

Coaching: a sport instrument to enhance sport students performance

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Aim of the paper

University student failure is often an outcome of the lack of adequate work routines and study habits. In order to turn teaching and learning processes more efficient we need to change student's habits improving the quality of the time spent in the Department of Sport Sciences and increasing their motivation and perceived quality of life.

We deeply need new innovative learning methodologies and sport coaching can give an answer. We expect that implementing new methodologies such as service learning and coaching it is possible to make the learning process more efficient; sport students will acquire more competencies, new work routines will better off the sustainability of their lifelong learning process.

In this paper we will describe a research experiment applied to a group of 1st year undergraduate sport sciences students. Final results are expected in June.

Literature

Feedback is most effective when it is immediate, specific, balanced and behaviourally focused (Kravitz, Richard L., 2012). Coaching is now viewed as a potential way to improve learning processes within organizations, improving competitive advantages (Hagen, Marcia S., 2012).

Looking at a number of articles crossing educational and coaching issues we find the number of experimental designs is increasing rapidly and we still do not have clear results about the impact of coaching techniques on learning processes. However there is an increasing number of recent studies showing coaching is not harmful and can play an important role on self esteem and self confidence, instruments

that enable people to focus their time and become more efficient on their duties [Côté, J., & Gilbert, W., 2009]; Dieffenbach, K. D., *et al.*, 2011; MacDonald, D. J., Côté, J., & Deakin, J., 2010].

Methodology and data

The methodology will be mixed (qualitative and quantitative), including statistical analysis, descriptive statistics, interviews and *focus group* work with coaching. The number of students is 80, divided into 3 groups. One group will be submitted to 10 professional coaching sessions; a second group will work under one discipline teacher tutoring and a third control group with no special support. The selection of the students will be made based on a volunteering process and the university application grade (September) and first semester grades (February). A construct for grade will be produced as a measure of student performance. Statistical tests ANOVA and t-test will allow concluding about the changing effects and discussion of the results. We involved all the 1st grade teachers in order they provide us on-line grades and evolution on their disciplines.

Results and discussion

Results are expected at the end of the semester (June 2012) and will be presented at the EASM Conference.

References

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