

## COACHES APPROACHES TO LEARNING AND STUDYING

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### Coaching research abstract 10. Other coaching research

Learning requires understanding of content, willingness to invest effort in studying and the ability to regulate one's learning. Differences in coaches' prior knowledge and experience lead to markedly different approaches to learning and studying. In order to develop efficient coach education programs and consider coaches' unique learning needs and orientations assessment of coaches' views and approaches to learning are needed. This pilot study was carried out to discover learning orientations and approaches to learning and studying of coaches attending to senior and master level coach education program in Finland. A total of 60 coaches were asked to complete a questionnaire, which consisted of three sections (Entwistle et al., 2002). The first two sections contained items covering learning orientations (7 items) and reasons for attending to education (7 items). The last section included 18 items that indicated coaches' approaches to learning and studying. Coaches were asked to respond to the items using a 5-point Likert scale (1 = Totally disagree to 5 = Totally agree). The results indicated that coaches scored higher in intrinsic learning orientation ( $4.58 \pm 0.49$ ) compared to extrinsic ( $2.79 \pm 0.89$ ). Also, reasons for taking the education were more intrinsic ( $3.38 \pm 0.53$ ) than extrinsic ( $2.85 \pm 0.66$ ). In approaches to learning and studying coaches scored highest on deep approach ( $3.92 \pm 0.56$ ) and monitoring studying ( $3.92 \pm 0.56$ ). The corresponding means for organised studying and effort and surface approach were ( $3.48 \pm 0.76$ ) and ( $2.20 \pm 0.58$ ). Deep approach to learning and studying was found to be related to organised studying and effort ( $r=.61$ ), monitoring studying ( $r=.54$ ) and intrinsic learning orientation ( $r=.32$ ). Surface approach to learning and studying was negatively related to deep approach ( $r=-.35$ ), monitoring studying and extrinsic reasons for taking the education ( $r=-.28$ ). The present findings suggest that coaches preferred deep approach to learning and studying, which aims at understanding and concentrates on analysing and relating ideas (Entwistle & Ramsden, 1983). Moreover, coaches showed ability to regulate their own learning and were quite organised in their studying. Coach developers and educators should consider coaches' learning orientations, needs and approaches when designing program content, delivery and evaluation to enhance coaches' engagement, intrinsic motivation to learn and achievement of learning outcomes in coach education programs.

## REFERENCES

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## BIOGRAPHY

Minna Blomqvist, Ph.D. is a leading researcher in sports pedagogy in the Research Institute for Olympic Sports, Jyväskylä, Finland. Dr. Blomqvist has 20 years of experience on applied scientific research and the main emphasis has been on motor and cognitive aspects of learning and development in sports. More recently also coach learning and development and assessment in coach education have been her research interests.