

DISTANCE LEARNING AND ATTITUDES OF GREEK BASKETBALL COACHES

Tsamourtzis E., Pechlivanis P., Karipidis A.

KEY WORDS: ICT, basketball, distance learning, interactive software, attitudes.

ABSTRACT: Aim of the present research was the determination of the attitudes of Greek Basketball coaches towards their distance learning with the use of ICT in comparison with the classical learning and the examination of the perspective of their distance learning with the use of ICT. Therefore a closed questionnaire was used which included 3 different parts. 60 basketball coaches from Northern Greece comprised the sample (N=60). An interactive software was created which included the teaching of an offensive basketball system. The methodology of distance learning was used for the creation of the offensive system. The software was copied to a CD-Rom and accompanied with the questionnaires it was given to 20 Basketball coaches of Northern Greece as a pilot program. After the corrections of the primary questionnaires, the distribution of the final questionnaire accompanied with the CD-Rom followed. Multiple reciprocations were used for the data analysis.

According to the results the more relaxing, easier and faster distance learning was considered in relation to the conventional one, a) the fewer difficulties would the Basketball coaches face by using the distance learning method and b) the friendlier and more relaxing would the distance learning method be. Also according to data research: a) the more attractive the reading of software was, b) the fewer the difficulties during the reading of software and c) the more relaxing, easier and faster distance learning was considered in relation to the conventional one, the stronger was the perspective of Basketball coaches to believe in distance learning. In conclusion the more relaxing, easier and faster distance learning was considered in relation to the conventional one, the more positive were the attitudes of Basketball coaches towards their distance learning, while a positive perspective of Basketball coaches towards their distance learning is being formed.

Tsamourtzis Evangelos Department of Physical Education & Sport Sciences, Democritus University of Thrace, University Campus, 691 00 Komotini, Greece. Telephone: +302531074648

E-mail address: etsamour@phyed.duth.gr

Democritus University of Thrace, Department of Physical Education & Sports Science, Komotini Greece.

Complutense University of Madrid. Faculty of Education

Introduction

During the last decades, the scientific, technological and social-financial developments have resulted in the multiplication and radical alteration of the knowledge that is necessary for our professional and social life. Thus, no typical training is considered now sufficient for a lifetime (Bergidis, 1998). Moreover, the progress of technology and mainly the easy purchase of a personal computer, have contributed decisively in the development of distance training, from the angle of the individual learning rhythm and the effective educational strategies (Besser & Bohn, 1996).

The aim of the present paper was to determine the attitudes of Greek basketball coaches towards distance learning using ICT compared to classical learning and explore the prospect of distance learning through ICT.

Method

Candidates

60 basketball coaches, age 22 – 55 from Northern Greece participated voluntarily in this research (54 men, 6 women), ($M=35,55 \pm 7,95$). The 58,3% were university graduates, the 20% had completed their postgraduate studies, a 6,7% had a doctorate and a 13.3% were high school graduates.

Means of collecting data

For the determination of the attitudes of basketball coaches towards distance learning and their intention to believe in it, a closed questionnaire was created from the beginning, which was divided in three different modules and included 35 questions in all. The first module included the

recording of the demographic data of the specimen. In order to check the validity and the structural stability of the 2nd module of the questionnaire, 3 different types of exploratory factorial analysis were used. The first analysis returned 4 factors which were named "Understanding and learning", "Attractiveness of study", "Difficulties", "Friendly and effortless study". The second factorial analysis returned one factor that was named "Intention of faith". The third factorial analysis returned two factors named "Relatively more complete, more pleasant and cheaper education" and "Relatively effortless, easy and faster learning".

In all 3 types of analysis the K.M.O. measure of Sampling Adequacy > 0.665, the Bartlett's Test of Sphericity's Sig.=0.0. In the third module an exploratory factorial analysis was carried out, which returned a factor named "Familiarization with the use of a P/C". The K.M.O. measure of Sampling Adequacy=0.769, the Bartlett's Test of Sphericity's Sig.=0.0. In order to check the credibility of each one of the 7 factors of the 2nd module and the credibility of the first factor of the 3rd module, Cronbach's Alpha indicator was examined, which varied from very low to very satisfying levels (0.62- 0.92) at the 2nd module and very satisfying ($\alpha=0.94$) at the 3rd module.

Process of collecting data

An interaction software was created in visual basic computer language, which included teaching an offensive basketball system that was used from the National Basketball Team of Greece during Eurobasket 2005. The methodology of distance learning was followed for the creation of this software. The software with the questionnaires was given as a pilot program to be studied from 20 basketball coaches in Northern Greece. After the

corrections that came up as necessary, the final distribution of the questionnaire followed, along with the distribution of the software.

Planning-Statistical Analysis

The statistical technique of multiple regression was used for the processing of the data.

Results

The results of 4 multiple regression showed that: The more effortless, the easier and the faster distance learning was considered compared to conventional learning: a) the fewer difficulties would coaches face while studying through the method of distance learning ($R^2=0,131$, $F_{2,59}=4,306$, Sig. $F=0,018$, $\beta=-0,397$, $t=-2,929$, Sig. $t=0,005$) and b) the friendlier and more effortless was studying through distance learning considered ($R^2=0,158$, $F_{2,59}=5,365$, Sig. $F=0,007$, $\beta=0,376$, $t=2,820$, Sig. $t=0,007$) (Table 1).

Also, according to the data of the research:

a) The more attractive the study of the software was ($R^2=0,551$, $F_{4,59}=16,885$, Sig. $F=0,0$, $\beta=0,637$, $t=6,304$, Sig. $t=0,0$) and b) the fewer difficulties while studying the software were ($R^2=0,551$, $F_{4,59}=16,885$, Sig. $F=0,0$, $\beta=-0,228$, $t=-2,308$, Sig. $t=0,025$), the stronger intention of faith in distance learning was. Lastly, the more effortless, easier and faster distance learning was considered compared to conventional learning ($R^2=0.195$, $F_{2,59}=6.884$, Sig. $F=0.002$, $\beta=0.303$, $t=2.323$, Sig. $t=0.024$), the stronger intention of faith in distance learning was.

Discussion and Conclusions

Practically the present software, which belongs to the category of interaction multimedia, proves the constructive presence of an alternative method of learning, which provides the basketball coaches with the opportunity to contact and get acquainted with the marvelous world of ICT, offering each coach the potential to choose the space as much as

Dependent variables	Independent variables	R ²	F	Sig F	β	T	Sig T
Understanding and learning	Comparatively more complete, pleasant and cheaper learning	0.092	2.893	0.064	-0.058	-0.418	0.678
					0.323	2.330	0.023
Attractive study	Comparatively effortless, easy and faster learning	0.020	0.572	0.568	0.140	0.972	0.335
					0.001	0.005	0.996
Difficulties	Comparatively effortless, easy and faster learning	0.131	4.306	0.018	0.141	1.039	0.303
					-0.397	-2.929	0.005
Friendly and effortless study	Comparatively effortless, easy and faster learning	0.158	5.365	0.007	0.047	0.353	0.725
					0.376	2.820	0.007

Table 1. Concise results of 4 multiple regression: Comparison between conventional and distance learning of basketball coaches and their attitudes towards distance learning with the use of ICT.

his own individual learning rhythm. Besides, according to the findings of previous research regarding the know-how and the psychological readiness of Physical Education teachers towards distance learning and more specifically the assessment of the participants' reviews on

the usefulness of information and communication technologies, showed that the majority of the participants (96%) believes that ICT can help the process of Physical Education as much as the Coaching Process (Antoniou, Siskos & Farmakis, 2003)

References

- ANTONIOU P, SISKOS A. & FARMAKIS D. (2003) Know-how and psychological readiness of physical education teachers regarding distance learning. www.eap.gr/news/EXAGGELIA_SYNEDRIOU/synedrio/html/sect7/123.htm
- BESSER, H. & BOHN, M. (1996). Impact of distance independent education. *Journal of the American Society for Information Science*, 47(11), 880-883.
- VERGIDIS, D. (1998). The challenge of scientific and technological development. At: D. Vergidis, A. Lionarakis, A. Likourgiotis, V. Makrakis, H. Matralis (editorship) *Open and distance learning, Institutions and Functions*, Volume A, Greek Open University (p. 120).