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## **Investigation of Youth Soccer Coaches' Teaching**

### **Behaviors**

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The purpose of this study was the investigation of teaching behaviors of soccer coaches in U14 age group by using systematic observation. Methods: Participants consisted of four male U14 soccer coaches, coaching in the youth soccer context. The coaches mean age was 31.7 and they had 8.4 years coaching experiences on average. A non-participant observation technique was used as the data collection method. During a 6-week period, each coaches' training sessions were recorded three times, with a total of 12 training sessions being recorded on video. Data were analyzed using the Arizona State University Observation Instrument (ASUOI) that was developed by Lacy ve Darts (1989) and adapted to Turkish by Yapar (2016). Observed coaching behaviors were coded using 10-second intervals and were recorded numerically and as percentages. Results: 6432 coaching behaviors were observed in 1072 minutes of training video. When the distribution of coaching behaviors was analyzed it resulted in 3683 instructional behaviors (57,26%) - broken down as pre-instruction 1293, concurrent instruction 913, post-instruction 536, questioning 376, physical assistance 75, positive modeling 408, and negative modeling 82; 723 supportive and encouraging behaviors (11,23% ) - including hustles 456, praise 162 and scolding 105; and 2026 non-Teaching behaviors (31,51% ) - including management 1161, silence 573 and uncodable behaviors 292. Conclusions: The most commonly used behaviors of youth soccer coaches in U14 teams were instructional behaviors, non-teaching behaviors and supportive and encouraging behaviors followed the instructional behaviors.