

THE CORRELATION OF CLASSROOM ADMINISTRATION PERFORMANCE OF FEMALE DIRECTRESS SPORTS WITH THEIR QUALIFICATION

Toshaba Channa and Dr. Shahzaman Khan

ABSTRACT

The female directress sports in colleges have to performed double tasks. They educate their subject to graduate level students in the classroom and conduct activities of games in the field. The female directress sports might have to acquire all those traits and experiences as compared to other subject tutors. The present study was an attempt to examine the performance of the female directress sports in classroom (discipline) of college area. A five point likert scale questionnaire (1=Strongly disagree, 2= Partially disagree, 3=Neither agree/nor disagree, 4=Partially agree and 5=Strongly agree) were utilized for collection of data and to acquire the suitable answers about the classroom administration performance of the female directress sports. The questions were disseminated between the (N=90) girl's pupils of graduate level classes in colleges of Sindh Province. The major conclusion of the study was to observe generally Classroom administration Performance has positively associated with qualification of female directress sports. It was assumed that the female directress sports that possess better knowledge and were high qualified so they can demonstrate better Classroom administration Performance in their professional field as compared to low qualified and less knowledgeable female directress sports.

Introduction

According to Bernabea, ET, al. (2016) female directress sports are an individual who can instruct a range of sports or physical activities in an academic setting. The FDS are the person who can perform as coaches and should possess capability to coach the pupils, they are performing dou-

ble job they teach the Physical education subject to pupils in the degree classes and conduct games activities in the field (Gomal University Prospectus 2006-07). The FDS must acquire all necessary traits and qualification that other subject tutors possess; which includes the coaching and learning procedure (Hall 2007).

So, female directress sports may occupy a powerful position (Hall 2007) and they can play a significant part as compared to the other subject tutors have (Khan et al., 2008).

The tutors must possess the capability to control the class because it is one of the main qualities of good tutors that they may uphold classroom discipline and manage the class for the reason that they don't want to provide control to their pupils (Taylor, 1987). The qualified tutors must contain class control and it is frequently observed by the management/authorities as a degree of performance of those tutors. One of the objectives of classroom discipline is the control of pupils by their tutors. The significance of classroom control by tutors is consequently important that educators mostly observe discipline and control of classroom by tutors so it is further needed part of education (Edwards, 1994). The female directress sports are doing dual tasks and remain involved in a range of activities, in the indoor and outdoor of the classroom. Thus, the female directress sports may hold more imposing situation

associated to the other subject tutors (Hall 2007).

The classroom administration is a wide set of educational behaviors in which the tutor forms and uphold educational situations which may help efficient training that may results in proficient educational society (Hall, 2007). The efficient classroom administration is a continuousupholding procedure, which entails the inspiration of the pupils to study, control the pupils work, gives them suitable trainings and optimistic responses.

Proficient outlook of a tutor during education in classroom can evaluate from his traits, information, communiqué and managing abilities (Chek, & Pandey, 2016). Educational accomplishment success of pupils depends upon their tutor. Excellence of P.E. may depend upon the quality of P. E. tutor (Chek, & Pandey, 2016). It indicates that if the tutors possess higher qualities such as having good traits, high-quality lesson plan, good quality communiqué and administrative abilities than he simply endorse the field of P.E by making a proficient pupil. "Quality physical education lecture = Quality physical education tutor"

(Yaylac, 2012). If tutor uphold his / her traits, modernize information, uphold class administration, and adopting good communication abilities during the instruction than it will be helpful to the pupils to learn well and will develop general educational performance of the pupils (Chek, & Pandey, 2016).

The classroom administration is mainly a complicated part of teaching for beginner tutors. Teachers must obtain pupils' collaboration to sustain educational engagement and must expand and uphold an education atmosphere that supports knowledge (Rink, 2010). Conducting effective classroom management expertise in supporting pupils to achieve the emotional, psychomotor and cognitive behaviors stated it is a great responsibility of P.E tutors to make better physical education syllabus. Those tutors who acquire high self-efficiency using suitable teaching strategies to create a quality learning atmosphere. Thus, teachers' self-efficacy will influence the learning atmosphere in the classroom (Pan, 2014).

According to Edwards (2004) the "Successful classroom administration can prevent the disci-

pline troubles rather than to resolve them before occurrence. Students' learning can be enhanced by task that uphold pupils' concentration, giving obvious trainings, motivating lectures and introductions, appropriate utilization of questionnaire policies, checking pupils' work cautiously, given them suitable and precise responses and manage disturbance efficiently". The pupils' education may be improved during the physical and pleasing atmosphere of the classroom. e.g. Best illumination, sound system, heat, appealing bulletin boards and relaxed equipment may develop the pupil's education. According to Weinstein (1979) the present study demonstrated that as the excellence of the classroom atmosphere gets worse, tutors become more controlling, responsive and avoid close intimacy while the pupils become equally involved and avoid quarrels with peers. By the unpleasant classrooms atmosphere the learners may feel more exhaust, uneasiness and unhappiness. This paper was designed to find out the classroom administration performance of the female directress sports and to know that whether they are in a position to control and organ-

ize the classroom effectively as the other tutors can or not.

Study procedure

The researcher has adopted the following procedure to reaching at certain findings and conclusions of the study. A five point likert scale was utilized to conclude the Classroom administration Performance of female directress sports. The (total (N=09) Government girls degree colleges of Hyderabad city Sindh) were selected and the (graduate level) pupils were selected purposively in order to evaluate classroom administration performance of their female directress sports. The questions were distributed to ninety (N=90) girls students of Hyderabad city colleges.

Methodology

Sample of the study: This study was confined to female directress sports and girls athletes from nine colleges of government girls degree colleges of Hyderabad city (Sindh province). The total (N=90) girls students were selected to evaluate the classroom administration performance of their female directress sports.

Data collection tools: The tools utilized were self-administered coaching techniques evaluation questions which comprises (25) statements and the data was gathered throughout surveys; interviews and discussion.

Analysis of data: The data was analyzed by utilizing a statistical technique known as SPSS (statistical packages for social sciences).

Results

Table-1
Coaching techniques evaluation questionnaires (CTEQ) for college students of (BA part I-II %) N=90.

TEACHING SKILLS AND CONTENT KNOWLEDGE STATEMENTS

Teaching skills and content knowledge statements %						
1	Capability to teach the games easily.	20	12	17.7	13.3	37
2	Use a variety of teaching methods.	20	14	20	13.3	32
3	Plan a meaningful and creative lesson.	21.1	12	17.7	15.5	33
4	Provide easy and clear instruction to you.	24.4	12	16.6	12.2	34
5	Utilize resources to strengthen the physical education subject.	24.4	13	18.8	15.5	28
6	Understand your knowledge, skills abilities and talent to participate.	18.8	17	15.5	16.6	32
7	Assess your progress and provides you helpful feedback.	18.8	13	18.8	18.8	30
8	Provide opportunities to re-learn the activities.	25.5	12	14.4	13.3	34

Source: Self Survey-2016-2017.

Table-1 Showing the details regarding the (CTEQ) Questionnaires for college students of (B.A Part I-II) about the teaching skills and content knowledge statements.

Most subjects were strongly agreed to the statement that they possess capability to teach the games easily.

Mostly subjects were neither agree/nor disagreed to the statement that they utilize resources to strengthen the physical education subject and assess your progress and provides you helpful feedback. Majority of subjects were strongly disagreed to the statement that they provide opportunities to re-learn the activities.

Discussion:

This study was design to evaluate classroom administration performance of female directress sports working in Govt, Girls, Degree, Colleges of Hyderabad city Sindh. In this study it was try to investigate that whether the classroom administration performance of female directress sports has any positive/negative association. A positive relationship was established among Q.1, that they possess capability to instruct the games easily. It means that more experienced and qualified female directress sports have demonstrated good performance as compared to less qualified and lack knowledgeable female directress sports. Q.2, Uses a variety of teaching methods was positively associated with qualification of female directress sports, it illustrated that high experienced (M.Sc/MPHed) female directress sports have demonstrate better as compared to low experienced (SDPE/BPHed) female directress sports. A positive relationship was established among Q.3, that they plan a significant and creative lesson. The significant relationship was established among Q.4, Provide easy

and clear instruction to you. No significant relationship was established among Q.5, using resources to strengthen the physical education subject. A negative relationship was established among Q.7, Assess your progress and provides you helpful feedback with qualification and experience of female directress sports, which means that low qualified and less experienced female directress sports haven't demonstrated best performance as compared to more qualified and experienced female directress sports, and No, significant relationship was established among Q.6, Understand your knowledge, skills abilities and talent to participate and The negative relationship was established among Q.8 Provide opportunities to re-learn the activities it means that low qualified and less experienced female directress sports haven't demonstrated finest performance because they could not using resources to strengthen the physical education subject and assess students progress and they could not providing them opportunities to re-learn the activities while the more qualified and more experienced female directress sports showing better performance and providing opp-

opportunities to students to re-learn activities.

Generally the Classroom administration Performance was optimistically associated with knowledge and qualification of female directress sports. This means that the experienced and high qualified female directress sports have demonstrated an enhanced Classroom administration Performance as compared to less experienced and lack competent female directress sports. A strong positive relationship have established among the tutor documentation (qualification), training, knowledge and learners' accomplishment (Annual Report of the Florida Department of Education 2004). In addition it was also found that the tutors who possess less knowledge and they were non-certified may demonstrated negative result on success of pupils' (Darling-Hammond, 2000).

The result illustrated that the highly experienced (MSc / MPH-Ed) (FDS) illustrate best classroom administration performance as compared to less qualified individuals for the reason that they possess improved/extremely well qualifications. The learners are involved in a range of

activities jointly with the class work or educational activities during the Master level degrees in Pakistan and while the pupils have to fulfill their thesis work on any one of the topics associated to Physical Education field; so they may also be busy to make the initial report, in seminars, debate, modern games, finding new projects, umpiring, refreshing, referring of coaching courses / programs and in first aid activities and understand how to control the classroom condition. It is often observed that the pupils who are involved in these activities may also secure high/passing scores in the above-stated activities. Hence, the highly qualified (MSc/MPHed) (FDS) female directress sports are in a position to demonstrate best performance in Classroom administration performance as compared to low qualified (SDPE/BPHed) female directress sports. As discussed above, those students who attained the lectures during the Master of Science (MSc/MPHed) in Physical Education classes are well prepared for teaching. They have been trained as to how to deal and manage in the classroom situation. This study demonstrates that classroom adminis-

tration performance of female directress sports was optimistically associated with qualifications of female directress sports. It meant that experienced and more qualified (MSc/MPHed) female directress sports have demonstrated best performance in Classroom administration performance as compared to less experienced female directress sports. The study further illustrated that female directress sports have demonstrated improved performance in the area of Classroom administration.

CONCLUSION:

This study was design to find out that the classroom administration performance of female directress sports have any positive /negative association with qualification. The current study indicates that the Classroom administration Performance was positively related with qualification of female directress sports. It means that more experienced and high qualified female directress sports have shown better performance as compared to low experienced and less qualified female directress sports.

References

- Baumgartner T A, Jackson A S (1995). Measurement for Evaluation in Physical Education and Exercise Science. 5PthP Edition, Wm. C. Brown Communications, Inc., pp.112
- BernabeÂ B, Campos-Izquierdo A, Gonzales MD.(2016). Job satisfaction of sport and physical activity instructors in Spain according to gender and age. South African Journal for Research in Sport, Physical education and Recreation. 2016;38 (1):1±12.
- Chek, S.A., & Pandey, U. (2016). Attitude of students towards physical education in relation to their parental encouragement. Journal of Physical Education
- Corbin C. B., Welk G. J., Lindsey R and Corbin W R (2004). Concepts of Fitness and Wellness a Comprehensive Lifestyle Approach. 5Pndp Edition, Mc Graw Hill, pp.223.
- Darling-Hammond L (2000). Reforming Teacher Preparation and Licensing: Debating the Evidence. Tea: Coll: Rec: 102910: 28-56.
- Edwards C (1994). Learning and control in the classroom J. of Inst. Psy., 21(4): 340-346.
- Edwards, H. C. (2004). Classroom Discipline and Management. 4Pndp Edition John Wiley & Sons, Inc , pp.373
- Evaluation of Student Teaching Final Report Form. Department of Kinesiology Towson University Maryland 21252, Online available HTU <http://www.towson.edu/~parr/fnlevl.html> UTH. Accessed on March, 2007

- Greenwald R, Hedges L and Laine R (1996). The effect of school resources on student achievement. *Rev. of Edu. Res.*, 66(3): 361-396.
- Gomal University Dera Ismail Khan, North West Frontier Province, Pakistan. Gomal University (2006) Prospectus 2006-07. Gomal University Dera Ismail Khan, North West Frontier Province, Pakistan.
- Hall S C (2007). Responsible Classroom Management Building a Democratic Learning Community. Available at HTU <http://www3.uakron.edu/education/safeschools/CLASS/class.html> UTH Retrieved on Oct: 25, 2007.
- Hanushek E (1986). The economics of schooling: Production and efficiency in public schools. *J. Eco. Lit.*, 24(3): 1141-1178.
- J.E. Rink, "Teaching physical education for learning", (6th ed.), New York, NY: McGraw-Hill Companies, Inc., 2010.
- Keating X D, Silverman S (2004). Physical Education Teacher Attitudes Toward Fitness Scale: Development and Validation. *J. Tea. Phy. Edu.*, 2:32.
- Khan et al., Gomal University Journal of Research, 24: 90-96 (2008).
- Kulinna P H, Silverman S (1999). The development and validation of scores on a measure of teacher attitudes toward teaching physical activity and fitness. *Edu. and Psy. Measur.*, 59: 507-517.
- Louis C, Lawrence M (1986). *Research Methods in Education* (2nd Edition) Croom Helm Ltd; Provident House, Burrell Row, Beckenham, Kent BR3 1AT, pp.323
- Nasr A R, Edward B and Max G (1994). Relationship between Lecturers' Attitude toward Effective Teaching and their Teaching Performance. Faculty of Education, University of Wollongong, Education, University of Wollongong, Australia, pp.45-48.
- Taylor B W (1987). *Classroom Discipline*. Dayton, OH: Souther Hills Press, pp.101-107
- The Annual Report to the Florida Department of Education (2004). The Relationship between Teacher Qualification and Quality Educational Programs. Chapter 5, pp.18.
- The Annual Report to the Florida Department of Education (2004). The Relationship between Teacher Qualification and Quality Educational Programs. Chapter 5, pp.18
- Wachtel H K (1998). Students Evaluation of College Teaching Effectiveness: A Brief Review. *Ass. & Eval. in Hig. Edu.*, 23(2): 191-212
- Wikipedia free encyclopidia (2007) "Classroom management" UTH http://en.wikipedia.org/wiki/Classroom_management UTH Retrieved on Oct: 25, 2007.
- Weinstein (1979) https://www.researchgate.net/publication/284124818_Relationship_of...
- Yaylac, F. (2012). Quality development problem in physical education course. *Bilimve Akılın Aydınlığında Eğitim*, 13(147), 23-28.
- Y.H. Pan, "Relationships among teachers' self-efficacy and students' motivation, atmosphere, and satisfaction in physical education", *Journal of Teaching in Physical Education*, 33(1):68-92, 2014.