

# Comparative analysis of instructional behaviour of Spanish and English U12s football coaches

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## Introduction

Coaching instructional behaviours need to be adapted to individual differences to provide the players with an appropriately diverse range of learning approaches (Nelson, et al., 2014). Empowering learners is crucial for making them take their own decisions on the field of play (Light, et al., 2014). To accomplish this goal the teacher/coach has to shift the role from directing and controlling learning to facilitating and guiding it (Light, 2013). The purpose of the present study was to compare the coach instructional behaviour referred to the presentation of technical and tactical concepts of in England and Spain to investigate the predominance of the type of the instructional approach used (*instruction vs. questioning*) and to explore the potential differences that may emerge between them due to their different cultural and academic backgrounds.

## Methods

To conduct the study 10 coaches of u12 football teams were selected; 5 from Spain and 5 from England. The inclusion criteria of the participants were: coach from u12 teams, aged between 28-33 years, UEFA training licence and 5-10 years of youth coaching experience. The instrument used to collect coaching behaviour data was the Coach Analysis Intervention System (CAIS), (Cushion et al., 2012). We analysed two primary behaviours mainly linked to the instructional approach utilised to present technical-tactical concepts: *instruction* and *questioning*. The coaching behaviour was analysed during the main part of the training sessions. T-tests were performed to compare the coaching behaviour of coaches from both countries. All the analyses were conducted using *SPSS v.22* and the significance level was set at  $p < .05$ .

## Results & Discussion

In the training sessions *Instruction (I)* was utilised more than *questioning (Q)*, ( $I: 20.7$  vs  $Q: 2.8$ ,  $t(18) = 3.97$ ,  $p < .001$ ). From the total instructional messages (235), the 88.1% corresponded to instructions, while only 11.9% were questions. No differences were found between Spanish (SC) and English coaches (EC) from both countries in any of the different instructional categories: *instruction* (SC: 15.6 vs EC: 25.1,  $t(8) = 1.18$ ,  $p = .27$ ) and *questioning* (SC: 2.2 vs EC: 3.4,  $t(8) = 0.63$ ,  $p = .54$ ).

## Discussion & Conclusions

Our results are in line with previous studies reporting reduced questioning in training session of children (Partington et al., 2014). An excess of instructional directive management is contrasted to the desire of facilitate the self-autonomy and enhance decision-making behaviours in young athletes (Partington et al., 2013). Despite of the potential cultural and academic differences between Spanish and English coaches, no significant differences were found in the instructional management behaviours analysed. Future approaches to compare study coaching behaviours from different countries should be based in how to enhance behaviours in coaches to promote

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learning proactivity.

### **References**

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