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THE EFFECT OF PEDAGOGICAL MODEL TRAINING ON THE GAME AND PHYSICAL PERFORMANCE OF ABORIGINAL YOUTH FOOTBALL PLAYERS (U18) IN PAHANG

MOHAMAD NOR FARIHAN BIN SULONG



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ABSTRACT

Aboriginal students were found to have difficulty adapting and assimilating to training sessions that used a game-based approach. Aboriginal students are also unable to compete in football matches in terms of fitness. Therefore, this study examined the effectiveness of intervention methods using the Style-E Tactical (SET) and Skill-Based (SB) pedagogical models on decision-making, skill execution, and physical performance of youth football players among the Aboriginal people. This study made anecdotal observations of the implementation of the SET and SB models by coaches during training with Aboriginal youth football players. This study employs a mixed-methods approach to compare the effects of the SET and SB models on Aboriginal youth football players in a 5-on-5 mini-game. This study uses a quasi-experimental non-equivalent group design for pre-and post-tests with two intervention groups in football training. A total of 34 respondents from the selected school were evenly divided into the SET and SB groups. The research proxies are two coaches from the selected school. Data were analyzed using one-way MANOVA with SPSS statistical software version 27.0. Meanwhile, the anecdotal report was analyzed using thematic analysis with NVIVO version 14 software. The quantitative findings indicate that there is no significant difference through the multivariate test (Wilks' Lambda), $F(12, 21) = 1.55$, $p > .05$; Wilk's $\Lambda = 0.530$, partial $\eta^2 = .47$ after the intervention. The findings also indicate that the SET group is more dominant in terms of decision-making, skill implementation, and physical endurance at the post-test level. Qualitative findings list the following themes in the implementation of the SET and SB models; Coach Personality, Fostering Cognitive, Psychomotor, and Affective Processes. In conclusion, the SET model is more effective in this study, and future research should continue to emphasize the aspects of norms and the culture of their society.





KESAN LATIHAN MODEL PEDAGOGI TERHADAP PRESTASI PERMAINAN DAN FIZIKAL PEMAIN BOLA SEPAK REMAJA ORANG ASLI (BAWAH 18 TAHUN) DI PAHANG

ABSTRAK

Murid Orang Asli didapati sukar untuk beradaptasi dan berasimilasi dengan sesi latihan yang menggunakan pendekatan berasaskan permainan. Murid Orang Asli juga tidak mampu bersaing dalam pertandingan bola sepak dari aspek kecergasan. Oleh itu, kajian ini dijalankan untuk melihat keberkesanan kaedah intervensi menggunakan model pedagogi *Style-E Tactical* (SET) dan *Skill-Based* (SB) ke atas prestasi membuat keputusan, pelaksanaan kemahiran dan fizikal pemain bola sepak remaja dalam kalangan Orang Asli. Kajian ini juga dijalankan untuk membuat pemerhatian secara anekdot pelaksanaan model SET dan SB oleh jurulatih semasa latihan dengan pemain bola sepak remaja Orang Asli. Kajian ini menggunakan pendekatan campuran bagi menjalankan kajian perbandingan kesan model SET dan SB ke atas pemain bola sepak remaja Orang Asli dalam permainan mini 5 lawan 5. Kajian ini menggunakan reka bentuk kumpulan bukan setara kuasi eksperimen bagi ujian pra dan pasca dengan dua kumpulan intervensi dalam latihan bola sepak. Seramai 34 orang responden dari sekolah yang terpilih dibahagi sama rata untuk kumpulan SET dan SB. Proksi kajian adalah dua orang jurulatih dari sekolah yang terpilih. Data dianalisis menggunakan ujian MANOVA sehalu dengan perisian statistik SPSS versi 27.0. Manakala, laporan anekdot dianalisis dengan menggunakan analisis tematik dengan perisian NVIVO versi 14. Dapatan kuantitatif menunjukkan tidak terdapat perbezaan yang ketara menerusi ujian *multivariate (Wilks' Lambda)*, $F(12, 21) = 1.55$, $p > .05$; $Wilk's \Lambda = 0.530$, $partial \eta^2 = .47$ selepas intervensi. Dapatan juga menunjukkan kumpulan SET lebih dominan dari segi membuat keputusan, pelaksanaan kemahiran dan ketahanan fizikal di peringkat ujian pasca. Dapatan kualitatif menyenaraikan tema berikut dalam pelaksanaan model SET dan SB iaitu Personaliti Jurulatih, Memupuk Proses Kognitif, Psikomotor dan Afektif. Sebagai kesimpulan, model SET lebih berkesan dalam kajian ini dan kajian masa hadapan perlu diteruskan dengan menitikberatkan aspek norma dan budaya masyarakat mereka.



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LIST OF ABBREVIATIONS

CLT	Constraint Led Theory
DNA	Deoxyribonucleic Acid
EPRD	Education Planning Research and Development Department
GBAs	Game Based Approaches
GPAI	Game Play Observational Instrument
JAKOA	Orang Asli Development Department
MOE	Ministry of Education
SB	Skill-Based
SET	Style-E Tactical
SPSS	Statistical Packages for The Social Science
SSG	Small-Sided Game
TGfU	Teaching Games for Understanding
TGM	Tactical Games Model



APPENDIX LIST

- A Participant Consent Form
- B Questionnaire in English
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- D Game Performance Assessment Instrument (GPAI)
- E Physical Performance Form
- F Anecdotal Record Form
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- K SET Training Units
- L Consent Letter From EPRD





CHAPTER 1

INTRODUCTION

1.1 Introduction



Football is one of the favourite sports in the world. This game has its own affection in attracting people to love it either by playing during physical education learning class and coaching context or just by watching the games. Football is the most popular sport in Malaysia and played at various levels (Zulakbal & Ali, 2017 as cited in Najib Razak, Zulakbal Abd Karim & Ahmad Hashim, 2020). Federation International Football Association (FIFA) stated that the total of people watching through television across the globe during World Cup Championship increased from 2.2 billion in 2010 to 3.2 billion in 2014 and leapt to 3.57 billion in 2018 (Fakrul Hazely Ismail, Zulakbal Abd Karim & Novri Ghazali, 2020). 211 nations worldwide are members of FIFA and are recognized as the United Nations of Football (FIFA, 2018 as cited in Fakrul Hazely Ismail et al., 2020). According to FIFA World Ranking 2023, Malaysia's football team currently ranking at 138th (FIFA, 2023). It is noticeable that our Malaysian football team is still far from being one of the best football teams in the





world even in Asia. Football is a movement-based game, and every action taken on the field is to accomplish the objective of the game which is winning according to the football law (Tamboer, 2016 as cited in Ahmad Najib Abd Razak, Zulakbal Abd Karim, Ahmad Hashim & Kumaran Gengatharan, 2020). Furthermore, most of the research conducted using a game-based method focuses on learning outcomes and processes rather than physiological parameters like intensity, volume, load, and fitness level, which affect the setup as well as the performance of small-side games (Sanmuga Nathan, 2017). Bangsbo and Mohr (2012, p. 11) indicated that “performance in football is complex and encompasses technical, tactical, psychological and physical elements.”

Numerous findings revolve around game-based approaches stating significant improvement in game performance and physical abilities. Since 1982, game-based approaches evolved positively with tremendous achievement and contributed to the birth of new revised models (Sanmuga Nathan, 2014). Started with Teaching Games for Understanding (TGfU) by Bunker and Thorpe (1982), Game Sense by Duyn (1997), Play Practice by Launder (2001), Game Concept Approach by Tan, Wright, McNeill, Fry and Tan (2002), Application Skill Drills by Kirck and Macphail (2002), Tactical Games Model by Mitchell, Griffin and Oslin (2005a) as cited in Sanmuga Nathan (2014). In Malaysia, a local researcher named Sanmuga Nathan developed the Style-E Tactical, a revised version of the TGfU model as reported in Sanmuga Nathan and Haynes (2013). According to Malaysian Legislation of Aboriginal Peoples' Act 134 (1954), people who are recognized as Aboriginal are those who were raised as such from birth, as well as those who are descended from Aboriginal people, regardless of their mother or father. Children of various races who grow up as Aboriginal people are also regarded as Aboriginal people. This ordinance also declared that these people are privileged and have rights to racial equality. From





these statements, the researcher believes that Aboriginal peoples can also contribute something to the country, especially for their talents in playing football.

According to Orang Asli Development Department (JAKOA), there are three largest groups of Aboriginal peoples in Malaysia which are Negrito, Senoi and Melayu Proto. In addition, every single group consists of six different tribes. Negrito itself has six different tribes; including Kensiu, Kintaq, Jahai, Mendriq, Bateq, and Lanoh, while six different tribes that represent Senoi are Temiar, Semai, Jah Hut, Che Wong, Semoq Beri, and Mah Meri. For Proto Melayu, there are Temuan, Jakun, Semelai, Orang Kuala, Orang Seletar, and Orang Kanaq. There are roughly 206,777 Aboriginal people throughout Peninsular Malaysia (Orang Asli Development Department, 2020). Yosri Derma Raju of Aboriginal descent was a national football player from 2003 to 2005, and he could serve as a benchmark for other Aboriginal football players (Wikipedia, 2022). Furthermore, according to the local football consultant E. R. Subramaniam, there is a lack of Aboriginal representation in the national team, which is a direct result of the effort that is allegedly put into developing the football potential of the Aboriginal people community through proper channels (The Vibe.com, 2021). According to Sports, Co-curricular and Arts Division, Ministry of Education Malaysia (2022), Aboriginal students' sports championships have been introduced since 2007 at the primary school level and have produced many talented athletes, including football players. Perhaps a local-centric pedagogical model might contribute to the uplift of Malaysian football performance at the school level and encourage professional participation in the sport among Aboriginal youth.

The essence of this research, even though TGfU has been incorporated into the physical education curriculum since 2011 (Rozaireen Muszali, Julismah Jani & Sanmuga Nathan, 2017) to date, only a few research studies have been conducted, mainly in physical education settings rather than coaching (Sanmuga Nathan, 2017).





Aboriginal peoples are known for their introverted character (Brown & Fraehlich, 2011 as cited in Baidruel Hairiel Abd Rahim & Nurazzura Mohamad Diah, 2017). Therefore, it is noticeable that the effectiveness of game-based approaches is never adequately studied, particularly concerning Aboriginal youths. The effectiveness of the Malaysian local-centric pedagogical model term has not been extensively researched or developed. A pedagogical model known as A Style E Tactical, SET (Sanmuga Nathan, 2008; Sanmuga Nathan & Haynes, 2013) was developed to improve secondary Aboriginal youth's football game performance outcomes in terms of decision-making (choosing the right skills and open and closed space), skill execution (passing, receiving the ball, dribbling, and scoring) in 5 versus 5 small-sided gameplay, as well as in physical performance of sprint (10 m, 20 m, 30 m) and endurance (Yo-Yo Intermittent Recovery Test LVL 1)



1.2 Research Background

Football is an invasion game that has a complex application of tactics, skills, fitness, and affective (socio-emotion) gameplay. Football, in particular encompassed physical fitness, technical skills, and tactical as well as psychological (Alves, Clemente, Sousa, Pinheiro & Dos Santos, 2017 as cited in Fakrul Hazely et al., 2020). Bangsbo and Mohr (2012, p. 11) also supported the notion that “performance in football is complex and encompasses technical, tactical, psychological and physical elements”. Therefore, players have to be competent in all varieties of skills to be applied in the games (Julismah Jani, Norkhalid Salimin & Mohd Izwan Shahril, 2017). Players must possess both keen vision and mental ability to make intelligent decisions when applying offensive and defensive strategies and tactics to resolve problems that arise during gameplay within set standards and a set game structure (Capel, 2000 as adduced in Julismah Jani et al., 2017). It has been shown that small-sided games





(SSG) can enhance the physical capabilities of international athletes (Mohd Aras Khamis, Mohd Taib Harun & Norlena Salamuddin, 2017). SSG is a vital activities Game Concept Approach that is used globally. Since 1999, school coaches in Singapore have been encouraged to implement this approach in their students' training sessions at school (Ministry of Education Singapore as adduced in Mohd Aras Khamis et al., 2017).

Therefore, in each football training session, the tactical, technical, and fitness aspects should be trained in the context of football gameplay (Ahmad Najib Abd Razak et al., 2020). To ensure that these components are trained in a football context and are not trained separately (isolated training), several concepts are being used such as football tactical training, football technical training, football fitness training, and football recovery training along with others in football coaching (Verheijen, 2014 as cited in Ahmad Najib Abd Razak et al., 2020). One game-based approach from Malaysia named the Style-E Tactical model (Sanmuga Nathan, 2008; Sanmuga Nathan & Haynes, 2013), incorporates every aspect of football training that has previously been tried out in hockey. However, it hasn't yet been put to the test in football, particularly among the various skill levels of young Aboriginal players. According to Sanmuga Nathan and Haynes (2013) this heuristic model is being developed using a combination of Mosston and Ashworth's (2002) style E (Inclusion Style teaching) model, and the Teaching Games for Understanding (TGfU) tactical approach developed by Bunker and Thorpe (1982). What is of value is an exploration of these models, from an integrated perspective, with the possibility that such a model could provide a firm basis leading towards the development of a stronger conceptual framework for teaching games, with the additional bonus of optimization of individuals' performances. This model supports the notion that the relationship between a teacher's knowledge and effectiveness in teaching dovetails with the important dynamics of social interaction and emotional values of a diverse range of





students (Ferry, McCaughtry & Kulina, 2011) as cited in (Sanmuga Nathan & Haynes, 2013). As such the model aims to cater for students at different entry learning levels and a learner's emotional as well as social characteristics. To cater for students who have different levels of ability in games (high, medium, and low), the emerging hybrid teaching model (SET) was conceived to achieve an improvement in psychomotor, cognitive, and affective learning outcomes. Hence, this model is developed to improve game performance regarding decision-making and skill performance. Besides, the researcher has also tried to combine the physical performance to see the efficacy of this model on such aspects.

Research findings indicated a lot of modification games through SSG have been implemented in order to gain benefits in fitness level and technical aspects (Dellal, Varliette, Owen, Chirico, & Pialloux, 2012; Hill-Haas, Coutts, Rowsell & Dawson, 2009; Impellizzeri, et al., 2006 as adduced in Mohd Aras Khamis et al., 2017), irrespectively in terms of ages, gender, experiences even competitive level (Hill-Haas, Dawson, Impellizzeri & Coutts, 2011 as cited in Mohd Aras Khamis et al., 2017).

In the context of Malaysian Aboriginal youth, there is a school in Temerloh, Pahang which has about more than 300 Aboriginal students. Every year, the school will send two football teams under 15 and 18 to compete in the district-level competition. According to Muhd Azizul Ab Ghani (Personal Communication, 2022, August 4) as the head coach of the school football team, around 80% of their players came from the Aboriginal youth for each category respectively. For the past five years, only a small number of Aboriginal youths has been selected to represent the district of Temerloh to play at the state level due to lack of game performance and fitness level (Muhd Azizul Ab Ghani, Personal Communication, 2022, August 4).





Additionally, the majority of young Aboriginal people nowadays have developed an addiction to and have been negatively affected by digital games. To make matters worse, they developed too much laziness to take sports seriously. They only come for short-term training in school (Muhd Azizul Ab Ghani, Personal Communication, 2022, August 4).

Furthermore, most young Aboriginal people cannot absorb and assimilate the full concept of the small-sided game by using the TGfU approach for their short-term training even though they have been used to it since primary school (Muhd Azizul Ab Ghani, Personal Communication, 2022, August 4). Perhaps, the coaches and teachers at the school level are not properly implementing their application of game-based approaches (Beedie, 2014 as adduced in Vanitha K. Palaniappan, 2017, p. 12). It is noticeable that most coaches or teachers do not train or teach the students or players the proper method which means they merely give a ball for the students or players to kick. According to Sanmuga Nathan (2017), the implementation using game-based approaches is still new in Malaysia. Some coaches or teachers are not used to the approach because most of their backgrounds are not in the field. Besides, there are big voids between advanced and developing countries. In developed countries, game-based approaches are likely more appropriate for use; however, in developing countries like Malaysia, it can be challenging to implement game-based approaches when coaches or teachers do not plan them properly, taking into account the physical abilities and enjoyment factors of the games as well as the game configuration.

Despite having credentials in the field, it is obvious that being an innovative and creative coach or teacher is not an easy task. To engage with the Aboriginal community, especially the youth, we must understand their custom, culture, norm as well as their needs. The full guides have been provided by the Ministry of Education





Malaysia in order to captivate the Aboriginal community based upon Initiative 57 revolving around the transformation in education for Aboriginal peoples under the National Development Plan (Ministry of Education 2013-2025). There are many programmes suggested by the ministry to be implemented and the question is how far do they work? From the researcher's point of view, there are so many things that can be updated and added to various activities not only focusing during school hours but also after school.

Nurazzura Mohamad Diah and Baidruel Hairiel Abd Rahim (2014) reported that there are four pull factors of minority student's participation (including Aboriginal students) in sports which are training sessions, sports competitions, family tradition in sports, and the teacher's role. Hopefully, the findings of this study will help the ministry to provide a better plan whereby sports are also one of the elements that have been emphasized in the national plan for Aboriginal students. At the same time, students or players must be exposed to the new environment of learning and training. In the context of Aboriginal peoples, they are still a vulnerable race in Malaysia and need special care when trying to engage with them and more among the Aboriginal youth (Ramlee Mustapha, Mustaffa Omar, Syed Najmuddin Syed Hassan, Ruhizan Mohd Yasin & Norani Mohd Salleh, 2010). The way they think or understand certain issues is completely different and easy to manipulate due to the social and education status gaps. Hence, it is a big challenge when trying to bring some new ideas to make a difference in this vulnerable race.

In the context of football training at school level, although the players (Aboriginal youth) understand the language that has been used by coaches or teachers (Bahasa Melayu), the coaches recognized some problems with the cognitive ability among players (Aboriginal youth) (Muhd Azizul Ab Ghani, Personal Communication, 2022, August 4). Thus, isolated training has been utilized in order to





fine their skill executions. Consequently, besides having poor levels of fitness, they are incapable of using their skills in the actual game. The person in charge of Planning and Research Unit of JAKOA, Nazrul Subakir stated that “so far there is no study in JAKOA archives that associated with games and physical performance among Aboriginal youth in sports” (Personal Communication, 2022, January 27).

1.3 Problem Statement

The skill-based approach (SB) or technical method has traditionally been predominant in the coaching of physical activities and sports among Malaysian youth players, especially Pahang Aboriginal youth players. According to Muhd Azizul Ab Ghani, the head coach of the school football team at a chosen school (Personal Communication, 2022, August 4) stated that most of Aboriginal youth players cannot adapt and assimilate the training session by using a game-based approach which is TGfU or other approaches. In actual games, for example, they frequently struggle to execute the essential skills (passing, receiving, dribbling, and scoring) and struggle to make appropriate decisions in both offensive and defensive tactics. Therefore, the coach decided to use an isolated skill-based training approach to fix that problem, but it failed. Teachers and coaches in Malaysia typically use the Technical Model (Sanmuga Nathan, 2015a), a skill-based approach. The coach's instructions are what the players follow (Bernal-Reyes, Cabezón, González, Romero-Pérez & Gavotto-Nogales, 2018, as cited in Sierra-Ríos, Clemente, Rey & González-Víllora, 2020). Barquero-Ruiz, Morales-Belando and Arias-Estero (2020) stated that players need to comprehend the purpose of executing specific skills in the game. Mohar Kassim (2014) stated that the problems faced by the coaches and the players during the coaching process have to be considered in terms of the sports science application and behaviour among coaches.





Football coaches or school teachers who stick to isolated technical skill-based still believe that players have to start with isolated technique training before they can do more complex football training. Moreover, official sources of knowledge and training in pedagogical elements are still lacking for school coaches (Najib Razak et al., 2020). Russel (1974) believed that by using a module, players' performance can be improved, and it can be used by non-academicians as cited in Mohammad Zarid Zaini and Norkhalid Salimin (2020). Teachers may ensure that students can learn the tactical aspects of gameplay through small-sided gameplay, real games, and adjusted games based on the student's success by utilizing TGfU instruction to create an engaging discourse in the cognitive domains (Harvey & Jarrett, 2014 as echoed in Noraliza Minhat, Sanmuga Nathan & Norkhalid Salimin, 2019). Although cognitive domains are important through the design of teacher skills, technical skills are simultaneously developed in context accordingly (Werner, Thorpe & Bunker, 1996 as echoed in Noraliza Minhat et al., 2019). The issues that have been always argued in training sessions comprised of late bloomers and lack of achievements as well as non-satisfied performance (Mohd Aras Khamis et al., 2017). According to Ahmad Najib Abd Razak et al. (2020), small-sided games can improve offensive strategy, future research should consider different youth levels to ascertain whether such behaviours are similar in players of different ages and sports levels.

The head coach of a selected school's football team, Muhd Azizul Ab Ghani (Personal Communication, 2022, August 4), made a statement in which he also said that there has been a lack of adequate endurance and sprinting conditioning among young Aboriginal players. Zulakbal Abd Karim, Muhammad Arif Hanis Abd Ghani and Ali Md Nadzalan (2018) pointed out that the traditional training method just requires the players to run maybe running around the field for several laps without improving their skills with the balls. Sanmuga Nathan (2017) said serious problems will arise





when coaches and teachers do not plan their small-sided gameplay based on the right intensities and TGfU should be able to overcome the barriers of tradition and cultural background that may hinder the momentum. Sierra-Ríos et al. (2020) stated that considering the players were accustomed to receiving direct direction from the coaches, there was a need for adaptation to further consolidate the TGfU and promote higher levels of light physical activities Cocca, Carbajal Baca, Hernandez Cruz, and Cocca (2020) suggested that a wider understanding of TGfU effectiveness in different communities, any potential barriers, and other contextual factors that may impact its implementation should be done. For the youth, the distance covered in the actual full match game is 6175 ± 318 meters, their speed is 13.1 to 18.0 kmh⁻¹ and stood about 11% of the time played. In the second half of the game of youth football players, there is a reduction in distance covered (5.5%) and speed (12%) (Castagna, D'ottavio, and Abt, 2003 as cited in Saiful Adli Bukry, Maria Justine, Raja Mohammed Firhad Raja Azidin & Haidzir Manaf, 2018). The need for short duration high-intensity simulation to include match-play-induced fatigue assessment within prospective studies among soccer players (Saiful Adli Bukry et al., 2018). Bompaa and Haff (2009, p. 254-255) stated that modelling the training session, it will help to increase the athlete's motivation, induce a new physiological challenge and present the athlete with novel tasks that prepare the athlete for competition. By using a model approach, the coaches must take into consideration several aspects comprising skill acquisition, skill refinement under conditions of fatigue, and also controlling pre-contest arousal. Meanwhile, Kenney, Wilmore and Costill (2012, p. 334-335) suggested that a model can optimize the training by concerning several stages including undertraining, acute overload, overreaching, and overtraining. Hence, every coach especially at the grassroots level must be able to plan their training periodization by contemplating the elements that have to be included in their training session in order to customize GBAs as a proponent to gain benefits in respect of technical, tactical, psychological and what is more the physical elements.



Based on the researcher's needs analysis survey with the consent letter from the Education Planning Research and Development Department (EPRD) of Malaysia [KPM.600-3/2/3-eras (13774)], the findings orbited around game performances of skill execution, decision making, and physical performances are very critical. Therefore, further study around these domains needs to be conducted in order to find the best method to be applied by coaches in their training sessions. There are of about 27 coaches from 27 schools in Pahang were invited to respond to this needs analysis survey by using a questionnaire as an instrument. The researcher also considered more respondents if there is anyone at the school level who can provide the information. As a result, 31 respondents at the school level responded to the questionnaire and the findings were based on selected domains as shown in Table 1.1 below. Table 1.1 shows the seven domains selected in the needs analysis survey in general opinion.

General opinion findings.

Domains	Easy	Moderate	Difficult
Common language	41.9%	54.8%	3.2%
Culture, custom and attitude	32.3%	51.6%	16.1%
Coaching leadership styles	38.7%	54.8%	6.5%
Training approach	25.8%	67.7%	6.5%
Fitness performance	45.2%	51.6%	3.2%
Game performance	22.6%	67.7%	9.7%
Supportive parties	3.2%	51.6%	45.2%

This study focuses mostly on three domains: game performances, fitness performances, as well as training approaches. Majority of the coaches need an effective module to train their players, especially for Aboriginal youth players. These findings corresponded with the findings from an interview session with Muhd Azizul



Ab Ghani, the head coach of the school football team at a chosen school (Personal Communication, 2022, August 4) indicated that two main problems are identified in his training sessions in which Aboriginal youth players cannot adapt with the game-based approach as well as cannot apply with the effective decision-making and skill executions in the actual games. Besides, he also mentioned about the unsatisfactory fitness level among the Aboriginal youth players who are not able to compete very well in the next level of competition. The findings of these three domains in necessities are shown in Table 1.2 below.



Table 1.2

Necessities findings.

Domains	Very unnecessary	Unnecessary	Less necessary	Necessary	Very necessary
Training approach					
To understand the training method based on games approach and small-sided game	0%	3.20%	12.90%	48.40%	35.50%
To understand how the training method can be attractive	0%	3.20%	12.90%	51.60%	32.30%
To understand how the training method can increase fitness performance	0%	3.20%	12.90%	45.20%	38.70%
To understand how the training method can increase game performance	0%	0%	12.90%	48.40%	38.70%
Fitness performance					
To understand how the training method can increase fitness level in terms of cardiovascular	0%	3.20%	3.20%	51.60%	41.90%
To understand how the training method can increase fitness level in terms of sprint	0%	0%	9.70%	51.60%	38.70%

Domains	Very unnecessary	Unnecessary	Less necessary	Necessary	Very necessary
Game performance					
To understand how the training method can increase game performance in terms of appropriate decision making	0%	0%	6.50%	41.90%	51.60%
To understand how the training method can increase game performance in terms of efficient ball passing	0%	3.20%	6.50%	38.70%	51.60%
To understand how the training method can increase game performance in terms of efficient ball receiving	0%	3.20%	9.70%	41.90%	45.20%
To understand how the training method can increase game performance in terms of efficient ball dribbling	0%	3.20%	12.90%	38.70%	45.20%
To understand how the training method can increase game performance in terms of efficient goal scoring	0%	3.20%	6.50%	45.20%	45.20%



Nevertheless, in Malaysia, teachers or coaches have adopted a skill-based approach to teach and train their students or players (Sanmuga Nathan, 2015a). This scenario has been practiced for years even for Aboriginal youth at the school level. Based on the researcher's needs analysis on communication and culture, there is a need to understand these two domains during training sessions. During the process of cultural adjustment, difficulties and problems in communication are usually caused by a change of emotion from cheerful and relaxed to sad and depressed and these are common phenomena for those who face an unfamiliar culture (Hess, 1994 as cited in Xia, 2009). According to Kalervo Oberg, an anthropologist defined this situation as a culture shock whereby the psychological disorientation experienced by people who suddenly enter radically different cultural environments to live and work (Eschbach et al, 2001 as adduced in Xia, 2009).





Based on the needs analysis by the researcher on communication and culture domains, there is a need to understand the usage of basic language between coaches and players whether in Bahasa or Aboriginal language during football training. Furthermore, there is a necessity for coaches to understand more about the Aboriginal culture and customs as well as attitudes before they can start proper training for Aboriginal youth. Friendly teachers or coaches will draw in Aboriginal students to participate in the activities (Ismail & Muhamad, 2016 as cited in Dicken Kilue & Tajul Arifin Muhamad, 2017). To ensure this to happen, the basic language or words from both sides which are Bahasa and Aboriginal Languages must be acquired by a teacher or coach. For instance, at the chosen school, majority of Aboriginal students speak Jah Hut, their native language in their community. In particular, there are 18 different Aboriginal languages spoken by 18 different tribes in Malaysia. One of these tribes is Jah Hut. Therefore, a coach must try to acquire at least certain words in order to attract them to get involved in the activities as well as to build a good rapport with the Aboriginal students or players. Table 1.3 below shows the findings orbit around communication and culture.



Table 1.3

Communication and Culture findings.

Domain	Very unnecessary	Unnecessary	Less necessary	Necessary	Very necessary
Common language					
To understand the basic communication with them in Bahasa	0%	12.9%	9.7%	38.7%	38.7%
To understand the basic communication in the Aborigine language with players	3.2%	12.9%	16.1%	38.7%	29.0%
Culture, custom and attitude					
To understand their culture in the context of their belief in supernatural power	3.2%	9.7%	35.5%	35.5%	16.1%
To understand their custom and taboos before they can do activities	3.2%	3.2%	32.3%	48.4%	12.9%
To understand the norms of the community	0%	3.2%	25.8%	51.6%	19.4%



In the football context, teachers or coaches should acquire several words that are associated with the training sessions. For example, in Bahasa 'sepak' means kick. Meanwhile, in Jah Hut language the word is 'sipak'. Besides, in Bahasa 'lari' means run and in Jah Hut language the word is 'mukduk' (Tuyut Laboh, Personal Communication, 2022, September 28). Culture and language are inextricably linked and cannot be separated (Dongfeng, 2012). From this statement, it is noticeable that a teacher or coach will gradually learn and understand their culture by trying to acquire the language.

In conclusion, based on the facts and findings, the Pahang Aboriginal youth football players are lack of understanding on how to make decision-making, and skill execution in gameplay as well and have low fitness levels. Therefore, this research aimed to test two pedagogical models—the Malaysian SET model and the skill-based model through direct instruction—in terms of tactical decision-making, skill execution, and fitness among Aboriginal youth following interventions. It did this by understanding the communication skills and culture of Aboriginal youth.

1.4 Research Purpose

This research aims to determine the effects of interventions utilizing the Style-E Tactical (SET) and Skill-Based (SB) (control group) pedagogical models on the physical performances of Malaysian Aboriginal youth football players at a selected secondary school, as well as on decision-making and skill execution in a 5 versus 5 small-sided game. The researcher also aims to observe anecdotally how coaches at a selected secondary school implement SET and SB (control group) during football training. Specifically, the researcher wants to know if the coaches are rigorous or not, if they still struggle to implement the game-based approach based on the TGfU





model, which is SET, or if they're feeling more at ease using SB because of the coaches' nurturing approach and personal traits. Eventually, this study will produce a new set of guidance for coaches and teachers, especially at school level to conduct their training sessions meticulously. Besides, the coaches and teachers will also be exposed to the Aboriginal's customs, culture, and norms in order to understand deeply and customize the training methods to their needs. Russel (1974) believed by using a module, players' performance can be improved and it can be used by non-academicians as cited in (Mohammad Zarid Zaini and Norkhalid Salimin, 2020).

1.5 Research Objectives

The main objective of this study is to determine the effects of interventions by using SET and SB (control group) pedagogical models in terms of decision making (choosing the right skill and open and closed space) and skill execution (passing, receiving, dribbling, scoring) in 5 versus 5 small-sided game, and on physical performances (10-m, 20-m, 30-m sprint and Yo-Yo Intermittent Recovery Test LVL 1) among Malaysian Aborigine youth football players at a chosen secondary school. The researcher also wants to observe anecdotally the implementation of SET and SB (control group) by coaches (coaches' personality traits, and the nurturing process of cognitive, psychomotor, and affective among players) at a chosen secondary school level during football training. The interventions and observations will be done in 8 weeks with two weekly training sessions for two models respectively among Malaysian Aborigine youth football players (15-16 years old) at a chosen secondary school. Specifically, there are four objectives to be achieved as follows:





- i. To determine the effects of SET and SB (control group) pedagogical model approaches on mini games performance of decision making (choosing the right skill and open and closed space) between football training groups which are SET and SB (control group) after interventions among Aborigine youth football players at a chosen secondary school in 5 vs. 5 gameplay.
- ii. To determine the effects of SET and SB (control group) pedagogical model approaches on mini games performance of skill execution (passing, receiving, dribbling, scoring) between football training groups which are SET and SB (control group) after interventions among Aborigine youth football players at a chosen secondary school in 5 vs. 5 gameplay.
- iii. To determine the effects of SET and SB (control group) pedagogical model approaches on football physical performances test of (10-m, 20-m, 30-m sprint, and Yo-Yo Intermittent Recovery Test LVL 1) between football training groups which are SET and SB (control group) after interventions among Aborigine youth football players at a chosen secondary school.
- iv. To observe the implementation (coaches' personality traits, and the nurturing process of cognitive, psychomotor, and affective among players) of SET and SB (control group) by coaches during football training among Aborigine youth football players at a chosen secondary school.



1.6 Research Questions

Based upon the objectives above, there are four research questions have been built as the guidelines in this research.

- i. Is SET compared to SB (control group) effective in decision making (choosing the right skill and open and closed space) with ball in 5 vs. 5 mini game situations after interventions among Aborigine youth football players at a chosen secondary school?
- ii. Is SET compared to SB (control group) effective in skill execution (passing, receiving, dribbling, scoring) with ball in 5 vs. 5 mini game situations after interventions among Aborigine youth football players at a chosen secondary school?
- iii. Is SET compared to SB (control group) effective in football physical performances test of (10-m, 20-m, 30-m sprint, and Yo-Yo Intermittent Recovery Test LVL 1) after interventions among Aborigine youth football players at a chosen secondary school?





- iv. How is the implementation (coaches' personality traits, and the nurturing process of cognitive, psychomotor, and affective among players) of SET and SB (control group) by coaches during football training among Aborigine youth football players at a chosen secondary school?

1.7 Hypothesis

Based upon the research questions above, specifically, there are three null hypotheses have been made as follows:

H₀₁: There is no significant difference between SET compared to SB (control group) effective in decision making (choosing the right skill and open and closed space) with ball in 5 vs. 5 mini game situations after interventions among Aborigine youth football players at a chosen secondary school.

H₀₂: There is no significant difference between SET compared to SB (control group) effective in skill execution (passing, receiving, dribbling, scoring) with ball in 5 vs. 5 mini game situations after interventions among Aborigine youth football players at a chosen secondary school.

H₀₃: There is no significant difference between SET compared to SB (control group) effective in football physical performances test of (10-m, 20-m, 30-m sprint and Yo-Yo Intermittent Recovery Test LVL 1) after interventions among Aborigine youth football players at a chosen secondary school.

1.8 Conceptual Framework

This comparative study converges the mixed methods design as proposed by Creswell and Creswell (2018, p. 15). This design is a form of mixed methods in which the researcher converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problem. In this design, the researcher typically collects both forms of data at roughly the same time and then integrates the information into the interpretation of the overall results. Contradictions or incongruent findings are explained or further probed in this design. For the quantitative study, the





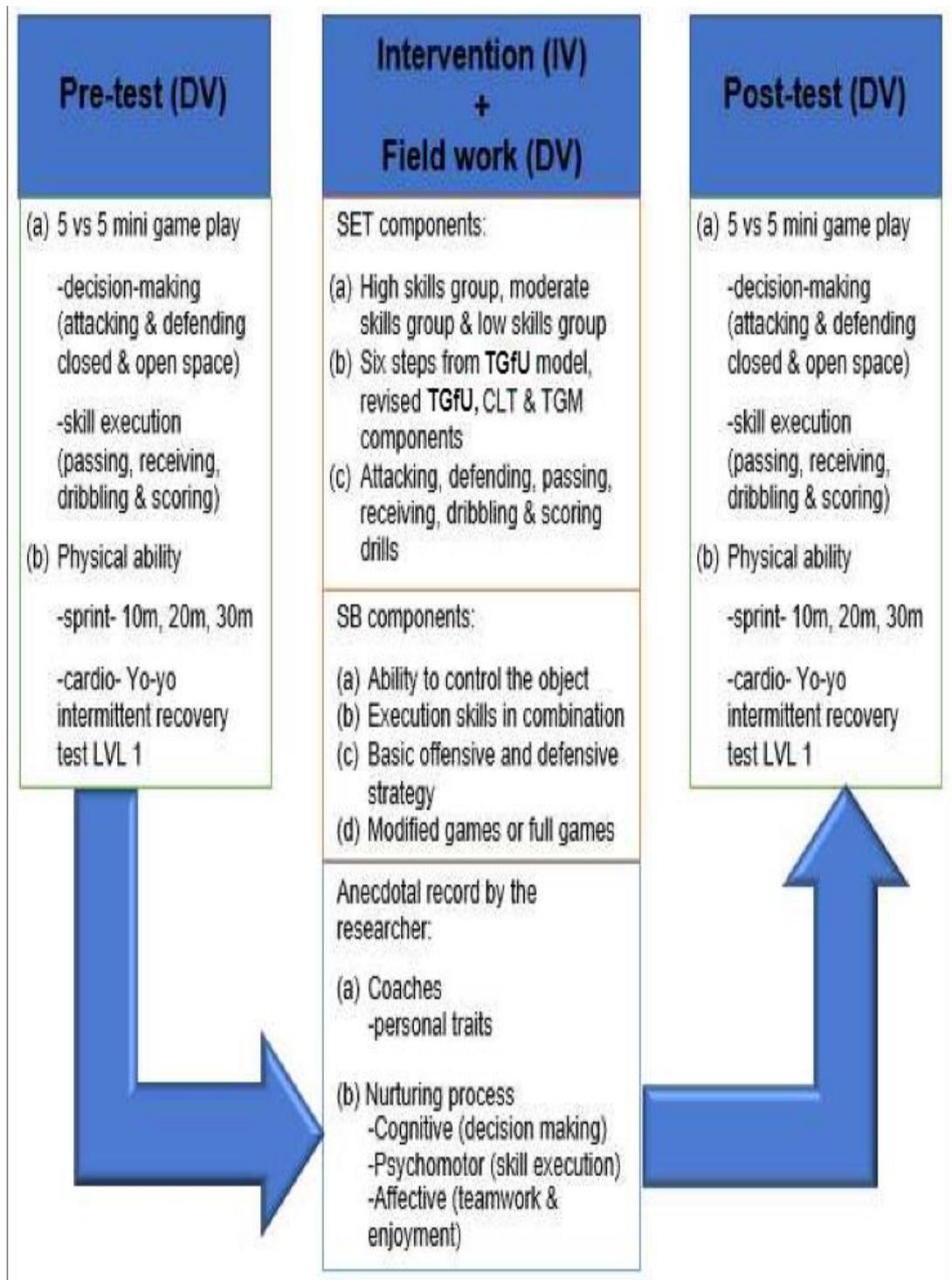
researcher utilized a quasi-experimental design and for the qualitative study will use field observation concurrently. This study investigated, the effects of SET and SB (control group) pedagogical training models on mini game play, and physical performance among Aborigine youth football players at a chosen secondary school in Malaysia. The study also combined with field work observation study via anecdotal records to observe the implementation of two models which are SET and SB (control group) by appointed coaches during football training at a chosen secondary school.

The SET and SB (control group) pedagogical training models are independent variables (IV), whereas the gameplay components of decision making (choosing the right skill and open space, closed space when attacking and defending), skill execution (passing, receiving the ball, dribbling, and scoring), physical performances (10-m, 20-m, 30-m sprint, and Yo-Yo Intermittent Recovery Test LVL 1) serves as the dependent variables (DV) before and after interventions. These variables concerning dependent variables (game configurations) will be tested at the pre-test before the interventions and at the post-test level after 8 weeks of interventions. Besides, field observation (coaches' personality traits, and the nurturing of cognitive, psychomotor, and affective among players) via anecdotal record is also a dependent variable (DV) during the interventions. In the end, the findings will benefit coaches and teachers mainly at the school level to help them provide a holistic and specific training session (module) by concerning the needs of Aboriginal students or players as well as learning deeply on how to get engaged with Aborigine students or players efficiently. Figure 1.1 illustrates the conceptual framework of independent and dependent variables.



Figure 1.1

Conceptual Framework of SET and SB. (Adapted and modified from Sanmuga Nathan & Khanna, 2015; adapted and adopted from McFarland, 2008; Sándor & Miklósi, 2020).





1.9 Operational Definitions

In this research context, the researcher has come out with several operational definitions as follows:

1.9.1 Effect

This study tried to investigate the effect of two pedagogical models in football training sessions for 8 weeks of interventions by considering the focal points which are game performance (decision-making and skill execution) and physical performance concerning sprint and endurance in 5 versus 5 game situations among Pahang Aboriginal youth (u-18) football players.

1.9.2 Pedagogical Models (SET and SB)

i. Style E Tactical (SET)

Style 'E' Tactical (SET) pedagogical model was developed with the combination of two pedagogical approaches: Mosston and Ashworth's Teaching Styles with teaching style E (Inclusion) and Bunker and Thorpe's TGfU model (Sanmuga Nathan & Haynes, 2013). This heuristic of SET pedagogical style was developed in Malaysia and carried out preliminary research in Malaysian secondary school students in the game of hockey. Therefore, in this research context, the coaches implemented this model in designating 8 weeks of football intervention coaching among Malaysian (Aborigine youth) at a chosen secondary school. The coaching approach used mini games situations and instructions in the form of a guided discovery approach of teaching. In the meantime, this approach focused on skill acquisition as well.





ii. Skill-based (SB)

A skill-based model is a conventional approach that has been practiced for years. In this study, the approach will adhere to the procedures of implementation as proposed by Rink (2002). This model had been structured to begin with warm-up and stretch, demonstration skill, skill drills, small-sided or full-sided games, and end up with cooling down session and reflection. It is a teacher-centred approach whereby skill acquisition must be stressed first before the students or players can play a game without considering the autonomous manner among students or players.

1.9.3 Football

Football is one of the invasion games by normally concerns 22 players on the field with 11 players for a team on the field in 100 m x 45 m area. In this study, the number of players as well as the playing grid have been reduced to only 10 players on the field (5 vs 5) in 40 m x 20 m playing grid.

1.9.4 Pahang Aboriginal Youth (U18) Football Players

This study consists of about $n = 33$, intact samples, Malaysian (Aborigine youth) players from one school aged 15 – 16 years old for secondary school that are selected out with the concern of coaches at a chosen school. The add-on samples of around 10 percent were being be considered.





1.9.5 Game Performance

i. Decision Making

In this study, when making decisions, players will focus on choosing what skills are needed for both attacking and defending, as well as open and closed spaces. The open space means how the players create opportunities to attack by moving or running to the free spaces and contact the ball with right skill. While the closed space refers to how the players come back to reduce the spaces in effort to defend and contact the ball with the right skill. The appropriate and inappropriate decisions were recognized by the researcher. This decision-making is coded as 5 (very effective performance), 4 (effective performance, usually), 3 (moderately effective performance, sometimes), 2 (very weak performance), and 1 (very weak performance, never) by using Game Performance Assessment Instrument (GPAI; Turner and Martinek, 1999) and adapt by permission from Mitchell, Oslin and Griffin (2005b) as adduced in Sanmuga Nathan and Khanna (2015) to analyze the abilities to make decision-making based on video recording in 5 versus 5 small sided games.

ii. Skill Execution

In this study, skill execution focused on the player's ability to execute pass and receive, dribble as well as scoring skills with proper techniques. The appropriate and inappropriate skill execution were recognized by the researcher. These skills execution are coded as 5 (very effective performance), 4 (effective performance, usually), 3 (moderately effective performance, sometimes), 2 (very weak performance) and 1 (very weak performance, never) by using Game Performance Assessment Instrument (GPAI; Turner and Martinek, 1999) and adapted by permission from Mitchell et al. (2005b) as adduced in Sanmuga Nathan and Khanna





(2015) to analyze the abilities to execute the skills based on video recording in 5 versus 5 small sided games.

1.9.6 Physical Performance (Sprint and Endurance)

Physical performances were measured by using two tests which are (10-m, 20-m, 30-m sprint, and Yo-Yo Intermittent Recovery Test LVL 1). These tests were being measured after the interventions by complying with the procedures as proposed by Bangsbo and Mohr (2012).

1.9.7 Personality Traits



In this study, the researcher observed the teachers' or coaches' personalities during the interventions, especially at pre-impact, impact, and also post-impact set. There are several aspects were being contemplated during observations which are introversion, extraversion, neuroticism as well as supportive character in nurturing process of cognitive, psychomotor, and affective.

1.9.8 Teamwork and Enjoyment

Teamwork can only be seen when the students or players work together to achieve the objective of the training by playing their roles and giving contributions to the team in positive ways. Meanwhile, enjoyment can also be seen in the students' or players' general reaction during training sessions whether they are happy, satisfied or extraversion.





1.9.9 Anecdotal Record

An anecdotal record is one of the instruments in this study to do observations. Considered as a field observation, the coaches' personality traits, and the nurturing process of cognitive, psychomotor, and affective among players were being probed. In this study, the researcher focused only on semi-structured observation as recommended by Noraini Idris (2013, p. 316-318), Othman Lebar (2017, p. 119-124) and Creswell and Poth (2018, p. 186-187). Semi-structured observation means we already know what the things that we want to observe. The observation procedures followed all the recommendations as suggested by McFarland (2008) as well as anomaly aspects as proposed by Sandor and Miklosi (2020).

1.9.10 Sample



This study consists of about $n = 33$, intact samples, Malaysian (Aborigine youth) players from one school aged 15 – 16 years old for secondary school that are selected out with the concern of coaches at a chosen school. Of the add-on samples around 10 percent were being considered. Whilst the observation consists of about $n = 2$, coaches as proxies that are selected purposively at that school.

1.10 Limitation and Delimitation of The Research

There are several limitations have been recognized in this study as follows:





1.10.1 Limitation

This study only involved one school which is a secondary school in Temerloh, Pahang, Malaysia during football training.

1.10.2 Delimitation

This study focused on the football team from one school which is a secondary level school that will be considered later by the researcher and supervisor. The samples (the players) consist of students aged from 15 to 16 years old in a secondary school. This study consists of about $n = 33$, Malaysian (Aborigine youth) players from one school aged 15 – 16 years old for secondary school that are selected out as intact samples with the concern of coaches at that school. That means the samples are assigned to non-equivalent groups which are SET and SB (control group). Whilst the observation consisted of about $n = 2$, coaches as proxies that were selected purposively. That means one coach implemented the SET model approach and another coach will conduct the SB (control group) model approach.

1.11 Importance of Research

The assumption of the present study hopefully will contribute to enhancing development in game and physical performance in soccer among Aborigine players through SET as a pedagogical model. Even though this pedagogical model is just one of the pieces from the whole sports sciences principle, the contribution in every aspect must be done intensively. Creswell and Creswell (2018, p. 112-113) said that the importance of study will add to the scholarly research and literature in the field.





Besides, the study also can help improve practice among the associated parties as well as will improve policy or decision making. In this study, the researcher tries to bring some positive direction among students or players, practitioners, teachers or coaches, researchers in the field, policymakers, and the nation's health. Let us see some of the clarifications.

1.11.1 Players

As we know children are the next generation of this nation. In the context of school, students are provided with the knowledge to help them spur their potential in order to compete in this challenging world after they finish their studies. Sports is one of the elements in school to help them propel themselves. In sports, students or players will learn a lot of moral and positive values that drive them to be confident person. Besides, they will learn as well as practice how to get social in the community efficiently. For instance, a sport like football is one of the most popular sports in the world. Whether we are playing or just watching, it will give such a terrific moment in our lives. It can be seen when students or players get involved in this sport, they will show improvement in their personal traits. From an introverted person, they will gradually change to be a more active person in positive ways. Moreover, they will also learn how to communicate with other people efficiently through teamwork. These elements are very useful for them to set up their next steps to pursue their dream. To accomplish these objectives, we must focus on teaching approaches that enable students to explore their own personality traits in light of their abilities and capabilities. It is not compulsory for students or players to be a footballer despite some of them will be a footballer in the future. Some of them might be apart from that even not associated with the sports. So, what are the benefits? Apparently, Aborigine adolescents will use their skills to get involved in society. In other words, they can





practice a healthy life together. To make this happen obviously it is correlated with the teachers' or coaches' roles.

1.11.2 Coaches

Besides, the practitioners, teachers as well as coaches are the important people to nurture the development of children, students, or players. A continuum program should be considered and implemented. Basically, a practitioner, teacher, and coach are the anchors from the grassroots. That means they will influence children, students as well as players to get involved in sports. Personal traits, mental strengths and creative as well as innovative thinking are required. When we talk about personal traits, not every practitioner, teacher, and coach confidently implements their lessons or training. This is due to a lack of knowledge and skills to demonstrate. For those who have knowledge and good skills to demonstrate, they will have no problem implementing their lessons or training properly. The main key is knowledge. From knowledge, creative and innovative thinking will be emerged. Even though they do not have good skills to demonstrate psychomotor, having enough knowledge will drive them to invent such a creative, innovative, and interactive class or training.

Next, mental strengths refer to how a practitioner, teacher, and coach overcome their problem or pressure. The tenacity among a practitioner, teacher as well as coach can be seen in the way they face the problem or issues in their field and turn it into a motivation to find the solution. Meanwhile, creative, and innovative thinking refers to knowledge they have. Perhaps, this research can help them to invent interactive lessons in their class, especially for non-optional teachers. It is compulsory for a practitioner, teacher, and coach to seek new knowledge to ensure





they can apply the best approaches in various ways and situations for resilience purposes. This cannot be happened without numerous studies.

1.11.3 Future Studies

Nowadays, numerous researchers have emerged with their regression or philosophy. No less in the sports field as well. In the context of Malaysia, especially in the sports field, we depend more on the findings from advanced countries for years. It is time for us to change this fact and become more advanced with various kinds of research, especially in the sports field. To do that, researchers should play their roles to make sure we can find the reciprocal findings as advanced countries. If we still have a shortage of researchers, it is supposed for the practitioners, teachers, and coaches to further their studies in order to do more research in their own field. We have the advantages because we do research in our own country. The fact that we conduct our study locally gives us advantages. One advantage is that we can learn more about our sports' DNA. For example, this comparative study revolves around the pedagogical context. Hence, expanded and intensive studies should be done on a grassroots level. There will be many findings that are not correlated to each other but there will be otherwise as well. So, further research must be done to confirm the findings.

So far in the researcher's opinion, this study could be a better approach at the moment to be applied on the grassroots level, especially for Aborigine adolescents. This research will also help teachers and coaches to understand more about the correlation between volume as well as intensity procedures. The researcher also hopes that this finding in the pedagogical context, could bridge the disparity between the conventional and contemporary approaches. Nonetheless, the researcher hopes





this finding will be a guidance to the other researchers to expand the studies with other parameters that have to be considered. Thus, a clear policy must be considered by the policy makers for the implementation.

1.11.4 Policy Makers

The policy is the guideline for every member of the organization which are directors, committee members, employers, and members. Without a clear policy, the mission and vision of the organization will be ambiguous. This is because every member of the organization needs a clear order as well as procedures to achieve the objectives. A policy cannot be done or merged with a spontaneous reaction. It needs more than that. Policy makers need to ensure the development of effective policies thoroughly including collecting statistical information, discussion forums, policy documents in appropriate language without ambiguity, and experts' opinions.

In this study, the researcher has played the role of doing research and hopefully, this research will be noticed by the policy makers, especially in the Ministry of Education Malaysia. The researcher also realized that this study needs to expand more variables to confirm the findings. Hopefully, many researchers can do further studies on the effectiveness of this model in the future. It will help the policy makers to proceed to the next steps in policy development. That means there are many steps forth to make sure this pedagogy style can be included in the curricula. Pedagogy field is very important to make sure practitioners, teachers as well as coaches can arrange their lesson plans properly. Although it appears simple and does not require any investigation, in actuality it does. It can be seen when some interventions show positive results and the questions like 'What do they do?' and 'How do they do?' will be merged. Policy makers have to pay attention to this part and play their role to





make it crystal clear procedures, especially for teachers and coaches. When influencers like teachers and coaches can adapt and adopt the approaches, they will influence students or players, especially Aborigines to enjoy the games or lessons. Not only students can be influenced but the community and even the nation will be attracted to practice healthy life as well.

1.11.5 Nation's Health

'Hari Sukan Negara' or National Sports Day is the day to show our respect to the national sports team as well as the sports tradition in the country. In Malaysia, the National Sports Day was introduced by the Ministry of Sport Malaysia in October 2015. It is one of the approaches to ensure people in Malaysia get involved in sports.

The main objective is to promote healthy life in the society. Not only young people but older people are also promoted. Various activities can be joined on that day including traditional sports that have existed for years. This is the first step to encourage people to get involved and practice healthy life in their daily lives. Besides, it is also a method to promote sports for youths.

As is well known, to ensure that there are an abundance of talented athletes in the future, we need apprentices. All of these can happen if we take the first step. Give them the freedom to choose their sports and not to force them. We can see the pedagogical roles are very useful here. We know every person has different abilities and capabilities as well. Thus, it is very important for promoters who advocate the program to ensure they can provide suitable activities according to the demographic factors. When they do that, automatically people will love to participate in the activities. The positive interactions will happen among society and sports culture will exist. The involvement of practitioners, teachers, and coaches is very important to





promote a healthy lifestyle in society as well as to educate them. If we can do it persistently, the researcher believes that the next steps can be managed properly in the right way. We must follow a good example shown by sports countries who promote this approach for years. The important thing is to take the first step.

In conclusion, assume that the SET as a pedagogical model is suitable as games pedagogical approach in physical education and coaching context as well. Nevertheless, it probably will guide Malaysian teachers and coaches to further conduct research and utilize the SET model in pedagogical training context in order to reform Malaysian football towards a bright future specifically for Aborigines. This is because limited research so far has been done on football, especially among youth football players in primary and secondary schools in Malaysia particularly for Aborigines. From the clarifications above, it can be seen that the pedagogy field can benefit the whole country if we have the awareness to put it in the right positions and use it in the proper ways. The sustainable cooperation between the government, stakeholders, policy makers, researchers, practitioners as well as teachers and coaches hopefully can reach fruitful results.

1.12 Summary

To recapitulate, in this chapter, the researcher seeks to draw attention among the audience to the challenges involved with implementing student-centered approaches, particularly in Malaysian secondary schools, as well as several related difficulties. Besides, the researcher also wants to highlight the importance of this study. A clear explanation needs to be done in order to reform and recognize the talent among Aborigine youth players at the school level as well. Thus yet, no extensive research has been conducted explicitly on Aboriginal youth football players. As we know the





Aborigine people are still left behind in the contexts of politics, economics as well as socials.

