AN ASSESSMENT OF STUDENT PERCEPTION ABOUT COACHING PERFORMANCE OF COLLEGE FEMALE DIRECTRESS SPORTS

Toshaba Channa and Syed Asim Hussain

ABSTRACT

The study about the skills, art and science of movement of human being is known as Physical education, it is necessary for whole educational procedure. The main purpose of PE is the progress of human being. It plays a significant part in the activity levels of athletes. Physical education not only fulfills a distinctive part in education, but is also an essential component of sports activities. In this paper a concise review of the research on students perception about the coaching performance of college female directress sports have been presented. Student ratings are most important to assess of teaching effectiveness, active contribution and meaningful participation from students can be significant in the success of such teaching assessment systems.

For this purpose the total number of subjects N=90 girls students (45 each from BA part I and BA part II) were used as a sample of the study from nine G. G. D. C of Hyderabad city to assess the coaching performance of female directress sports. The five point Likert scale was applied to collect the data, which ranges from “strongly agrees” to “strongly disagree”. The outcome of the study concluded that generally the female Directress sports coaching techniques were better and they comprise the potential to exhibit, train, assess, and exact the techniques. The present study outcome may demonstrate that students are usually considered for progress in teaching to be the most important for the result of a teaching evaluation system. Furthermore, the result shows that through student’s feedback about coaching evaluations the course content and format can be developed. Students should be encouraged to participate in the coaching evaluation system because through this they will be able to provide significant opinion. Quality students participation is essential sign to improve teaching efficiency.

Introduction

Coaching

The coach may provide support to a student through which they can achieve the competent objectives by giving them suitable guidance, to the student is known as coachee therefore the word Coaching means the development of an individual.
Coaching is a process through which two people may contact with each other, one person has information and other wants guidance and direction. Renton, Jane (2009). The Coaching is known as the proficient functions, which may facilitate an individual who can participate in teaching giving situation. (McDonnell (2016); Reich, Ullman, Van der Loos, & Leifer, 2008).

In sports the coaching be essential in order to make sure excellence athletes in contest. The coaching performance is designed to improving the performance of an individual (Whitmore, 2002). The instruction is not an easy procedure it requires to apply of diverse behaviors and strategies to accomplish various opportunities. Hence coaches in sports must includes the excellent information, require to increase competencies or skills and high inspiration in convey the tasks to make excellence athletes (Fouss & Troppmann, 1981). The Coaching is a multifaceted, multidimensional and constant decision-making course (Bengoechea & Johnson, 2001; e.t, al., Lyle (2002).

The Coach may play a vital part in individual’s life as they include capability which could effects positively or negatively on the performances of athlete’s sports (Bruner et al., 2011). The coach may offer expertise and teaching to individuals to expand and ensures development in games (Christensen & Ball, 2016; Dong Garbuio & Lavallo, 2016). According to the Caplan (2003) that a teacher believed to be a mirror reflecting back, the students’ ideas, language, motivating and to help them to examine effects with extreme clarity. The sports coaches may possess various roles i.e the teacher, trainer, director, analyst, supervisor, motivational, manager, and counselor (Gould, 1987; Lyle, 2002; Collins, 1998 & Martens, 2012). According to Cushion, 2010, coach put together individuals to develop into skillful and perform work individually. (Goldschmidt et al., 2014).

Student Rating Evaluations

Student evaluations have developed into everyday at most colleges and different studies indicate that the majority of colleges throughout the globe uti-
lize student ratings of education as part of their evaluation of teaching efficiency (Seldin, 1985; Hobson & Talbot, 2001). Majority of lecturers have conducted a student assessment at some phase during their teaching careers (Sulong, 2014). Students are excellent sources of knowledge and students are the objects of the teaching, they have strongly make development for a procedure. During student feedback about tutor performance the significant, helpful, and trustworthy data can be obtained (Mertler, 1996; Peterson, 2000). According to Marsh 1984, students’ evaluations are multidimensional, consistent and secure. It serves to offer advice and develop coaching procedures for tenure and promotion.

There are several methods available for assessing the capability and skills of teachers. Student rating evaluations in assessing coaching performance has established significant knowledge. It was started in the 1920, when Harvard students published assessment of their professors’ efficiency (Savage, 1982). In 1926 the first available form for collecting student ratings, the Purdue Rating Scale of teaching, was released (Cook, 1989). Student ratings have officially been chosen in institutions of higher education (Brandenburg & Remmers, 1927). According to Kwan, 2001, student’s evaluation has become a part of life as monitoring and improving the worth of teaching.

According to Millaman 1990, that the overall reason of teacher’s assessment is used for data collecting to find out the worth and significance or advantage of coaching. The Seldin 1993 have recommended in his study that student’s assessment of teachers have been utilizes as a part of staff assessment method. Marsh and Roche 1993, have concluded that faculty may apply student’s assessment of their teachers for encouragement, develop training and to assess tutor performance. Student rating evaluation are the most frequent source of information used to assess coaching effectiveness, that is followed by administrative ratings, peer ratings and tutor self evaluations. The Richmond 2003 and Clifford 1999 have suggested that it is essential to recognize regarding the attitude of students because it will facilitate in
accumulation to the data and used to judge capability of lecturers. The Jackson 1998 have defines evaluation comprises of nine ways, the teacher assessment: classroom examination, students’ ratings, peer-rating, self-rating, tutor interview, parents’ rating, students’ accomplishment, proficiency tests and indirect measures. Student assessment is vital to develop the teaching efficiency and raise educational standards (Santiago & Benavides, 2009).

Student ratings of teaching have served for two most important functions as formative and summative measurements of education. According to Marsh & Roche, 1993; & Franklin, 1991, the formative assessment of student ratings is used as a source of response to instructors who wish to change their coaching practices, effectiveness of student ratings in improving coaching performance. Student ratings are used for the development of course content, format, and structure for the progress phase of coaching evaluations (Driscoll, Goodwin, 1979 and Simpson, 1995). The Darling-Hammond et al 1983, have suggested that student’s evaluation of teachers is helpful in improving coach’s performance, simply be implemented, economical, and have a high degree of consistency. According to Marsh & Roche 1993, the teacher’s assessment by their student’s is applied for the purpose of promotion and to assess the tutor effectiveness. Arreola 1995 have stated in his study that, the students are simply accessible source for appraisal. The main purpose of student rating evaluation is to provide the support to administrator, class-room and peer appraisal.

Peterson, 2000; Pounder, 2007 has described that, one should identify the reason whether the required evaluation is formative or summative therefore the decisions on methods must be prepared. Student evaluations are formative when their reason is to serve the coaches to develop their coaching proficiency and skills. They are especially helpful when used, to assess what works well and what does not, to identify required changes, and to assess those changes. Student assessments are summative; when performed at the last part of a semester or year for evaluating
An assessment of student perception about coaching

the competence of a coach, for example, for a decision to grant tenure or an increase pay and promotion (Centra, 1993). According to Hampton & Reiser, 2004 the last student rating results exposed important differences in support of the assessment, feedback assessment form on coaching practices, ratings of coaching usefulness, and student motivation.

The Dera Ismail Khan has started the assessment of tutors by their students in Pakistan (Gomal University) from 2004 as majority of other the universities has started in the globe. According to Jousha, 2004, that the students’ assessment is one of the accepted approaches for their tutor. When Students can assess their teachers it shows that the students being taught by the tutors and they can be prepared to state their belief as well as thoughts regarding the efficiency of their tutors instructions, behavior, and the attitude to which they have benefited from those lessons and actions. This sort of assessment is applied as response of information to develop teaching and improve the proficient development of tutors.

Meanwhile, coaching assessment can also provide feedback to develop practice as well as identify sources of greatest satisfaction it has been assumed that students are in the best situation to see that the coaching they get is satisfactory and students are getting knowledge (Clayson & Haley, 1990). Evaluation of Student coaching serves for both purposes formative and summative.

Methodology

Sample of Study: The current study was confined to the Girls athletes participating in sports activities from G.G.D.C of Hyderabad city. (This comprises 3 towns/talkas i.e Latifabad, Qasimabad and Hyderabad City). The Purposive sampling method was utilized for study purpose and the 45 subjects were taken to evaluate the coaching techniques.

Tools for Data Collection: The information was gathered throughout the surveys, interviews and self administered (CTEQ) Questionnaires techniques which comprises of (25) Question statements.
Data analysis: The data was assessed by SPSS (Statistical Package for Social Sciences) after its collecting. The descriptive statistics was utilized that is similar to measurement of central tendency and measurement of dispersion such as %. The Coaching Techniques Evaluation Questionnaires were used for data collection that was composed throughout the surveys, interviews and discussion.

Results:

Majority Subjects (48.4%) were strongly agreed that should be regular and punctual statement.

Most subjects (22.2%) were neither agree nor disagreed to that they should be qualified from any concerned institution and technically proficient in various games statement.

Most subjects (24.4%) were strongly disagreed about using resources to make stronger the PE subject statement.

Most subjects (48.4%) were strongly agreed that good manners should be quality of directress sports statement.

Majority subjects (22.2%) were neither agreed nor disagreed that should be well aware about most recent coaching techniques statement.

Mostly subjects (15.5%) were strongly disagreed to that should assess the sport by applying correct techniques and well aware about most recent coaching technique statements.
An assessment of student perception about coaching

Table-1:
BA (Part I) Result of College Students C.T.E.Q Questionnaires %
N=45

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Questionnaire</th>
<th>SD</th>
<th>PD</th>
<th>NAND</th>
<th>PA</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Aware about the fundamental skills of games and sports.</td>
<td>15.5</td>
<td>11.1</td>
<td>22.2</td>
<td>17.7</td>
<td>33.3</td>
</tr>
<tr>
<td>02</td>
<td>Ability to demonstrate the games according to correct techniques.</td>
<td>22.2</td>
<td>11.1</td>
<td>24.4</td>
<td>13.3</td>
<td>28.8</td>
</tr>
<tr>
<td>03</td>
<td>Capability to teach the games easily.</td>
<td>22.2</td>
<td>11.1</td>
<td>22.2</td>
<td>13.3</td>
<td>31.1</td>
</tr>
<tr>
<td>04</td>
<td>Analyze the games by using proper techniques.</td>
<td>22.2</td>
<td>13.3</td>
<td>17.7</td>
<td>13.3</td>
<td>33.3</td>
</tr>
<tr>
<td>05</td>
<td>Trained from any concerned institute.</td>
<td>17.7</td>
<td>13.3</td>
<td>22.2</td>
<td>13.3</td>
<td>31.1</td>
</tr>
<tr>
<td>06</td>
<td>Technically expertise in various games.</td>
<td>17.7</td>
<td>11.1</td>
<td>16.6</td>
<td>13.3</td>
<td>31.1</td>
</tr>
<tr>
<td>07</td>
<td>Competency to improve coaching techniques.</td>
<td>26.6</td>
<td>13.3</td>
<td>22.2</td>
<td>13.3</td>
<td>24.4</td>
</tr>
<tr>
<td>08</td>
<td>Use a variety of teaching methods.</td>
<td>22.2</td>
<td>11.1</td>
<td>17.7</td>
<td>17.7</td>
<td>31.1</td>
</tr>
<tr>
<td>09</td>
<td>Plan a meaningful and creative lesson.</td>
<td>4.4</td>
<td>11.1</td>
<td>11.1</td>
<td>20</td>
<td>48.4</td>
</tr>
<tr>
<td>10</td>
<td>Provide easy and clear instruction to you.</td>
<td>20</td>
<td>11.1</td>
<td>17.7</td>
<td>11.1</td>
<td>37.7</td>
</tr>
<tr>
<td>11</td>
<td>Use a variety of materials appropriate to learn.</td>
<td>20</td>
<td>15.5</td>
<td>20</td>
<td>13.3</td>
<td>31.1</td>
</tr>
<tr>
<td>12</td>
<td>Apply a variety of techniques and strategies of games.</td>
<td>20</td>
<td>13.3</td>
<td>17.7</td>
<td>15.5</td>
<td>33.3</td>
</tr>
<tr>
<td>13</td>
<td>Utilize resources to strengthen the physical education subject.</td>
<td>24.4</td>
<td>11.1</td>
<td>17.7</td>
<td>11.1</td>
<td>35.5</td>
</tr>
<tr>
<td>14</td>
<td>Understand your knowledge, skills abilities and talent to participate.</td>
<td>24.4</td>
<td>13.3</td>
<td>17.7</td>
<td>15.5</td>
<td>28.8</td>
</tr>
<tr>
<td>15</td>
<td>Assess your progress and provides you helpful feedback.</td>
<td>17.7</td>
<td>15.5</td>
<td>15.5</td>
<td>17.7</td>
<td>33.3</td>
</tr>
<tr>
<td>16</td>
<td>Provide opportunities to re-learn the activities.</td>
<td>20</td>
<td>13.3</td>
<td>20</td>
<td>17.7</td>
<td>28.8</td>
</tr>
<tr>
<td>17</td>
<td>Facilities and necessary equipment from college.</td>
<td>24.4</td>
<td>13.3</td>
<td>15.5</td>
<td>13.3</td>
<td>33.3</td>
</tr>
<tr>
<td>18</td>
<td>If any injury may occur to you handle technically.</td>
<td>22.2</td>
<td>11.1</td>
<td>17.7</td>
<td>11.1</td>
<td>37.7</td>
</tr>
<tr>
<td>19</td>
<td>Observed your attendance.</td>
<td>22.2</td>
<td>13.3</td>
<td>20</td>
<td>15.5</td>
<td>28.8</td>
</tr>
<tr>
<td>20</td>
<td>Motivate you during physical activity.</td>
<td>22.2</td>
<td>13.3</td>
<td>15.5</td>
<td>11.1</td>
<td>37.7</td>
</tr>
<tr>
<td>21</td>
<td>Regular and punctual.</td>
<td>20</td>
<td>11.1</td>
<td>20</td>
<td>17.7</td>
<td>31.1</td>
</tr>
<tr>
<td>22</td>
<td>Well aware about latest coaching methods.</td>
<td>15.5</td>
<td>13.3</td>
<td>22.2</td>
<td>13.3</td>
<td>35.5</td>
</tr>
<tr>
<td>23</td>
<td>Good behavior is the quality of sports director.</td>
<td>24.4</td>
<td>13.3</td>
<td>22.2</td>
<td>13.3</td>
<td>26.6</td>
</tr>
<tr>
<td>24</td>
<td>Handle disruptive situation in a professional and constructive manner.</td>
<td>11.1</td>
<td>11.1</td>
<td>11.1</td>
<td>17.7</td>
<td>48.8</td>
</tr>
<tr>
<td>25</td>
<td>Manage to work under an environment where females are discouraged to participate in sports activities.</td>
<td>17.7</td>
<td>8.8</td>
<td>22.2</td>
<td>22.2</td>
<td>28.8</td>
</tr>
</tbody>
</table>

Source: Self Survey-2016-2017

SD = Strongly Disagreed,
PD = Partially Disagreed,
NA/ND= Neither Agree/nor disagreed,
PA = Partially Agreed and
SA = Strongly Agreed.
Figure-1
Coaching Techniques Evaluation Questionnaires (CTEQ) for College Students (B.A part-I) (n=45)

Source: Self Survey-2016-2017
Conclusion

The following conclusions were drawn at this stage of present study, that there are very talented students they have potential to participate in college competition but due to lack of support by their parents, peers, society and the sophisticated environment the students can’t contribute in sports activities at national and international level. All participant coming in this field without experience, that’s why they were not technically sound and they have no any sports background and they were not aware about the fundamental skills of games. The female directress sports were competent and know about the fundamental skills of games but they were not aware about the latest coaching techniques and first aid training because the refreshing coaching course, training and seminars were not conducted annually. The college could not provide the mandatory sports equipment for conducting such sports activities. Students are the best source of information through their feedback about their teacher effectiveness the adequate results can be obtained which is essential for their pay raise and promotion.

References


Caplan J (2003) coaching for future how smart companies use coaching and mentoring London CIPD.


