



La formación en rugby de los entrenadores de Almería

The rugby training in coaches from Almeria

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RESUMEN.

La práctica deportiva ha aumentado durante las últimas décadas, lo que ha propiciado que el deporte se convierta en un gran fenómeno social, educativo y político. Por este motivo, los gobiernos de los países desarrollados han aumentado la inversión en el desarrollo de los entrenadores. La investigación muestra la importancia de las bases teóricas y prácticas para el entrenamiento transmitido en las actividades formales de capacitación, sin embargo, también se cuestiona la efectividad de este tipo de cursos. En consecuencia, es fundamental estudiar y conocer más sobre estos procesos de formación. En este estudio, se ha buscado comprender mejor la realidad de los cursos de entrenadores de rugby en la provincia de Almería (España). Se ha llevado a cabo una metodología cuantitativa, a través de un cuestionario, que logró datos relacionados para la formación inicial de los entrenadores. Una vez concluido el proceso de elaboración del instrumento, se aplicó a 27 entrenadores de rugby en la provincia de Almería. Para ello, se realizó un análisis descriptivo y, de acuerdo con los resultados más relevantes, se puede deducir que la mayoría de los entrenadores de rugby encuestados tienen el nivel mínimo de titulación como entrenador, y que están de acuerdo con la duración, el contenido y la distribución de Actividades teóricas y prácticas durante los cursos realizados por la federación andaluza.

PALABRAS CLAVE.

Formación de rugby; formación inicial; habilidades de entrenamiento; formación deportiva.

ABSTRACT.

The sport practice has increased during the last decades, which has propitiated that sport became a great social, educational and politic phenomenon. Therefore, governments of developed countries have increased the investment in the coaching development. Research



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shows the importance of the theoretical and practical bases for coaching transmitted in formal training activities, however is also questioned the effectiveness of these type of courses. Consequently, it is critical to study and to know more about these training processes. In this study, it have been sought to better understand the reality of the rugby training courses in the province of Almería (Spain). It have been carried out a quantitative methodology, via a questionnaire, which achieved related data for the initial formation of the coaches. Once the process of elaboration of the instrument was concluded, it was applied to 27 rugby coaches in the province of Almería. In this sense, a descriptive analysis was performed, and according to the most relevant results, it can be deduced that the most of the rugby coaches surveyed have the minimum level of coaching certification, and that they agree with the duration, content and distribution of theoretical and practical activities during the courses carried out by the Andalusian federation.

KEY WORDS.

Rugby coach training; initial training; skills training; sports education.

1. Introduction.

The study of the professional development of the coaches is one of the most analysed topics in the research (Gilbert, W. D. & Trudel, 2004). Based on the complexity of the sport activity and all the educational factors that support it, in the bibliography (Abraham, Collins, & Martindale, 2006; Coté, Saimela, Trudel, Baria, & Russell, 1995; Nash & Collins, 2006) it has been highlighted the importance of the capabilities of its main training agents, the sports coaches (Cunha et al., 2010) and the physical education teachers (Cañadas, Santos-Pastor, & Castejón, 2019; Paez & Almonacid, 2019).

The coaching training becomes very important and it can be formal, non-formal or informal. Formal training is carried out under the regulation of the sports governing bodies (Colom, 2005). In Spain, sports qualifications are divided into three groups, distinguishing between University Teaching, Training Cycles and Special Regime Teachings (Campos, 2005). In both initial and lifelong learning in formal training the coach assimilates contents that provide knowledge for coaching (Cushion, 2005; Pérez, 2007). In this sense, the academic training has a great relevance in relation to the professional capacity of the coaches, since the knowledge acquired through this training, serve as theoretical and practical bases for the specialized training of the coaches, and are based on scientific assumptions (Project AEHESIS, 2006¹; (Demers, Woodburn, & Savard, 2006). Knowledge of a discipline contents and how to teach them are among the most vital teaching competences (Cañadas et al., 2019), therefore this initial training must equip futures coaches or physical education teachers with the necessary skills to be able to develop their future teaching work with quality (Hortigüela, Pérez, & Fernández, 2016; Rodríguez-Gómez, Del Valle, & De la Vega, 2018).

The importance of the coaching development is reflected in the increase in investment that the governments of developed countries make in a wide range of sports and competition levels to improve the quality of the coaches (Cassidy & Rossi, 2006; Light, Evans, Harvey, & Hassanin, 2015; Nelson, Cushion, & Potrac, 2013). For many former players wishing to move into coaching, their first experience in learning how to coach comes through formal





coaching courses organized by the corresponding regional or national governing bodies (Light et al., 2015).

In spite of the importance acquired by the coaching training, as well as its relevance for the professionalism of sports coaching (Lyle, 2007), only limited research indicates the effectiveness of these type of programs (Lyle, 2007; Lyle & Cushion, 2010; Trudel & Gilbert, 2006). One of the criticisms of these courses is the reduced number of training hours that coaches receive (Coté et al., 1995; Gilbert, W. D. & Trudel, 1999; Knowles, Gilbourne, Borrie, & Nevill, 2001). Williams and Kendall (2007) added that the interest of the formal educational programs and the research carried out by the sports sciences do not meet the needs of the coaches.

On the other hand, research has verified that coaches without qualifications are a habitual fact in the sport context (Diego, Fraile, & Boada, 2004; Feu, Ibáñez, Lorenzo, Jiménez, & Cañadas, 2012; Nuviola, León, Gálvez, & Fernández, 2007).

This contempt can culminate in pedagogically poor and negative experiences for young people, tending to the temporary or permanent abandonment of sports practice (Conroy & Coatsworth, 2006).

In most developed countries such as Australia, New Zealand, England or Canada, the training programs have been developed to improve the quality of coaching (Cassidy & Kidman, 2010; Phillips, 2000; Woodman, 1993; Wright, Trudel, & Culver, 2007). Understanding the importance of this development, the Andalusian Rugby Federation through the Training area, is implementing their training courses in all provinces since 2013. Specifically, Almería is where most of these courses have been held and, therefore, more coaches have completed their training process at different levels.

The purpose of this research is to know the training acquired by the rugby coaches of this province, and thus determine if the training received of this sport is being carried out correctly. These data will also help to understand if the sport is being coached properly.

2. Material and Methodology.

This research is a non-experimental and transversal nature design, whose procedure of collecting information is carried out through a survey, using the questionnaire technique (Hernández Sampieri, 2014). A questionnaire was adapted from Abad (2010) and a Delphi study was achieved with 15 experts in rugby training to verify its validity following the initial selection criteria by (Cabero & Barroso, 2013). The instrument called QUGRAFOR® consists of 21 items that are grouped into eight areas or dimensions (López-Muñiz, 2016, López-Muñiz, Vázquez-Cano, & Jaenes, 2017), see table 1. The next step was the selection of rugby coaches of the province of Almería. The sampling used in this research study is non-probabilistic, casual or sampling for accessibility (Bisquerra, 2004). A total of 27 coaches completed the survey.

Table 1. Dimensions of the instrument QUGRAFOR®

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- 1. Sociodemographic variables:** data related to age, gender, studies, work and whether or not they have been a former rugby player.
 - 2. Coaching experience:** report on the years as a rugby coach, categories they trained, sports qualifications, etc.
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3. Initial training: to clarify whether or not the coaches have been involve in training courses, the coaching certifications they have, important aspects that they considers for their training and their opinion about the coaching courses received.

4. Lifelong learning: type of lifelong learning courses, seminars, ... and the topics they are related to.

5. Conception of the teaching of rugby: aims to know what coaches think about the teaching of rugby, competitions and their results, importance they give to coaching and educating athletes and education in values, etc. .

6. Methodology: this dimension help us to know the coaching styles used, if coaches schedule their work and when they do it, if they evaluate and when, if they base their coaching methodology on the game, if they exercise control over their sessions, types of objectives, facilities and material, etc.

7. Personal: to approach the reasons why the coaches coach.

8. Needs and demands of training: items related to the availability of coaches to continue training, assessment of different training strategies and the possible contents of a seminar, course, presentation ..., of rugby coaching.

Once the data were collected, an analysis was made using descriptive statistical techniques for a one-dimensional study with the statistical program SPSS 15.0 (Statistical Program of Social Sciences).

3. Results.

The descriptive data collected using the QUGRAFOR® questionnaire indicate that 27 male coaches have participated, corresponding to 4 clubs in the Province of Almería. The majority of the subjects surveyed (37%) were between 21-30 years of age (SD = 1.16). The distribution of ages can be seen in table 2.





Table 2. Age of respondents.

Item: Age of respondents	Frequency	Percentage
Less than 20 years old.	2	7,4
Between 21 and 30 years old.	10	37,0
Between 31 and 40 years old.	4	14,8
Between 41 and 50 years old.	9	33,3
More than 50 years old.	2	7,4
Total	27	100,0

In the study the results of the items corresponding to the dimension *Initial Training* were analysed (see tables 3, 4 y 5), in the item *Maximum certification* 40.7% (f=11) of the answers assure that they have received a coach level I certificate. In the items related to the evaluation of the contents received during the coaching courses, 51.9% (f=14) consider very important the contents of both “Individual and collective technique”, as well as “Tactics and game systems”; 70.4% (f=19) consider the coaching “Methodology” very important; 55.6% (f=15) consider “Physical training” as Normal; 37% (f=10) of the respondents consider the “Rules & regulation” as important; Regarding to “Gradual Rugby”, 48.1% (f=13) answers were important; and, finally, 55.6% (f=15) indicate that it is very important to carry out “Practical activities”.

Table 3. Initial Training dimension. Maximum certification items and content evaluation.

Item:		Frequency	Percentage
Maximum certification	None.	7	25,9
	Rugby monitor.	1	3,7
	Coach level I.	11	40,7
	Coach level II.	8	29,6
	Coach level III.	0	0
	Total	27	100,0
Individual and collective Technique	Normal	3	11,1
	Important	9	33,3
	Very important	14	51,9
	Total	26	100,0
tactics and game systems	Normal	4	14,8
	Important	8	29,6
	Very important	14	51,9
	Total	26	100,0
Methodology	Normal	1	3,7
	Important	6	22,2
	Very important	19	70,4
	Total	26	100,0





	Normal	15	55,6
Item: Physical training	Important	9	33,3
	Very important	2	7,4
	Total	26	100,0
Item: Rules & regulations	Normal	7	25,9
	Important	10	37,0
	Very important	9	33,3
	Total	26	100,0
Item: Gradual Rugby	Not important	1	3,7
	Normal	7	25,9
	Important	13	48,1
	Very important	5	18,5
	Total	26	100,0
Item: practical activities	Normal	4	14,8
	Important	7	25,9
	Very important	15	55,6
	Total	26	100,0

The answers in relation to the organization of the training courses are reflected in Table 5. 59.3% (f=16) of the respondents answer *Agree* to the “Time of duration of the courses”; 63% (f=17) respond *Agree* to the item “Contents of the courses are sufficient”; 40.7% (f=11) of the coaches indicate *Strongly disagree* to the item “Contents of the courses are not very useful”; 37% (f=10) of the answers are *Strongly Agree* or *Agree* to the item “The practical activities of the courses are important”; Regarding the item Both “Theory and the practice of the courses were important”, 66.7% (f=18) indicate *Strongly agree*.

Table 4. Initial Training dimension. Items for the evaluation of the courses.

		Frequency	Percentage
Item: Duration of the courses	Strongly disagree	0	0
	Disagree	8	29,6
	Agree	16	59,3
	Strongly agree	2	3,7
	Total	26	100,0
Item: Content of the courses are sufficient	Strongly disagree	0	0
	Disagree	4	14,8
	Agree	17	63,0
	Strongly agree	5	18,5
	Total	26	100,0





Item: Course contents are not very useful	Strongly disagree	11	40,7
	Disagree	10	37,0
	Agree	4	14,8
	Strongly agree	1	3,7
	Total	26	100,0
Item: The practical activities of the courses are important	Disagree	6	22,2
	Agree	10	37,0
	Strongly agree	10	37,0
	Total	26	100,0
Item: Both the Theory and the Practice of the courses were important	Disagree	1	3,7
	Agree	7	25,9
	Strongly agree	18	66,7
	Total	26	100,0

In the analysis about the type of coach they learned to be during the training courses (see table 5), which is reflected in the item “Type of coach he/she learned to be during the level I coaching course”, 77.8% (f = 21) of the answers indicates *Democratic*.

Table 5. Type of coach he/she learned to be during the level I coaching course.

		Frequency	Percentage
Valid	Permissive	3	11,1
	Democratic	21	77,8
	Authoritarian	1	3,7
	Total	25	92,6
Lost		2	7,4
Total		27	100,0

4. Discussion.

The results related to the *Initial Training* reflect that the majority of rugby coaches from Almería have a coach level I or II certificate. In this regard, Feu, 2004, Martinez and Gil (2001) found that most of the sports coaches in Aragon (Spain), as well as the national handball coaches, respectively, have a coach level I certification. This reflects that the coaches have the minimum training necessary, as well as there is a group of coaches who continue their training, by having a coaching level II certificate, to improve their development. These data contrast with those obtained by López-Muñiz, Vázquez-Cano, Jaenes & López-Meneses (2018) in coaches from Cádiz (Spain) in which most cases only have a Rugby monitor certificate.





In relation to the contents that coaches have considered most important for their training, the best valued was the coaching “Methodology”, followed by “Practical activities”, “Individual and collective technique” as well as “Tactics and game systems”, “Rugby Gradual”, “Rules & regulation” and “Physical training”. The assessment of the methodological aspects is related to those obtained by Ibáñez, Delgado, Lorenzo, Del Villar and Rivadeneyra (1997) in basketball coaches from Spain, as well as results from Giménez (2003a) in minibasket coaches in Andalucía (Spain). Likewise, Gilbert (2017) refers that the first step to become a successful coach is about working on the methodology, suggesting the importance to identify the purpose and values of their programs, and to work hard on creating a proper environment for their athletes.

The coaches also considered important the contents on “Technique and tactics” in the courses for their training work, those aspects acquire a special relevance because they are the specific contents of each sport modality. These data correspond to those found by Marín (2004) in youth soccer coaches from Almería, and by Sir Clive Woodward opinion in relation to the rugby coaches (Cottrell, 2015). On the other hand, the “Physical training”, has been rated as normal coinciding with Giménez (2003b) in youth sport, and with Yagüe (1998) in national soccer coaches of Castilla y León (Spain), who work at different levels.

Most coaches surveyed agree with the duration of the courses, the contents, as well as their importance both theoretical and practical work. These data confirm the correct organization of the courses in Andalucía, as well as the distribution of the contents. When asked about “The type of coaches he/she learned to be during the training courses”, almost all the answers indicate that they have learned to be “Democratic” coaches, being this profile considered the most appropriate by (Kidman, 2005).

5. Conclusions.

As we have already anticipated, these results confirm the adequate training that is carried out by the Andalusian Rugby Federation, as well as they could be of great help to improve the contents of the programs of the courses, conferences, seminars, etc., related to the training of rugby coaches, as well as to adapt the duration of them.

Therefore, the main conclusions we obtain from this study is to confirm that most coaches analysed from Almeria have the minimum level of coaching certification. In relation to their training in the courses carried out by the Andalusian Rugby Federation, they value the areas of coaching methodology and practical activities as the most important, as well as positively assess the duration, content and distribution of theoretical and practical learning activities.





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¹ The AEHESIS Project (Aligning a European Higher Education Structure In Sport Science), on October 1, 2003, initiated the task of "Aligning to European Higher Education Structure In Sport Science", with incidence in the sectors of "Physical Education", " Health & Physical Fitness ", " Sports Management "and" Sports Training ". Since then, specialists in training in sport from 28 European countries, precisely from 70 organizations, held several meetings and conferences, and discussed various working documents, with the intention of producing new patterns and references for the development of curricula in the sector of Sport, always taking into consideration the Bologna Declaration, the Lisbon objectives, related to the Education and Training Agenda 2010, and the Professional Qualification Structure in Europe (European Qualification Framework - EQF).

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