

The Development of Malaysian State Sports Schools Football Coaches' Key Themes in Coaching Process

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Abstract The aim of the research is to understand and discover the key development themes of practices in the football coaching process developed by the coaches from Malaysian State Sports School. Fourteen experienced Malaysian State Sports School head coaches were involved as participants in this study and in-depth open-ended semi-structured interview method was used for data collection. Data were analyzed based on Evolved Grounded Theory consisting four core categories and fourteen subcategories emerged that make up the key development themes in coaching process; i) planning (coaching syllabus, signature coaching, individual development, fun elements, risk management), ii) deliver (heuristic, empowerment, spirituality), iii) analysing (evaluating, observation, monitoring) and iv) outcome (competence, life skills, coaching intervention). Subsequent exploration is recommended to identify how this knowledge is integrated into the coaching process and applied in the football development program.

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

1. Introduction

The development of young players for the future of football in Malaysia has always been of great significance to the Football Association of Malaysia (FAM), and various developmental programs have been developed and

introduced since the 1980s, and these programs are constantly being improved and updated to meet the prevailing conditions. Along with the Football Association of Malaysia (FAM), the Ministry of Youth and Sports (KBS), the National Sports Council (MSN) and the Ministry of Education of Malaysia (KPM), football is handled at the grassroots level by producing a program known as the National Football Development Program (NFDP) [1]. The mission of the NFDP is to establish a structured and comprehensive football development environment to improve the quantity and quality of players for the creation of great national football teams.

According to [2], coach preparation is a prime concern to set up national standard support for coach education before the integrated system of preparing qualified coaches. Before the comprehensive framework of the preparation of trained coaches created, it is important to understand the coaching practices used by the coaches. The main factor in the coaches' consistency in any learning and development program is more critical than a decent syllabus, structured coaching procedure, special equipment or state-of-the-art location [3]. To be successful in the coaching program, do we already have an evidence basis for coaching? Are they cost-effective? What about investment returns? These questions' responses are highly contingent on the contextual and situational variables at stake and who poses the question and why [1], [4], [5].

A professional coach of coaching services asking the above questions might well consider the development of the coaching industry worldwide as an indication of whether the coaching process is successful and works, and

it is clear that the workplace and coaching have evolved from a relatively recent and little-used intervention to a common operation in organisations worldwide in the last ten or fifteen years [3]. Indeed, this is in line with [6]. Planning a coaching development into a coaching method plays an increasing role in organisations worldwide. It is vital that coaching strategies are accessible efficiently and that an expert coach's evidence base is established [7].

Previous researchers have indicated that emerging standardised development programs for coaches do not adequately address coaches' instructional needs [1], [8]. As stated by [9], a comprehensive study is related to coaching practices such as coaching knowledge, coaching delivery methods, coaching knowledge, coaching quality was essential to develop an effective coaching program model. In recent years, researchers have found that the main sources of knowledge for coaches are experience and other coaches' assessment [9]. Being a qualified coach needs a base of core knowledge that counts in the coaching process a wide variety of subjects. As [4] stated, coaches begin to see trends with additional practice and careful reflection, and the knowledge becomes more structured and easier to retrieve the result. From this point of view, the researcher intended to know how knowledge operates interrelated with the coaching process, which included a cycle that depends on facets of observation, analysis, and planning. In reality, [10] thoroughly proposed a review of the curriculum knowledge of coaches on understanding in the training process and creating a coaching model in Malaysian perspectives for future studies.

This study's researcher consideration is to focus on youth football and its coaching development in Malaysian State Sports Schools, which are considered as the main feeder for national youth football team selection [11]. Based on the acknowledgement of such problem and gap that researcher have mentioned earlier above, this study analyses coaches from Malaysian State Sports Schools on how effectively the coaching process is conducted in terms of the application of theories/elements in their practice and observe how it serves in the development of their coaching program to achieve their key performance indicator (KPI). Therefore, this study aims to gather more information about Malaysian Sports State School coaches and their key development themes of practices in the football coaching process. It may be argued that it is necessary to establish an appropriate blend of theories and explicitly develop the theory of 'coach leaning' [12]. Thus, this framework (see figure 1), represents the overall direction of this study guided by the literature review and research methodology in answering the research question.

2. Methodology

This research used the Evolved Grounded Theory [13] as the steering methodology. According to [13], data are generally collected by using interviews, observations and other written documents. The resultant theory is gradually built from the accumulation of raw data and evolves from the naming of phenomena and themes.

2.1. Participants and Sampling

The participants in this study were fourteen head coaches from Malaysian State Sports School. To identify and choose information-rich cases related to the phenomena of interest, at first, the researcher guided by stratified purposive sampling chooses his individuals as part of his analysis. As [13] characterize theoretical sampling as the data collection method for generating theory, the researcher gathers codes and analyses his data together and chooses which data to collect next to improve his theory as it emerges. This implies that the researcher starts with purposeful sampling and analysis with the sample where the phenomena happen and where the theoretical sampling begins is the next step of data collection.

2.2. Sampling Procedure

Researcher wrote a letter to the Education Planning and Research Division, Ministry of Education (EPRD) to obtain ethics authorization to perform my research at fourteen State Sports Schools in Malaysia to begin this research as a government scholar. To begin this sampling process, fourteen states sports school are divided into five zones. Peninsular Malaysia divided into four zones north coast (Perlis, Penang and Kedah), south coast (Johor, Melaka and Negeri Sembilan), east coast (Pahang, Terengganu and Kelantan), west coast (Perak, Selangor and Kuala Lumpur) and East Malaysia (Sabah and Sarawak). After classifying all state sports schools into the five zones, I arbitrarily decided to arrange the open-ended semi-structured data collection interview. The data collection analysis occurs concurrently, iteratively, under the principle of [14], and the continuous comparing of new data with previous data takes place during the theoretically guided data collection following the initial purposive selected participants. Theoretical sampling is employed until theoretical saturation is reached. Table 1 shows the demographics of the selected participants in this study.

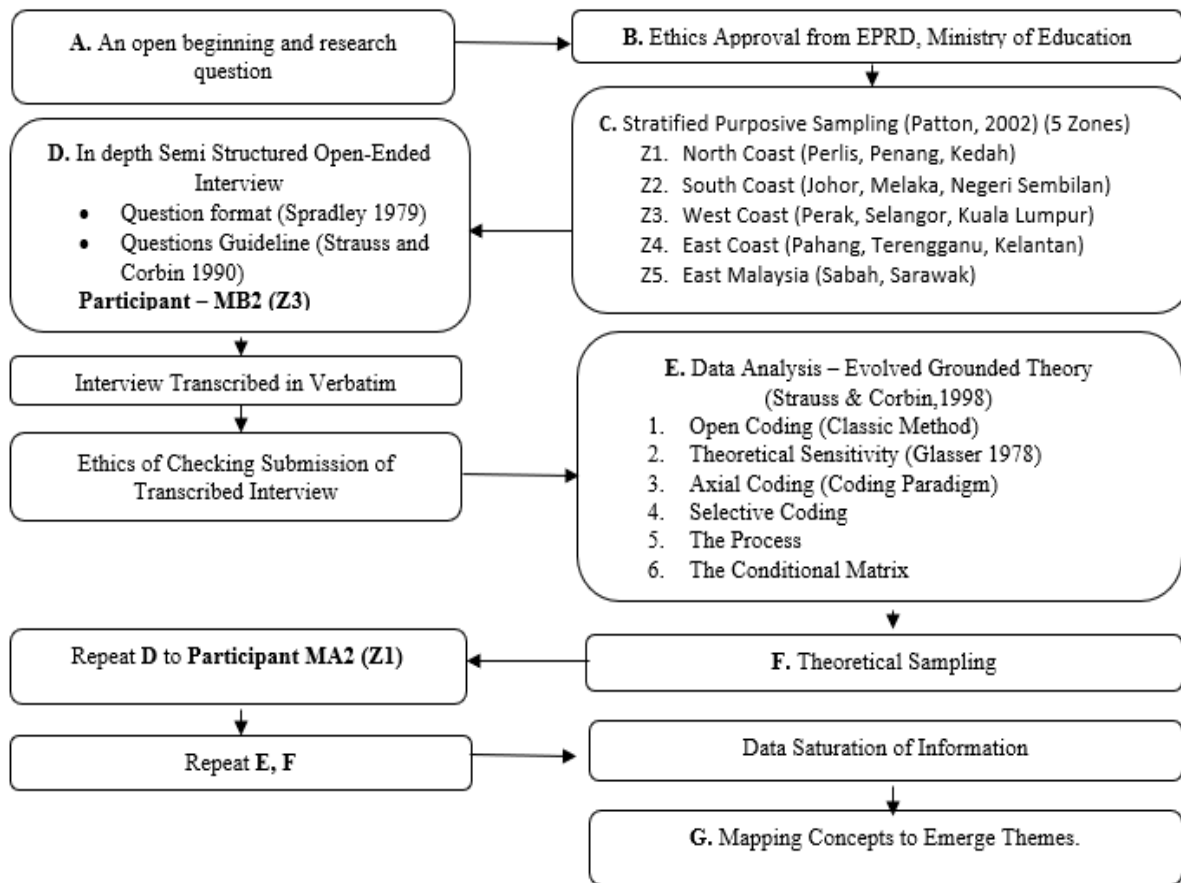


Figure 1. Represents the conceptual framework of the study

Table 1. Participants Demographic and Football Coaching 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	13 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

2.3. Instrument

The methodology for collecting data in this study was an in-depth semi-structured interview with an open-ended question format. The interview's content validity

certification is carried out according to common qualitative research methods carried out by [15]. Certification of the content validity of the interview is required to be done in full after the preparation and discussion of previous transcript iterations, on the basis of the following steps: i)

preparation of the first version of the transcript based on the study's specific objectives, as well as the analysis of the literature; ii) assessment of interview transcripts by my second and third author with extensive expertise in semi-structured interview processes, iii) validation of five experts for interview techniques and verification of the Cohen Kappa coefficient (0.953 value is an excellent reliability value), iv) reformulation based on the recommendation sent to the second and third author, v) a pilot study performed along with my authors with FAM-accredited government school coaches vi) adaptation of the transcripts arising from the reflection of the pilot study, vii) resubmission of this edition of the transcripts to my two other authors. The final edition of the interview guide eventually resulted in.

2.4. Data Collection

To ensure consistency that can be replayed for analytical purposes and anonymity is ensured during recording, all participants were told that the interview was recorded audio. The progression of the issue continues with the presentation of demographics by the participants. This led to the accession of expertise and progressed to thinking in practice about the coaching process. Based on the answers of the participants, follow-up questions were asked. However, notes are also made in the interview process and audio recording to investigate a specific research line in future interviews to prevent sacrificing and unintended emerging themes. Researchers are expected to perform interviews with 14 participants, but theoretical saturation is reached after completing data processing with the ninth participant following the [13, 14]. By constant comparison of events in the data to evoke each category's properties and dimensions, theoretical saturation is accomplished. All nine participants' interviews were recorded and transcribed verbatim, resulting in a double-spaced text of 383 pages. Every transcript was carefully read to become acquainted with the participants and started building a macro interpretation of the details.

2.5. Data Analysis

[13] mentioned in Grounded Theory that data analysis could take place simultaneously as data collection. In other words, it cannot delay until all the data is gathered before it is analysed. These approaches, added by [16], should be fluid and altered if the evidence discovers a new hypothesis or future path. Evolved Grounded Theory (EGT) by [13] outlined the study closely with the seven steps to answer the research question. The seven steps quoted are open coding, theoretical sensitivity, axial coding, selective coding, the process, the conditional matrix and theoretical sampling. The text unit was coded using various inductive and deductive methods, and text units of comparable significance were grouped into unique categories. Three authors independently performed the study to ensure that

the resulting classification system was acceptable and matched best with the results.

3. Results

The analysis of the data allowed to establish the four core categories and fourteen subcategories emerged that make up the Malaysian perspective key development themes in football coaching process; i) planning (coaching syllabus, signature coaching, individual development, fun elements, risk management), ii) deliver (heuristic, empowerment, spirituality), iii) analysing (evaluating, observation, monitoring) and iv) outcome (competence, life skills, coaching intervention).

3.1. Planning

Analysis has demonstrated consistently that the planning and streamlining phase by coaching practice is a decisive factor in the competence and effectiveness of coaching (Martin, Swanton, Bradley & McGrath, 2018). As Coach MB3 also agreed, many of the assistant coaches begin planning in their coaching process, especially in development programs, but little is known about (a) what coaches are preparing, (b) what coaching values are taught, (c) what coaching techniques are used to teach preparation, (d) how coaches have learned to practice, and (e) what challenges coaches to encounter in planning participation.

Fundamentally, the coaching process's planning is used to facilitate substantial behavioral improvement, as coaching capabilities rely extensively on match analysis, which has a strong influence on the ultimate growth of sports outcomes [17]. From the interview data that emerged from all coaches in this study, it is more to look at the basic needs that need to be in preparation for planning a program. Despite having many complaints in various ways, the average coaches can achieve the objectives with existing resources. For instance, a coaching syllabus should address the needs associated with age, the group's ability and context, and the individuals within the group. The goal is to give players a complete, comprehensive football education. It is essential to point out that there is no 'perfect' plan for coaching before going into enormous detail on developing a syllabus.

Besides coaching syllabus, also coaches enthusiast in implementing their signature coaching when planning the development program. Most believe that choosing coaching styles will also feel like trying to move a cloud through a doorway: the cloud can dissipate if you press too hard, but if you don't push hard enough, you can lose control of the direction you're heading. The secret to good coaching lies in the coach's articulated passion for sport and coaching. Besides, individual development programs' priority not be seen as the main criterion in this long-term program. The findings of the input and meaning articulated in my analysis by the coaches demonstrate that the value of

planning each of these coaches in the practice of the coaching process requires the development of preparation plans that give importance to individual performance.

The importance of planning coaching refers to the fun element is also not left behind. Coaches also understand that this development program covers players from the age of 13 to 17 years, and it is appropriate to apply the value of fun elements to their teaching. As described by [18], bringing an element of fun and challenge to each session, they not only enjoy it but also have to use their initiative to excel in the session, enhancing not only their physical ability but also their decision-making and psychological aspects for the selected sport. In planning the coaching program as well, coaches are very concerned about knowledge related to risk management. Although these coaches are aware of the lack of importance given by certain parties to the risk management knowledge, it is

mandatory to apply when making all the planning. Coaches are aware of variables in risk management. Coaches can minimize the amount of risk involved with their programs by integrating effective strategic processes and staying up-to-date with the external environment's changes. Coaches should have a clear outlook on their programs' prospects.

Technically, all the coaches in this study stated that planning is very important in a coaching program to know whether or not a coach's expectations are accomplished. There are, therefore, five subcategories selected from the key category planning from the findings of the study through this interview. The coaching syllabus, individual development, signature coaching, fun elements and risk management are among the coded subcategories. See figure 2 on how this subcategory integrated with the participant's coded blocks.

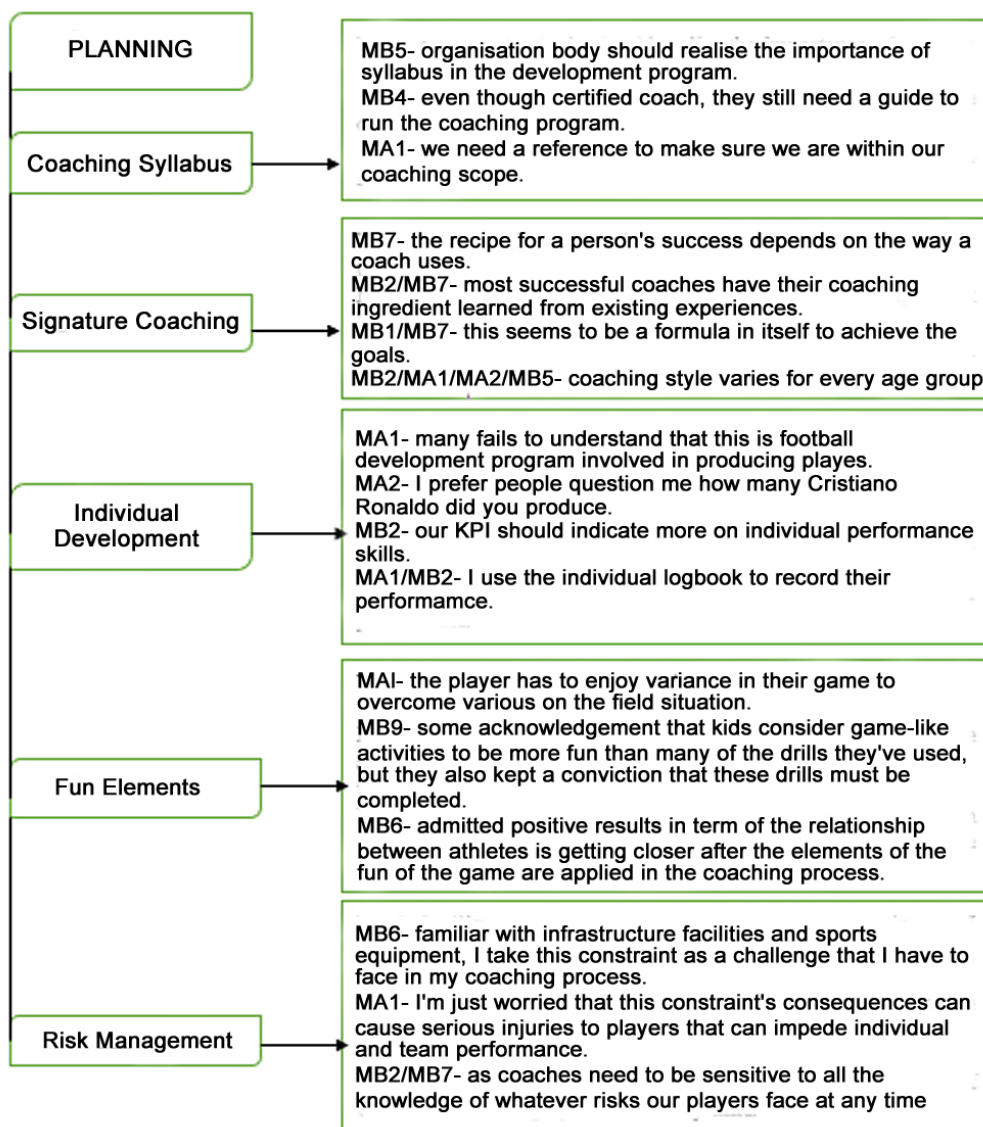


Figure 2. Block codes representing subcategories for the task of 'Planning'

3.2. Deliver

These fundamental guidelines should be practiced by all coaches, no matter how qualified they are, so that they are continually reviewing their coaching to enhance their planning and delivery of coaching sessions. As Coach MB6 and Coach MB4 said, "We have to implement after careful planning so that the planning done is systematically carried out." Furthermore, Coach MB5, "the way our program performed also plays an important role in achieving our objectives". For example, some coaches, the preparation is done in-depth on the report, but it seems to be on the air in terms of presentation (followed by Malay proverb), so this would be a mistake.' As [6] stated in his study, while the procedure is apparent to see, this was the

'action' aspect of the coaching process. 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 accomplished.

One of the subcodes given priority by most coaches in this study states that the importance of decision-making skills is very appropriate to be applied in the delivery process. Using the literature review approach, this heuristic theme's choice is taken based on a more detailed understanding. Suppose a heuristic work is a matter of how well the knowledge suits the environmental system. In that case, that is to say, its so-called environmental rationality, in regards to what [19] have stated. Environmental rationality suggests that heuristics are not positive or evil in them, but only connected to their circumstances.

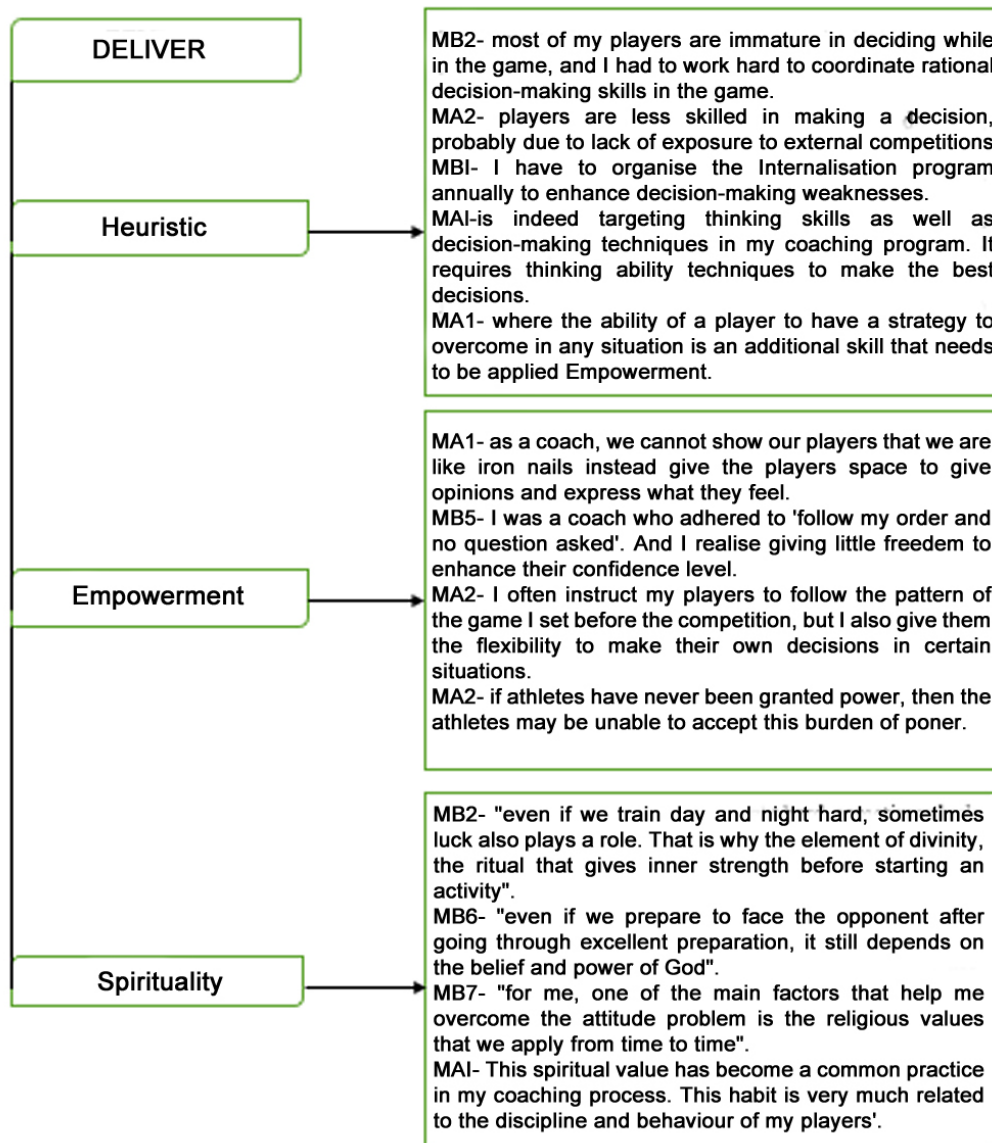


Figure 3. Block codes representing subcategories for the task of 'Deliver.'

Simultaneously, in the delivery process, key theme empowerment also plays an important role according to the feedback expressed by most coaches in this study. Furthermore, [20] suggests that the coach will first hesitate to implement empowerment that is not at the appropriate level and potentially decrease performance and motivation drastically. Therefore, empowerment becomes an important code in developing the sport that needs to incorporate either in practice or football competitions. Besides that, spirituality another theme particularly those under spectator anxiety, country and self-ambition or dealing with unpredictable results, the ability and skills to manage the situation are key elements. In making sports a choice, however, physical, mental and spiritual preparation is necessary when competing to be confident [21], [22]. In this report, many coaches are mindful that physical abilities such as repeated sprint ability [23], [24], , are paramount in achieving goals, but behavioral capabilities still need attention. So, everything that is obligatory is the divine role in the development of mental skills [21]. Therefore, three key development themes selected from the key category deliver from the study's findings through this interview. The heuristic, empowerment, and spirituality are among the coded subcategories. See figure 3 on how these subcategories integrated with the participant's coded blocks.

3.3. 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. Coaches MA2 and MB3 said, "The key objective of the football performance analysis undertaking is to recognise the strengths and limitations of football, similar to what [25] said." Specific areas of improvement are suggested in this performance analysis report. Besides, the

proposed performance analysis can be used to evaluate the effectiveness of a particular training programme, improve competitive results, and record success over time permanently and consistently. After reading the interview transcript repeatedly, the researcher formulated three sub-codes under core coding analysis due to this interview among all the head coaches, namely evaluation, observation and monitoring. Although some of these coaches prioritise evaluation in terms of improving the quality of individual and team games, the honest appraisal involving players who are successful in terms of individual performance and noble character and being useful human beings, is no less emphasised. See figure 4 on how these subcategories integrated with the participant's coded blocks.

3.4. Outcome

An effective coach relies on helping the players attain set targets and outcomes through the coaching process, as expressed by coach MB1. But if the player is individual and various players get different things out of our service like coaching. This has a very significant effect on evaluation, in that no absolute outcome criterion can be defined for all our coaches. As a researcher, this reality makes me such an effective tool for analyzing the combination of evaluation, monitoring and observation to deliver high-quality coaching to determine the main performance indicator (KPI) to achieve the outcome. For coach MB5, "although I am a coach with more than twenty-five years of experience, to this day I still tactically, technically, renew my coaching pattern on any part that feels there is a weakness. Depending on the outcome, this restructuring will happen all the time. Only in this way can we see whether or not our goals have been improved and achieved". Based on the data that emerged, three key development themes emerged: competence, life skills and coaching intervention. See figure 5 on how these subcategories integrated with the participant's coded blocks.

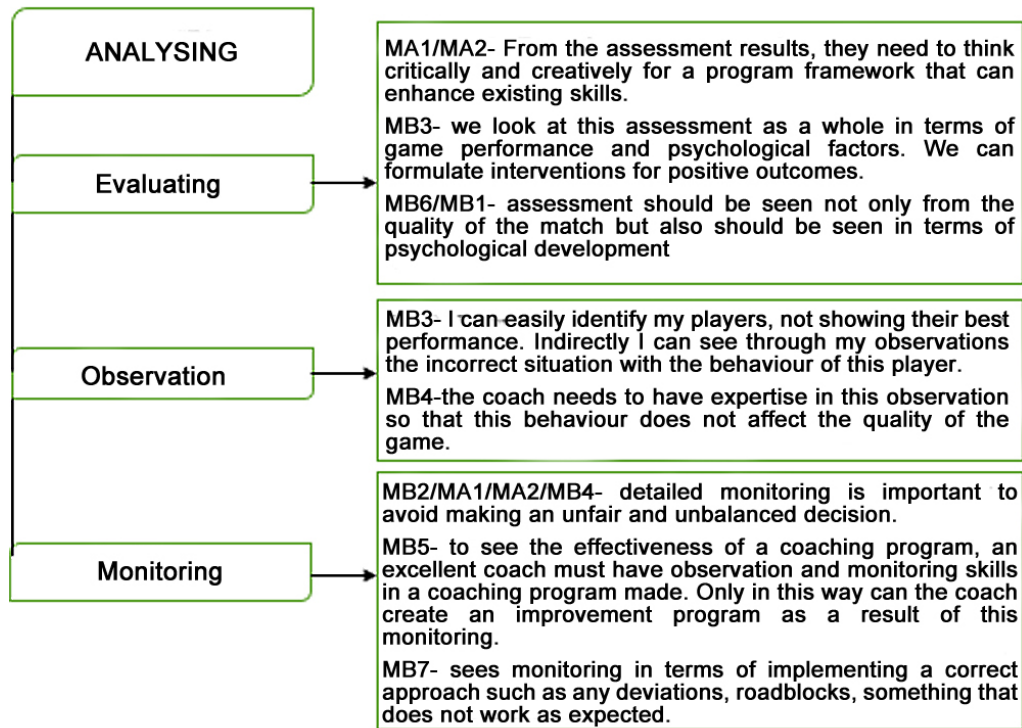


Figure 4. Block codes representing subcategories for the task of 'Analysing.'

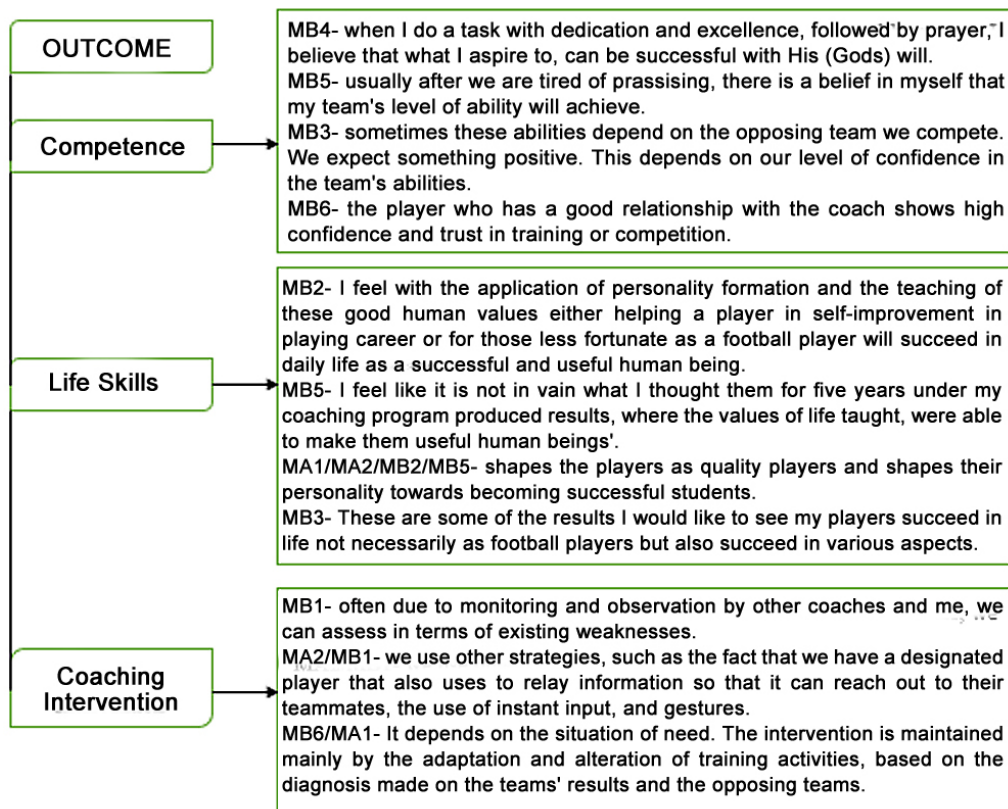


Figure 5. Block codes representing subcategories for the task of 'Outcome.'

4. Discussion

Although many selected organisations play a role in organising many programs for the development of national football, according to studies and statistics key performance indicators show that these programs do not help much in improving development programs towards producing quality athletes. According to Karim et al. 2020, this is most likely due to the gap between the program's top management and the subordinate coaches involved in the grassroots program. If the top management does not understand the existing needs empathically, then the value of taxpayer money invested for each program will only be in vain. Therefore, the researcher's objective in this study is to take steps in unearthing the key development themes that are already used in the football development coaching process. This is because each coach has different coaching principles, even though the overall essence is the same. Simultaneously, these findings are also expected to help the perception of the existing coaching process according to Malaysian cultural trends. The findings also show that the top management of this development program also fails to understand the constraints that lead to a program's failure. Therefore, this study's findings also include the expected needs and how a coach acts positively in overcoming these constraints.

From the study's findings this key development theme, four main processes involved in the coaching process. Namely planning, deliver analysis and outcome. Although these four processes are fundamental in each coaching process, each phase's preparation is quite different according to other studies. These findings are the full results that emerge from the data obtained, and it follows the perspective of Malaysian football development findings. In the planning phase, the need for coaching syllabus becomes a concern where it is a book in making every planning. Although there are weaknesses in top management that do not provide syllabus coaching, each coach in this study has its way to make coaching curriculum according to the existing experience. The priority of the signature coaching style is also the basis for most coaches in planning [26]. They feel that every coach needs to have their coaching signature learned from experience or using their coaching framework. They believe that the implementation of this coaching signature highlights the existing hidden talent of a coach. Each coach has their coaching philosophy that is important to be applied in a development program's planning phase.

Coaches are always the target when administrators question the team's overall performance. Most of the coaches here have opinions that contradict to the administrators. In the coach's opinion, the importance that should be the focus is the athlete's performance. How many national-level players can be produced? This should be every coach's objective and should develop a development program that focuses on individual performance. So according to this coach, the planning phase is a very

important platform for designing individual development programs. Many also overlooked that this development program includes players aged from 13 to 17 years. As stated by [27], in the following age, exposure of a football skill should be implemented with the presence of elements such as fun in learning. Some coaches in this study suggest that this element of fun be applied in coaching. It is proven to be successful when mastering a skill can be done easily. And we need to understand that these players are still in the process of developing psychological needs in life. Therefore, in the planning phase, it is necessary to apply many fun activities in the training program. To create fun element in training, coaches need to be more creative to innovate in training by varying the drill of football skills with playing elements or unstructured soccer-specific play activities in training program such as small sided game and free play.

Priority should also be given to the importance of risk management in the planning phase, involving a lot of risk in sports. According to these coaches, the safety of the players is the priority. This is the foundation enshrined in its vision and mission. However, the top management of football is blurred with the importance of risk management in sports, although many incidents during sports are featured in the press it is still not given attention due to financial constraints. Although it is the main agenda, the coaches need to abide by the importance of risk management in all planning done in the football development program.

In the second phase of the coaching process delivered, among the key development themes that emerge are heuristic, empowerment and spirituality. Heuristics can rely on the principle that less can be better, such as where a simplified decision-making approach outperforms a more nuanced one [28], or when fewer fixations have good choices [29], or when fewer choices lead to acceptable choices [29], [30]. The selection of heuristics accessible to us has been called the 'adaptive toolbox' of mind from which we can select the right instrument or technique in an unpredictable environment for a specific mission [31]. For example, in the words of Coach MB3, the ability to consider and make choices at an immediate pace is among the tactics that yield results in the game. The best and the most rational should, therefore be the decisions made. Coach MA1 offers the same perspective, as [31], that a player's ability to provide a solution to solve any situation is an additional capability that needs to be implemented in football development. Using the literature review approach, this heuristic theme's preference is taken based on a more detailed understanding.

In addition to heuristic, the coaches also mention empowerment, which gives a little space of freedom in terms of responsibility to each player in performing a task. Players between the ages of 18 and under are more autonomous than players between the ages of 14 and below when determining or empowering them. This may be attributed to the comparatively large exposure to practice

and competitions in football. According to this coach, the power given to players under 16 is minimal since the maturity to master a talent is still not evident. Often players of this age who are experienced and willing to make rational choices are also players of this age who are also uncertain and deadlocked in making choices. For those under the age of 14, when they were unable to execute the tasks granted because they did not learn all the abilities, it turns out they only have a shallow exposure. So, the conclusion I can draw from this feedback is that empowerment depends on age, maturity and total exposure to training and competition. Moreover, spirituality is another factor and plays an important role in improving the development of values and personalities in education as a whole, and this community has evolved and become one of the important elements in one's life. As previous researchers have pointed out, spirituality specifies a feeling or sense or belief that there is something greater than ourselves, something more complex than subjective experience, and that the greater the celestial or divine essence of the whole are part. To build a healthy individual in terms of physical, emotional, spiritual, intellectual and personality, any individual needs to learn and appreciate spirituality issues. His mind and feelings, independently constructed spiritually, psychologically, are all that will guide him and others to excellence and blessings in this life and the hereafter. However, the coaches believe that the implementation of spirituality is always happening at any time, but the results of this study show that it has more impact in the delivery phase where coaches will generally get results after the competition.

After reading the interview transcript repeatedly, I devised three sub-codes under core coding analysis due to this interview for all the head coaches, namely observation, monitoring and evaluation. While all these subcodes seem to have virtually the same meaning, according to theoretical terminology, they vary in terms of the content's essence. 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 methods as a result of this research, but it ultimately forms a cluster of processes that are much the same. To compare coach outcomes, a convincing and fair appraisal methodology is required. Because of the lack of consistent evaluation criteria for coaching, it isn't easy to rank excellent coaches. However, it is necessary to choose a set of appraisal parameters to satisfy the achievement objectives [32].

To help coaches effectively observe the progress of your athletes, there are multiple methods. Slowing down drills will make it easier for you to measure each athlete's progress. And getting the team to practise at full pace and seeing the whole team together is also helpful. The aim here is always to evaluate, observe, and understand the successes and limitations to be addressed. Looking at these coaches' feedback, observation is very important to

understand player behaviour at all times. However, this coach is aware that the player's behaviour is always changing according to the current situation, but it is appropriate to apply it so that the coach can differentiate the actual situation for a player to play in the competition. However, the coaches are aware that it is not easy, but it should be practised in analysing to see the effectiveness of different behaviours in the achievement of game performance.

Monitoring is also not left behind in the analysing phase where the essential to monitoring is to identify new challenges as soon as possible and take action to enhance preparation and training to ensure the best competitive results if possible, according to the data that emerged accumulation of data to assess the effectiveness of coaching and development against the expected improvements and strategic objectives. With the assistance of analysis, measuring coaching success makes it very easy to work out if the period's requirements have changed or advanced. This statement is very close to the definition of monitoring, as stated by [33]. It is necessary that this monitoring is very important to see the effectiveness of the game performance after positive action is taken.

This coaching process is only considered complete when looking at the outcome of a program. Sports coaches play a prominent part in sport and are responsible for varying results related to athletes' development and performance to accomplish their goals [34]. Key development themes such as competence, life skills, and coaching intervention are mentioned in most coaches' outcome phase. Among them is the coach MB3 said, "After seeing my team's capabilities, I always set a goal setting. And sometimes these skills depend on the opposing team we compete. We expect something positive, of course. It depends on our level of confidence in the skills of the team." Relationships between coaches and players are also basic things where it can increase a very high level of competence. Most coaches realise this matter, and it becomes one of the important pillars for all coaches to change their approach after seeing positive outcomes. In addition to competence, coaches' sensitivity to see their players have life skills is also mentioned in this study under the outcome phase.

All coaches are aware that all players cannot be absorbed into the national age-group team. Chances are many will drop out of the next stage. So, the coach also hopes that these players have a high level of life skills to succeed in other fields. Therefore, the summary of this coaching program also needs to be looked at comprehensively whether it helps in football or daily life. As some coaches said, I feel proud to see my former players who have successfully worked in various fields and become useful human beings. Some even came to see me help financially improve the field infrastructure. This is very satisfying to me because the result of five years of coaching in the football development program makes me respected by the community. On top of that, coaching, intervention is another part of the coaching process system. Although the

selection of interventions as a sub coding in key development themes seems quite natural but for me as a researcher, I feel the method used by these head coaches as the outcome needs to be stated in detail because it plays an important factor in improving the quality of football development programs made. Even though this aspect of intervention happens all the time in the coaching process, most of the coaches in this study highlight that the perfect time to make major changes is during the off-season. Consequently, by the conclusion of the programme, the success of a proposed programme can only be viewed as having a maximum impact. Suppose the analysis has been performed, and the benefits and limitations of the mechanism have been assessed and diagnosed. In that case, the last element of this stage is the intervention to boost outcomes for the next season.

To be a successful coach, the coaches also need to understand the additional tasks that need to be done in the coaching process. Hanin (2012) [35] in an interview study conducted on coaching approach by Anson Dorrance who is one of the legendary American soccer coaches that has produced a lot of success to the team under his guidance have outlined several factors to be a successful coach, which is a coach should not only focus on coaching but also need to have good leadership qualities as well as excellent in management.

For example, [35] in written article states the coach needs to emphasize effective verbal leadership toward the team captain and educate other teammate to respect decision making by team leader. Other than that, coach also need to have a good psychological preparation to dealing with problems player, in this case the coach needs to be brave and firmly to make decisions such as getting rid of players who have high ego and aggressive characteristic in team to produce a positive team environment.

In study by Musculus & Lobinger (2018) [36], they suggested coaches need to be expert to perform assessments not only in football-specific skills and physical fitness, but also in psychological characteristics of players. As stated by [36], not all football teams having the services of sports psychologist, so coaches are responsible for identifying psychological characteristic or problem that may affect athlete performance either in training or match through correct and valid psychological assessment.

While, According to [37] many coaches only focusing and concerned about winning by neglecting the development of attitude which should be one of the tasks of a coach. Therefore coaches should develop good attitude among players by educating, highlighting and promoting the importance of clean fair play, thus reduce the problem lack of fair play that is prevalent in the sport of soccer.

5. Conclusions

In brief, the key themes of development are not only endorsed by a theoretical approach, as some of the models

mentioned in the literature. Besides, the analysis of grassroots development coaches' findings in football results in those who frequently confront the complexity of the practical application of their expertise. The diverse practices used in the qualitative analysis approach in football can also be comprehensively systematised. Overall, it is discovered from this study that each coach is engaged in the development programme of football through different obstacles and restrictions to accomplish the objectives given. Each coach has its secrets of success in generating many quality players representing the country while going through these different challenges and constraints. This issue is less of the stakeholders' presence directly interested in the development of this football sport. The parties involved need to be responsive and, from a Malaysian perspective, design the coaching system. This conclusion can only be learned from the head coaches' grievances who have been participating in this development programme for a long time. Thus, the appropriate procedure of the strategy developed by football development head coaches to boost sporting achievement in football was a critical basis for formalising coaching skills. Indeed, a better understanding of each of the underlying tasks appears to be needed to gain a critical awareness of the effective coaching process at any football performance level.

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