



## EVALUATION OF COACHING PERFORMANCE OF DIRECTORS OF PHYSICAL EDUCATION

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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 North West Frontier Province of Pakistan. N-1800 graduate level students (N-25 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 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.*

*Key words= North West Frontier Province, 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 Pakistan. The exarmy personnel worked as Physical Trainers and were called "Drillmasters". The drillmasters 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 of Punjab, established in 1882. 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 Lahore 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 Karachi 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 Pakistan was 26% (Khan, A. 1954) currently Pakistan has a literacy rate of 42%. The female schools and colleges were also given due consideration because female education was very much limited; the girls could not travel to gain admission in the institutions which were away from their homes. This was due to religious and social factors. With a growing number of female institutions, a need was felt for a separate college of Physical Education for females. Thus, the female section of the male college of Physical



Education, Lahore, was separated, and in 1972, a separate college of Physical Education for women was established in Lahore. (Khan, N. 1988)

In July 1976, Department of Health and Physical Education (HPE) Gomal University, Dera Ismail Khan, Pakistan, 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 (SDPE) and in 1982, the Junior Diploma in Physical Education (JDPE) classes were started, JDPE was discontinued for some years, and has been resumed since 2005 (Gomal University Prospectus 2006-07).

In Pakistan 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. Women's sports are organized according to the traditions of our society and religious bindings (they have separate schools and colleges) and these are held within the four walls of the institutions and stadium, and males are not allowed to observe. Under very special circumstances where women are not available, male coaches can coach them and similarly their



organizers can be males. 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 (Khan, N. 1988).

One of the quality Directors of Physical Education must possess is ability to coach the students. Although in Pakistan, coaching education is not provided separately. In the educational institutions (Schools / Colleges / Universities) of Pakistan, 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. (Dils & Ziatz, 2000; Conn & Razor, 1989; in Jody 2002) "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 North West Frontier Province (NWFP) Pakistan 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 (Khan *et al*, 2005). 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 seventy-two 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%.



## PRESENTATION AND 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

<b>1. Is knowledgeable on fundamental skills of Games and Sports:</b>					
Responses	Mean	Std Deviation	Good%	Undecided%	Poor%
Male	2.20	.84	48.5	23.8	27.8
Female	1.84	.98	40.5	3.5	56
<b>2. Has a willingness to improve coaching ability and knowledge:</b>					
Male	2.28	.84	53.5	21.1	25.4
Female	1.68	.46	3.5	66.1	30.5
<b>3. Demonstrates the ability to teach, analyze, and correct techniques:</b>					
Male	2.27	.83	52.8	22.3	25.0
Female	1.50	.86	24.4	3.5	72.1
<b>4. Devotes time and energy to coaching duties:</b>					
Male	2.31	.80	52.8	25.6	21.6
Female	1.63	.81	21.1	19.5	56
<b>5. Applies knowledge of skills, techniques, and strategies of the sports:</b>					
Male	2.26	.83	52.0	22.6	25.4
Female	1.58	.90	28.1	3.5	68.4
<b>6. Overall Coaching Performance of Male / Female Directors of Physical Education:</b>					
Male	2.25	.84	51.8	22.3	26.0
Female	1.43	.64	8.2	25.1	63.2





## **RESULTS AND DISCUSSION:**

According to National Association for Sports and Physical Education (NASPE, 1995 in Jody), over 140-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 (NSAC, 2001 in Jody) 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.

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.

Why the results are like this? There may be several reasons. One of the main reasons may be the cultural/religious factor. Our culture/religion (Islam) does not allow the females without any intensive reason. The sports activities are not included in those intensive reasons. They are allowed in exceptional cases like (old female, where there are no male in the family or in case of emergency). In our culture (Pakistani/Islamic) the females are considered as fragile and symbol of beauty. They are supposed to look after the family affairs and children. They have least concern with the outside of house activities. They are not allowed to participate in sporting activities in general and in front of the males in particular. If the females want to take part in sporting activities they are supposed to do the activities under the auspices of four walls, where there is no male to watch them, or even to conduct the activities for them. However, our religion allows the females to participate in sporting activities, but there are certain restrictions regarding this. In which the females should be in four walls and there should not be any male in the premises. They may participate in their full dress; all parts of the body must be covered. This may be the main reason that the female participation in sports is very low at every level in Pakistan in general and in North West Frontier



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Province (where the study was conducted) in particular. When these females enter the profession, they have less knowledge of sports; their skills in sports and their coaching abilities are very low. After the completion of their professional training in the physical education institutions/departments, when they are appointed as Directors' of Physical Education in the colleges, they show less coaching abilities as compared to their male counterparts.



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