Investigating the Push and Pull Factors for Effective Football Coaching in Pakistan

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Abstract: *These factors contain a variety of intangible socio-psychological motivations that represent an individual's intrinsic desires and push consumers towards certain behavior patterns that are goal-driven. On the other hand, "pull" factors, which are connected to the athlete, allude to the many diverse elements of a football game. It is very necessary to have a better knowledge of the push–pull interaction for players to be able to play in a way that will fulfill the expectations of coaches who have varying demands. The qualitative method was used to gather the information from the participants. The push-and-pull coaching philosophy was found to be most closely related to the tactical and technical aspects of the game, according to the findings of the analysis. Instead of functioning as a clear guide to examine and support each coach's particular practice, coaching philosophy served instead as a signifier in power relations, which allowed it to rationalize coaching practices.*

Key Words: Football, Push-Pull factor, Coaching, Coaching in Pakistan

Introduction

To respond appropriately to the many different scenarios that may arise, coaches need to be flexible and adaptable (Kelly et al., 2022). Among the most common reasons individuals stop doing sports is a lack of motivation, which is well acknowledged (Cotterill & Cheetham, 2017). An athlete's motivation to prepare and compete is strongly influenced by the atmosphere established by coaches and teammates. Sports, particularly those watched by large crowds, have a special place in the annals of human culture. Which is to say, it serves as a "unique and essential" mirror of a society's cultural norms. Rarely does a complete theater yell at the screen during a movie (Fransen et al., 2018). However, you'd see a strong imagined community at a sporting event, with fans screaming down at a team in unison. When a team scores a goal, it's not uncommon to see strangers celebrating together. These are the aspects that make the study of sports so interesting. Having this structure in place will set you up for steady skill improvement via learning and experience in your chosen field (Smith & Sparkes, 2016).

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Another common research approach is based on the meta-theoretical idea of motivation and character, which describes the four levels of a person's personality (Jauhiainen et al., 2021). This is because the coach's ideology serves as the foundation for the coach's discipline. On the other hand, the coaching philosophy is a disputed topic that may be interpreted in many different ways and used in many different settings. As a consequence, this might lead to "superficial and naive assumptions about the necessity of developing and identifying distinct conceptions," in addition to a lack of "deeper engagement" on the part of the coaches. Additionally, this could result in confusion among the athletes. When a coach takes the time to think about his or her football philosophy, they frequently depend on their convictions in addition to the information that they have gathered along the way regarding "what works." Despite these constraints, there is a widespread consensus that having a grasp of a coach's philosophy is essential to both gaining knowledge about coaching practice and making improvements to it (Bradley et al., 2009). As a consequence of this, there is a pressing need for more comprehension within the realm of coach training education for coaches.

Many studies have been conducted to investigate the various ways in which coaches might influence the mental state of their athletes and the performance of their teams. There are a variety of coaching ideologies, each of which has been connected to either better or decreased performance. Studies have demonstrated that a coach's actions and demeanor may affect the players he or she is trying to motivate. This is particularly true for younger players. This article's objective was to investigate how diverse coaching beliefs and methods affect the overall and individual athletic performance of teams and players (Bloom et al., 1998). Socio-psychological motivations can serve as push factors in football, driving individuals to seek success and recognition in the sport (Araújo et al., 2019).

The term "pull factors" is used to describe a set of elements that influence consumer demand, all of which have to do with the characteristics of the primary goods or services offered by a sports organization or brand to fans in a certain region. The term "push-pull factors" is used to describe the many elements, such as economics, politics, culture, and the climate, that may either entice or compel individuals to relocate. "Pull" factors may be defined as the larger possibilities available in industrialized countries, whereas "push" factors allude to the lack of prospects in the native country. They occur when one takes a careful look at how people behave in a range of social behaviors, while at the same time keeping in mind the larger picture of social life (Woods, McKeown, O'Sullivan, et al., 2020). A subjective perspective that investigates how the social surroundings in which we grew up influenced the formation of our thoughts and opinions (Ribeiro et al., 2019). The aim of this study is to a comparison will be made between the levels of coaching expertise held by low-qualified coaches (LQC) and high-qualified coaches (HQC) in the sport of football and to determine the driving forces and motivating elements that influence football coaches at various companies.

Coaches who are compassionate towards their players and truly interested in how they are doing will win over a broad variety of prospects, including those who are seeking a love partner as well as those who are still considering their alternatives (McCosker et al., 2021). Successful programs for the development of coaches should be continuous rather than a one-time event. Football organizations may contribute to the growth of an accessible, collaborative, and productive coaching community by placing a higher priority on the career development of trainers (Sæther et al., 2022).

Research Methodology
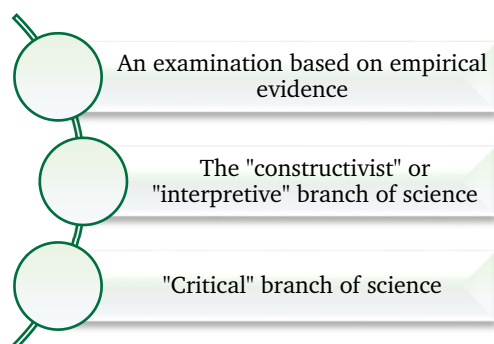
Research and Approach

The goal of the section under "Methodology" is to offer an account of how the research was performed, covering procedures taken from the earliest phases of planning up to the final version of the document. The beginnings of the research subject, philosophical considerations, method selection, availability, data collection, analysis, and the overall quality of the study are all given out in chronological sequence. Other issues that are addressed include the availability of certain techniques. Even though the subjects are laid out in chronological order, the conversation is meant to portray a continuing study that is related to other themes. The process of studying, on the other hand, cannot be considered finished until one has first seen the reading material (Rüth & Netzer, 2020). As a result of various actions, I was able to consider the relevance of my participation

in the research, as well as my history, and how these factors may have influenced the data I obtained.

Research Paradigm

In this section, we will identify significant paradigms of inquiry and provide a short description of their most important aspects before moving on to talk about the paradigmatic setting of our research. In the domain of sports research, three paradigms have emerged as especially significant even though many others have come and gone. The following is a list of the three paradigms that have historically played a significant role in shaping human knowledge and inquiry:

Paradigm 1

An examination based on empirical evidence

The "constructivist" or "interpretive" branch of science

"Critical" branch of science

Research Instrument

In the process of selecting a technique for my investigation, I paid serious consideration to a wide range of considerations, not the least of which were those connected to paradigms. My objective was to capture complexity in the setting in which it occurs naturally. To put it another way, I need a method through which intricate occurrences and conditions may be documented and portrayed using language that is suitable to the occurring in question. I also need some wiggle room so that I may research concealed meanings (Callary et al., 2018).

Participant Characteristics

Interviews with both respondents and informants, as well as direct observation and self-reflection, are all a component of the participant observation methodology, which is a complete field research

approach. It is often argued that we acquire knowledge from our past experiences and develop our perspectives via cautious and rigorous research.

Interview

Interviews were planned to complement participant observation by giving people a chance to share their thoughts and feelings about the events being studied and the circumstances surrounding them. In addition to verifying the accuracy of the existing data, conducting more interviews would also provide a different perspective, revealing conflicting information. It was thought that interviews were helpful since they reveal so much about people's backgrounds, motivations, and emotions (Goldkuhl, 2012). It has been said that in-depth interviews with top athletes and coaches are the most effective way to learn about their motivations and strategies. The researchers plan to use a semi-structured interview method for this study. This would provide a chance to collect qualitative data about the topic at hand, allowing for the questions asked to be elaborated upon and the responses offered to be clarified (Gurgis et al., 2020). Even though qualitative researchers draw a line between in-depth, unstructured interviews and participant observation, the two methods are inextricably linked, with most of the data for the latter coming from the former. For this reason, we will analyze how players perceive the coaching process, including both the push and pull aspects, and the real-world coaching setting.

Meet the Participants

Qualified football coaches and players participated in the study. The list of participants was obtained from the office of the Pakistan Football Federation (PFF) who completed the PFF coaching course. The following employees were questioned and/or observed by me.

Football Association Director "Talib Hussain," in his forties, had been active in the sport for most of his life as a coach after an accident ended his playing career. "Talib" has managed and coached at the initial team, senior team, and youth team levels for many different professional teams.

- Ali Ata was the young team's assistant coach and worked under Talib. He was already in his early forties and had a long history of professional achievement. He

had previously served as an assistant coach for a League team and was now focusing on developing young talent. Two age categories, those under 17 and those under 19, made up the young segment. Even though Talib was in control of everything, he was more concerned about 'Ali and the young players under the age of 19.

- Abdur Rehman supervised the under-17 team. He was a professional player in his early 30s who retired from the sport, became a part-time coach, and is now a full-time coach. While training, the under-17s, and the over-17s were combined since there were only four full-time lads in the under-17 group, and 'Abdur Rehman' helped Ali Ata. Badar aided "Abdur Rehman" on game days, as well as during late and holiday training sessions.
- Badar contributed to the club on a part-time basis. He was in his early 40s at the time, and he had spent the previous two decades working as a full-time youth coach for several teams.
- Besides his role as a technical adviser, Daniyal handled the organization's social services and classroom instruction. He aided with and even led, classes for those younger than 17 and older than 19.

In-depth, semi-structured interviews were done with the following club coaches:

- Pervaiz, who was in his late twenties at the time, had spent his career to that point playing and coaching in the minor leagues. Just one under-18 squad existed at his club, and Pervaiz ran it like a business. While it was never an Academy, the Pervaiz Club has always been a place where excellence was maintained.
- Jamshed, now in his early 30s, started as a community coach, moved on to work for the governing body, and eventually found his way back to a club, where he serves as the Academy Director and coaches the under-17 and under-19 teams.
- Jawad, now in his late 50s, has coached young national teams and worked in youth development for many English and foreign clubs. Formerly, Jawad had tutored all ages, but he now restricted himself to those under the age of 19.
- Kashif, who was in his late 30s at the time, worked as an assistant to the academy

director at his club. After a disappointing playing career, he turned to teaching and has been doing so for the last 15 years. He coached the young adults' squad.

Procedure

The coaches and players of PFF were observed as part of a participant observation study that spanned the whole season, including preseason. I got there on June 29 and departed at the beginning of October the following year. The consent was obtained from the participants before conducting interviews.

Observation

While the structured interview specified which questions should be asked, additional concerns that arose during individual interviews and were thought to be pertinent to the study's goals were also investigated. During interviews with people who are thought to be experts in their area, the interviewer's ability to be flexible is crucial, since any constraints imposed on the informants might limit the breadth of the interview and hinder the eliciting process. It has been stated that dealing with specialists places heavy requirements on the interviewer since they often know less about the subject than the informant. Hence, as the interviewer, I had to prove my worthiness.

To ensure the coaches' answers were genuine, I often prompted them to provide instances from their training and competitive experiences that best illustrated their points of view. I made an effort to inquire more into the matters brought up by the coach till no further details were offered (McMullen et al., 2020). I tried to put myself in the interviewee's shoes by using his or her jargon, terminology, and worldview. I made sure there were no leading questions, or queries that implied a certain correct or acceptable response. I tried to give off the impression that I wasn't trying to steer the interview in any certain way and that I cared about the coach and appreciated the coach's willingness to share their expertise. At the interviews, I made this point clear by nodding along with what was being said and by offering encouraging comments and feedback. Respondents might also be prompted to respond by having the coach create cultural tales. The trainer was tasked with making a cultural narrative out of the group's shared experience. I made an effort to get narratives from the trainers

about personal experiences and circumstances, which I subsequently explored to learn more.

Analysis, Synthesis, and Presentation of Data

In actuality, analysis was not a separate aspect of research; in fact, qualitative research cannot be limited to predetermined steps or specific methods. Hence, analysis wasn't something that only happened after the study project, but rather something integral to every step of the way. Data analysis led to new questions and interpretations that were then put to the test in the field and compared to other data throughout the fieldwork. Contrary to what some may think, maintaining a healthy dialectic between data gathering and analysis is challenging. To this end, the analysis as a whole took the shape of a gradual narrowing of emphasis, moving from data collection and analysis to analysis and description to writing up, assessment, and speculating.

Besides this, a descriptive narrative of the coaching process was created via the classification and categorization of rich and varied unstructured data gleaned from handwritten notes and conversations (Price et al., 2020). This sort of description may be quite helpful since it can shed light on the mentoring relationship in high-level youth football. The coaching process at the Karachi Football Association was represented by these interrelated datasets.

Management and Analysis of Unstructured Data

The study's goal was to provide a more complete picture of the coaching procedure and seek to portray its complexity. Throughout all of our research, this goal served as our north star. So, the vast amounts of varied and rich data gathered by this study shed light on both the theoretical underpinnings of training and the actual coaching environment at the Karachi Football Association. It has been proposed that a reality-based methodology would prove to be an effective instrument in the study of high-level coaching (Solstad et al., 2018). For example, one approach to data analysis emphasizes the development of theoretical understanding via empirical investigation. To put it simply, grounded theorists are interested in how people make sense of their own experiences and how they construct and

apply significance to their world. It's an approach that makes an effort to be as thorough and specific as possible while comprehending people's experiences.

Discussion and Results

This is understandable given that the purpose of the coaching environment is to offer organized chances for the growth of players. Coaching, on the other hand, is a very esoteric discipline that gives off absolutely every indication of being exoteric. The apparent straightforwardness of the coaching process, as defined by previous research, is a complete illusion. The process of coaching is anything from straightforward; on the contrary, it is a convoluted, interconnected, and mutually reliant social activity (Urquhart et al., 2020).

It has the potential to encourage responsible and ethical leadership in football administration as well. Organizations in the sport of football may better serve the interests of its stakeholders and safeguard the sport's future if they place a premium on openness, accountability, and fairness in decision-making. To hone their craft, grow as players, and maximize their potential on the field, football players must devote significant time and effort to practicing. Players may improve their mental toughness and teamwork skills, as well as their physical abilities, via regular practice. Football players can't improve their health, strength, speed, and agility without regular physical training. Players may improve their endurance, balance, coordination, and physical resistance against injuries by engaging in regular exercise and training programmers. Skills like passing, shooting, dribbling, and controlling the ball are essential for success on the football field, and players may enhance these and other technical talents with regular practice. Drills like passing, dribbling, and shooting, along with set pieces like free kicks and corner kicks, may help prepare a team for the game.

Findings of Research

The entire process of the investigation as well as the findings that were collected were both enhanced by each of the aforementioned methods. While dealing with such a small sample size, it is particularly simple to understand why it would be difficult to transfer the lessons learned in one social setting to another. It is easy to see why this would be the case. It's possible that using

an interpretive worldview made this challenge much more difficult to solve. In addition, it is possible to make the argument that the principles that were established throughout this research would not apply to all coaches due to the presumptions that were made throughout this research (Stoszkowski & Collins, 2018). These presumptions included various realities and the co-creation of knowledge. Because the environment is context-specific, it is hard to move beyond description and into understanding, informing, and improving coach education and practice. This is because all findings are rendered relative to the environment. No two coaches will be the same; yet, it is feasible that they will share some worries and topics in light of the prerequisites of a tried-and-true programmer (Szedlak et al., 2020).

If we are going to move coaching research further than the stage of characterization and into the realms of understanding, informing, and improving, we are going to have to come to terms with the fact that similar experiences can lead to similar interpretations, which in turn leads coaches to adopt similar strategies as they adapt to and negotiate the changing environment in which they find themselves coaching. In a similar vein, we need to think about the potential applications of the findings that go beyond the confines of the data and the setting in which they were collected. It is essential to give some thought to how the findings may be applied to other situations with conditions that are analogous to but not identical to the one under consideration (Tedesqui & Young, 2020). This concept is not the result of a game of chance or a statistical study; rather, it is the product of deliberate thought and a concentration on the particulars of a specific circumstance.

Limitation

While there are several football associations in Pakistan, and as the researcher's territory was limited to a single region, he or she was only able to interview a small sample of coaches and athletes owing to constraints on both time and money. Researchers who are interested in continuing their work should recruit coaches and athletes from a variety of backgrounds and perform their studies in many nations.

Conclusion

The purpose of the research was to demonstrate how this new understanding may be used to enhance coaching courses and, ultimately, practice.

The results of this study demonstrate that the coaching procedure, the coach, the player, the club atmosphere, and, indeed, the coaching practice are all socially created and profoundly ingrained in social and cultural settings. The process of coaching reflects a connection that has been built between the coach, the player, and the environment of the club; between the habitus of the coach, the player, the organization, and the social field. The connection between the coach, the player, and the club is the most important component to comprehend to have a complete grasp of the coaching process.

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