

THE DEVELOPMENT OF MALAYSIAN FOOTBALL COACHING PROCESS 'MODEL': MALAYSIAN STATE SPORTS SCHOOL

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SULTAN IDRIS EDUCATION UNIVERSITY

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THE DEVELOPMENT OF MALAYSIAN FOOTBALL COACHING PROCESS
'MODEL': MALAYSIAN STATE SPORTS SCHOOL

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ABSTRACT

This research is conducted to identify the significance of the Malaysian Football Coaching Process Model development in the Malaysian coaching context that describes the key themes from Malaysian State Sports School coaches. This model was based on the Effective Coaching Model Cote and Gilbert adaptation and validated Cohen's Kappa agreement coefficient. The similarities and differences of the current finding's development themes compared with Cote and Gilbert Effective Coaching model were also studied. Qualitative approaches using Evolve Grounded Theory as a methodological framework. Fourteen head coaches from Malaysian State Sports School were chosen following the stratified purposive sampling and theoretical sampling. An in-depth semi-structured interview with open-ended was carried out and analysed following the principle of evolved grounded theory and constant comparative method advocated by Strauss and Corbin (1998). Based on the analysis, the following six core categories and eighteen subcategories emerged that make up the effective coaching in coaching process; i) coaching knowledge (professional knowledge, psychological knowledge), ii) coaching philosophy (characteristics, holistic approach), iii) planning (coaching syllabus, signature coaching, individual development, fun elements, risk management), iv) deliver (heuristic, empowerment, spirituality), v) analysing (evaluating, observation, monitoring) and vi) outcome (competence, life skills, coaching intervention). The research aims were achieved, and the effective coaching process model will hopefully provide an impetus to examine other coaching processes and strategies and techniques to ensure all coaches are well supported, trained, and developed. The study's implication is expected to be valuable to all the development of football coaches as a tool in their coaching program.



PEMBANGUNAN 'MODEL' PROSES KEJURULATIHAN BOLA SEPAK MALAYSIA: SEKOLAH-SEKOLAH SUKAN NEGERI MALAYSIA

ABSTRAK

Penyelidikan ini dilakukan untuk mengenal pasti Model Proses Kejurulatihan Pembangunan Bola Sepak Malaysia yang paling signifikan dalam konteks kejurulatihan Malaysia yang menerangkan tema pembangunan utama yang muncul dari jurulatih Sekolah Sukan Negeri Malaysia. Model ini berdasarkan adaptasi Model Kejurulatihan Efektif Cote dan Gilbert dan menjalani proses pengesahan menggunakan pekali persetujuan Cohen's Kappa. Persamaan dan perbezaan dapatan tema pembangunan semasa dibandingkan juga dengan Model Kejurulatihan Efektif Cote dan Gilbert juga dikaji. Pendekatan kualitatif ini menggunakan teori grounded sebagai kerangka metodologi. Seramai 14 ketua jurulatih dari Sekolah Sukan Negeri Malaysia dipilih mengikuti persampelan bertujuan berstrata yang dikemukakan oleh Patton (2002). Temuramah separa berstruktur mendalam dengan terbuka dilakukan dan dianalisis mengikuti prinsip teori grounded evolusi dan kaedah perbandingan tetap yang disokong oleh Strauss dan Corbin (1998). Berdasarkan analisis, enam kategori teras dan lapan belas subkategori berikut muncul yang membentuk kejurulatihan efektif dalam proses kejurulatihan; i) pengetahuan kejurulatihan (pengetahuan profesional, pengetahuan psikologi), ii) falsafah kejurulatihan (keperibadian, pendekatan holistik), iii) perancangan (silibus kejurulatihan, keunikan kejurulatihan, perkembangan individu, elemen yang menyeronokkan, pengurusan risiko), iv) menyampaikan (heuristik, pemerksaan, kerohanian), v) menganalisis (menilai, memerhatikan, memantau) dan vi) hasil (kecekapan, kemahiran hidup, intervensi pembinaan). Objektif kajian dicapai dan model proses kejurulatihan yang berkesan diharapkan dapat memberi dorongan untuk meneliti proses kejurulatihan selanjutnya dan terutamanya strategi dan teknik untuk memastikan semua jurulatih disokong sepenuhnya, dilatih dan maju ke hadapan. Implikasi kajian ini diharapkan dapat bermanfaat bagi semua jurulatih dalam pembangunan bola sepak sebagai alat dalam program kejurulatihan mereka.



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LIST OF ABBREVIATIONS

AFC	Asian Football Confederation
CAQDAS	Specialized Computer Assisted Qualitative Data Analysis
CBAS	Coaching Behavioural Assessment System
EPRD	Education Planning and Research Division
FAM	Football Association of Malaysia
FIFA	Federation Internationale de Football Association
ICCE	The International Council for Coaching Excellence
ICT	Information and Communication Technology
ISCF	International Sport Coaching Framework
ISN	National Sports Institute
JPN	Education State Department
KBS	Ministry of Sport
KPI	Key Performance Index
KPM	Ministry of Education
MSN	National Sports Council
MSSM	Malaysian School Sports Council
NFDP	National Football Development Program
PLD	Pusat Latihan Daerah
SPKK	National Coaching Certification Scheme
SSN	State Sport Schools
SSM	Malaysian Sport School
SSTMI	Tunku Mahkota Ismail Sports School

SUKIPT Higher Education Institute Sports
UPSI University of Sultan Idris Education
EFA English football Academy

APPENDIX LIST

- A Condition Approval for Carrying Out the Study from EPRD, Ministry Of Education Malaysia
- B Final Version of Interview Guide
- C Instrument Expert Validity Form
- D Participant Checking Interview Transcript Confirmation Form
- E International Conference Presenter Certificate (UPSI, Perak)
- F Sample of Transcribed Interview
- G Sample of Coding Labels
- H Model Expert Validity Form
- I International Conference Presenter Certificate (Oxford, United Kingdom)

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CHAPTER 1

INTRODUCTION

1.1 Introduction

There is no clear documentation stating the date and place of origination of today's most popular world sport, football. However, most historians agree that some ball game has been played for over 3000 years (Parrish, 2019). According to Karim and Razak (2018), football is bound to have significant impacts in societies that arouses passionate devotion in its fans and great riches for its players that can uplift the nation. Federation Internationale de Football Association (FIFA) is a major trans-global socio-economic and cultural-ideological force. Football as labour, entertainment, and leisure activity is more accessible across borders than ever before (Haugaasen & Jordet, 2012;

Maguire & Pearton, 2000; Sklair, 1991). According to Panja (2018, June 14), well-known broadcasting Research Company GlobalWebIndex have reported that cumulative television audience in the 2018 FIFA World Cup in Russia recorded a total



view ship of 3.4 billion, or nearly half of the actual world population of 7.6 billion, for the entire tournament. That compares to 3.2 billion who tuned in for the 2014 World Cup in Brazil. According to FIFA financial documents, World Cup in Russia is set to generate \$6.1 billion in revenue, 10 per cent more than FIFA had estimated for the tournament and \$1.3 billion more than the last World Cup produced in 2014 in Brazil (Panja, 2018, June, 14). This globalised access to football has allowed the clubs to extend their international market segments, value and labour access.

Consequently, the economic resources available have increased significantly in recent decades and have led to a highly polarised market (Haugaasen & Jordet, 2012). This is in line with Mendoza (2017) research findings that sporting success indeed influence local development, and thus football has a positive impact on the creation of income for the nation. Football development is to understand the logical and connected coaching process that underpins effective coaching; it is hoped that this research will develop a much larger pool of successful and wise coaches who will push Malaysian youth players to a higher level.

The study was done by Hussin et al. (2015) witnessed a decline in interest in sports among school children and youth in Malaysia. As a result, Malaysia has become an under-performer in sports at the regional and international levels, in line with this statement.

This view exists even in sports schools in Malaysia. In a move to create sports culture in Malaysia, the Ministry of Education (KPM), with the Ministry of Sport (KBS) initiative, compiled detailed planning programs to ensure that the goals have been



targeted. According to Elumalai and Saryono (2015), 'Sports for All' and 'Sports for Excellence' are among the programs compiled in National Sports Policy. This program mainly focused on producing and developing a well-balanced student's physical, emotional, spiritual and intellect. Grassroots development is among the essential topics in drafting the National Sports Policy. This is emphasised by the Ministry of Sports (KBS) that some types of sports are considered potential in driving the country's challenge at a higher level, such as the Olympic Games. Among the sports that Ministry emphasises is football.

It's undeniable that world football (or soccer, as it is sometimes known) has undergone a fundamental structural transformation (Haugaasen & Jordet, 2012). It has grown tremendously with significant changes in the cultural organisation of the game as experienced by players, coaches, stakeholders, and spectators. Football is considered the most followers sport in Malaysia based on television audiences, compared to other sporting events. A survey study from Nielsen Sports DNA (2017) shows that 65% of the population are interested in football followers. Malaysia was formerly the king of Southeast Asian football and widely respected in the Asian continent, with the highest FIFA world ranking at 75th in August 1993 (Karim, 2016; Karim & Nadzalan, 2017). Looking at the current ranking scenario at 168th out of 211 countries (FIFA, 2019), certain areas need to be addressed to revive the glory days of yesteryears.

For such reasons, the Football Association of Malaysia (FAM) has always placed great importance on the development of young players for the future of football in Malaysia and various development program were formulated and implemented from the '80s, and these programs are being constantly refined and modified to suit prevailing



conditions (Holmes, 2018). At the grassroots level, football is managed by collaboration between the Football Association of Malaysia (FAM), the Ministry of Youth and Sports (KBS), the National Sports Council (MSN) and the Ministry of Education Malaysia (KPM) by producing a plan known as the National Football Development Program (NFDP) (Karim & Razak, 2018). This NFDP blueprint is breakdown into two phases, Phase 1 (2014-2020) and phase 2 (2012-2030). NFDP blueprint will review comprehensively in the literature review chapter 2.

FAM aims to provide a power base of many players who are technically, tactically, physiologically, and psychologically is complete with the required quality (Kassim & Che Ali, 2015). There are currently almost 23,000 trainees in 123 centres or academies across the country. This involves trainees aged seven to 17 trained by 1,025 full-time and part-time coaches. However, NFDP targeted able to reach 55,000 trainees by 2020. (National Football Development Program, 2018). It's still questionable looking at the impact to these 55,000 trainees if an inefficient coaching process is conducted in coaching. According to Kassim & Che Ali (2015), coach preparation is a prime concern to set up the national standard for coach education before an integrated system of preparing qualified coaches. The key factor in any learning and development program is more important than a good syllabus, systematic coaching process, flashy equipment, or state of the art venue in the quality of the coaches (Crawford et al., 2017). For coaching programs effectively, do we yet have an evidence base for coaching? Is it cost-effective? How about a return on investments? These questions depend heavily on the contextual and situational factors and who asks why. (Karim & Nadzalan, 2017; Salmela, 1995; Schempp, Mc Cullick & Mason, 2006).





A professional coach of coaching services asking the above questions may well take the growth of the coaching industry worldwide as one indicator of whether the coaching process is effective and "works", and it is clear that in the last ten- or fifteen years' workplace and coaching have grown from a relatively novel and little-used intervention to a mainstream activity in organisations worldwide (Crawford et al., 2017). Indeed, this is in line with Cooper and Allen (2017), that planning a coaching development into a coaching process is playing an increasing role in organisations worldwide, it is vital that and able to reliably access the effectiveness of coaching interventions and develop an evidence base for an expert coach.

To begin the process of answering these questions, expert coaches need to determine the proper coaching process, coaching plan, delineate the nature of coaching-related evidence, work out how to measure coaching effectiveness, and determine effective methodologies for assessing coaching outcomes and do so concerning the extant coaching literature (Cooper & Allen, 2017). Drawing on past work in this area (Grant, 2011; Grant et al., 2010) and beginning with some broad delineations of coaching, the researcher reviewed the recent extant research into the efficiency of coaching and highlighted possible future directions for measuring the measurement coaching effectiveness in the coaching process.

A coach needs to have excellent knowledge in planning effective coaching in coaching process development to ensure athletes can cope with any challenges from the club's management, players, or fans (Clemente et al., 2015). Rynee and Mallet (2014) suggested that the coaches are "learners by necessity", which means lifelong learning that acquires knowledge, skill, and other competence in daily coaching life between the





coaches and athletes. This will negotiate the coaching process characterised within a broader social context. This comprehended the same view that coaches learn from a complex combination of different experiences. The most powerful way to investigate these issues is to take an expansive view of coaches' learning in various situations and the resulting influences on knowledge and practice over time (Colley, 2003). In other words, to better understand coaches' learning and behaviour, the temporal interplay between the individual and the social context must be kept in view. Previous researchers have suggested that current formal coach education programs do not fully meet the learning needs of coaches (Karim & Razak, 2018; Mesquita et al., 2014).

Despite this, critic's coach education and continuing professional development are unfulfilled to draw effectively on this experience (Cushion & Partington, 2016).

Researchers over the recent years have demonstrated that experience and the observation of other coaches remain the primary sources of knowledge for coaches (Cushion & Partington, 2016; Nelson et al., 2013). It's directly reflecting the same opinion given by Roberto Carlos on a recent visit to Malaysia, based on his review that mentioned the responsibility of the coach is to study and gain knowledge about other good teams in terms of coaching and observing the games from time to time as it progressed ("Roberto Carlos on how", 2018). A quality coach requires a foundation of core knowledge that counts a wide range of subjects in the coaching process. Karim and Nadzalan (2017) mentioned that coaches begin to see patterns with different experiences and careful reflection, and the knowledge becomes more organised and more accessible to retrieve the outcome. From this point of view, the researcher intended to know how knowledge work is interrelated with the coaching process and comprised a cycle relating to observation, analysis, and planning. Kassim (2014)





entirely proposed for future research to embark on a study of coach's content knowledge on understanding the coaching process with the formation and creating coaching model in Malaysian perspectives.

Stodler (2014) identified four major factors that participants viewed as strengths of the education program, which enhanced their training; a logical structure and encouraging environment; pedagogical knowledge modelled by the educators; relevant content provided by knowledgeable educators; and the integration of pertinent research. This study is based on the author's research with 28 football coaches and coach educators from a different level. Thus, the results generate an understanding of coaches' learning which can be practically relevant in fostering better opportunities to develop capable and creative coaches in the coaching process.



Like a school educator or teacher (Metz, 2015), a coach is responsible for transmitting and transforming a collective body of knowledge and skills on a given subject to help footballers acquire and use that knowledge in various situations. A coach is seen as an agent of change due to their significant influence on the development of athletes (Walton, 2007). Coaching has been suggested to improve teaching and learning across overall systems (Metz, 2015; Sugai & Horner, 2006). Although less is known about the degree to which coaching can transform teacher practices within an entire system and the practice of individual teachers, many sports organisations have embraced coaching for this purpose.





Teachers and coaches need different knowledge and skills for different phases of a learner's development. It would seem that the knowledge and behaviour in training sessions and competitions are crucial for the development of players in sports performance (Janes et al., 2016). However, both share many similarities within their positions. Teachers are role models for learners at all levels, providing guidance and teaching life lessons from their experiences. Coaches also act as role models and mentors for their athletes through their willingness to invest time in their learners. Teaching is the ultimate goal for both roles, and both relay knowledge and expertise to their respective learners (Janes et al., 2016). Both positions are almost synonymous, whereby coaches and teachers share similar traits, goals and responsibilities to accomplish personal and universal goals. These similarities mean the line between the two positions is permeable for teachers who want to become coaches and vice versa.



The researcher adopts this scenario in Malaysian State Sports School, where most coaches are teachers. Karim and Razak (2018) quoted those teachers who become coaches will convey strong leadership in terms of behaviour and knowledge, which will induce a more desirable and effective coaching process.

The ability of coaches to influence athletes in their lives and sports performance is well established (Janes et al., 2016; Boardley et al., 2008; Feltz et al., 1999). Becoming a coach is a vital and challenging role where their responsibility is teaching and managing various athletes to succeed in their sports performance. They play multiple roles, such as teachers, friends, and mentors, and significantly impact their athletes' physical and psychological matters (Weller, 2013). In order to fulfil the role of a coach, they need to have particular specific abilities. Among these abilities is planning a coaching program efficiently (Karim & Razak, 2018; Santos et al., 2010).





The National Sports Council (MSN) program offers four programs run by the National Sports Institute (ISN) to recognise Malaysian coaches in Malaysia. One of the programs provided by ISN is the National Coaching Certification Scheme (SPKK), level I, II and III, which offers a systematic coaching education program to improve the knowledge and skills required by sports coaches (National Sports Institute, 2018). Every coach who attends this course must go through all the components before being certified. It is essential to participate in these courses because coaching education and licensing programs will increase coaches' coaching efficacy and allow them to coach effectively and lead their athletes to success (Kowalski, 2008).

However, local researchers rectified some key challenges faced by coaches in Malaysia, including education curriculum for coaches, uncertainty in coaching direction, limited opportunities among coaches, and guarantees of work as coaches (Karim & Nadzalan, 2017). If the MSN does not identify the issues faced by their coaches and understand what coaching knowledge sources can improve their coaching skills, then the program's goals will not be fully achieved, and players trained will not perform the standard set (Karim & Nadzalan, 2017). Thus, Karim and Razak (2018) identified one of the failures of this program is what knowledge sources can improve their skills in the coaching process. Previous research has indicated that three forms of knowledge have underpinned the current coach education program (Maclean & Lorimer, 2016; Gilbert & Cote, 2013; Gilbert & Trudel 2006), but this fails to apply in coaching. Therefore, it is expected that coaches must consistently engage in all three aspects (professional knowledge, interpersonal knowledge, and intrapersonal knowledge) to achieve coaching effectiveness in the coaching process (Cote et al., 2009; Gilbert & Cote 2013).





Some local studies indicated that one of the factors for athletes reach their optimal level is their belief in their coaches' efficacy of coaching the ability to produce a desired or intended result (Kee & Raja, 2015). Malaysian coaches strongly agree to this from the research done by Kee and Raja (2015), which involved a total of 331 coaches for Higher Education Institute Sports (SUKIPT) that have sufficient knowledge of the coaching and the game and attending seminars conducted regularly will enhance their performances. Besides that, other local studies (Chiu et al., 2013; Lim et al., 2013; Azlina, 2001) have revealed that the quality of coaching in Malaysia is unfavourable. Local coaches were found to lack abilities and required good coaching skills to maintain the respectable position of Malaysian world-class athletes. Ayub (2009) concluded that athletes should be trained by coaches who have expertise in their specific fields to guide them to achieve their highest performance. However, it's becoming a trend for the Malaysian State Football Association on choosing coaches for the state teams, which caused a high dependency on foreign coaches. Kassim and Che Ali (2015), coach preparation has become a priority that coach education provides the core for an integrated system of preparing qualified coaches in a specific field. Coaching education constantly dispenses a quality and consistent framework to lead an effective coaching process. Quality and effective coaching can improvise local coaches' performance in current coaching trends, especially in the coaching process. This is proven based on the present football scenario in Malaysian League 2018, whereby five out of 12 teams in Malaysia Super League Football coaches are foreigners (FAM, 2018). In this regard, research should be conducted to determine the issues faced by the coaches in their coaching process to know what sources of knowledge are neglected in the coaching system. The researcher also intended to develop a football coaching process model that can be suggested to local youth coaches to reduce foreign coaches in the future.





Today's problems in the coaching industry are limited in terms of research supporting the coaching process, particularly in Malaysia (Kee & Nur 2018). Many studies measured coaching efficiency in the coaching process, but most of these studies were completed in a western context based on the culture and their coaching trend (Gordon et al., 2014; Cushion et al., 2003; Bandura, 1999). However, several studies have been conducted locally on the influence of coach's efficacies towards performance; however, these studies merely focused on athletes' outcomes (Raja & Kee, 2014; Lim et al., 2013; Nazarudin et al., 2009).

Till to date, the involvement of students in sports has been given serious attention in Malaysia. According to Nasa (2018, Feb 18th), five sports schools alone have produced more than 50 Olympians since the first one, Bukit Jalil Sports School, was opened in 1996. This commitment is taken into account in obtaining a place in local institutions of higher learning. Moreover, annual sports tournaments between higher institutions are conducted to support talented athletes for the country. In this regard, each institution of higher education has a group of sports coaches to provide institutional teams for the tournament (Chiu et al., 2013). Other local research studies on the relationship between sports involvement and student performance in Malaysia indirectly improve academic performances, such as improving grades and improving cognitive learning and educating aspirations (Daud et al., 2013). This is in line with abroad research study by Tubic et al. (2018); a positive correlation between academic's achievement and sports engagement explained that personality traits developed in a person to motivate and integrated to excel in sports. For example, a person who has learned through sport knows how to cope with stress, fight his way to achieve goals,





show his capabilities developed through hard work, and trust his abilities, which contributes to the higher efficiency of the learning process.

These traits, developed through sport, are reflected in school conditions and other spheres of life alike. Based on this viewpoint, the researcher chose coaches from Malaysian State Sports School as the subject for the research study to achieve goals with student-athletes that given characteristics. As Tubic et al. (2018) and Daud et al. (2013) mentioned, coaches can efficiently work with student-athletes compared to their peers on another dimension of psychosocial development, such as developing competence and establishing nature relationships identify formation as well as net impact on psychosocial outcomes. According to Gilbert and Cote (2013) coaching model, the student-athlete elements mentioned are compiled in intrapersonal knowledge and interpersonal knowledge that led to influential athletes' outcomes in the coaching process.

However, the issue which arises here is, do these coaches plan a systematic coaching process and have good efficacy skills in coaching the potential athletes for the country (Kee & Nur, 2018)? Therefore, this study gathers more information regarding Malaysian coaches and their coaching process effectiveness in their field. The coaching process encompasses a broad range of information, for example, which drills are best suited to athlete developmental level and most likely to improve player skill levels. Coaches must know how to run productive practice and make adjustments in-game situations. A coach must understand when, where and how to use information effectively (Karim & Nadzalan, 2017).



The researcher consideration in this study is to focus on youth football and its coaching development in Malaysian State Sports Schools, which consider as the primary feeder for national youth football team selection. Therefore, this research focuses on football's whole coaching process development among coaches in fourteen Malaysian State Sports Schools all over the country. Therefore, this study will gather more information regarding Malaysian Sports State School coaches and their development coaching process. Specifically, the concept of how coaches view themselves in terms of their football coaching process and ability to reach their Key Performance Index (KPI) in addition to early life experiences that collectively shaped their later development as a coach.

The academic literature is scarce on a grass-root football coach, although many have said their role is fundamental to football development (Karim & Razak, 2018). Conforming to Karim and Razak (2018), it has been four years of implementing this program, yet grassroots coaches face many challenges in Malaysian schools. Among the main challenges are the education curriculum for coaches. Based on the past review, this research should provide relevant knowledge for NFDPP and related governing bodies of the coaching development themes in the current coaching process to tailor evidence-based education. NFDPP, undergoing first phase development 2014-2020, failed to qualify for the 2019 FIFA Under-17 World Cup, the first vision of the key performance indicator (KPI). If the NFDPP blueprint does not identify the issues their coaches face and understand what coaching knowledge sources can improve their



coaching skills, the program was questioned regarding what and where it should go (FAM, 2018). Coaches today must have resources to enhance knowledge and skills to meet changing expectations on and off the field. According to Gilbert & Cote (2013), despite nearly 35 years of research and discussion, there remain 'a lack of precision in terminology and approach to relating effectiveness to any conceptual understanding of the coaching processes. Consistent with Lyle's conclusion, our position is that coaching effectiveness and expertise should be used as a frame of reference for examining 'good' coaching (Lyle & Vergeer, 2013). Therefore, for the football coaching process, the researcher has chosen Cote and Gilbert (2009) Coaching Model as a guideline to find out similarities and differences of the key development themes in the Malaysian context. Despite past efforts to examine coaching effectiveness in the coaching process from multiple perspectives, many questions remain in the context of the Malaysian coaching style. According to Kassim (2014), even though coaches in other countries like England, Japan and Australia have a good and effective football coaching process, it would be less than productive to transfer practices from these unfamiliar cultural contexts to Malaysian football coaching. Kassim (2014) suggested a future study of the coaches in terms of coaching knowledge towards understanding the learning process in coaching and hoping that future researchers can develop a coaching model as a guide for the coaching practices in the Malaysian perspectives.

1.3 Research Objectives

There are two objectives that researchers would like to achieve, namely general objectives and specific objectives. The general objective of this study is to identify and





delineate the coaching process in football coaching among coaches in Malaysian State Sports Schools. The specific objectives in this study are to;

1. To describe development themes in the current football coaching process among Malaysian State Sports Schools coaches.
2. To identify the similarities and differences of key development themes in Malaysian coaching guided with Cote and Gilbert (2009) Model of Effective Coaching.
3. To propose a Malaysian Football Coaching Process Model in the Malaysian coaching context to describe the key development themes that emerged from Cote and Gilbert (2009) Model of effective coaching.

1.4 Research Questions



1. What are the current key development themes used by the Malaysian State Sports School coaches in their coaching process?
2. What are the similarities and differences in key development themes in the Malaysian coaching context compared to Cote and Gilbert (2009) Model of effective coaching?
3. What is the significant Malaysian Football Coaching Process Model in the Malaysian coaching context that describes the key development themes that emerged from Cote and Gilbert (2009) Model of effective coaching?





1.5 Theoretical Framework

The concepts of key development themes in the youth football coaching process play a significant role in the grounded theory research and will later be measured. They are essential concepts to define within the theoretical framework. According to Grant and Osanloo (2014), the theoretical framework is one of the most crucial aspects of the research process. It is the foundation from which all knowledge is constructed and serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the methods and analysis.

In contrast to Jasmi (2012), this theoretical framework is not needed in some forms of qualitative research, especially in the grounded theory study. This is because the research will form a theory independent of the existing theory. However, according to Corbin and Strauss (2015), in a grounded theory study, it is more effective if the researcher understands the theory of the research so that it is on the right track. Although there are contradictions, researchers are confident that the theoretical framework will help form a conceptual framework that leads to answering the objectives and questions of the study.

Jean Cote and Wade Gilbert (2009) have defined and described the sports key development themes for effective coaching in the following way:

The consistent application of integrated professional, interpersonal, and intrapersonal knowledge improves athletes' competence, confidence, connection, and character in specific coaching contexts (p.315).



Three areas of knowledge are central to this concept. Gilbert and Cote (2013) have further described these areas of knowledge as professional knowledge (content knowledge and how to teach it), interpersonal knowledge (linked to the ability to communicate with people and closely related to emotional intelligence) and intrapersonal knowledge (one-self based on experience, self-consciousness, and reflection). Cooper and Allen (2017) build on this definition, stating that key development themes ineffective coaching process according to expert coaches comprised of learning partnership, individualised, a clear structure with the evolving process, orchestrating approach, influenced by coaching environment, holistic, flexible process, adaptable and dynamic. Six components that describe the coaching process's operationalisation are values, knowledge, skills, contextual, constraint, learning environment, preparation, performance, and review.

The definition of Cushion (2016) is slightly different from Gilbert and Cote's view, which is underpinned the coaching effectiveness development themes by accepting the behaviour of coach, dispositions, education and experiences, which can be regrouped under one common component that ultimately influences an individual coach's knowledge or coach's knowledge. Although Cooper and Allen (2017) and Cushion (2016) define key development themes in the coaching process for the same purpose, perhaps most themes overlap. Still, it is less relevant specifically about the scope of research made by the researcher. Therefore, the definition model of Cote and Gilbert (2009) and Gilbert and Cote (2013) is the most relevant to the scope of this study, where it leads to key development themes in various coaching contexts by including the outcome to be achieved. The aim of the study also indicated that the suitable key development themes in the football coaching process based on Malaysian

culture is lifelong learning and important skills in becoming an expert coach in the football development program. This is in accordance with the concept of Cote and Gilbert (2009), where the expertise of specialist coaches was categorised into professional knowledge (including sport-specific knowledge, sports science, coaching techniques and how to execute tasks), interpersonal knowledge (individual and group interactions) and intrapersonal knowledge (knowing yourself and being able to reflect).

1.6 Conceptual Framework

Based on a comprehensive analysis of extant research and literature, this research sets out and will answer the research question on the coaching process in football among coaches in Malaysian State Sports School. Furthermore, the theoretical and conceptual discussions will give a clearer picture to the football coaches to provide the best coaching process and practice model in the Malaysian context based on Cote et al. 1995;2009 Coaching Model.

In an attempt to achieve the above objectives, the research includes an empirical analysis of the views of football coaches from Malaysian State Sports Schools. Therefore, the following conceptual framework is prepared in three phases to provide direction to the research and explain the research process on how the research is sought out to explore and understand the main key development themes in the coaching process in the context of Malaysian coaching style. First, the study used a qualitative approach and was drawn to methods of evolved grounded theory (EGT; Strauss and Corbin, 1990) which includes interviews and observation. Thus, this framework (see figure 1.6)

represents the overall direction of this study guided by the literature review and research methodology in answering the research question.

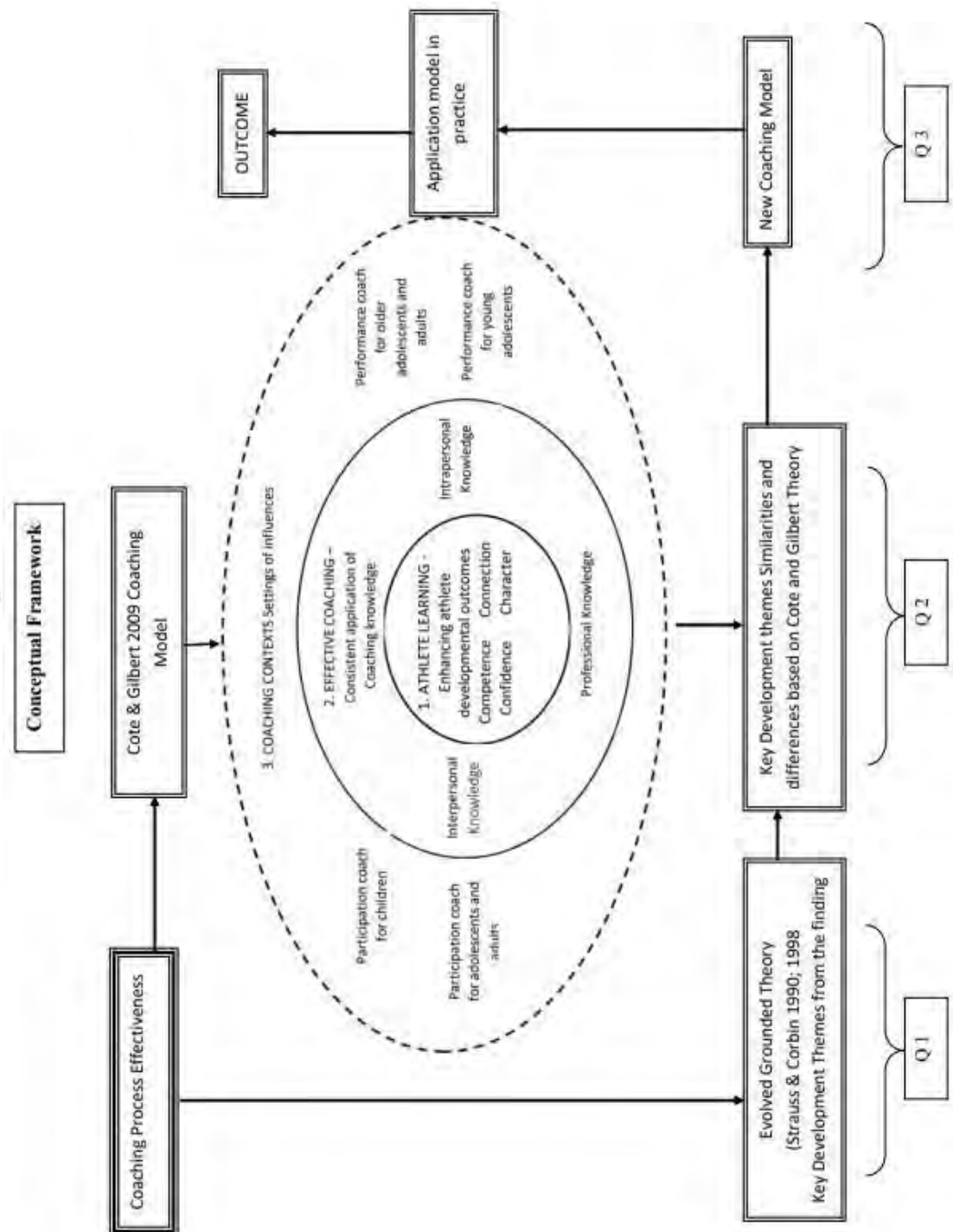


Figure 1.1. Conceptual Framework



1.7 Research Interest

Based on the research problems and questions raised as a researcher, there is a less focused gap in development football, especially grassroots programs. According to the report of the Ministry involved, the relevant ministers and local literature studies show that this program has less impact if compared to the return of investment. It is clearly stated in the section of the problem statement. Therefore, as a federal government scholarship holder from the Ministry of Education Malaysia, a master's degree holder in Sports Science, and a 'B' license football coaching holder that involved in many youth football development programs is a responsibility to study the coaching weaknesses that exist, especially at the grassroots level.



when planning and implementing coaching lesson development for football coaches. In addition, this study will provide information on the football practice coaching process that has never been collected in the Malaysian coaching context. This research is expected to discover the entire football process in coaching in terms of the strength and weaknesses of the accredited coaches from Malaysian State Sports Schools and how coaching education will play a vital role to plan and utilising to teach all level coaches.

Therefore, this information will give football coaches an effective coaching process in the Malaysian context. Since the background of the football coaches in Malaysian State Sports Schools is teachers, this research will include pedagogical principles that could form educational programs for all level coaches. Suppose these coaches understand what expert coaches believe in the preparation and execution of





coaching techniques of football teams. In that case, applying such techniques as a structure or model of their coaching process can be helpful in practice.

1.8 Limitations of the Study

One of the limitations that possibly affected the study was the coding transcribing the Malay language interview to English. The thesis is written entirely in English, and the model produced is also in the same language. Although the interview transcription process goes through a back-to-back translation process, as Pacific International Translation (2018) proposed, there are likely implicit and explicit meaning elements that may not be expressed as in-depth in this process. Although this coding process is through analytic analysis, using an evolved grounded theory process guided with Strauss and Corbin (1998), it is possible that the coding translated into English does not fully represent the meaning stated by the study participant. However, the researcher believes that this stated possibility only affects a tiny percentage of findings as the researcher is fluent in both languages and uses the method of applying theoretical sensitivity in shaping the coding of the results of the transcription interview.

Another limitation was the focus entirely on the differences in the level of accreditation of coaching licenses. According to this study, six participants were 'B' football coaching license holders, two were 'A' football coaching license holders, and one consisted of 'C' coaching license holders. All these participants also have different levels of experience in coaching, which includes experience between 29 to 11 years. These factors may also have had little impact on my study, where the average study





participant who had extensive experience of this gave a longer answer. His argument encompassed substantial knowledge compared to the coaches with the least experience. There is significant evidence that coach progress is non-linear and that an 'A' license coach will not be more developed in some areas than a 'C' license coach. Despite this restriction, coaches with differing levels of accreditation were deliberately selected as a means of sampling coaches with varying levels of preparation and experience. Coaches from multiple states were often recruited in the same way to allow for cross-cultural similarities and determine the extent to which football coaching development needs vary across cultures. It is currently unclear whether the present research results are acceptable to football coaches in other countries or coaches in other sports.

The researcher also discovered that everyone's level of exposure and expertise differed. The more seasoned and highly trained coaches were also even more expansive in their responses and recommendations, which was not unexpected. The length of the interviews, and therefore the transcribed data, mirrored this pattern. For example, most 'A' license coaches could clarify the questions in-depth with no guidance or explanation. While this may be another drawback, the voices of the 'A' license coaches and, to a lesser extent, the 'B' license coaches continued to dominate the study's results.

The researcher agrees that hitting the necessary level of English to write the thesis was a further restriction. To meet this challenge, the researcher collaborated closely with the principal supervisor. The researcher's first attempts were unsuccessful in performing this analysis using the EGT method. The researcher continued to collaborate closely with the principal supervisor to overcome this obstacle, who offered suggestions for designing and presenting the MFDCPM model. In addition, the



researcher found it challenging to articulate the thoughts during the thesis writing process thoroughly. A competent proofreader provided the researcher with invaluable assistance in addressing this constraint.

As a federal government scholar from the Ministry of Education, the researcher had only three years to complete the studies. Due to time, resources and other constraints, this study was limited to only Malaysian State Sports School football coaches in 14 states. Moreover, this study only focused on coaches coaching youth players under 17 years old, where development is needed. Therefore, the information provided by the football coaches must be carefully generalised outside the domain of football coaching. Furthermore, it is possible that coaches may not consistently relay the coaching process of practice to the interviewer for many reasons. For example, they may not be alert or aware of what they do, or they may divert when trying to describe their actions.

1.9 Operational Definition

As previously stated, this study aims to identify and delineate the football coaching process and the effectiveness among coaches from Malaysian State Sports Schools. Drawing on several resources, previous studies, and key readings in the field, the following are key terms and definitions to be used in this research study:



Coaching process: this is a series of steps the coach takes in determining, planning, and implementing coaching action to solve a problem which requires the ability to assess situations, apply coaching principles and evaluate actions to assess their effectiveness (Fairs, 1987).

Coaching development: In this case, the following term has been conceptualised as "a chain of developmental outcomes and activities that occur in response to personal and contextual requirements over a period of time" (Cote et al., 2007).

Coaching effectiveness: As touched upon in the introduction, this is defined as "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" (Cote and Gilbert, 2009, p. 316).

Coaching Knowledge: Sports knowledge comes in three specific forms: professional (sport-specific) knowledge: includes technical, tactical, mental, pedagogical, training, nutrition, etc.; interpersonal knowledge: individual and group interactions with children, adolescents, and adults (e.g., coach athletes' relationships); and intrapersonal knowledge: on-going learning and reflection (Collison & Parcell, 2001).

Coaching philosophy: A coach's ideologies and vision guide their actions and provide expectations for behaviours that reflect the priorities and values. An appropriate coaching philosophy focuses on maximising each athlete's positive benefits of sport participation (National Association for Sport and Physical Education, 2012).



1.10 Conclusion

Many people such as fans, stakeholders, athletes, coaches themselves and whoever is involved in sports directly or indirectly fail to understand the actual coaching process in line with the system. They fail to understand what expert coaches do to develop a winning program. It would seem that winning is what every coach wants to do. Yet winning is out of their control, which frustrates coaches who always focus on winning. According to Cote and Gilbert (2009), the practice coaching process is not about winning everything but improving every day. Accumulation of this improvement will lead to a high probability of winning. As Lyle (2007) defines, "the coaching process is the contract or agreement between athlete and coach and consists of the purposeful, direct and indirect, formal and informal series of activities and interventions designed to improve competition performance".

The introduction chapter briefly outlined the research's context and the reasons for this study. As a result, it has been possible to briefly look at the potential for improvement in Malaysian youth football. It is hoped that this research will improve football coaching as a guideline for all the coaches in Malaysia. Looking at the current situation, there is an urgent need for football coaches to develop the coaching knowledge which can circumscribe the coaching process. The goal here is to understand better what needs to be accomplished to educate football coaches to act in appropriate interpersonal ways, thus making them aware of the consequences of their actions.