

Developing Effective Football Coaching Processes through Coaching Competency: A Study of Under-17 School Teams in Kuala Lumpur

Nazrul Fadzli Khairulhalimi^{1,2*}, Zulakbal Abd Karim¹, Fakrul Hazely Ismail³, Nooraini Hamzah^{1,4}

¹Faculty of Sports Science and Coaching, University Pendidikan Sultan Idris, Malaysia

²Faculty of Business and Accountancy, University Poly-Tech Malaysia, Malaysia

³Defence Fitness Academy, University Pertahanan Nasional Malaysia

⁴Teacher Education Institute, Ministry of Education, Malaysia

*Corresponding author

DOI: <https://doi.org/10.51244/IJRSI.2025.1208004128>

Received: 19 Sep 2025; Accepted: 27 Sep 2025; Published: 24 October 2025

ABSTRACT

This qualitative investigation seeks to understand and articulate the football coaching methodology employed by Under-17 school football coaches in Kuala Lumpur. Utilizing a grounded theory methodology, data were gathered via semi-structured interviews with 10 certified school football coaches and 11 student-athletes over a period of six months. The analysis of the data, facilitated through open, axial, and selective coding techniques, identified a six-steps football coaching procedure encompassing planning, pre briefing, conduct training session, observation, coach and correct, post briefing including summary. The research generates a context-specific coaching model that mirrors the practical coaching environment within Kuala Lumpur schools, offering valuable perspectives for enhancing the efficiency of youth football instruction.

INTRODUCTION

The most popular sport in Malaysia is football, and schools are essential venues for developing talent in this sport (Ali & Talib, 2013; Karim & Nadzalan, 2017). Despite football's popularity, Malaysia's youth football performance remains inconsistent, partly due to coaching challenges at grassroots levels (Hamid & Kendall, 2008; National Football Development Program [NFDPP], 2014). At the school level in Malaysia, football coaching responsibilities are commonly undertaken by teachers (Khoo Kay Kim, 1994). Coaches in schools often juggle teaching duties with coaching responsibilities, impacting training quality (Karim & Nadzalan, 2017). Teachers who assume coaching responsibilities play a crucial role in developing players for high performance while contributing to overall team success (Ismail, Karim, & Novri, 2020). Md Desa and Salamuddin (2022) Coaching competency refers to a coach's confidence in order to influence their athletes' learning and performance accordingly. Coaching process is a component of coaching competency. The coaching process is fundamental to the development of young athletes, as it encompasses not only the technical and tactical aspects of the game but also the psychological and social dimensions necessary for holistic growth. Effective coaching can significantly influence a player's skills, confidence, and overall performance (Khairulhalimi & Karim, 2020). This study aims to explore the football coaching process applied by Under-17 school coaches in Kuala Lumpur to identify effective coaching patterns.

LITERATURE REVIEW

Küchle (2025) and Rohman and Setijono (2017) have underlined how coaching competence is a complex trait that encompasses leadership, communication, tactical knowledge, and psychological awareness. Coaching competency has a significant impact on player development and team performance, especially in youth

settings where coaches frequently serve as educators (Child & Shaw, 2023). Coaching is a cyclical process involving planning, execution, observation, feedback, and reflection to optimize athlete development (Cushion, Nelson, Armour, Lyle, Jones, Sandford, O'Callaghan, 2010; Maslovat & Franks, 2008). Abraham, Collins, and Martindale (2006) proposed the "Coaching Schematic," emphasizing decision-making in coaching. Irvine's (2012) AIM Soccer Coaching Process highlights process, behavior, and leadership styles as core components of effective coaching. Recent studies underscore the importance of individualized coaching approaches and continuous feedback to enhance youth athlete motivation and skill acquisition (Jones, Edwards & Filho, 2019; Nelson, Cushion, Potrac, & Groom, 2024). Ramalu, Karim, Elumalai and Abd Malek (2022) developed a football coaching process model based on Malaysian State Sports Schools. Complementing these conceptual frameworks, an effort has been made to appoint more teachers to act as coaches, thereby ensuring a well-rounded training experience that emphasizes effective coaching practices (Nasiruddin, Fauzee, Sin, & Omar, 2020). This initiative reflects a growing recognition of the need for structured and contextually appropriate coaching strategies to support athlete development at the grassroots and institutional levels.

In Malaysia, grassroots football coaching faces numerous challenges such as unqualified coaches, limited technical knowledge, and insufficient structured training programs (Hamid & Kendall, 2021; National Football Development Program [NFDP], 2022). Karim and Nadzalan (2023) found that school coaches struggle to balance curricular demands with effective coaching, affecting player satisfaction and development. Qualitative research using grounded theory and semi-structured interviews has proven effective in exploring coaching processes and behaviors in football contexts (Cooper & Allen, 2021; Sarmiento, Pereira, Anguera, Campanico, & Leitao, 2020).

Problem Statement

Despite football's widespread appeal in Malaysia, its performance, particularly in youth categories, has consistently fallen short of anticipated standards (Ali, 2016; Hamid & Kendall, 2008). The National Football Development Program (2014) identified deficient coaching qualifications and insufficient technical proficiency at the foundational levels as potential impediments to successful training methodologies. Furthermore, a significant portion of coaches working with youth teams lack appropriate certification, contemporary technical understanding, and the necessary teaching abilities to optimally cultivate young athletes (Ismail, Karim, Ahmad, & Nasir, 2024). Instability arising from recurrent alterations in football development strategies, political intervention, and the absence of well-defined progression routes for promising young players can also undermine sustained progress (Akbar, Karim, Zakaria, Khan, & Khan 2024). Consequently, a comprehensive examination of the coaching procedures employed by Under-17 school coaches in Kuala Lumpur is crucial for formulating superior football training practices by fostering enhanced coaching capabilities.

METHODOLOGY

This research employed a grounded theory methodology (Strauss & Corbin, 1990, 1998) to investigate the coaching process in football. Ten school football coaches (holding coaching certifications from D to B level) and eleven Under-17 players in Kuala Lumpur were strategically selected using purposive sampling. Upon approval of their participation, individuals were contacted to schedule semi-structured interviews. Before their engagement was finalized, all participants received comprehensive details regarding the study's objective, potential hazards, and safety protocols, accompanied by a consent form to ensure fully informed participation. Data collection, spanning six months, involved semi-structured interviews, observations, and the review of relevant documents (e.g., training logs, coaching plans). Transcribed interviews were subjected to open, axial, and selective coding, facilitating the identification of key themes and the development of a model representing the football coaching process. Data saturation, the point at which no novel insights were generated, guided the termination of data collection (Silverman, 2006, Lebar, 2017). Reaching saturation, as emphasized by Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Jinks (2018) and substantiated by Lu, Jian, Muhamad and Hanafiah (2024) and Daher (2023), is a crucial element in qualitative research, serving as a benchmark for discontinuing data collection and analysis and validating the robustness and trustworthiness of the findings.

RESULTS

Competency

The main theme in this study is coaches' competency. The analysis of the data allow us to establish two core categories that consists of coaching education and planning. Competence is the overall ability to perform to a defined standard, whereas competencies are the individual components or skills that make up competence (Child & Shaw, 2023). Technical expertise, tactical awareness, leadership, communication, motivation, character development, and managerial abilities are all components of football coaching competency, which is a complicated, multifaceted concept (Küchle, 2025; Ono, 2025; Rohman & Setijono, 2017). Coaches must constantly update their skills to meet the changing demands of modern football, which include increased media influence, data analytics, and digitization (Küchle, 2025). Coaches must incorporate these components to improve player development and team performance (Eather, Miller, Jones, & Morgan, 2021).

Coaching Education

There is nothing to discuss regarding the sports coaching field (Karim & Nadzalan 2017a; Karim & Nadzalan, 2017b; Kjaer, 2017; Jones, Edwards & Filho, 2016; Nelson, Cushion, Potrac & Groom, 2014). In the field of coaching, several aspects need to be mastered by a coach which are components of competence such as tactics, motivation, psychology, managing teams, media and others (Conte, 2016). Côté (2006) coaches serve as psychologists, friends, teachers, administrators, personnel managers, fundraisers, and role models.

Coaches need to possess an accredited coaching course or certification which requirements for any coaches at any level start from grassroot development until elite level. This statement is as stated by EG1, "any football coaches must attend coaching education such as any respective course and coaching level because experience must be merge with appropriate coaching education in order to practice on the pitch accordingly.

EG4 was added, "football refreshment course or any seminar, workshop and courses must be attended in order to update the knowledge and to exchange any respective ideas to other coaches".

EG4 has suggested "the football governing bodies should organize many series of related coaching courses, seminar, workshop to all football coaches at any level for the sake of enhancing the coaches' competencies from time to time". This statement was supported and expressed by EG7 "football coaches need to attend any coaching courses which to upgrade themselves even at school level. In addition, coaching courses must be increased in order to cater the coaching demand". Coaches experience as a player is vital Abad, et al., (2011a), but to become quality coach in the field of coaching, a coach need to possess coaching license (Taragos & Strand, 2021).

Coaching education reliably improves knowledge, attitudes and some coaching behaviours, while playing experience contributes domain-specific tacit knowledge but the effect of playing experience on measurable on-field outcomes is mixed and likely moderated by formal education and reflective practice (Li, Olson, Tereschenko, Wang, & McCleery, 2024). Recent reviews and empirical studies therefore call for research designs that examine interactions (e.g., formal coach education × prior playing experience) and link these to objective performance outcomes rather than coach self-reports alone.

Planning

Planning represents one of the core elements under the theme of coaching competency. Planning is very important in the field of coaching because it encourages better thinking, raising expectations among coaches and athletes (Abraham & Collins, 2011). Fail to plan will lead to plan to fail. Hence, the coach's figure has a clear and effective influence on the sporting and personal environments of children and young athletes (Paixão, Giménez, Navarro, Cerrada, Robles, & Abad, 2021). Thus, one of the most crucial elements in the sports education process is the coach's persona (Abad, Giménez, Robles, & Rodríguez, 2011a; Paixão, et al., 2021; Vickers & Schoenstedt, 2011).

Football coaching process under the subtheme of planning. Based on findings, all school football coaches were shared their coaching points for football coaching process cycle. The football coaching process consists of six steps such as planning, pre briefing, conduct training session, observation, coach and correct, post briefing including summary. The coaching process can serve as a catalyst to improve any field by assisting coaches in their education and development Abraham, Collins and Martindale (2006); Lyle (2002) to assist coaches in providing quality experiences for athletes, as well as career development (Côté, Salmela, Trudel, Baria & Russell, 1995).

EG2 said, “first of all a coach must commence with planning during coaching process and then followed by short brief to all players, conduct the session align with observation. During observation a coach able to identify any strength and weaknesses among the players and coach need to assist them accordingly and lastly must be wrapped up with post briefing”. The statement was supported by other respondents because a coach may not skip any coaching points in coaching process in order to produce quality outcome.

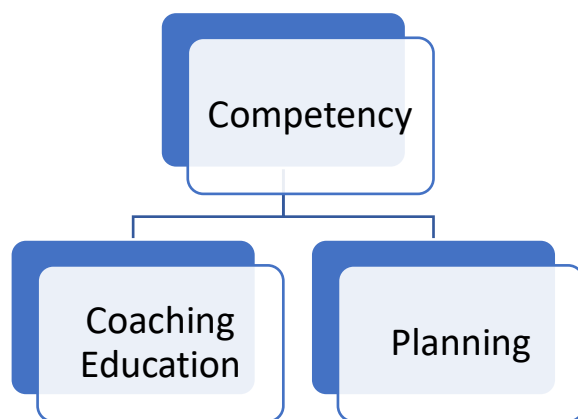


Figure 1.1 : The key theme of competency in the Developing Effective Football Coaching Process through Coaching Competency Under-17 School Teams in Kuala Lumpur.

Through data analysis have revealed six core steps in the football coaching process practiced by school coaches in Kuala Lumpur as below:

1. **Planning:** Coaches establish training objectives, session plans, and periodization schedules aligned with player development goals.
2. **Pre-briefing:** Coaches communicate session goals and expectations to players before training begins.
3. **Conducting Training Sessions:** Coaches deliver technical, tactical, physical, and psychological drills during training.
4. **Observation:** Coaches continuously monitor player performance, engagement, and behavioral responses.
5. **Coach and Correct:** Coaches provide immediate feedback and technical corrections to improve player skills and tactics.
6. **Post-briefing and Training Summary:** Coaches reflect on session outcomes, discuss improvements, and plan subsequent sessions.

These steps form a continuous cyclical coaching process model tailored to the school football environment in Kuala Lumpur. Coaches with higher qualifications and experience demonstrated more structured application of this process. Player feedback indicated satisfaction with coaches who effectively engaged in all six steps, especially in providing clear feedback and session summaries. Model of Developing Effective Football Coaching Processes through Coaching Competency Under-17 School Teams in Kuala Lumpur was successfully produced through data analysis shown Figure 1.2 as below.

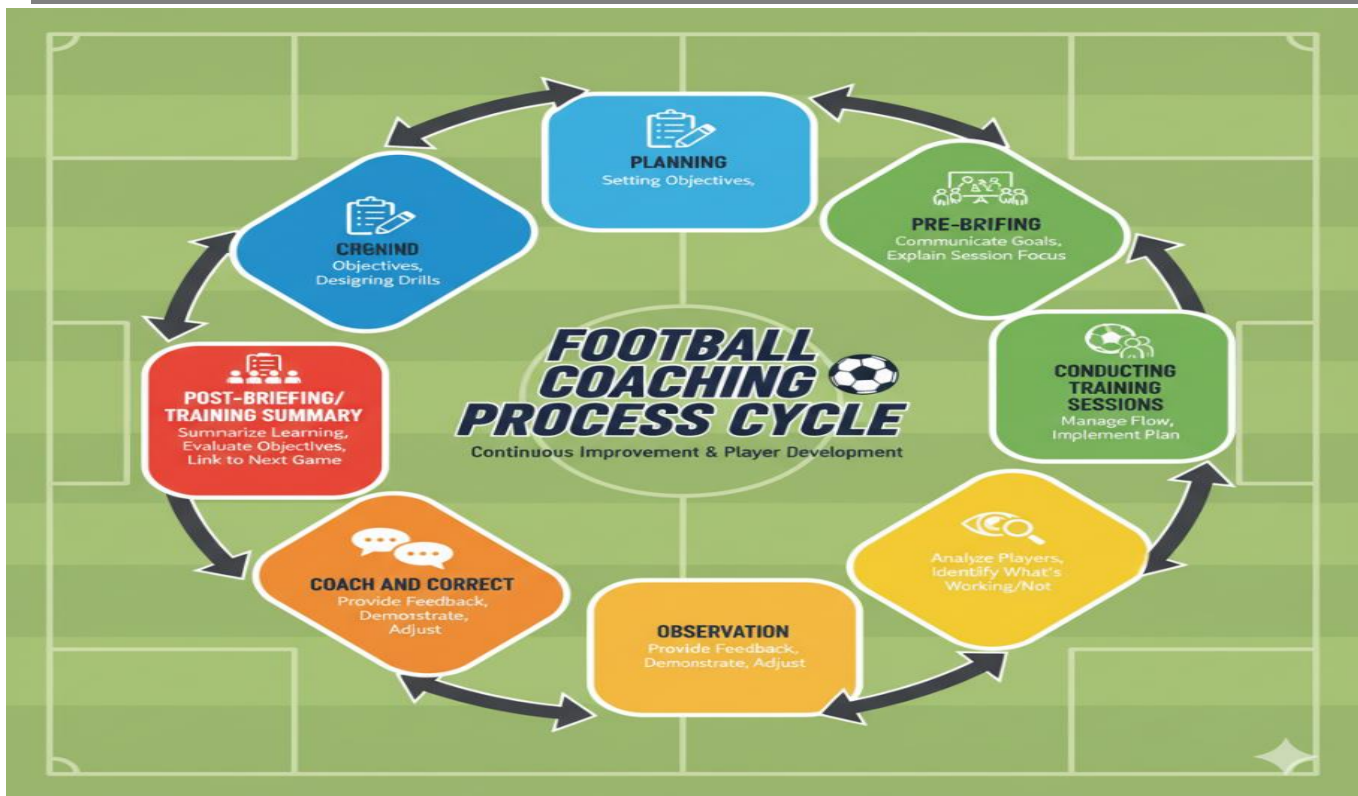


Figure 1.2 : Model of Developing Effective Football Coaching Processes through Coaching Competency Under 17 School Teams in Kuala Lumpur.

Sample

Purposive Sampling or Judgement Sampling has been used in this study where the researchers rely on self-assessment when choosing among population to participate in this research (Black, 2010). Black (2010) also stated purposive sampling is a non-probability sampling method and it occur when the elements selected for sampling purposes. In a nutshell, the researchers will decide what to explore and assigned in order to select participants who are willing to provide information based on their knowledge and experience (Bernard, 2002). Purposive sampling is still a popular technique in qualitative research because it can be used to focus on particular subgroups or uncommon occurrences, especially in small or specialized populations, according to recent literature (Dovetail, 2023). It enables researchers to gather in-depth data aligned with clearly defined research purposes and participant characteristics (Memon, Thurasamy, Ting & Cheah, 2024). Memon et al. (2024) also, purposive sampling is increasingly being used in quantitative research contexts, where it is combined with other techniques like quota or snowball sampling to improve data relevance and quality. Furthermore, purposive sampling strategies such as criterion sampling, maximum variation sampling, and expert sampling are widely used to ensure that the sample represents critical perspectives required for robust analysis (Scribbr, 2023; EBSCO Research Starters, 2025).

For the interview phase of the study, a cohort of 10 teachers serving as football coaches and 11 student football players were chosen. The coaches possessed football coaching certifications ranging from the D to B license level and demonstrated substantial experience in coaching football. The selection of the 11 student players was predicated on the need to investigate their perceived satisfaction with the coaching methods employed. The final sample size for interviews was dictated by the principle of data saturation, whereby participant recruitment ceased when no new relevant insights were being generated beyond those already gathered (Lebar, 2017; Strauss & Corbin, 1998; Glaser & Strauss, 1967).

In a nutshell, purposive sampling remains a reliable and adaptable method for selecting knowledgeable participants who can provide valuable insights into specialized topics like football coaching processes. Its use in this study ensures that the selected coaches and players provide valuable experiential data, and the sample size is justified by saturation principles that are consistent with current qualitative research standards.

Data Collection

Open-ended questions semi-structured interview have been applied in this study to all participants including 10 teachers cum football coaches and 11 school football players at school in Kuala Lumpur accordingly to Creswell (2013); Patton (2002) the researchers need to establish the trustworthy with the participants and determine the open-ended questions. Recent literature continues to validate the use of semi-structured interviews in grounded theory research because they balance structure and flexibility, allowing participants to share nuanced experiences while guiding the conversation toward relevant themes (Charmaz, 2019; Thornberg & Charmaz, 2021). For instance, Charmaz (2019) highlights that semi-structured interviews allow researchers to investigate complex social processes and meanings, which is important in sports coaching studies where participant perspectives vary and are context-dependent. Furthermore, Emphasize the importance of reflexivity and rapport-building during interviews to improve data quality and depth (Thornberg & Charmaz, 2021).

The answers must be recorded by tape in great details, to expand the unstructured ideas Gibbs and Taylor (2005) as well as exploring the participants' views and experiences. Align with the study objectives, the researcher has used the semi-structured interview format because it contains a set of open-ended questions that consist of demographic information, experiences and perceptions of the participants (Creswell, 2013; Patton, 2002; Merriam (2001). The interview session was transcribed and analyzed by using Grounded Theory Approach (Strauss & Corbin, 1998). Bogdan and Biklen (2003); Esterberg (2002); Kvale (1996) also stated a set of open-ended questions is able to get feedback publicly. Apart from interview session, the observation can be made in order to observe the involvement of coaches and players in football coaching process (Karim & Nadzalan, 2017; Karim et al., 2018; Karim, Ghafar, & Nadzalan, 2018). A few numbers of documents such as log book and periodization were collected for the documentation analysis purpose.

A supplementary data collection technique to interviews is observation, which records coaches' and players' in-the-moment interactions and behaviors during the football coaching process (Karim & Nadzalan, 2017; Karim, Ghafar, & Nadzalan, 2018). Observations help to triangulate interview data and provide a contextual understanding of coaching dynamics. Document analysis, including coaching log books and periodization plans, adds to the data by providing objective records of coaching activities and planning (Bowen, 2020; O'Leary, 2021).

DISCUSSION

This study investigated the football coaching process among Kuala Lumpur's Under-17 school coaches, discovered and developed a six-steps of football coaching process that consists of planning, pre-briefing, training sessions, observation, coaching correction, and post-briefing. The findings are consistent with recent global trends and challenges in football coaching. The football coaching process is essential in order to be guideline among football coaches, reference to football governing bodies and its part of coaching competencies. Align with coaching competency which is encompassing the integration of knowledge, experience, communication, tactical understanding, and leadership (Child & Shaw, 2023; Kühle, 2025). A coach with only playing experience but no formal license may lack the ability to design structured sessions. However, a licensed coach who is trained in player development cycles can better guide U-17 athletes through tactical drills while managing psychological development (Mohamed, Karim & Nadzalan, 2023).

CONCLUSION

This research outlines a six-steps effective football coaching process model designed for the specific context of Under-17 football programs in Kuala Lumpur schools. The model encompasses planning, pre-briefing, training sessions, observation, coaching correction, and post-briefing. The research findings underscore the critical importance of coaching proficiency, notably the synthesis of theoretical knowledge, systematic preparation, and thoughtful self-assessment, in achieving positive coaching results. These outcomes align with contemporary scholarship suggesting that coaching proficiency is a multifaceted concept incorporating leadership skills, strategic understanding, communication abilities, and provision of psychological support (Child & Shaw, 2023; Kühle, 2025). Contemporary scholarship substantiates that competence in coaching is

a complex construct encompassing technical, strategic, psychological, and interpersonal domains. For instance, Eather, Miller, Jones, and Morgan (2021) revealed that formalized coaching development programs positively influenced both coaching behaviors and demonstrable athlete performance, underscoring the significance of methodical preparation.

Likewise, Mohamed, Karim, and Nadzalan (2023) accentuated the role of contemplative methodology and organized coaching instruction within the context of Malaysian schools, where instructors simultaneously fulfill educational and training duties. Furthermore, investigations suggest that impactful coaching transcends specialized knowledge to incorporate relational and directive capabilities. Nelson, Cushion, Potrac, and Groom (2024) illustrated that cultivating a sense of psychological security within the coach–athlete dynamic promotes intrinsic drive and enduring maturation in adolescent soccer. Ramalu, Karim, Elumalai, and Abd Malek (2022) also formulated a Malaysian soccer coaching paradigm, emphasizing the synthesis of preparation, assessment, and introspection as iterative procedures crucial for sustained athlete progress. These observations are consistent with the current investigation, which posits coaching as a comprehensive procedure demanding not only understanding and organization, but also continuous modification and assessment.

REFERENCES

1. Abad, M.T., Giménez, F.J., Robles, J., & Rodríguez, J.M. (2011a). Perfil, experiencia y métodos de enseñanza de los entrenadores de jóvenes futbolistas en la provincia de Huelva. [Youth soccer coaches' profile, experience and teaching methods in the province of Huelva. In Spanish.] *Retos. Nuevas Tendencias en Educación Física, Deportes y Recreación*, 20, 21-25.
2. Abraham, A., Collins, D., & Martindale, R. (2006). Decision-making in coaching: The coaching schematic. *Journal of Sports Sciences*, 38(4), 456-468.
3. Abraham, A., Collins, D., & Martindale, R. (2006). The coaching schematic: Validation through expert coach consensus. *Journal of Sport Sciences*, 24(6), 549–564.
4. Akbar, A., Karim, Z. A., Zakaria, J., Khan, T., & Khan, A. (2024). Mapping the journey: developmental issues of U17 football players in Indonesia and Malaysia. *Fizjoterapia Polska*, 24(3). doi.org/10.56984/8zg020al7q
5. Birks, M., & Mills, J. (2015). *Grounded Theory: A Practical Guide*.
6. Bowen, G. A. (2020). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 20(3), 263-272.
7. Bryant, A., & Charmaz, K. (2022). *The SAGE Handbook of Current Developments in Grounded Theory*.
8. Charmaz, K. (2019). *Constructing Grounded Theory* (2nd ed.)
9. Child, S., & Shaw, S. (2023). A conceptual approach to validating competence frameworks. *Research Matters: A Cambridge University Press & Assessment publication*, 35, 27-40.
10. Côté, J. (2006). The Development of Coaching Knowledge. *International Journal of Sports Science & Coaching*, 1(3), 217–222. <https://doi.org/10.1260/174795406778604609>
11. Côté, J., Salmela, J., Trudel, P., Baria, A., & Russell, S. (1995). The coaching model: a grounded assessment of expert gymnastic coaches' knowledge. *Journal of Sport and Exercise Psychology*, 17, (1), 1-17.
12. Conte, A. (2016). Antonio Conte will fit in at Chelsea, but will Chelsea fit with Antonio Conte? Retrieved from http://global.espn.com/football/blog/espn-fc-united_blog/68/post/2843668/antonio-conte-not-ideal-fit-for-chelsea?src=com.
13. Cooper, S., & Allen, J. (2021). The coaching process of expert coaches: A coach-led approach. *International Journal of Sports Science & Coaching*, 16(2), 211-223.
14. Cushion, C., Nelson, L., Armour, K., Lyle, J., Jones, R., Sandford, R., & O'Callaghan, C. (2010). Coaching as a social process: Implications for youth football. *Sport, Education and Society*, 26(1), 1-15.
15. Daher, W. (2023). Saturation in Qualitative Educational Technology Research. *Educ. Sci.*, 13(2), 98 . <https://doi.org/10.3390/educsci13020098> [1].
16. Dovetail. (2023). What Is Purposive Sampling? Technique, Examples, and FAQs. <https://dovetail>

.com/research/sampling-methods/

17. Eather, N., Miller, A., Jones, B., & Morgan, P. J. (2021). Evaluating the impact of a coach development intervention for improving coaching practices and player outcomes in netball: The MASTER coaching randomized control trial. *International Journal of Sports Science & Coaching*, 16(3), 439–455. <https://doi.org/10.1177/1747954120976966>
18. EBSCO Research Starters. (2025). Purposive Sampling. <https://www.ebsco.com/research-starters/social-sciences-and-humanities/purposive-sampling>
19. Fassinger, R. E., & Morrow, S. L. (2021). Toward Best Practices in Qualitative Methods for Counseling Psychology Research. *Journal of Counseling Psychology*, 68(1), 1-15.
20. Hamid, A., & Kendall, G. (2021). Challenges in Malaysian youth football coaching: A grassroots perspective. *Asia-Pacific Journal of Sports Development*, 7(3), 112-125.
21. Ismail, F. H., Karim, Z. A., Ahmad, M. F., & Nasir, N. I. (2024). The key themes of issues and challenges in developing the quality framework for football coaching education in Malaysia. *Multidisciplinary Reviews*, 7(7), 2024147. <https://doi.org/10.31893/multirev.2024147>
22. Ismail, F. H., Karim, Z. A., & Novri, G. (2020). Kompetensi guru sebagai jurulatih bola sepak dan kesannya terhadap prestasi pemain bola sepak Pusat Latihan Daerah Kuala Lumpur. *Journal Sains Sukan Dan Pendidikan Jasmani*, 9(1), 47–61.
23. Karim, Z. A., & Nadzalan, A. (2023). Balancing curriculum and coaching: Challenges faced by school football coaches in Kuala Lumpur. *Malaysian Journal of Sports Science*, 12(2), 88-102.
24. Karim, Z. A., & Nadzalan, A. (2017). Applied Pattern of School Football Coaches' Coaching Process in Kuala Lumpur. *Malaysian Journal of Sports Science and Recreation*.
25. Karim, Z. A., & Nadzalan, A. M. (2017a). The development of coaching knowledge among Malaysian accredited football coaches. *International Journal of Academic Research in Progressive Education and Development*, 6(4), 113-127
26. Karim, Z. A., & Nadzalan, A. M. (2017b). Malaysia Football Coaches: Development Characteristics. *International Journal of Academic Research in Business and Social Sciences*, 7(9), 305-312.
27. Karim, Z. A., Ghafar, N., & Nadzalan, A. (2018). The Role of Observation in Enhancing Football Coaching Quality. *International Journal of Sports Science & Coaching*, 13(4), 567-578.
28. Khairulhalimi, N. F., & Karim, Z. A. (2020). Applied Pattern of School Football Coaches' Coaching Process in Kuala Lumpur. *International Journal of Academic Research in Business and Social Sciences*, 10(5), 179–190.
29. Khoo, K. K. (1994). Sekitar Sukan Malaysia. *Berita Minggu* May, 31. (1994). Sekitar Sukan Negara. Sekolah Berfungsi Lahirkan Bakat Sukan.
30. Kjaer, J. B. (2017). Preparing Sports Coaches for the 21st Century: A Qualitative Case Study of A Graduate Sports Coaching Education Program. Pro Quest LLC.
31. Küchle, A. (2025). The Competency Profiles of Elite Coaches. FIFA Training Centre.
32. Li, L., Olson, H. O., Tereschenko, I., Wang, A., & McCleery, J. (2024). Impact of coach education on coaching effectiveness in youth sport: A systematic review and meta-analysis. *International Journal of Sports Science & Coaching*, 20(1), 340-356. <https://doi.org/10.1177/17479541241283442>
33. Lyle, J. (2002). *Sports coaching concepts: A framework for coaches' behaviour*. London and New York: Routledge.
34. Lu, Y., Jian, M., Muhamad, N. S., & Hanafiah, M. H. (2024). Data saturation in qualitative research: A literature review in entrepreneurship study from 2004–2024. *Journal of Infrastructure, Policy and Development*, 8(12).
35. Jones, R. L., Edwards, C., & Viotto Filho, I. T. (2016). Activity theory, complexity and sports coaching: An epistemology for a discipline. *Sport, Education and Society*, 21(2), 200-216.
36. Md Desa, A., & Salamuddin, N. (2022). Tahap kompetensi jurulatih sukan dalam melaksanakan latihan. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(3), 1–15. <https://doi.org/10.47405/mjssh.v7i3.1358>
37. Memon, M. A., Thurasamy, R., Ting, H., & Cheah, J.-H. (2024). Purposive Sampling: A Review and Guidelines for Quantitative Research. *Journal of Applied Structural Equation Modeling*.
38. Mohamed, A. R., Abd Karim, Z., & Md Nadzalan, A. (2023). Pembentukan model kejurulatihan sekolah sukan Malaysia: Penerokaan jurulatih elit dalam pembangunan atlet murid. *EDUCATUM Journal of Social* <https://doi.org/10.37134/ejoss.vol9.2.3.2023>

39. Nasiruddin, M. N., Fauzee, M. S. O., Sin, I., & Omar, M. N. (2020). The Motivation of Football Players: The Impact of Coach Leadership Style in Malaysian Sports Schools. In *International journal of human movement and sports sciences* (Vol. 8, Issue 4, p. 124).
40. Nelson, L., Cushion, C., Potrac, P., & Groom, R. (2024). Psychological safety and coach-athlete relationships in youth football. *Journal of Applied Sport Psychology*, 36(1), 77-93.
41. Nelson, L., Cushion, C. J., Potrac, P., & Groom, R. (2014). Carl Rogers, learning and educational practice: Critical considerations and applications in sports coaching. *Sport, Education and Society*, 19(5), 513-531.
42. National Football Development Program (NFDPP) Report. (2022). Enhancing grassroots coaching in Malaysia. Ministry of Youth and Sports, Malaysia.
43. O'Leary, Z. (2021). *The Essential Guide to Doing Your Research Project* (3rd ed.).
44. Ono, J. I. (2025). Coaching Proficiency and Efficacy of Coaches in Sporting Activities. *International Journal of Novel Research in Education and Learning*, 12(2), 68-72.
45. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544.
46. Paixão, A., Giménez, F.J., Navarro, B., Cerrada, J.A., Robles, J., & Abad, M.T. (2021). Perfil y concepción de la enseñanza del entrenador de fútbol base de la región de Beja (Portugal). [Profile and conception of the teaching of the base football coach of the region of Beja (Portugal). In Spanish.] *Retos. Nuevas Tendencias en Educación Física, Deportes y Recreación*, 42, 344-352. doi.org/10.47197/retos.v42i0.87365
47. Price, B. (2020). Purposive Sampling: Complex or Simple? *Nurse Researcher*, 27(4), 41-45.
48. Ramalu, R. R., Karim, Z. A., Elumalai, G., & Abd Malek, N. F. (2022). Malaysian State Sports Schools football coaching process model development: A grounded theory approach. *International Journal of Human Movement and Sports Sciences*, 10(4A), 67-81. <https://doi.org/10.13189/saj.2022.101311>
49. Rohman, U., & Setijono, H. (2017). *Evaluation of Football Coach Competence of Early Age in Football Schools*. Atlantis Press.
50. Sarmento, H., Pereira, A., Anguera, M. T., Campanico, J., & Leita, J. (2020). The coaching process in football: A qualitative perspective. *International Journal of Sports Science & Coaching*, 15(3), 345-357.
51. Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Jinks, C., (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & quantity* 52, 1893-1907.
52. Scribbr. (2023). What Is Purposive Sampling? Definition & Examples. <https://www.scribbr.com/methodology/purposive-sampling/>
53. Taragos M, & Strand B. (2021). Benefits of attaining coaching certification. *Dakota Coach*
54. Thornberg, R., & Charmaz, K. (2021). *Grounded Theory and Theoretical Coding*.
55. van Rijnsoever, F. J. (2020). (I Can't Get No) Saturation: A Simulation and Guidelines for Sample Sizes in Qualitative Research. *PLoS ONE*, 15(7), e0232076.
56. Vickers, B., & Schoenstedt, L. (2011). Coaching development: Methods for youth sport introduction. *Strategies: A Journal for Physical and Sport Educators*, 1, 14-19. doi.org/10.1080/08924562.2011.10590938