EXPLORING UK SPORTS COACHES KNOWLEDGE & USE OF REFLECTIVE PRACTICE

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STATEMENTS

QUESTIONS/
EXAMPLE SCALES &

The study aimed to:

Investigate if there are any differences between level of coaching qualification in:

- Engagement and value of coach education
- Awareness, engagement and value of reflective practice

Further, the study looked to determine the possible gender difference in line with the above objectives

(p: Arcada & Carpenter, 2014; Kain, 2015)

METHOD

Participants
- Total 262 sports coaches (171 males, 89 females, 8 non-disclosed) from across the United Kingdom.
- Level 1 (n=36), Level 2 (n=131), Level 3 (n=68) and Level 4 (n=26).
- Total of 47 primary sports.

Materials
- Bristol Online Survey – Completion time: 15-20 minutes (approx.)
- Constructed of 6 themes

Procedure
- Disseminated via web-based social media and gatekeeper databases over a period of 20 weeks (February-June 2017).
- A pilot study was conducted across three phases prior to dissemination

Data analysis
- Reliability and measure of internal consistency of survey items was tested prior to analysis (Cronbach's alpha coefficient), and was used to form scales.
- Statistical analysis

- Inferential (Kruskal-Wallis, posthoc - Mann Whitney U test)

RESULTS: OVERALL

COACH EDUCATION
- I participate in coach education courses because...
- I want to improve my understanding
- I value the interaction with other coaches
- It is a requirement of my position/club
- I would like to progress in coaching

AWARENESS OF LEARNING
- I am able to recognise a need to engage in formal coach education courses to improve my practice
- I can confidently apply what I have learnt after I have stopped being assessed or mentored

REFLECTIVE PRACTICE (RP)
- I am aware of the emotions that influence my behaviour
- How often do you reflect on your coaching practice?
- What environment were you taught reflective practice?

DEVELOPMENT OF RP IN COACH EDUCATION
- What value do you place on reflective practice within coach development?

Reflective practice (RP)
- Often misunderstood or confused amongst both academics (Cosplpy, Henton, Mike, & Niven, 2010); and applied practitioners (Thompson & Pascall, 2012).
- An ability to engage in RP is largely situated on social, cultural, and political factors, and based on the epistemological beliefs and context that the RP has been learned (Cushion, 2016).

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Fig 1: Between group difference in awareness, engagement and value of coach education

Fig 2: Between group difference in awareness, engagement and value of reflective practice

* (p < 0.05)
RESULTS: MALE (n=171)

REFLECTIVE PRACTICE – (H(4) = 16.953, p = 0.001)*

DISCUSSION

• Greatest differences were reported with Level 1 coaches and Level 4 coaches

• Some similarities found, e.g. between Level 2 and Level 3 coaches in engagement and value of coach education

• Coaches also reported awareness of their learning needs and need to develop RP in coach education across all levels

CONCLUSION

This study demonstrates:

• Differences between levels of coaching qualification and engagement and value of both coach education and reflective practice.

• Similarities in awareness of learning and perceived need to develop RP in coach education

• Novel study that has investigated differences between level of coaching qualification and has raised further issues (e.g. gender and why similarities exist)

CONCLUSION – WHAT NEXT?

Phase 2

Understand how experience across coaching practice, coach education and reflective practice affects value and future engagement

• Interviewing specific groups through semi-structured interviews

• Criterion-based purposive sampling informed by a realist sampling strategy
Gender in sport coaching and coach education

- Underrepresentation of female coaches in both men's and women's teams (Acosta & Carpenter, 2014; LaVoi, 2017)
- Development of coaching qualifications and programs to support female coaches entering the coaching profession (Kane, 2016)
- Differences in perception of coach education in sport and coach education environments have been identified by female coaches (e.g. Lewis, Roberts, & Andrews, 2015)
- Empowerment through support structures, role models and peer encouragement have been suggested to have a direct involvement in women engaging in progression development activities (LaVoi, 2016, Harvey, Voelker, Cope, & Dieffenbach, 2017)

References


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