Understanding on Self-Learning of Korean Coaches

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Self-learning conducted by coaches not only contributes to their self-development but significantly affects those who they coach. Present research was conducted as a case study in order to explore by what means learning is taking place amongst Korean coaches. Eighty-six coaches working with athletes attending elementary school, middle school, high school and university, as well as lifestyle sports directors, and coaches working at a professional level were asked open-ended questions regarding independent learning. The contents of the coaching as well as the independent learning were analysed using the content analysing. It was found that the main role as a coach was thought to be in fulfilling various responsibilities as a coach, and the most utilised source of learning was informal, first-hand experience. A variety of media resources were also found to be widely used as a source for coach improvement. Present study provides an aid in understanding the current situation of independent learning being conducted by coaches, and is likely to be of use as the basic data for shaping the content and method of learning required in coach education within Korea.

Key words: coach, formal learning, informal learning, non-formal learning, learning experience

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Introduction

Until recent years the literature on learning is mostly about athlete's learning rather than coach's learning in a coaching environment. However, recently coach's learning has received increased attention as some researchers show their interest in what and how a coach learns(Gilbert & Trudel, 2005; Jones, 2009; Rynne, 2008; Wright et al., 2007). With a growing need for coaches not only in the sporting scene but in education, health and business scenes, various theories and methods of coach learning are being highlighted within the field of coaching. Furthermore, in parallel with the rapidly transforming society, more diverse roles of a coach are needed, which demands learning for further improvement in one's competency.

Recently there has been a focus on a daily life narrative research which features interviews regarding elite coaches that state that coaches not only conduct physical training but also act as educators (Jones, 2006; 2009b). It suggests that the true nature of coaching is like 'teaching' in that it requires multilevel interaction and forming of a relationship which enables positive learning experience. Accordingly, a good coach is to be a good teacher, and one is only able to follow the path of becoming an ideal coach by individually continuing the learning process in whatever social or educational situation.

As such, this ever-changing society requires an all-round person like a superman, who can not only achieve outstanding outcomes but also cope well with various dynamic situations which can occur in any coaching sessions. Until now universities have played an important role in providing formal coach education in order to aid coaches in achieving technical and academic competency. In other words, a coach's level of formal education has been considered to be the main judge of their competency and qualification (Kim, 2009). Traditional coach education programs have employed formal education as the central method of producing a proficient 'intellect', 'practical sports expert' and 'sports theory expert'. The teaching system, encompassing liberal arts as well as theory and various practical aspects of physical education, may be said to meet the condition that allows for the training of an expert; however, it is undeniable that each course is disjointed from the other, without continuity between them (Cassidy et al., 2009; Lyle, 2007a; Tinning, 2010).

Learning is a deliberate act achieved through experience, reflection, conversation, studying and lessons, with its definition and usage being diverse depending on the field of study. Such act of learning may be formal, informal or non-formal, with Organization for Economic Cooperation and Development (OECD) and Sports Coach UK having recently defined a coach's forms of learning within a similar context. Formal learning is gained from systematic education programs conducted through coach education institutions, training institutions or at workplace, ultimately leading to the attainment of an official recognition from society in the form of a degree or a qualification. On the other hand, informal

learning, also conducted via educational programs, is not assessed officially and consequently not associated with a degree or a qualification and refers to activities such as past experience as an athlete, self-reflection, mentoring, and so on. Non-formal learning is achieved during day-to-day work-related activities, at home, or via hobbies. Non-formal learning is an act of continuous self-development to achieve professional development as a coach (KEDI, 2006; Cushion et al., 2010).

Interest in coach learning so far has mostly emerged as empirical and critical researches on formal learning. A number of authors have explored the effectiveness of the academic content as well as the experience in scientific verification of efficacy provided by coach education at undergraduate or postgraduate levels in enhancing a coach's expertise (Cassidy et al., 2006; Irwin et al., 2004; Jones et al., 2004). Recently a number of proposals have surfaced supporting the transition of viewing a coach from a microscopic rather than a macroscopic perspective, and as a learner rather than a provider. For example, university-provided programs on coach learning now view coaches as educators and active practitioners, thus approaching the learning environment and the effects of coaching practice from social and educational points of view (Jones, 2009a; Jones & Turner, 2006; Potrac & Jones, 2009), through the likes of communities of practice (Knowles et al., 2001, 2005, 2006; Rynne et al., 2006), problem solving-based learning (Gilbert & Trudel, 2006), competency-based learning (Demers et al., 2006), mentoring (Jones et al., 2009; Lyle, 2007a,b) and self-reflection (Cassidy et al., 2004). Furthermore, the content and method of informal and non-formal learning to support expertise improvement of coaches in both individual and group settings are being introduced, promoting the practice of on-site, continuing professional development (Cushion et al., 2010).

For coaching practice to attain its goals for the students and athletes, coach learning must integrate formal, informal and non-formal learning, and go on to facilitate the display of sources for each type of learning as useful information and knowledge. One is able to evaluate a coach's expertise as an educator according to this practice. Coach learning was a fragment of psychology which emphasised the application of the 'learning theory' rather than the practice itself. Due to this, the dynamics and situational context of the coaching sessions were ignored, limiting a coach's roles to that of a 'technique transferor'. During a coaching session when the degree of application of information and knowledge to practice must be closely observed, 'development-application-effect' type of practice is undoubtedly limited, considering the contextual situation of learning. Recently there has been a rise in need for research on coach learning that is imaginative, dynamic, and thoughtful, extending from an instrumental perspective of learning, with a focus on how experience from a coaching session, a non-formal workplace setting, becomes a source of learning, the structure and constituents of learning from the prior, and by what means the learner integrates the process of learning with their own experience (Cassidy et al., 2009; Cote, 2010; Cushion et al., 2003; Hong & Jung, 2021; Jones & Wallace, 2005;

Tinning, 2010).

Formal, informal and non-formal types of learning assume that work and learning, both of which occur during a coaching session, are not mutually exclusive, and put an emphasis on the practice of learning in association with work as well as learning onsite through work. As an important feature of an educator, the practice of learning must encourage actions suitable for active change, development of knowledge, techniques and attitudes that enable one to cope with and solve challenging problems, and manage and maintain new projects in an environment that alters frequently.

The purpose of this paper is to understand the content of Korean coaches' independent learning by analysing the sources of learning Korean coaches employ. A corollary purpose is to offer some practical implications that may help change the content and method of coach education programs and suggest recommendations for future research.

Methods

This research assumed that the learning conducted by coaches is likely to reflect each individual's situational characteristics, and took into consideration the views of coach learning researchers that simply considering a number of situations is unable to define 'learning' due to the practice occurring at a social level through interaction between personal experience and other individuals(Kim, 2009; Choi, 2009; Cassidy et al., 2009; Jones et al., 2007), as well as the fact that there has been a lack of research on coach learning within Korea, and undertook a qualitative case study.

The participants were 86 coaches who attended the coach in-service training held in G region during January 2019, with varying job location and work experience. Open-ended questionnaire exploring the sources of independent learning were used for data collection. The research conductor was assigned 20 minutes prior to the training session during which the importance of coach learning was explained, and coaches were asked to write freely under four topics; experiences in everyday life, content of the sources of learning, application to practice, and role restructuring.

For data analysis, content analysis of the learning resources was undertaken for each of the four topics. After separating out the responses according to the question, the number of recurring responses was recorded. The raw data were classified into general categories and further divided into groups under smaller topics, and finally, conceptual domains were categorised into headings according to common sense. Transcription was carried out by two assistants with the completed contents being reviewed by cross-correlation; and the analysis of the categorized and conceptualized data were self-checked, and further debriefed with a coach educator.

Coach's sources of self-learning

1. Content of coaching

Coaches carry out a variety of roles at their workplace such as school athletic teams, sports clubs and professional teams. Table 1 systematically categorizes the various roles fulfilled by coaches on a day-to-day basis. One hundred and eighteen raw data were categorised into 12 sub-domains and four conceptual domains. Training guidance, management, athlete selection, improvement in athletic performance and activities towards safety were the most frequently practised roles and were conceptualized as 'coaching (84)'. Coaching activities, including athlete selection, and planning, practising, evaluating and managing of programs associated with various training and practice sessions aiming at improvement in athletic performance, are contextual in nature. In addition to training, 'character building(22)' was emphasised, illustrating the extensiveness in range of coaching content, and the amount of effort coaches put into encouraging their learners (athlete, student etc.) to develop desirable character and personality. Character building may affect, and in return be affected by the individual's development of skills and sociality. Accordingly, the likes of self-development, promotion of sociality and conversations are used as practical methods of character building; thus it can be said that a coach's role in its entirety is to make the learner equip with superior physical abilities, intelligence, and virtue (Kim, 2009, 2010; Choi, 2009).

Table 1. Performed roles/content of coaching

Content (frequency)	Sub-domain	Conceptual domain	Raw data (frequency)	Sub-domain	Conceptual domain
Training guidance(13), sports technique guidance(12), repeat training (5), stamina training(4), program planning(4), basic skills training(2), exercise tailored to the individual following complete assessment of athlete (1), field training(2)	Training guidance (43)	Coaching (84)	Character building(8), concerned with athlete's character building, studies as well as sporting activities(2), although both character building and sports are considered important, the prior is believed to be of more significance(5)	Personality (15)	Character building (22)
Athlete guidance and management(12), guidance in a variety of fields(6), guidance counselling(5), face-to-face meetings with student athletes(2), rear excellent athletes(3), guidance of gifted athletes(1), provide internal motivation(1), promote physical development and psychological stability that enables improved quality of	Guidance and management (33)		Sportsmanship(1), development of confidence and character(1), guide athlete towards a respectful way of life most importantly(1), aid athletes engage in sports with upright values(1), make an effort to provide education balanced in intellect, virtue and physical aspects(1), make an effort to instil the sense of importance of mental strength into the athlete (1), etiquette	Character(7)	

			lessons(1)		
life(1), psychological guidance(2)			Self-discipline(1), improvement of individual capabilities(1), promote leadership skills(1)	Self-develop ment (3)	Self-devel opment (6)
			Promote sociality(2), impress on athlete the importance of perception to life and society relationship(1)	Sociality (3)	
Discover gifted athletes(1), athlete selection (2)	Athlete selection (3)		Talking sessions to allow for active communication(1), communication with athletes(1)	Conversation (2)	Communi cation (5)
Training of mind and body necessary for competitions(1), provision of basic knowledge essential for competitions(1), video analysis (1)	Improvement in athletic performance (3)		Assessment of athlete's nutritional status(1), assessment of athlete's physical condition(1)	Assessment of athlete's condition (2)	
Safety education (1), athlete's safety (1)	Safety (2)		Maintain hygiene(1)	Hygiene (1)	

As such, a coach is responsible for not only rearing excellent athletes through teaching sports techniques, but also being at the front-line in assisting them to become excellent individuals who are indispensable to society.

2. Sources of learning for coaches

The analysis of the sources of learning most widely used during teaching is presented in Table 2. These summarise the resources most utilised by coaches in day-to-day life and at the workplace in order to achieve their goals. Sources of learning refer to those that are most widely and easily encountered in everyday life, and that are not particularly restricted by time or place. These sources are thoroughly subjective and personal in nature and arise from everyday life, and personal situations such as the state of nervousness preceding a sports season or a competition, or transfers into a new team were not considered.

The most common source of learning was 'past experience(52)' including experience as an athlete as well as a coach, and also from day-to-day life. In other words, during coaching sessions, one's own self is being used as a source of learning. Furthermore, 'media resources(38)' such as readings and video analysis was also being used as a source of learning. 'Colleagues(28)' including peer athletes and coaches was also important sources, and this was followed by 'education(10)' at undergraduate or postgraduate levels, or that from workshops, and then 'participation in competitions(6)'.

Table 2. Sources of learning

Content (frequency)	Sub-domain	Conceptual domain	Rank
Experience as an athlete(27), field experience (??) (2), archives from own athletic career(2), experience as a professional athlete(1), successful experiences from the past(1)	Experience as an athlete (33)	Past experience (52)	1
Coaching experience (10), leadership experience (6),	Coaching experience(16)		
Day-to-day experience(3)	Day-to-day experience(3)		
Reading(11), specialty publications(2), study material for basic techniques(1), coaching-related books(1), thesis(1)	Text(16)	Media resources (38)	2
Relevant resources(12), resources from the Leaders' Association (???) (2)	Relevant resources (14)		
Videos(4), internet (2), video clips of competitions(1), video clips of national team members(1), video analysis (1)	Videos(8)		
Peer coaches(19), interaction with peer leaders(3), coaches from other cities (???) (1), peer athletes(5)	Peer coaches(28)	Colleagues(28)	3
Undergraduate and postgraduate education(6), institution-provided education (1), leadership training (1), off-season training (1), research society lectures(1)	Undergraduate and postgraduate education (10)	Education (10)	4
Participation in sports competition (4), Participation in international competition (2)	Participation in sports competitions(6)	Participation in competitions(6)	5

3. Sources of learning for coach improvement

The sources of learning for coach improvement are purposeful in nature, even if accessed from a personal level, and systematic, being measures to enable successful completion of given tasks. If the previously proposed sources of learning in day-to-day life are accessed in an ordinary manner at an individual level without internal or external influences, the sources of learning for improving coaching performance are clues to a coach's expertise. 'Use of media resources(27)' such as domestic and foreign specialty publications, video clips and internet were most commonly used. The next most common practical sources of learning for coach improvement were various types of 'training(10)', including off-season training, scientific training programs and repetition training. Past experience(8), education(8) and self-development(8) were similar in their level of usage as a source of learning. These appear to be cyclical(?), complementary sources of learning that allow for direct development of expertise as well as expansion in the availability of accessible sources in areas unable to be attained with experience, through educational activities such as postgraduate studies or workshops.

Table 3. Sources of learning for coach improvement

Content(frequency)	Sub-domain	Conceptual domain	Raw data(frequency)	Sub-domain	Conceptual domain
Video clip analysis(10), internet resources(3), internet lectures(1)	Internet(14)	Use of media resources (27)	Researching and creating of equipment aids for training(1), ceaseless researching and studying(4), attainment and recognition of information regarding the changing techniques(1)	Research(6)	Self-development (8)
Reading of relevant material(5), Reading of specialty publications(2)	Reading(7)		Development of personal capabilities(1), seminar participation(1)	Self-development(2)	
Foreign training resources(2), learning resources(2), domestic resources(1), various textbooks(1)	Use of relevant resources (6)		Individual counselling(3)	Counselling(3)	Mentoring (7)
Experience as an athlete(?)(6), coaching experience(1), experience in competitions(1), competition viewing and analysis(1)	Past experience(8)	Past experience (8)	Conversation with athletes(1), discovery of difficulties faced by athletes through conversation(1), compliments(1), creation of an autonomous atmosphere(1),	Conversation (3)	
			Spend time with athletes(2)	Companionship(2)	
Off-season training(2), systematic and scientific programs(1), non-tedious exercise sessions(1), stamina and strength improvement(2), tests(1)	Training(7)	Training (10)	Observation of athlete's facial expression and speech(1)	Observation(1)	
Repeated learning(1), applicability of the repeated activity in a real game(1), repeated lessons in theory and field experience (1)	Repetition training (3)		Conversing with peer coaches(4), consultation with peer coaches(1), discussion with a number of teachers(1)	Peer coach(6)	Colleagues (6)
Lecture given by professors(1), lessons on psychology and mentality(?)(1), material from undergraduate and postgraduate teaching(1)	Undergraduate and postgraduate(3)	Education (8)			
Leadership training(2), improvement in competency as a leader(1), institute provided education (??) (1), participation in seminar(1)	Workshops (5)		Faith(1), optimistic thoughts(1), self-reflection(1), acceptance of criticism(1)	Attitude(4)	Self-reflection (4)

It was noted that the most widely used source in day-to-day coaching situations was 'past experience(52)', although 'use of media resources(27)' was the most utilised source when aiming for improvement in coaching. This suggests that while a coach's routine practice of learning is informal in nature and comes from experience, when a situation-specific objective is given, routine learning

activities that aid in self-development arise in the form of non-formal learning, or come to coexist with formal and informal ways of learning, and the relevant resources are accessed. In particular, sources of non-formal learning that assist self-development, such as communities of practice, coaching seminars, workshops and clinics, are similar to formal learning in structure; thus when a coach applies to practice methods or content encountered during formal learning, non-formal learning sources are used (Nelson et al., 2006b; Schempp et al., 2007).

4. Sources of learning for role restructuring

Table 4 shows the results of the analysis on the most essential things believed to be necessary for restructuring of one's roles as a coach. These are what the coaches are individually working on; in other words, the content of learning either planned or currently accessed by coaches to allow for a superior fulfilment of their roles.

Coaches reported that restructuring one's roles as a coach entailed 'acquirement of new knowledge (22)', 'talent (15)', 'self-development(13)', 'self-reflection(12)', 'improvement in working conditions(9)', and 'education(7)'. The last is closely linked with betterment of the currently volatile social status and low salary, both of which are external factors difficult to alter from the position of a coach in reality, requiring an administrative and institutional intervention. The remaining five are related to the coach himself and signify tasks to be established by everyone in order to become a better educator, creating an excellent coaching environment. The foremost feature of a great coach lies in their expert knowledge (Kim, 2009); this was agreed and wished upon by the coaches that participated in the present research. A great coach does not carry out one's job relying on non-evolving knowledge and is also aware that continuous attention is required to improve their quality as a coach. Such endeavours are primarily achieved through formal and informal learning such as education, workshops and self-development programs, and during coaching sessions, these endeavours act as appropriate basis through the acts of formal and informal learning such as self-reflection and independent learning (Wright et al., 2007).

Table 4. Essential points to enable role restructuring

Content(frequency)	Sub-domain	Conceptual domain	Raw data(frequency)	Sub-domain	Conceptual domain
Attainment of knowledge using relevant material(2), attainment of expert knowledge(1), knowledge and information needed for appropriate mentality (??)(1), expert knowledge(1), studying the basics(1), ability to gather required materials(4)	Relevant material (?) (10)	Attainment of knowledge (22)	Power of execution(1), self-development(4), active participation in coach education programs (1), leadership training(1)	Self-develop ment (7)	Self-develo pment (13)
Specialty publications(4), reading of relevant publications(2)	Reading(6)		Research(1), scientific coaching data and equipment analysis(1), scientific integration of programs(1)	Research(3)	
Video clips(2), materials from the internet(1)	Internet(3)		Stamina management(3)	Stamina management (3)	
Wish to learn psychology (1), specialty publication on sports psychology(1),	Psychology(2)		Active communication with athletes(1), need for conversation(1), communication skills(1), listening to the athletes(2), compliment(1)	Conversation (6)	Self-reflect ion (12)
Acquirement of a new techniques (1),	Techniques (1)		Observation of facial expressions and speech(1), rigorous observation of athlete(1), understanding of the athlete's psychology(1), perspective on the athlete's techniques(1)	Observationa l skills (4)	
Etiquette considered important(1), diligence (2) smoothness(1), optimism (2), rid oneself of greed(1), determination(1), considerateness(1), strong mindedness(1)	Attitude (10)	Qualities (15)	Persuading parents and students(1), sponsor(1)	Persuasive power (2)	Improveme nt in working conditions (9)
			Guaranteed level of treatment and social status(3), guaranteed lifestyle journal(2), availability of spare time(1)	Secure social status (6)	
Attitude supporting continuous effort and studies(3), effort to view the world from the students' eye level(1), effort being made to create a family-like environment(1)	Effort(5)		Low salary(3)	Salary(3)	
			Ability to talk while coaching(1), coaching in a way that is easy to understand for the athlete(3), individualised education(2), systematic plans(1)	Teaching abilities (7)	Education (7)

Discussion and Conclusion

There is an active discussion regarding the role of a coach as an educator. This is highly beneficial in that through such interactions, the true value of coaches may come to be acknowledged, regardless of the variation in the aim of coaching. As coach learning has received growing attention within the field of coaching pedagogy, numerous research dealing with various issues such as the origin of internal and external sources of learning and their application during coaching sessions are explored in this paper.

While examining relevant studies in order to investigate the sources for coach learning, present research found that there is a lack of action research on the topic, and that systematic content of learning depending on its form may deviate from the previous theory-based psychological viewpoint. Furthermore, the paper presents various learning materials utilised in the workplace as well as the learning methods used for coach improvement, along with evidence that Korean coaches are endeavouring to restructure their coaching.

During routine coaching sessions, coaches are undertaking a combination of informal and non-formal learning activities such as training, guidance and management, athlete selection, performance enhancement, safety reinforcement, character building, self-development, and communication with athletes. The reasons behind the existence of such diverse roles include the expectation of a certain level of expertise that comes with the position of a coach, and the requirement of fulfilling various requests of the learner. In order to achieve these, a coach requires learning resources suitable for each situation. The present study found that informal learning resources such as experience as an athlete or a coach were mostly used. For the specific purpose of coach improvement, non-formal media resources such as everyday reading and internet were widely used. It is possible to see that the source of learning varies depending on the objective.

Given that in recent times coach learning has become the subject of active discussion, present research, having performed an experience research on coach learning (form and source), can be said to have shifted the debate further on-site, where it was previously only approached from a psychological point of view and remained at a theoretical level, by asking questions regarding the means of independent learning undertaken by coaches, and the sources utilised for this purpose. Undeniably, results of the present study does not cover every source of learning used by coaches; however, as an expert in teaching coaches, one is able to use the presented data to gain an idea of the popular sources as well as further needs, and use the information to give feedback to universities that educate coaches, leaders and instructors. Hence, a solution is offered as a part of the proposal of the present research, based on a recent study(Kim, 2010) which points out the problems confronted by coach education in Korea. There are three measures regarding the perception of a coach which require urgent

modification.

Firstly, a coach must be seen as a 'producer' from the viewpoints of consumers of knowledge. The number of sources of learning found in present research demonstrates the position of a coach as a producer of knowledge. Having considered the idea that coaches regard athletes as sporting machines and have expanded their sports-related knowledge (including those that are experience-derived), it must be acknowledged that coaches are continuously developing novel knowledge in methods of their own, by constructing the knowledge, implementing it in practice and reflecting on it. Furthermore, to remove all obstacles against development of new knowledge, there is an urgent need for provision of a supportive environment and accommodating attitude from the agencies associated with coach education. It is essential to break away from the formal delivery of training to provide instead an opportunity for coaches to put their heads together and discuss the process of knowledge formation and its application in practice, by means of workshops and seminars on various topics that feature personal stories and field data.

Secondly, a coach must be recognized as an educator that nurtures an individual into a mature being, rather than a skilled transferor who is thought to be satisfactory if equipped with professional knowledge and technical skills. In our complex and rapidly evolving society, further dispute over the limited role of a coach as a sports skill transferor will result in regression of coach education. Furthermore, we must replace the current coach education program composed of thoroughly disjointed and irrelevant subjects, with on-site education, case analysis, problem solving, education on communication skills, development of respect and consideration for others, and character building, thus preparing a coach for competent mediation and management of complex social situations (Choi, 2009; Cote, 2006; Jones, 2009a,b; Jones & Turner, 2006). A coach practicing all above is undoubtedly a great coach and a humane one.

Thirdly, the prevalent belief that a coach's expertise is entirely dependent on their experience particularly as a competing athlete and therefore unalterable must be changed. Many coaches are partaking in various formal and informal learning activities in order to enhance their expertise, consequently attaining know-hows that are more valuable than experience itself, such as up-to-date information and knowledge, and mentoring, reflection and problem-solving skills, and actively applying these in their coaching practice (Gilbert & Trudel, 2005; Nelson et al., 2006 a & b). However, this process occurs at a personal level, and consequently requires time before its practicability. becomes evident, and its applicability to practice is also insignificant at this stage. Therefore, there is a need for empirical research on how coaches learn such methods (Kim, et al., 2019). During the practice of coaching, a coach teaches and learns simultaneously; and with accumulation of detailed knowledge on the learning processes which take place during coaching sessions, a discussion on how coaches,

as a learner, are extending their learning activities will become a possibility. In addition, the authors eagerly anticipate the discovery of how informal and non-formal learning becomes systematized within the practice of coach learning.

However, these three measures could be 'a cake in the picture' to many coaches unless we solve the fundamental problems in Korea's sport context: lack of formal education and hierarchical structure. As we can see in the outcomes of sources of learning and sources of learning for role restructuring, coaches mostly depend on their experience as learning sources even though they are aware of necessity of new knowledge and education for role restructuring. Why did this big gap happen between their reality and their ideal?

One of the possible explanations is that a disciplined, authoritarian regime was established by the coaches, where negative feedback was commonplace. Why did the players comply with the abusive climate to which they were subjected? Because they have no choice but to obey their coaches to stay in the team. Players were deprived of their rights to attend classes from their coaches who emphasized only winning. For example, Korean student athletes can graduate from all the schools from primary school to university although they only take the small number of required classes once they join the school varsity team in the childhood. So, their lack of formal education prevents them from acquiring new knowledge because of poor learning ability. In other words, coaches may have some difficulties in learning by themselves. So coaching education program should consider this point. Fortunately, Korean government makes every effort to legalize players' learning rights so that players can attend their required classes regardless of coaches' pressure. If players take formal education, they can automatically enhance their learning ability.

Another obstacle is authoritative and hierarchical structure which did not allow coaches to communicate with their athletes in a democratic climate. Some coaches want to be democratic and autonomous coaches but there are few role models to copy in sport context. They utilize whatever they have learned from their coaches because they do not know how to start with. Learning sources such as experience, media resources, and colleagues reinforce rather than change the hierarchical structure which does not allow autonomous and democratic climate. Therefore, it is suggested that mutual interaction with genuine conversation can be a great means to change traditional structure in sport. Communication produces communication. Continuous communications enable coaches and athletes to understand each other. They need various ways of communication such as face-to face talk, heart-to-heart talk, pep talk, e-mail, or personal text message. Even though coaches acknowledge that communication skills are important to interact with their athletes, it is not easy to practice it in the real context. If mutual interactions occur between coaches and athletes through genuine conversation, unilateral orders, language violence, and physical punishment will disappear. How to

improve coaches' communication skills is professionals' job. It is high time that professionals related to coach education programs or teaching put their heads together to solve this issue (Kim & Hong, 2020).

This research aimed to explore what and how coaches are learning for the vitalization of their learning, and the form and sources of their learning. A coach's role and value are generally viewed based on efficiency, and until now, outcome-oriented coaching and emphasis on measurable knowledge have been recognised as the measurement of competency in a coach. Henceforward, one must pay attention to all practical interests of a coach as an educator. This is essential as a good learner – such as an athlete – is made by a good coach. The authors hope that many coaches begin to generate questions that stimulate their own learning whilst coaching, based on the results of the present research. To support the practices of independent learning and self-coaching it is essential to understand the current social situation of the coaching practice, which requires action research involving narratives, life stories, critical discussion, and a problem-solving approach.

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