Abstract

The purpose of this study is to inquire into the growth process & learning promotion elements Sport for All instructor through informal learning. To achieve the research objective, this study selected 5 instructors at the guidance field of Sport for All as participant in research, and this study looked deep into the growth process & learning promotion elements using Strauss and Corbin’s ‘Grounded Theory.’ The research drew the results as follows: First, this study divided the growth process of Sport for All instructor through informal learning into the introductory phase as a newcomer, establishment phase as a member of an organization, and phase of growing into an expert. Second, for learning promotion elements, Sport for All instructor is requested to form self-learning culture from the personal aspect, improve the awareness of learning from the content aspect, and construct the learning environment from the organization aspect. Mostly, the job site learning in the instruction field of Sport for All is done informally in the business situation rather than the formal. Particularly, the duty of Sport for All instructor has distinctiveness, in which required is the professional upskilling affording to do close interaction with participants in Sport for All who have various demands and characteristics. Accordingly, This study thinks that growth process & learning promotion elements of Sport for All instructor through informal learning has an important learning significance in improving an instructor’s professionalism in terms of experience and action.

Keywords: Growth Process, Informal Learning, Learning Promotion Elements, Sport for All Instructor

1. Introduction

The instructor in the field of sport for comes to be engaged in his/her work with the focus on general members of society (adolescents and adults) unlike PE teachers or specialized sports constructors. In addition, the same instructor is required not only to instruct sport function of each sport event but also to play diverse roles in business ranging from administrative business to member management, program planning & operation, etc. Accordingly, Sport for All instructor is required to be equipped with professionalism as an expert who can carry out diverse roles, and their related qualification. It might be possible to say that the basics of such professionalism or qualification has a close relationship with the psycho-motor domain (function), cognitive domain (knowledge), and affective domain (attitude).

Generally, a specialized Sport for All instructor makes growth through field experience & learning, along with pre-service teacher training. Particularly, the aforementioned three domains (function, knowledge, attitude) are acquired by learning through formal educational program, but in the case of the field instructor, the three domains are more frequently acquired through the personal business process and interaction with his/her colleagues or seniors & juniors. Also, Sport for All instructor is accompanying the difficulty with formal education due to the nature of the instructional environment in terms of business purpose, subject of guidance, and organizational structure. Considering such parts, there is the need to pay attention to creation, sharing and use of knowledge, which are naturally occurring at a job site. In other words, informal learning has a strength of being useful for acquiring technical skill.
Informal learning means the learning through natural experiences done in daily activity. In addition, informal learning refers to empirical or executive learning achieved on the basis of a learner’s initiative and autonomy in a daily business field other than formal learning that is planned, structured and provided under the leadership of an intra-business educational division. In particular, it is learned that informal learning that is done through work at a workplace has already emerged as an important domain even in corporate human resources development activity.

Also, many pieces of research reported that informal learning is self-directed one, through which a learner oneself performs learning intentionally, and looks for a method of doing learning oneself. In this context, it is reported that a considerable part of learning that is actually performed in a company is coming to pass through unsystematic, unintentional informal learning. Accordingly, the research related to workplace learning that is based on profession and continuing education is putting emphasis on the point that most of the workplace learning comes to pass informally.

However, informal learning is the form occurring the most among the learning achieved at a job site, becoming the most influential in an organization, but it is still less known to the public. Moreover, comparing to awareness of the importance of informal learning and interest in informal learning, actually, corporate investment in learning is biased towards formal learning. Like this, despite the importance of informal learning, it’s hard to find the research dealing with it systematically, and particularly, much too insufficient is the research on informal learning at a job site for Sport for All instructor. Accordingly, this research is aimed at clarifying the process of making growth, together with the Sport for All instructors’ increase in professionalism consequent on informal learning through qualitative case study of an instructor in the field of Sport for All, and inquiring into the elements in learning promotion through informal learning in the process.

2. Research Method

2.1 Participant in Research

It’s requisite that a theoretically suited object should be sampled in the selection of participant in grounded theory research. To carry out this research, this researcher selected the Sport for All instructor who was interested in the research subject, and available for rapport building, and basically met the condition as follows in a bid to select the research participant suited for the research. First, this study considered the length of service for an instructor’s experience and career to be evenly distributed. Second, this study also considered whether an instructor was active in learning for self-development and informal learning.

Accordingly, the participants in this research are five Sport for All instructors, who are working for a sports center and an institution related to Sport for All. This study selected the participants through purposeful sampling among the non-probability sampling that is used for qualitative research, and the characteristic of the participants in the research is as in the following Table 1.

2.2 Data Collection Method

2.2.1 In-depth Interview

As a method of collecting major materials for this research, this study used an in-depth interview. The interview was conducted by this researcher’s personal visit to the workplace where Sport for All instructors worked, and this researcher made efforts to maintain a sense of intimacy with interviewees for an in-depth interview and conducted an interview in the face-to-face form after forming rapport. About 30~60 minutes were taken for one interview session according to a research participant, and the interview was conducted twice to three times per interviewee. This study prepared the interview guide in advance on the basis of the preceding researches, which address the existing informal learning, and Sport for All instructors. Then, this study prepared the interview guide in advance on the basis of the preceding researches, which address the existing informal learning, and Sport for All instructors. According to the guide (peer review).

Accordingly, this study conducted an in-depth interview using an unstructured interview, or semi-structured interview method to obtain more profound information, such as hidden requirements for Sport for All instructors’ growth process and learning through informal learning as well as their mental state, etc. The basic interview range and content are as shown in Table 2.

2.2.2 Non-participant Observation

This researcher, for observing Sport for All instructor’s growth process and elements for facilitating learning through informal learning, conducted non-participant observation among the participant observation suggested
Table 1. Characteristics of Participants in Research

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Gender</th>
<th>Age</th>
<th>Educational background</th>
<th>Instruction Career</th>
<th>Main Major Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>M</td>
<td>45</td>
<td>College Graduation</td>
<td>18years</td>
<td>Swimming</td>
</tr>
<tr>
<td>B</td>
<td>M</td>
<td>43</td>
<td>Graduate School Graduation</td>
<td>15years</td>
<td>Swimming, Health, PT</td>
</tr>
<tr>
<td>C</td>
<td>F</td>
<td>34</td>
<td>Graduate School Graduation</td>
<td>8years</td>
<td>Aerobics, PT, GX</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>29</td>
<td>Attendance at Graduate School</td>
<td>4years</td>
<td>Health, PT, GX</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>26</td>
<td>College Graduation</td>
<td>2years</td>
<td>Yoga, GX</td>
</tr>
</tbody>
</table>

Table 2. Basic Interview Range and Content

<table>
<thead>
<tr>
<th>Interview Range</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Characteristic and Background</td>
<td>Age, Gender, Educational Background, Sports Career, Instruction Career, Major, and major business, etc.</td>
</tr>
<tr>
<td>Growth Process</td>
<td>Professionalism Development Process, Relationship with Members, and Method of Acquiring Business-related Knowledge, etc.</td>
</tr>
<tr>
<td>Elements for Facilitating Learning</td>
<td>Personal aspects, Content aspects, and Organizational aspects, etc.</td>
</tr>
</tbody>
</table>

Table 3. Phase of Data Analysis

<table>
<thead>
<tr>
<th>Phase</th>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>transcription</td>
<td>Process of making the data collected through an in-depth interview with research participants into source data</td>
</tr>
<tr>
<td>2</td>
<td>open coding</td>
<td>Process of naming &amp; categorizing a phenomenon through close data examination</td>
</tr>
<tr>
<td>3</td>
<td>axial coding</td>
<td>Process of making a model by connecting the category drawn from open coding to subcategory</td>
</tr>
<tr>
<td>4</td>
<td>selective coding</td>
<td>Process of inquiring into 'story line' of a theory by integrating the result and data generated, while open coding and axial coding is in progress, around one core category</td>
</tr>
</tbody>
</table>

by Spradley\textsuperscript{13} once time every other week for 3 months from Feb. 1, 2015 until Apr. 30, 2015 by instructor. Through this, this study intended to make up for what the in-depth interview lacks by observing their actual class instruction and work life to understand the life of Sport for All instructors.

2.2.3 Collection of Relevant Document Materials

It’s for grasping the information not obtained from the in-depth interview and observation, and this study obtained official /non-official diverse types of documents as much as possible in great quantity and used them as evidentiary materials to draw the research results.

2.3 Data Analysis Method

This study applied the coding method based on the grounded theory. Accordingly, this study applied Strauss and Corbin\textsuperscript{14}-suggested coding process (open coding-axial coding-selective coding) to the collected data. In a time of doing the coding operation of thick description & case extraction, this study did combine a use of the above coding process. The phase of data analysis is as shown in Table 3.

2.4 Verity of Research

According to Lincoln and Guba\textsuperscript{15}, the criterion of reliability and validity in qualitative research is explained by veracity and certainty. Accordingly, this study, to enhance the veracity of the research in data collection & analysis, conducted the process of Member checks, Triangulation, and Peer debriefing.

3. Research Result and Discussion

3.1 Growth Process of Sport for All instructor through Informal Learning

Any instructor will go through the itinerary of specific learning to acquire the knowledge of a specialized field
and to play a key role after being affiliated with a new organization. Newly appointed instructors might have no knowledge or experience in the relevant field at all, or might be deficient in knowledge or experience. However, they come to form the identity as a member while gradually acquiring the relevant knowledge through the process of participation as an organizational member and interaction.

This paper classified a Sport for All instructor's process of increasing professionalism through information learning as follows, and grasped the external, internal characteristics shown at each phase. As a result of the analysis of this through grounded theory, this study drew 26 concepts, and again classified the concepts into 9 subcategories by grasping the relations between similar concepts; then, this study classified them again into 3 superordinate categories. Such analysis results can be arranged as Table 4 below:

Description of the growth process of Sport for All instructors drawn through open coding by superordinate category, and the extract & arrangement of the contents of its related interview, observation log, and documentary materials are as follows:

### Table 4. Sport for All Instructors’ Growth Process through Informal Learning

<table>
<thead>
<tr>
<th>Superordinate Category</th>
<th>Subcategory</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Sport for all as a newcomer</strong></td>
<td>Passion as an instructor</td>
<td>The instructor assists members in enjoying the sport for all. The process of perceiving a role as an instructor, Having fun and joy in teaching itself</td>
</tr>
<tr>
<td></td>
<td>Conflict with a member</td>
<td>Difficulty in grasping the characteristics of individual members, Insufficiency in response consequent on the level difference by individual, Deficiency in skills in interaction with members</td>
</tr>
<tr>
<td></td>
<td>Perception of deficiency in teaching methods</td>
<td>Commencing as an instructor’s life in a state of insufficiency in preparation, No experience as an instructor, Members having richer theoretical knowledge than an instructor, There is a limit to teaching members only by experience.</td>
</tr>
<tr>
<td><strong>Settlement as a member</strong></td>
<td>Maintenance of relations with fellow instructors</td>
<td>Promotion of relations between instructors through mutual respect and cooperation, An existence as a colleague other than competitive relations</td>
</tr>
<tr>
<td></td>
<td>Improvement in communication skills with members</td>
<td>Improvement in the ability to grasp members’ demands, Accumulation of know-how to respond to members, Formation of trust relationship consequent on members’ acknowledgment of instructional ability and skills</td>
</tr>
<tr>
<td></td>
<td>Progress in instructional methods</td>
<td>Available for level-based instruction by object, Development of my teaching style, Subdivision of various instructional methods</td>
</tr>
<tr>
<td><strong>Growth into an expert</strong></td>
<td>Investigation into effective instructional methods</td>
<td>Continuous research on instructional methods, Improvement in leadership through fellow instructors, Development of one’s feedback procedure</td>
</tr>
<tr>
<td></td>
<td>Intimate communication with members</td>
<td>Acknowledgment of members’ diversity, Enjoying a conversation with new members, Securing of a solid trust relationship by understanding members’ position</td>
</tr>
<tr>
<td></td>
<td>Reflection and introspection</td>
<td>Incessant thinking about what a good instructor is, Having the time for self-introspection and reflection through keeping diary</td>
</tr>
</tbody>
</table>
The appearance of a newly-coming instructor at the introduction phase is composed of the subcategories, such as ‘Passion as an instructor’, ‘Conflict with members’, and ‘Perception of deficiency in teaching methods.’ ‘Passion as an instructor’ was drawn as the concepts like ‘Having fun and joy in teaching itself.’ The subcategory, i.e. ‘Conflict with members’ drew integrated concepts of ‘Difficult in grasping individual members’ characteristic’, ‘Insufficiency in response consequent on the level difference by individual’, and ‘Deficiency in skills in interaction with members.’ Also, the subcategory, i.e. ‘Perception of deficiency in teaching methods’ drew integrated concepts of ‘Commencing as an instructor’s life in a state of insufficiency in preparation’, ‘No experience as an instructor’, ‘Members having richer theoretical knowledge than an instructor’, and ‘There is a limit to teaching members only by experience.’

A newly appointed instructor who was initiated into an organization of job as a newcomer was found to have fun and joy in teaching, and passion as an instructor. However, there existed mixed conflict elements in interaction with members whose personal disposition is individually diverse, which worked as a factor causing a newly-appointed instructor to have a difficulty. Also, deficiency in experience and preparation as an instructor were showing that there was a considerable limit in teaching members only by the existing experience.

The appearance of an instructor who was at the settlement phase as an organizational member is composed of subcategories, such as ‘Maintenance of relations with fellow instructors,’ ‘Improvement in communication skills with members,’ and ‘Improvement in instructional methods.’ ‘Maintenance of relations with fellow instructors’ was drawn as the concepts of ‘Promotion of relations between instructors through mutual respect and cooperation’, and ‘The existence as a colleague other than competitive relations.’ The subcategory ‘Improvement in communication skills with members’ drew integrated concepts of ‘Improvement in the ability to grasp members’ demands’, ‘Accumulation of know-how to respond to members’, ‘Formation of trust relationship consequent on members’ acknowledgment of instructional ability and skills.’ Also, the subcategory ‘Progress in instructional methods’ drew integrated concepts of ‘Available for level-based instruction by object’, ‘Development of my teaching style’, and ‘Subdivision of various instructional methods.’

An instructor at the settlement phase, who grasped his/her duties through certain periods of time, was found to maintain the relations as a colleague through mutual respect and cooperation with fellow instructors in an organization at a workplace. Also, this study could confirm that an instructor’s communication skills with members were advancing with an instructor’s relations with members improved, and know-how to treat members accumulated. Additionally, this study could learn that an instructor was getting established as an organizational member while attempting at progress in instructional methods by developing his/her own teaching style, along with diverse teaching methods.

The appearance of an instructor at the phase of growing into an expert is composed of subcategories, such as ‘Inquiry into effective instructional methods’, ‘Intimate communication with members’, and ‘Reflection and Introspection.’ ‘Inquiry into effective instructional methods’ was drawn as the concepts of ‘Continuous research on instructional methods’, ‘Improvement in leadership through fellow teachers’, and ‘Development of one’s feedback procedure.’ The subcategory ‘Intimate communication with members’ drew integrated concepts of ‘Acknowledgment of members’ diversity’, ‘Enjoying a conversation with new members’, and ‘Securing of a solid trust relationship by understanding members’ position.’ Also, the subcategory ‘Reflection and Introspection’ drew integrated concepts of ‘Incessant thinking about what a good instructor is’, and ‘Having the time for self-introspection and reflection through keeping diary.’

An instructor having know-how based on endless learning and long-standing experience comes to establish him/herself as a core of an organization by growing into an expert. Accordingly, this study could confirm that an instructor, who grew into an expert, was attempting at improvement in leadership by continuously searching for effective instructional methods, and further forming a solid trust relationship, not to mention formation of a sense of intimacy through continuous communication with members. In particular, such a successful instructor was found to have the time for endless self-development to be a good instructor through self-introspection and reflective class.

### 3.2 Learning Promotion Elements of Sport for All Instructor through Informal Learning

An instructor in Sport for All instruction field, as examined in their growth process, performs informal learning
daily, and grows into a core member of an organization equipped with professionalism. The informal learning at a workplace is done at an individual level, but it produces synergy effects that cannot be achieved through individual learning in the process, in which individual, organizational members' various ideas, or empirical backgrounds are integrated together. Thus, there is the need to strategically support this from the personal, content, organizational aspects of the organization level so that such a synergy effect could be facilitated. Deduction of facilitation elements from personal, content, organization aspects for revitalizing informal learning of a sport-for-all instructor is the same as Table 5 below.

Looking into Sport for All instructors’ learning facilitation elements through informal learning,

First, it’s necessary to form the autonomous learning culture from an instructor’s personal aspect, which means having to construct organization culture that induces organizational members themselves to realize the necessity of learning, and makes it possible for instructors to do mutually autonomous learning. For this purpose, first, it’s necessary that a bond of sympathy with learning purpose & importance should be formed in an organization, and organization members should accept learning as sine qua non other than a separate thing remote from duties. Also, the culture of regarding autonomy and creativity as important should be underlain at the base so that instructors can acquire knowledge by searching the opportunity for self-directed learning.

Second, awareness of learning should be raised from the content aspect of learning. Usually, informal learning inheres in a daily routine, so it is not visibly exposed. Accordingly, there are many cases where the knowledge and techniques acquired through informal learning are commonly perceived as the things naturally acquired as time goes by. However, informal learning is invisible, but it plays an important role in improving a person and organization’s competitiveness. Therefore, it’s possible to revitalize investment in learning through the enhancement of the advantage of informal learning and to inspire learning motivation into instructors, so there is the need to raise awareness of informal learning.

Third, learning environment should be constructed from the organizational aspect of the instruction field. The learning culture in a place of an organization can be visualized and facilitated by providing physical resources for supporting learning activity. Accordingly, it might be necessary to arrange conditions for a learner’s spontaneous learning by furnishing learning conditions in a separate space distinct from office space, such as equipment and data needed for learning.

3.3 Comprehensive Discussion

Mostly, the job site learning in the instruction field of Sport for All is done informally in the business situation rather than the formal. Particularly, the duty of Sport for All instructor has distinctiveness, in which required is the professional upskilling affording to do close interaction with participants in Sport for All who have various demands and characteristics. Accordingly, it is thought that growth process & learning promotion elements of Sport for All instructor through informal learning has an important learning significance in an instructor’s professionalism improvement in terms of experience and action.

The preceding pieces of research reported that there arise a lot of restrictions and difficulty until domestic sports instructors come to possess professionalism because they are attempting at coaching through empirical teaching methods. Particularly, at the Sport for All field where informal learning is mostly done, a lot more difficulties follow. In order to resolve such difficulties, it’s necessary to develop the field atmosphere as a place for creating, practicing and sharing knowledge through self-directed learning in an instruction field; also, it is judged that should information infrastructure be constructed for instructors’ efficient growth and learning, it could play a vital role in a Sport for All instructor’s improvement in job ability.

4. Conclusions

The aim of this study is to make clear the process, in which Sport for All instructors are growing, together with the increase in professionalism consequent on informal learning, and to inquire into the learning facilitation elements through informal learning in the process. For this, this study is intending to inquire into related factors by...
conducting qualitative case study method, such as in-depth interviews, non-participant observation, and document data survey, etc. targeting Sport for All instructors. This study could draw the results as follows by analyzing and interpreting the data obtained through the field research like this using grounded theories.

The growth process of Sport for All instructor through informal learning can be divided into the introductory phase as a newcomer, establishment phase as a member of an organization, and growth phase into an expert. In addition, a Sport for All instructor’s learning facilitation elements through information learning include first, the necessity of having to form autonomous learning culture from an instructor’s personal aspect; second, the necessity of having to raise the awareness of learning, and third, the necessity of having to construct the learning environment from an organizational aspect of an instruction field.

Learning comes to pass through a lecture-room-oriented formal educational method, but more significant learning is fulfilled in the process of performing actual duties at a workplace. However, many of the existing pieces of research are concentrated on formal learning, whereas actually efforts for, and interest in the research on informal learning, which inheres in a daily routine, are considerably scarce. In particular, this study thinks that a Sport for All instructor could provide a more in-depth understanding with learning activity that comes to pass in organizational society, not to mention an instructor’s personal improvement in competitiveness in case a systematic research might be done because the weight of informal learning is high by the nature of duties.

In closing, the significance of this study could be found in the aspects as follows:

First, this study inquired into the process of informal learning that comes to pass in an instruction field of Sport for All. Actually, despite the fact that a large part of the knowledge and techniques acquired at an instruction field has been fulfilled through informal learning, the reality is that pieces of research on this issue have been deficient all this while. Nevertheless, it’s possible to find significance in that this study managed to expose visibly the aspects of informal learning, which have inhered in an instruction field, through the qualitative research method of this study.

Second, this study explored concrete facilitation elements of diverse aspects for accelerating informal learning. This study drew the facilitation plan at a personal aspect, content aspect and organizational aspect that are facilitation elements in informal learning. Therefore, this study has significance in that it arranged the base that can make it possible for an instructor to make a more systematic access to informal learning activity, which has been done mostly at a personal level in the light of diverse aspects.

5. References