

Coaching behaviour during a Sport Education basketball season with preservice teachers

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Introduction and objectives

A critical feature of Sport Education (Siedentop et al., 2019) is that students work together in small, persisting teams under the leadership of a student coach. To date, research investigating the quality of coaching by student coaches is limited and warranted. This study investigated coaching behavior and 3v3 basketball game play performance as a function of a coaching clinic during a 15-lesson Sport Education basketball season with physical education preservice teachers.

Methodology

Four classes were involved in this study (n=90). In lesson 7, two experimental classes received a coaching clinic focussing on the improvement of basic didactical coaching skills. Basketball game play in 3v3 was individually assessed by trained coders at the beginning and the end of the season based on a validated scoring rubric. Student coaches wore a microphone and were videotaped to allow for data analysis for the entire duration of the season.

Results and discussion

Coaching behavior ranged between 2% and 19 % of the total lesson time before the coaching clinic and between 16% and 46% after the coaching clinic for the whole sample. Coaching behavior of the experimental coaches increased significantly after the coaching clinic compared to the control coaches, especially in terms of cueing, demonstrating and the provision of feedback ($p < 0.1$). 3v3 game play ability increased significantly for the whole sample from 29.58% at the beginning of the season to 57.57% at the end ($p < 0.1$). Teams in the experimental group played significantly better than the control teams ($p < 0.1$).

Conclusions and perspectives

Further research could investigate the impact of coaches' content knowledge to improve team performance.

References

Siedentop, D, Hastie, P., & van der Mars, H. (2019). *Complete guide to Sport Education*. 3rd ed. Champaign, IL: Human Kinetics.