

Evaluation of Coaching Performance of Directors of Physical Education in Maharashtra

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Abstract

Main purpose of this study was to evaluate the coaching performance of the Directors of Physical Education working in the government colleges (graduate) in Maharashtra. N-1800 graduate level students from each Male & Female college were randomly taken to evaluate their Directors of Physical Education's coaching performance. A three step Likert type version scale i.e. (1=Poor, 2=Undecided and 3=Good) was used for collecting the needed data. The result of the study shows that the coaching performances of the female Directress of Physical Education were very poor. Neither they have the knowledge of the fundamental skills of the games nor have any willingness to improve their coaching abilities and knowledge. Further the study reveals that the female DPEs demonstrated a poor ability to teach, analyze, and correct the techniques. The female DPEs have not given/devotes their time and energy to coaching duties or willing to apply knowledge of skills, techniques, and strategies of sports. The overall performance of the female DPEs were also low. On the other hand the male DPEs have shown better overall performance as compared to their female counterparts. The male DPEs possess better knowledge of the fundamental skills of the games and also shown willingness to improve their coaching abilities and knowledge. Further more the male DPEs demonstrated a better ability to teach, analyze, and correct the techniques. As evaluated by the students theresults further reveal that the male DPEs have given their time and energy to coaching duties and are willing to apply knowledge of skills, techniques, and strategies of sports.

KEYWORDS: Maharashtra, Student Perception, Male/Female DPEs.

Introduction:

(Background of the Study):

At the time of independence in 1947, very few trained Physical Education Directors were available in schools and colleges of India. The exarmy personnel worked as Physical Trainers and were called "PT masters". The PT masters had less knowledge and experience of organizing and conducting sport activities. As a result, there were no organized interschool sports programs. However, the intercollegiate sports competitions were arranged under the University. The high schools were affiliated with the University, but the University had nothing to do with the school sports program. There was a need for trained Physical Director having the capability and ability to organize and conduct sport activities in schools and in colleges. It was also important that Physical Education Directors should have equal qualifications as compared to other subject teachers in the schools and colleges. To overcome the above stated deficiencies on the part of Physical Education Teachers / Directors, a Physical Education college was established at Pune in 1950. Initially the college was for both genders that provided Physical Education Teachers for schools and Physical Education Directors (DPE) for colleges. The college had offered two courses i.e. Senior Diploma in Physical Education (SDPE) for which the admission was after graduation, and Junior Diploma in Physical Education (JDPE),

which required a minimum qualification of Matriculation. For both courses, the duration was one year. With improved qualifications and training of Teachers in Physical Education, the organized programs of interschool and intercollegiate were set underway. Both sections had their sports tournament committee consisting of several teachers of the schools and colleges. With limited facilities especially for practical and enhancement of the student's enrolment in Physical Education classes, it was decided that a similar college be established to overcome the difficulty. As a result, a college of Physical Education was established at Amravati in 1960 for both genders (Khan, N. 1988). New colleges and schools were established to increase the literacy rate because at the outset the literacy rate in India was 26% (Khan, A. 1954) currently India has a literacy rate of 42%.

In July 1976, Department of Health and Physical Education (HPE) Panjab University, first in the country started classes. Before the establishment of the department, there was no institution in the entire country, which could provide opportunities for obtaining higher qualifications in the subject of Physical Education. The Health and Physical Education department first started the M.Sc (Physical Education) classes in 1978. In 1980, the department introduced the Senior Diploma in Physical Education (LNCPE) and in 1982, the Junior Diploma in Physical Education (CPEY) classes were started, CPEY was discontinued for some years, and has been resumed since 2005. In India women participate in sports along with the men at every level. There is a separate Inter- School, Inter-Collegiate, Inter-Board and Inter- Universities Sports competition program for the girls, so that this section of society may not be neglected in the field of sports. At every level, from the school to the university, there are women officials and organizers. The standard of female sport in the educational institutions, as well as, at National and International level is not as high as that of males, but they are encouraged to participate more in interscholastic, intercollegiate, intervarsity and National and International sports competitions. One of the quality Directors of Physical Education' must possess is ability to coach the students. Although in India, coaching education is not provided separately. In the educational institutions (Schools / Colleges / Universities) of India, no separate coaches are available for the students. The Directors of Physical Education are the personnel, who have to act as coaches also. Coaching is an ability to give guidance and enhance the skills of the players in specific games. Each sport/game needs separate coaching, because every game is different to other one. The coach provides instruction, directions, or supervision to athletic / sports teams for developing ability or skill to perform in sports contests. "Competent coaches need to know the objectives and benefits of sports so that they know what to teach, model, and reinforce". The appointment of unprepared/unskilled individuals to coaching positions could lead to serious medical problems as well as serious legal problems for sport organizations and athletes. "The coaching profession is heavily male-dominated. In as much as sport reproduces the social relationships in society in general, the issue of women in sport has received considerable attention" (Lyle, 1986, P-23).

The scenario of the sports has been changed due to the introduction of sophisticated facilities of playing surface, equipments, much improved skills on the part of sportsmen / sportswomen, the use of advanced technology in coaching, and coverage of the mass media and sponsorships. The revolution in the environment of sports has given rise for the need of capable Directors of Physical Education who can function

effectively in sports related areas. He/she should be furnished with an advanced education and knowledge, be capable to use the advanced technology, skills and coach in the field of Physical Education and Sports. The main purpose of this study was to evaluate the coaching performance of Directors of Physical Education working in the government colleges of Maharashtra states as perceived by their students.

Procedure of the Study:

A three-step version (1=Poor, 2=Undecided, and 3=Good) of Likert type scale was developed to evaluate the coaching performance of Directors of Physical Education. The respondents (Students) marked on the appropriate category out of the three categories as described by the items. At the end each of the students has to give their response regarding the overall coaching performance of their DPEs. Seventy-two (72) colleges (42 Male & 30 Female) were selected randomly. Fifty-four colleges (32 Male & 22 Female) responded. From each male and female college 25 (graduate level) students were randomly selected in order to evaluate the performance of their DPEs. The scale was administered to Eighteen hundred (1800) students (1025 Male & 775 Female) of seventytwo colleges. One thousand three hundred & fifty (1350) students (800 Male & 550 Female) responded. The scale was administered among 1800 (1025 Male & 775 Female) graduate students of 72 (42 male & 30 Female) colleges, 25 students from each college selected randomly. The scale was administered to 28 (18 Male & 10 Female) colleges through M.Sc (HPE) students. Fifteen, (15) colleges (10 Male & 5 Female) were administered by post and 29 colleges (14 Male & 15 Female) were administered personally. Fifty-four, (54) colleges’ students returned the instrument: an overall response rate of 75%. Seven hundred (700) students of 29 (14 Male & 15 Female) colleges were selected randomly and were filled the scale from them personally; their response rate was 96.55%. The scale was sent to 850 (550 Male & 300 Female) students through M.Sc (HPE) students selected randomly from 28 (18 Male & 10 Female) colleges. Six hundred and seventy (670) students (450 Male & 225 Female) filled the scale and returned it with an overall response rate of 78.82%. The scale was administered to 250 (125 male & 125 Female) students of 10 colleges (5 male & 5 Female) by post, (to DPEs with the request to fill the scale from their students and return it back to the researcher), of which one hundred and seventy five (175) students (100 Male & 75 Female) of eight (8) colleges (5 Male & 3 Female) have returned the scale: an overall response rate of 70%.

Analysis of Data

Following is the presentation and analysis of data acquired through the statistical techniques. Questions of the Scale for Evaluation of Coaching Performance of Directors of Physical Education.

Is knowledgeable on fundamental skills of Games and Sports:

Responses	Mean Std	Deviation	Good%	Undecided%	Poor%
Male	2.20	0.84	48.5	23.8	27.8
Female	1.84	0.98	40.5	3.5	5.6

Has a willingness to improve coaching ability and knowledge:

Responses	Mean Std	Deviation	Good%	Undecided%	Poor%
Male	2.28	0.84	53.5	21.1	25.4
Female	1.68	0.46	3.5	66.1	30.5

Demonstrates the ability to teach, analyze, and correct techniques:

Responses	Mean Std	Deviation	Good%	Undecided%	Poor%
Male	2.27	0.83	52.8	22.3	25.0
Female	1.50	0.86	24.4	3.5	72.1

Devotes time and energy to coaching duties:

Responses	Mean Std	Deviation	Good%	Undecided%	Poor%
Male	2.31	0.80	52.8	25.6	21.6
Female	1.63	0.81	21.1	19.5	56

Applies knowledge of skills, techniques, and strategies of the sports:

Responses	Mean Std	Deviation	Good%	Undecided%	Poor%
Male	2.26	0.83	52.0	22.6	25.4
Female	1.58	0.90	28.1	3.5	68.4

Overall Coaching Performance of Male / Female Directors of Physical Education:

Responses	Mean Std	Deviation	Good%	Undecided%	Poor%
Male	2.25	0.84	51.8	22.3	26.0
Female	1.43	0.64	8.2	25.1	63.2

Results and Discussion:

According to National Association for Sports and Physical Education, over 35-sports organizations have agreed that there must be a core body of knowledge from which coaching expertise may be developed. The National Standards for Athletic Coaches document contains 37 standards that are grouped into eight domains of knowledge and ability. These Domains include injury prevention; care and management; risk management; growth, development and learning; training; conditioning and nutrition; social / psychological aspects; skills; tactics and strategies; teaching and administration; and professional preparation and development.

Conclusion

The result of the study shows that the coaching performances of the female Directress's of Physical Education were very poor. Neither they have the knowledge of the fundamental skills of the games nor have any willingness to improve their coaching abilities and knowledge. Further the study reveals that the female DPEs demonstrated a poor ability to teach, analyze, and correct the techniques. The female DPEs have not given/devotes their time and energy to coaching duties or willing to apply knowledge of skills, techniques, and strategies of sports. The Overall performance of the female DPEs were also low. On the other hand the male DPEs have shown better overall performance as compared to their female counterparts. The male DPEs possess better knowledge of the fundamental skills of the games and also shown willingness to improve their coaching abilities and knowledge. Further more the male DPEs demonstrated a better ability to teach, analyze, and correct the techniques. As evaluated by the students the results further reveal that the male DPEs have given their time and energy to coaching duties and are willing to apply knowledge of skills, techniques, and strategies of sports.

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