

# Malaysian State Sports Schools Football Coaching Process Model Development: A Grounded Theory Approach

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**Abstract** This research was conducted to identify the most significant Malaysian football development coaching process model in Malaysian coaching context that describes the key development themes guided by Effective Coaching Model. A total of 14 head coaches from Malaysian State Sports Schools were chosen by using purposive sampling design. The research instrument used was an in-depth semi-structured interview with open-ended questions that emerged from Grounded Theory. Based on the analysis, the following six core categories and eighteen subcategories emerged that make up the effective coaching in the 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) analyzing (evaluating, observation, monitoring) and vi) outcome (competence, life skills, coaching intervention). It is suggested that the effective coaching process model will provide an impetus to examine further coaching processes and strategies to ensure all coaches are well supported, trained, and developed. The study's implication is suggested to assist the development of football coaches.

**Keywords** Football, Coaching Process, Key Development Themes, Effective Coaching

## 1. Introduction

There is no specific evidence to ascertain the origin of football. However, most historians believe that some sort of ball game has been played for at least 3000 years. According to [1], football is bound to significantly affect societies at large, which arouse passionate devotion in their fans and great prosperity for their players who can boost the country. The Federation Internationale de Football Association (FIFA) is a significant global socio-economic and cultural-ideological power, which ensures that football as a labor, entertainment and leisure practice is more available across boundaries than ever before [2]. According to [3], the aggregate television audience of the 2018 FIFA World Cup in Russia reported a cumulative viewing ship of 3.4 billion or approximately half of the total world population of 7.6 billion for the entire tournaments. This corresponds to the 3.2 billion tuned in the 2014 World Cup in Brazil. According to FIFA's financial records, the World Cup in Russia, which is set to raise \$6.1 billion in sales, is 10% higher than FIFA's forecast for the competition and \$1.3 billion more than the last World Cup hosted in Brazil in 2014. In line with [4], study results that sporting success does also affect urban growth and therefore, football has a positive effect on the nation's income generation.

According to the Nielsen Sports DNA Survey, 65 percent of the overall Malaysia population are interested in

football. Malaysia was formerly the king of Southeast Asian football and was highly regarded in the Asian continent with the highest-ranking FIFA in the 75th spot in August 1993 [5], [6]. Looking at the latest ranking scenario at 154th out of 211 countries (FIFA, 2021), some areas need to be resolved to restore previous years' glory days. For such reasons, at the grassroots level, football is managed by the collaboration between the Football Association of Malaysia (FAM), Ministry of Youth and Sports (KBS), National Sports Council (MSN) and the Ministry of Education Malaysia (KPM). The collaboration exercise came out with many programs to enhance football. For instance, [7] mentioned the program that compiled in the National Sports Policy are 'Sports for All' and 'Sports for Excellence' which also emphasized football. On top of that MSN affiliated with National Sports Institute provided National Coaching Certification Scheme level 1, 2 and 3 with a systematic coaching education program to improve knowledge and skills [8]. Besides that, National Football Development Program (NFDP) came out with big-budget of RM80 million blueprint, which involves two phases. Phase 1 (2014-2020) and phase 2 (2012-2030) ('Teong Kim earns', 2018, September, 27th).

Despite this program, NFDP, which is undergoing the first phase of development 2014-2020, could not qualify for the 2019 FIFA Under-17 World Cup, the first vision of the key performance index (KPI). Following the inability of the NFDP to reach the 2019 FIFA Under-17 World Cup in its first hurdle, the initiative was put into doubt as to when and where it should go from now on (FAM, 2018). [1, 5], sort out some key challenges faced by Malaysian coaches, including education curriculum, coaching direction and opportunities. It does not fully meet the learning needs of coaches in coaching. Based on the Karim's study it also identified that these programs' failure was that knowledge sources can improve their skills in the coaching process. Local youth coaches were found to lack coaching abilities and required good coaching skills to maintain the respectable position of Malaysia world-class footballers [8] In [9] qualitative study where the study involved coaches in the Malaysian league also added a lack of understanding in the relationship between coaching knowledge and behavior is the measurable failure of the current situation in Malaysian youth football. He requested future research on a study of coaches' content knowledge understanding in the coaching process with the formation and creating coaching 'model'.

The current coaches' behavioral knowledge is seen to be lacking in the context of their qualities in structuring the team, preparing for the team's training activities in readiness for competition, and their reaction during the tournament. Looking at the scope of this study which is more focused on the practice of football development among players under seventeen years who will be national back-up players. Identifying the most significant Malaysian football development coaching process model in the Malaysian coaching context that describes through

key development themes guided from [10] Model of Effective Coaching might help further coaching processes and strategies development to ensure all coaches are well supported, trained, and developed. As [10] defined that coaching effectiveness can refer to "the constant application of integrated professional, interpersonal, and intrapersonal knowledge in specific coaching contexts to develop athlete's competence, confidence, connection, and character." Although there may be an existing fundamental coaching process from the National Football Development Program (NFDP), the outcome has not been seen yet, it raises a question, which is actually an effective contributing factor to the Malaysian football development coaching process to produce quality players based on the Malaysian coaching context. Therefore, this study was conducted to identify the development theme of the most significant Malaysian football development coaching process model in Malaysian coaching context based on Effective Coaching Model.

### 1.1. Literature Review

Sports coaches have a leading role in the performance, involvement, satisfaction and development of many thousands of athletes [11]. [12] stated that research is learning and pedagogy is recognized as fundamental to quality teaching, and while athletes are conventionally positioned as learners, coaches often have their own, equally important learning journey that represents the different realities of their craft. It is in line with [13] and [14], who argued that coaching is not only just an expansive theoretical knowledge of sports, but also a pedagogical ability that functions together to deliver professional coaching.

Over the last two decades, the empirical pedagogical analysis of coaching learning has proliferated [15], with a scarcity of vigorous empiric research demonstrating how coaches perform and a restricted mixture with the development program [16]. In reality, [17] coaches become successful practitioners of multiple learning experiences, but the essence of the process and its effects on coaching practice is not well understood. A more detailed understanding of how coaches build and use their expertise and abilities will be invaluable in fostering more learning experiences, higher teaching, and furthering coaching as a well-informed career with a professional workforce [18], [19]. [20] echoed this sentiment, who argue that coaching learning and coaching practice improvements depend on a sound understanding of the coaching process.

According to [5], in Malaysian formal educational institutions, teachers trained in teaching colleges are given the option to select their preferred sports as a specific sport and have basic coaching education in particular sports. [21] shares this sentiment, stating that coaches are inherently mentors, and their impact on athletes in many respects has attribution consequences in many aspects of life. Coaches now must provide opportunities to develop awareness and

expertise to fulfil evolving demands on and off the field [21]. These school coaches are also teachers who teach basic athletic skills, combine expertise, teamwork and education, offer psychosocial advice and provide young student-athletes with the opportunity to deliver their talent through sport. These various positions gain multiple competencies, such as awareness (specific sports), expertise, pedagogy, theory, communication, reflection and feedback. It can also be argued that coaches are involved with diverse activities in physical, academic, logistical and psychological planning and the continuous need for complex social contact for all players, their parents, assistant coaches and team staff [22]. To execute this problem, one of the key long-term football projects initiated and worked together by the Ministry of Youth and Sport (KBS) and the Ministry of Education of Malaysia (KPM) is the National Football Development Program (NFD). The NFD is a long-term initiative with a broad budget, with the first phase beginning from 2014 to 2020 and the second phase starting from 2021 to 2030. This initiative focuses on the grassroots level and from the State Sports School (SSN) to players' grooming to a better position in the Malaysian Sports Schools (SSM). While the growth measures of football management in Malaysia at school level up to SSM tend to be structured, there are many gaps and shortcomings in implementing coaching programs at the grassroots level [1]. Besides, while athletes undergo in-depth guidance from highly trained coaches, work with sufficient facilities and have numerous competitive opportunities, this initiative's outcomes have not yet been seen [23].

The International Sport Coaching Framework (ISCF) was developed with Cote and Gilbert Coaching Model [10] to provide contextual clarification on coaching contexts, coaching roles, competencies and inter-relationships. ISCF recommended that the system be implemented on a global basis not only to enhance coaching instruction but also to provide improved working conditions and development opportunities for coaches, as well as to promote the vertical and lateral mobility of coaches in coaching processes across domains, categories and [24]. It has been seen that certain developed nations, such as the United States of America (USA), European countries, Japan, Poland and India, have adopted the ISCF guidelines for the growth of sports in their respective countries. In reality, rather than football, the International Gold Federation and the Professional Golfers Alliances (PGA Alliances) have tailored it to the unique needs of golf coaching within the International Golf Coaching System (IGCF) [24]. In this regard, the researcher intends to delineate effective coaching model in Malaysian perspective called Malaysian Football Development Coaching Process Model (MFDCPM) in football coaching process guided with [10] Coaching Model among head coaches in fourteen State Sports School (SSN) which is the main grassroots level for Malaysian football development.

## 2. Methodology

To address general and specific aims, the researcher projected evolved grounded theory as steering methodology. Evolved grounded theory implies that it is inductively extracted from the analysis method that is formed and modified and pushed forward towards the final form of theory. Evolved grounded theory [25] is the participants' voice in the previous theory and the theory that will evolve and how researchers communicate with research-based data evidence.

### 2.1. Participants and Sampling

Overall, there are 14 State Sports School in Malaysia that have a total of 3-4 soccer coach each school. However, only head coach were involved for the purpose of this study. Therefore, participants in this study were fourteen head coaches from Malaysian State Sports School. Considering that the head coach is the decision-maker in the football development program's design at the State Sports School, all the fourteen football coaches recruited from fourteen Malaysian State Sports Schools were voluntary participate in this study. The researcher was guided by purposive sampling, which can be defined as a subset of convenience sampling, in that respondents are chosen subjectively [26]. Fourteen state sports schools are divided into five zones to launch this sampling process. Peninsular Malaysia has four regions: the north coast (Perlis, Penang and Kedah), the south coast (Johor, Melaka and Negeri Sembilan), the east coast (Pahang, Terengganu and Kelantan), the west coast (Perak, Selangor and Kuala Lumpur) and East Malaysia (Sabah and Sarawak), then by using purposive sampling design, only football head coach in each school were selected.

### 2.2. Instrument

The researcher has designed and used an in-depth semi-structured interview with an open-ended question format given the research objective. The interview method followed the [27], and every interview begins with general details on the purpose of the study. According to [26], this approach usually consists of a conversation between the interviewer and the subject, driven by a versatile interview protocol and complemented by follow-up questions, surveys and remarks. All the items in the interview procedure used in this analysis were determined by five experts on face validity and content validity. The experts or validators in this study consisted of 3 lecturers (expertise in qualitative research method and sport coaching) and 2 experienced football coaches under Malaysian Association of Football (FAM). The views of all experts were taken into consideration when deciding the placement of these interview items. Based on the Kapaa Index agreement the value of 0.953 were achieved and this value is an excellent reliability value [28].

### 2.3. Data Collection and Method of Analyzing

Participants were told that the interview was audio-recorded to ensure continuity that can be replayed for analytical purposes and that anonymity is guaranteed during the recording process. When in the interview process and audio recording, notes are often made to pursue a particular research line in future interviews to prevent sacrificing or unintended emerging trends. Researcher supposed to perform interviews with 14 participants, but following [25] guidelines, theoretical saturation was reached after the data study's conclusion with the ninth participant. The researcher has convinced that the text and transcripts have been re-read to obtain new perspectives, such as voice sounds, pauses and the use of sarcasm. As far as the series is concerned, the data processing process began after every interview was transcribed. As a consequence, data acquisition, transcription, interpretation and model creation happened concurrently. The researcher used the evolved grounded theory (EGT) of [25] to outline the analysis in line with the seven steps closely.

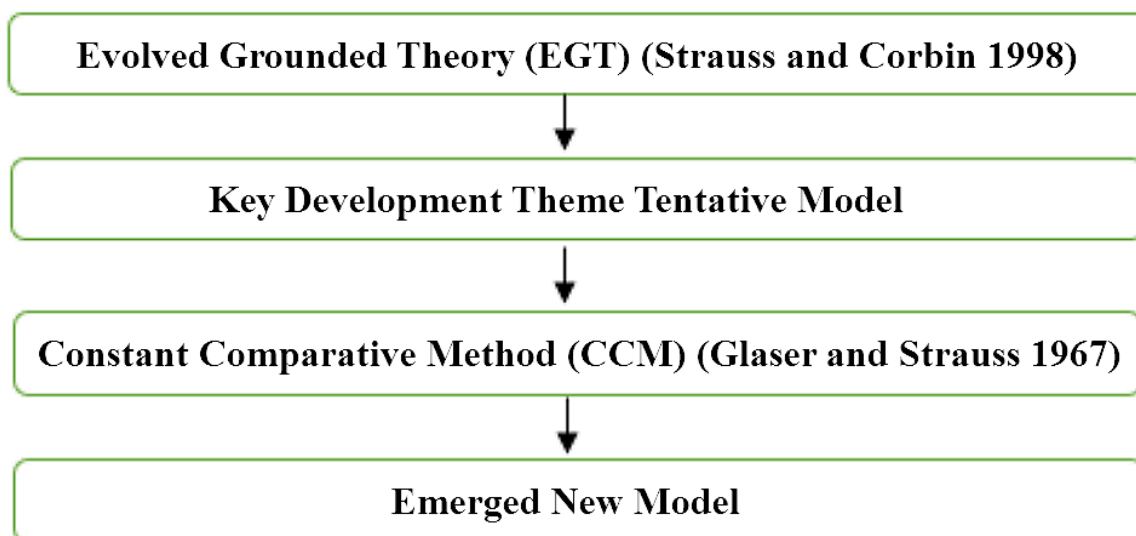
The grounded theory method in developing model has gone through seven steps according to Strauss and Corbin (1998) [29], which is open coding, theoretical sensitivity, axial coding, selective coding, the process, the conditional

matrix and followed by theoretical sampling. Researcher preferred manual coding approach with pen and paper, which helps the researcher to understand the ability to conceptualize data coding based in the traditional way done by Strauss and Corbin. Data analysis allows the researcher to control humanly as much as possible, which emerges through coding and shorting the verification of these concepts fit and works relevant to the researchers study. Beyond understanding these distinctions developing model comes with the ability and the confidence to employ all aspects of coding as developed over time and with continued experience applying theoretical sensitivity mechanism.

Initiating trustworthiness and considering the limits of study are crucial considerations that adequately represent the research project's credibility [30]. Although it is difficult to prove the study's absolute accuracy, in the literature, [30] defined numerous techniques focused on grounded theory to improve trustworthiness by triangulation. To support this statement, the researcher used data source triangulation to establish relevance by evaluating study problems from different viewpoints proposed by [31]. Besides that, the researcher included the audience reactions or audience review. Table 1 represents the participants demographic and football coaching background.

**Table 1.** Participants' demographic background

Coach label	Age	Highest Academic Qualification	Highest Coaching Qualification	Total Years of Coaching Experience	Years Coaching at Current Level	Occupational Status	Weekly (hourly) Training Session.
MB1	44	Bachelor Degree	AFC B License	11 Years	7 Years	Full-Time Coach	15
MB2	48	Bachelor Degree	AFC B License	25 Years	11 Years	Full-Time Coach	15
MA1	40	Bachelor Degree	AFC A License	13 Years	9 Years	Full-Time Coach	13
MB3	46	Bachelor Degree	AFC B License	19 Years	10 Years	Part-Time Coach	12
MB4	40	Bachelor Degree	AFC B License	14 Years	7 Years	Part-Time Coach	12
MA2	43	Bachelor Degree	AFC A License	22 Years	23 Years	Full-Time Coach	10
MB5	51	Bachelor Degree	AFC B License	29 Years	8 Years	Full-Time Coach	15
MB6	48	Bachelor Degree	AFC B License	20 Years	8 Years	Full-Time Coach	12
MB7	43	Master Degree	AFC C License	12 Years	12 Years	Part-Time Coach	12



**Figure 1.** Represents the overall direction of this study guided by the literature review and research methodology in answering the research question

### 3. Results

Following the process of evolving grounded theory and constant comparative analysis derived from interview results, it finally assembled the final Malaysian Football Development Coaching Process Model (MFDCPM) that guided from [10] Model Effective Coaching. Although not exclusively presented, this framework can be viewed as having fundamental chronological components that have changed over time. Consequently, the results and the in-depth discussion of football development's coaching process are discussed sequentially in the Malaysian State Sports School. The integrated Malaysian Football Development Coaching Process Model (MFDCPM) will be described as a standardized flow map based on data analysis. The related topic would be addressed first, focused on each evolving source extracted from the coding process. Representative quotations are incorporated into the chapter to highlight emerging themes.

#### 3.1. Effective Coaching in Football Development Coaching Process

From the findings, the main stages of the football development coaching process are planning, deliver, analyzing, outcome and assessing the variables that can influence these stages. A football coach has to consistently plan a coaching program such that the process takes shape and is constantly concerned in the most effective approach to accomplish the program's goals and objectives [32]. Comprehension of these is essential for the ongoing planning and integration of the coaching process. A conditional matrix was embedded in the coaching process in a form of the diagram to delineate important information in effective coaching in the football development coaching process based on Malaysian coaching perspectives. In close accordance with seven steps evolved grounded

theory and manage to emerge six main categories from the semi structured with open ended interviews.

#### 3.2. Coaching Knowledge

When I inquire what it takes to be an effective coach, almost any coach without a moment states that coaching knowledge is an important ingredient to be an effective coach. For example, an 'A' license coach MA1 says that "as a football coach in a development program, this coaching knowledge is very important in diversifying our training pattern so that our coaching is effective at every level. We also need to keep up to date with the latest updates not to miss out. "Pele's playing time with Messi's game was very different". The same opinion was given by the MB3 coach that football was different in the past and football today. "Long ago playing the long pass, open field, now a lot of short pass games, fast and lots of dribbling or so-called" tiki-taka". "So, all of this knowledge needs to be updated from time to time and never feel shy to enhance your knowledge in coaching". Coaches spoke about how they came to learn and analyses others they admire, and how they added their variants. In dynamic and special situations, effective practice of their effectiveness could only be measured by coaching knowledge and experience.

The sources of knowledge emerged as one of the most prominent characteristics in this study that formed the coaches' results chapter at state sports schools across Malaysia. Within the core code coaching knowledge, two selected common codes were identified; professional knowledge and psychological knowledge. I breakdown the psychological knowledge into sub-codes to interpersonal and intrapersonal knowledge based on the scope of definition from literature reviews. Choosing this code became evident as it was often mentioned by the coaches and related to what [10] have stressed in their Effective Coaching Model.

### 3.2.1. Professional Knowledge

The basic code of professional knowledge was selected based on the sub-themes alluded to by coaches concerning the situations, factors and events that affected the participants' coaching progress. According to [5], presenting football coaches with further education opportunities will make it easier for them to get closer together. In this way, though coaches will benefit from the coaching climate by increasing their understanding of sports science expertise and developing their skills to the coaching knowledge produced and building a wide variety of principles the coaches' needs and areas of interest, and thereby sports the potential to upgrade accordingly. For instance, coach MB5 focuses his expertise on improving his current football skills. "If a coach wishes to excel, he must know the necessary qualities or talents to learn a certain talent. Say, for example, that I want to develop a method of defence in my squad. I require experience in several approaches that can help to strengthen this defending team. Method A may not be relevant, Method B may not be adequate to retain a solid squad, Method C may be the most appropriate method to be used in the next game. This is what we call a unique understanding of ability." Almost all the other coaches gave a similar opinion.

### 3.2.2. Psychological Knowledge

Sports psychology is a discipline that uses psychological knowledge and skills to solve the optimal success and well-being of athletes, the development and social aspects of sport participation, and sport and systemic organizational issues [33]. In addition, sport psychological application can enhance mental toughness [34] and reduce competitive anxiety [35]. The average of all coaches in this research claimed that he acted as a coach not just as a football coach but as a multi-tasking coach in leading this developmental football team. Coaching is a place to vent about all sorts of problems, no matter what school is, family issues, girlfriend issues, or whatever. While almost every sports school has counsellors, who can help ease the issues faced by players, as a football coach, psychological skills are one of the most valuable skills needed. Coach MB2 said, "As head coach of the age group development team, I had about 120 football players. All players from one to five have different attitudes and behaviours. Often, we hear disciplinary concerns from school officials telling coaches not to include these troubled athletes in the first squad. So, imagine that he's a coach who trains his team intensely, but can't provide a good team. As coaches, we need to play a part in the psychology of shaping these players. Usually, these players listen more to the coach than to the teachers in the classroom."

Psychological knowledge is grounded in enabling intrapersonal and interpersonal skills that provide a moral foundation for individuals to behave with dignity and consistency in any given situation. This is seen to be a function of the human-environmental relationship. Coach

education program, with little emphasis on interpersonal knowledge or intra-personal knowledge, has centred their attention on the growth of professional knowledge. Coaches must also learn to establish their own interpersonal and intrapersonal knowledge. Interpersonal knowledge can be built by knowing the athlete's requirements and understanding what the coach may have to learn to relate to the athlete in a specific social and coaching context. The relationship between coach and athlete is a crucial factor in building the confidence of athletes. The coach's relationship with the player is of course very significant, according to coach MB5, "Attitude coach symbolises honesty in terms of coach and player relationship. If a player is aware of the coach's mindset, they can quickly share any issues or obstacles. At the same time, any encouragement or advice was given to players is easy to follow because of this understanding." In the other hand, intrapersonal knowledge as alluded to by [10] is self-understanding and the capacity to introspect and reflect. According to [36], this is also referred to as self-knowledge is generally detailed. Added Coach MA2, "by incorporating the perspectives of other coaches we've experienced, we're helping to create a special coaching ingredient that can be used in our football development program. To excel our coaching career, we need to have our coaching style so that it can be our guide to the football team." In line with, [10] define coaching expertise as the ability to use specific knowledge in particular contexts' while defining coaching effectiveness as 'the systematic application of integrated technical, interpersonal and intra-personal knowledge to enhance the skills, confidence, connection and character of athletes in particular coaching contexts.

### 3.3. Coaching Philosophy

Among these central codes of effective coaching, coaching philosophy has been the most commonly applied coaching in this study to shape effective coaching. From the literature review perspective, the researcher split this coaching theory into two major codes: characteristics and a holistic approach focusing on the number of codes developed through the interviews. A practical sports coaching philosophy's fundamental would include the idea of "Why do I Coach?" "Essentially, all coaches have a coaching philosophy. But the form can range from a latent interpretation of the instinct to a refined text [37]. As Coach MB5 said, as coaches, we need to trust our existing skills. At the same time, we must prove our seriousness in the development of our football program. Coach MB6 said that, as a coach, we are a role model for our football players. Both our values and characters are the player's subject, as the player often adapts to the coach's playing style. The coaching philosophy of coach MB4 should be our grasp as a guide to be a better coach. To make positive improvements and provide meaningful learning opportunities through sport, the coach must build a

coaching philosophy that teaches positive values and encourages student-athlete development [38].

### 3.3.1. Characteristics

One of the key attributes of coaches to perform a successful coach's role is the coaching style in the coaching process. The coaches from this study agree that each coach's coaching style differs according to the experience acquired from previous reflections. Each style has been proved to be popular on its own, so it is important to understand each style's features and how it suits for the various teams, players and circumstances. Although various scholars may use a different word or a term to refer to each style, the three coaching types are defined by the universal majority as either autocratic, democratic or laissez-faire [39]. Coach MB3 stated, "All three forms have pros and cons. Coaches should be able to change styles for a particular reason and know that they do. For example, where there is a security concern, the style must be 'autocratic,' there is no space for negotiation." Coach MB3 also added, "consider the 'democratic' style when introducing a fixed move, such as a penalty corner, instead of dictating which protocols to be followed, giving players enough input and advice [40]. Using a laissez-faire strategy for a set play unit, encouraging players to hammer out a plan to do so without the coach concerning or judging. Based on research by [41], the coaching philosophy behind each team's competent coaching characteristics will overcome the difficulties presented by the management of different personalities and circumstances. By cultivating their self-esteem and displaying a genuine concern for their off-court lives, coaches inspire players to produce success.

### 3.3.2. Holistic Approach

For this research, the holistic approach is part of the coaching philosophy and has been chosen as a common code for how coaches can affect that can last for a lifetime. This is considered as a holistic approach because it is the best way to incorporate an individual's physical, behavioural, emotional and spiritual facets. As a coach, keep in mind that players have other things going on in their lives besides their sports. You never know that they would have family issues, divorce, learning challenges, or anything else that might be hard to deal with.

As Coach MB2 has pointed out, parents frequently send their children to dormitories, including household issues. This is to keep their children from being stressed by family relations. Coach MB5 worried about certain parents who did not think much about their children in the dormitory. Their perception that they are secure in the dormitory. Coach MB3, on the other hand, said with a sad reaction that many of my players staying in dormitories are among the sources of financial problems. This is because the place to stay and the food is served in the hostel. Some parents appear to have given up their entire duty to coaches and teachers.

Coach MA2 also triggered his feelings, "sad to see many

of the players when they have family problems". The impact on the stress faced by these players often has a negative impact on their performance. It is agreed in this study by the average coach. So, they've got to act as caregivers who understand the athletes to give credence so that there are people who care about these players.

Furthermore, suppose your negative emotions are so high. In that case, you will find it difficult to focus on what makes you perform better because negative emotions attract your attention to all the negative aspects of your success. In doing so, the coach is responsible for the team and makes the team's players accountable to each other simultaneously. This transparency encourages a holistic building of trust, as there is a clear understanding of each player's position on the team[42].

### 3.3.3. Football Development Coaching Process

Learning to be a successful team coach is a process that takes a lot of effort, dedication and preparation, such as learning to be a player. This study is all about the method by making the football development coaches see and understand the rationale and connected structure that underpins the successful coaching act. Coaches need to carefully plan and organise weekly training sessions based on the outcomes collected from detailed match previews and the shared objective of ensuring optimal competition readiness. The challenge of successful planning training sessions that can be transformed into competitive outcomes is one of the coach's core duties [43].

There codes chosen in this study are as a part of the open-ended semi-structured interview in the full coaching process to see the feasibility of effective coaching. The coaching method used in this analysis applies to planning, delivering, analysing and witnessing the outcome. While these four codes can be identical to the coaching process and other versions of the coaching process, the nature of the existing core codes is entirely different and derives from the data itself. The coaching process is essentially used to instigate concrete behavioural changes, as coaching and skills teaching depends heavily on match analysis, which directly affects the general advancement of sports performance [44].

## 3.4. Planning

Analysis has demonstrated consistently that the planning and streamlining phase by coaching experience is a decisive factor in the competence and effectiveness of coaching [16], [45], [44]. "As Coach MB7 stated, "Planning in our coaching program is mandatory so that after this structured planning, we will appreciate the expertise of our team at the end of the program. "Similarly, coach MB2 said, "if a coach runs a program without any short- or long-term preparation, the program would be crippled, and there is no separation of measures to attain a goal. Essentially, all the coaches in this study stated that planning is very important in a coaching programme to

know whether or not a coach's expectations are accomplished. There are, thus, five subcategories chosen from the main category planning from the results of the analysis from this interview. The coaching syllabus, individual development, signature coaching, fun elements and risk management are among the coded subcategories.

Evidence suggests that experience in practical coaching settings continues to be heavily learned along the lines of theory and implementation as the coaches' main source of knowledge, academic (and professional) coaching curriculum or coaching syllabus. "As for Coach MA1, "just as we teach mathematics subjects in schools where, due to their respective ages, there are several subjects according to a certain age group. In the world of football, however, the idea is more or less the same. To see the magnitude of my coaching spectrum for a certain age group, syllabus coaching guide is significant. Similar reasoning goes around to coach MA2, which is critical in an educational system given a very wise description, a coaching syllabus. It lets you prepare the method or practise of schooling over a given period (a term, session, lesson period etc.).

On top of that, many of the coaches have stated in this research that the formula for an individual's success depends on how a coach applies his or her coaching techniques. And with current experience as a player or coach this skill can be acquired. Coach Sir Alex Ferguson has his coaching style, while Coach Pep Guardiola practices his coaching style, as Coach MB7 and Coach MB2 said. Everyone has a coaching style of their own that defines the effectiveness that is proven. As [46] showed, it encouraged players to express and explain in detail certain opinions or behaviours of coaching style preferences. The athlete's thorough explanation of the desired form of coaching conduct was of considerable significance. More knowledge of their favourite trademark coaching styles comes with deeper insight into the football player's perceptions.

The school administrators do not realise that this State Sports School's existence is for individual development and not simply for the team's success to be noticed. That was one of the coaches' few criticisms in this research when asking about sports development in their schools. Many individuals refuse to acknowledge that the State Sports School is an athlete feeder for the National Sports School or national team age group rivalry, as coach MA1 said. Coach MB2 said the same thing, "We are not part of the elite team in the school sports development programme." A coaching development program indicates a key performance indicator (KPI) for an individual's performance enhancement. Of course, the success of the team often improves as the change in individual performance increases. Priority should be given to individuals over teams.

Besides individual performance, implementation of fun elements also be given a big priority in this study. According to Coach MA1, young players need to love what they are doing to learn effectively. In their training, this

young player has to enjoy variation and are challenged to solve several circumstances on the ground. For example, in small-sided games, we amended the rules every four or five minutes to allow players to reflect on the field for themselves and achieve good outcomes. They will inevitably walk away if the young athletes are not having fun, regardless of talent or how successful their squad or coach [47]. As [48], we need to ensure the activities and facilities used are secure before doing anything. In resolving the safety hazards of each player, early preparation is also a must. Since this coding is stated in my analysis by several study participants, I pay attention to the risk management of coding, which is important to be included in the subcategory of planning according to what is mentioned in [48]. Coaches should, however, be aware of risk management aspects. Coaches can reduce the amount of risk associated with their programmes by implementing effective management processes and keeping up-to-date with external environment changes. Coaches should have a clear outlook on the future of their teams. This will help coaches reduce potential dangers when preparing their athletes to compete, which is essential to the program's successful growth.

### 3.5. Deliver

The coaching session's delivery may be the smallest part of the whole coaching process, but it is the stage at which all your hard work is completed. In reality, the established coaching method, [49], is a cyclical process requiring three-step plans to deliver and evaluate. Considering this, the second stage of the coaching process that I favoured is the most common term deliver after preparation. But as a researcher from the input of the coaches that I interviewed, the delivery theme is very suitable according to the description found in the study suggested by [49] that comprised three other sub coding heuristic, empowerment and spirituality. Coaches shall schedule and coordinate weekly preparation schedules carefully based on the outcomes derived from the study of observational matches and with the sole goal of ensuring optimum performance preparedness. Other than that, coaches must be innovative to deliver coaching process [50]. Teaching games for understanding (TGfU) method was one of the innovative techniques can be used by coaches in training session due to the effectiveness of this method on athletes performance [51], [52], [53].

In the beginning, many of the coaches in my research grumbled that their team's football players are always less clever in making decisions during preparation and even in tournaments. I agreed that the heuristic theme is the most suitable sub-coding seen among the coding that needs to be implemented in the core coding delivered in the sense of this coaching process, contributing to interpreting the input from these coaches with the current literature analysis. Heuristics can rely on the principle that less can be better, such as where an easier decision-making solution



outperforms a more nuanced one [54], or when fewer fixations have good choices, or when fewer choices lead to acceptable choices [55]. Their effectiveness depends on being adapted to the structure of a given environment; thus, heuristics are embodied and positioned to exploit the brain's core capabilities [56]. Therefore, in the volatile, complex and competitive world of sport, heuristics are best suited for use.

Empowerment is another stage that is connected to the delivering process based on this study. Historically, the coaching culture has become very prescriptive or autocratic, where the input on the athlete's opinions is often negligible, and the coach has complete influence. As suggested, learning is limited if coaches only offer knowledge and responses to their players [57], [58]. The MB5 coach, who has very comprehensive coaching experience, agreed with this view, "I was a coach at the beginning of my coaching who adhered to 'follow my order and no question asked.' But over time, I saw my team seem to be playing with a controlled movement. I realised this and began giving the players a little freedom and power to make rational choices." When I gave a little liberty and eventually paid off; this trend gave my team a little advantage. From this input, the point I would draw is that the use of empowerment depends on age, experience, and overall exposure to training and competition. Therefore, empowerment becomes an important code in the development of the sport that needs to incorporate either in preparation or football competitions. Spirituality is another most important themes that mentioned by these coaches. Although this sub-coding has been listed under the core coding holistic approach in the effective coaching section, I need to clarify it as a sub-coding in the delivery section because almost all coaches offer essential spirituality and emphasise it in the coaching phase of football development. In reality, the spirituality aspect plays an important role in the local research [59], [60] in enhancing the development of morality and personality in education as a whole, and this culture has developed and become one of the important elements in one's life. In this study, many coaches are mindful that not only physical abilities are paramount in achieving goals, but behavioural capabilities still need to be paid attention. So, everything that is obligatory is the divine role in the development of mental skills.

### 3.6. Analysing

While this analysis method is technically a requirement to evaluate either an exceptional success or loss, it is inevitably one of the processes that any sports coach will experience. Each of these participants has various performance analysis techniques as a result of my studies, but it ultimately forms a cluster of processes that are much the same. According to coach MA2 and MB3, "the football performance analysis undertaking's key goal is to recognise football's strengths and limitations. This performance analysis report suggests specific areas of improvement.

Besides, the suggested performance analysis can be used to assess the efficacy of a given training program, increase comparative outcomes, and record progress over time permanently and reliably. After reading the interview transcript repeatedly, I formulated three sub-codes under core coding review due to this interview among all the head coaches, namely evaluating, observation and monitoring. While all these subcodes seem to have almost the same meaning, they vary in terms of the material's nature according to theoretical terms.

As a researcher of the outcomes of this semi-structured interview feedback, many coaches are conscious of the overall evaluation's value to see the effectiveness of players and their team's achievements. "As Coach MB3 said, "For me, the creation of noble morals is significant, leading to all the accomplishments as mentioned earlier and ultimately being a useful human being. Therefore, it is necessary to be aware of the criteria and requirements to assist in selecting evaluations in team sports. The feedback expressed in this study by all the head coaches highlights the value of evaluation needs in analysing football's planned development program. While some of these coaches prioritise evaluation in terms of enhancing the standard of individual and team games, the overall assessment of players that are good in terms of individual results and noble character and being useful human beings is no less emphasised. Apart from that, the coaches frequently mentioned observation and monitoring in analysing the development program throughout the year-end. There are several ways to help you better observe your athletes' progress, depending on the sport. Slowing down drills will make it easier for you to measure each athlete's progress. And getting the team to train at full speed to see the whole team together is also helpful.

The aim here is always to evaluate, observe, and understand the strengths and weaknesses to be discussed. According to Coach MB3, "it depends in detail on the monitoring process to evaluate the effectiveness of a programme." That is, as a coach, I have a record of each player's success and actions from their first day of school until they graduate. As a consequence of this systematic observation and monitoring, we can understand a player's progress from the age of 13 to 17 years. Coaches MB2, MA1, MA2 and MB4, provide the same opinion, where detailed monitoring is necessary to avoid making an unjust and unbalanced decision. I can define the key essence of football development in the coaching process from the data and examples provided from this semi-structured open-ended interview. The criteria of these two coding findings have turned out to be a benchmark to be tested to see the outcomes that should be achieved.

### 3.7. Outcome

Goals are a very significant part of any sport. When trying to achieve some goal, attributes such as determination, focus, and confidence are significant. It's

critical that you do not set goals that are too simple to attain. At the same time, without first setting short-term goals that can be achieved, you should not set goals that are beyond your control.' Those are among the words of coach MA2. Sports coaches play a major role in sport and are responsible for different outcomes relevant to athletes' development and performance in order to achieve their goals [9]. Examining the athletes' and the team's athletic performance will also offer a thorough understanding of the areas that need to strengthen coaching strategies and programming for youth sports. Usually, performance measured among football athletes was related to physical component such as repeated sprint ability [61], [62]. As a researcher, however, I would like to highlight the view of the coaches in this study in the State Sports School is very different from other literature studies where sub-coding emerged through the achievement of results or results that can be inferred from theoretical sensitivity is competence, life skills and coaching intervention. These are among the sub-coding listed to see the outcomes to be accomplished and the next steps if these outcomes fail. It is essential to be competent in your specific sport if you are to excel. Competence brings confidence, and you will be able to attain your objectives with all of these factors by your side. With the views provided by past researchers, it is evident that the degree of competence is among the objectives in achieving their goals, in line with the input given by almost all coaches in my study. Coach MB5, for example, "usually after we're tired of practising, there's a belief in myself that is my team's ability". I would put my level of potential to reach the target into this confidence.". In line with the opinion of coach MB3, "I still set a goal-setting after seeing my team's abilities. And these abilities also depend on the opposing team that we compete with. We hope the good, of course. This depends on our level of confidence in the skill of the team".

Besides competence, life skills have also been selected as important coding in the outcome section mentioned by these coaches. For instance, coach MB3 is indeed sensitive and emphasised from the beginning to the end of the interview to create players who will later be successful human beings. However, he aims to hone and generate

better players for the nation while also the head coach of football in the development programme, he is more for developing players who are talented in managing the best life. [63] emphasised that coaches create the form of learning environments that help players' life skills excel and how formal coaching has trained coaches to build those environments often a special skill that is applied. In shaping their players as quality players and shaping their personalities to become good students, coach MA1, MA2, MB2 and MB5 are also not left behind. The final evaluation allows them to get a general understanding of their opponents' attributes, but yet to acquire an idea of how the method they idealised evolves with their team and players. The coaches must assess the output's positive and negative aspects after evaluating the athletes and teams' success. In the researcher's subjective judgment, the large amount of information emerging from this process must be analysed to assess the key points of progress and diagnose the appropriate intervention. Coaching intervention is when you walk into a coaching operation to either demonstrate something that has been done right or to correct something you would like to see done differently, according to [20]. The intervention is envisaged by these coaches, based on their review of the findings observed. The intervention is understood not only as a training phase but also as a collection of tools or techniques used by coaches to convey the data to their players effectively.

After all the key development themes emerged from the data, the researcher has processed this data in the form of the coaching process model. The model presented here has undergone several iterations and, in conjunction with developed grounded theory principles, is better described as an evolving model. There is a chronological pattern in the model provided to explain how coaches develop over time and in phases, as discussed at the beginning of this section. This approach is consistent with [64] recommendations, given the importance of enabling prior coaching experience to promote an existing viewpoint. The emergent model was titled as Malaysian Football Development Coaching Process Model (MFDCPM) (see figure 2 below).



Figure 2. Malaysian Football Development Coaching Process Model

## 4. Discussions

The analysis results indicate that at the State Sports School, the football development program coaches have to overcome several obstacles in meeting the coaching targets for either the short or long term. These results also indicate that some key development themes need to be considered in the sense of Malaysian football coaching in football development initiatives. This analysis's results are also confirmed by contrasting the similarities and differences in the Malaysian coaching context with the Effective Coaching Model by [10]. From the findings of this comparison, the Malaysian Football Development Coaching Process Model emerged from the study participant, specifically affiliated with the Malaysian Football Development Program. Therefore, according to the context of Malaysian coaching development, deep emphasis needs to be paid attention to seeing an efficient coaching program in a coaching process. The overall study above is the product of research findings to address research questions, namely the most significant Malaysian Football Coaching Process Model in the Malaysian coaching context that explains the key development

concepts that guided from [10] Model of effective coaching.

Some new things that emerge from these findings data need to be given attention so that the organisation's body involved designs and prepares a program based on the perspectives traversed directly by the development coach to produce an appropriate program according to real needs. It is undeniable that the program formulated in the National Football Development Program (NFDP) brings many initiatives and advantages to the elite program however the parties involved need to be thorough in deepening the needs of development programs at the grassroots level. Among the things that need to be considered is to formulate the coaching syllabus according to the development program's age level. It is at least a basic guide to coaching at all ages. It is also necessary to understand that at the grassroots development level, priority should be focused on the quality of players or individual development compared to their respective school teams' results. Some administrators have misinterpreted where they are less aware that this is a development program to produce quality players to be absorbed at the national team level. This study has also mentioned the importance of the

relevant parties related to knowledge regarding risk management. Although from the researcher's observation, it is less given attention by the relevant parties may be due to lack of knowledge or may not be aware of the importance of risk management. Despite some unwanted accident incidents, they still do not see the importance of enhancing issues related to risk management, especially in sports. This is raised due to the inherent weaknesses in terms of sports facilities that affect their development programs.

Several new key development themes also emerged as a result of this interview, where it has an impact on the effective coaching process among them is spirituality. This spiritual existence is compatible with the development of sports in this country until it is enshrined in the National Education Philosophy. This belief may be less mentioned in its importance in sports in foreign countries, but in Malaysia, it is a matter that is always a routine in their lives even with various ethnic groups. The coaches mentioned much positive feedback in the study related to spirituality which is very helpful in psychological formation. Therefore, this spiritual formation must be applied in-depth in the components of the coaching field. In addition to spirituality, the coach wants to see life skills learning as the main objective for the outcome. This is because most coaches are aware that although their main objective is to produce quality players, not all players can be absorbed to a higher level due to their limitations. So, this coach should ensure that these less fortunate players learn life skills due to football coaching in their lives to become survival and useful human beings. This importance should be applied in the field of coaching as a basis of informing quality players.

In summary, the grounded theory used has led to a conceptualisation of development grassroots football coach's knowledge. Focusing on what [10] defined effective coaching integrated model of qualitative analysis, the present study has adopted and systemised the different components and their links which appear to be central to the coaching process in Malaysian football coaching perspectives. The proposed model consists of six main themes concluded in Effective Coaching in Football Development Coaching Process Model. Coaching knowledge and coaching philosophy indicated ineffective coaching task, and for the development coaching process it consists of planning, deliver, analysing and outcome. The whole process of effective coaching in football development coaching process condensed with eighteen sub task that complete the effective coaching in Malaysian perspectives.

Based on Malaysian Football Development Coaching Model proposed as shown in figure 2, the first key to be a successful coach is planning, coaches may should make organized and structured planning related to the coaching syllabus to be carried out such as long and short term goals, training programs and methods to achieve the goal. In addition to determining the coaching style to be practiced,

coaches also need to make training plans for each athlete based on individual principles to develop athlete effectively. Beside that, coaches need to have critical and creative thinking to ensure the activities or training programs conducted have fun elements. Coaches also need to plan for any risks that may occur to athletes throughout the training process, as well as planning to reduce or overcome the risk.

A successful coach should also need to have effective delivery skills as shown in figure 2, such as development of spiritual values among athlete during coaching process through delivery moral values and behavioural characteristics that should be practiced by players such as avoiding unfair play and applying fair play.

Other than, based on figure 2, coaches need to have the ability to make effective assessments, observations and monitoring. Therefore, coaches need to continuously add knowledge related to the assessment and monitor methods using various latest technologies.

Lastly, coaches must have competence and life skills for the excellent outcome of coaching process.

However, the development of this model is not only backed by a theoretical approach, as some of the models discussed in the literature. In contrast, the study of grassroots development coaches' findings in football results in those who regularly confront the truth of the realistic implementation of their expertise. Thus, the various activities used in the qualitative research method in football may be systematised comprehensively. Overall, from this analysis, it is found that each coach involved in the football development program through various challenges and constraints to achieve the set objectives. Despite going through these various challenges and constraints, each coach has his secrets of success to produce many quality players to represent the country. This matter is less of the parties' concern directly involved in developing this sport of football. The parties concerned need to be sensitive and design the coaching system from a Malaysian perspective. This outcome can only be obtained from the 2 head coaches' grievances who have been involved in this development program for a long time.

Therefore, a necessary framework for formalising coaching skills was the fundamental model of the method developed by football development head coaches to enhance sports success in football. Indeed, to achieve a true understanding of the effective coaching process at every football competition level, a greater understanding of each of the underlying tasks seems to be required.

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