

Effects of a methodological-based program with coaches on the coaching competency and satisfaction with the coach

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INTRODUCTION

Grounded on Self-Determination Theory (Deci & Ryan, 2000), the coach can create a training environment in which the basic psychological needs (BPN) players are considered, or can adopt a thwarting behavioral depriving the innate development of participation of athletes. In the Spanish sports initiation, more and more administrative and political demands to play the role of coach young athletes, although not yet been extended and regulated in its entirety (Law of April 16th; 15/2015). For these reasons, a training program with coaches who had no academic or federative qualifications related to the function of training was developed, based on the promotion of methodological strategies to optimize their resources, aiming held to evaluate possible differences on a homogeneous group of coaches in the coaching competency and satisfaction with the head coach players' perception.

Table 1
Pre and post-test coaching competence and satisfaction with the coach variables.

Variables	Fixed effects			
	Intercept	Group	Time	G*T
Motivation competence	4.08**	-.21	-.10	.27
Game strategy competence	3.97**	-.15	-.34**	.34*
Technique competence	4.11**	-.36*	-.16	.33*
Character building competence	4.29**	-.26	-.27*	.51**
Satisfaction with the coach	4.20**	-.15	-.12	-.06

METHODS

A total of eight male football coaches participated in this study, who were equitably divided taking into the professional experience in control group (CG) (n = 4; Mage = 32.5; SD = 14.34) and experimental group (EG) (n = 4; Mage = 28.5; SD = 13.67). Also, a 109 male football players participated (Rage = 11 and 15 years) divided in control group (n = 56) and experimental group (n = 53). Coaching Competency; the 15-item Spanish version of the Sport Athletes' Perceptions of Coaching Competency Scale II-High School Teams was

used (Myers et al., 2010). Satisfaction with the coach; the 3-item of the Spanish version of the Satisfaction with the head coach was used (Myers et al., 2011).

RESULTS

As can be seen in Table 1, the values of the strategy competence and the character building showed a positively significant differences perceptions in the EG players in the final comparison of both groups, and a highly significant decrease was obtained in the perceptions of CG players. The technique competence factor showed significant differences in the initial measurement of both groups, and in the post-test measure it was obtained a significant increase in EG players' perceptions. Furthermore, satisfaction with the coach did not show significant differences.

CONCLUSIONS

A positive trend in the GE players' perceptions in all variables analyzed for the CG is shown. Hence, the effectiveness of methodological strategies applied in coaches without any qualification has been demonstrated.

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Quantifying Sex differences Movement Demands in Elite Male and Female Beach Volleyball: A Positional Analysis on Portugal Championship 2015

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INTRODUCTION

The aim of this study was to quantify the physical demands of beach volleyball (BV) competition, with reference to the specific sex differences in performance, during elite championship match play.

METHODS

160 professional female n=80 and Male n=80 BV players were equipped with a commercially available 10 Hz GPS device containing an inertial measurement unit (Minimaxx S4, Catapult Sports, Australia). Data collection occurred over 52 official national championship matches, during a single competition, with a total of 120 sets used in the match average analysis. Distance covered (m), meterage per minute (m.min-1), Player Load (A.U), and both moderate (20 – 40 cm) and high-intensity Jump volume (> 40 cm) Meterage min (m) and Max velocity (m.min-1) were included in the analysis.

RESULTS

The results revealed positional differences in physical loading between Males and Females. Males and Females covered differences average distances (940.7 ± 424.3 m and 806.3 ± 318.3 m respectively, $p > 0.05$), however Males did so at a greater relative intensity, $p < 0.05$ (36.6 ± 4.1 and 26.9 ± 2.7 m.min-1 Males and females respectively). Player Load values were

differences between sex, with Male having only slightly higher values than Females (123.3 ± 56.1 and 102.8 ± 44.1 A.U. respectively $p < 0.05$). However, Males analysis revealed high-intensity jump volumes (26.6 ± 13.0 and 12.0 ± 6.5 respectively $p < 0.05$) when compared with females (16.5 ± 11.9 and 6.1 ± 3.3 moderate respectively, $p < 0.05$). According Meterage min males revealed greater value (36.8 ± 4.08 and 31.2 ± 3.68 m.min-1 respectively, $p < 0.05$) and the last variable, Max velocity, a moderate values (12.5 ± 1.95 and 11.7 ± 1.67 m/s respectively, $p < 0.05$).

CONCLUSIONS

Although the movement demands appear similar between sex differences, in elite female and Male BV, there appears to be a greater locomotive intensity demand for the males almost variables. In addition, there appears to be a significantly greater vertical loading component for males to which has implications for different approaches to physical preparation and recovery. Further analysis is necessary to better understand the physical demands associated with sex player role, however the current data may assist coaches in developing individualized programs that better meet the overall and positional specific demands in female and Male Beach Volleyball.