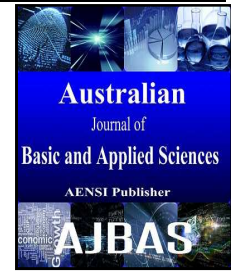




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Football Training Development Programme Under-15 State Level

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ABSTRACT

Background: The main objective of this study is to evaluate the effectiveness of training programmes using Dynamic Sports Performance (DSP) Football "Tiki Taka" skills in playing football amongst male under-15 players. This study consists of 4 phases, and they are: preparatory phase (sample search), test phase (sample), training phase (conducting training programme) and evaluation phase (assessing the effectiveness of the programme). There are two tests to be carried out on the samples. First is the "Tiki Taka" Fitness test (PACER Test, SEMO Test, and 30 m Zig Zag Sprint Test) while the second test is the football skills "Tiki Taka" test (SEMO Ball Joint Test, Zig Zag Ball Joint Test, 2.4km Test, passing swipe (5-15 m) Test, and kick juggling balls Test (10-30 m)). Pre and post tests will be carried out to evaluate the effectiveness of this study. Changes to the performance of the players and the team are monitored to test the effectiveness of football training programme under review. A total of 58 respondents are identified, but only 20 are selected in this study. Selected samples are evaluated through fitness tests and football skills. This study also has a control sample of 20 players. The sample consists of under-15 football project players from Sekolah Menengah Kebangsaan Mengkebang (SMKM) in Kuala Krai district. Data are analysed using descriptive statistics, correlation, t-test, and multiple regression analysis. The findings show the effectiveness of the training programme for a period of 6 months on the performance of the players and the team's fitness level, skills and performance using the "Tiki Taka" Football Method (Barrow, 2000). Results showed a significant difference in the pre and post test on the sample and also on the performance and achievement of the team formed. Further results showed that the fitness and skill test established predictor variables that affect talent in football. The study also suggests using the model to identify Football Rules "Tiki Taka" talent in football, especially for male players under 15 years old.

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INTRODUCTION

Football is one of the popular sports in the world. The game of football began in ancient Egypt and grew in the 19th century in England (Poli, 2006). After the First World War, the world witnessed the birth of some football clubs in Europe Storey, N. (2010). The game of football continued to flourish in countries such as Scotland, England, Hungary and France. The formation of several football clubs in these countries led to the establishment of the Fédération Internationale de Football Association (FIFA) on May 21, 1904. FIFA is the responsible body for promoting and developing football throughout the world.

Revolutionary development of football in the west has affected a few countries in Asia (Silvo 2006). Countries such as Kuwait, Iraq, Iran, UAE, Korea and Japan began to show positive interest in

football. Malaysia, then known as Tanah Melayu was not exempted from this football revolution. In 1825, the game of football was introduced in *Tanah Melayu* by Andrew Caldecott, a British colonial officer. The development of football began to grow upon the establishment of the Football Association of Malaysia (FAM) in 1933. Malaysia's first Prime Minister, Tunku Abdul Rahman was the first president of FAM. In the early 1960s until the end of 1990, the Malaysian football team was a formidable force in Asia. In August 1975, Malaysian football team attained the 75th ranking in the world, which is the best so far for the country, while the nation's worst ranking was at the 170th ranking (April, 2008) and the country's latest ranking is at 168th ranking (June, 2015).

Regaining the glory of football in this country has become the dream of the people of Malaysia (FAM, 2012). The parties involved such as FAM

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and the government tried to introduce various programmes to identify and promote new talents. According to Bompa (1999), the goal of a programme should be followed by effective and systematic training programme to achieve the objectives of the programme. The latest development programme, which was introduced in 2014 by the Ministry of Youth and Sports (KBS) in collaboration with the Ministry of Education (MOE), is the National Football Development Plan (ICPC). Through ICPC, it is hoped that the development of the football game will show changes in a positive sense, especially at the grassroots level.

Malaysian football fans are craving to see the re-birth of the glory days of Malaysian football as in the 70s (Nur Ikhwan, 2006) where our football team is a formidable force in Asia. The Malaysian national team used to be an elite team in Asia. However, from the 90s until now, the Malaysian football team lags behind teams such as Japan, South Korea, China, UAE, Kuwait, Iraq and Iran both at the senior and junior levels. The national football team often loses in tournaments they participated at the Asian level. This situation led to frustration amongst football fans as football is one of the significant sports in Malaysia.

The Malaysian National Football team was once ranked 73rd placing in the world and during this period the Malaysian National Football team qualified for the Olympic Games and also won a bronze medal in the Asian Games. However, the early 1990s saw the era of decline where the national football team ranking slides down from year to year. Defeats suffered in the friendly games and tournaments; affect the ranking of a national team in world football. For example, a 6-0 defeat of Malaysia to Oman led to the national football ranking to drop drastically from 145th place (2014) to 168th place (2015) in the world behind Singapore, Timor Leste and Bhutan. Recently, the national football team lost to UAE 10-0 in the World Cup qualifying tournament. The current position is very embarrassing for Malaysia. Malaysia's football rankings affect the country's football performance especially in terms of development and expansion of world football. Countries which have better ranking would get the chance to play with lower ranking teams and this will brighten the chance to qualify for the finals (Castagna, 2007). All in all, ranking is very important in the world of football.

The decline in football standards in Malaysia is influenced by the absence of football development at the grassroots level. The lack of specific, systematic and ongoing training programmes leads to the shoddy quality of Malaysian football. However, Malaysia has a professional soccer league recognised by FIFA even though the quality of the players and the teams is still poor compared to those in Korea, Japan, UAE and Iran. The FIFA ranking corresponds with the national football team's poor

performance where they are often beaten at either the Asian or world levels. The recent drubbing of 10-0 by UAE is really embarrassing and has become an issue that needs to be addressed. This issue raises the question to the researchers about the vulnerability of the standard and quality of the Malaysian football league.

The recognition given to sport in Malaysia has helped support its development in a country with 27 million populations (www.statistic.gov.my) where football is one of the sports that has been given special attention by the government for many years. Historically, football arrived in Malaya with the British and it was accepted by the people and became the country's leading sport. As early as 1921, a national league featuring all the states that made up Malaya was started. The league, known as the Malaya Cup and later renamed the Malaysia Cup in 1963 has been held without a break, except during the war years (1942 to 1945). Malaysia is also home to one of the oldest football events in the region, the Merdeka Tournament, which was organised in conjunction with the country's independence in 1957.

Based on the facts stated above, a pilot study should be conducted to improve the performance of the national football teams, particularly at the youth level. The development of sports training programme should be improved in producing highly skilled and competitive athletes. The study is conducted at a secondary school in Tanah Merah, Kelantan; where one to three students were chosen as samples. A football training programme was introduced in the study. The aspects of the training programme that was implemented included fitness, skills, psychology and coaching role based on a model on potential talent in football documented by Williams and Reilly (2000). The researchers will conduct studies related to the effects of physical and psychological fitness in identifying football talents amongst boys aged 14 to 15 years. The study will also utilise cardiovascular endurance as a predictor variable in football talent amongst boys aged 14 and 15 years (Prentice, 1988).

Literature Review:

Lyle (1999) stressed that "a coaching philosophy is a comprehensive statement about the beliefs and behaviours that will characterise the coach's practice" (p.30) and it would be appropriate to think of the philosophy as guidance principles in the coaching practice (Lyle, 2005). According to Lyle (1999), a coach will have a problem in their coaching practice if they do not understand the philosophy of coaching. This is supported by Crisfield *et al.*, (1996) who emphasised that to be effective in coaching, the coach need to understand their own coaching philosophy. It is important to note that the coaching philosophy informs and influences coaching practice that consequently assist

the understanding of the complexity of the coaching process (Mc Allister *et al.*, 2000). Unfortunately, with the exception of the work of McAllister *et al.*, (2000), there is still very little research on the role of coaching philosophy in coaching practice (Jones *et.al.*, 2003).

Although a coach can articulate a set of beliefs, this may represent aspirations and a general statement of intent rather than being a 'philosophical reflection' on actual coaching practice and behaviours (Lyle, 2005). Without coaching philosophies, coaching practice cannot be understood and the coach must make a clear stand or clear direction on what he or she wants to achieve and how it should be implemented, (Abraham & Collins, 1998).

A conducive learning environment is also important, as well as giving them a reward if they achieve excellence. However, this point of view may be too idealistic to be implemented in the coaching environment in Malaysia because most of the coaches are focusing more on a fairly narrow range of achievements rather than the holistic development of the athlete (Jones, 2006). The athlete's perspective on this matter will be discussed in chapter 5. Therefore, the above discussion suggests that there has to be some understanding of the close relationship between the philosophy and the psychological and pedagogical aspects of coaching if we are to achieve effectiveness in teaching in the practical coaching context.

An empirical study by Alexander and Dochy (1995) highlighted the importance of beliefs in a comparison between educational communities in the United States and Europe. The participants of both groups were students from undergraduate and graduate programmes, and were acknowledged experts in the domain of beliefs. In the study, Alexander and Dochy (1995) found that adults' beliefs and knowledge in the United States differed from those in Europe, because cultural background and educational experience influenced the way adults conceived of 'knowing' and 'believing'.

Thus, belief is one of the important elements in the 'body of knowledge' either in coaching or teaching physical education which is intended to enhance the athlete's performance. In this view, coaches and physical education teachers will have to ensure that their athletes can understand their teaching or coaching methods during training.

Again taken from teaching research, Balboa (1991) examined the beliefs and interactive thoughts of pre-service physical education teachers regarding student misbehaviour, and how it affected their own actions in practical sessions. Fifteen student teachers from two universities were interviewed, and videotapes and audiotapes were used to gather data on 311 episodes of misbehaviour. During initial background interviews, teachers were asked about their beliefs concerning student misbehaviour,

causes of misbehaviour, personal rationales for and optimal methods of discipline, and their personal expectations. Balboa found that teachers blamed students, not themselves, for the 92% of the analysed misbehaviours.

Most interpretations of pupil misbehaviours were based on the student teachers experiences during their own high school classes and their own actions within the classroom. Balboa also explained the student teachers previous personal experiences had direct implications for the educational programmes of both physical education teachers and coaches. From this study it shows that if the athlete misbehaves during training sessions and competitions, it will affect the coach's judgement of their performance. If a coaching philosophy reflects a truly humanistic approach to coaching, it will demand a focus on personal skills, and reliance on self-generated goals (Salminen&Liukkonen, 1996).

According to Kassim, M (2008), however, other than beliefs, coaches and physical education teachers also possess certain values and values involve a number of elements, which may not influence just athlete's performance, but coach and teacher as well. Ennis (1991) examined the content and task decisions that influenced the curricular decision making of 11 physical education teachers. This study involved five high school and six middle school experienced teachers who placed a high priority on social curriculum goals and were selected using a Value Orientation Inventory. The researcher videotaped two different classes for each teacher. One month apart for each class. The results from this study show that the value orientation of teachers such as self-actualization, ecological integration, social reconstruction, and social responsibility and contextual factors such as background, number of students, and equipment constraints were factors that influenced teachers' planning and decisions on content of the curriculum. This research shows the importance of value orientation for coaches, because coaches need to have a proper direction to become an excellent coach. This point of view reminds us of the importance of 'quality' in coaching, and that high quality coaching involves a continuous process in which practice sessions are made meaningful, purposeful, just, and enjoyable (Tinning *et al.*, 2001). These things are unlikely to be achieved unless adopt, a holistic approach in coaching.

Methodology:

This study uses the "Experimental Methodology Analysis" which is based on the "ex-post-facto" with quantitative test of practical field. There are pre test and post test in this study. The study used several field tests and questionnaires as instrument. A total of 72 students participated in the selection sample. According to Timothy (2009), identifying talent is a systematic process used to find new talents in sports. Evaluation will be by observation of three accredited

experts during the Secondary School Principals Cup which SMK participated. Participants consisted of Form One and Form Two students of SMK. The chosen sample is a sample that accumulates the highest score in football-specific fitness tests and football-specific skills tests conducted. Test scores earned will be recorded together with pre-test data as test study. A total of 20 male football players were selected as samples. By using this method the researchers were able to save time (Thomas & Nelson, 1996).

The study variables are classified into two types, namely the independent variable (IV) and dependent variable (DV). To facilitate implementation, this study was divided into three main phases. The first phase of the study was to gain control of the sample study of 20 students. In the first phase, 20 under 14-year-old students were selected from SMK which is the Kuala Krai District Football Project School as independent variable (IV). While the fitness and skills test scores are dependent variable (DV). The fitness test consists of four tests; PACER 20 Meter test, SEMO Agility Test, and 30 meter Zig Zag sprint Test. The skills test meanwhile comprise of SEMO Ball Joint Agility Test, Joint Zig Zag Ball Test, Passing and Kicking Test. The tests are part of the characteristics used in the "Tiki Taka" football approach. The validity of the test can be certified when there is a significant difference between the two means, mean of elite soccer players and non-elite soccer players (Baumgartner, 1995).

The second phase was conducted before the students follow the football training programme. Samples will meet in a friendly football match with under-14 players from Tanah Merah district Football School project. SMK has no control of the study sample. Match results will be recorded as pre-test data.

The Third phase is conducted after the friendly match. The samples will follow a six-month training programme. After eight weeks of training programme, fitness and skills tests will be conducted to evaluate the effectiveness of the training programme.

The results from both the pre and post test were recorded. A total of four tests were held during the training programme and the best performance score during the test will be recorded. A test that gives consistent results when tested repeatedly is considered reliable (Ahmad Hashim, 2004; Baumgartner, Jackson, Mahar, & Row, 2007). As a summary, the methodology used in this study looked at the players and also the team's performance in terms of fitness and skills that were introduced. Overall performance is measured by the fitness and skills tests conducted.

The team's performances are assessed through friendly matches and football competitions. Descriptive statistics are used to determine the

performance level of the samples' fitness and skills through their test scores. Prentice (1997) also stated that athletes who are involved in football need high cardiovascular endurance. This is very important because a football game requires players to perform a variety of skills in a long duration, which is 90 minutes. The findings of this study are also supported by Williams and Reilly (2000) in their related study on talents in football where they found that the cardiovascular endurance component of maximal oxygen uptake (VO₂max) is the key in identifying football talent amongst adolescents.

Findings And Discussion:

Analysis of the whole test; pre test and post test conducted showed a significant difference. Each raw scores were converted to a standard score (T-score) in advance as the score for each component of a fitness test, skills test and match results are in different units of measurement. Next, the T-scores derived are combined into a total score for each test and the results for match performance which is equivalent between control samples and experimental samples. The results of the analysis showed significant differences in scores of the "Tiki Taka" training programme.

While the Multiple Regression analysis showed that by entering nine fitness test items and test skills using the "Tiki Taka" approach, gives a significant impact on the match result. Overall results of Multiple regression analysis showed that, with the emphasis only on three specific elements of physical fitness of "Tiki Taka" (cardiovascular endurance, speed and agility) and on the four skills of "Tiki Taka" (passing, dribbling, kicking and tackling) could be predictor variables to improve the performance of players and the football team through the established training programmes.

Overall findings indicated significant difference in under-15 football training programme using the "Tiki Taka" approach of the football game. The findings also confirmed that the fitness and skills tests used in the training programme are appropriate under-15 football players. The findings also supported researches by Hafiz (2013) and also by Vaeyens (2006) using a specific test of football matches in their study of talents in football, which involve students, aged 12 to 15 years old.

This study has difference in opinion with other researchers because of the emphasis on fitness elements and specific skills to customise training programmes using the "Tiki Taka" football game approach. The "Tiki Taka" emphasises short passes, swipe, fast movement across the space and "one and two touch" football. Normally, football players with high levels of muscular endurance will also have good cardiovascular endurance. According to Prentice (1988), muscle strength is closely related to cardiovascular endurance. This study only emphasises on fitness, skills and performance which

lead to the "Tiki Taka" approach of the football game. Psychological, tactical and strategic aspects are not taken into account in this study.

Conclusion:

The first phase of the study was to determine the selection of an appropriate sample to take part in the training programme which was set up. Williams and Reilly (2000) explained that in football, talent detection is the process of identifying players at present, who have the potential to become elite players in the future. Data from samples were obtained from 20 control samples through fitness test methods; "Tiki Taka" 20 Meter PACER Run, SEMO Agility Test, 30 meters Zig Zag sprint Test and specific skills proficiency tests; SEMO Ball Joint Agility Test, Joint Test Zig Zag Ball, Passing and Ball Kicking. Hence, only 20 control samples were required to collect comparative data to review team performance. Overall, the findings indicated that there is significant mean difference in pre test and post test scores. The results also showed a significant difference in score for each component of fitness and skill test samples. The findings showed that there are significant differences in the pre test and post test scores. This indicated that the programme is a legitimate exercise used to measure fitness and skills especially using "Tiki Taka" methods for under 15 football players. The appropriate tests carried out are very important as only tests that have been through the validity and reliability process will give accurate results, which will contribute to valid and accurate findings (Ahmad, 2004).

The second phase of the study was to identify football talents amongst under-15 boys from Secondary School of Dato' Mahmud Paduka Raja (2) (SMKDMR2) Tanah Merah, Kelantan. The researcher used the fitness test (20 Meter Run PACER, SEMO Agility Test, and 30 meters Zig Zag sprint Test) and skill test (Agility Test SEMO Ball Joint, Joint Test Zig Zag Ball, Passing and Ball Kicking Test) prescribed in the "Tiki Taka" method to establish the training programme. As for the team performance, the researchers used the elements of assessment through friendly match or tournaments.

The findings showed that Fitness items in "Tiki Taka" Football Rules (20 Meter PACER Run, SEMO Agility Test, and 30 meters Zig Zag sprint Test) and "Tiki Taka" Football Skills Methods (Agility Test SEMO Ball Joint, Joint Test Zig Zag Ball, Passing and Ball Kicking Test) are predictor variables in the performance of fitness, skills, talents and achievements of under-15 football players. The results obtained directly or indirectly will help the researcher in future studies in the same field. Hopefully, this study will be beneficial to the development of football in Malaysia and will help identify talented football players who are competent to compete with players from developed countries.

The approach used in the football training programme is appropriate and commensurate with the physical requirements, skills and potential of the country's population which hopefully will improve the quality of football in the country up to the international level. In conclusion, this research was carried out in the hope to improve the quality of football as the country's number one sports. Additionally, this research may help bring back the glory days of Malaysian football.

Greater importance should be placed on the review of the coach education programme to ensure the effectiveness of the programme in producing competent coaches and quality players in future (Kassim, M. 2008). In addition, Kassim.M (2008) stated that Training and competition are elements of the coaching process and become important indicators for the hard work undertaken by the players to enhance performance.

As such, the physical, tactical and technical training carried out by the coaches were meant for the players to develop their skills and prepare themselves physically and technically for national and international tournaments.

In addition, Kassim.M (2008), in the coaching process, apart from the coaches, the players, as the coaching recipients are the other important element in the process. The transfer of knowledge to the players is very important in the coaching process.

Coaches cannot rely on their knowledge per se, but they should know how to organize and apply or make use of their knowledge in a particular sport. If coaches failed, it will affect the quality of coaching. This has been supported by Rink *et al.*, (1994), stated that The way coaches organize and structure their knowledge very much related to the experience of the coaches.

Hence, the present study offer significant contributions to football development in Malaysia. This study extends the previous research on football since there is very little literature that elaborates the development of football at grass root level. None of the previous authors looked at this matter performance and previous models of the coaching process.

The changes in the syllabus and contents of the coach education programme also need to be made by the Football Association of Malaysia to include more practical coaching content, including the mentoring programme.

This would realize the concept of reflection on action and learning through experience (Gilbert & Trudel, 2006) which is crucial in the context of the coaching process. This means the implementation of the coach education programme for the hockey team needs to be improved, including the incorporation of practical coaching aspects in the coaching manual, the prolongation of the football season and the development of a formalized mentoring programme among the coaches at the national level.

The time has come for the Football Association of Malaysia as the governing body to realize the importance of major improvement and modifications to be made to the coach education programme, starting with the programme at the academy level. More focus should be made to develop successful players through quality coaching programmes and competent coaches in the academy for the benefit of the sports development in the country, particularly football.

Greater importance should be placed on the review of the coach education programme to ensure the effectiveness of the programme in producing competent coaches and quality players in future. Future research should also continue to examine the role and involvement of more parties or agencies in the development of the coach education programme in the country

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