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THE IMPACT OF TEACHERS' FEEDBACK AND STUDENTS' RESPONSE IN PRACTICAL PHYSICAL EDUCATION LESSON AT COLLEGE OF EDUCATION, FOSO.

SOLOMON ESSEL SAM

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DISSERTATION SUBMITTED TO THE DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SPORTS (HPERS) FACULTY SCIENCE EDUCATION, SUBMITTED TO THE SCHOOL OF GRADUATE, UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN PHYSICAL EDUCATION

SEPTEMBER, 2013

DECLARATION

STUDENT"S DECLARATION

I, **Sam, Solomon Essel,** declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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Candidate‟s Signature: …….

Date:……..…….

SUPERVISORS DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

SUPERVISOR‟S NAME: **Prof. Henry A. Pufaa**

SUPERVISOR‟S SIGNATURE: .....

DATE:……..……..……

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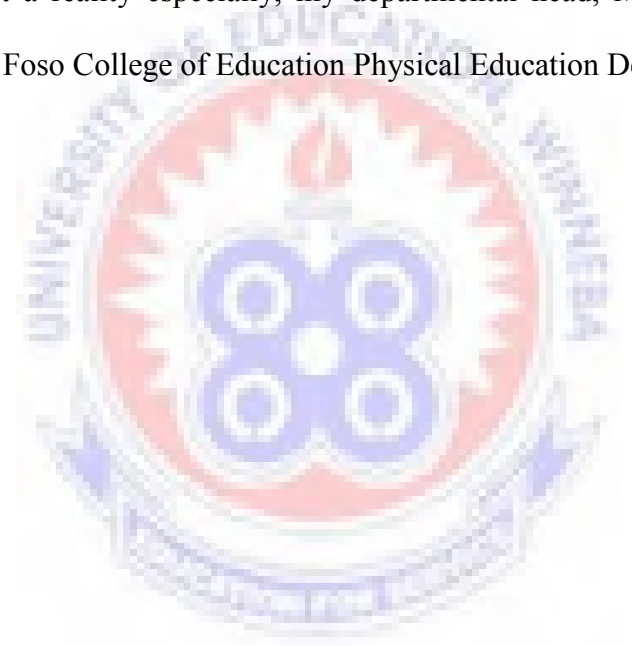

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DEDICATION

This dissertation is dedicated to my lovely wife Mrs. Helina Nyarko-Mensah Sam and son Ebenezer Essel Sam. I also dedicate it to my father, Mr. David Essel Sam and Mothers Mrs. Grace Sam and Madam Elizabeth Akuamoah and all my siblings.

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ABSTRACT

The purpose of the study was to explore the impact of tutors‟ feedback on students‟ achievement in practical physical education classes. The study sought to find out the types of feedback tutors give during practical lessons, impact feedback has on the students and the guidelines tutors use to give feedback to students for maximum participation during practical lessons. The study is centred on teacher-trainees of Foso College of Education. Out of the of the 900 students (300 of them are the on out-segment teaching practice) 61 selected students were used for the study and one physical education tutor, two research assistants and a video man were used. Observation, event recording instruments, video and close ended questionnaire were employed to collect data for the study.

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It was noted that most of the respondents agreed that the tutor gives constructive feedback. Only few respondents agreed that tutor sometimes give negative feedback. Also, provision of specific feedback recorded high response. With the impact of feedback on students‟ performance, high score on consistency, always and timely was popularly accepted. The guidelines on giving feedback for maximum participation also showed that most of the respondents gave positive responses even though there were few negative responses.

The conclusion drawn was that even though feedback was given, tutors do not give them always. Tutors as a result of their good communicative skills, students understanding in practical lessons were very encouraging. It was also recorded that tutors give individual attention during practical lesson delivery.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an essential key to achieving development and progress. In such context, Physical Education and Sports (PES) are considered an integral part of quality education within the framework of Education for all. Physical education and sports do

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indeed contribute to developing „genetic" skills, the cognitive and physical potential which are necessary for complete development and well-being. In this age of accountability, increased attention is focused on the education sector throughout the industrial and developing world (Adodo 1993).

The teaching of physical education in the Colleges of Education in Ghana does not seek to take the holistic preparations and development of the individual into consideration. This is true in the sense that, some or majority of the students are deprived of the rights to better healthy practices with some restriction in subjects allocations. The few who have the chance to participate in some form of activities are also been restricted to participating on competitive bases which takes out some importance elements in terms of healthy lifestyle practices for better performances in other shades of life.

The teaching of physical education in the colleges has been be-deviled with the acquiring of better grades and a combination of other subjects such that it scares away some students. Some of the students who take part in physical education lessons especially the practical, do so on compulsion hence it becomes what is termed as a normal routine. This has contributed to the down play of the subject by students such that during practical lessons, most of the students do not pay attention to what is being taught and some of them do not interpret feedback as is given by the tutor. The problem might either be that the feedback given was not understood by them or they looked at other students before they respond to the feedback.

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Another area of concern is when some students by virtue of their areas of specialization are deprived from benefiting from physical activities. Those offering science and mathematics and technical skills are the most affected students. The sad aspect is that all of these students are being trained to go out to the field and teach the pupils, yet they have not basic training and knowledge in the teaching of physical education.

Just as Piaget identified developmental stages in the cognitive processes in children, the multidimensional models of self-esteem suggest that there are age-dependent changes in self-esteem. What has not been demonstrated is how environmental influences in general, and sport participation in particular, affect the development of self-esteem at the various stages of the child's development (Fox, 1988). Weiss and Bredemeier (1983) suggest that a developmental approach is required for studying maturational changes in children's psychological behaviors in order to understand how these changes are affected by the sports experience. It is important that these studies be devised within the age-appropriate theoretical framework. Although a longitudinal approach might be a preferred way of examining maturational changes, the present study utilized an alternative approach by comparing the influence of a physical activity intervention on children of different age groups.

Accordingly feedback from society in general would positively or negatively influence levels of self-esteem. The magnitude of the effect is dependent on the number and consistency of the appraisals resulting from the feedback, the credibility

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of the person providing the feedback and the salience of the feedback to the individual and the situation (Sonstroem, 1984)

Many years ago, the objectives of physical education were conceived to be the accomplishment of such attributes as military discipline and large muscles. Today, the objectives have changed to other requirements. Teaching methods become quite different when the objectives set up for the pupils are changed to such a degree. The teacher, therefore, continually asks himself: "What is it I am trying to do for and with these students and why?" The objectives of physical education are the highway signs for ways of teaching. (Davis & Wallis 1965).

In Foso College of Education, physical education as a course has two different approaches; in the first semester, physical education is an elective course for students in the second year in the first semester even though all students are supposed to teach physical education during their On-campus teaching practice. With the first year students – apart from those offering science and mathematics – physical education is a core subject for them in the second semester.

The course outline is such that, the first years offer content and an element of an idea on lesson presentation. During the first year, students are introduced to the aims and principles of physical education, the ancient Greeks (Olympic Games), basic first aid administrations in respect to some common sports injuries, organization of competitions and tournaments, lesson preparations, movement skills in running and soccer and how to keep fit and stay healthy.

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In the second year, the outline covers mostly methodology and how to teach field events, construct field events sectors and teach the rules covering field events. It is during the second year second semester that students are introduced to anatomy and physiology, psychosocial bases of physical education, movements skills in jumping and throwing events, movement skills in table tennis, volleyball, netball and gymnastics among others. (see appendix E and F for details of the course outline). Looking at their involvement in the lesson and the motivation some students develop which makes them offer physical education as elective I had the interest to investigate to find out the impact and responses of the students during practical physical education lessons.

1.2 Statement of the Problem

That, student‟s ability to respond correctly to skill practice during practical physical education lessons is highly dependent on the frequency of the instructions given by the instructor and the clarity (quality) of the instructor‟s specific feedback. It is also dependant on how the students understand and interpret the feedback or instructions given correctly to meet the objectives of the lessons.

The impact of feedback and its effect in practical physical education lessons is very often played down by teachers. In some cases, students have difficulties in understanding the feedback as distinct from instructions and therefore find it difficult to respond. It is precisely because of this the research tried to find out the guidelines and types of feedback tutors use and the reaction from students.

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It was also to find out whether opportunities were created by the tutor for students to practice a skill and more opportunities created to provide evaluative feedback during teaching of practical physical education lessons. It further sorts to see whether the feedback was provided to individual student and how each of them responded to the feedback to meet the stated objectives of the lessons.

1.3 Purpose of the Study

The main purpose of this study was to establish the types of feedback tutors give, the guidelines tutors use for the feedback and the students‟ response to the feedback. Students achievement may confirm tutor expectations because these expectations create self-fulfilling prophecies, create perceptual biases, or accurately predict, without influencing, student achievement (Jussim, 1989). Another purpose was to examine the mediating role played by student perceived ability in the tutor expectancy process and to investigate whether tutor‟s feedback is related to students‟ competence in practical lessons. One other reason is that the researcher will enrich the effective use of feedback to enhance learning.

1.4 Significance of the Study

If student learning is a goal of teaching, then, tutors should view student learning as being of prime importance to them. However, in the area of physical education, there is research evidence to suggest that this is not necessarily the case (Hickson & Fishburne, 2002). The teaching of physical education is as important to the teacher as

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it is to the student. Whereas it is the teacher‟s performance duty for which he/she is paid, the student is the direct beneficiary of the physical education and, more especially practical physical education lessons

It is significant because students are particularly affected by the feedback the tutor gives during activities. This determines whether the objectives of the lesson were to be achieved.

It will also help tutors to create more opportunities for the students to practice skills during practical lessons and for tutors to provide constructive feedback in other to achieve the set objectives for the lesson.

Finally, it will help improve the teaching of skills and skill acquisition in particular and the teaching of physical education in general.

1.5 Research Questions

The study is out to answer the following questions

1. What type of feedback do tutors give to students during practical lessons?
2. What impact does feedback have on students?
3. What are the guidelines on giving feedback to students in practical physical education lessons that will derive maximum participation from students?

1.6 Delimitations

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The study was delimited to only student-teacher trainees who are offering physical education as their elective subject and only to Foso College of Education in the Central Region. Though there are many kinds of instruments the researcher delimited himself to observation and questionnaire and also to simple percentages for analysis.

1.7 Organization of the Study

For a systematic and comprehensive work, the study has been divided into five (5) chapters.

Chapter one, introduce the study through the background, purpose and significance of the study. The statement of the problem, research questions and delimitations are also catered for. Chapter two, deals with review of related literatures which concerns itself with findings and suggestions made by earlier renowned researcher on the topic under study.

In chapter three, the techniques and methods employed in collecting data for the study in are discussed while chapter four deals with data analysis.

Chapter five discusses the findings of the results whiles chapter six talks about the summary, conclusions and recommendations made by the researcher after the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

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This chapter of the research seeks to make inferences from studies and findings that are closely related to the phenomenon under study so that authentic and empirical correlation of the subject matter under consideration can be drawn. Therefore, the review cannot be complete without looking at the key players and issues that is directly related to the topic; the impact of teachers‟ feedback and students‟ response in practical physical education lesson. For in-depth studies to be carried out, the review is systematically outlined under the following headings:

- Types of feedback
- Feedback as Affirmation
- Feedback that Clarifies
- Feedback as Observations, Questions, Explorations
- Impact of Feedback
- Guidelines for Giving Feedback
- The target of feedback

While providing effective feedback to student has been a perennial concern of tutors and researchers, student reaction to various types of feedback has received relatively little attention.

Given the significance of feedback in the teaching-learning process the role of feedback provided by physical education tutors/tutors have received a considerable amount of attention. A variety of feedback characteristics have been examined, such as the absolute and frequency of feedback, the timing of feedback and the content of feedback.

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Feedback is sensory information that a person receives as a result of a response. As a source of information, feedback may be related to knowledge of results or knowledge of performance. (Rink, 1985, pg. 34-35)

Pufaa (2006) defines feedback in its simplest terms as "information about an individual‟s performance." He continues that feedback can serve many functions such as providing the learner with information about his or her performance. With this information, the learner can then make the necessary adjustments in the response to subsequent attempts or trails. It can also reinforce the learner‟s efforts thus strengthening the correct response and lastly, feedback may also serve to motivate the learner as it tends to provide the learner with information about his or her progress with regards to an activity or performance he or she is engaged in.

Drowatzky (1975) as cited by Kirchner and Fishburne (1995) defines feedback as "the information a learner receives from internal or external sources". They assert that such information, whether it comes from an internal "feeling" about a movement of from an observation made by the tutor, is used to direct or redirect the learner towards a goal. They are also of the view that feedback acts as a positive motivator as well as a strong reinforcer of behaviour. Kirchner and Fishburne (1995, pg. 77)

Feedback from the researcher‟s point of view refers to; messages of information that is sent back to the source from where the message came from. It could also be

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describe as the situation when output from (or information about the result of) an event or phenomenon in the past will influence an occurrence or occurrences of the same – i.e. same defined – event/phenomenon (or the continuation/development of the original phenomenon) in the present or future. Feedback is communication intended to improve overall performance of the learner or learners.

2.1 Types of feedback

Feedback is communication intended to improve overall performance. Feedback is expected in school, in business, and in other life pursuits. Tutors use feedback as a means of improving student learning. Formative assessment has been characterized as a type of feedback. Irons (2008) notes that "formative assessment is non-graded communication, while feedback is any type of comment from another individual which might result in learning", (whether the information is graded or not).

Whatever the task, students benefit from critical appraisal provided by others. The others can include peers or students and tutors. Tutors are most often thought of as sources of feedback; however, a student‟s peers can also be excellent sources of feedback. A framework for thinking about the types of feedback can be helpful. Even though some types of feedback are intended to correct mistakes, not all feedback notes only errors. Tutors commonly provide feedback to students on the work or performance. However, if they are aware of the types of feedback, they can improve its quality so as to bring about the desired results in the learners.

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The type of feedback used will depend on the performer and the skill being learnt. Feedback can be in the form of:

a) Intrinsic feedback is the information received by the athlete as a direct result of producing a movement through the kinaesthetic senses - feelings from muscles, joints and balance.

b) Extrinsic feedback is the information which is not inherent in the movement itself but which improves intrinsic feedback. This is also known as augmented feedback and there are two main categories; these are Knowledge of performance (KP) - information about the technique and performance. This can be provided verbally from the tutor or visually via video. This enables the athlete to establish a kinaesthetic reference for the correct movement. An example is the analysis of the sprinter's action from the starter block. Knowledge of results (KR) on the other hand is information with regards to the result of the athlete's performance e.g. the sprinter's 100 metre time.

c) Evaluative feedback occurs when a value judgment concerning how well or poorly a task was performed is directly communicated to the learner. Corrective feedback gives the learner information on what to do or on what not to do in future performances.

Evaluative and corrective feedback can be (1) general or specific; (2) positive or negative: (3) directed to the class, a group within the class or an individual, or (4) congruent with the focus of the task or incongruent with the focus of the task.

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d) Positive feedback is used to inform the athlete or performer as to what was correct about the movement or skill being practiced. Performers need to know if a movement or skill is correct as this provides the reference point for future execution of the movement. Positive feedback is essential in motivating athletes or learners.

e) Negative feedback is often used to inform the learners as to what was incorrect about a skill or performance. Negative feedback must include information on the action(s) required by the learner to achieve the correct movement or skills.

When the information is provided to the learner before or after the performance it is termed as a terminal feedback. Concurrent feedback on the other hand is the information provided to the performer during the performance, that is, as the performer is in the act or skill practice then the tutor provides feedback.

Congruency refers to the relationships between the content of feedback, the focus of the task and the cues that tutors give for the task. Congruent feedback gives information on performance or results that are directly related to what learners have been asked to focus on.

Feedback can be intrinsic or extrinsic in nature. Intrinsic feedback occurs when the performance of the skill itself provides information regarding the outcome. Extrinsic feedback is sometimes referred to as supplementary or augmented feedback and is provided by an external source.

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Feedback that is supplied during performance is called concurrent feedback. Terminal feedback occurs after the performance. Concurrent and terminal feedback can be intrinsic and extrinsic.

2.1:1 Feedback as Affirmation

Davis and Wallis (1965) gave the following to show factors influencing ways of teaching:

Objectives, Influence, Methods and Techniques.

A discussion teaching automatically assumes that worthwhile objectives have been agreed upon. An aim partially determines the quality of teaching, and objectives partially determine the types and directions of teaching techniques and methods.

Selecting an aim of physical education and formulating objectives are empty gestures if the teacher does not find ways of accomplishing or striving forward these worthy ends. According to Davis and Wallis (1965), the purposes or objectives are powerful influences in determining the methods and techniques selected, how they are used, and the emphasis given to them. After an activity is selected, these questions arise: why am I teaching this activity? Why am I teaching it now? Why did I select it for this class? Answers indicate ways of teaching.

Environmental, An Ever-Present Force.

The child, as we find him in the schools, is the result of his environment, his inherited characteristics, plus what he does with these two factors. Environmental influences actually change the child‟s physical make up-even affect his intelligence. The school should form one of the strongest of these environmental forces playing upon the

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child. And, the school environment could well be made a much more vital and permanent influence upon the pupil.

The Student as a Force in Determining Ways of Teaching

The student must be viewed as an absorbing organism as well as a re-acting one. Within the limits of basic inherited equipment, he reacts in terms of how he has been taught to react to the stimuli received from his environment. This absorbing of thousands of stimuli of many different kinds sets the stage for what the pupil is, does, and thinks (again disregarding his inheritance). Looking at this process from different viewpoint, we see the environment throwing out cues, absorbed by one or more of the receiving mechanisms (senses). These in turn help suggest attitudes and behaviours and sometimes profoundly stimulate the emotions.

The teacher‟s chief concern actually centers upon such questions as: Is the student getting it? Is he understanding it? Is he assimilating it? Is he developing? In the teacher‟s enthusiastic concentration upon answering these questions in the affirmative, he may find himself using techniques of instruction he never heard of, and using them effectively. Regardless of the name of a specific way of teaching, it is valueless if it does not produce desirable changes in the learner. Dewey said that no teaching has taken place unless the pupil has learned. Learning means changes have taken place. Learning means changes in such phenomena as the pupil‟s nervous system, body build, has appreciations, emotional control, attitudes, and outlook. Granted, all changes occurring within the child are not due to school education or

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physical education. In fact, many desirable changes are correctly attributed to other agencies, forces, and conditions. But this does not free the school from massive responsibility.

Teaching sometimes includes not only what the teacher does but what he fails to do. If there are certain desirable skills or other worthy outcomes of a given activity which are essential but which are not learned because the teacher has failed to teach them effecting includes seeing grasping the opportunity to teach all that should be taught.

Teaching begins with the student: what he knows, what he is, what he can do, what his interests are; and good teaching helps him learn and grow.

The Teacher, a Factor.

Methods and techniques of instruction are adaptable also to points of emphasis selected by the teacher. Teacher X may emphatically stress the accomplishment of the major objectives of physical education while the activities are actually regarded as incidental. Teacher Y selects skill execution as his point of emphasis while the activities and their corresponding objectives receive little attention. Teacher Z emphasizes enjoyment and pleasure – the recreational aspects of activities. To him all is incidental. Most teachers use all of these and another points of emphasis shifting from one to the other as the occasion and their best judgment indicate. In each case, however, teaching methods and techniques are adapted to the emphases which the teacher believes should be made.

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Ways of teaching also are adaptable to the uses which the teacher wishes to make of them. One teacher may use demonstration in an entirely different way and at different stages of the pupil‟s learning than another teacher.

Students are often novices at learning subjects and processes. Because they are not experts, they often believe they have completed a task correctly or executed a process efficiently. However, students may not be sure that their work is done correctly or efficiently; thus, feedback that affirms the quality of student work is more beneficial than a tutor might at first realize. Picture a student who has just written a bit of dialog as part of a short story but is unsure of the placement of the comma between the attribution and the quote. If the student did punctuate the dialog correctly, an affirmation is in order.

2.1:2 Feedback that Clarifies

Johnston (2004) opined that, because students usually attempt to learn content their tutors believe is important, they make continual efforts at precision. However, they are not always aware of the attributes of the concept they are attempting to master. Feedback that clarifies can help students to be more precise and to learn the important characteristics of a concept. Imagine a student who has been told by the tutor during a practical lesson that „you‟re putting too much force of the ball‟. Another tutor tells the same performer that, „use less force on the ball‟.

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The difference between these two statements is a subtle one. The first is a perspective on past performance (evaluative) and the second a perspective on future performance (corrective). Tutors often assume that students know what to do when told what not to do. This may be a false assumption. Information about what is good in a performance is just as valuable as information about what is wrong.

Tutors can reinforce specific behaviours by noticing the behaviour or product and naming it (Johnston (2004). For example, a student may have correctly applied the Pythagorean Theorem to determine the height of an object but may not remember the name of the principle involved. The tutor, an expert, might notice the use of the principle and name it in a comment to the student. As a result, the student learns the principle, may be able to use it in other circumstances, and acquires a name for the principle, as well.

Gallahue (1993) gave exploratory activity ideas for running and some recommended strategies.

Table 1 **Exploratory Activity Ideas for Running**

Effort	**Space**	**Relationships**
Forces	***Level***	***objects***
Can You Run. … – like a pixie?	Can You Run. … – very tall?	Can You Run. … – on the line?

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– like an elephant? – on your tiptoes? – flat-footed? – as if you were floating? – as if you weighed a million pounds? – as softly as you can? – as hard as you can?	– very small? – at a high level? – at a low level? – at a medium level? – fast or slow at a high level? – smoothly at a high level?	– across the line? – under the bars? – behind the chair? – around the chair? – over the hoop? – through the hoop? – carrying a ball? – carrying a suitcase? – with boots on?
Time	***Direction***	***People***
– as fast as you can? – as slowly as you can? – starting slowly and showing form? – alternating fast and slow?	– forward? – backward? – to the left or right? – diagonally? – and change direction once? – and change direction three times? – in a straight line? – in a curvy line? – in a zigzag line? – in a pattern (show shapes)?	– all by yourself? – in front of a pattern? – behind a pattern? – beside a pattern? – holding a pattern‟s hand? – with the class? – without touching anyone? – with two others? – in formation?
Flow	***Range***	***Combinations***
– as smoothly as you can? – with jerky movements?	– in your own space? – throughout the room? – as far as you can? – and not bump anyone? – with your feet wide? – with big steps? – with tiny steps?	An infinite variety of exploratory experiences can be devised simply by combining various efforts, space and relationship challenges.

Recommended Strategies

- Determine the characteristics stage in running ability.

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- Plan activities designed to move the child to the next stage.
- Include plenty of activities involving movement exploration at the beginning level skill learning.
- Work for good listening skills while running.
- Use the commands “freeze” and “melt” to develop listening skills.
- Stress not bumping into others.
- Stress stopping without sliding on the knees.
- For tagging games, teach proper tagging techniques.
- Incorporate activities that gradually increase capacity.
- Provide a wide variety of running activities.

2.1:3 Feedback as Observations, Questions, Explorations

Observations

Sometimes, a tutor‟s role is to simply observe and note the behaviour or process. If a student during a gymnastics class chooses to use the through vault instead of the astride vault and the choice makes a difference in the execution of the skill, the tutor may simply note the difference. It is then up to the student to determine if the choice is an effective one or not.

Questions can be an effective form of feedback, particularly when the tutor wants the student to think about the attributes of the concept. A tutor might ask, “Why did you choose to use the “through vault” instead of “astride jump”? Questions can help

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students think in new and deeper ways or point students toward a concept that may not have occurred to them previously.

Some types of tasks call for students to explore a variety of options, some or all of which could result in possible correct or acceptable outcomes. Feedback that offers new possibilities for the student to explore can expand the student‟s thinking and accelerate learning. In some cases, students competently reproduce the process or product exactly as it was presented. In these instances, the tutor may prod the student to go beyond what has been learned by inviting further exploration.

2.2 Impact of Feedback

Tutor feedback is a useful tool to help students understand cognitively what they are doing, what they should be doing and why adjustments should be made. If tutors have time to spend with individuals, they can promote cognitive understanding of movement information on why it is important to perform in a particular way.

Specific feedback has the potential to contribute to students learning a great deal more than general feedback. Specific feedback also serves a major role in maintaining student‟s attention to the task and in developing accountability for tasks.

When tutors use give a high percentage of congruent feedback, their teaching becomes narrower and more focused. This can also help to make students‟ effort to become more focused and narrow. Congruent feedback reinforces the task focus.

Tutor feedback is a powerful agent in focusing students‟ responses, it is a great help when it reinforces the desired intent of the task.

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Rink (1992) stated that, "understanding is largely a cognitive goal. Its influence on skill development is not clear. Like movement concepts, the intent is not only immediate change in the single skill, but also transfer to other skills".

This becomes evident when a tutor choses to take a less efficient route to bring about a behavioural change in a student with the hope that more understanding would develop on the part of the student.

Many times in physical education classes, particularly with beginners, the majority of learners can profit from the same feedback. In these instances tutors should consider directing their comments to the whole class. Comments directed to an individual so that the whole class can hear or comments directed to the class as a whole also serve a strong monitoring function in group instruction. Where active monitoring is necessary such as in elementary schools, feedback directed in this way can be especially helpful. However, singling out a secondary school student or college student may have strong social consequences for this age student and should be avoided.

In a purely interactive strategy, the tutor takes primary responsibilities for feedback and evaluation. In interactive teaching, the tutor should be free during activity to provide students with feedback; thus the tutor should give serious thought before doing anything other than attending to this role (example, being a partner to an old student, participating, arranging equipment for the next task).

Feedback can be given to individuals or to the group as a whole while students are active or after activity have stopped. By pacing performance to the extent that

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students must rely on tutor cues to start, continue and stop performance (command teaching), the tutor limits the amount of feedback, particularly individual help that can be provided to students.

A tutor who sends students off to practices on their own is in a better position to provide feedback but assumes students know what to do and can work independently of specific cues. The cues that the tutor gives to the learner should also serve as the observation cues for the tutor. (Rink, 1992)

The tutor who asks students to focus on the quality of performance and then does nothing but reinforces winning, losing or scoring in games probably will not see quality. A competitive situation is a student focus that is difficult to orient in another direction. The more the competition becomes part of the feedback structure of the tutor, the more intense the focus becomes in the minds and work of the students.

It is obvious that all feedback cannot always be congruent. Students need individual help and sometimes this means asking for higher or lower levels of refinement from individuals within a class. The first observing cue the tutor should use, however, is to look at performance in relation to the focus of the task. The tutor should then provide appropriate congruent feedback before moving on to other cues.

Receiving feedback about errors (a consequence) can be perceived as punishing and frustrating if an opportunity to correct the observed errors is not available in the near future. When the person eventually receives an opportunity to correct the behaviour, the advice might be forgotten. By giving corrective feedback as close as possible to

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the next opportunity for the behaviour to reoccur, you increase its directive influence and reduce the potential negative effect of catching a person making a mistake.

2.3 Guidelines for Giving Feedback

Research on instructional practices which influence student success is probably of greatest use to tutors. Much research has been devoted to how tutors tell students if they have accomplished a skill successfully and if not, what students can do to ensure success in future attempts. How tutors provide this information is called feedback, knowledge of performance or knowledge of results.

The following 10 guidelines have been recommended by Lee, Keh and Magill (1993) as cited by Sharpe (1993) in giving feedback to students during practical lessons. Tutors should;

1. provide feedback either during or right after students attempts a skill, repetitive instructional cues during performance are most helpful,

2. provide as many opportunities as possible for students to practice a skill as this will allow for more opportunities to provide evaluative feedback,

3. provide feedback to each student in multiple ways to ensure understanding; this should include verbal explanations, modeling and visual demonstrations, and physical guidance through the skill motions,

4. provide constructive feedback in a positive manner, avoiding critical, negative or judgmental statements,

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5. devote large portions of feedback to specific knowledge of performance, rather than vague statements such as „good job",
6. use student peers as secondary instructors in providing feedback to as many as possible within class time constraints – pairing students with friends is most helpful in this process,
7. individual feedback is most helpful to students having great difficulty, however, group feedback can be effective and a great time-saver if all students are having the same difficulty or are a similar ability level,
8. be evaluative rather than critical and devote equal amounts of feedback time to students of all skill levels,
9. make feedback specific to the skill involved and the level of understanding of the particular student and
10. become an expert in the subject prior to teaching a particular skill to enable correct diagnosis of student difficulties – highly skilled tutors more easily provide content related feedback.

Feedback and knowledge of performance are two of the most important and frequently researched components of an effective tutor's lesson. Increasing the amount and kind of feedback (according to the above guidelines) will generally increase student success in a variety of motor skills and result in more effective physical education instruction for all students served.

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When giving feedback, tutors need to keep in mind self-efficacy--perceptions we have of our own ability to succeed in particular tasks. By making people believe that their performance is not good in comparison to others, a student's self-efficacy and the future performance will lower. People can be made to feel incompetent or competent depending on the type of feedback they receive (Berliner, (1986). In giving feedback, tutors should highlight progress, not deficiency (Berliner, (1986). With progress feedback, a student will have a higher self-efficacy, higher aspirations for further achievement, more efficient analytic thinking, greater self-satisfaction, and higher subsequent performance. With deficiency feedback, the student will have opposite results of the student receiving progress feedback. Tutors do not want to develop low self-efficacy levels in their students. Students with high self-efficacy make greater efforts to learn, and, therefore, learn more. Also, they do not accept low performances. Tutors can build self-efficacy levels by giving them progress feedback. As a student's self-efficacy increases, so does motivation to achieve and actual achievement.

According Rink (1992) “the sooner feedback is given after performance; the more potential it has to help the learner”. She is of the view that a tutor moving from student to student most often provides feedback immediately after performances as against a tutor who stops a group of students who have similar problems.

Nevertheless, she was also of the view that tutors who gives students time to practice and then provide evaluative and corrective feedback as a task focus delay feedback but provide a future focus that is valuable. Delayed feedback with a new task focused

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on improvement may increase the quality of performance in large instructional groups.

Another major role the tutor can play in providing feedback to students during activities is to change and modify tasks with the view to making them more appropriate for individuals. Tutors can modify tasks to make more appropriate for individual learners in much the same way that they develop tasks for an entire class.

Rink (1992) said, "no matter how much effort a tutor has put into individualizing tasks, there always seems to be a need to make tasks more appropriate for individuals or small groups within a class".

She further suggested the tutors can do the following:

- Change the content of the task entirely by asking individual students to work on something the whole class is not working on.
- Extend the task for individuals by reducing the complexity, expanding the complexity, or seeking a variety of responses from the same individual or group.
- Move students into or out of competitive situations.
- Extend the task laterally (another way to practices the same task at the same level of difficulty) for the individual students.
- Prescribe levels of refinement or correct errors on an individual basis.

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Rink (1992) was of the view that increased opportunities for participation outside the school setting have increased, not decreased, the range of abilities within physical education classes.

Scott (2000) suggested some guidelines to follow when giving feedback to students

- Feedback can be positive or negative, and can influence the quality and frequency of performance
- When you want to motivate the frequency of a particular behavior, try to deliver appropriate feedback immediately after the target behavior
- When people are learning a task, directive feedback needs to be detailed and perhaps accompanied with a behavioural demonstration. In such learning situations, it‟s important to match the advice with the performer‟s achievement level. Don‟t give more advice than the individual can grasp in one feedback session.
- Feedback should fit the situation. Specific and well-timed feedback must be appropriate for the needs, abilities, and expectations of the person on the receiving end. It should be expressed in language the performer can understand and appreciate, and it should be customized for the performer‟s abilities at the particular task.
- Motivational feedback to increase or decrease the frequency of behaviour should follow the target behaviour as soon as possible. On the other hand, when the purpose of behavioural feedback is to shape the quality of a response, it often makes sense to give such direction as an activator (preceding the next opportunity to perform the target behaviour).

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- Remember, the ABC model of behaviour change reflects the basic principle that behaviour (B) is directed by activators (A) and motivated by consequences (C). Activators precede our actions and are most apt to influence the quality of our performance (how we do things); consequences usually influence the quantity of our performance (how often we do things).
- When you give positive statements watch for the use of "but." Rather than giving pure praise or appreciation, we often feel obligated to add a negative (or corrective feedback) statement to balance the communication. Such mixed messages can weaken your feedback. Some people hear only the positive; some hear only the negative; and others discount both messages.
- It‟s often best to make your specific behaviour-focused feedback "short and sweet." Rather than combining both positive and negative feedback in one exchange or overloading a person with several behaviours to continue or change, focus your advice on one area of performance
- It‟s much better to give people brief and specific feedback messages over weeks or months than to give people fewer but longer feedback sessions with mixed and potentially confusing motivators and directives.

These guidelines can be summarized by the word "SOAR." Effective feedback delivery must be Specific, On-time, Appropriate, and Real. This is how you can "soar" to success using interpersonal feedback.

Feedback is a necessary part of learning a motor task; however, the type of task presented may lend itself to giving some environmental task-related types of

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outcome-based feedback, such as seeing the ball go through the hoop. This environmental type of feedback would reduce the students‟ need for tutor feedback (Lee, Keh & Magill, 1993; pg. 239). For instance, in a skill for which a demonstration is provided that easily allows the student to see how to perform the skill correctly, there may be less need for the tutor to give feedback. This need for feedback may be directly related to the level of the learner.

If the student is experienced, or the skill is a simple one, then perhaps, "tutor feedback may not be necessary at all for some skills" (Lee, Keh & Magill, 1993, pg. 235). This is where the importance of effective teaching comes in. Tutors who provide specific, skill related feedback to students assist them in learning the skill at a faster rate. These tutors structure the class in a way that provides necessary practice opportunities, as well as give skill-related feedback at appropriate times. Learning would not occur without these critical elements.

2.3:1 The target of feedback

Tutors usually direct their responses to different units of learners at different times during physical education classes. The targets of tutor‟s feedback are mostly centered on;

a. **The class;** here the feedback is directed to all the learners or performers in the class during the lessons.

b. **The Group;** feedback in this vain is directed to a part of the learners or cross-section of performers within a class and

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c. **The Individual (class);** in this regard, feedback is directed to one individual so that the whole class benefits from the comments.

In summary, feedback and knowledge of performance are two of the most important and frequently researched components of an effective tutor‟s lesson. Increasing the amount and kind of feedback (according to the above guidelines) will generally increase student success in a variety of motor skills and result in more effective physical education instruction for all students served

Feedback needs to be precise enough to allow the learner to benefit from it but not so laden with details that it results in confusion. The key is to give feedback at the student‟s level of understanding and in small enough chunks so that the students can process the information.

Having all these concepts in mind, how can one use this knowledge acquired during practical class? Start by analyzing the skill to be taught. Is it something that is going to need to be verbally assisted? Can the environment give the students clues as to whether or not the skill is being performed correctly? If so, then perhaps these environmental cues should provide the feedback. Give the performance-related cues to the students, and allow them to learn from their mistakes. Allow them to perform a critical self-evaluation of how they are performing. This can be done by:

- Providing checklists with pictures of the skills and the cue words beside the photos.

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- Team students up and have them check each other on the skill-related components.

- You may wish to videotape your students, have them learn to verbalize the critical components of the skill. Then have them sit in a group and analyze each other to see if the skill is being done correctly. Having them call out a simple yes or no will suffice.

- Allow the students to provide their own feedback, and in addition to their learning the task, you will have students who know how to perform the skill, and are not dependent upon your feedback.

Lastly, realize that complex skills or those skills in which the learner cannot see their own body parts and how they are performing (in relation to the task) are in need of feedback from the tutor or coach.

CHAPTER THREE

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METHODOLOGY

3.0 Introduction

The chapter deals with the various methods that were employed in the organizations and conduct of the study. Questionnaires were distributed to respondents (the tutor and the students) to be answered. There was a video recording section that enabled the researcher to code.

3.1 Research Design

A descriptive research design was used and was supported by observation, and structured questionnaires. It specified on types of feedback tutor gave, when the feedback was given, the target (group, individual or general), how students reacted to the feedback and whether the responses by students met the lessons objectives.

The descriptive survey was used. This design involves collecting data in order to test or answer questions concerning the current status of the subject of the study.

The design talks about the impact of tutors‟ feedback on students‟ achievements and responses in practical physical education classes. The design has the following as strength; it deals with the process of developing specific predictions from general principles and reasoning to arrive at generalization. Variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers. On the contrary, the design covers a wide scope, the data that are produced are likely to lack much by way of detailed or depth on the problem

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investigated. Again, it emphasis on wide and inclusive coverage limits the degree to which the research can check on accuracy and honesty of responses.

The design also includes the difficulties of ensuring that questions to be reacted to during interviews, especially are explicit. Also, data gathered could produce untrustworthy results because they may delve into private and emotional matters in which respondents might not be completely truthful.

3.2 Population

The study was conducted in Foso College of Education in the central region. The student population of the College from year 1 to 3 is 900. The breakdown is as follows;

Table 2 **Population of the College**

Levels (Year group)	Males Students (M)	Females Students (F)	Total Number of Students (M+F)
Frist Year (level 100)	200	100	300
Second Year (level 200)	200	100	300
Third Year (level 300)	200	100	300
Total	**600**	**300**	**900**

Of the 300 students in level 200, 65 of them are offering physical education as their elective subject. The population for the study is the physical education elective students (65 students), a physical education tutor, two research assistants and a video man. Purposive sampling procedure was used in this study.

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3.3 Sample and Sampling Techniques

Maxwell (2005), defines sample as "a sub-set of a population which must have properties which make it representative of a whole." Gay (1996) was of the view that sample is the population that is selected for investigation. Sample involves collecting information from a portion of a larger group and on this basis, infer something about the larger group.

The respondents for the study are physical education students of Foso College of Education. Purposive sampling technique was used to select the 65 students to participate in the study. Purposive sampling was used because those respondents were the participants who can offer the rich data for the study and more so, the study concerns them.

3.4 Research Instrument

The researcher used observation, event recording, video coverage and closed-ended questionnaire as instruments for data collection for the study. The observation was done using observational guide and video coverage covered major aspect to confirm what was actually observed.

3.5 Validity and Reliability of Instrument

The validity of research instruments was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for verification. This was to clear any lack of clarity and ambiguity. The content related

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validity of the questionnaire was determined and strengthened through an extensive review of the literature.

Shaughnessy and Zechmeister (1997) refer to reliability as "the ability of an instrument to produce similar results at different times with the same group of respondents". The reliability of the scales used in the study was measured using Cronbach"s alpha. Struwig and Stead (2001) describe Cronbach"s alpha as a measurement of how well a set of items measure a single one-dimensional talent construct.

3.6 Procedure for Data Collection

3.6:1 Observation

The researcher and his team – the research assistants and the video man – observed a practical physical education lesson taking place on the field for the first time. The research assistants and the video man were carefully schooled on what to look out for in the course of the lessons.

Another practical lesson was observed in the gymnasium but this time the research assistants tried their hands on how to code and the video man also video the lessons. The researcher together with the team compared notes and later watched the video clips. The needed corrections were made and then during the next lesson the actual work was done.

3.6:2 Event Recording Instruments

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Modified version of Siedentop"s event recording instrument was coded as the teaching was in progress. This was after the researcher had explained some keys points to the research assistants.

There were hands on experience for the two research assistants and the video man. The research assistants were educated on how to interpret the instruments, what to look out for and code and the video man was also told what to capture, when and for how long.

The event recording instrument was coded as the teaching was in progress. The questionnaire was presented in statement form to make it easy to read and follow, easy to identify and distinguish from other questions and responses. Sufficient questions were asked to cover the scope of the study adequately. The questionnaire comprised both the data blank mode and checklist mode. Provisions were made for respondents who could not find his or her response among those listed. The respondents were made to answer questions on the types of feedback tutors give during practical physical education lessons, the impact the feedback has on students and guidelines on giving feedback and extent of participation derive by students among others.

3.6:3 Video Coverage

Video coverage of activities was taken during the practical lessons. After that the coverage was played back to ensure that all major and relevant issues or events of the lessons are in line with the research were covered.

3.6:4 Questionnaires

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Self-design closed-ended questionnaires were distributed to the tutor and the students to facilitate the acquisition of data, was designed by the researcher and validated by the supervisor. The validated questionnaires were distributed to the tutor and the students immediately after the practical lesson. The questionnaire were answered in the presences of the researcher and collected immediately. During the period only 61 out of the 65 elective students were present for the class.

3.7 Data Analysis

The researcher and the assistants coded different teaching sessions and recoded from the video footage to compare with the observational coding. The results from the coding were then computed including the questionnaires from the tutor and students. Clips from the video recordings were played and coded with the research assistants‟ help. Results on coding from the video coverage and from the observation were compared. This was to make the results valid and reliable.

The results collected were analyzed using simple percentages and descriptive statistics which helped in discussion. Data collected were grouped and interpreted using tables, figures, charts and percentages.

CHAPTER FOUR

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RESULTS OF THE FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter discusses the findings of the results of the following;

- What type of feedback do tutors give to students during practical lessons?
- What impact does feedback have on students?
- What are some guidelines on giving feedback to students in practical physical education lessons that will derive maximum participation from students?

The total number of respondents was 61 made up of 35 male students representing 57.4% and 26 female students representing 42.6% were involve in the research. Due to the researcher‟s vigilance all the 61 questionnaires that were distributed were collected that is, a 100% retrieval of questionnaires.

4.1 Types of Feedback

Research Question 1

What type of feedback do tutors give students during practical physical education lessons?

Johnston (2004) was of the view that, because students usually attempt to learn content their tutors believe is important, they make continual efforts at precision. However, they are not always aware of the attributes of the concept they are attempting to master. Feedback that clarifies can help students to be more precise and to learn the important characteristics of a concept. Imagine a student who has been

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told by the tutor during a practical lesson that ‚you"re putting too much force of the ball". Another tutor tells the same performer that, ‚use less force on the ball".

The difference between these two statements is a subtle one. The first is a perspective on past performance (evaluative) and the second a perspective on future performance (corrective). Tutors often assume that students know what to do when told what not to do. This may be a false assumption. Information about what is good in a performance is just as valuable as information about what is wrong. He further said, tutors can reinforce specific behaviours by noticing the behaviour or product and naming it. For example, a student may have correctly applied the Pythagorean Theorem to determine the height of an object but may not remember the name of the principle involved. The tutor, an expert, might notice the use of the principle and name it in a comment to the student. As a result, the student learns the principle, may be able to use it in other circumstances, and acquires a name for the principle, as well.

Sharpe (1993) was of the view that, sometimes, a tutor"s role is to simply observe and note the behaviour or process. If a student during a gymnastics class chooses to use the through vault instead of the astride vault and the choice makes a difference in the execution of the skill, the tutor may simply note the difference. It is then up to the student to determine if the choice is an effective one or not.

He further stated that questions can be an effective form of feedback, particularly when the tutor wants the student to think about the attributes of the concept. A tutor might ask, “Why did you choose to use the “through vault” instead of “astride jump”?

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Questions can help students think in new and deeper ways or point students toward a concept that may not have occurred to them previously.

Some types of tasks call for students to explore a variety of options, some or all of which could result in possible correct or acceptable outcomes. Feedback that offers new possibilities for the student to explore can expand the student‟s thinking and accelerate learning. In some cases, students competently reproduce the process or product exactly as it was presented. In these instances, the tutor may prod the student to go beyond what has been learned by inviting further exploration.

Considering what both Johnston and Sharpe said, the result of tutors giving clear instructions and constructive feedback when teaching and the response from negative feedback respondents gave have some relationship.

Table 3 **The Tutor Gives clear Instructions when Teaching**

		Frequency	**Percent**
Valid	Always	54	88.5
	Sometimes	7	11.5
	Total	**61**	**100.0**

As to the type of feedback tutor gives, 54 respondents representing 88.5% said that the tutor always gives clear instructions but 7 respondents representing 11.5% said he sometimes gives clear instructions.

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23 respondents (33.7%) were of the view that the tutor always gives direct or explicit feedback. 37 respondents (60.7%) said that the tutor sometimes give explicit or direct feedback and 1 respondent (1.6%) said that the tutor never give direct or explicit feedback.

Table 4 **Tutor Gives Constructive Feedback**

		Frequency	**Percent**
Valid	Always	30	49.2
	Sometimes	20	32.8
	Never	4	6.6
	Not sure	7	11.5
	Total	**61**	**100.0**

However, 30 respondents (49.2%) said tutor always give constructive feedback during practical lessons whiles 20 respondents representing 32.8% said that the tutor sometimes give constructive feedback with yet 4 respondents representing 6.6% who were of the view that the tutor never gives any constructive feedback. 7 respondents (11.5%) said that they were not sure whether he gives constructive feedback or not.

Table 5 **The Tutor Gives Negative Feedback**

	Frequency	**Percent**

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Valid	Always	10	16.4
	Sometimes	11	18.0
	Never	27	44.3
	Not sure	13	21.3
	Total	**61**	**100.0**

In the giving of negative feedback, 10 respondents representing 12.4% said during practical physical education lessons the tutor always give negative feedback. 13 respondents (21.3%) said they were not sure whether he gives negative feedback or not but 27 respondents that is 44.3% said tutor never gives any negative feedback during practical lessons.

Table 6 **The Tutor Provides Students with Specific Feedback**

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		Frequency	Percent
Valid	Always	43	70.5
	Sometimes	15	24.6
	Never	1	1.6
	Not sure	1	1.6
	Total	60	98.4
Missing	System	1	1.6
Total		**61**	**100.0**

On the provision of specific feedback during practical lessons, 43 respondents – 70.5% - said, the tutor always give specific feedback, 15 respondents (24.6%) said he sometimes, during practical lessons, provide specific feedback. Only 1 respondent was of that he never gives specific feedback and that represent 1.6% with 1 respondent (1.6%) who not sure whether the tutor provides specific feedback.

4.2 Impact of Feedback

Research Question 2

What impact do feedbacks have on students?

Rink (1992) stated that, "tutor feedback maintains student focus on the learning task and serves to motivate and monitor student responses". She was of the view that

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when tutors give attention to the student, that student (and others as well) is likely to be more motivated and also remains focus – on task – during the lessons.

When the students were given the opportunity to rate the tutor‟s understanding based on practical topic, 46 respondents representing 75.4% all rated tutor‟s understanding on practical lessons as being very good with only 15 respondents (24.6%) who rated him as good. This is an indication that the tutor had full control and that he actually knew what he was doing therefore it could be said that the confidence level was high.

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She continued by saying Tutor feedback is a useful tool to help students understand cognitively what they are doing, what they should be doing and why adjustments should be made. If tutors have time to spend with individuals, they can promote cognitive understanding of movement information on why it is important to perform in a particular way.

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Specific feedback has the potential to contribute to students learning a great deal more than general feedback. Specific feedback also serves a major role in maintaining student‟s attention to the task and in developing accountability for tasks.

When tutors use give a high percentage of congruent feedback, their teaching becomes narrower and more focused. This can also help to make students‟ effort to become more focused and narrow. Congruent feedback reinforces the task focus. Tutor feedback is a powerful agent in focusing students‟ responses, it is a great help when it reinforces the desired intent of the task.

When we consider what Rink said concerning consistency in giving feedback and prompt feedback giving as well as effectiveness in tutor‟s communication when giving feedback to the results of the findings in chapter four it is clear that feedback when well executed can yield the needed or desired results

Table 7 **Tutor's Feedback is as Consistent as Possible**

		Frequency	**Percent**
Valid	Always	34	55.7
	Sometimes	22	36.1
	Never	3	4.9
	Not sure	2	3.3
	Total	**61**	**100.0**

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As to the impact tutor‟s feedback have on students, 34 respondents (55.7%) said that tutor‟s feedback is always as consistent as possible, 22 respondents representing 36.1% were also of the opinion that tutor‟s feedback was sometimes as consistence as possible. 4.9% that is, 3 respondents said the feedback was never consistence and 3.3% representing 2 respondents said they were not sure as to tutor‟s feedback being consistence or not.

Table 8 **Tutor's Feedback is Given Timely**

		Frequency	**Percent**
Valid	Always	24	39.3
	Sometimes	31	50.8
	Never	2	3.3
	Not sure	4	6.6
	Total	**61**	**100.0**

From the table above, 39.3% representing 24 respondents were of the view that tutors‟ feedback was always given timely with 50.8% representing 31 saying that the feedback was sometimes given timely. 3.3% representing 2 refuted that the feedback was never given timely yet 6.6% that is, 4 of the respondents said they were not sure.

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Table 9 **Provision of Feedback to Aid Students in Completing a Given Task**

		Frequency	Percent
Valid	Always	38	62.3
	Sometimes	20	32.8
	Never	1	1.6
	Not sure	2	3.3
	Total	**61**	**100.0**

As to whether the provision of feedback aided students in the successful completion of a given task, 38 respondents representing 62.3% said provision of feedback always aided them to complete a given task, 20 respondents (32.8%) responded that it sometimes aided them to complete a given task but 1 respondent (1.6%) opined that it never aided in the completion of a given task and 2 respondents (3.3%) said they were not sure.

Responses from the students are indications that, the tutor during lesson delivery (practical lessons) tries providing students with the needed feedback which in turns motivated students to be on-task.

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Table 10 **Rating of Tutor's Understanding of the Practical Topic**

		Frequency	Percent
Valid	Very good	46	75.4
	Good	15	24.6
	Total	**61**	**100.0**

Table 10 is about the rating of tutor‟s understanding of the practical topic. Two markers were used to measure the tutor‟s understanding, very good and good. Forty-six of the total respondent said, tutors understanding of the practical topic is very good and 15 of them said good. The valid percentage of the responses are 75 and 25 for very good and good respectively.

Below is a graphical representation of students‟ responses.

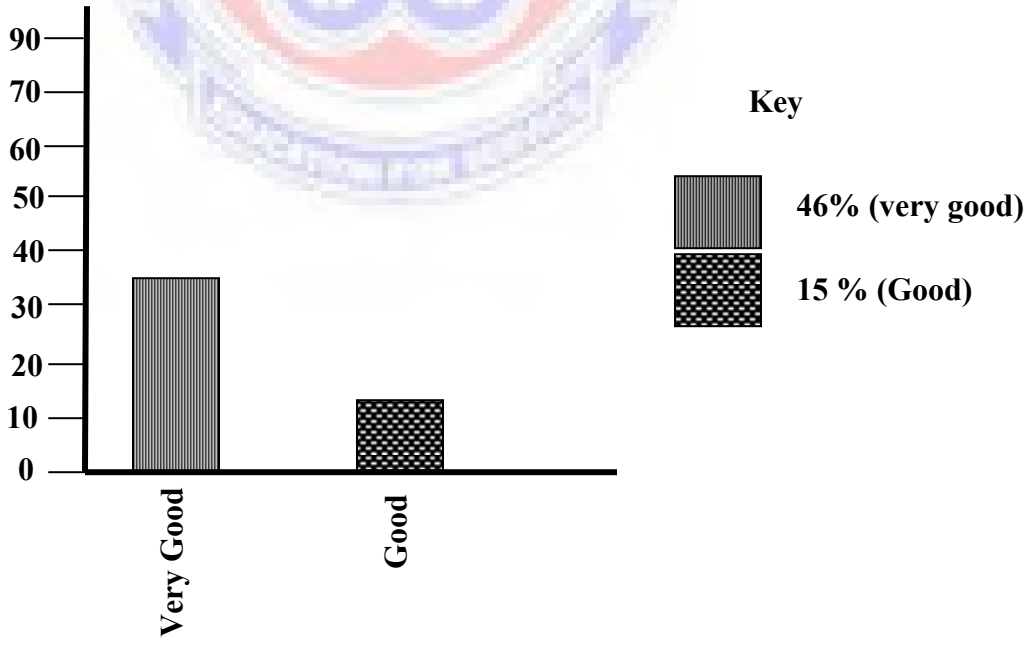

Figure 1 Rating of Tutor‟s understanding based on the practical topic

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Figure 1 also highlights on the same tutor‟s understanding based on the practical topic. Forty-six (46) as against fifteen (15) respondents were of the view that tutor‟s understanding based on the practical topic is very good and good respectively.

Table 11 **How Effectively did the Tutor Communicated with you During the Teaching?**

		Frequency	Percent
Valid	Very good	45	73.8
	Good	16	26.2
	Total	**61**	**100.0**

About his effectiveness in communicating with students during lesson delivery, 45 of the respondents representing 73.8% rated him as being very good and the remaining 16 respondents (26.2%) rated his communicating with them as being good. When it comes to his communication skills in articulation, 2 respondents representing 3.3% rated him as being average, 27 respondents (44.3%) rated him as good with the majority 32 representing 52.6% rating him very good.

With respect to the questions how are his (tutor‟s) communication skills in comprehensibility? 28 respondents (45.9%) rated the tutor as very good, 28 respondents representing 45.9% also rated him as good but 4 respondents (6.6%)

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rated his communication skills in terms of comprehensibility as average. In this instance 1 respondent representing 1.6% was missing.

31 respondents (50.8%) rated the tutor very good when they were to access the rate at which the tutor provides feedback during lesson. 24 respondents (39.3%) rated him as good and 6 respondents representing 9.8% rated him as average.

When students were asked whether the tutor‟s feedback involves the sharing of information and observation, 40 respondents representing 65.6% said that tutor‟s feedback always involved the sharing of information and observation. 17 respondents (27.9%) said it sometimes involves sharing of information and observation but 1 respondent (1.6%) said it never involves sharing of information and observation with 2 respondents (3.3%) saying they were not sure.

4.3 Guidelines to Giving Feedback

Research Question 3

What are some guidelines on giving feedback to students in practical physical education that will derive maximum participation from them?

Barrett, Allison and Bell (1979) as cited by Rink (1992) were of the view that, “there probably are critical features of movements that are more important to observe than others. It is not enough just to be able to analyze a movement. Tutors must be able to select cues according to their own objectives and the stage of the learner”. She said that when tutors are presenting tasks to beginning learners, they should select a

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limited number of critical features of the task to communicate. She advised that, the cues given to learners should also serve as the observation cues for the tutor.

According to Rink (1992), she said, "although the specific relationship between tutor feedback and the student learning in physical education classes has not been demonstrated, tutor feedback plays many other roles in group instruction, other than just providing individual students with information on their performance." She attested to the fact that, "the sooner feedback is given after performance; the more potential it has to be helpful to the learner." She continued, "Feedback can immediately follow performance or it can be delayed" Rink (1985; 247)

Pangranzi and Dauer (1992) also stated that, "offering students feedback is an important part of instruction. Used properly, it can enhance a student‟s self-concept, improve the focus of performance, increase the rate of on-task behaviour and improve student understanding".

Feedback should be **FAST** – *Frequent, Accurate, Specific and Timely*. The following are some important guidelines for giving FAST feedback:

1. **Be specific** - generalities like, be cooperative, efficient, professional, a team player, and have different meanings for everyone. Whether it is praise or corrective feedback, specify clearly the behaviour you appreciated or what you want them to do.

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2. **Be constructive** - Always tell people what you want, not what you do not want, and how it would impact you and/or the learners. Avoid giving a "prickly sandwich" which is starting off with a compliment, giving some negative feedback, and then finishing with a compliment.
3. **Consider timing**- in most cases 48 hours from an event is the best window for feedback. Sooner is better, however sometimes you may need time to calm down, deal with your anger or plan the best approach.
4. Finally, if people don't want your feedback, you'll never succeed in reaching them, no matter how clever, eloquent, or wonderful you are. Focus on creating a feedback-friendly culture in your workplace where people are skilled in giving and receiving and crave feedback because they want to grow and be more excellent.

What the three authorities have said above and the responses gathered from the respondents, it is obvious that providing students with objective feedback about some of the events that occur within their classes can increase the amount of appropriate motor-on-task behaviour in practical physical education lessons.

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Table 12 **The Tutor Pays or Gives Individuals Attention**

		Frequency	Percent
Valid	Always	41	67.2
	Sometimes	18	29.5
	Not sure	2	3.3
	Total	**61**	**100.0**

Below are the views of the sampled population on whether the tutor always pays or gives individual attention during practical lesson delivery, 67.2% representing 41 respondents said that, the tutor always pays or gives individual attention during lesson delivery, 29.5% representing 18 respondents said he sometimes pays or gives individual attention during lesson delivery but 3.3% (2) respondents said they were not sure whether he gives or pays individual attention during lesson delivery.

Table 13 **Feedback During Lesson Delivery**

		Frequency	Percent
Valid	Always	38	62.3
	Sometimes	23	37.7
	Total	**61**	**100.0**

As to whether tutor giving feedback during lesson delivery, table 10 above shows that 62.3% (38) of the respondents said that the tutor always gives feedback during lesson

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delivery and 37.7% (23) of the respondents said he sometimes did give feedback during lesson delivery.

Table 14 **The Feedback is Directed to all the Students**

		Frequency	**Percent**
Valid	Always	42	68.9
	Sometimes	16	26.2
	Not sure	3	4.9
	Total	60	98.4
Total		**61**	**100.0**

In wanting to know – the researcher – whether the feedback was directed to all the students, 68.9% (42) of the respondents said that the tutor always directed the feedback to all the students, 28.2% (16) respondents said that he sometimes directed feedback to all students during lessons. 3.3% (2) respondents said they were not sure whether feedback provided was to all the students. There was only 1 respondent (1.6%) who did not say or ticked any of the options.

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Table 15 **Period of Giving Feedback**

How Immediate	Frequency	Percent (%)
Always	25	41
Sometimes	31	50.8
Never	4	6.6
Not Sure	1	1.6
Total	**61**	**100**

The researcher wanted to know whether the tutor gives feedback immediately, 25 of the respondents (41.0%) said the tutor always provided feedback immediately to students, 31 respondents (50.8%) said he sometimes provided feedback immediately. 4 respondents (6.6%) said he never gives feedback immediately with 1 respondent (1.6%) who not sure whether the tutor gives feedback immediately or not.

Concerning feedback given during lesson delivery, it was clear from the responses that tutors give feedback always even though some few tutors give feedback but sometimes. As to whether tutors direct their feedback to all students, it was clear that most at times feedback is directed to some students. But how immediate feedback is given to students, most of the respondents that is, 51 percent said sometimes, 41 percent respondents said always and 7 percent and 2 percent said never and not sure respectively.

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Just as it has been noted above, Rink (1992) said, "the sooner feedback is given after performance; the more potential it has to help the learners." She is of the view that a tutor moving from student most often provides feedback immediately after the performances as against a tutor who stops a group of students who have similar problems. Nevertheless she was also of the view that tutors who gives students time to practice and then provide evaluative and corrective feedback as a task focus delay feedback but provides a future focus that is valuable. Delayed feedback with a new task focused on improvement may increase the quality of performance in large instructional groups.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to explore the relationship between tutor‟s expectation and students‟ response and achievement in practical physical education classes and how students are able to interpret feedback from the tutor during practical physical education lessons. This final chapter deals with three subsections. The summary of the whole write up, the conclusion of the researcher as far as the research questions are concerned and finally the researcher‟s recommendation based on the result of the findings and other issues that posed problems during the study.

5.1 Summary

The study was to find out the relationship between tutor expectations and students responses, achievement and how students are able to interpret feedback from the tutor during practical physical education lessons.

The research question one, which sought to find out the type of feedback tutors give to students during practical lessons, 54 of the respondents said that the tutor always gives clear instructions when teaching and the remaining 7 students said sometimes he gives clear instructions. 30 of the students said that the tutor gives constructive feedback, 20 of them said he sometimes does. 4 students were of the opinion that he never gives any constructive feedback and 7 of the students were not sure.

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Research question 2 sought to know the impact of feedback on students‟ performance. Concerning the consistency of tutor‟s feedback, 34 of the students said, always, 22 of them selected sometimes, 3 students said never and 2 students were not sure. On the period of receiving feedback, 24 students said feedback was always timely given, 31 said it was sometimes timely, 2 opine that it was never, and 4 of the students were not sure.

The last response on question 1 was to know whether feedback provided to students by the tutor did help them in the completion of a given task. To this, 38 of the students opted for always, 20 of them said it sometimes did, while 1 said it never with yet 2 students saying they were not sure.

The third and final research question, 3, was on guidelines in giving feedback to students in practical physical education lessons that will derive maximum participation from them. About the individual attention given by tutors during the lesson, 41 of the respondents said always, 18 said, sometimes and 2 said they were no sure while the giving of feedback during lesson delivery had 38 respondents saying always and 23 saying sometimes. To know whether feedback is directed to all students, 42 of the respondents said feedback was always directed to students, 16 said that it was sometimes directed to students whiles 2 students said they were not sure whether feedback was directed to students.

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5.2 Conclusion

The researcher having critically analyzed the results and the findings made the following conclusions. The tutor give clear instructions when teaching and that he gives constructive feedback as well. Less than half of the respondents taught that the tutor gave no negative feedback during lesson delivery while more than half of the respondents thought otherwise.

The tutor mostly gave specific feedback and most at times he was very consistent in his feedbacks. Even though the given of feedback is very necessary during lesson delivery, the tutor always gave them to students‟ on time and this promoted students understanding on practical topic. This further went to buttress the fact that he exhibited very good communicative skills in articulation and comprehensibility. The tutor – practical during lesson delivery – also gave attention to the individual‟s nœds.

5.3 Recommendations

The final section of the last chapter of the study has the following recommendations in terms of the implication for practice. The study revealed that even though constructive feedback was given, some students did not notice it and it may be because of the approach the tutors resorted to. It was also clear that the tutor gave some negative feedbacks during the lesson delivery and this normally has negative impact on the results. The researcher therefore recommends that;

1. tutors should be very mindful in the selection words when giving feedbacks and especially involving practical lessons.

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2. tutors must give specific instructions directly to the task and not to digress to create confusion in the minds of the learners. Consistency has serious impact on learners so tutors must try as much as practicable to be very consistent in giving feedback whenever they have practical lessons for easy understanding, proper and acceptable performance on the part of the students.
3. tutors must make clear the way feedbacks are given or presented during practical lessons.

When feedbacks are not given timely, it creates interruption of knowledge and breeds poor performance, so it is recommended that feedback should be given timely. Practical physical education lessons are such that, feedbacks during the performance of task ensure better performances and prevent or minimize injuries, it also does not give way to misinterpretations and ambiguity among students, so tutors must endeavour to be doing this so that when students are given task to perform they will be able to interpret correctly and act as is expected of them.

Finally, feedbacks must be designed in such a way that, it can be directed to all students and also address the needs of the individual performing the activities.

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APPENDIX A

EVENT RECORDING INSTRUMENT ON FEED BACK TUTOR GIVE

Tutor: **Date:** **School:**
Activity: **Time started:** **Time ended:**
Length of observation: **Observer:**

Definitions

1. *Giving information related to an aspect or a result of performance that is fairly consistent*
2. *Giving information that clarifies the intent of the performance rather than the details of the performance*
3. *Giving student information about what to do or on what not to do in future performances.*
4. *Judgment made about the past performance of the student*

Specific Feedback 1	***General Feedback 2***	***Corrective Feedback 3***	***Evaluative Feedback 4***

Totals: _____ _____ _____ _____

Data Summary:

Behaviours ***Total Frequency*** ***Rate per minute***

1 _____

2 _____

3 _____

4 _____

Comments: _____

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APPENDIX B

EVENT RECORDING INSTRUMENT ON FEEDBACK RELATED TO STUDENTS RESPONSE

Tutor: **Date:** **School:**

Activity: **Time started:** **Time ended:**

Length of observation: **Observer:**

Definitions

1. *Student responses that are correct, quick and firm*
2. *Student responses that are correct, but hesitant*
3. *Students responses that are "careless" errors*
4. *Student responses that show lack of knowledge*

Positive Response 1	***Delayed Response 2***	***Careless Response 3***	***Negative Response 4***

Totals: _____ _____ _____ _____

Data Summary:

Behaviours	***Total Frequency***	***Rate per minute***
1		
2		
3		
4		

Comments: _____

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APPENDIX C

Please take a few moments of your time to read through and answer the following questions as objectively as possible. Your contribution is greatly appreciated. I promise to treat the information given very confidential.

The topic under consideration is

"The Impact of Teacher's Feedback and Students' Response in Practical Physical Education Lesson"

Please note that the terms as they appear in the questionnaire are interpreted as;

Feedback: refers to messages or information that is sent back to the source from where he message came. Feedback is communication intended to improve overall performance

Feedback: describes the situation when output from (or information about the result of) an event or phenomenon in the past will influence an occurrence or occurrences of the same (i.e. same defined) event/phenomenon (or the continuation/development of the original phenomenon) in the present or future.

1. ***Positive feedback*** is input to a performer about an effort well done.
2. ***Negative feedback*** is input to a performer about an effort that needs improvement. Negative feedback does not mean a terrible performance, but rather a performance in which the outcomes delivered should be better. So negative is not a negative word in this case.
3. ***Constructive feedback*** is feedback that helps someone to improve. The feedback is given with the intention of helping someone to solve a problem or improve the way things are done. Constructive feedback is information-specific, issue-focused, and based on observations.
4. ***Terminal feedback*** - information provided to the athlete/performer before or after the performance
5. ***Concurrent feedback*** - information provided to the athlete/performer during the performance

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APPENDIX D

STUDENTS QUESTIONNAIRE

Student‟s gender: Male ☐ Female ☐

Course title: _____

Tutor‟s name: _____

Date: _____ Lesson (period) _____

Please answer the following questionnaire objectively (by ticking appropriately). Your answers will be kept as confidential as possible and it will help us to be able to know where and when to stress most during teaching. Thank you for accepting to answer the following questions below.

STUDENTS QUESTIONNAIRE

Mode or interpretation to answers

A – Always, **S** – Sometimes, **N** – Never, **NS** – Not Sure

S/N	Questions	A	S	N	NS
1	The tutor gives clear instructions when teaching				
2	The tutor pays or gives individuals attention.				
3	The tutor give feedback during lesson delivery				
4	The feedback is directed to all the students				
5	The tutor give direct or explicit feedback				
6	Tutor gives constructive feedback.				
7	The tutor gives negative feedback.				
8	Tutor gives feedback immediately.				
9	Tutor‟s feedback involves the sharing of information and observation				
10	Tutor‟s feedback is given timely.				
11	Tutor‟s feedback is as consistent as possible.				
12	The tutor is sensitive to student‟s feelings				
13	The tutor provides students with specific feedback				
14	Tutor shows appreciation when providing positive feedback				
15	How often does the tutor provide feedback?				
16	Provision of feedback to aid students in completing a given task.				

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Please answer the following questionnaire objectively (by ticking appropriately). Your answers will be kept as confidential as possible and it will help us to be able to know where and when to stress most during teaching. Thank you for accepting to answer the following questions below.

Key to answers;

V. gd – Very good, Gd – Good, Av – Average, D - Dull

S/N	Questions	V.gd	Gd	Av	D
1	How do you rate the tutor‟s understanding of the practical topic?				
2	How effectively did the tutor communicated to you during the teaching?				
3	How are his communication skills in articulation?				
4	How are his communication skills in comprehensibility?				
5	How would you access the rate at which tutor provides feedback to students?				
6	Rate the feedback given by tutor to the whole class during practical lessons.				
7	Rate the feedback given by tutor to individuals‟ during practical lessons.				
8	How is her/his ability to incorporate course materials with other issues in order to offer you, the students, a broader point of view on the subject?				
9	His abilities in motivating students to perform further				
10	Ability to evaluate your understanding on a specific skill after providing you feedback				

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APPENDIX E

Physical Education Course Outline for the first year students

YEAR 1 **SEMESTER 2**

COURSE CODE: PRA 111

COURSE TITLE: PHYSICAL EDUCATION (PRINCIPLES AND FOUNDATIONS)

(2 CREDITS)

COURSE DESCRIPTION:

The course is designed to expose teacher trainees to the principles and foundations of physical education. These include the aims, objectives of physical education as well as the scientific and other foundations of the subject.

COURSE OBJECTIVES/LEARNING OUTCOMES

By the end of the course the teacher trainee will be able to:

1. Demonstrate an understanding of the meaning and aims of physical education.
2. Plan and organize physical activities on a sound scientific bases
3. Improve the individual performance in basic or fundamental patterns of physical activity.

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CONTENT:

UNIT	TOPICS	SUB-TOPICS	DURATION
1	Principal of Education	Nature, meaning, aims and objectives of physical education	
2	Humanistic Foundations Of Physical Education	a) History of Physical Education in ancient Greece (Athens and Sparta) b) Ancient and Modern Olympics c) The roles of Emperor Theodosius and Pierre de Coubertin. d) History and development of Physical Education teachers in Ghana.	
3	Bases of Human Physical Performance	a) Health-related and skill-related fitness elements	
4	First Aid	a) Three aims of First Aid b) Blood clotting at wounds c) Three types of bleeding (arterial, venous, capillary) d) Six types of wounds e) Types of fracture (causes) dislocation	
5	Competition/Tournaments	a) Types and draws b) Organization of athletics (checklist of things to do before competition, the day of competition, the day after competitions)	
6	Teacher planning and decision-making at various phases of the teaching-learning process	a) Teaching and learning is a chain of decision at the pre-impact and post-impact phases b) Teaching styles spectrum (command, task, reciprocal, guided discovery, styles)	
7	Movement Skills in running events in athletics	a) Factors affecting lesson planning (age, sex, time, RPK, TLM, objectives) b) Starting and finishing, short, middle and distant events (hurdles) c) Rules d) Construction of ovals	
8	Movement skills in soccer	a) Kicking, (in step), dribbling, heading, shooting, throwing b) Goalkeeping c) Basic rules d) Playing field	

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APPENDIX F

Physical Education Course Outline for the second year students

YEAR 2 **SEMESTER 1**

Course Code: PRA 122

Course Title: METHODOLOGY IN TEACHING PHYSICAL EDUCATION

(2 CREDITS)

COURSE DESCRIPTION:

The course is designed to guide teacher trainees to gain the knowledge needed to plan, prepare and teach physical education and sport skills at the basic level.

COURSE OBJECTIVES/LEARNING OUTCOMES

By the end of the course, the teacher-trainee will be able to;

1. Demonstrate understanding of the basic patterns and skills in physical education and sport
2. Plan and prepare for practical physical education lessons
3. Adequately demonstrate skills in the teaching of basic sport skills up to the JSS level
4. Play individual and team games and competitive sports

CONTENT

UNIT	TOPICS	SUB-TOPICS
1	BASES OF HUMAN PHYSICAL PERFORMANCE	Characteristics of growth and development in relation to body types (Sheldon‟s classification)
2	SCIENTIFIC BASES OF PHYSICAL EDUCATION	a) Functions of the axial and appendicular skeleton b) Freely movable joints c) Origin, insertion and action of the following: Biceps brachii, triceps brachii, triceps surae, Pectorillis major, deltoid, latissimus dorsi, Quadriceps,

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		hamstrings, trapezius and satorius
3	FIRST AID	a) Three aims of First Aid b) Blood clotting at wounds c) Three types of bleeding (arterial, venous, capillary) d) Six types of fracture (causes) dislocation
4	COMPETITION/TOURNAMENTS	a) Types and draws b) Organization of athletics (checklist of things to do before competition, the day of competition, the day after competitions)
5	LESSON PLAN	a) Format of the universal lesson plan b) Introductory (warm-up) Skill session, Games session
6	BASIC SCHOOL SYLLABUS	a) Primary School syllabus b) JSS syllabus c) Rationale, scope of work objectives, progression from level to level.
7	MOVEMENT SKILLS IN JUMPING AND THROWING	a) Basic rules in shot put, javelin and discus b) Long jump, triple jump, high jump and pole vault c) Progression from level to level d) Construction of sectors and landing areas
8	MOVEMENT SKILLS IN VOLLEYBALL	a) Passing/overhead, setting, dig b) Serving (underarm, overarm) c) Spiking and blocking d) Basic rules
9	MOVEMENT SKILLS IN NETBALL	a) Throwing and catching b) Shooting c) Basic rules d) Construction of the netball court
10	MOVEMENT SKILLS IN TABLE TENNIS	a) Service and smashing b) Forehand and backhand c) Basic rules of table tennis
11	PSYCHO-SOCIAL BASES OF P. E AND SPORTS	a) Drug and drug-related problems b) Ergogenic aids c) Focus on control in sports (juju/spiritual/hypnotism)
12	MOVEMENT IN GYMNASTICS	a) Forward and backward rolls b) Upward support skills e.g. Through vault, astride vault c) Invented support skills e.g. Headstand, handstand

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