video report for the whole team which all focuses on improving the team’s performance*”(P29). A member from Crystal Palace said they create reports based on, *“Opposition in, out and set play video reports, Pre game opposition document, pre game penalty analysis on opposition forwards, Post match video (individual/unit/team) reports and post-match statistical reports”(*P15). Video analysts from Southern Africa provide reports that are comparable to those from other nations or clubs outside Southern Africa; the only distinction is the amount and level of data.

10. What are the advantages of using video analysis at your club/national team?

Participants were asked about the advantages of using video analysis at their club/national team and the following were their responses; a member from Kaizer Chiefs said*, “Helps develop an in-depth understanding of the opposition’s strengths and weaknesses. Helps develop an in-depth understanding of our own teams strengths and weaknesses. Video analysis is a tool*

*that assists players (team or individual) with understanding the playing philosophy. It assists with addressing and correcting areas of improvement, be it tactical or technical. It also assists with, which is very important, the reinforcement of positive behaviours (team or individual)"(*P38). A participant from Finnish club said, "*We have more time to spend on refining how we play and adding insight, informing decision making and generally reducing the workload of the head coach to focus on executing the plan rather than the manual work*" (P8). Both groups perceive the same benefits from employing video analysis and think it's critical to have these tools available in football.

11. What are the limitations that you have experienced in developing video analysis at your club/national?

A member from Black Aces said, "*Can be expensive to maintain or increase, one good HD camera can cost a lot of money depending on your club/academy's financial situation. Can be expensive to hire analysts, depending on your club/academy's financial situation, the amount of age groups you have and the number of players in the academy could mean having more than one analyst. It's also expensive to pay for the analysis software for your analysts to use"* (P16). A member from Al Ettifaq said, "*Costs & equipment"(*P2). Southern African teams and other countries outside Southern Africa have some similar challenges. Some other developed clubs/teams are well established and have not experienced any limitations in developing a video analysis at their club/national team.

12. How does the executive/ board of directors support the technical coaching staff in terms of improving the video analysis department?

A member from Kaizer Chiefs said, "*They are very supportive and provide as much assistance as they possibly can"* (P38). A participant from LMPS said, "*No"(*P24). A member from Alettifaq said, "*1- Workshops for the whole staff to explain modern methods and techniques of analysis related to modern coaching methodology. It is then linked to the club's methodology and playing style. 2- Workshops for the whole staff to explain the nature of the analyst work, how to improve your work with him/her, and how he/she works with you"* (P 35). It is evident that nations outside of Southern Africa receive more excellent assistance than Southern African teams when it comes to creating video analyses. However, in some cases, our teams in Southern Africa have also received the same level of assistance as those elsewhere.

13. As a club/national team which video analysis systems have you adopted from other countries outside your continent which have enhanced your video analysis methodology?

Participants were asked about different softwares they use and the following were their responses; "a participant from Green Eagles responded, "*Pixellot for recording and Metrica Sports for telestrations"* (P25). Another member from Mamelodi Sundowns said, "*we use Sportscode and Spiideo"* (P14). A participant from Crystal Palace responded, "Hudl (USA)" (P5).A member from Portugal FA said, "*We use a system that is used by a broad number of federations"(*P11). If they can afford it, Southern African teams follow the same philosophy as teams from other countries, as seen by their adoption of technology from different federations.

14. When a club/national team employs a head coach do they come with their own analyst or does the club/national team provide a video analyst?

A member from Zambia U17 girls said, "*For the senior national team they come with their own analyst, the rest is provided by the FA"(*P26). A member from Mamelodi Sundown ladies said, *"They provide their own analyst"(* P33). A representative from Al Ettifaq said, "Usually the Analyst is an Assistant coach"(P2). Clubs and nations outside of Southern Africa have varying policies regarding the employment of analysts; therefore, it all depends on the club or country.

5.0 Conclusion, Implication and Recommendations for Improvements /Future Research

5.1 Findings

To summarise the findings of the research, Southern African teams have accepted the idea of establishing video analysis. However, it differs from place to place for reasons such as support, financial stability, exposure, and appreciation. Trainers and analysts without sound financial backing cannot buy the appropriate video analysis equipment (Carling et al., 2007). Clubs/national teams that have been established have gone further by trying to implement methods used by other clubs or federations, and this can be done through coach education, study visits, and continuous professional development. Most clubs that answered the questionnaires answered that video analysis is essential and how it is also used differs from place to place and, more importantly, depends on resources. Using the data from the questionnaire and comparing the Southern African teams with developed countries outside Southern Africa, we are as Southern African teams are still in the developing phase whilst the

developing countries are established and are looking into different ways to improve their established video analysis systems.

5.2 Implications

Video analysis will always be a challenge regarding a team's financial backing at the beginning or end of the season. This has been found to be among the biggest obstacles for teams developing this art of video analysis, as shown in this research. The other aspect is based on the philosophy of the club or head coach. Do the stakeholders of the club/national team believe that it is an essential aspect of a coaching setup? The responses vary and will always do, primarily based on the recruitment of the head coach.

Coach education for executive members and coaches will hopefully bridge that gap that we currently find in Southern Africa. The results obtained from this research will be shared with various analysts to see if we can develop or improve video analysis at our multiple clubs or national teams.

5.3 Further Research

Instead of approaching clubs or national teams, the current study should have been given to football associations of Southern African teams such as ZIFA, FAZ, SAFA, and others. This would have ensured that I had a larger pool of teams from which to get data. The second recommendation is that it's easier to ask teams for feedback on questionnaires and interviews if teams are not in the middle of the season so its best I give them a questionnaire either at the end of the season or during Preseason this way or would have time to get more information based on the research because a lot of the teams had limited time due to their congested fixtures. The last recommendation would be to get time to visit a few clubs within Southern Africa to understand their coaching philosophy and video analysis approach to games. This would have been an opportunity to see some of the video analysis work live during matches and to discuss with teams that do not have video analysis departments to have a feel for what it looks like for certain clubs that do not have such video analysis tools.

5.4 Conclusion

In conclusion, this research was done to provide information on an essential element in the coaching fraternity: Video Analysis. To a greater extent, the data has shown that there are

teams/clubs where video analysis must be established that believe by having such an establishment, there are several benefits that do not guarantee success but allow teams to have an advantage going into a match, competition, or tournament. The feedback from video analysis tools can be shared between players and coaches which will boost individual development and clips made can be used as learning resources within any club/team setting. The main difference that will be shown among teams that have such establishments will number of analysts, how it's used, when it used and what support is given to analyst to improve their skills to help the team progress. Adopting new trends from developed countries has been a concept that teams within Southern Africa are trying to capture to have an advantage. To a lesser extent, a small proportion indicated that video analysis is sound. However, they are not keen on having it in their clubs/teams; this is evident from the support teams, which get from boards, the leader of the technical team, or the head coach. There are situations in Southern Africa where the board is for the idea of having a video analysis department, but the head coach does not want to have a video analysis. Or the board do not fully support the idea of having video analysis, but the head coach wants it. This shows that the establishment of video analysis needs a combined effort from both technical coaching staff and boards for it to be a success. Reasons why either the head coach or board does not want such establishments vary from financial challenges to fear. Since football players learn the game in different ways and employing video analysis as a visual tool helps to prepare our African players for the next level, the researcher agrees with the majority that it should be a part of the coaching methodology. In Africa, we would like to see our players play in the United Kingdom. Still, if we do not expose our players to such technologies, it will take time for them to adopt and accept such methodologies because the club does not want video analysis. I hope in the near future, federations within Southern Africa and the rest of Africa will help teams that struggle with some form of sponsorship in this regard so that this even allows teams to have access to football footage and stadiums will be constructed in ways in which they have provisions for portable cameras to be placed within the stadium where they can get wide angles. In the future, this will be an excellent initiative if every club or national team in Southern Africa could consider this valuable coaching tool.

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Appendix A Survey

EUROPEAN INTERNATIONAL UNIVERSITY

Paris, France

Impact of using video analysis in football in Southern Africa

I am conducting a research study titled " What is the impact of using video analysis in Football in Southern Africa." Your input into my research would be greatly appreciated.

Name *

Short-answer text

Club Name *

Short-answer text

1.Do you have a video analyst at your club or national team? *

- Yes
- No

2. Do you have your own recording equipment for live matches ? *

- Yes
- No

3. Do you use a variety of video analysis software to clip football matches?

- Yes
- No

4. Does your club/national team use data analysis and video analysis together within your coaching methodology? *

- Yes
- No

5. Is video analysis beneficial within your football matches and training? *

- Yes
- No

6. Does your video analyst share clips during half time ? *

- Yes
- No

7. Do you upskill your video analyst yearly? *

- Yes
- No

Video Analysis Interview

Video Analysis

8. What are the responsibilities of your video analyst at your club/national team? *

Long-answer text

9. Which reports does your club/national team create to improve Individual and team performance? *

Long-answer text

10. What are the advantages of using video analysis at your club/national team. *

Long-answer text

11. What are the limitations that you have experienced in developing video analysis at your club/national? *

Long-answer text

12. How does the executive/ board of directors support the technical coaching staff in terms of improving the video analysis department? *

Long-answer text

13. As a club/national team which video analysis systems have you adopted from other countries outside your continent which have enhanced your video analysis methodology? *

Long-answer text

14. When a club/national team employs a head coach do they come with their own analyst or does the club/national team provide a video analyst? *

Long-answer text

Appendix B Recruitment Script

Dear Participant

My name is Brian Nyabvure, and I am a student at European International University. Now I am doing an MBA in Sports Management and have reached the final stage of my course which is Action research. My research will be based on video analysis. The reason why I am sending this out to you is I feel you will be the ideal person to provide information based on video analysis.

My research question is "What is the impact of using video analysis in Football in Southern Africa." I have a passion is video analysis in football and my aim is to find ways in which this technological tool could be implemented or developed in my continent, especially Southern Africa. I have extended this invitation to other countries outside Southern Africa to see if the findings I get can justify the need to have this technological aspect in football. In doing this research I will be able to gain information on the roles of video analysis, benefits of having video analysis challenges and most important the future of video analysis.

If you agree to take part in this survey, you will be required to answer 14 questions on google Survey which will be shared online with security settings that are in line with European International University protocols. Your survey results will be kept private. This survey should take 10 to 15 minutes to complete. This research will be shared in the form of a pdf and will be given to my school authorities.

Please feel free to contact me if you are interested in taking part in this survey of if you have any questions about the research.

Brian Nyabvure EIU0000247

0964730190 brianmichelle2001@yahoo.com

MBA Sports Management Student

European International University Paris France

Appendix C Consent Form

Open invite to participate

Topic /Title :The Impact of using Video Analysis in Football; A Southern Africa Perspective?

I declare that I am over the age of 18 and take part in an action research programme led by Brian Nyabvure at the European International University in Paris ,France (if not 18 I have been granted permission by the School Principal, Guardian/Parents, or Teacher).

The aim of this action research is to look at the effect of video analysis in football.

The data collection procedures involve participant completion of a survey. It is estimated that the packet should take no more than 5 to 10 minutes to complete.

This study's data collection is strictly confidential. I understand that the information I give will be used for reporting and presentation purposes only and the name will not be published. To protect my identity, this consent form will be stored separately. This project is not connected with any known risks.

Nonetheless, I am aware that I have the option to ask questions or decline my participation at any given time .

If you do have any concerns concerning your privileges as a research participant, please contact us. For further information about the research, please contact Brian Nyabvure via email at brianmichelle2001@yahoo.com

Name of Participant:_____

Signature of Participant:_____

Date:_____

Email Address:_____

Appendix D:Glossary of Terms and Abbreviations

This action research had important terms that were defined. The table below shows the terms used in the research.

#	The term or abbreviation	Definitions
1	Census Sampling	Census sampling is the process of conducting an examination in a certain profession, like medicine, where people are interviewed.
2	Video based analysis	involves the recording of the event or fixture using a digital appliance and pictures or illustrations moved to the electronic computer
3	Notational analysis	work which was done by using a pen and paper where an individual takes note of the key aspects of the game that influence the individual or team.
4	Video analysis	Provides outstanding way of registering, watching and assessing team performance .
5	Research design	A research design is a scheme or a schedule for a study that ranges the verdicts from generalised claims to comprehensive approaches of data compilation and examination.

Appendix E Self Reflection

The action research is a long but exciting process which requires the writer to have patience in gathering information and he/she also requires skills to be able to share the information in a manner that the reader will understand the paper immediately. In terms of patience the research question must be well thought, the testing procedures and collection of results should be considered carefully and most important is the target group and sampling method. All these integral parts that formulate the action research are interdependent therefore the writer should be well versed in terms of how to create such a document. Through the learning material provided in the action research module I have been able to learn the various processes which are required to create a research paper. This has made me more aware of how research papers are designed and that they require facts that can be used for future references. I have acquired better analytical skills and build on patience in terms of establishing a document that could not only be useful to me but to many other readers who are interested in video analysis. Most important now I understand what researchers undergo to come up with important findings on areas of interest.

The challenges I experienced with my Action research is that it is a time-consuming concept in terms of acquiring information and organising the material. For example, in my situation most football teams have just got back from their holidays, so information was being sent slowly. These influences compiling the data and next step of the providing results. Communication is another area that I had a bit of a challenge too. Making follow ups with most clubs via calling and emails, takes time due to the team's busy schedule. The last challenge was based on the completion of the questionnaire. Clubs or national teams would agree to take part in some instances I had to follow up because they will be busy with football related issues, and they normally complete their task before they complete the questionnaire. This was the clubs or national teams fault but I guess for an action research to encounter less issues, the researcher must ensure that they get the timing right. A researcher should know the best time to send a questionnaire for completion so that individuals can complete them with less club or national team commitments. Next time I will make sure I send questionnaire whilst teams are still playing their competitive games not during off season.

My future vision is to share my results with most of the football teams all around the world

and get to hear their thoughts around the video analysis paper. This will hopefully bridge the gaps that we find in different parts of the world especially in Africa. Finally, my advice to any

student who will conduct an action research is that they take their time in choosing your research question and make sure it is based on something you are really interested in.