



## Development of Male Soccer Training Model for Primary School Students in Guangzhou City

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### Abstract

**Background and Aim:** Chinese soccer is progressing towards a more organized league structure, with relatively mature standardized systems, institutional models, and market operational mechanisms in place. However, upon closer examination, it's evident that there are still many issues and contradictions within Chinese soccer. This research aims to develop a male soccer training model for primary school students in Guangzhou city.

**Materials and Methods:** This research is survey research. The research involves the following participants: (1) 7 coaches and 70 student athletes from primary school soccer teams, professional soccer clubs, and amateur sports school soccer classes in Guangzhou city, who participated in the questionnaire survey; (2) 7 experts engaged in discussions on the current state of male soccer reserve talent development through interviews; (3) 19 experts involved in the Delphi consensus process to develop the male soccer training model for primary school students in Guangzhou City; (4) 9 experts participating in connoisseurship to confirm the male soccer training model. The consensus data obtained from the study underwent analysis utilizing the median and interquartile range. The analysis criteria were established with a median threshold of  $\geq 3.50$  and an interquartile range constraint of  $\leq 1.50$ .

**Results:** Based on POLC management principles the factors for developing a male soccer training model for primary school students were divided into four aspects as follows: (1) Planning, which consists of 7 factors; (2) Organizing, which consists of 8 factors; (3) Leading, it consists of 9 factors; and (4) Controlling, it consists of 9 factors.

**Conclusion:** This model grounded in the POLC management principles, aims to provide a framework for the effective and sustainable development of the male soccer training model for primary school students in Guangzhou City. Regular reviews and adaptations in line with these principles will contribute to the program's success in nurturing young talents in both soccer and personal development.

**Keywords:** Male Soccer Training; Primary School Student; Training Model

### Introduction

Soccer is the most widely participated in and influential sports activity in the world, often referred to as the "world's number one sport" Since 1994, with the continuous advancement of professionalization in Chinese soccer, the level of soccer in China has improved to a certain extent. Currently, Chinese soccer is progressing towards a more organized league structure, with relatively mature standardized systems, institutional models, and market operational mechanisms in place. However, upon closer examination, it's evident that there are still many issues and contradictions within Chinese soccer. Problems such as incomplete legal regulations in the soccer sector, insufficient depth in systemic reforms, inadequate club operation systems, and a lack of standardized leagues are becoming increasingly prominent (Bi, 2006).

Soccer reserve talent is a subset of sports talent resources, referring to individuals with a certain level of soccer-specific knowledge, skills, and techniques. After theoretical learning and practical training, they have the potential to contribute to competitive soccer. This group includes athletes, coaches, scientists, administrators, sports teachers, and sports agents involved in soccer operations. More narrowly defined, soccer reserve talent specifically refers to soccer players in the field of soccer with a certain level of soccer knowledge and skill, capable of engaging in creative labor within the realm of soccer. Due to limitations in research workload and length, this study adopts a narrow definition of "soccer reserve talent," which includes individuals possessing a certain level of soccer knowledge and skills, actively participating in training and matches, and demonstrating potential for development (Ye, et al., 1990).



As one of China's rapidly developing and prosperous central cities, Guangzhou has also achieved commendable results in sports reform. In the 2013 season, Guangzhou Evergrande Soccer Club won the AFC Champions League and secured three consecutive titles in the Chinese Super League, injecting new vitality into China's professional soccer league. However, behind the glory, there are still many aspects to ponder. Guangzhou Evergrande Soccer Club's success has relied heavily on a few highly paid foreign players, revealing shortcomings in the development and discovery of domestic players. The club's main lineup depends excessively on recruiting talent, while homegrown players are rare. Consequently, issues in developing reserve talent have gradually surfaced. Apart from Evergrande and R&F soccer clubs, numerous soccer schools and amateur sports training institutions in Guangzhou also face challenges in cultivating soccer reserve talent.

Therefore, research on reserve soccer talent in Guangzhou holds significant importance, especially when it comes to male soccer reserve talent, which requires dedicated professional study. This research examines the current state of male soccer reserve talent development in Guangzhou, identifies existing issues, and proposes corresponding strategies for resolution. This study provides a theoretical foundation for establishing a novel male soccer reserve talent development system that aligns with market demands. It holds practical significance for addressing the manifold challenges present within the current male soccer reserve talent development system in Guangzhou.

## Objectives

### *Main objectives:*

To develop a male soccer training model for primary school students in Guangzhou city

### *Sub-objectives:*

1. To study male soccer training models for primary school students in Guangzhou city.
2. To develop a male soccer training model for primary school students in Guangzhou city.
3. To verify the male soccer training model for primary school students in Guangzhou city.

## Literature Review

### *1. The Current Situation of Male Soccer Reserve Talent in China*

The current situation of soccer reserve talent development in China highlights the existing issues and their underlying causes. Currently, reserve talent development in China primarily revolves around the establishment of youth teams within professional soccer clubs, soccer schools, and amateur clubs, with a trend towards a diversified approach. However, there are also challenges such as certain top-tier clubs lacking dedicated secondary and tertiary teams, even lacking fixed soccer training facilities, and resorting to ad hoc arrangements. Moreover, many primary and secondary schools do not play a significant role in cultivating reserve soccer talent. These issues are primarily attributed to professional clubs prioritizing league participation, leaving limited attention to the development of their reserve teams. Additionally, factors like the education system in China contribute to the lackluster progress of school soccer programs (Li, et al, 2004). The current situation and problems of cultivating soccer reserve talents in China are as follows:

#### *Poor output of reserve talents*

The problems of a shortage of soccer reserve talents and a low output of soccer reserve talents in our country are interrelated and mutually reinforcing. Even among the elite players of professional clubs, half of them have entered society and are unable to find a suitable career (Yan, 2011). Some studies have suggested that the high rate of unemployment among elite players in China is related to the fact that professional clubs in China often do not have a correct concept of talent selection. They recruit too many players and do not consider the long-term development and future of the players. This can lead to players being released from their clubs and having difficulty finding new employment. In contrast, Western soccer powers (such as Germany) have stricter regulations on talent selection and player development, which helps to reduce the number of unemployed players (Yan, 2011).

#### *Not enough coaches*

A shortage of qualified soccer coaches is a recurring finding in many studies. A survey revealed that many designated schools do not have any professionally trained soccer coaches, and the coaches they do have are typically physical education teachers who work part-time. (Li, et al, 2011). Wang (2016) in the survey results on Beijing amateur soccer clubs shows that the overall level of coaches in amateur f soccer clubs is not high, including low academic qualifications, low-level coaches, or unlicensed coaching (29.3% of coaches do not have any professional qualification certificates).





### *Insufficient funds*

The entire training system faces a funding shortage at all levels. Previously, the Chinese Football Association's (CFA) Interim Regulations on Club Registration Management required clubs to invest 10% of their annual funds in youth soccer development. Li Weidong Guo Xiao and Xiao Hui (2011) believe that Chinese professional clubs do not generate revenue by developing young players into talents, but instead charge young players directly, which contrasts with European youth training and places a greater financial burden on young players.

Amateur soccer clubs in China face several challenges, including a single source of funding and overburdened players. Some studies have also pointed out that the Chinese government has not yet formulated corresponding development guidance and management policies for the development of private non-profit youth sports organizations, nor has it provided financial or tax support to them. The lack of funding has led to membership fees becoming the primary source of income for amateur training institutions in China, and as a result, China's amateur training institutions charge relatively high fees.

### *Training is unscientific*

The national soccer youth training system has been criticized for its lack of scientific rigor. This is evident in the following ways: (1) Lack of training plans or unscientific training plans. Many coaches make training plans based on their own experience, rather than on scientific principles. This can lead to injuries and burnout among young players. (2) Inconsistent implementation of youth soccer training syllabus. The youth soccer training syllabus is a set of guidelines that outlines the skills and knowledge that young players should learn at each stage of development. However, the syllabus is not always implemented consistently, which can lead to gaps in players' training. (Yan, 2011).

### *The training concept is incorrect*

Some studies have argued that the root cause of the unscientific training of soccer reserve talents in China is the lack of a correct training concept. In other words, training is not conducted by scientific principles. The most criticized of these is the "quick success and instant benefit" mentality (Wang, 2003). Wan Bingjun and Gao Yuanyuan (2010) proposed that there is an alienation phenomenon in the Chinese soccer field, where instrumental rationality overwhelms value rationality, which should be corrected.

### *Poor management*

The Chinese soccer reserve talent training system has been criticized for its poor results. Wang (2009) proposed that the institutional management of youth soccer development in China is chaotic, with different departments working at cross-purposes. The Football Association has not paid enough attention to youth soccer, and the entire industry is in a state of disorder, with no clear policies or norms.

### *2. Reserve Talent*

The question of what constitutes talent is fundamental to the concept of talent, as it defines the basic attributes of talent. The scientific concept of talent recognizes that talent exists in all people, regardless of their background. As long as someone has the knowledge, skills, and creativity to contribute to the construction of socialism with Chinese characteristics, they are a talent that the party and country need. This definition of talent emphasizes the fact that talent is widespread and that talented people can be found in all walks of life. It also emphasizes the creativity of talented people and their ability to make a positive impact on society. This definition breaks away from traditional notions of talent, which were often based on social class hierarchy and heroic deeds. It also breaks away from the idealistic view of talent, which is often limited to academic qualifications, professional titles, and status. Therefore, soccer reserve talent is defined in a narrow sense as youth soccer players who have certain soccer knowledge and skills, regularly participate in training and competitions, and have the potential to develop (He, 2008).

"Talent" refers to individuals who, under specific social conditions, contribute significantly to the development of society or a specific aspect of society through their creative labor. This definition underscores the dialectical unity of talent's creativity, progressiveness, and social historicity. In the realm of sports talent studies, sports talent is characterized as individuals possessing a certain level of sports knowledge and skills, capable of making creative contributions within the field of sports. In a broader context, soccer reserve talent constitutes a subset of sports talent resources. It refers to individuals with a certain degree of soccer-related expertise, skills, and techniques, who, after theoretical study and practical training, can contribute to competitive soccer. This encompasses athletes, coaches, sports scientists, managers, physical education teachers, and sports agents engaged in soccer operations. In a narrower sense, soccer reserve talent specifically refers to soccer athletes possessing a



certain level of soccer knowledge and skill, capable of engaging in creative labor within the field of soccer (Ye, et al., 1990).

The promotion of campus soccer has created a new opportunity for developing soccer reserve talents. However, due to the inherent nature of soccer, there are challenges to overcome. On the one hand, soccer is a skill-based, competitive sport that requires teamwork and strategy to break through defenses and score goals. Soccer players need a wide range of skills, including both technical and tactical ability, as well as exceptional physical fitness. However, the physical fitness of students varies greatly, and they may not be able to handle the intensity of soccer training or master the techniques and tactics of the sport as quickly as possible (Tian, 2007).

### *3. Soccer Reserve Talent Development*

Worldwide, there are three main training models for developing outstanding soccer talents: youth training institutions, schools, and a combination of soccer schools and clubs. European soccer powerhouses primarily utilize the youth training institution model. Youth training institutions are specialized organizations that develop outstanding young soccer players. Their primary goal is to identify and nurture talented and promising soccer reserve players. Youth training institutions include professional soccer club youth academies and independent youth training centers. In Europe, most youth training institutions are professional club youth academies (Tian, et al., 2020) The school training model aims to establish a soccer reserve talent training system in primary and secondary schools. It promotes soccer through schools, cultivates children's interest in soccer, and helps them experience the joy of the sport. It also creates a training gradient for school soccer talents of different ages. The soccer school and club joint training model is a collaborative approach to youth soccer development in South America. Soccer professional schools provide early training for children, and clubs regularly visit the schools to select players. Children who are selected and signed by clubs receive free training, education, medical care, and high-level soccer training. Schools are rewarded for sending players to clubs (Power R, 2014).

Talent development in soccer is a major task for actors on all levels including coaches, clubs, and national soccer associations. Although most associations have goals related to the inclusion of all players who want to play organized soccer (mass participation), they are often just as much or more concerned about allowing the most talented (potentially elite) players to develop into elite soccer. This creates tension or even a dilemma, because the needs, values, and motivation of participation in soccer may vary significantly between a grassroots player and a highly talented player. While the former player may play for fun and friendship, the latter will usually strive towards excellence in skill, high achievement, and perhaps even fame. The different types of clubs within the association, e.g., professional, semi-professional, and amateur, would also have different perspectives in terms of focusing on individual skill acquisition, team development, and talent selection. Interestingly, most professional players have a background from a non-professional (mass participation) club, which suggests that most players have to make a transition from a non-professional to a professional club (Stambulova et al., 2012).

Player development revolves around players acquiring precise technical skills and initiating their comprehension of tactical strategies. Talent recognition isn't solely reliant on the player's existing knowledge during evaluation; it also assesses their aptitude for learning, growth, and advancement in skill execution. A myriad of variables interplays with athletes throughout their learning journey, wherein they absorb specific skills through instruction, subsequently automating them, and integrating them as rules and traditions, while also absorbing the values and principles intrinsic to their sport (Pruna, et al., 2018).

Moreover, cultivating campus soccer reserve talents is essential for the development of soccer, the development of a sports power, and the sports industry. The effectiveness of this work is directly related to the rise of China's soccer industry in the international arena. To address the challenges facing the campus soccer reserve talent training model, such as the lack of training subjects, training environments, and project development, we need to: (1) change the concept of campus soccer development, (2) build a multi-subject training model, and (3) improve the campus soccer development mechanism (Duan & Zhang, 2019).

### *4. Soccer team management*

Managing soccer teams presents a challenging and intricate responsibility. Due to their unique features, circumstances, objectives, and demands, soccer teams at different levels exhibit variations, making it necessary to employ diverse management strategies. Consequently, there is no uniform approach to team management (Xiao & Li, 2018). The management of a soccer team is a systematic







endeavor, involving various aspects such as management systems, competition regulations, coach and athlete management, financial management, and more.

#### *4.1 Man*

Student recruitment is an integral component of the management of soccer teams, and improving the quality of incoming students contributes to enhancing the overall quality of these teams. Despite the various policies implemented by relevant departments regarding the recruitment of university soccer teams, there are still many issues in China's university soccer teams in terms of recruitment, including both the quality of incoming students and academic management, due to various internal and external constraints (Li, 2017).

The current enrollment method for high-level university soccer team athletes in China mainly includes admission without examination, special admissions (single admissions), second-batch admission based on entrance exam scores, admission with a six-point reduction in entrance exam scores, and other methods. In Beijing, most universities admit high-level soccer players through a unified recruitment test for high-level athletes. Qualified high-level athletes who meet the local second-batch admission score are accepted. The primary sources of high-level soccer team athletes in Beijing are soccer schools and traditional soccer schools. These players often have weaker academic foundations and lower overall competitive levels, mainly unable to enter professional teams. The recruitment channels for these athletes are too narrow, leading to a generally lower level of players (Kun, 2015).

#### *4.2 Money*

Enhancements in athletic performance are closely linked to improved financial outcomes, attributed to factors like heightened merchandise sales, increased television revenue, and the establishment of new sponsorship agreements. These augmented financial resources, subsequently, can be channeled into team squad improvements or investments in youth academies. Ultimately, this tends to result in an overall enhancement of sporting performance (Zülch, et al, 2020).

#### *4.3 Material*

The development of soccer training requires comprehensive support in terms of facilities. Football, in particular, relies significantly on venues, facilities, equipment, medical services, and other resources. The value of sport depends on how it is managed, and facilities are essential. Many sports management jobs relate to facilities management, such as financing, construction, operations, user agreements, and insurance (Mac Millen, 2007).

Facility management at the planning level can be a significant part of a soccer club's strategic marketing, especially for brand building and customer relationship management. It is also key to ensuring that the club aligns itself with the needs and motivations of modern consumers, both fans and buyers of sponsors' products (Thrassou, 2007; Vrontis et al., 2006).

#### *4.4 Management*

Management is an essential part of organizing a soccer club, especially when participating in competitions. To achieve peak performance, club management must be professional and effective. Management is the driving force behind organizing and running the club so that it can achieve its goals (Midtgaard et al., 2021).

Management functions are the fundamental elements of the management process that managers use to carry out activities to achieve organizational goals (Shchepotina et al., 2021). Management is the primary tool for implementing organizational strategies, including in football clubs. The four management functions are planning, organizing, acting, and controlling. The role of management in a football club is to improve performance and achieve the desired goals according to predetermined targets and plans (Soegoto & Siddiq, 2018).

## **Conceptual Framework**

The conceptual framework for this research is as follows:



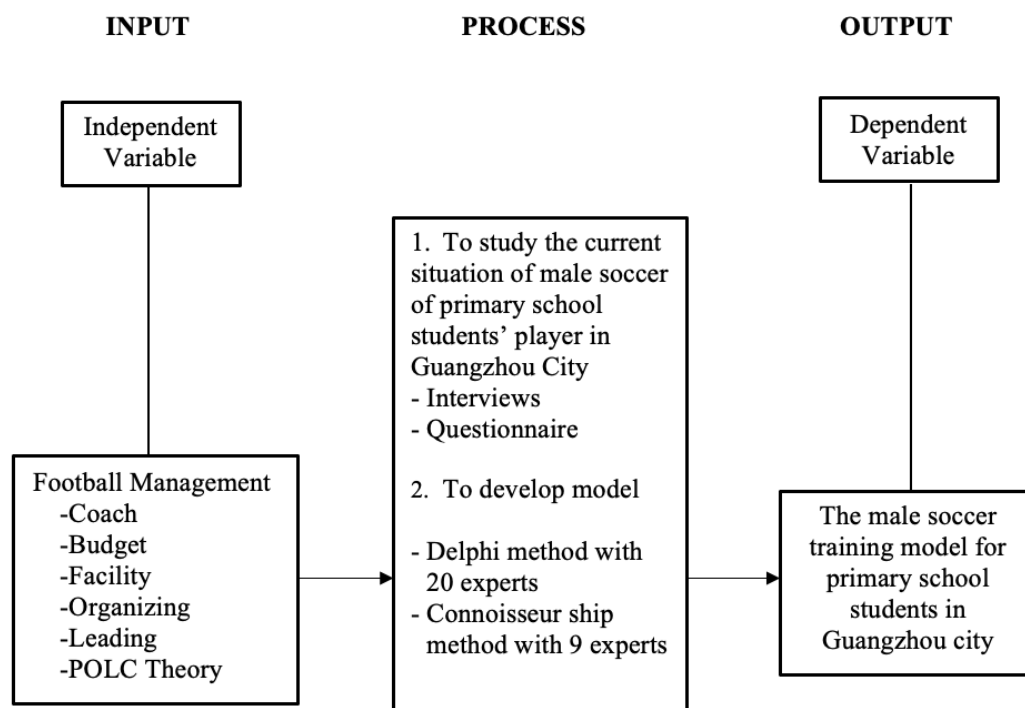


Figure 1: Conceptual Framework

## Methodology

### Research Tools

In this research, the research tools are as follows: (1) an Interviewing form for collecting the data from experts; (2) a Questionnaire for collecting the data from stakeholders, The IOC value = 0.86; and (3) a Questionnaire for Delphi experts.

### Population and Sample

#### *Population specification and size*

The population of this research is 30 coaches and 210 student-athletes of primary school soccer teams, professional soccer clubs, and amateur sports school soccer classes in Guangzhou city.

#### *Sample*

Through the purposive sampling method, 7 coaches, and 70 student athletes are selected as a sample group, to study the current situation of male soccer training in primary school, and male soccer reserve talent development in Guangzhou City.

### Research Participation

*Expert for Experts' interview:* Through the purposive sampling method, 7 experts specializing in physical education, soccer training, soccer club management, and soccer rules were selected from this group. They were interviewed in-depth to study the current situation of the male soccer training model for primary school students in Guangzhou city.

*Expert for Delphi method:* 19 experts for Delphi Method to develop a model for male soccer training of primary school student players.

Participants include experts in physical education, soccer training, soccer club management, and soccer rules. In this step, 19 experts are selected by purposive sampling.

*Expert in Connoisseurship method:* 9 experts for the Connoisseurship Method to verify the effectiveness of the model for male soccer training of primary school student players.

Participants include experts in physical education, soccer training, and soccer club management. In this step, 9 experts are selected by purposive sampling.

### Data Collection

1. The questionnaire survey was conducted by 7 coaches and 70 student-athletes, to study the current situation and the problems of male soccer reserve talent development in Guangzhou City.



2. 7 experts through face-to-face interviews, telephone interviews, and email correspondence were conducted to study the current situation and the problems of male soccer reserve talent development in Guangzhou City and design the questionnaire.

3. Drafting the questionnaire for the Delphi method

4. 19 experts conduct two rounds of Delphi consensus to develop a model for male soccer training of primary school student players in Guangzhou City.

5. 9 experts conduct connoisseurship to confirm such a model for male soccer training of primary school student players in Guangzhou City.

#### Data Analysis

1. Descriptive statistics, such as mean, and percentages are used to analyze the data for the questionnaire.

2. The consensus data underwent analysis through descriptive statistics, specifically utilizing the median and interquartile range. The set criteria for analysis were a median of  $\geq 3.50$  and an interquartile range of  $\leq 1.50$ .

3. Analyze the content validity of the questionnaire by using the analysis of the validity of the program: Indexes of Items of Objective Congruence (IOC). IOC value = 0.86

4. Use Microsoft Excel to collect and organize the data obtained from the questionnaire.

5. Use package software to analyze the data.

## Results

### 1. Find out the basic situation of men's soccer training and reserve talents in Guangzhou

The basic situation of men's soccer training and reserve talents in Guangzhou

The development of reserve talents is integral to the progress of sports, and globally, there is significant emphasis on nurturing such talents. Precisely understanding the foundational status of men's soccer training and reserve talents in Guangzhou is crucial for the ongoing development and cultivation of these talents. The gender and age of young individuals are crucial parameters that cannot be overlooked in the cultivation of soccer reserve talents. A comprehensive understanding and mastery of the gender and age demographics among young soccer players hold significant importance for studying the developmental trends of men's soccer reserve talents in Guangzhou.

Table 1 Age and birthplace of men's soccer reserve talents in Guangzhou (N=70)

	Basic situation	Number	Proportion(%)
Age	6-8 year	10	14.2
	9-10year	30	42.9
	11-12year	30	42.9
Birthplace	Guangdong Province	65	92.9
	Other provinces	5	7.1

The survey findings, illustrated in Table 1, reveal that among the 70 surveyed men's soccer reserve talents in Guangzhou, 40 are below the age of 10. Predominantly concentrated between the ages of 6 and 10, this group constitutes 57.1% of the total surveyed individuals. This distribution highlights that the age structure of men's soccer reserve talents in Guangzhou primarily falls within the teenage category. Adolescents within this age bracket are in a critical phase of growth and development, with both physical and mental aspects still in an immature state. This period is pivotal for enhancing motor functions and fostering a sound mindset, emphasizing the need for robust foundational training and improvement.

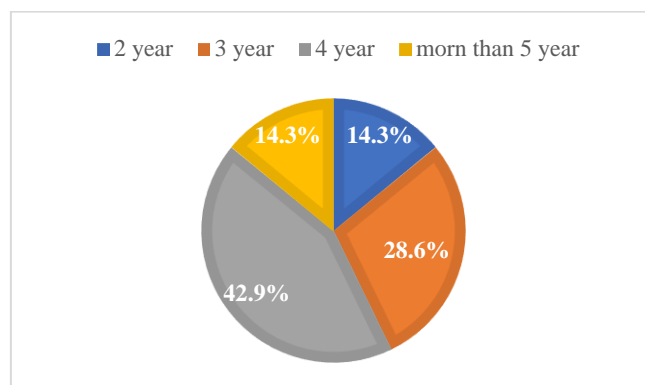


Figure 2 Training years of men's soccer reserve talents in Guangzhou (n=7)

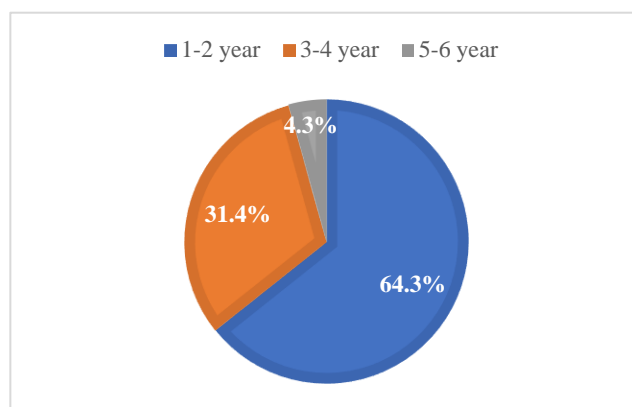


Figure 3 Number of years that Guangzhou's men's soccer reserve talents have participated in training (N=70)

As depicted in figures 2 and 3, the coaching survey reveals that 2 coaches, constituting 28.6% of the total, believe the optimal training period for soccer reserve talents is 3 years, while 3 coaches, also accounting for 42.9%, advocate for a 4-year training period. A single coach each advocate for 2 years and 5 years, representing 14% of the total. This concentration indicates that the training duration for men's soccer reserve talents in Guangzhou predominantly falls within the 3-4-year range. In essence, athletes, after 3-4 years of training, can develop a deeper understanding of soccer, acquire game-related skills, and make notable strides on the tactical front.

In the athlete survey, 45 participants have undergone training for 1-2 years, comprising 64.3% of the total, while 22 athletes, constituting 31.4%, have been in training for 3-4 years. A minor proportion of 3 athletes, amounting to 4.3%, have trained for 5-6 years, and no athletes have trained for over 6 years. This indicates that, in the realm of men's soccer reserve talent training in Guangzhou, athletes' training durations fall short of the durations perceived by coaches, suggesting a need for extended training periods. This falls significantly short when compared to the robust youth development systems in clubs within the five major European leagues. The establishment of a comprehensive club structure ensures viable pathways for athletes, fostering a sense of security and continuity in their training.



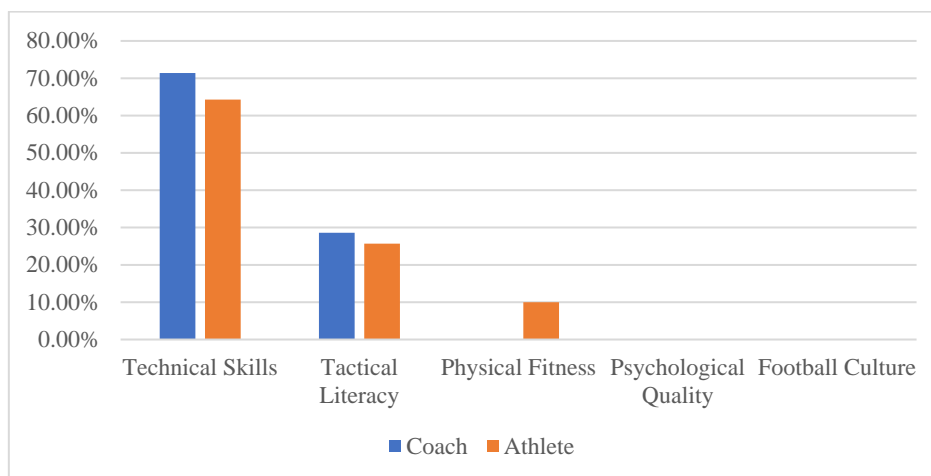


Figure 4 Urgent content needs to be improved in the training of men's soccer reserve talents in Guangzhou ( $N_1=7$ ,  $N_2=70$ )

The data illustrated in Figure 4 indicates that, among the 7 surveyed coaches and 70 athletes, "Technical Skills" emerge as the foremost concern requiring attention in the training of men's athlete reserve talents in Guangzhou. Specifically, 5 coaches and 45 athletes selected "Technical Skills," constituting 71.4% and 64.3% of the total survey, respectively. On the other hand, 2 coaches and 18 athletes prioritized "Tactical Literacy," stating that it is currently the most crucial aspect in need of improvement. This perspective was held by 28.6 and 25.7% of the respondents respectively. Only 7 athletes, equivalent to 10.0%, opted for "Physical Fitness Factors" as the primary focus for improvement.

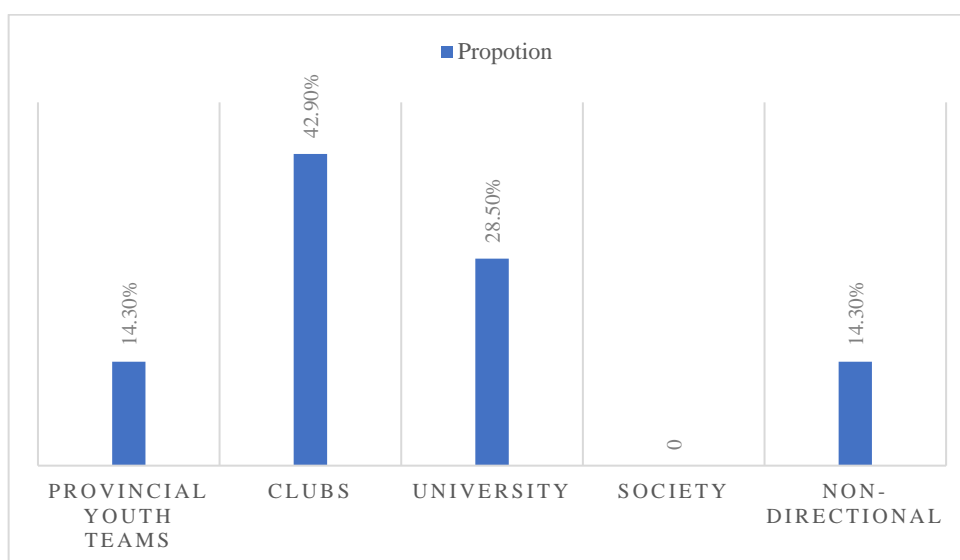


Figure 5 The final future situation of the Guangzhou men's soccer reserve talent athletes ( $N=7$ )

Through surveys, coaches have directed athletes toward various sports outlets over the years, including "provincial youth teams," "clubs," "university," "society," and "non-directional." Notably, 42.9% of coaches have identified "clubs" as the predominant final outlet for their players. 28.5% of coaches chose "university," following this, "provincial youth team," and "non-directional" were each chosen by 14.3% of coaches. This underscores that the ultimate pathway for men's soccer reserve talents in Guangzhou primarily leads to "clubs." It signifies that the overarching objective of training men's



soccer reserve talents in Guangzhou is to furnish high-quality soccer players to clubs, aligning with the defined goal and direction of the training program. While the goal is clear and the direction well-defined, the limited options for outlets indicate a significant challenge in the current landscape, highlighting the serious nature of the outlet problem for men's soccer reserve talents in Guangzhou.

## 2. Interview with 7 experts to collect information on the current situation of male soccer training for elementary schools in Guangzhou city.

Following the distribution of questionnaires to coaches and student-athletes to assess the present status of male soccer training in primary schools and the development of male soccer reserve talents in Guangzhou City, seven experts were interviewed to formulate the training model for primary school students in Guangzhou City. The experts proposed that the soccer competition system in Guangzhou lacks perfection. While soccer is a prevalent form of fitness and entertainment, the competitive atmosphere falls short, the level of competition is not robust, professionalism is limited, and the generation of high-level talents proves challenging. Despite possessing advanced soccer concepts, top-tier football facilities, and professional football media, Guangzhou has yet to successfully nurture influential high-level football players. Moreover, the coaching theoretical proficiency is subpar, requiring improvement in academic qualifications. The coaching team is incomplete, lacking dedicated physical trainers and nutritionists. Moreover, male football players in Guangzhou often have insufficient training years, frequently transition careers midway, and face a deficiency in long-term soccer plans. And recommended to institute a comprehensive assessment system to thoroughly evaluate the infrastructure, financial support, staffing, and other aspects of training units. Guide soccer reserve talents to progress towards comprehensive improvement in physical fitness and mastery of basic skills. Simultaneously, delve deeply into the exceptional potential of street soccer to supplement and fortify the Guangzhou men's football reserve talent team.

## 3. Delphi Method survey results

After the first round of the Delphi survey method, all factors related to the male soccer training model for primary school students were accepted. However, to confirm and validate these opinions, the researcher distributed a second-round questionnaire to the experts. This questionnaire included the consensus data and the decisions made by the researcher in the first round. In the second round of the Delphi survey, 33 factors were listed in Table 2.

Table 2 Factors related to Male Soccer Training Model for primary school students

No	Factors related to Male Soccer Training Model for primary school students	Mdn.	IQR	Result
<b>Planning (P)</b>				
1	Curriculum Design	4.89	0.00	Retained
2	Long-Term Planning	4.73	0.00	Retained
3	Facility Planning	5.00	0.00	Retained
4	Resource Allocation	5.00	0.00	Retained
5	Player Selection Criteria	4.94	0.00	Retained
6	Training Schedule	4.94	0.00	Retained
7	Collaboration with Schools	5.00	0.00	Retained
<b>Organizing (O)</b>				
1	Coaching Team Structure	5.00	0.00	Retained
2	Infrastructure	4.89	0.00	Retained
3	Player Selection Process	5.00	0.00	Retained
4	Training Session Planning	4.94	0.00	Retained
5	Organize resources efficiently	5.00	0.00	Retained
6	Communication Channels	4.84	0.00	Retained
7	Develop a system for sharing progress reports	4.89	0.00	Retained
8	Support System	4.89	0.00	Retained



No	Factors related to Male Soccer Training Model for primary school students	Mdn.	IQR	Result
<b>Leading (L)</b>				
1	Implement leadership training	5.00	0.00	Retained
2	Develop motivational Strategies	4.84	0.00	Retained
3	Establish effective communication channels	4.89	0.00	Retained
4	Team Building	4.94	0.00	Retained
5	Player Development Focus	5.00	0.00	Retained
6	Parental Involvement	5.00	0.00	Retained
7	Cultivate leadership qualities	4.84	0.00	Retained
8	Crisis Management	4.94	0.00	Retained
9	Role Modeling	5.00	0.00	Retained
<b>Controlling (C)</b>				
1	Performance Evaluation	5.00	0.00	Retained
2	Media and Publicity Control	5.00	0.00	Retained
3	Competition Oversight	5.00	0.00	Retained
4	Resource Monitoring	4.89	0.00	Retained
5	Player Welfare and Development	4.89	0.00	Retained
6	Feedback Mechanisms	4.84	0.00	Retained
7	Adherence to Curriculum	4.73	0.00	Retained
8	Evaluation Criteria	4.94	0.00	Retained
9	Continuous Improvement	5.00	0.00	Retained

Hence, it can be inferred that the 33 identified factors constitute the key elements influencing the development of the male soccer training model for primary school students in Guangzhou city. After the completion of the third round of the Delphi survey, there was no requirement to eliminate, alter, or introduce any influencing factors.

Considering the results from the three rounds of the Delphi method, all items consistently met the criteria of  $Mdn. \geq 3.50$  and  $IQR \leq 1.50$ . Consequently, it can be deduced that all items were deemed crucial and accepted for integration into the model.

#### 4. Confirm the development of the male soccer training model for primary school students in Guangzhou city through the application of the Connoisseurship method.

To ascertain the satisfaction, utility, and practicality of the male soccer training model, the researcher conducted a connoisseurship panel. This involved inviting a total of 9 experts with backgrounds in physical education, soccer training, and soccer club management to participate in discussions.

The development of the male soccer training model for primary school students in Guangzhou city was acceptable. The experts believed that these recommendations, grounded in the POLC management principles, aim to provide a framework for the effective and sustainable development of the male soccer training model for primary school students in Guangzhou City. Regular reviews and adaptations in line with these principles will contribute to the program's success in nurturing young talents in both soccer and personal development.



Figure 6 Male Soccer Training Model for Primary School Students in Guangzhou City

## Conclusion

After confirmation by the connoisseurship method, the male soccer training model for primary school students in Guangzhou city (Figure 6) was as follows:

1. Planning (P): In the context of planning, it consists of 7 factors as follows: (1) Curriculum Design; (2) Long-Term Planning; (3) Facility Planning; (4) Resource Allocation; (5) Player Selection Criteria; (6) Training Schedule; (7) Collaboration with Schools.

2. Organizing (O): In the context of organizing, it consists of 8 factors as follows: (1) Coaching Team Structure; (2) Infrastructure; (3) Player Selection Process; (4) Training Session Planning; (5) Organize Resources Efficiently; (6) Communication Channels; (7) Develop a System for Sharing Progress Reports; (8) Support System.

3. Leading (L): In the context of leading, it consists of 9 factors as follows: (1) Implement Leadership Training; (2) Develop Motivational Strategies; (3) Establish Effective Communication Channels; (4) Team Building; (5) Player Development Focus; (6) Parental Involvement; (7) Cultivate Leadership Qualities; (8) Crisis Management; (9) Role Modeling.

4. Controlling (C): In the context of controlling, it consists of 9 factors as follows: (1) Performance Evaluation; (2) Media and Publicity Control; (3) Competition Oversight; (4) Resource Monitoring; (5) Player Welfare and Development; (6) Feedback Mechanisms; (7) Adherence to Curriculum; (8) Evaluation Criteria; (9) Continuous Improvement.

## Discussion

The research results by using questionnaires and interviews with experts, it was found that the soccer competition system in Guangzhou exhibits imperfections. Despite soccer being a popular avenue for fitness and entertainment, the competitive environment lacks intensity. The level of competition is not robust, and professionalism is limited, making it challenging to cultivate high-level talents. Despite having advanced soccer concepts, top-notch football facilities, and professional football media, Guangzhou has not been able to effectively develop influential high-level football players.





The theoretical proficiency of coaching in Guangzhou falls short and necessitates improvement in academic qualifications. The coaching team is incomplete, lacking dedicated physical trainers and nutritionists. Additionally, male football players in Guangzhou commonly experience insufficient training years, often changing careers midway, and encounter a lack of long-term planning in soccer. This is consistent with the research results of Li, et al (2011) which stated that a deficiency of qualified soccer coaches is a recurrent issue identified in various studies. Survey results indicate that numerous designated schools lack professionally trained soccer coaches, with those in coaching roles often being part-time physical education teachers. Moreover, the funding is very important for the development of male soccer training, the experts believed that both the government and the private sector are prioritizing youth training, allocating ample funds for regular training sessions and participation in competitions. This is consistent with the research results, the research studies have highlighted the absence of specific development guidance and management policies from the Chinese government for private non-profit youth sports organizations. Additionally, there is a lack of financial or tax support for these organizations. The financial constraints have resulted in membership fees being the primary income source for amateur training institutions in China, leading to relatively high fee structures.

## Recommendation

### *Recommendation for current research*

1. Conduct a detailed analysis of existing male soccer training programs for primary school students in Guangzhou City to identify strengths, weaknesses, and areas for improvement.
2. Explore the integration of technology, such as training apps or analytics tools, to enhance the effectiveness of the training model and provide personalized feedback to students.
3. Foster community involvement by engaging local communities, schools, and sports clubs in the implementation and support of the male soccer training model.
4. Launch public awareness campaigns to promote the benefits of the training model, encouraging widespread participation and support from parents, schools, and the community.

### *Recommendation for further research*

1. Investigate the adaptability of the training model to diverse settings within Guangzhou City, considering variations in school environments, resources, and demographics.
2. Explore the integration of clear youth development pathways within the training model, outlining progression routes for talented players to advance to higher levels of competition and professional opportunities.
3. Explore possibilities for developing a gender-inclusive soccer training model, ensuring equitable access and opportunities for both male and female primary school students.
4. Investigate the incorporation of modern training techniques, including sports science methodologies, data analytics, and virtual reality, to enhance the effectiveness of skill development and performance analysis.
5. Investigate the potential impact of soccer training on the academic performance of primary school students, exploring correlations between sports participation and overall educational outcomes.

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