

The Development Model of Post Malaysia Sports School's Athlete Alternative Career Pathway

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Abstract

The purpose of this study is to identify the challenges, issues, threats and potential among athletes post Malaysia National and State Sports Schools, of what hinder them from making their debut at the professional sports scene post sports schools. Based on the objectives of the study, eventually a model of alternative career pathways will be developed and propose to sports division ministry of education to help make sure sports schools athlete wellbeing and welfare post sports schools can be well secure in the future. This research was guided by the principles of thematic analysis (TA) (Patton, 1990) in data collection and analysis and also related closely with the research on the needs of career pathways development. 10 participants post sports schools athlete, parents, teachers, as well as an administrator of the schools were involved and interview sessions with all participants conducted which each interview lasted ranging from 45 minutes to 90 minutes length. The findings of the study highlight three important themes in ensuring athlete post sports school's future are well taken care of by the governing body of the schools, which are pre sports schools, during sports schools, and post sports schools. In conclusion, this model may assist the most important "stakeholders" who is the athletes to be sure of them of welfare and wellbeing post sports schools and to improve knowledge on the pathways development for the governing body of sports schools training provider in order to implement them into practice.

Keywords: *Sports school's athletes, Training, Knowledge, Challenges, issues, threat, potential, and career pathways.*

Introduction

In the reality, not all former elite athletes in sports schools have finally become professional athletes. High competition, injuries, limited opportunities and impairment may be the cause of this drop out. For those who have enough academic qualifications, the opportunity to continue their studies or choose employment in most areas including sports is always open to them. For former sports schools athletes who have dropped out in both academic and sports fields,

their chances are very limited and not as extensive. If this happens, then the time, sacrifices, and sweat for many years in training at sports schools come to a waste and almost does not mean anything as job they are currently doing after sports schools years, not require schools sports participation as a prerequisite.

Problem Statement: Not all sports school athletes become professional athletes. For former sports school athletes who have dropped out in both academic and sports fields, some of them work as general workers and other jobs that can be applied without qualification in sports. If this happens, then the time spend, sweat and sacrifices for many years in sports school does not mean anything. Hence a study is critically needs to be carried out to obtain a data base of the total number of student dropouts from sports schools in order to understand this phenomenon thus formulate the strategy of assisting the post sports schools athletes to continue their career in sports-related fields.

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Research Objectives: This research was based on education, aims to present a solution to the education issue that is a high dropout rate among athletic sports athletes. For that, the following objectives need to be met:

1. Understand current career-related needs and demand for dropout sports school athletes.
2. Develop concepts and strategies to give second “route” to sports schools’s athletes a chance to become a professional athletes or work or study opportunities.
3. Propose post-school sports alternative career development model for post sports schools athletes.

Literature Review: Experience dropped out of the team also has an impact on the potential to be dropped out of the current sport.¹ However, other likelihood of dropouts among athletes at sports schools will only be known when this proposed study is implemented; because every problem is unique to its context. In one study by Jin², the results of the study have shown that the career module can improve career maturity among students effectively.

According to Surujlal and Nguyen³, most of the football coaches will face some challenges, heartbreaks, conflicts, tensions and these issues should not be underestimated. Launder⁴ (2009) states that even though a coach’s job is quite complex, the knowledge they have is the main factor that influenced athlete or team’s preparations.

This is because it influences the contentment of athletes or players to practice. According to Zulakbal Abd Karim⁵, coaches who are more knowledgeable and intelligent in facing the challenges in the process of building their careers as a coach tend to do better in their responses toward every challenge they encounter⁶, state that a coach needs to have knowledge on coaching in order to help improve their coaching skills.

Almost all remain in jobs related to the training they receive⁷. Therefore, the level of retention of athlete students in athletics since training in sports schools should also be identified through this study. “Burn out” is among the factors of retirement from athletics⁸. The formation of a model in determining athlete’s career direction is not a foreign matter for foreign researchers. Developmental Model of Sport Participation^{9,10} for example provide a framework that demonstrates various

sports engagement paths¹¹. Hence, the formation of an alternative career path model in this proposed study is an important thing that is necessary for specific use to sports athletes in Malaysia.

Methodology

The study was based on the principles of thematic analysis (TA)¹² and is closely related to research on individual career needs and it allows wider analytical and analytical techniques to understand the complexity of the former sports schools athlete career path. The method used allows technique analysis. This enabled richer and detailed frame of work in order to understand the complexity of more dynamic post sports schools athlete career development pathways needs and demands¹³. In this research, the researchers have utilized purposive sampling technique by conducting “semi structured open ended in-depth interview”, observation and study notes to 10 participants (post sports schools athletes). The number of samples was determined by “saturation of information”. Due to this, three main strategies were used to collect data which was “semi structured open ended in-depth interview”, observation and study notes. The usage of these three data sources is necessary in order to increase the credibility of the findings and to reduce the possibility of misinterpretation.

Findings: The findings are based on the diversity of perceptions and Sports Schools former athletes as a source of information that results in changes in their cognitive structure¹⁵. The data were collected based on thematic analysis (TA)^{12,13}, method, covering interviews, observations and study notes. The number of samples is in the range of 1 - 10 people; where 10 is the maximum if the amount has not yet been found “saturation of information”.

Pre-Sports Schools: In the opinion of most of the participants of this study and they mentioned with special interest, that the sports schools need to have a very strong, qualified and knowledgeable group of person to conduct the Talent Identification Process, Talent Scouting process and better or improved competition at the national level (MSSM). For example participant P1 mentioned as followed,

I feel the sports schools need to re look at their recruitment process to make sure that only the most qualified and high quality athlete will be included there. This TID process must be carried out by also most qualified coach.

According to O'Connor, Larkin and Mark Williams¹⁶, talent identification and selection for youth development programmes is based on the ability of coaches and talent identifiers to predict future sporting success based on current youth performance. The issue with talent identification and development programmes is the assumption that the factors which contribute to successful senior performance can be generalized and measured within an adolescent group to predict future senior ability¹⁷.

Talent Identification and Development:

Participants hope that the talent identification process must be carried out collectively with the sports governing body, expert from the university and as well as other important stakeholder in respective sports. As an example participants:

Talent Scouting

One of the example participants I labelled as P10 mention as follows:

Now the TID carried out by the group of teachers of sports schools, but I think they need to carry out TID collectively also with the sports governing body representative. To make sure what are the demand of the sports industry and what is the expectation of the industry from the athletes of the sports schools, this will therefore make sure the athletes will be hired by the professional club upon completing their study in sports schools, not only teachers.

The challenging task of policymakers and administrators of youth sport programmes is to develop a structure that meets the multiple needs of young participants and serves the different outcomes of youth sport¹⁸. Siedentop¹⁹ has suggested that the contrasting natures of the different outcomes of youth sport are not achievable within single programme and should be promoted by different programmes.

During Sports Schools:

Input: Participants convey their thought that professional sports body needs to be involved in the technical part of the curriculum for sports schools. Input from the sport's governing body need to be taken into consideration.

Highly qualified coach must help coaches in sports schools, they must collaborate and work together. The state football F.A. must send their A licence coach to

work with the schools coach, change of ideas and give their professional input. Our student, therefore can do better.

Peel, Cropley, Hanton & Fleming²⁰ state that experiential learning by facilitating transferability of experience is built by reality based learning.

Intervention: Participants believed that teachers/coaches in the sports schools needs to be working together with an expert from the professional sports organisation.

The highest sport governing body must intervene to help schools layout their coaching programme. Help educate the coaches and the administrator at sports schools. Like in Japan schools work closely with Japan FA, that what I've heard.

According to Ministry of Youth and Sports²¹⁻²⁴, The Football Association of Malaysia (FAM) welcomes the steps taken by the government through the Ministry of Youth and Sports (KBS) to draft and implement the National Football Development Plan (NFDP).

Post Sports Schools: The governing body of sports schools cannot just leave it to the athlete and their family to determine or secure their own future career. An official networking between sports schools and an industrial "player" needs to be done.

Memorandum of Understanding (MOU): Participants of this study mention that this effort can be done through an agreement or memorandum of understanding with three main bodies as follows:

Study and still playing agreement with higher education institution:

One of the example, participants (P4) mentioned as follows:

There must be university or college, IKBN for example that create new sports related programme starting with certificate, and sports schools student can go straight in there using their playing experience. If they have a special agreement between sports schools and the education provider, it will make our future more secure. Now we need to look after ourself.

One way to start understanding the processes behind dropout is to utilise a framework such as that proposed by Uehara, Button, Falcous, and Davids²⁵.

Discussion

In pre sport school phase, a player selection quality assurance body need to be set up especially for student intake to sports school. Player selection method should be tightened by involving individuals that professional or from own industry. During sport school phase programme, dual curriculum should be carried out where learning programs passed through by students should fulfill industry will and the programme should have joint venture with industry so that training passed through by those able in parallel adaptation with industry will. When it come to post sport schools phase, before student finish their schooling in this sports school, the ministry should have MOU along with IPT, IKBN and other educations institute.

Conclusion

These three core themes are divided into other sub themes to address other requirements which serve as the basic guidance for governing body of the National and state sports schools to enhance the quality of the service provided to their athletes and their future's sake. In conclusion, this model may assist the most important "stakeholders" who is the athlete to be sure of them of welfare and wellbeing post sports schools and to improve knowledge on the pathways development for the governing body of sports schools training provider in order to implement them into practice.

Ethical Clearance: The study has been done in accordance with human research ethics as per required by the declaration of Helsinki".

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Conflict of Interest: Nil

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