

Malaysian Rugby Coaching Competency among High Performance National Coaches

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Received October 19, 2022; Revised May 27, 2023; Accepted June 26, 2023

Cite This Paper in the Following Citation Styles

(a): [1] Ahmad Fadzlee Ahmad Idriss, Mohar Kassim, Ahmad Effendy Abdul Razak, Nor Fazila Abd Malek, Mohd Aizzat Adnan, "Malaysian Rugby Coaching Competency among High Performance National Coaches," *International Journal of Human Movement and Sports Sciences*, Vol. 11, No. 4, pp. 838 - 849, 2023. DOI: 10.13189/saj.2023.110418.

(b): Ahmad Fadzlee Ahmad Idriss, Mohar Kassim, Ahmad Effendy Abdul Razak, Nor Fazila Abd Malek, Mohd Aizzat Adnan (2023). *Malaysian Rugby Coaching Competency among High Performance National Coaches*. *International Journal of Human Movement and Sports Sciences*, 11(4), 838 - 849. DOI: 10.13189/saj.2023.110418.

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Abstract Coaching program is a primary development setup on national coaching standard, accreditation and education with framework preparing trained coaches to produce high performance athletes. Therefore, it is important to build consensus on the national standard for rugby coaching competency in Malaysia before the preparation for comprehensive structure of qualified coaches. The aim of this study is to find information from all the Malaysian rugby union national coaches to upgrade and improve their coaching competency process for high performance team preparation. The participants are selected based on their responsibility with Malaysia high performance national team based on purposive sampling. There are six national coaches being interviewed using in-depth and semi-structured interview with open-ended question which was carried out and analyzed using ATLAS Ti v.22 with constant comparative method. Based on data collection and analysis, there are five new themes emerging in context with Malaysian coaching competency processes. The coaching competency model: i) Accreditation ii) Experience, iii) Achievement, iv) Planning, and vi) Philosophy and coaching style. There are various high performance coaching programs but the coaching model integrated into the Malaysian Rugby coaching system is yet to be found and applied. There should be a standard in terms of coaching selection so that Malaysian Rugby high performance can be implemented into the rugby coaching environment in Malaysia. It is suggested for future studies

to produce a specific training module and long term development planning to improve the competency of rugby coaches in Malaysia based on the themes that have been presented in this study.

Keywords Coaching Process, Effective Coaching, Rugby, Coaching System, Sport Development

1. Introduction

Malaysian Rugby (MR) has always been a great support on the coaching development improvement for high performance rugby players in Malaysia. Since the 1980s, there are various programs developed and implemented with close relations with Asia Rugby (AR) and World Rugby (WR). These programs are continuously being strengthened and revised to suit the prevailing conditions with close relations with National Sports Council (NSC). Coaching development is more regulated at the grassroots level with full support by Ministry of Education (KPM) and Ministry of Youth and Sports (KBS). At high performance coaching development, systematic coaching framework and accreditation are needed to increase standard and quality coaches in Malaysia to create greater rugby coaches. Researcher is a qualified coach with highest accreditation in Malaysia who has experience on the field as coach.

Malaysian Rugby long term plan is to create a proper structure with consistent implementing program for many coaches who are psychologically capable to adapt to technical and tactical high performance training preparation and tournament [1]. There are currently 120 high performance athletes in three different categories in national team. The team is trained by six full-time and part-time coaches under Malaysian Rugby (MR) supervision. Nevertheless, these coaches still can change and select new talented and the best players to represent the country according to players availability. Coaching process must be efficient in handling the national team on producing the best athlete to represent the country. According to Kassim and Boardley [2], coaching program is a primary development setup on national coaching standard, accreditation and education with framework preparing trained coaches to produce high performance athletes. It means to build consensus on the national standard for rugby coaching competency in Malaysia before the preparation of comprehensive structure of qualified coaches. In every learning process, the primary function is important on producing quality coach. The coaching process usually consists of implementing standardized coaching process with good syllabus and latest equipment and high performance venue [3].

The current research shows all the successful items regarding coaching competency practiced by all the national coaches that are directly involved in the junior rugby coaching program in Malaysia. The study shows that the finding on other model competency coaching process with these coaching competency themes is in line with other sports [4] that are widely used. As stated by Kassim [5], although all these models have real advantages, still almost all coaching processes have a different environmental perspective. The focus is on coaching model of Côté and Gilbert [6] which overlook differences and similarities from the external view regarding Malaysian Rugby coaching environment. According to Côté and Gilbert [6], the model development on coaching competency should take into consideration the reason listed by giving insight into the main key that should be aligned within the coaching competency components that are i) the coaches knowledge, ii) athletes performance, and the last is iii) the coaching syllabus. Cote and Gilbert also stated that it is important that all coaches should utilize their on-field knowledge consistently so that it will enhance psychological confidences, better players connections and positive character of their athlete. Coaches also can generate more sports characteristics on sports background to specialize their goal in high performance sports coaching [7].

Coaching philosophy is needed to move the sports coaching program forward which clarifies on how dynamic communication within the athletes learning process combines with the experience knowledge, coaching implementation on the field and creates information that suits the high-performance mentality with the national

coaching behaviors. Researcher has found a gap in the study within the country that in Malaysia rugby high performance program needs, competency themes are included in Malaysian coaching perspective. Study gap becomes more solid when Malaysian national team, failed to win all their group matches in Asia Rugby Championship from 2018 to 2019. Key performance index (KPI) is an indicator for the national team to win at least one game in its first tournament in the championship which the program invested into. The team was called into question because of the result [8]. Therefore, the study mission is to find information from all the national coaches to upgrade and improve coaching competency process in Malaysian rugby union high performance team preparation compared with Côté and Gilbert [6] coaching competency model.

2. Methods

The study is using qualitative methodology to get more quality information from all the national coaches [9]. The result is from the data given by usually replicating direct information from interviewing all the coaches. More descriptive coaching guideline and understanding regarding coaching competency can be justified using qualitative methodology with in-depth and open-ended interview that generates more richer information. Qualitative analysis by defining 'grounded theory' method uses theory based on data gathered from all national coaches to compare with opposite methodology. This research study uses qualitative approach according to grounded theory and will help by providing rich information to serve the Malaysian rugby coaching community.

Researcher was first interested in the study by Strauss and Corbin [10] on Evolved Grounded Theory (EGT), in which participants "voices" and previous theories were carefully considered along with the theories that had been developed and how researchers interacted with data obtained from the research. This is appropriate given that the researcher's high-performance experience in the sport of rugby is stated earlier, in this chapter with information literature on sports coaching. Strauss and Corbin [10] stated that EGT requires time and theoretical sensitivity to move back and forth continuously from data collection to the theory applied. After reading and discussing with qualitative experts, the researcher was finally committed to using Evolved Grounded Theory study by Strauss and Corbin [10] as a research driving method. According to Strauss and Corbin [10], data is usually collected from interviews, observations, and other written documents. For data collection and justification in this thesis, raw data were collected, coded, and analyzed with the aim of building models to link themes and encapsulate clear overall patterns in a way consistent Evolved Grounded Theory should be collected according to Strauss and Corbin [10]

methodology. This version of EGT used has meaningful benefits as it is interconnected with sports coaching.

The essential case study specialization was chosen for the intrinsic study because this research offers the potential to gain access to rich data sources and in-depth understanding related to the coaching ranks of the Malaysian national rugby team. The coaches of the national rugby teams ($n = 6$) involved in this study were 15's and 7's rugby team. The coaching staff was selected not only based on the ease of access to the team but the study conducted, and the research should conduct the study with a very strict time estimate especially in the period of silence as well as relatively minimal meeting access. Therefore, the coaching line is considered as an example and appropriate research representatives conducted in Malaysia to obtain the findings of detailed research data that can help improve the performance of national coaching in the future. Yin [11] describes intrinsic case studies as a strategy of selecting "how" or "why" questions are asked, when research has the ability to control the environment over events, and when the focus is on synonymous phenomena in the context of real-life sports coaching.

2.1. Participant and Sampling

Malaysian Rugby has six high performance coaches that handle training program and team preparation for international tournament which consists three different team that is Malaysian 7's Men, Malaysian 7's Women and Malaysian 15's Men. These six coaches are categorized into one head coach and one assistant coach for each team. The main decision is done by head coach with all the training and tactical design according to high performance program that suits the team preparation. Usually, assistant coach will apply the training program on the field with some adjustment according to the training ground and facility provided.

Researcher is using purposive sampling model because of the coaching selection is from participant recruiting perspective which is within the Malaysian Rugby high performance coaches' team. This model is adding theoretical sampling techniques suggested by Strauss and Corbin [10]. The coach's selection by stratified purposive sampling will help to identify rich information data provided on the study conducted by researcher from coaches that are on the field managing the team high performance program. Researcher's data collection method on producing theory from the coaches uses video analysis by gathering code [10] and analyst uses ATLAS.ti 22 software to collect and use the theory as it appears. The research starts from the purposive sampling and analyzes the data gathered from the collection phase in the interview where theory data sampling started.

The average number of years of their coaching involvement ranges from 7 to 29 years. The appointed coaches are full-time and part-time coaches based on government policy criteria if they still have a substantial

job, and in fact, all of them have similar career assignments. This is based on the average time spent in a rugby training session, which is between 10 and 18 hours a week. All of these coaches holistically have backgrounds as former players at the national level. These coaches are not all graduates, but all have basic Sports Science learning background (National Sports Institute). All these coaches are also directly involved in the state team as well as the development of rugby at the national level.

2.2. Sampling Procedure

Six Malaysian national coaches participate in this sampling process and are in charge of high performance team in Malaysia. All coaches are appointed by Malaysian Rugby and work closely with National Sports Institute. These coaches are all responsible for handling high performance training with all national athletes. The researcher is focusing on open-ended semi-structured data collection interview to get more detailed information regarding high performance team preparation especially on competency coaching study. According to Glasser and Strauss [12], the comparison between new data and previous data occurs during data collection from purposive data sampling that is provided by the national coach. The information from the data is gathered until the saturation of information is reached from the theory. All coaches are committed to helping this study to gain rich data collection in developing coaching competency in Malaysian rugby coaching environment.

2.3. Instrument

Qualitative approach is important to gain more understanding from the coaching perspective when data collection is done. Researcher is using in-depth and semi-structured interview with open-ended question to have a full understanding from the coaching point of view. According to Van Mullem and Brunner [13], interview guideline for ethnographic contains validity certification according to qualitative analysis technique standard. There should be a review and discussion on the certification provided by the coaches to get confirmation on the data gathered from the information on the transcript. The interview must be performed by the following steps which i) transcript question of the first edition based on the research question, ii) validity confirmation from five experts on the interview question and verification of coefficient of Cohen [14] iii) Supervisor evaluation through their experience in qualitative method iv) feedback from peer reviewing the second and third qualitative expert v) pilot study on state team coaches appointed by Malaysian Rugby vi) adaptation on the transcripts according to the feedback from the pilot study vii) discussion with my supervisor on preparing the interview question guideline. Lastly is the research interview question final version.

2.4. Data Collection

Six national high-performance coaches from Malaysian Rugby are selected for the study over 6-month period at their mutually, easy and convenient location. All the coaches or research participants have been informed briefly regarding the research study and the main purpose to develop more understanding regarding coaching competency in Malaysian rugby coaching system. The interview is a two-way interaction between the researcher and coaching team. Coaches can ask questions during the interview and also can elaborate more during the interview to give rich information regarding the study according to their experience and knowledge. Participants were given the questions earlier to understand and get ready with the best answer before the interview.

Whole interview is being recorded by iPhone 12 Pro Max using digital file which is later transcribed verbatim so that it can be analyzed using ATLAS.ti v22 according to grounded theory [15]. The researcher uses ATLAS.ti v22 to get more insight and understand relations between theoretical sampling process from the coding gathered from the data by using researcher's experiences as a qualified coach in developing data driven theory. There are four steps on constant comparative method: i) Comparing to each category ii) combining categories and their properties iii) stating the theory and lastly iv) defining the theory where raw data analysis and a substantive hypothesis will appear from ongoing comparison. Researcher constantly refers to guidance from qualitative experts during the four-phase comparative method to generate rich data driven theory in the sampling process.

3. Results

Based on 35 years of sports coaching research experience on coaches, several conceptual models in sports coaching have been developed [2],[16]. These conceptual models have emerged from different theoretical perspectives such as leadership, mentoring, coach-athlete relationship, expertise, motivation and accreditation. The focus of the conceptual framework is to understand and integrate emergence into a more comprehensive definition. Although many studies use different conceptual models with a variety of variables, with the possible exception of untested coaching models, explicit coaching models can be criticized for being basic and lacking the critical elements of effective sports coaching [17]. However, key challenges to modeling the complexity and implementing the coaching process must be recognized, and this model reflects measures for a better understanding of adaptation toward

specific sports.

The research being done on six Malaysian national rugby coaches uses in-depth and open-ended interview on coaching competency. Using evolve grounded theory (EGT) to understand specific aims on high performance sports coaching. Verbatim data gathered from all the coaches have been used to analyze other emerging data eventually leading to data saturation of information. Based on the research study, the following five new elements have emerged in the context of the Malaysian competency rugby coaching process compared to Côté and Gilbert [2] Competency Coaching Model: i) Accreditation, ii) experience, iii) achievement, iv) planning, v) philosophy, and coaching style. Figure 1 below shows some of the key themes that exist in the results of coding from the interview.

3.1. Problem and Limitation Coaching Competency from the Interview

3.1.1. Understanding Coaching Competencies

Answering the first research question according to Zaini, Zakaria [18] has explained the coaching competency approach from a complex learning theory perspective, distinguishing it from complex learning theories and associating it with traditional and still familiar instructional approaches and behavioural views in learning mechanics. According to MC1, "coaches determine the level of achievement of players based on the planning that has been made", while MC2 agrees that "coaching competence skills come from the knowledge and experience of a coach". From the point of view of MC4 understanding coaching competencies "how do we want to see a player as far as his talent can be highlighted to the maximum level". MC5 states that "the understanding of competence application should be divided into two parts, namely the understanding of the coach and the acceptance of the player because it is different from the coach's perspective". MC3 feels that "the ability to give instructions, the ability to manage a training program related to a player's skill, which is different for players, because players need to watch and understand first so it must be done on the training ground".

According to Binbin [19] in contrast to the coaching competencies applied to the coaching staff who have very strong competency understanding expertise, he always seeks space to improve performance as well as put a high level of training to be achieved by each athlete by making himself a measure of achievement to performance. This is because the existing coaching competency gaps are trying to be bridged to create a national rugby team that can provide competition against the better teams in Asia [20].

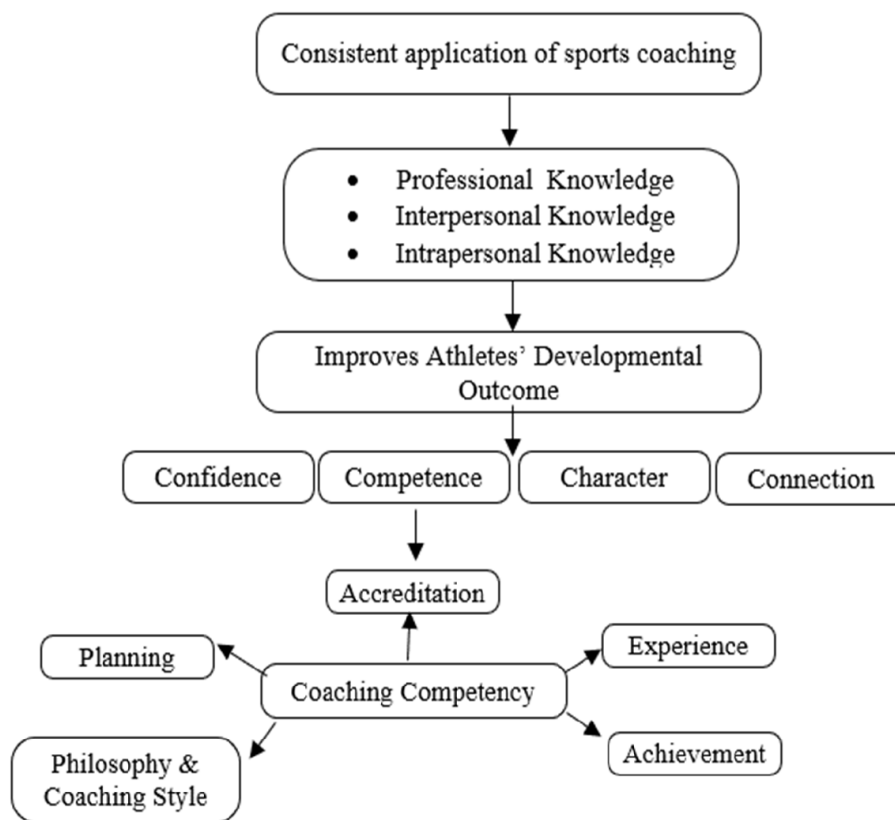


Figure 1. Adopted from Cote & Gilbert Competency Coaching Model (2009)

3.1.2. Challenges on Coaching Competencies

Based on Salgado and Berntsen [21], the understanding of coaching competencies among the coaches of the national rugby team shows that there are different understandings of competencies conveyed by each line of Malaysian national rugby coaching. The more senior coach MC3 mentioned that “coaches are at the basic level of competence because they are more likely to use the experience gained when they represent the country and adapt to changes according to the team training program that they in charge of and learn according to the level competition”. In contrast to the younger and rising coaching ranks of MC2, she can be labelled as competent and skilled “I’m always more likely to refer in detail to World Rugby coaching module and seek knowledge from senior coaches that is more practical and appropriate to the training concept of selected athletes that undergoes training under my supervision to provide more impact preparation during the course on the training program”.

The experience of representing the country also has an impact on coaching competencies as it provides a clearer picture of what needs to be improved to make progress in training as well as the team. In contrast to the coaching competencies applied to MC6 coaches who have very strong competency understanding expertise “I will always find space to improve my team performance as well as put a high level of training to be achieved by every player and make sure that all players can be measure of reaching to

higher performance”. This is because the existing coaching competency gaps are trying to be bridged to create high performance national rugby team that can compete in competition against better teams in Asia [20].

3.1.3. Athlete Adjustment

According to MC2 “all coaches can keep track of how an athlete responds to training, the way they sleep, the way they eat, and what they think or the stress they are facing, so that we can make decisions to improve players performance based on that information gathered”. These results always differentiate between winning and losing. According to MC4 “this is why observational analysis is important for the understanding and determination of coaches to lead their team towards success during competition”. According to Wrahatnolo [22], the observation of coaching competence has long been used as a widely used assessment procedure to record and evaluate behavioural actions.

Analysis of the data obtained is a common technique that requires the competence of the coach to conduct an effective observation to identify the need on understanding during training and competition for the best results players. According Ahmad and Mohamed [23], researcher found that all coaches face initial problems when conducting training on the adjustment of athletes in the acceptance of planned training patterns as well as those designed according to the existing coaching training patterns. The strength of a coach should quickly adapt to the concept of

training to suit the national coaching team in charge [18]. Coaches should adapt with the players environment and at the same time add high performance training program to benefit both coaches and players.

3.1.4. Athlete Training Data Collection

Jackson [24] stated that as a result of the research, each of these coaches has a different method of analysis of performance data, but it basically forms a cluster of almost identical processes. According to the MC1 coach, "I am an observer and always analyse the players performance from the beginning when entering the training camp until the competition on their achievements". MC5 says that "Athlete evaluation is in training and also competition, but it drags on until changes in players performance and attitudes during central training". Apparently the MC3 coach also has the same level of thinking as the MC5 coach;

"As a coach, if we are not good at analysing the performance of the results of the data findings, then we are considered a failure. This data analysis covers all aspects; for example, if there is a failure in a program, we need to find the cause of this failure. There should be an improvement in our coaching program from the results of this analysis. So, for me, the cause of the failure of this team or individual is seen not only physically but also mentally. When analysing this player or team, we must start from the first day he is with us".

In particular, feedback on performance data evaluation can support and direct team planning, before competition, during competition and after competition [25]. However, according to the coaching team, coaches must aware how they analyze coaching competency on their existing training and competition programs and, most importantly, the analysis of performance data that may be presented on the performance coach-athlete relationship [26]. There is a clear need to consider the impact of performance analysis on players ability to adapt and understand their role as national athletes in high performance team preparation [27]. While other disciplines may have evolved effectively, systematic research is essential for reliable evaluation and positive results [27].

3.1.5. Understanding Sports Psychology

Sports coaching environment is a specialty that uses sports psychological knowledge and skills to enhance the maximum performance and athletes attitude, personal development, social participation in sports association and organizational structure [28]. Understanding the importance of psychology for sports and exercise is essential in achieving better results in a field, pool or court. However, according to [29], coaches often find this topic intimidating and therefore place it in the "expertise" component. CM1 justified in this research and stated that "in leading the national rugby team, as a coach, I acted as a rugby coach and a multi-field coach where I have to solve

problems regarding sports and also life-related. Coaches are a place to complain about all sorts of problems, no matter what school, family problems, lover problems or whatever".

Cohen [30] noted that many coaches hire the services of sports psychologists to support their athletes and lack the important advantages of a holistic coaching approach. When teams do not have sports psychology that can help alleviate the difficulties faced by players, as a rugby coach, psychological skills are one of the most important skills required when handling any team or athletes [31].

According to Côté and Gilbert [6], the gap between winners and losers can often be due to psychological factors rather than better explained physiological terms. When a general psychological explanation of human behavior is given, an interventionist model is used. That means, activity or success is seen as a function of the human-environment relationship. More specifically, it is the result of interactions between an athlete's intrapersonal and interpersonal factors [6].

3.1.6. Training Data Collection and Training Centre with High-tech Equipment

One of the biggest challenges trainers face with observational analysis is their reliance on human memory and vision. Based on the study [32], sports technology equipment has now been a fast growing tool to help improve high performance process for coaches on data collection. High-tech tools and technologies such as wearable mini gps, drone video cameras and instant game playback technology have made coaches analysis easier to gather for high performance team [31].

However, it is not only more effective; and it's more widely used all around the world for international coach, and it's more informative. According to MC5, the challenge is that the equipment requires capital and expertise to use. "It is quite difficult for the national coaching staff to use and own the equipment due to its high cost, maintenance of goods, and also because it interprets data which is collected but not provided by the association". According to Grönroos [33], in sports coaching, coach must represent his coaching philosophy where the character of the coach is able to face any challenge without changing the decision of any direction. According to Abd Karim and Nadzalan [34], a coach is considered successful when he or she is able to overcome various challenges by using their wisdom in coaching.

3.2. Malaysian Rugby Coaching Model

According to Battaglia [35], after grounded theory evolution process and continuous comparative analysis derived from the interview data, in this chapter, researcher finally understands the criteria to create Malaysian Rugby Coaching Model (MRCM) which has finally evolved to emerge through Coaching Excellence. The model has been presented during Malaysian Rugby development

conference so that it can be implemented to all state union in Malaysia. Immediately prior to the presentation of the Malaysian Rugby Coaching Competency Model, a conditional matrix is discussed and listed in the model in the form of diagrams to elaborate important information in effective coaching in the national rugby coaching competency process based on Malaysian coaching culture [36].

According to Malaysian Rugby president Dato Shahrul Yahaya (2021), MR never produces or creates any rugby model guideline for the coaches in Malaysia. It will benefit all state union on selecting the best coaches with the coaching competency guideline that benefits all state union and especially Malaysian Rugby. The developing model procedure has the same validity certification by using coefficient of Cohen [14] so it has been verified by five rugby specialists in a qualitative method parallel with the sports coaching high performance environment in Malaysia. There are at least five criteria that the coaches need to have and master before applying in the sports coaching high performance team.

3.2.1. Accreditation

In 2009, there was an article written by Jean Côté and Wade Gilbert [6] in the *International Journal of Sports Science and Coaching*, in which they asked some very relevant questions: What is coaching expertise? How can you distinguish an efficient coach from an ineffective one? Although their subsequent discussion relates specifically to sports coaching, the similarities with fitness training and personal training are clear. They suggest that these questions can be answered, in part, by looking at the professional knowledge of the coaches; for example, they claim that expert coaches characterize extensive knowledge. This statement was indeed agreed upon by all the coaches involved in this study. According to [37], improving oneself as a certified sports coaching coach in formal education is also one of the unique skills that we will learn to improve.

As a rugby coach in a national team development program, among the criteria needed to improve professional knowledge, one is to become accredited rugby coach. Of the six participants in researcher's study, only one has a sports science degree from local university and the other five have no qualification in sports science. But based on their experience, all participants think sports science is a very important tool for someone who desires to get involved in sports coach to make the coaching process professional [38]. It has been shown that representing a large number game time of sports-specific training during childhood and early tournament exposure is important in developing team sports understanding coaches [39].

3.2.2. Coaching Experience

Several studies have shown that coaches use actual coaching experience to improve coaching skills and knowledge [40]. In an effort to understand how effective

coaches transform practice into knowledge and skills, Newman et al. [41] also examined the experiential learning process with young sports coaches. In fact, experiential learning models are also developed based on the reflection of coaching experience. Related loops also produce things that coaches often interpret as 'insights' through reflective conversation. Most researchers support the use of reflective methods as a valid component of coach education as coaching knowledge, as illustrated by [1] and [41].

In Malaysian rugby coaching environment, experience plays a bigger role to gain access in becoming a national coach. All coaches agreed on this term because experience gain as a player will help the coaches understand more clearly what is needed to handle a team. Even in a very tight game situation, experienced coaches can adapt to the pressure and compose themselves to get the best result from all the players. Experience plays a bigger role when it comes to decision making on preparing the team and handle players attitude during the training program.

3.2.3. Achievement

The only indicator of coaches' competence in the coaching role is their ability to win or produce winners on an ongoing and consistent basis. Convincing and similar evaluation methods are needed to compare coaches performance. In fact, it is challenging to evaluate an excellent coach due to the lack of accurate evaluation requirements for coaching. However, it is important to select various evaluation criteria to meet achievement goals.

In some literature reviews based on findings, coaching skills or effectiveness are characterized by the athlete's level of excellence (win-lose percentage) or the athlete's personal qualities (satisfaction, enjoyment). Indeed, almost all coaches under research agree with Zhang's [42] opinion that the end of the tournament team result and achievement is the main priority. Achievement usually defines the coach's characteristics by hitting the target set and getting the best from all the team members especially the players and also the management.

3.2.4. Team Planning

A coach needs to decide how much time and how long an athlete can train most efficiently to improve certain skills and knowledge [43]. Training time affects their consistency, and coaches need to adapt to seasonal practice. Training is usually shorter in pre-season and competition pressure conditioning. Practice is longer during the season (at least at the start, though it often becomes shorter when almost at the end of the season) because so much team preparation usually needs to be covered [44]. The path to becoming a coach often has its own peculiarities or even idiosyncrasies [45].

Such formal programs have many differences in content and are usually organized around general training such as sports -specific theory courses, strategies and methods, and supervised coaching practice. Studies in different coaching environments, however [46], have shown that successful

coaches spend limited time each year in structured coach education programs. Thus, the internet is the best place for coaches to gain more knowledge on players skills and latest tactics that suit their own culture. This requires new ideas and technical skills to be implemented into the national players' ability that can be adapted to their capabilities on the high-performance team internationally [25]

3.2.5. Training Data Collection Training Centre with High-tech Equipment

Noh [47] stated that the coaching philosophy has become the most mentioned by the coaches in this research to develop effective coaching perception and vision. From the understanding of the literature review, the researcher divides this coaching philosophy into two main codes namely characteristics and a holistic approach based on the number of codes that appear during the interview. Resulting from a study conducted by [13], it defines the philosophy of sports coaching as a collection of values, guiding principles and beliefs that determine why you do the things you do and the way you behave in your role as a coach.

The coaching style is an additional element in Malaysia's national rugby coaching policy. It is an individual coaching skill that is brought to further strengthen the communication system when carrying out the coaching process [48]. It is an advantage that is able to attract the interest of athletes in giving seriousness during training. Knowing each style and adapting its use to different situations is known as in-situation leadership and is one of the keys to successful coaching [8].

According to Marcone [49], coaching style can be defined as how a coach handles an athlete during training, learning or counselling. While various researchers may use different words or phrases to refer to each style, the collective majority identify the three coaching styles as autocratic, democratic and laissez-faire [50]. Referring to Marcone [49], an authoritarian coaching style is one that the coach takes all the decisions, and the players only do as instructed. The coach will be a good disciplinarian, and he likes to be responsible.

4. Discussion

Ahmad Fadzlee [8] stated that the high-performance coaching staff of the Malaysian rugby team needs to be upgraded to be able to learn more about sports coaching learning program, the competency themes of the mechanisms that support it, and how it influences knowledge and practice on the high-performance rugby coaching process internationally. The most notable findings emerging from this research are outlined and presented with reference according to the research objectives. The research study findings led to the emergence of five different core themes of the sports coaching process, most of which were accompanied by

descriptions of qualitative research [35].

This competencies theme is important to appreciate the way Malaysian coaches view and express their coaching process in high-performing rugby training and program [51]. This is reflected in specific research aimed at identifying and explaining current key competency themes used in practice by Malaysian national coaches in their coaching method and knowing the similarities and differences of key competency themes in the context of more effective high performance Malaysian coaching. The researcher is pleased to inform that all these objectives have been achieved.

According to Noh and Shahdan [47] the application of Grounded Theory as a driving methodology that has been modified and extended to Evolved Grounded Theory accompanied by the Constant Comparative Method [6], is deliberately used to answer research questions, aims and objectives by facilitating the production of rugby coaching model. The result, and perhaps the most notable outcome, the Malaysian Rugby Coaching Model (MRCM), emerged from the participants interview for this research who were directly involved in the Malaysian national rugby team.

MRCM basically integrates effective coaching competency in rugby that influences the sequence of key competencies in the coaching process in MRCM where document analysis is being used to get much needed information on creating a model according to World Rugby. Research findings also include effective coaching data analysis in the rugby competency coaching process, which are generated in relation with its application of Cot é and Gilbert coaching model. These findings are then gathered from triangulation data that can also be classified as a model that has been successfully formed according to the perspective of sports coaching that is being applied to current coaches in Malaysia.

As an important result, the goal of building Malaysian Rugby coaching model in the interpretation of Malaysian rugby coaching process is much needed. This describes that key competency themes emerging from the qualitative research process gathered from the interview was also successfully achieved. While there are various levels and perspectives, current research has yielded new knowledge on key competency themes and how they work for all rugby coaches in Malaysia.

The education of coaches and the national rugby governing body (Malaysian Rugby) should find the model helpful in guiding coaches and supporting rugby coaching competencies as a whole, given the increasing number of rugby competency programs nationwide. At the same time, using evolved grounded theory methodology suggests that it is a helpful approach in establishing this chapter and concluding with some closing statements and reflections on the research findings. The description on model of rugby coaching competencies has been highlighted by several coaching scientists to help understand what is needed in sports coaching environment.

McGahey and Pierro, [52], for example, argue that the

recent global growth of coaching research requires a systematic description of the coaching process of sports competence. Furthermore, while Hall [53] calls for more important attempts to objectively analyse coaches in the implementation of their coaching process, there are few comprehensive or holistic coaching models for the coaching process in temporary competencies. However, Vardarlier and Ozsurunc's [54] research shows that the existing set of coaching models produces a picture of a coaching process that is often condensed and scaled down in their respective regions and cultural dimensions are often overlooked.

The current research model is designed to examine all the successful ingredients or key competency themes practiced by national coaches who are directly involved in rugby competence under Malaysian Rugby high-performance coaching board. This research has shown that findings of this key competency theme are in line with models of effective coaching processes that are widely used in other sports. Although researchers refer to many models in this sports coaching, more attention is focused on Cote and Gilbert's [6] Effective Coaching Model and looking at best possible approach from an outsider's point of view.

It has been proven worldwide that the Cote and Gilbert Model is used in many foreign countries such as Europe, the United States and Japan, and even the International Sport Coaching Framework (ISCF) also recommends this model as a guide for all types of sports [55]. Although it turns out that Cote and Gilbert's [6] model is very relevant in the coaching environment using the data triangulation from interview, document analysis and data analysis, but as a researcher, I would like to see the findings after looking at these models and to see whether a new decision is achieved according to the perspective of the coaching process in Malaysia.

Despite these consistent constraints, some coaches have secrets of success that need to be highlighted in the Malaysian rugby coaching process. Therefore, according to Potts, Didymus and Kaiseler [56] grounded theory methodology using evolved grounded theory (EGT) research design and constant comparison method (CCM) is very relevant to this research. The findings emerging from data collected from six coaches of the Malaysian national rugby team have been put together under specific condition into an explanatory model after discussion with several sports coaching experts, in producing the Malaysian Rugby Coaching Model (MRCM). As a result, MRCM has been developed to address the potential need to fully express the Malaysian Rugby coaching community in the current sports coaching environment [6].

Five core themes were finally selected to summarize the data: accreditation, experience, achievement, planning, philosophy and style. The first component of effective coaching consists of two core themes: coaching accreditation and coaching experience. Coaching accreditation represents two sub-theme names, namely sports science knowledge and sports specific knowledge.

Knowledge of these two sub-themes is important to enable the coaching staff to have high expertise and be able to be competitive at a high level of performance. The second core theme, the coaching experience, is an important theme for the coaching staff to adapt the ability of athletes to the training pattern, which always requires a high level of seriousness and commitment.

This can help coaches to use existing experience to improve the performance of athletes towards the maximum. The third core theme is coaching achievement. This theme requires the understanding of coaches to get the best results by adapting the achievements that have been achieved before because it will reflect the level of mastery of coaches on athletes and provide a source of goals to achieve high performance. The fourth core theme is planning where it will shape the suitability of athletes to adapt to the concept of training conducted in accordance with the concept of team building towards high performance.

The fifth is the last core theme philosophy and a style of coaching. It is an important element to enable the coach-athlete combination to carry out understanding in building a team. It is very important to build direction and balance in the team. The coaching style includes the acceptance of the athletes and the acceptance of a coach and also the coach to shape the athletes to be more competitive towards a high-performing team.

According to early sports coaching models (e.g., Côté & Salmela, Trudel & Baria, 1995) [57], MRCM is highly complex. However, over the past 25 years, a large amount of evidence-based literature has been published to understand the competency dynamics of effective high-performance sports coaching processes. For example, Borges, Rosado and Oliveira [58] recently suggested that current implementation of sports coaching has ignored complexities such as relationship contingencies and dependencies. Based on these known complexities, MRCM has an almost infinite number of contextual ideas that may, for example, link five core themes to thirty common code themes. However, goal of the current study is to create a model rather than investigate the complexity of coaching process competencies.

The relevant literature indicates that the two components of the sports coaching and effective coaching process in rugby coaching competence and the five core themes described in the current study are consistent with the findings reported in the sports coaching literature [6]. These two components are interrelated because creating effective coaching and subsequently developing a complete coaching process relevant to the needs of the program is essential. For example, Allen, Morris, Dimeo and Robinson [59] reviewed six expert field coaches who were directly involved in developing an effective coaching model with an accompanying explanation according to coaching process.

Malaysian Rugby Coaching models are representative materials studied to define the coaching characteristics of the process and the overview of the sports coaching process.

Following the results, the key factor of effective coaching is one of the principles in an effective way to establish the competence of the coaching process. Although initially the researcher only wanted to look at the formation of the coaching process in rugby, some thematic elements, such as coaching science and coaching philosophy in this research are a reflection of the theme element titled effective coaching in Côté and Gilbert's [6] research focusing on general coaching [50]. Furthermore, according to Cote and Gilbert's research, the elements involved in effective coaching are determinants of accomplishing a purpose on the sports coaching process, and are supported by many researchers who study sports-related coaching [46].

5. Proposition

Malaysian national rugby union needs to fulfil the demands of the local coaches especially in implementing a more efficient sports coaching process in the rugby coaching community program according to the current criteria. Challenges must be addressed proactively for rugby coaching to thrive and become more effective coaches, especially on rugby coaching competencies. Most of these issues seem to be related to the organizational system of Malaysian Rugby. The needs of coaches in this rugby coaching competency program need to be seen collectively if Malaysian Rugby want to see changes from the grassroots of a program. Rugby coaches want more research on implementation policies in long-term programs that focus primarily on coaching competency programs at the state and national level and not just observation in elite programs. It should also be noted that coaches for their contributions should be recognized and specific coaching opportunities should be given to handle a team and the needs of coaches at the level of coaching competence ability should be met. Alternatively, it is time for the coaches to put on effort to improve their skills and knowledge on the important aspects that could affect athletes performance such as physical training testing, measurement and evaluation psychological skills, injury risk and prevention, rehabilitation methods and athletes pathway [60].

6. Recommendations

It is suggested that future studies produce a specific training module and long term development planning to improve the competency of rugby coaches in Malaysia based on the themes that have been presented in this study such as.

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