

**COACH EDUCATION EFFECTIVENESS:  
FROM A COACH PERSPECTIVE**

By

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## **ABSTRACT**

The coach education programs in Malaysia play important role in certification of the coaches. 6 coaches were involve in this studies, 5 of them was male and 1 female. These studies used semi-structure interview to collection of data especially their experience when they are taking National Coach Certification Scheme. This National Coach Certification Scheme was provided to all of people who want to be a coaches', there have 3 level for every component which is include sport science component, sport specific component and practical. The coaches who get the certificate for every level with combine sport science component, sport specific and pass their practical will get the licence of National Coaching Licence Scheme and will get the benefit like salaries from National Sport Council. These studies were followed the theory from a Moon's (2004) generic view of learning. After a coaches get certificate, in every 2 years, they must follow continuous coach education programs to renew their licence. This programs is important for all coaches who already certificated. Either they a novice coaches or elite coaches. This researched were explore the coaches experience when they a taking National Coaching Certification Coach and Continuous Coach Education.

## **ABSTRAK**

Program-program pendidikan jurulatih di Malaysia memainkan peranan penting dalam pensijilan jurulatih. enam jurulatih telah terlibat dalam kajian ini, lima daripada mereka adalah lelaki dan seorang perempuan. Kajian-kajian ini menggunakan temubual separa struktur untuk pengumpulan data terutama pengalaman mereka apabila mereka mengambil Skim Pensijilan Jurulatih Kebangsaan. Skim Pensijilan Jurulatih Kebangsaan ini telah disediakan kepada semua orang yang mahu menjadi jurulatih, dan mempunyai tiga tahap bagi setiap komponen yang termasuk komponen sains sukan, komponen sukan tertentu dan praktikal. Jurulatih yang mendapat sijil untuk setiap peringkat dengan berjaya menggabungkan komponen sains sukan, sukan tertentu dan lulus praktikal mereka akan mendapat lesen daripada Skim Lesen Kejurulatihan Kebangsaan dan akan mendapat faedah seperti gaji dari Majlis Sukan Negara. Kajian ini mengikut teori dari Moon's (2004) iaitu pandangan pengajian umum. Selepas jurulatih mendapatkan sijil, dalam setiap dua tahun, mereka mesti mengikut program pendidikan jurulatih berterusan untuk memperbaharui lesen mereka. Program ini adalah penting untuk semua jurulatih yang telah diperakui. Sama ada mereka yang baru jurulatih atau jurulatih elit. Kajian ini adalah meneroka pengalaman jurulatih apabila mereka mengambil Kejurulatihan Kebangsaan Persijilan Jurulatih dan Pendidikan Jurulatih Berterusan.

## CHAPTER 1

### INTRODUCTION

#### **1.1 Background of study**

Within 20 years ago, most in western nations has a substantial increase in the delivery of, and significance attached to, coach education provision. (Cassidy, Potrac, and McKenzie 2006; Cushion, Armour, and Jones 2003; Trudel and Gilbert 2006). Therefore the education of coaching practitioners has become a 'very hot topic' (Cassidy, Potrac, and McKenzie 2006). To improve the quality and exposure of coaching at all levels around the world, the International Council for Coach Education was formed.

Coach education come from many sources such as formal, non-formal and informal learning. Nelson, Cushion and Potrac (2006) stated that coach education can be highlight that coaches learn from a wide variety of formal, non-formal and informal sources. Formal learning may involve studying for a coaching certificate or a university degree, non-formal learning may include coaching conferences and workshops, while informal learning can range from previous experience as an athlete and coach to interaction with peer coaches, as well as self-directed learning, such as reading magazine articles.

In United States, the effective coach and sport instructor certification (CSIC) programs is become important in the world for many reasons (Campbell, 1993; Mills & Dunleavy, 1997; Gilbert & Trudel, 1999; Cushion et al., 2003). Due to the number of children who participate in youth and interscholastic sport increases dramatically

(Payne & Issacs, 2002), older people play sport (DeKnop,1996) and newer sport forms emerge (De Knop,1996), more qualified coaches and sport instructors (CSIs) are required to help meet demand, thus making the education and certification of these people essential (Knorr, 1996)

### **1.1.1 Coach Education**

The coach education systems in both international and national levels are become important to the world today because has brought a heightened level of accountability for coach effectiveness. The International Council for Coach Education hosts international conferences and is in the process of developing a global coach network (International Council for Coach Education n.d , J. Bales, personal communication 2008).

Due to Coombs and Ahmed's (1974) have structure the organising framework, then Nelson et al. (2006) follow conceptualise coach learning as potentially formal, non-formal or informal. Furthermore, Cushion (2010) highlighted that formal learning may be further sub-categorised on a sliding scale of effectiveness, ranging from genuine 'education' to 'indoctrination'.

Coombs & Ahmed (1974) said in system coach education, coach education was located under the 'formal learning' category and is defined as taking place in an 'institutionalised, chronologically graded and hierarchically structured education system'. Furthermore, Merriam definition also said formal coach education can define

as “highly institutionalised, bureaucratic, curriculum driven, and formally recognized with grades, diplomas, or certificates”.

Then, after a decades, many of the west country is invested heavily in restructuring coach education, including the United Kingdom with its UK Coaching Certificate initiative (Nelson & Cushion 2006, sports coach UK n d), Canada with its National Coaching Certification Program (Coaching Association of Canada n d, Trudel & Gilbert 2006), the United States with the recent creation of the National Council for the Accreditation of Coach Education (National Association for Sport and Physical Education [NASPE]), and Australia with its Australian Institutes and Academies (Rynne, 2006).

### **1.1.2 Coach Education Effectiveness (Accreditation)**

Sometimes there have questions such as how do coaches learn to coach and how can we measure coach education effectiveness. (Lyle 2002, Abraham et al 2006, Co<sup>^</sup>te<sup>^</sup> et al 2007, Cushion 2007) said it will be not surprising that the field still continue to debate vigorously the very nature of the coaching process itself.

Coach education effectiveness can be divided into three categories which are small-scale coach education program, university-based coach education program and large-scale coach education program. These categories where based on past literature review about coach education program effectiveness that published in English language journals in the last 10 years from 1998 to 2007.

The small-scale coach education programs are one step for coaches to establish a baseline of coaching behaviours and athlete attitudes and perceptions. University-based coach education programs studies are contrary compared to the small-scale coach education programs. (Cassidy et al, 2006) state that university-based coach education programs do not focus on a specific sport, its general and involved all type of sport and the duration of the intervention is longer. There also have fewer participants involved and the focus is not to change certain specific coaching behaviours but, to use Jones and Turner's (2006) expression, to 'help coaches acquire the "quality of mind" necessary to deal with, and excel at, the dynamic nature of their work'. The large-scale coach education programs are very important for the coach to qualify their recognition (accreditation).

Same situation for the coaches in Malaysia even it have different geographical. Malaysia also using the large scale coach education programs to certify their coaches. There are three levels of coaching courses that conducted by National Coaching Certification Scheme (NCCS) and can be attended by all sports coaches (Malaysian Sport Council, 2008). These programs include sport science course, sport specific courses and practical.

## **1.2 Statement Problems**

The large-scale coach education programs are very important for the coaches to qualify their recognition. In recent year, previous studied were focus on the issues such as coaching behaviour and coach effectiveness training in the context of youth sports (Smith & Smoll, 1990; Smith, Smoll, & Barnett, 1995; Smoll, Smith, Barnett, &

Everett, 1993), coach development and learning (Cushion, Armour, & Jones, 2003; Gilbert & Trudel, 1999a; Lyle, 2002; Maleté & Feltz, 2000; Sage, 1989; Weiss, Barber, Sisley, & Ebbeck, 1991), and the problems associated with the technical, tactical, and bio-scientific knowledge and the associated technical rationality that have been characteristic features of much coach education provision (Abraham & Collins, 1998; Campbell, 1993; Potrac, Brewer, Jones, Armour & Hoff, 2000; Schempp, 1998).

Start from 2006, Malaysia was follow coach education system from some other countries. It's known as National Coaching Certification Scheme which included three basic courses of sports science courses, sports specific courses and practical. For each course consist of three level which are Level 1 for the beginner, Level 2 for the intermediate and Level 3 for the advance coaches.

To be accredited under the National Coaching Certification Scheme, coaches have to fulfill both components of sports science and sports specific. Sports science components consist of basic of coaching (e.g., sport philosophy, coaching competencies, and sport in Malaysia) and sports science (e.g., sports psychology, sports nutrition, biomechanics, anatomy and physiology, and conditioning) whereas sports specific components consist of lectures and practical sessions about the specific sports (e.g., rules, skills, and techniques).

### **1.3 Objective of the study**

#### **The main objective for this study:**

1. To examine coaches' experience of their coach education program in Malaysia.

#### **The specific objectives for this study:**

1. Examine coaches' experience of their national coach certification scheme programs
2. Examine coaches' experience of their continuous coach education programs.

### **1.4 Significant of the study**

Perhaps, finding from the study will provide a deep understanding about the coach education effectiveness in Malaysia. Hopefully the experience and the suggestion from the coaches will provide the better programs for coach education in the future.

## CHAPTER 2

### LITERATURE REVIEW

#### **2.1 The important of coach education**

Coaching as a social process receives scant attention. Therefore, coach development programs subdivide coaching into components, episodes, or modules, resulting in distinct and fragmented categories within the broad coaching field (Jones, 2000).

Indeed, MacDonald and Tinning (1995) contend that this fragmentation of knowledge reflects an increasing product view, with coaching, not unlike physical education, being seen as an “autonomous body of facts passed through generations” (McKay, Gore, & Kirk, 1990). This, of course, has implications for coaches, with practitioners being regarded as “merely technicians engaged in the transfer of knowledge” (McDonald & Tinning, 1995)

But in a review of the development of coaching as a profession, Woodman (1993) confirmed the assertion that the key to improved coaching lies with coach education and development. This view, allied with an expansion in sport participation (Gilbert & Trudel, 1999; Weiss & Gould, 1986), has resulted in the implementation of coach education programs worldwide (Campbell, 1993; DeKnop, Engstrom, & Skirstad, 1996; Gilbert & Trudel, 2001).

Côté & Gilbert (2009) claim that sport coaching does indeed demand a recognition and retention of professional knowledge, but it also the ability to use this knowledge to resolve complex situation-specific problems that separates a knowledgeable coach from an effective coach .

## **2.2 Flow of coach education**

Decades of coach education and certification clinics delivered almost exclusively from a traditional teaching approach may have given us millions of knowledgeable coaches, but the research shows that we have done very little to nurture the development of effective coaches (Trudel & Gilbert, 2006).

Furthermore, coach education, like coaching itself, is complex and must take consideration of many practical constraints – not the least of which is the fact that most youth sport coaches assume the role as volunteers or on a part-time basis (Trudel & Gilbert, 2006).

Indeed, coach certification courses should have a content driven with an emphasis on telling coaches as much as possible about the knowledge they should have as a coach (i.e., knowledge of energy systems, growth and development, team management, ethics, etc.). While this knowledge surely is relevant and important to coaches, it is presented out of context and assumes coaches will seamlessly assimilate and transfer course concepts to their specific settings

### **2.3 Formal learning in a coach education**

One study has tested this assumption with a large-scale coach education program and found no support for its legitimacy (Gilbert & Trudel, 1999). This may in large part explain why the growing body of research on coach development consistently shows that coaches, across all sporting contexts, place greater value on experiential learning than on formal coach education (Trudel & Gilbert, 2006).

Opportunities for coaches to develop knowledge based on the need to solve their own coaching issues seem to be more meaningful to them than being instructed about how to resolve hypothetical problems (Lemyre, Trudel, & Durand-Bush, 2007; Vargas-Tonsing, 2007; Wright, Trudel, & Culver, 2007). Therefore, Learning from experience will occurs to allows coaches draw on their social networks while trying to resolve coaching issues.

Furthermore, many of the studies cited so far have instead shown that formalized learning venues are not valued by coaches as much as their day-to-day learning experiences in the field. This is perhaps an understandable finding when we consider the small amount of time a coach might spend in a formalized learning environment in comparison to the number of hours she or he spends in the sporting venue, coaching and interacting with athletes, other coaches, and officials (Gilbert, Côté, & Mallett, 2006).

In Malaysia, coaches need to take coach education programs like National Coach Certification Scheme to certify their coaches. Same to other coaches at overseas.

They have their own coach certificate. But there have some critical debate that formal educations sometimes bring values to coaches and sometimes nothing for coaches.

Gilbert & Trudel (2001) not to say that all experienced coaches are competent, although to become a competent coach, it would appear that significant experience is required. “An inherent problem with this rational approach is that learning becomes decontextualized, resulting in the production of two-dimensional coaches driven by mechanistic considerations who are unable to comprehend (Cushion, 2001; Lyle, 2002) (Abraham & Collins, 1998; Cushion et al., 2003; Jones & Wallace, 2005; Saury & Durand, 1998), as a result, adapt to the dynamic human context” (Cushion et al., 2003). Furthermore Lyle (2002) stated that “education and training depends on a mix of formal and informal provision, and understanding how learning and preparation is taking place is important in analyzing practice”.

Therefore, large-scale coach education programs like certification programs with local professional learning communities has the potential to significantly improve coach development and enhance the youth sport experience. Based on Hill (2007), he stated that the multifaceted approach to coach development is consistent with the recommendations recently put forth by the National Association State Boards of Education (NASBE) Commission on High School Athletics in an Era of Reform.

## **2.4 Effectiveness of coach education**

Over the past two decades, there has been a substantial increase in the delivery of, and significance attached to, coach education provision in many western nations (Cassidy, Potrac, and McKenzie 2006; Cushion, Armour, and Jones 2003; Trudel and Gilbert 2006).

Furthermore, Lyle (2007) stated significance increased to attach the coach education is perhaps best illustrated by the financial investment that both Canada and the UK have made into redesigning their coach development programmes.

However, despite the level of importance attached to coach education, it has been argued that provision has tended to be under-theorised (Cassidy et al 2006; Cushion et al. 2010; Trudel and Gilbert 2006)

In previous studies looked for changes to coaches' practices after the intervention, and among those that did, only a couple reported findings supporting the programs' impact (e.g., Hall, Jedlic, Munroe-Chandler, & Hall, 2007; Knowles et al., 2001). As a result, our understanding of the impact of coach education on coach learning, and ultimately on the coaching practice, remains limited.

Abraham & Collins (1998) stated that coaching awards or certification are a common and traditional feature of British sport and now contain more information than ever, dealing with a range of issues from technique and tactics to elements of sport science. But although the knowledge base that coaches currently receive allows them to

fit into sporting settings and transmit their subject matter, it could also be considered to render them as unskilled workers (Fernandez-Balboa, 1997a; Howley & Howley, 1995).

Hence, it can be argued that coach education courses, having been developed along rationalistic lines, currently do not develop what Jones (2000) describes as necessary, intellectual, and practical competencies, namely, independent and creative thinking skills in relation to meaning making and problem solving.

Instead, by separating the theory from practice, high level tasks have been presented as sequential routine, which has resulted in the deskilling of the practitioner in terms of cognitive and human interaction (Jones, 2000; MacDonald & Tinning, 1995; Potrac, Jones, Brewer, Armour, & Hoff, 2000).

Indeed, most formal coach education courses could be categorised towards the less effective end of this scale (i.e. as ‘training’ courses) due to the flawed assumptions, held by NGBs, about the nature of both coaches and coaching (Nelson et al., 2006). It is assumed, for example, that coaches are ‘empty vessels’ waiting to be filled with technical, tactical and bio-scientific information (Cushion et al., 2003).

It follows that coaching is a ‘knowable sequence’ to be learned by ‘mere technicians’ who transmit these facts to future generations (Potrac et al., 2002). The model of coach education (or training) that emerges, then, is one of standardised curricula presenting a ‘tool box’ of professional knowledge and a ‘gold standard’ model coach which learners are expected to mimic (Abraham & Collins, 1998; Nelson & Cushion, 2006; Cushion et al., 2010).

Trudel and Gilbert also state that in an extensive review of the literature on coaching and coach education concluded that coaches learn to coach through two major ways. Using Sfard's (1998) metaphors on learning, the authors discussed the literature on learning how to coach through large-scale coach education programs (acquisition metaphor) and through experience (participation metaphor).

Cushion (2001) claim that coach education has had a limited impact on the coaching process and coaching practice. Moreover, as Rossi and Cassidy (1999) remind us, coach education is a relatively "low impact" endeavour compared with the hours spent as a player, assistant coach, and coach. It could be argued, therefore, that coach education is unable to compete with the coaches' integrated sporting and coaching experiences.

Considering that coaching certification is usually obtained only after successfully completing a formal coach education program, we might expect that this source of learning would be the most important.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### **3.1 Introduction to the Chapter**

This chapter were present about the methods used in this study to collect the data. The method used in this study includes the criteria for participant's selection, sampling procedure, sample size determination and instrument. It also explained the procedures and data collection process that involved in details. Finally, sequence on data analysis process was presented.

#### **3.2 Participants**

Six coaches were involved voluntary in this study which is including 5 males and 1 female. The coaches were selected based on two criteria that set up by the researcher which are the coach appointed by National Sport Council of Malaysia (NSCM) as developmental level coach and at least have obtained a Level 1 (Sports Science) certification from NSCM. The level 1 certification is necessary because the coaches already have the experience involve in coach education programs. For this study, purposeful sampling were be used. According to Merriam (2009), the established criteria of the sampling "directly reflect the purpose of the study and guide in the identification of information-rich cases". Coach opinion and their experience about the coach education program will be gathered via interview.

### 3.3 Sampling Procedures

Permission to conduct the study was obtained from the assistant director of the Kelantan State Sport Council through fax and email. In this research, the gatekeepers involved are Ethical Committee of the Universiti Sains Malaysia and the Kelantan State Sport Council (SSC). The gatekeeper meaning is a human who controls access to something like allowing the researcher to undertake the research. An approval letter from the organization of State Sport Council was important as one of the part of the ethical clearance requirement.

After got the permission letter from the Kelantan State Sport Council, the initial meeting was set up with the assistant director. In addition, research design, timeline and proposed questionnaires were also discussed. Later, the researcher was given the contact number of the potential participant to be involved in this research.

After got the feedback from the participant about the permission to interview, the scheduling a meeting appointment with the participant was set up. Eight coaches were approached for recruitment however only six coaches finally participated. One of the main reasons that coaches declined to be involved in this study was because they were too busy travelling for Post-flood activity (Pasca banjir). All six volunteered participant were interviewed according to their availability and preferred language whether in malay of Kelantan language or in English.

### **3.4 Sample size**

In qualitative research, sample size is not important at the beginning of the study. Sample size was aim to reach a theoretical saturation when get the information from the participants. Seale (1999) stated that when a researcher reach a point to their analysis of data and next sampling data will not lead the researcher to get more information related to their study, that mean this data already achieve the theoretical saturation. From McCann and Clark (2003) statement, theoretical saturation is occur when no new data emerge relevant to particular categories, and all variation in categories had been explained. In addition, if the numbers of participant that recruited in this study still do not reach saturation in the data collection process, Gratton and Jones (2010) suggested that within the available limitation like resources, financial and time, try to completed as much data collection as possible.

### **3.5 Instrument**

In this study, the digital audio recorder was used to record the interview conservation. According to Ary et al (2006); Razavieh & Sorensen (2003); Yin (2003), the recordings provide a precise and efficient means to collect interview. Pen and paper were included for jotting down the important key of information. Besides that, recorder from phone was used to backup the data if any mistake happens.

### 3.6 Procedure

Prior to data collection, permission to conduct the study was obtained from relevant authorities. Firstly, get permission from Ethical Committee of Universiti Sains Malaysia and from Kelantan State Sport Council. This research has been conducted in Kelantan because of the location nearby to the university and there also have many coaches that can be involved in this research.

Before running the interview, researcher will make sure that the venue is suitable for continue the researched. First of all, informed consents were given to the participants for confirmation of their participant. Upon agreement, the standardized introduction was given to the participants during interview session. Participant also were briefly explained about the interview and they were free to express their ideas, opinions and experiences regarding the topic that will be discussed without limited boundary as long as it related to the coach education programs. As Seidman (1998) noted, through semi structured interviews that guide the conversation, but allow for participants to provide information that is important to them but not necessarily reflected in the interview questions, “we can come to understand the details of people’s experience from their point of view” (p. 112).

Semi-structured interview which is have a flexible and fluid structure unlike structured interviews. Furthermore, face-to-face interviewing may be appropriate where depth of meaning is important and the research is primarily focused in gaining insight and understanding (Gillham 2000, Ritchie & Lewis 2003).

The researcher was prepared a lot of the interview questions and the key question to run the interview. The participants will be interviewed at anytime they feel free and the best times to interview were evening session. The duration for this semi-structured interview was 40-60 minutes for each person depending on the richness of information and participant feedback. Once consent form was sign by the participant, the audio recorder was test and started.

### **3.7 Pilot Study**

The important thing before start the interview, a pilot study was conducted first to review interview questions and prompts and evaluate their effectiveness. A pilot study can refer to so-called feasibility studies which are "small scale version[s], or trial run[s], done in preparation for the major study" (Polit et al., 2001: 467). With the pilot study, the duration can be arrange for the next interview and the duration not to take for a long time as De Vaus (1993: 54) say "Do not take the risk. Pilot test first".

Based on first coaches as a pilot study, some modifications were done to the interview questions. For examples: 'When the year you become a coach? Was change to 'when you are appointed by the State Sports Council to be a coach?'. Changes are made because of the participants in pilot study is confused to answer either he first started to be a coach or he start contract with State Sport Council. After done the pilot study, the flow of the interview and the sensitivity of questions were detected. The researcher was plan the best arrangement based on pilot study to interview with the real participants. The audio recorder also was used in pilot study because of to practice the correct usage of device.

### **3.8 Data Collection**

Once get the approval from gatekeeper Ethical Committee of Universiti Sains Malaysia and from Kelantan State Sport Council, the data collection was been begin. Six participants were involved. Face to face and semi-structured interview were conducted by the researcher.

Data collection processes have three phases which are started with entering the field, building trust and rapport and finally leaving the field (Hidayah, 2014). The first phase was entering the field which are divided by two categories: gain access from the main organisation which is Kelantan State Sport Council and the second phase is to access the participants.

The second phase is to building trust and rapport. Once get approval from the Kelantan State Sport Council and especially from the participant, the schedule were arranged to meet the participants separately. Before started any interview, the researcher was join the training session for at least one times to build trust and rapport with the coaches. Patton (2002) stated that building trust and rapport was one of the most important aspect after the researcher gained access to the participants. In addition, the researcher can get more understanding about the sport that they are coaching and gain more knowledge about their coaching practice. Besides that, the researcher can minimise the gap with the coaches so that they will felt free to talk more about our question.

The final phase is leaving the field. After get the data collection, the researcher thank to participant because they give a good cooperation and the researcher also give them some souvenirs. Although the data collection process have completed, frequent communication via phone and call were still maintained with the participant as a friendship.

### **3.9 Data Analysis**

Data analyses were handled at the same time with data collection. Means when researcher got interviewed coach, the data collection were transcribe that day. After transcribe all data collection were done, the researcher continued with coding the data. Transcribing means rewrite the voice coaches from recorder to the word. Transcribing was used Express Scribe Transcribing software.

The transcribing processes are written down all the coaches said in recorder. Then, the transcribing data were code into five levels which are levels five to level one. Level five known as broad data and levels one known as narrow data or main theme. Firstly, the data were place at the level five, and then data were categories to the smaller group in level four. Then data were categories again into the smaller group in level three until get the main theme in level one.

For this researched, two main theme were found by the coding process which good expression and bad expression.

## **CHAPTER 4**

### **RESULT**

This chapter presents about the data collection that has been collected from all the coaches. The main objective is to examine the coaches' experience about their coach education programs. Firstly, the interview question was about the data demographic which include their age, formal education level, appointment and their field of coaching.

**Table 4.1: Demographic Information of the Coaches**

<b>Coach</b>	<b>Age</b>	<b>Formal Education Level</b>	<b>Job in Kelantan State Sport Council</b>	<b>Field of Coaching</b>
<b>A</b>	45	Secondary High School	Fulltime Coach	Weightlifting
<b>B</b>	43	Secondary High School	Fulltime Coach	Gymnastic
<b>C</b>	38	Secondary High School	Fulltime Coach	Badminton
<b>D</b>	49	Diploma	Fulltime Coach	Cycling
<b>E</b>	47	Secondary High School	Fulltime Coach	Squash
<b>F</b>	25	Secondary High School	Fulltime Coach	Rhythmic Gymnastic

From the table 4.1 above, all the participants were appointed as a fulltime (2 years contract) basis coaches. In addition, their contract renewal is based on their athlete's or team's performance.

**Table 4.2: Coaches background in coaching**

<b>Coach</b>	<b>Coaches Background in Coaching</b>		
	<b>Coaching Accreditation</b>	<b>Total Year of Coaching</b>	<b>Highest Achievement In Coaching</b>
<b>A</b>	Sport Science 3 Sport Specific 2	20	19 Gold Medal at Sukma Kedah
<b>B</b>	Sport Science 3 Sport Specific 2	21	2 Silver Medal in ASEAN Games
<b>C</b>	Sport Science 2 Sport Specific 2	10	Athletes selected to Bukit Jalil
<b>D</b>	Sport Science 3 Sport Specific 2	10	Silver Medal at Sukma
<b>E</b>	Sport Science 3 Sport Specific 2	24	2 Silver Medal Sukma 2014
<b>F</b>	Sport Science 3 Sport Specific 1	6	Gold medal at Sirkit 2009

Table 4.2 presents the coaches background in coaching which included coaching accreditation, total years of coaching and highest achievement in their coaching.

**4.1. Coach Education Effectiveness**

**Table 4.3: Experience in coach education under National Coach Certification**

<b>Scheme</b>		
<b>Main theme</b>	<b>Subtheme</b>	<b>Theme emerge from the interview</b>
Good Expression	• Accumulation of Knowledge	<ul style="list-style-type: none"> <li>• As a guide to help career of coach</li> <li>• Real Technique</li> </ul>
	• Reproduction of Knowledge	<ul style="list-style-type: none"> <li>• Share knowledge with athlete</li> <li>• Increase collection of medal in competition</li> <li>• Unfamiliar with sport science syllabus</li> </ul>
Bad Expression	• Difficulty in Coach Education	<ul style="list-style-type: none"> <li>• Required to follow modified technique</li> <li>• Compulsory to demonstrated in specific course</li> <li>• Language Barrier</li> </ul>
	• Problems in Coach Education Programs	<ul style="list-style-type: none"> <li>• Lack of Facilities</li> <li>• Lack of courses provided</li> </ul>

The table 4.3 above shows coach’s experience when they go through their coach education programs such as national coach certification scheme which are includes sport science component, sport specific and the practical. Experience is known as familiarity with a skill or field of knowledge acquired over months or years of actual practice and can assume has resulted in superior understanding or mastery. So the coach

who goes through the coach education must have their experience for what they studied. Based on the data analysed that have been coding, coach's experience can be divided into two themes which are good expression and bad expression.

#### **4.1.1 Good Expression**

Good expression will always happen to the coach when they felt happy and enjoy with their coach education programs and willing to involve with coach education programs again. The certificate of coach education programs in Malaysia such as National Coach Certification Scheme includes sport science which are more to coaches' role and general coaching theory whereas sport specific more focus to improve the sport such as sport technique and tactics, and lastly practical to supervised coaching practice. There have many reasons about national coach certification scheme are good for them.

##### **4.1.1.1 Accumulation of Knowledge**

The coaches who involved in this coach education will get the accumulation of knowledge.

##### ***As a guide to help career of coach***

Coaches involved in coach education program can get the right information about coaching and get the benefit to itself and also to athletes. For example sport science courses, the content of the courses includes coaching philosophy, sport in Malaysia, anatomy and physiology, biomechanics, physical renovation, sports nutrition,