



ANALYSIS OF COACHING STYLES IN RACKET SPORTS

(Received on: 04 Nov 2017, Reviewed on: 22 Jan 2018 and Accepted on: 27 Feb 2018)

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Abstract

Coaching styles in sport is an area of great concern to the coaches, researcher and learner as coaching style leads to an effective Teaching learning environment. Spectrum of different teaching and coaching style developed by Mosston & Assworth is well accepted and commonly used concept worldwide by the sports teacher and coaches. Keeping it as a reference point present research was taken up to find out the status of different Coaching styles use by coaches in India. A self-made questionnaire was prepared with the help of expert of physical education and sports to investigate the status of coaching styles used by the coaches in Delhi state. Forty coaches of racquet sports i.e. Tennis, Badminton, table tennis and Squash were selected purposively as the participant of the study. Descriptive statistics was used to analyse the data. Findings of the study revealed that the coaches are not aware about some of the latest Coaching styles used worldwide. Command style, Practice method, self-teaching method and self-teaching method are the most preferred style. It was concluded that the Coaches learning platform e.g. Diploma courses, certification, workshop and conference must incorporate these latest Coaching styles in their curriculum.

Keywords: Coaching Pedagogy, Coaching styles and Racket Sports.

Introduction

Coaching Styles in sports consists of different principles and method used by coaches and physical education teachers to teach skills of the sports. There are numerous Coaching Styles which are used by the coaches to make the teaching learning process effective. Coaches should be well versed in different styles and methods to impart skills and tactics depending upon the level of player and the training state. There are many investigations taken up by many research scholars to find out the best, latest and effective Coaching styles. Knowledge to teach by different ways and methods as per the individual need make a coach an excellent teacher. A common problem is that many teachers and coaches that they teach in the same way that they were taught, regardless of whom they are Coaching, this should be avoided. When Coaching is crucial to be systematic because the lesson structure is critical to the learning process. Coaching and learning are both interrelated terms, as Coaching is what the coach does and learning is what the learner does. Coaches should be facilitators of the learning process. Learning only happens when change occurs in the student. The teaching process is based on a continuous relationship between coach and pupil. Good Coaching only occurs when it contributes to the learning and understanding of the pupil. Good results in the



Coaching are the consequences of the matching of intentions and action.

Spectrum of Coaching Styles

The Spectrum of Coaching & Teaching Styles (Mosston & Ashworth, 2008) which will be referred to as "The Spectrum" is chosen to identifying coaches Coaching method. The Spectrum consists of eleven (11) Coaching methods that functions as indicators. The Spectrum is posited as developing physical, cognitive, social, emotional, and ethical learning objectives specific to the development channel of the style. The strategy of coaching range from a direct, coach-centered approach to an indirect, more learner-centered approach. In the earlier period, a coaches-centered method has been used predominately, but now there is change in the trends and more focus is emphasized on Learner-centered approach. Normally the learner-centered Coaching method is more time consuming and requires more preparation by the coach, on the other hand the benefits to be gained from these methods are definitely worth the extra time spent developing the coaching plan. The methods are difficult for a coach to grasp without putting an effort into it. The Coaching styles to be used will start with the coach-based, command approach, followed by practice, reciprocal, and the self-teaching approach, then it will maintain with increased learner-based methods, such as guided discovery, exploration and problem solving. As you go across the spectrum of Coaching method the coach has less power in the decision making, and the player becomes the prime decision maker. All the style described in the spectrum are used worldwide ,But still what is the status of these Coaching methods in Indian scenario is a question of concern and what are the styles coaches in

India are using is the research problem which is investigated in this present research.

Methodology

Forty coaches who were regularly imparting coaching in different academies within NCR Delhi were selected as the participant of the study. The participants for the study were forty coaches, ten in numbers from each of the following Racket sports.

- Tennis
- Badminton
- Table Tennis
- Squash Racket

Only those coaches were selected who have been coaching for at least for the last two years. Only male coaches were included as the participants in the study. A self-made questionnaire is prepared, which went through the standard procedure of Initial draft, experts review, rewriting, trail run, tabulation and modification and final draft. Content validity of the questionnaire was obtained with the help of review of experts of the files of physical education and racquet sports. Reliability of the questionnaire was established with the help of split-half method. Scholar has personally visited various sports academies located in the Delhi NCR to collect the Data. Questionnaire was served personally to the coaches by the scholar. Prior appointment was taken. Necessary information was given before filling up the questionnaire .it was informed the information will be kept confidential. The participants were asked to tick one option after reading the statement that immediately comes to their mind.For analysis of data descriptive statistic was used. The responses of the coaches were first converted into frequencies and thereafter percentages of each response



were computed. The data was presented with the help of Pie diagram and bar diagram.

Results

The data of the study was analysed with the help of frequency and percentage. Findings of the study are presented in following tables

TABLE 1
AWARENESS ABOUT THE COACHING STYLES
AMONG COACHES

Coaching Styles		Coaches Responses	
		Y	N
Command Method	F	40	0
	%	100%	0%
Practice Method	F	39	1
	%	97.50 %	2.50%
Reciprocal Method	F	24	16
	%	60%	40%
Self-check Method	F	33	7
	%	82.5 %	17.5%
Inclusion Method	F	12	28
	%	30%	70%
Guided Discovery Method	F	18	22
	%	45%	55%
Convergent Discovery Method	F	4	36
	%	10%	90%
Divergent Discovery	F	4	36
	%	10%	90%
Learner Designed individual Program Method	F	27	13
	%	67.5%	32.5%
Learner Initiated Method	F	17	23
	%	42.5%	57.5%
Self-Teaching Method	F	38	2
	%	95%	5%

The Analysis of data in table 1 reveals that all the coaches are aware about the Command Method and 97.5% of coaches are aware about the Practice method. On the other hand only 60% of coaches have the knowledge about the Reciprocal method. 82.5% of coaches are having familiarity about the Self Check method, only 30% of coaches know about the Inclusion method and 45% of coaches are aware about the Guided discovery method. Further the analysis of data reveals that only 10% of coaches are aware

about the Convergent discovery method, only 10% of coaches have the knowledge regarding the Divergent discovery method of coaching, 67.5% of coaches are aware about the Learner designed individual program, only 42.5% of coaches have the knowledge about the Learner initiated method, and 95% of coaches are aware about the Self Coaching method of coaching.

TABLE 2
RATIONALE FOR SELECTING AND IMPLEMENTING
THE COACHING STYLES

Rational		Coaches Responses(N=40)				
		SA	A	N	D	SD
Coaching style is used on the basis of its effectiveness	F	21	18	1	0	0
	%	52.5	45	2.5	0	0
Coaching style is used if it is easy to use and practice	F	13	21	4	2	0
	%	32.5	52.5	10	5	0
Time constrain is an important factor in using a Coaching style	F	11	18	17	3	1
	%	27.5	45	17.5	7.5	2.5
Availability of the required equipment is the reason in selecting a style.	F	9	18	10	2	1
	%	22.5	45	25	5	2.5
Coaching style is used according to the level of the player.	F	27	10	3	0	0
	%	67.5	25	7.5	0	0

Table 2 depicts the descriptive status of sources of learning about the Coaching styles. The analysis of data reveals about the rationale selecting and implementing Coaching styles in sports, 52.5 % coaches felt that Effective is the rationale for selecting a Coaching style. Further 52.5 % agrees that if the style is easy to use and practice it is preferred. Moreover 45 % coaches agree to the fact the time constrain is the important factor in selecting. Only 45 % coaches felt that the availability of the equipment is the prime reason in implementing the Coaching style. Lastly 67.5 % coaches strongly felt that Coaching style is preferred and used according to the level of the player.



TABLE 3
PREFERENCE OF COACHING STYLE ACCORDING TO
THE LEVEL OF PLAYER

LEVEL	RESPONSES	FREQ.	%
BEGINNER	Command Method	26	65%
	Practice Method	5	12.5%
	Demonstration Method	9	22.5%
INTERMEDIATE	Command Method	12	30%
	Practice Method	22	55%
	Self-Check Method	2	5%
	Self-Teaching Method	4	10%
ADVANCE	Command Method	2	5%
	Practice Method	12	30%
	Self-Check Method	20	50%
	Self-Teaching Method	6	15%

The analysis of data reveals that, In beginners level, command style is the most preferred style with 65% coaches and 22.5% coaches uses demonstration method and only 12.5% coaches prefer practice method. As far as intermediate level is concerned the majority of coaches 55 % use practice method .Further 30 % coaches use command method and 10 % and 5 % coaches uses self-teaching method and self-check method respectively. In the advance level 50 % coaches used self-check method and practice method is the second preferred method with 30 % coaches following it. Self-Teaching method and command method are used by 15 % and 5 % coaches respectively.

TABLE 4
SUCCESS RATIO OF THE COACHING STYLES IN
ACHIEVING COACHING OBJECTIVES

Coaching styles		Coaches Responses(N=40)				
		MS	VS	S	LS	NS
Command	Per.	67%	15%	17.50%	0%	0%
Practice	Per.	75%	17.50%	5%	0%	2.50 %
Reciprocal	Per.	17.50%	35%	17.50%	10%	20%
Self-check	Per.	47.50%	37.50%	10%	0%	0%
Inclusion	Per.	2.50%	30%	30%	12.50%	25%
Guided Discovery	Per.	12.50%	22.50%	7.50%	27.50%	30%
Convergent Discovery	Per.	5%	7.50%	20%	15%	52.50 %
Divergent Discovery	Per.	5%	10%	20%	20%	45%
Learner Designed Individual	Per.	25%	37.50%	20%	5%	12.50 %
Learner Initiated	Per.	12.50%	20%	15%	17.50%	35%
Self-	Per.	50%	17.50%	20%	12.50%	0%

Teaching						
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The analysis of data reveals success ratio of the Coaching styles in achieving coaching objectives, 67% coaches find Command method as the most successful method of coaching .In Practice method, 75% coaches find it as the most successful method of coaching in achieving coaching objective In reciprocal method ,35 % coaches find it as a very successful method of coaching. In Self check method 47.5% coaches find it as a most successful method of coaching, In Inclusion Method, 30% coaches finds it as a very successful method of coaching. As far as guided discovery method is concern 27.5 % rates it a least successful method. Convergent method of coaching is considered as a least successful method with 54.50 % coaches agrees to the fact. In Divergent discovery method, 45% of coaches found it as a not successful method .On the other hand Learner designed individual program method is preferred as the very successful method of Coaching by 37.5 % of coaches but in Learner initiated method, 35% of coaches felt it as a not important method of Coaching. 50 % of coaches felt Self Teaching is the most successful method in achieving the objectives of coaching.

Discussion

Coaching Styles in sports consists of different principles and method used by coaches and physical education teachers to teach skills of the sports. In the presence study, it is found that coaches of racquet sports are using different Coaching Styles to train, the player in sports skills. Coaches are aware about command method, Practice methods, Reciprocal method, Self-Check method, and Learner designed Individual Program method. But on the other hand the coaches have no



awareness about Inclusion method, Guided discovery method, Convergent discovery method, Divergent discovery method and learner Initiated method. Further feedback method, Demonstration method, Competition method and Self-discovery method are the additional methods which are used by the coaches frequently in Coaching sports skills. These findings in line with findings (Byra, Sanchez & Wallhead, 2014). The findings of the study also reveals some relevant facts as many of the Coaching styles are not known to the coaches which are globally used by the coaches with reference of the spectrum of Coaching styles (Mosston & Ashwrth, 2008). Hence, it can be concluded that the learning platform of Coaching styles like Certification courses, NS NIS Diploma, Coaches Workshop, Experience coaches must update and incorporate these latest Coaching styles which is worldwide used by the coaches. Rationale of using different Coaching styles undoubtedly depends on the level of training state of the player and the stage of periodization of the training of sports. The findings reveal some relevant fact pertaining to these aspects as coaches strongly agreed that effectiveness and level of player are the rationale of selecting and implementing different Coaching styles. Further, Coaches also agree to the fact that time constrain, Availability of equipment and if the Coaching styles are easy to perform then it preferred and implemented by the coaches. The finding reveals that, according to coaches Command method, Practice method, Learner. Designed Individual program method and Self Coaching method are most important but on the other hand coaches prefer Guided discovery, Convergent discovery, and Divergent discovery and Learner Initiated method as not

important methods for coaching. Further it also reveals that, Command, Practice and Self Check method is most successful in achieving Coaching objectives. At the end findings reveals that Command, Practice, Self-Coaching method and self-Check method is always used by the coaches and coaches combine the Coaching styles during their coaching session.

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