

UNIVERSITY OF EDUCATION, WINNEBA

**AN INVESTIGATION INTO THE CLASSROOM BEHAVIOURS OF
TRAINED AND UNTRAINED PHYSICAL EDUCATION TEACHERS
IN HO MUNICIPALITY**

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the school of Graduate Studies, University of Education, Winneba in
partial fulfilment of the requirements for the award of Master of
Education (Physical Education) degree.

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DECLARATION

STUDENT'S DECLARATION

I, Patience A.Y. Adzraku hereby declare that this dissertation except for quotations and references to other peoples work which have been duly cited, this research work was done in accordance with the guidelines and supervision of research work laid down by the University of Education, Winneba and that it has neither in whole nor in part been presented for degree in this University or elsewhere.

SIGNATURE:

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SUPERVISOR'S DECLARATION

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

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DATE:

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DEDICATION

I dedicate this project to God Almighty for His mercy, guidance and protection during the entire programme and also to Mr. Vincent Adzogatsey to whom I am greatly indebted for my life.



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ABSTRACT

Behaviour is defined as the action or activities of an organism that is anything that an organism does, including physical action, internal physiological and emotional processes and implicit mental activity. Teaching can in fact, be defined as conscious behaviour that makes learning more probable and more efficient than it would have been without that behaviour. Teaching behaviour can range from a simple smile or part that encourages the learner to a superbly designed, programmed presentation of a complex process that results in predictable, efficient and effective learning. Teacher behaviour and learner behaviour, it is obvious that a complex interaction occurs in teaching. The decisions and actions of a teacher affect the learning process. The purpose of the study was to find out how trained and untrained teachers behave during physical education lessons and to investigate their display of some critical value which fosters learning. The study was conducted in some selected senior high schools in the Ho municipality of the Volta Region. The sample comprised thirty teachers; fifteen trained and fifteen untrained physical education teachers. Purposive sampling was used for the study because they were the targeted group. Questionnaire was distributed to the trained and untrained physical education teachers to answer. The study was purely descriptive where percentage and frequency was employed in the data analysis. The reliability test was also conducted using Cronbach's Alpha with a value of 0.995 indicating that 99.5% variables were reliably piloted for the study. Findings show that there was a significant difference between trained and untrained physical education teachers based on behaviours. On the basis of the findings appropriate recommendations were made.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Volta Region is one of the ten (10) regions in Ghana which lies at the eastern side of Ghana. It shares common boundaries with four major regions namely, Greater Accra, Eastern, Brong Ahafo, and Northern and made up of Ewes, Ga-Dangme, Mole, Dagomba, Gruse etc. The region has twenty- five (25) Districts consisting of five (5) Municipalities and twenty (20) districts. It occupies an area of about twenty thousand five hundred and seventy (20,570) square kilometres.

Ho is one of the municipalities which lie between Mount Adaklu and Mount Galenuku. Ho municipality has a total of 126 pre-school, 185 primary schools, 114 Junior High Schools, 14 Senior High Schools, a Nursing Training school, a private College of Education, a Polytechnic and 2 Universities. Besides, there are other private Vocational and Commercial schools in the municipality. Ho municipality has a high percentage of certificated teachers and a few non- certificated teachers. These are often referred to as trained and untrained teachers respectively. The primary schools have 99.9% of certificated teachers, 83 % teaching at the Junior High Schools and 70.1 % as professionals teaching in the Senior High Schools. The municipality has 14 Senior High Schools with a total enrolment of 8,590 with 382 teaching staffs. Programmes offered in the Senior High Schools are General Science, General Arts, Visual Arts, Home Economics and Business.

Universities are set up to train and produce manpower to take up or responsibilities in all spheres of life. The universities are most often than not, well-resourced with relevant and adequate teaching and learning materials to facilitate achievement of set results. Hockey pitches, volleyball courts, tennis courts, basketball courts, gymnastics and tumbling equipment and multi-purpose gymnasium are some of the facilities and equipment these institutions can boast of. Lecturers in these institutions are repositories of knowledge in both theory and practice. The lecturers are well seasoned and current in their fields of study. Physical Education (P.E) students of the University of Education, Winneba (UEW), are made to acquire sports skills, fitness, knowledge and attitudes. Game plans, strategies, rules and regulations governing some common games such as basketball, football, handball, hockey, netball, table tennis, and volleyball which are played in the basic and senior high schools are also imparted to the students.

As teacher training university, students apart from being taught content knowledge, are also imbued with the methods of teaching (pedagogical skills), and the purposes of physical education across the globe. Some of these purposes are; development of basic muscular strength and the co-ordinations used in fundamental skills, development of correct postural habits and the ability to relax, development of mastery of physical powers, with the capacity for sustained effort through the exercise of the large muscles and vigorous play, development of body poise and creativity in motion through enjoyable rhythmical activities, development of sufficient skill in motor activities to provide pleasure and satisfaction.

The courses at the Health, Physical Education Recreation and Sports (HPERS) department of UEW is targeted at satisfying the demands of the primary, junior high and senior high schools syllabus which states among other things that the reasons

ascribed for offering the subject in the schools includes the improvement of the general health of the individual, the community, and the nation.

As enshrined in the fundamental human rights of the United Nations Education Scientific Cultural Organization (UNESCO 1994) Charter, all children have the right to the highest level of health, free and compulsory primary education for both cognitive and physical development and rest, leisure, play and recreation. Within the ambit of physical education context the process of inclusion urges the teacher to be versatile, creative, knowledgeable and skillful. The teachers' objective should be to provide to every pupil the opportunity to experience success in learning and to achieve high standard as possible and to respond to pupils' diverse learning needs.

Siedentop (2000), posits that teachers are effective when students achieve important learning outcomes in a way that enhances their development as productive human beings and citizens. He went on to say that, nothing is more important to the improvement of schools than an effective, high-quality teaching force. Courses such as on-campus teaching, off-campus teaching and peer-tutoring are structured and organized to improve the teaching skills of the student whiles in the University. In the final year, the student is made to go for internship to experience the real teaching situation he/she is likely to meet after school. While on the internship, the student is given a mentor who is a specialist in the student's area of study. The mentor is trained by the University on how to help the student-teacher (mentee) to acquire competencies and professionalism. University supervisors also pay frequent visits to the schools of practice to look at the exhibition of the technical teaching skills of students-teachers, assess lesson notes, observe class management skills of students-teachers, examine the portfolios of student-teachers to ascertain the extent to which they are consistently and continually being built, organize counseling sessions for

student-teachers, hold periodic meetings with mentors, hold periodic conferences with student-teachers to appraise their teaching, supervise student-teachers in class, and assess areas other than classroom teaching, e.g. community participation, role in school administration and other activities.

Improvisation of teaching and learning materials are emphasized in the HPERS department of University of Education, Winneba, and the University of Cape Coast. It is one of the reasons why PE students are encouraged to register for courses from other departments, such as Art, Mathematics, English and Home Economics, to sharpen their skills of creativity.

Siedentop & Elder (1989) opined that, “Those who suggest that anybody can teach, know little either about teaching research or about realities of today’s schools”. One cannot just say that physical education as a subject can be taught by any sports enthusiasts, or any sports expert. Just for the mere fact that somebody has participated in a sports during his/her school days, does not equip him/her enough with the requisite knowledge and expertise to teach physical education. In this technological era, where things are fast changing, yesterday’s information may be archaic and not useful.

As said in Latin, *‘men sana in coporesanu’*, this translates into English as *‘A healthy mind, in a healthy body’*. Physical education is about healthy living. It is about promotion of good health and fitness through physical exercise. Attaining academic excellence in Mathematics, English Language and Science is meaningless if fitness and healthy living are absent. What benefits would a man derive from performing very well in the so-called important subjects if he is not healthy and strong? What benefit can the family, the community and the nation derive from such a person?

Physical education is a subject which is expected to develop the student holistically. It deals with all the three (cognitive, psychomotor, affective) domains as enshrined in Blooms Taxonomy. One of the most important responsibilities of the physical education teacher is to design developmentally appropriate activities for student/pupils, taking into consideration their age and skill levels. In every practical class section, the teacher is expected to demonstrate how the skill should be done. Children's lack of experience in performing activities and the fact that so many are unskilled and actually lack knowledge of game plans may lead to anti-social situations, if wise leadership is not provided on the school playground. Timid children may be left out of activities because other children fail to accept them or recognize them as equals. Aggressive children may dominate playing areas to the detriment of the remaining children. Bullies are apt to cause troubles. It is the responsibility of the physical education teacher to instruct, provide leadership, and to supervise students on the playground. Unless supervision is provided, a playground may become a hazard, a social menace, or a civic liability. The teacher must take the age and skill levels of the child into consideration in all teaching sessions. A physical activity which is not properly introduced to students can cause injury. A trained physical education teacher knows how to breakdown complex skill and make it easy for students to perform it and enjoy it.

1.2 Statement of the Problem

Often than not, physical education has faced a lot of challenges in the Volta Region schools. The absence, primarily, of professionally trained physical educators in some of the Senior High Schools and the inability of the professionally trained physical educators to create appropriate conditions to improve their teaching skills at the senior

high schools level have given rise to the examination of teachers' ineffectiveness in physical education lessons.

For many teachers and school leaders in the past, a quiet and disciplined classroom was the hallmark of effective teaching. In contrast, it is now recognised that behaviour management skills in themselves are necessary but not sufficient condition for creating an effective learning environment. These skills are one element in a skilled teachers' repertoire of practice. There is no doubt that well-ordered classrooms and schools facilitate effective teaching and that good behaviour management skills are necessary for teachers to perform the core task of improving student learning outcome.

Behaviour management is a crucial skill for both beginning and make greater reference to the language of instruction and learning of students whereas experienced teachers' concentrate more on what the teacher is saying and doing to the class and novices concentrate more on student behaviour (Hattie, 2003).

Creating an atmosphere to foster learning is one of the most important tasks of teaching. This requires teachers to employ many different strategies to motivate students to increase students appropriate to learn and maintain appropriate behaviour to promote student self-responsibility and to foster accountability.

Since trained and untrained teachers teach physical education lessons, in virtually the same setting, the researcher wants to find out the type of classroom behaviours exhibited by these two groups of teachers and further establish any differences between them if any.

It is on this vain that this study is being undertaken to identify the classroom behaviours of both trained and untrained teachers in the school system in Ho municipality with intent to motivate teaching competency. The study would

investigate these behaviours, critique them and identify those that are as a result of training or lack of it and provide evidence to help improve upon learning in physical education at the school level.

1.3 Purpose of the Study

The purpose of this study was to find out how trained and untrained teachers behave during physical education lesson. It is also to compare their display of some critical values which foster learning. Also this study aimed at educating the stakeholders of education in Ghana so that they would place premium on physical education as a subject worthy of teaching and learning.

1.4 Objectives of the Study

Every meaningful research has set objectives based on which the research is carried out. For this study, the following objectives have been set to identify the

1. Behaviours of trained Physical Education teachers.
2. Behaviours of untrained Physical Education teachers.
3. Differences that exist between trained and untrained Physical Education teachers in the classroom setting.

1.5 Research Questions

Based on the research objectives, the following research questions were answered;

1. What are the behaviours exhibited by trained Physical Education teachers during practical lessons?

2. What are the behaviours exhibited by untrained Physical Education teachers during practical lessons?
3. What differences exist between trained and untrained Physical Education teachers during practical lessons?

1.6 Significance of the Study

The results of the study would help bring out the disparities between trained physical education teachers. The result would be significant to students, parents, and guardians, who consider physical education as a career opportunity because the trained physical education teacher is more capable of identifying and developing talented students than the untrained physical education teacher in teaching the subject.

The stakeholders of education in Ghana would also draw lesson from the finding to aid them in designing holistic education policies and programme for schools in Ghana. It would also guide supervisors at the education offices who are not physical educationist to understand how trained physical education teachers and untrained physical teachers manage their classes. Heads of Senior High Schools would draw lessons from the study and have a change of attitude towards the subject and teachers who have been trained to teach it.

1.7 Limitation of the Study

As much as this study has its strengths in certain areas, it was plagued by a number of problems. The use of questionnaire to gather data were self-administered and based on self-reports or responses of teachers.

Again, due to the geographical spread of the Municipality and lack of funds, the researcher could not touch all areas to visit all the schools under its jurisdiction. The sample size employed captured only a small but representative proportion of the entire population of teachers in the Municipality. Lastly, the questionnaire to elicit responses from the respondents was initially very voluminous, extensive and all encompassing. However, it is believed that the findings in this municipality would be a true reflection of what happens elsewhere in Ghana.

1.8 Delimitation of the Study

The researcher could not cover all the Senior High Schools in the Municipality. The study was restricted to only twelve (12) Senior High Schools the in Ho Municipality of Volta Region.

1.9 Meaning of Abbreviations

ALT-PE - Academic Learning Time in Physical Education

CWPT - Class Wide Peer-Tutoring

G.P.K - General Pedagogical Content Knowledge

HPERS - Health Physical Education Recreation and Sports

HPER - Health, Physical Education and Recreation

PAL - Peer Assisted Learning

P.E - Physical Education

PMA - Peer Mediated Accountability

P.T - Physical Training

SEN - Special Education Needs

TLM - Teaching and Learning Material

Trained Physical Education Teacher:- Anybody who has undergone a study of physical education in a university for a period of terms not less than six semesters.

UCC - University of Cape Coast

UEW - University of Education, Winneba

Untrained Physical Education Teacher:- Anybody who has not undergone any training in physical education in any university.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter covered relevant literature reviewed for theories and concepts of the study. The literature is reviewed under the following topics:

- Theoretical Framework - Albert Bandura's Social Learning Theory
- Origin of Physical Education
- Definition and Meaning of P.E
- Physical Education and Child Development
- The Concept of Teaching
- The concept of Learning
- Training of P.E Teachers in the University
- Best Practices and Effective Ways of Teaching PE
- Phases of an Effective PE Lesson
- Behaviour of Teachers

2.1 Theoretical Framework

The theoretical framework for this study was Albert Bandura's social learning theory. The social perspective of learning theorizes that human function occurs in a reciprocal relationship with the environment in which there is interplay between one's personal factors, the environment, and their behaviour (Bandura, 1977). Learning is an internal process that does not necessarily result in an immediate change in behaviour.

Learners experience the environment and interpret it according to unique, internal, personal factors then display behaviour in response (Bandura, 1977). The resulting behaviour then has an effect on the environment and the cycle repeats. Therefore, it is

important for teachers to ascertain what learners perceive about the environment and how they interpret it (Braungart & Braungart, 2008). The aspects of social learning theory that are particularly germane to this study are reciprocal determination, modelling, and self-efficacy.

Reciprocal determination is the outcome of the interplay between the personal factors of the learner, the environment, and overt behaviour (Bandura, 1974). The learners' personal factors include "cognitive, affective and biological events" (Pajerus, 2002, p. 2). As the learner interacts with the environment, the personal factors influence motivation to behave or respond in a certain manner. Learners experience consequences from the environment, or from one's own behaviour, which are interpreted and influence future behaviour. Subsequent experiences with similar situations are not likely to result in identical interpretation, and therefore behaviour, due to the dynamic and ever changing interplay of factors. The interplay is depicted in Figure 1.

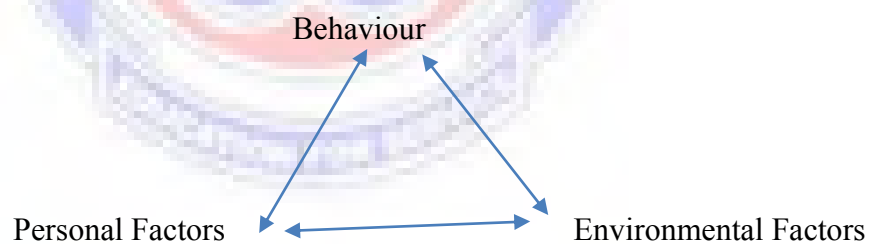


Figure 1: Bandura's Reciprocal Determination (Huitt, 2006; Pajeras, 2002)

Learners do not need to have direct experiences in order to learn. They also learn by observing and interpreting the behaviour, and associated consequences, of others in a process termed vicarious reinforcement or modelling (Bandura, 1977).

Learning by modelling involves a complex process of interpreting, coding, and retaining the information for future application, then engaging in the modelled

behaviour (Bandura, 1969). “Whether the model is viewed by the observer as rewarded or punished may have a direct influence on learning” (Braungart & Braungart, 2008, p.68). Learners may code and retain information about a modelled behaviour however; psychomotor skills would likely require repeated direct experiences for mastery (Bigge & Shermis, 2004).

At the core of the personal factors affecting human behaviour are self-efficacy beliefs (Bandura, Barbaranelli, Caprara & Pastorelli, 1996). Self-efficacy beliefs are particularly pertinent to learning situations because behaviour is determined more by what people believe they are capable of doing “than what they are actually capable of accomplishing” (Pajerus, 2002, p. 4). People with a high sense of self-efficacy view “difficult tasks as challenges to be mastered” (p.2) as opposed to people with a low sense of self-efficacy who tend to avoid challenging tasks (Bandura, 1997). As one’s sense of self-efficacy increases, so too does “how long they would strive and how long they would persist in their attempts” (Bandura, Adams & Beyer, 1977, p 138).

Bandura’s social learning theory is highly applicable to education. Educational experiences involve interaction between students and the learning environment. The learning environment consists of social interactions with teachers, their families and other students. As students interact with the environment, they experience how their instructors interpret their behaviour. The consequences they receive because of these interactions provide cues for future behaviour.

Students’ observations of teachers’ behaviour during interactions with other students provide a platform for learning via modelling. For example, students may observe a peer perform a procedure or explain a process to an instructor. The outcome and

responses of both the other student and the instructor provide cues for future behaviour.

2.2 Origin of Physical Education

The history of physical education can be traced to as far back as the creation of mankind. The ancient history of the Greek, Egyptians, Sumerians, Babylonians, Hittites, Assyrians, Hebrews and the Phoenicians civilization, stretching over 3000 years have given a lot of information when it comes to physical education. People of these civilization participated in a range of physical activities that were mediated by social, cultural, economic, gender and political factors. Physical activities in early civilization were closely tied to survival (boating, fishing, fowling, hunting and swimming), recreation and entertainment (acrobatics, board games, chance games, guessing games, ball games and gladiator sports) and military training (archery, boxing, chariot racing events and wrestling). Access to the activities were determined by citizenship, social status and wealth rights, rituals and celebrations (Van Dalen, Bennett, 1971; Ziegler, 1973).

The subject has its informal background through activities like games, drumming and dancing, hunting, fighting in wars, walking, running, jumping, over obstacles like streams and limping on one leg to cross streams to avoid dipping an injured foot or leg in water. One cannot doubt the facts that our great grandfathers crossed certain flooded rivers and streams by walking on huge logs, across these rivers and streams and jumped onto the ground due to the size of the logs which served as bridges. This has contributed to development of gymnastics in the present world.

Duncan and Watson (1960:3) certainly seem to agree with this argument:

Physical education has cultural heritage and background that began at the dawn of civilization. Broadly interpreted, it is one of the most ancient phases of man's (sic) education .Primitive man (sic) had to be very active physically to survive .Simple, natural, and necessary physical activity was a continuous part of his experience, and through it, he (sic) gained many of the same values that are claimed for the physical education programmes of today.

Physical education has gone through a lot of metamorphosis. By the late 1940s-50s, it began to take its status .Historically, the subject has been described under various names or terms .These old names were a reflection of peoples' understanding of the subject and what they thought its content were.

Most of the definitions had been found to be too narrow and exclusive to encompass its full scope. Among the ancient Greeks, the subject was first called "Hygiene" because of the feeling that physical education activities were aimed at preserving their health for the demands of their day. The term was also used for the subject in the United States during the 19th century but it did not survive for long. "Gymnastics" came to replace "Hygiene". With the Greeks, gymnastics was compulsory in their education just as Music and Art were.

The term, perhaps, has a close association with the phase of Greek education that involved series of exercise or activities. "Gymnastics" was also popular with European programmes during the 19th century but because of the limited nature of its meaning it also did not gain permanence. Where the term is still used, it carries with

it, an explanatory sub-title such as Olympic gymnastics or corrective gymnastics, or in reference to the physical exercise that were mostly performed in the gymnasium.

After gymnastics, "Drill" was used for some time. During that period, the essence of physical education programmes in most schools was apparently a series of wearisome callisthenic exercise that were mostly performed in unison and in strict adherence to commands. To be physically educated at that time was to be in good bodily condition. After "Drill" came "physical culture". At the same period "Physical Jerks" was used in Britain. These two terms were used to popularize the subject and to refer exclusively to physical conditioning exercise and programmes.

2.3 Definition and Meaning of P.E

Physical education is an educational process that focuses on increasing people's knowledge and affecting people in attitude and behaviour relative to physical activities, including exercise, sports, games, dance, aquatic activities and outdoor adventure activities. (Pangrazi, 1985).

Physical education is an important part of education that uses well directed physical programmes to enable student develop skills for the worthy use of leisure time, engage in activities conducive to healthy living, develop socially, learn about their body and contribute to their physical and mental health. Physical education, is integral part of the total education process, is a field of endeavour that has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view of realising this outcome.

2.4 Physical Education and Child Development

The capacity for children to learn is sometimes masked by the restrictive and dictatorial nature of both teaching practices and curricula that, at both the policy and pedagogical level, actively deny the existence of a student's power to engage and learn. Chilvers and Cole (2006) found in their recent case study that a 'sensory environment' enabled children to develop through improving feelings of self-worth. Activities which expose children to natural outdoor environments as opposed to enclosed classroom spaces have also been shown previously to be widely effective in reducing negative behaviour within children (Kuo and Taylor, 2004). An outdoor education programme has again been shown to represent a powerful, albeit underused, tool for reducing disaffection, but promoting a wide-ranging practices among pupils (Fox and Avramidis, 2003). Despite the often overlooked and sometimes marginalised position of physical education (PE) in schools (Hardman and Marshall, 2000), this is the sole site in which the majority of students can benefit from such an outdoor environment.

The numerous additional (physical, social, affective and cognitive) benefits of PE could also be a further determining factor in the improvement in behaviour that would go above and beyond those improvements shown in laboratory based research (Capel, 2004). Physical Education can also foster a rich and highly complex environment in which children of all physical and academic abilities have the potential to become active and engaged. pupils may, through a variety of strategies and the teachers effective behaviour management, remain on task and be motivated to keep trying to raise their physical skill as well as work towards the other learning outcomes (Capel, 2004).

2.5 The Concept of Teaching

The premise behind the field of teaching has produced and will continue to yield growing bodies of knowledge which does not grow naturally or inexorably. It is produced through the inquiries of scholars (theorists and practitioners) and it is therefore a function of the kinds of questions asked, problems posed, and issues framed by those who do research on teaching (Gage, 1963). The Oxford Advance Dictionary defines the word 'teach' as to give lessons to students in schools, colleges, universities etc., and again, to help someone to learn something by given information about it. It continues to define teaching as the work of a teacher. Teaching is both an art and a science as most school of thoughts define it, (Degason – Johnson, 2003). Teaching is an art, since it demands some kind of skills to perform systematically through a process so that knowledge is imparted to an individual so as to achieve the objectives. It is also true in every aspect that teaching is a science one can build upon the skills through training. The definitions of teaching, according to Smith, (1987) also defined teaching as "the action of a person who teaches, thus, the profession of a teacher" and "the action of a person who imparts knowledge or skill". He further described the definitions of teaching as "success, intentional activity, normative activity and scientific definition of teaching". He explained that, defining teaching as success means "teaching is that which results in learning", as intentional activity means "teaching is undertaking certain tasks or activities the intention of which is to induce learning", as normative means "the activities of teaching conform to certain ethical conditions", and as scientific definition of teaching means "teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn".

Smith, (1987) in a summary, generally defined teaching as “~~u~~ndertaking certain ethical tasks or activities the intention of which is to induce learning”.

Teaching is therefore seen as a profession that aims at effectively imparting knowledge to pupils or students for mental and social development. Being a profession that is practiced by professionals at the various levels of education, some teachers have developed scientific methods of teaching in order to enhance students’ learning. Teaching involves using a curriculum to teach students certain skills.” Good teaching is based on research proven methods” (Bianca, May 23, 2011). Teachers attend school to learn to use these research proven methods to their advantage. Good teachers know how to meet the needs of the students. Each student has his or her own particular learning style. Some are auditory learners while others are visual or bodily-kinaesthetic. Good teachers are always looking for ways to improve their techniques of teaching for students learning.

Iqbal (1996) also stated that teaching is an arrangement and manipulation of situation in which there are gaps or obstructions and individual tries to overcome the problem from where he learns. Teaching is an intimate contact between a more mature personality and a less mature one. The more mature one is a teacher and less mature is a student and it is designed to further the education of the latter. He further stated that the teaching might be characterized as an activity aimed at the achievement of bearing and practiced in such names as to respect the student's intellectual integrity and capacity for independent judgment. He described the roles and behaviours of a teacher who is mainly responsible for instruction.

The teacher is engaged more and more today in the implementation of new educational procedures taking advantage of all the resources of modern educational

devices and methods. He is an educator and a counsellor who tries to develop his pupils' abilities and interests.

- The teacher should find more time for involving the pupil's instructional activities as well as his extra - curricular activities.
- Teacher should be aware of the important role they are called upon to play in the local community as professionals and citizens, as agents of development and changes and should be given the opportunity of practicing that role.
- Teacher is an initiator, a designer of curriculum, a creator of the learning context, engaged in a sustained and deliberate effort to modify the tastes of his/her students.

UNESCO (1975) recommended the role of teacher as well as supervisor: Teachers and administrators of all categories and levels should be aware of the roles played by them in the present context of education. They should understand that their roles and behaviours are not fixed but are revolving under the influence of changes taking place in a society and in the educational system itself.

2.6 The Concept of Learning

Much progress on how people learn has been made at the turn of the last century, starting with the Thorndike's (1913) "hungry cat experiment" and Piaget's (1920) "observations" of how children learn about their world. These studies (initially known under the heading of Behavioural Sciences) provided the epistemological foundations of a new field that was emerging in the 1950's – the "Cognitive Sciences".

Piaget (1920), originally defined learning as "a mental process that depends on perception and awareness, on how additional stimuli and new ideas get integrated into the old knowledge database (a process Piaget called "assimilation"), and on how,

through reasoning (a previously acquired mental mechanism), the entire database gets re-organized which results in alterations of the mental structures and the creation of new ones (a process called ‘accommodation’). With this definition adding new information is only the first part of learning; the whole learning process involves the integration, re-organization and creation of new mental structures.

Learning is a complex process that happens in the brain. Learning is a mental process that depends how stimuli and new ideas get integrated into the old knowledge database, and on how, through reasoning, a previously acquired mental mechanism, the entire database gets re-organized. Since learning is a continuous process this implies that the brain must also continuously restructure itself. In other words, learning changes the physical structure of the brain, and with it, the functional organization of the brain. This explains why learning always requires a major effort from the side of the student.

Students enter the classroom with already formed ideas which implies that neural circuits in the brain are already in place. Alternate conceptions have their origins in a diverse set of personal experiences, the social and religious upbringing by the extended family, language, peer culture, as well as previous teacher’s explanations and instructional materials. There is a claim that learning is more at ease when specific thinking networks already exist and difficult if new networks have to be created. Changing students’ prior concepts might involve the creation of new neural networks in the students’ brains as well as the rewiring of pre-existing neural circuits. It is suggested that to form new concepts or change old inadequate ones, the student has to be led through several processes.

First, he has to consciously “notice” and understand what the problem is; second, he has to “assimilate” more information and try to fit it into already existing neural networks; third, he has to critically think through all the argumentation in his own words and reorganize these thoughts – he has to “accommodate” the knowledge and evaluate against his prior beliefs; and finally, he has to work towards “obtaining fluency” in the newly acquired concept so that this concept itself has then become a mere building block for future, more advanced concepts.

We are now at a time where collaborative studies among cognitive and developmental psychologists and educators are yielding new knowledge about the nature of learning and teaching.

The fundamental focus on the concept of teaching and learning involves the primary participants, that is teachers and students, who operate as individuals and also as members of a larger group, class or school. Teaching is seen as an activity involving teachers and students working jointly. The work involves the exercises of both thinking and acting on the part of all participants since teachers learn and students also teach. There is evidence of the connection between what teachers think and how they behave in a teaching situation (Shulman & Lanier, 1977). In addition, teachers’ perceptions of their own efficacy and feelings of success provide the basis for teacher beliefs and ultimately teacher action (Fenstermacher, 1978). This implies that the success of teachers depends on their own attitude and behaviour. However, it is important to note that a relationship exists between teaching and learning. “Teaching is what teachers do and Learning is what students do” (Smith et al. 1997). This implies that in teaching, there is the performance of activities, tasks or behaviour by the teacher and the student in order to bring about product-learning.

Teachers' behaviour has been studied extensively and multiple review studies and meta-analyses in this field exist (e.g., Darling-Hammond, 2009; Scheerens, 2007; Seidel & Shavelson, 2007; Van de Grift, 2007; Wayne & Youngs, 2003). International research in primary education has revealed that the following teaching behaviours are related to higher achievement and involvement of students: a) efficient classroom management, b) creating a safe and stimulating learning climate, c) providing clear instruction, d) providing feedback, e) adaptive teaching, and f) teaching of learning strategies (Kyriakides, Creemers, & Antiniou, 2009; Van de Grift, 2007). Seidel and Shavelson (2007) found in their meta-analysis that although the effect of the varying teaching components on student outcomes are smaller in secondary education, studies performed in primary and secondary education show similar patterns in the relevance of these teaching behaviours.

Many observational studies have been performed trying to capture and understand these effective teacher behaviours (e.g., Teddlie, Creemers, Kyriakides, Muijs, & Yu, 2006; Van de Grift, 2009). The advantage of observation lies in the objectivity of the external observers (Muijs, 2006). Systematic observation by more than one external observer adds to the objectivity of findings. This advantage is apparent, for instance, in the findings of Charlesworth, Hart, Burts, Thomasson, Mosleu, and Fleege (1993). They found that teachers' expressed importance of developmentally appropriate practices was larger than observed in these teachers' classroom behaviour.

Nevertheless, disadvantages of this method to collect data also exist. Classroom observations are always limited to a single or to several moments, leading to, what Muijs (2006) called: "[...] a collection of snapshots rather than a full picture of said teachers' behaviour over the year" (p. 58). Furthermore, although observers may try to be as unobtrusive as possible, their presence will influence the teachers' and

possibly students' behaviour, with this effect being of different strength for each teacher (Muijs, 2006). The issues of classroom management and disruptive student behaviour are of continuing interest to individuals within the fields of psychology and education. Students' classroom behaviour has been examined from perspectives such as the most frequent disruptive behaviour, the most troublesome disruptive behaviour and the behaviours of most concern to teachers (Haroun & O'Hanlon, 1997a; Houghton, Wheldall and Merrett, 1988; Martin, Linfoot, & Stephenson, 1999; Stephenson, Martin, & Linfoot 2000; Wheldall, 1991).

Disruptive Behaviour Management Strategies and Supports as indicated are the most frequent and troublesome behaviours which are also relatively minor, yet the most frequent problem behaviours (Houghton et al., 1988; Merrett & Wheldall, 1984). Behaviours such as tool, hindering other students and distractibility are readily amenable to redemption by behavioural methods and appropriate management strategies (Houghton et al., 1988; Merrett & Wheldall, 1984). Identification of teacher supports and behaviour management strategies currently used becomes significant to determining effective strategies and to identify the most efficient ways of communicating this information to teachers. Given the findings regarding behaviour problems that concern teachers the most, it is imperative that teachers have appropriate strategies to manage these behaviours. Classroom management skills constitute an important aspect of the classroom environment. Furthermore, management skills can influence student behaviour and achievement, such as student on task behaviour (Houghton, Wheldall, Jukes & Shapre, 1990; Malone et al., 1998; Poulou & Norwich, 2000; Traynor, 2003). Low incidences of praise and high rates of disapproval have been observed in the classroom (Martin et al., 1999). However, student on-task behaviour is shown to increase through the use of positive

management strategies rather than the use of disapproval (Houghton et al., 1990). Teachers' views of behaviour management have also highlighted the importance of consistent positive strategies and the importance of student involvement in the discipline process (Clement, 2002; Haroun & O'Hanlon, 1997b). Involving students in classroom decision-making is considered to be an effective classroom management technique (Lewis, 1999; Malone et al., 1998). It is feasible that teachers' perceptions of student maturity may play an important factor in teachers' choice of management strategy. Lewis (1999) identified lower involvement in classroom management for older students when comparing the upper primary school and lower secondary school years (for example years 4-6 and years 7-9). Specific differences between the strategies employed by teachers directly involved in the transition period are yet to be investigated. Similarly, differences in management strategies relative to student gender are also yet to be examined. It is paramount to consider the effects of disruptive student behaviour on teachers, as student behaviour is often identified as a key variable that impacts on teacher stress, well-being and confidence (Chan, 1998, as cited in Lewis, Romi, Qui & Katz, 2003; McGee, Silva & Williams, 1983; Miller, Ferguson & Byrne, 2000; Poulou & Norwich, 2000).

Perceptions of Disruptive Behaviour and Teachers' Confidence Variables such as teacher training, length of teaching experience and teacher confidence are significant moderator variables on teachers' perceptions of disruptive behaviour, although little research has examined relationships between these variables (Borg & Falzon, 1990). Teachers who perceive classroom management problems as more severe, are more likely to leave the education system (Taylor & Dale, 1971; as cited in Sokal, Smith, & Mowat, 2003). Out of a sample of 400 teachers (from the United States of America) choosing to leave the education system, 30% of teachers did so due to classroom

management and discipline concerns (Ingersoll, 2001). It has also been established that teacher confidence affects various elements of the classroom, ranging from student behaviour and achievement to teacher psychological well-being (Lewis, 1999; Merrett & Wheldall, 1984). The finding that almost 20% of teachers did not feel confident in their ability to manage disruptive classroom behaviour (Martin et al., 1999) is highly disturbing. This is reinforced by findings that 72% of a group of 60 experienced teachers indicated that they were under prepared or not prepared at all to manage behaviour problems following their initial teacher training (Little, 1999). Teacher supports for managing classroom behaviour involve strategies such as personal development sessions, reading appropriate literature, and the use of staff meetings. The supports employed by teachers to assist with disruptive student behaviours constitute a relatively new area of investigation. Research that has considered the supports used by teachers has classified teacher supports into categories of professional and school based supports (Martin et al., 1999; Stephenson et al., 2000). It is imperative to examine relationships between teacher confidences and supports throughout the middle years and across the transitional period. Variables such as student gender and years of teaching experience need to be considered. Once possible relationships are identified, interventions can be introduced.

According to Andy & Michael (2011), “It is what teachers think, what teachers do, and what teachers are at the level of classroom that ultimately shapes the kind of learning that young people get”. It’s a relatively self-evident truth that teaching and learning are two sides of the same coin. However, as a growing body of evidence and research is demonstrating, most learning in the world takes place without any form of formal teaching.

Classroom behaviour is one of the trickiest issues teachers face today. Effective handling of explosive and aggressive situations such as hooliganism and vandalism in sports are areas where the trained physical education teacher is well versed in. With the foregoing, it is naive for somebody or a group of people to say that physical education as a subject can be taught by any sport enthusiast or any sport expert. This statement is a display of lack of knowledge both in scope and in depth of the subject (Siedentop & Elder, 1989). The amount of time that students are involved in behaviour such as receiving instructions, managerial activities and engaged activity were identified by Siedentop and Tannehill (2000) as important for researchers to investigate when studying class environment. The effects of feedback, reward, correcting, prohibition, questioning, explanation and monitoring among others in teaching cannot be overlooked. These are critical variables which promote effective teaching and learning.

Disruptive behaviour results in loss of allocated time and creates a classroom environment that is not always conducive to learning. There is no one “correct” way to encourage positive classroom behaviour if you begin with a good foundation, it is possible. Some of the few plans that encourage positive classroom behaviour are think about your approach, visualise possible challenges, make your expectation clear from the beginning, make positive behaviour, encourage learners to show respect, be consistence, keep students busy and challenge, listen to students’ suggestion. Teachers class behaviour help to record behaviours / actions throughout the day. The classroom teacher needs to ensure acceptance for all students in the classroom. Teachers’ actions that can promote acceptance are choosing learning materials to represent all groups of students, ensuring that all students can participate in extra activities, valuing, respecting and talking about differences, celebrating cultural and

ethnic differences, ensuring that learning activities are designed for a variety of abilities, ensuring that all students are protected from name calling or other forms of abusive language, and modelling acceptance.

Behaviour is a descriptive of observable outcome of teachers and student performance in different activities of institutions Behaviour may be positive or negative and effective or ineffective. Effective behaviour produces the requisite results. Behaviour is an action, which is different at different time. There are three types of behaviour, thinking, feeling and doing. Mostly, behaviour is also known as cognitive, affective and psychomotor. Cognitive behaviour involves the learner in thinking process, remembering, evaluating and problem solving. Affective behaviour values the learner's feelings and attitudes. Psychomotor behaviours are those involving the learner, in some kind of muscular activity.

The way in which the teacher allocates time to be spent on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes on smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, withitness, overlapping, using the principle of least intervention, and creating smooth transitions.

A good teacher is expected to be committed to his work, and have the ability to take initiatives. Teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. The teacher as a professional must know the art of communication, understanding others and ability to learn from their experiences. They should be able to facilitate learning effectively.

2.7 Training of P.E Teachers in the Universities

Shulman (1986, 1987) has been a key figure in identifying the knowledge that teachers need for effective teaching. He identified seven knowledge bases.

1. Content knowledge
2. General Pedagogical Knowledge (GPK)
3. Curriculum knowledge
4. Pedagogical Content Knowledge (PCK)
5. Knowledge of teachers and their characteristics
6. Knowledge of educational contexts
7. Knowledge of educational ends, purpose, values and philosophical and historical influences.

The student's theoretical content knowledge base in physical education is expanded, strengthened and consolidated in his first and second semester studies. Courses such as foundation, philosophical and historical background of physical education are learned. The intent of these courses is to make students grasp the origin, focus and purpose of the discipline as it is likely that some of them may have beliefs which may not fall within the context of physical education.

As opined by Graber (2001); O'Sullivan (2005); and Stroot (1996), pre-service physical education teachers enter teacher preparation programmes with a broad spectrum of beliefs about physical education, and change little overtime. In a research conducted by Placek, et al (1995:259) and summarized by O'Sullivan (2005), the major results indicated that "the dominant view of new recruits is that they perceive physical education as being primary skill-oriented".

In another study conducted by Graber (1995) which explored the beliefs held by students from two universities regarding the elements of the teacher education programmes that most directly guided practice, suggested that pre-service teachers believe in the practicum experiences were more valuable aspects of the teacher education programme.

The effects of education programmes on the beliefs of a beginning teacher were studied by Curtner-Smith (2001). More specifically, he examined the positive influence of one university physical education programme on the practices and perspectives of a beginning teacher with a strong teaching orientation. The physical education programme influence was mediated by the teacher's biography and entry into the workforce. Findings indicated that the physical education programme and teacher's biography influenced his pedagogical philosophy and practices to a great extent. In the third and fourth semester when the student gets a good grounding in content knowledge, pedagogical courses are taught. Course outlined for these semesters include peer-teaching, on-campus teaching, off-campus teaching which are skewed systematically to give the students pedagogical skills. A number of students have validated the effectiveness of using peers in physical education using various arrangements such as; class wide peer tutoring Johnson and Ward, (2001).

During the peer tutoring episodes in the Departments of Health, Physical Education, Recreation and Sports (HPERS) in the University of Education, Winneba and Health, Physical Education and Recreation (HPER) of the University of Cape Coast (UCC) course mates are asked to observe the lesson taught by their colleagues and critique it during post conference at the presence of senior lecturers from the department.

A major problem that teachers encounter is finding adequate time to monitor and to provide feedback and reinforcement for students in their classes. Peer Assisted Learning (PAL) strategies are very effective ways to allow students to receive instruction, feedback and reinforcement from group members much more frequently than a teacher could provide (Kirk et al., 2006).

In physical education, variations of peer tutoring have produced and increased results in academic learning time (ALT-P.E), opportunity to respond, (TR-P.E) including Houston-Wilson et al., 1997; Liberman et al.; (2000) Webster, (1987); Class wide Peer-Tutoring (CWPT) (e.g. Johnson and Ward, 2001); and a derivative version of CWTPT, called Peer-Mediated Accountability (PMA) (e.g. Crouch et al., 1997; Ward et al., (1998).

Students from P.E department of UEW arranged with basic and senior secondary schools such as Winneba Senior High School, Winneba School of Business, Methodist B Junior High School and University Practice School , just to mention a few in the vicinity to do off campus teaching practice. Students from the P.E department of UCC also make same arrangements for the same exercise.

Evidence from research on teacher improvement shows that teachers can begin to acquire teaching skills and strategies during their pre-service preparation programmes and continue to develop them during their initial years of teaching through both specific staff development programmes and reflection on their own teaching (Birdwell, 1980; Randall & Imwold, 1989; Siedentop , 1987; Shroot, 1996).

Lesson planning and presentation are key elements of teacher training. The student – teacher is therefore taught how to plan developmentally appropriate exercises to

satisfy all kinds of student conditions and not to marginalize any student. The P.E student therefore keeps in mind the following steps when planning to teach;

- a. what instructional methods should be used to meet the various learning styles and multiple intelligence of a diverse class of students' abilities and disabilities;
- b. how much class time should be devoted to providing instruction, allowing for practice, giving feedback, dealing with discipline problems, managing equipment distribution and checking attendance and
- c. what type of grouping, homogenous or heterogeneous or both should be used to increase students' learning.

As stated by Smith (2004), the long term process of inclusion of pupils with special needs (SEN) and disabilities in mainstream education has increased especially rapidly over the last half century or so. Children with disabilities fall into six categories; visually impaired, physically or other health impaired, mentally challenged, behaviourally challenged, hearing impaired or multiple handicapped. P.E students in the universities are trained to plan their lesson noting the varying level of disabilities of their pupils. This is because evidence has shown that proper physical exercise can help some of the physically challenged pupils recover from their disability.

The greatest challenge for most physical education programmes rest with inadequate resources. During tight economic times the so-called non-essential subjects such as physical education and art are reduced if not eliminated. Courses targeted at equipping students of the P.E departments with creativity and resourcefulness is offered. This is to equip the P.E teacher to improvise relevant but unavailable teaching materials/equipment. The departments also make it convenience for students to offer courses from the departments of Art and Home Economics Education to

sharpen their skills and become more innovative and crafty. The Home Economics courses expose student- teachers to nutritional demands of ectomorph, endomorph and mesomorph.

Physical education activities are not confined to the classroom alone. It includes outdoor or adventure activities as well. Rogers (2000) makes a case for adventure-based learning in the secondary physical education curriculum and states that students who have participated in outdoor adventure activities as part of the school curriculum may continue to participate in such activities throughout life and therefore keep them active.

In the light of the nature of activities in the senior high schools, lectures in the P.E departments teach the students how to successfully organize and execute outdoor activities. Students are also oriented towards adopting militating measures against possible failures and disappointments.

The need to adopt all programmes against strength, weakness, opportunities and threats (SWOT) analysis is emphasized.

Towards the end of the 6th semester the student offers a course in sports psychology which deals with how to handle sports and its related issue including hooliganism, vandalism and other adolescence explosive crowd behaviours.

The student goes out to teaching practice in the 7th and 8th semesters. What does it take to become an effective teacher? First, you must want to do it. Then you need to get plenty of perfect practices. You need to practise the relevant teaching skills such as developing class routines, implementing guided practice sessions, supervising independent practice sessions and keeping class momentum moving toward briskly.

When you have the opportunity to practise these skills, you would also benefit from supervision that provides sufficiently specific feedback for you to improve. Siedentop, (2000).

Before the student embarks on out-segment (teaching practice), a mentor who is a qualified graduate physical education teacher and who is also a member of staff of the school of practice is trained to help the pre-service teacher. The programme of appointment and training of mentors, states among other things that as much as possible, teachers in the practicing schools would be selected and trained as mentors. Such mentors must be professional graduate teachers who have attained a minimum rank of Principal Superintendent in the Ghana Education Service (GES). At the second cycle level, mentors must be experts in the relevant subject areas and must not have less than five (5) years teaching experience. District Directors of Education are mandated to assist the Universities in recommending and short-listing school-based mentors.

Some of the core elements of the mentorship programmes are;

1. The programmes should be staffed with innovations, full-time programme administrators with the training, time and resources to establish and run excellent programmes (because of the amount of work this entails, heads of second cycle institutions and their assistants whose work schedules are very heavy should not be eligible).
2. Mentoring should take place during the school day, in-class and one-on-one, with sanctioned time for both mentors and student- teachers.

3. Mentors should be selected for their ability to work with adults, their expertise in pedagogy and content areas, their leadership qualities, and their commitment to collaborative work.
4. Mentors need on-going training and support to be the most effective” teacher of teachers”.
5. Student- teachers, with help from their mentors, should systematically identify areas of growth, set personal performance goals, and develop the skills needed to attain these goals.
6. Student- teachers and mentors should be trained to collect classroom data, analyse data, and use the results to guide instruction.
7. Site administrators ,such as heads of schools, opinion leaders and other interested bodies, must understand the needs of beginning teachers, provide them with resources, learning techniques for evaluation that build teacher practice.
8. The guidance and self-assessment of student-teachers must take into account the accepted state standards for what teachers need to know and be able to do (Code of ethics of The Ghana Education Service).
9. Workshops and training secessions help novice teachers overcome the traditional isolation of teachers.
10. At the community level, student-teachers‘ involvement should be related to their participation in community work such as clubs associations, development projects, religious organizations, Parent Teacher Organizations, school management committees and District Management Committees.

Several studies have shown that co-operative teachers can be trained to be effective supervisors (Coleman and Mitchel, 2002). Feiman-Nemser et al. (1999) supported this

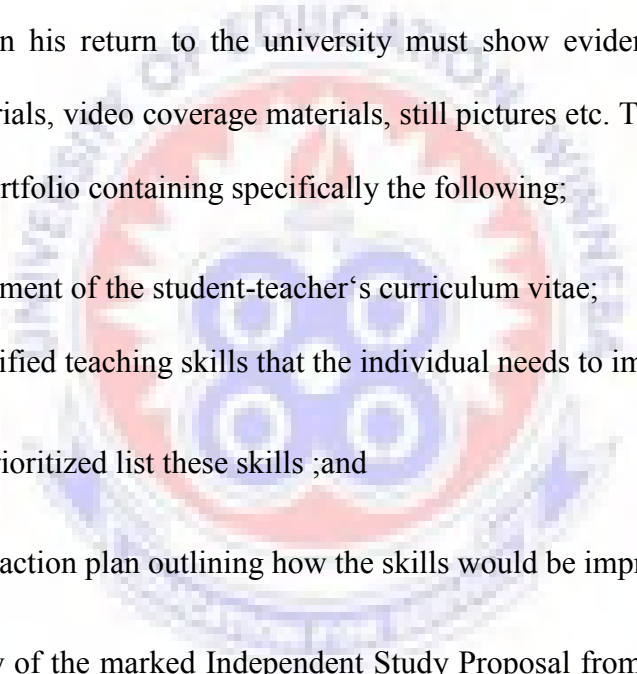
notion and suggested that we view induction as a process of situated learning. She commented that teachers can acquire knowledge of subject matter, students learning, curriculum, and pedagogy in a variety of ways, but using such knowledge requires information and understanding that cannot be learned in advance or acquired outside of teaching. Field experiences for physical education students during teacher preparation are also called prior or early teaching experiences, teaching practice or practicum, and student teaching. Early field experience typically begins with school visits, structured observation in the gymnasium and discussions with teachers tutoring of individual students. Eventually, they include teaching parts of lessons to small groups of students. Placement in the school is limited and most usually of short duration. Students teaching involved more extended practice in one setting and a progressive increase to full-scale responsibility for the student-teacher in a particular class (Kirk, D.) Macdonald, D., and O'Sullivan, M., (2006).

The mentor is an experienced person working with a younger person with the intention of helping to shape the growth and the development of the protégé (Wright and Smith, 2000).

Feiman-Nemser and Beasley, (1997) stated that monitoring is assisted performance where the mentor in a cooperative activity, scaffolds the learning of the practicing teacher by co-planning and co-teaching. The physical education teacher is given the maximum support by his mentor. University supervisors also pay frequent visit to the student in their schools of practice, observe them in their teaching and hold conferences with them to give them feedback. Headmasters and heads of department of the school of practice are mandated to write a report about each student to the universities.

The concept of teacher reflection is a key premise within this dynamic process of change. Increased practice without analysis and reflection does not lead to professional growth. The degree of assistance and monitoring which are needed from all participants and from the context are still under study. The use of portfolios, reflective journals and reflective assignments, in which practicing teachers' document their own professional developments, reveal attentive and more authentic evaluation procedures for practicing teachers' field experiences, replacing the traditional evaluation methods and observational categories.

The teacher on his return to the university must show evidence of his work with teaching materials, video coverage materials, still pictures etc. The student is expected to present a portfolio containing specifically the following;

- 
- a. A statement of the student-teacher's curriculum vitae;
 - b.
 - i. identified teaching skills that the individual needs to improve;
 - ii. A prioritized list these skills ;and
 - iii. An action plan outlining how the skills would be improved
 - c. A copy of the marked Independent Study Proposal from the teacher-teacher's Department and a checklist to monitor the progress of the study;
 - d. Record of approved amendment to the student-teachers' plans;
 - e. Records of agreement to proceed on the Independent Study signed by,
 - i. the student-teacher's Supervisor in the University;
 - ii. the student-teacher's Head of Department in the University;
 - iii. the student-teacher.

- f. A big notebook containing all the lessons notes prepared and used throughout the period of Out-Segment;
- g. List and description of learning/teaching aids which cannot be put into portfolio;
- h. Work/task sheet drawn for the pupils;
- i. Test items;
- j. *One* video, *two* audio-recorded lessons and photographs of student-teachers' participating in teaching (if possible);
- k. Reflective comment on one recorded lesson taught;
- l. Reports of interactions with mentors and on-going and evaluation of such interactions on the students' professional development;
- m. Reports of Supervisors from the University and the student's own evaluation of the supervisor's visit;
- n. Reflections on student-teachers teaching;
- o. Brief on student teachers' philosophy of teaching;
- p. Independent Study Report—a summary of the principal findings and recommendation of Independent study.

He attends face-to-face with other colleagues and lectures of the department to narrate what transpired during his internship. He is expected to tell the lecturers and his course mates what problems or challenges he confronted and how he dealt with them. The student finally presents his project work to his supervisor before being cleared to go and wait for his posting to a school.

2.8 Best Practices and Effective Ways of Teaching PE

In recent years, there has been considerable interest in the identification of teaching skills and competencies. The monitoring of standards and the quality of teaching performance has become most apparent in public schools (Mawer, 1995). The notion of being an effective teacher is an important and a critical goal for educators (Bellon, Bellon, & Blank, 1992) if they are to become better at what they do and if a knowledge base is to be developed in order to train and educate those teachers entering the profession (Rink, 1996). Although effective teaching is a term that can be difficult to define in a precise manner (Kirchner & Fishburne, 1998), it can be argued, that teachers are viewed as effective in their teaching when students achieve intended learning outcomes (Berliner, 1987; Brophy, 1979; Gage, 1978; Harris, 1999; Rosenshine, 1987).

During the 1980s, research tried to identify the facets of teaching that promoted an effective learning environment for children. Much of what is known about effective teaching comes from this research base. These well-conducted research studies attempted to identify what teachers do to produce student learning (Brophy & Good, 1986).

In a review of research studies that showed an impact on student achievement and learning, Borich (1996) summarized effective teaching methods and outlined five key teaching behaviours that were supported by research: lesson clarity; instructional variety; teacher task orientation; engagement in the learning process; and student success rate. Borich also found that five other behaviours seem to be related to effective teaching. He identified this second group of teaching behaviours as helping behaviours. However, the research identifying these helping behaviours is not as extensive as the research support for the original five key behaviours. Nevertheless,

using student ideas and contributions, structuring, questioning, probing, and teacher affect have been identified as additional behaviours that act as a catalyst to enhance the performance of the five key behaviours.

As the majority of research on effective teaching has been concentrated in traditional academic subject areas such as mathematics and language arts, physical educators or those teachers have been mandated to teach PE as captured in the school curriculum were left to develop their own parallel research studies that were specific to their context. This conclusion is based primarily on the teacher's own perception of important teaching criteria: such as explanation, feedback, demonstration, and student enjoyment.

2.9 Phases of an Effective PE Lesson

1. The preparatory phase: - By its nature, physical education usually involves the use of a range of equipment. It is essential that these resources are prepared and made available by the teacher before the lesson commences. Adequate preparation of equipment can make a great difference to levels of pupil's activity and consequently learning (Hellison and Templin, 2001) poor preparation can result on wasted time, misbehaviour and accidents. The first stage of preparing for a lesson might involve the identification and selection of equipment needed.

The teacher should aim to match the equipment to the needs of the pupils. How old are the pupils? Do any have special needs that necessitate adapted resources? What are the previous experiences of the pupils? Then teacher also needs to ensure that there is enough equipment for the class being taught: In most cases, small groups or individual work is the norm. Placement of equipment is an important issue and an acknowledged skill. The teacher who leaves the balls in the storage cupboard and

then asks all the pupils to get a ball each is the teacher planning for disaster. This potential problem can be easily overcome by making equipment accessible to pupils perhaps by placing it in a number of spots around the working area.

The structure of the Practical Physical Education

Introduction –At the start of the lesson, the teacher needs to

- Gain the pupils attention
- Introduce the theme of day's lesson
- Possibly review related work from previous lessons
- Physically prepare the pupils for movement.

2. The warm-up phase (Opening activity): - This portion of the lesson may last from two to eight minutes and will usually involve a vigorous warm up activity, fun, review of previously taught

2.10 Behaviour of Teachers

Behaviour is a response, which an individual shows to his environment at different times. Various authors have defined it in different words: Taneja (1989) stated that "the meaning of behaviour is conduct or carry oneself or behaviour is what we do, especially in response to outside stimuli". UNESCO (1986) documented that –anything that an organism does that involves action and response to stimulation." Joyce (1980) also defined that –behaviour is lawful and subject to variables in the environment". He further defined that –behaviour is an observable, identifiable phenomenon".

2.10.1 Categories of Behaviour

Das (1993) has suggested seven categories of behaviour, which are as under:

1. Response behaviour
2. Association behaviour
3. Multiple-discrimination
4. Behaviour chains
5. Class concepts behaviour
6. Principles
7. Strategies

He further highlighted the school characteristics that positively affect the students, behaviour and their academic achievements. Both good standards set by the institution and good behaviour models provided by the teachers had positive effects.

2.10.2 Approaches for Effective Behaviour

Sybouts (1994) stated that there are three approaches, which are used for effective behaviour or effective institution.

a. Goal Attainment Approach: The goal attainment approach bases the effectiveness of institution, on its achievement of goals and purposes. Learning objectives, subject content, standardized tests, and national norms are all considered being important. Another concern with using the goal attainment approach is the question of goal ownership and one final consideration is goal expectations.

b. Process Approach: The process approach emphasizes the processes and means that administrations and teachers use to heightened student out-comes. Principal focus on process seems to be instructional leaders. They take an active part in classroom instructional programmes and curriculum development and have a clear view of goals to be achieved. Too much important can be placed on process.

c. Environment Response Approach: This approach is linked with perception. Principals work to illustrate to members of the school board, parents, and numerous other interest groups that their colleges are successful. This approach is a type of environmental selling programme.

2.10.3 Criteria for Effective Behaviour

Sybouts (1994) gave criteria for an effective behaviour of the teachers after reviewing of more than seventy-four research studies, which are as under:

- i) Demonstrating a commitment to academic goals.
- ii) Creating a climate of high expectation.
- iii) Functioning as an instructional leader.
- iv) Being a forceful and dynamic leader.
- v) Consulting effectively with others.
- vi) Creating order and discipline.
- vii) Marshalling resources.
- viii) Using time well.
- ix) Evaluating results.

Smith (1977) has claimed that teacher's personality in the attitudinal sense is significant factor in teacher behaviour and it has great impact on students' achievement. Throughout the history of social psychology: attitude is usually defined as a disposition to respond favourably or unfavourably to an object, person, institution or event. Allport (1960) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situation with which it is related. Attitude towards study has great contribution in academic achievement and good study pattern.

2.10.4 Five Key Behaviours Contribution to Effective Teaching

Approximately 10 teachers show promising relationship to desirable student performance, primarily as measured by classroom assessments and standardized tests. Five of these behaviours have been consistently supported by research studies over the past two decades (Brophy, 1989). Another five have had some support and appear logically related to effective teaching. The first five we will call key behaviours, because they are considered essential for effective teaching. The second five we will call helping behaviours that can be used in combinations to implement the key behaviours. The key behaviours are the following.

1. Lesson clarity
2. Instructional variety
3. Teacher task orientation
4. Engagement in the learning process
5. Student success rate

According to Mouly (1988) the totality of teachers role and functions can be categorized in three parts; Academic Functions, Professional Functions, and Social Functions. According to Ogwezi and Wolomsky (1985) the teacher improves conditions for effective learning when he.

- Helps the students to become aware of his or her problem areas in the learning process.
- Helps him or her to establish the self-confidence necessary for the student.
- Explores new interests and special aptitudes of the students.
- Increases the understanding of his students.

- Uses concrete material from localities to support or illustrate what he/she teaches.

Gupta (1996) describes that the task of teachers is central to education. Teachers must transmit to new generation the cultural heritage of society the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. The effective teacher is capable of creating a desire to learn. He must be able to sense the interests of students, recognize their needs, and make learning purposeful not only in relation to course objectives but in the minds of his students (Conant, 1993). Wright (1987) describes that the primary function of teacher's management role is to motivate the learners who are de-motivated and to nature those who are already well motivated to the task of learning. There are several ways in which teachers can achieve this

- adopting a positive attitude towards the learners.
- giving pupils meaningful, relevant, and interesting task to do.
- being motivated and interested themselves.
- involving the learners more actively in the classroom process in activities.
- encouraging pride in achievement.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The aim of this study was to compare the classroom behaviour of trained and untrained Physical Education teachers in the Ho Municipality. It was also to enable the researcher to do some types of comparison to discover relationships or disparities between the variables.

This chapter was discussed under the following sub-headings:

1. Research Design
2. Population
3. Sample and Sampling Technique
4. Instrumentation
5. Validity and Reliability of Instrument
6. Data Collection Procedure
7. Data Analysis Procedure

3.1 Research Design

Descriptive survey research design was used for this study. This design was selected and deemed the best research design for the work because the researcher sought to measure tangible variable called behaviour which is directly observable and does not need to be inferred from responses made by the subjects to questionnaire. In the same vein, Tuckman (1994), asserted that, the descriptive research helps to examine a problematic situation and follows systematic steps in finding solution to the assumptions upon which theoretical procedures are based.

3.2 Population

The population for this study are all PE teachers in the Ho Municipality in the Volta Region of Ghana.

3.3 Sample and Sampling Technique

The purposive sampling technique was used in selecting the sample size. This sampling technique was used because; the researcher believes that it will help her to select the target groups that she will get the needed information from. A total of thirty (30) PE teachers were sampled comprising of fifteen (15) trained PE teachers and fifteen (15) untrained PE teachers from the Ho Municipality.

3.4 Instrumentation

The instrument for this study was questionnaire. A questionnaire was used because it offers the researcher an opportunity to sample the views of larger population. Questionnaire was a "data gathering instrument, through which respondents answer question or respond to statements in writing" (Best & Kahn, 1996). It was a device for securing factual information about existing conditions. According to Haley & Fessler (2005), high quality data can be generated from questionnaire if handled properly. The questionnaire was developed using checklist and a 5-point Likert-type scale for respondents to give their views. Best and Kahn (1996), also vied that, the checklist and the Likert- type scale items/questions enable respondents to indicate the degree of their beliefs and feelings about a given statement or object. The questionnaire was put into two sections. Section A of the questionnaire requested for the demographic information about the respondents while Section B consists of items or statements to which the respondents were required to strongly agree, agree, uncertain, disagree or

strongly disagree to reflect their behaviour in class. The researcher however, selected or constructed instruments for collection of data followed by validating the data collection instrument. The researcher therefore made discriminating objective observation, established categories for classifying data and finally describes analysis, interpret and present research findings in clear, precise terms.

3.5 Validity/ Reliability of the Instrument

The validity and reliability of the data was conducted using the Cronbach's Alpha. Content validity was used because it is systematic examination of the test content which allow the researcher to determine whether the test items covers a representative sample of the behaviour domain to be measured. In view of this the test validity was dully met. In addition, the questionnaire was face validated by the supervisor and was recommended standards for the study. The Cronbach's alpha is generally used to measure the internal consistency of questionnaire. Reliability of 0.7 or higher would indicate that there are no problems regarding the data collected. The test for trained PE teachers gave Cronbach's Alpha value of 0.996 which is greater than 0.7, therefore the questionnaire were correctly piloted. The result also indicated that 99.6% of the variables were reliably piloted with a strong correlation between them. The Cronbach's Alpha for the untrained PE teachers was 0.995 indicating that 99.5% variables were reliably piloted for the study. From the two results it can be deduced that there is an insignificant difference between the trained and untrained PE teachers which is 0.1% of correlation within the variables.

3.6 Data Collection Procedure

In order to obtain maximum cooperation from the respondents and also have access to credible source of secondary data, the researcher sought permission from the Headmasters through a letter from the Head of Department of Health, Physical Education, Recreation and Sports, University of Education, Winneba. This enabled the researcher not only to gain authority to administer the instrument but also to confirm easy accessibility to the respondents and to arrange for contact persons and identify informants. Meeting was arranged where the researcher explained to the teachers concerned about the essence of the study in their various schools. The purpose and the rationale for meeting the respondents were to encourage the respondents to independently respond to the instrument. The questionnaire was administered to all the respondents in the staff common room and was supervised by the researcher. The researcher waited and collected the items back on the same day after the respondents had responded to them.

The researcher then gathered the completed questionnaire items from the respondents and coded the data collected using the statistical computer application software called the Statistical Package for Social Science (SPSS) by assigning identity numbers to cases and preparing variables list and names.

3.7 Data Analysis Procedure

The responses from the questionnaire were scrutinised to determine whether all questionnaire items had been responded to properly to ensure accuracy, consistency, relevance and appropriateness of data collected with regards to the problem, purpose and the research questions of the study. The responses to the close-ended items in the

data collection instrument were assigned codes and labels. Data was analysed using descriptive procedures. Frequency and percentage counts of the responses were then obtained, to generate descriptive information about the respondents that participated in the study and to illustrate the general trend of findings on the various variables that are under investigation. This involved the use of tables.



CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF RESULT

4.1 Introduction

This chapter describes the data analysis of the results, findings and discussions of the research data. The research was designed to investigate how trained and untrained teachers behave during physical education lesson. It was also to compare their display of some critical values which foster learning. It was also to aimed at educating the stakeholders of education in Ghana so that they would place premium on physical education as a subject worthy of teaching and learning. SPSS version 16.0 was used to analyse the data. Percentage frequency distribution, bar graph and pie chart was used to explain the results from the data with detailed discussion with regard to the questionnaire. The bar graph and pie chart can be seen in Appendix C and D.

Table 1: Sex of Respondents

Sex	Frequency	Percentage (%)
Male	24	80
Female	6	20
Total	30	100

Table 1, illustrated the sex of respondents in frequency and percentages. Out of the thirty (30) respondents, twenty – four representing 80% were males whilst six (6) were females representing 20%. This indicated that more males are into the discipline (teaching of physical education) than females.

Table 2: Teaching Experience of Respondents

Number of years	Frequency	Percentage (%)
1 – 3	5	16.7
4 – 6	5	16.7
7 – 9	6	20.0
10 – 12	7	23.3
Above 12	7	23.3
Total	30	100

Table 2, illustrated the teaching experience of respondents in frequency and percentages. From table 2, it can be seen that five (5) respondents representing 16.7% had the teaching experience between 1 – 3 years. Five (5) of them again representing 16.7% had the teaching experience between 4 – 6 years. Six (6) respondents representing 20.0% had the teaching experience between 7 – 9 years whilst 7 respondents representing 23.3% had the teaching experience between 10 – 12 years and above 12 years respectively.

Table 3: Responses from Trained Physical Education Teachers

VIEWS OF TEACHERS		SA(%)	A(%)	U(%)	D(%)	SD(%)
1.	Approachable/Personable(Smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments)	3(20)	6(40)	1(6.7)	3(20)	2(13.3)
2.	Authoritative(Establishes clear course rules; maintains classroom order; speaks in a loud, strong voice)	5(33.3)	4(26.7)	2(13.3)	3(20)	1(6.7)
3.	Confident(Speaks clearly, makes eye contact, and answers questions)	5(33.3)	4(26.7)	1(6.7)	3(20)	2(13.3)
4.	Creative and Interesting(correctly Experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone)	6(40)	4(26.7)	0(0.0)	3(20)	2(13.3)
5.	Effective Communicator(Speaks clearly/loudly; uses precise English; gives clear, compelling examples)	4(26.7)	3(20)	2(13.3)	3(20)	3(20)
6.	Encourages and Cares for Students(Provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names)	5(33.3)	5(33.3)	1(6.7)	3(30)	1(6.7)
7.	Enthusiastic About Teaching and About Topic(Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize important points, and arrives on time for class)	5(33.3)	4(26.7)	1(6.7)	2(13.3)	3(20)
8.	Establishes Daily and Academic Term Goals(Prepares/follows the syllabus and has goals for each class)	5(33.3)	5(33.3)	1(6.7)	4(26.7)	0(0.0)
9.	Good Listener(Doesn't interrupt students while they are talking, maintains eye contact, and asks questions about points that students are making)	6(40)	3(20)	1(6.7)	2(13.3)	3(20)
10.	Knowledgeable About Subject Matter(Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples)	7(46.7)	1(6.7)	2(13.3)	1(6.7)	4(26.7)
11.	Happy/Positive Attitude/Humorous(Tells jokes	8(53.3)	2(13.3)	1(6.7)	3(20)	1(6.7)

	and funny stories, laughs with students)					
12.	Knowledgeable About Subject Matter(Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples)	6(40)	4(26.7)	1(6.7)	2(13.3)	2(13.3)
13.	Prepared(Brings necessary materials to class, is never late for class, and provides outlines of class discussion)	5(33.3)	4(26.7)	2(13.3)	3(20)	1(6.7)
14.	Promotes Class Discussion(Asks controversial or challenging questions during class, gives points for class participation, and involves students in group activities during class)	9(60)	1(6.7)	1(6.7)	2(13.3)	2(13.3)
15.	Provides Constructive Feedback (Writes comments on returned work, answers students' questions, and gives advice on test-taking)	8(53.3)	2(13.3)	1(6.7)	3(20)	1(6.7)
16.	Punctuality/Manages Class Time(Arrives to class on time/early, dismisses class on time, presents relevant materials in class, leaves time for questions, keeps appointments, and returns work in a timely way)	6(40)	4(26.7)	1(6.7)	3(20)	1(6.7)
17.	Rapport(Makes class laugh through jokes and funny stories, initiates and maintains class discussions, knows student names, and interacts with students before and after class)	6(40)	3(20)	2(13.3)	4(26.7)	0(0.0)
18.	Realistic Expectations of Students/Fair Testing and Grading(Covers material to be tested during class, writes relevant test questions, does not overload students with reading, teaches at an appropriate level for the majority of students in the course, and curves grades when appropriate)	7(46.7)	4(26.7)	0(0.0)	4(26.7)	0(0.0)
19.	Respectful(Does not humiliate or embarrass students in class, is polite to students [says thank you and please, etc.], does not interrupt students while they are talking, and does not talk down to students)	5(33.3)	4(26.7)	2(13.3)	3(20)	1(6.7)
20.	Sensitive and Persistent(Makes sure students understand material before moving to new material, holds extra study sessions, repeats information when necessary, and asks questions to check student understanding)	6(40)	5(33.3)	1(6.7)	2(13.3)	1(6.7)
21.	Strives to Be a Better Teacher (Requests feedback on his/her teaching ability from students, continues learning [attends workshops, etc. on teaching], and uses new teaching methods)	4(26.7)	7(46.7)	1(6.7)	2(13.3)	1(6.7)
22.	The teacher punish late comers	7(46.7)	6(40)	0(0.0)	1(6.7)	1(6.7)
23.	Tolerate students error/mistakes	6(40)	5(33.3)	2(13.3)	1(6.7)	1(6.7)
24.	Pay specific attention to students who needs special attention	8(53.3)	6(40)	0(0.0)	1(6.7)	0(0.0)
25.	Monitor classroom situation (control difficult students and late comers)	9(60)	6(40)	0(0.0)	0(0.0)	0(0.0)
26.	Technologically Competent (Knows how to use a computer, knows how to use e-mail with students, knows how to use overheads during class, and has a Web page for classes)	3(20)	6(40)	2(13.3)	1(6.7)	3(20)

Key: SA= strongly agreed A= agreed U= uncertain D= disagreed SD= strongly disagreed

Table 3 above illustrated the responses of the trained PE teachers on comparing the classroom behaviours of trained Physical Education teachers in the Ho Municipality.

The result from table 3 revealed that the trained PE teachers are approachable and respectful to students comments with 9(60%) agreed whilst 5(33.3%) disagreed and 1(6.7%) were uncertain. Similarly, 9(60%) agreed that trained PE teachers are authoritative in the classroom by setting rules and maintaining order while 4(26.7%) disagreed and 2(13.3%) were uncertain. This indicated that trained PE teachers are mostly in control during lessons. 9(60%) agreed that trained PE teachers are confident in class against 5(33.3%) who disagreed and 1(6.7%) was uncertain.

It was again revealed that 66.4% of the teachers share the view that the trained PE teachers are creative and interesting in the classroom by experimenting with TLM's and methods while 33.3% disagreed. Out of 15 trained PE teachers 7(46.7%) felt teachers effectively communicate with students during lessons but 6(40%) disagreed whilst 2(13.3%) were uncertain. Although, there was popular agreement to this item, there is room for improvement. 10(66.7%) of the respondents agreed that trained PE teachers encourage students and care about them while 4(26.7%) disagreed and 1(6.7%) was uncertain. The result also revealed that 9(60%) of the teachers are enthusiastic about teaching all topics in physical education but 5(33.3%) disagreed whilst 1(6.7%) was uncertain. In that same manner, 10 respondents representing 66.4% agreed that trained PE teachers are good in establishing daily academic goals that is they plan for every term in order to achieve their goal while 4 of them representing 26.7% disagreed and 1 representing 6.7% was uncertain. 60% of the respondents agreed that trained teachers are good listeners but 33.3% disagreed with

this assertion whilst 6.7% were uncertain. 53.3% agreed against 33.3% who disagreed that trained PE teachers are knowledgeable in their subject matter and 13.3% were uncertain. The results also showed that 66.4% of the respondents agreed that the trained PE teachers had a positive attitude towards work against 26.7% who disagreed whilst 6.7% were uncertain.

Again, it was revealed that 11(73.3%) of the respondents agreed that trained PE teachers did well in lesson presentation by promoting class discussion, provides constructive feedback to students, punctual and manage class time at equal interval, create rapport in class, not humiliating or embarrassing students but rather respect their views during class discussions and being sensitive and persistent. But on the contrary, 4(26.7%) disagreed on the above stated items. It was also agreed by most respondents that trained PE teachers tolerate students error/mistakes, pay specific attention to students who needs special attention, monitor classroom situation and are technologically inclined, that is, 11(73.3%) agreed against 2(13.3%) who disagreed and 2(13.3%) were uncertain, 14(93.3%) agreed against 1(6.7%) who disagreed, 15(100%) agreed and no record of disagreement and 9(60%) agreed against 4(26.7%) who disagreed and 2(13.3%) were uncertain respectively. From the discussions, it was revealed that trained PE teachers exhibited good classroom behaviours as a typical trained PE teacher and also very effective during practical lessons.

Table 4: Responses from Untrained Physical Education Teachers

	VIEWS OF TEACHERS	SA(%)	A(%)	U(%)	D(%)	SD(%)
1.	Approachable/Personable(Smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments)	3(20)	2(13.3)	1(6.7)	5(33.3)	4(26.7)
2.	Authoritative(Establishes clear course rules; maintains classroom order; speaks in a loud, strong voice)	2(13.3)	3(20)	1(6.7)	4(26.7)	5(33.3)
3.	Confident(Speaks clearly, makes eye contact, and answers questions correctly)	0	1(6.7)	0	10(66.7)	4(26.7)
4.	Creative and Interesting(Experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone)	3(20)	1(6.7)	0	7(46.7)	4(26.7)
5.	Effective Communicator(Speaks clearly/loudly; uses precise English; gives clear, compelling examples)	2(13.3)	1(6.7)	1(6.7)	6(40)	5(33.3)
6.	Encourages and Cares for Students(Provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names)	1(6.7)	2(13.3)	1(6.7)	5(33.3)	6(40)
7.	Enthusiastic About Teaching and About Topic(Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize important points, and arrives on time for class)	2(13.3)	3(20)	1(6.7)	5(33.3)	4(26.7)
8.	Establishes Daily and Academic Term Goals(Prepares/follows the syllabus and has goals for each class)	2(13.3)	4(26.7)	0	4(26.7)	5(33.3)
9.	Good Listener(Doesn't interrupt students while they are talking, maintains eye contact, and asks questions about points that students are making)	2(13.3)	1(6.7)	1(6.7)	6(40)	5(33.3)
10.	Knowledgeable About Subject Matter(Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples)	1(6.7)	2(13.3)	1(6.7)	6(40)	5(33.3)
11.	Happy/Positive Attitude/Humorous(Tells jokes and funny stories, laughs with students)	2(13.3)	2(13.3)	1(6.7)	4(26.7)	6(40)
12.	Knowledgeable About Subject Matter(Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples)	3(20)	2(13.3)	1(6.7)	5(33.3)	4(26.7)
13.	Prepared(Brings necessary materials to class, is never late for class, and provides outlines of class discussion)	0	1(6.7)	1(6.7)	8(53.3)	5(33.3)
14.	Promotes Class Discussion(Asks controversial or challenging questions during class, gives points for class participation, and involves students in group activities during class)	3(20)	1(6.7)	0	4(26.7)	7(46.7)
15.	Provides Constructive Feedback (Writes comments on returned work, answers students' questions, and gives advice on test-taking)	1(6.7)	1(6.7)	2(13.3)	6(40)	5(33.3)

16. Punctuality/Manages Class Time(Arrives to class on time/early, dismisses class on time, presents relevant materials in class, leaves time for questions, keeps appointments, and returns work in a timely way)	1(6.7)	4(26.7)	3(20)	5(33.3)	2(13.3)
17. Rapport(Makes class laugh through jokes and funny stories, initiates and maintains class discussions, knows student names, and interacts with students before and after class)	1(6.7)	0	0	8(53.3)	6(40)
18. Realistic Expectations of Students/Fair Testing and Grading(Covers material to be tested during class, writes relevant test questions, does not overload students with reading, teaches at an appropriate level for the majority of students in the course, and curves grades when appropriate)	2(13.3)	1(6.7)	1(6.7)	6(40)	5(33.3)
19. Respectful(Does not humiliate or embarrass students in class, is polite to students [says thank you and please, etc.], does not interrupt students while they are talking, and does not talk down to students)	2(13.3)	3(20)	1(6.7)	5(33.3)	4(26.7)
20. Sensitive and Persistent(Makes sure students understand material before moving to new material, holds extra study sessions, repeats information when necessary, and asks questions to check student understanding)	2(13.3)	3(20)	0	6(40)	4(26.7)
21. Strives to Be a Better Teacher (Requests feedback on his/her teaching ability from students, continues learning [attends workshops, etc. on teaching], and uses new teaching methods)	3(20)	2(13.3)	1(6.7)	4(26.7)	5(33.3)
22. The teacher punish late comers	3(20)	4(26.7)	1(6.7)	5(33.3)	2(13.3)
23. Tolerate students error/mistakes	2(13.3)	3(20)	2(13.3)	4(26.7)	4(26.7)
24. Pay specific attention to students who needs special attention	1(6.7)	4(26.7)	1(6.7)	4(26.7)	5(33.3)
25. Monitor classroom situation (control difficult students and late comers)	3(20)	2(13.3)	3(20)	2(13.3)	5(33.3)
26. Technologically Competent (Knows how to use a computer, knows how to use e-mail with students, knows how to use overheads during class, and has a Web page for classes)	1(6.7)	3(20)	1(6.7)	4(26.7)	6(40)

Table 4 illustrated the responses of the untrained PE teachers on comparing the classroom behaviours of untrained Physical Education teachers in the Ho Municipality.

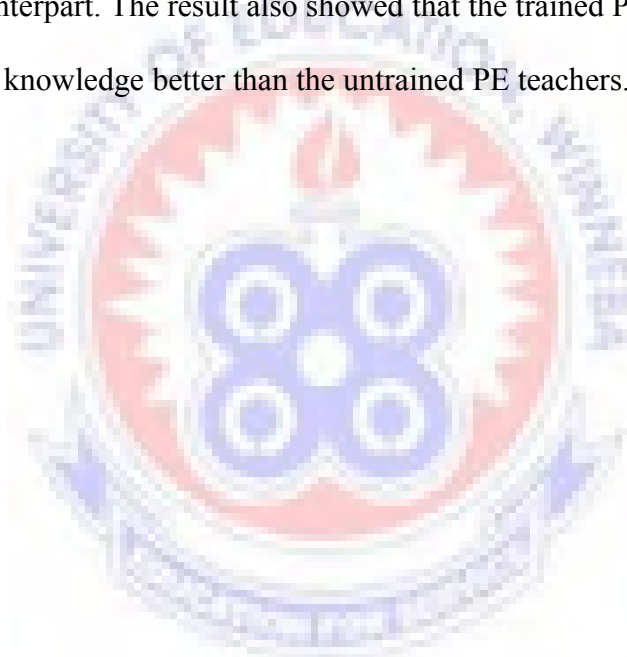
The result from table 4 revealed that the untrained PE teachers are approachable and respectful to students comments with 9(60%) disagreed against 5(33.3%) who agreed and 1(6.7%) was uncertain. Similarly, 9(60%) disagreed that untrained PE teachers

are authoritative in the classroom by setting rules and maintaining order while 5(33.3%) agreed and 1(6.7%) uncertain. This indicated that untrained PE teachers cannot control their class during lessons. 14(93.3%) disagreed that untrained PE teachers are confident in class against 1(6.7%) who agreed.

It was again revealed that 73.3% of the teachers disagreed that the untrained PE teacher are creative and interesting in the classroom by experimenting with TLM's and methods while 26.7% agreed. Out of 15 untrained PE teachers 11(73.3%) disagreed that teachers communicate effectively during lessons but 3(20%) agreed and 1(6.7%) was uncertain. 11(73.3%) of the respondents disagreed that untrained PE teachers encourage students and care about them while 3(20%) agreed and 1(6.7%) was uncertain. The result also revealed that 9(60%) of the teachers are not enthusiastic about teaching all topics but 5(33.3%) are in disagreement and 1(6.7%) uncertain. In that same manner, 9 respondents representing 60% disagreed that untrained PE teachers are good in establishing daily academic goals, that is they plan for every term in order to achieve their goal while 6 of them representing 40% agreed. 73.3% of the people disagreed that untrained PE teachers are good listeners but 20% agreed and 6.7% were uncertain. 73.3% disagree against 20% who agreed that trained PE teachers are knowledgeable about the subject matter and 6.7% were uncertain. The result also showed that 66.4% disagreed that the untrained PE teachers have a positive attitude towards work against 26.7% who agreed and 6.7% felt uncertain.

Again, it was revealed that 9(60%) of the respondents disagreed that untrained PE teachers did well in lesson presentation by promoting class discussion, provides constructive feedback to students, punctual and manage class time at equal interval, create rapport in class, not humiliating or embarrassing students but rather respect their views during class discussions and being sensitive and persistent. But on the

contrary, 5(53.3%) agreed on the above stated items. It was also disagreed by most respondents that untrained PE teachers tolerate students' error/mistakes, pay specific attention to students who needs special attention, monitor classroom situation and are technologically inclined, that is, 8(53.4%) disagreed against 5(33.3%) who agreed and 2(13.3%) were uncertain, 9(60%) disagreed against 5(33.3%) who agreed, 7(46.7%) disagreed against 5(33.3%) who agreed and 10(66.4%) disagreed against 4(26.7%) who agreed and 1(6.7%) was uncertain respectively. From the discussions, it was revealed that trained PE teachers exhibit their professional skills more than their untrained counterpart. The result also showed that the trained PE teachers demonstrate their practical knowledge better than the untrained PE teachers.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study was done in the Ho Municipality regarding the PE teachers in the Municipality. In all thirty (30) teachers were selected for the study, of which we have fifteen (15) trained and fifteen (15) untrained PE teachers. A questionnaire was used in collecting the data and these questions were answered by all the thirty teachers selected. The data collected was later analysed using percentage and frequency distribution, which are purely descriptive. From the discussion, it was revealed that trained physical education teachers exhibited their classroom behaviours professionally more than their untrained counterpart.

It was also showed that the trained PE teachers demonstrate their practical knowledge better than the untrained PE teachers. It was again revealed that 66.4% of the teachers share the view that the trained PE teachers are creative and interesting in the classroom by experimenting with TLM's and methods while 73.3% of the teachers disagreed that the untrained PE teacher are creative and interesting in the classroom by experimenting with TLM's and methods. In that same manner, 66.4% agreed that trained PE teachers are good in establishing daily academic goals that is they plan for every term in order to achieve their goal, whilst 60% disagreed that untrained PE teachers are good in establishing daily academic goals, that is they plan for every term in order to achieve their goal. Again, it was revealed that 11(73.3%) of the respondents agreed that trained PE teachers did well in lesson presentation by promoting class discussion, provides constructive feedback to students, punctual and manage class time at equal interval, create rapport in class, not humiliating or

embarrassing students but rather respect their views during class discussions and being sensitive and persistent. On the contrary, 9(60%) of the respondents disagreed that untrained PE teachers did well in lesson presentation by promoting class discussion, provides constructive feedback to students, punctual and manage class time at equal interval, create rapport in class, not humiliating or embarrassing students but rather respect their views during class discussions and being sensitive and persistent.

In table 4 responses from the trained PE teacher were analysed and discussed. Similarly, table 4 dealt with the response from the untrained PE teachers and also discussed. From the analysis it was clearly realised, 80% of the trained PE teachers strongly agreed and agreed to most of the items in the questionnaire indicating that they are competent and exhibit good classroom behaviour than the untrained PE teachers. It was also revealed that 80% of the untrained teachers, with high percentages confirming to the stand of the trained teachers response by disagreeing to most of the item (behaviour) raised.

5.2 Conclusion

It was concluded that, about 80% of the trained PE teachers agreed that they are capable of managing lessons effectively by making classroom a conducive place for learning against about 15% who disagreed and 5% were uncertain about their decision. The percentage distribution clearly showed that most of the trained PE teachers in the Ho municipality are up to task and seems to understand their profession. This they believed was achieved through the following: approachable to students, established clear course rules in class, confident in lesson presentations,

creative and interesting, communicate effectively, motivate students to learn, plan academic work regularly, have positive attitude towards work, knowledgeable about their subject matter, always prepared for their lessons, promote classroom discussion, provides constructive feedback to students, create rapport in class, show fairness and firm in decisions and also punish misbehaviour.

On the other hand regarding untrained PE teachers, the response showed a direct opposite of them to the trained teachers. This was because; about 80% of them disagreed that they were to the task of handling students effectively during classes while about 10% agreed responsibly that they manage lessons well just as a trained PE teacher ought to and 10% of them were uncertain.

5.3 Recommendations

The following recommendations were made based on the findings of the study as well as the conclusions drawn.

- i. Trained teachers should be used in the teaching of PE at the schools since they have received enough training from the Teacher Universities.
- ii. Untrained PE teachers should receive training in Physical Education in order to improve upon their behaviours in teaching Physical Education.
- iii. Anyone who wishes to take this topic and research into it should consider a larger number; the number of teachers included in the sample was relatively small. Research with larger samples is needed in the future.

- iv. Additional research should be conducted to examine whether these results are positive in a large sample in all forms, all disciplines, in urban, in rural, in suburban schools, and on females.
- v. Further research is recommended to verify the findings of the current study in order to strengthen this contribution towards the development of a sound research data.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND
SPORTS EDUCATION**

QUESTIONNAIRE FOR ASSESSING THE BEHAVIOUR OF TRAINED TEACHERS

This questionnaire is designed to obtain information for the purpose of thesis writing at the University of Education, Winneba. It is intended to describe how trained and untrained teachers behave during physical education lesson. It is also to compare their display of some critical values which foster learning. As such there are no right or wrong answers per se. Please answer the questions as frankly as possible. The information you provide will be treated confidential and your anonymity is highly assured.

Thank you.

ADZRAKU PATIENCE



SECTION A

BIOGRAPHIC DATA

Please respond by ticking [] in the appropriate box the response applicable to you.

Sex:	Male	[<input type="checkbox"/>]
	Female	[<input type="checkbox"/>]

Teaching experience:	Below one year	[<input type="checkbox"/>]
	1-3 years	[<input type="checkbox"/>]
	4-6 years	[<input type="checkbox"/>]
	7-9 years	[<input type="checkbox"/>]
	10-12 years	[<input type="checkbox"/>]

Above 12 years []

SECTION B

MAIN DATA

The following is a list of statements that may be used to describe how trained and untrained teachers behave during physical education lesson. It is also to compare their display of some critical values which foster learning. Read each statement carefully and respond by ticking [√] the answer that most accurately represents your thinking and feeling. You are required to either strongly agree, agree, indicate uncertain, disagree or strongly disagree with each statement.

S/n	VIEWS OF TEACHERS	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Approachable/Personable(Smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments)					
2	Authoritative(Establishes clear course rules; maintains classroom order; speaks in a loud, strong voice)					
3	Confident(Speaks clearly, makes eye contact, and answers questions correctly)					
4	Creative and Interesting(Experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone)					
5	Effective Communicator(Speaks clearly/loudly; uses precise English; gives clear, compelling examples)					

6	Encourages and Cares for Students(Provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names)					
7	Enthusiastic About Teaching and About Topic(Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize importance points, and arrives on time for class)					
8	Establish Daily and Academic Term Goals(Prepares/follows the syllabus and has goals for each class)					
9	Good Listener(Do not interrupt students while they are talking, maintains eye contact, and asks questions about points that students are making)					
10	Happy/Positive Attitude/Humorous (Tell jokes and funny stories, laugh with students)					
11	Knowledgeable About Subject Matter (Easily answer students' questions, do not read straight from the book or notes, and use clear and understandable examples)					
12	Prepared(Bring necessary materials to class, is never late for class, and provide outlines of class discussion)					
13	Promote Class Discussion(Ask controversial or challenging questions during class, give points for class participation, and involve students in group activities during class)					
14	Promote Critical Thinking/Intellectually Stimulating(Ask thoughtful questions during class, use essay questions on tests and quizzes, assign homework, and hold group					

	discussions/activities)					
15	Provide Constructive Feedback (Write comments on returned work, answer students' questions, and give advice on test-taking)					
16	Punctuality/Manages Class Time(Arrive to class on time/early, dismiss class on time, present relevant materials in class, leave time for questions, keep appointments, and return work in a timely way)					
17	Rapport(Make class laugh through jokes and funny stories, initiate and maintain class discussions, know student names, and interact with students before and after class)					
18	Realistic Expectation of Students/Fair Testing and Grading(Cover material to be tested during class, write relevant test questions, do not overload students with reading, teach at an appropriate level for the majority of students in the course, and curve grades when appropriate)					
19	Respectful(Do not humiliate or embarrass students in class, is polite to students [say thank you and please, etc.], do not interrupt students while they are talking, and do not talk down to students)					
20	Sensitive and Persistent(Make sure student understand material before moving to new material, hold extra study sessions, repeat information when necessary, and ask questions to check student understanding)					

21	Strives to Be a Better Teacher (Request feedback on his/her teaching ability from students, continue learning [attend workshops, etc. on teaching], and uses new teaching methods)					
22	Technologically Competent (Know how to use a computer, know how to use e-mail with students, know how to use overheads during class, and have a Web page for classes)					
23	Understanding(Accept legitimate excuses for missing class or coursework, are available before/after class to answer questions, do not lose temper at students, and take extra time to discuss difficult concepts)					
24	The teacher punish late comers					
25	Tolerate students error/mistakes					
26	Pay specific attention to students who needs special attention.					
27	Monitor classroom situation(control difficult students and latecomers)					

THANK YOU

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND
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**QUESTIONNAIRE FOR ASSESSING THE BEHAVIOUR OF UNTRAINED
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This questionnaire is designed to obtain information for the purpose of thesis writing at the University of Education, Winneba. It is intended to describe how trained and untrained teachers behave during physical education lesson. It is also to compare their display of some critical values which foster learning. As such there are no right or wrong answers per se. Please answer the questions as frankly as possible. The information you provide will be treated confidential and your anonymity is highly assured.

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SECTION B

MAIN DATA

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	student work, helps students who need it, offers bonus points and extra credit, and knows student names)					
7	Enthusiastic About Teaching and About Topic(Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize importance points, and arrives on time for class)					
8	Establish Daily and Academic Term Goals(Prepares/follows the syllabus and has goals for each class)					
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13	Promote Class Discussion(Ask controversial or challenging questions during class, give points for class participation, and involve students in group activities during class)					
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15	Provide Constructive Feedback (Write comments on returned work, answer students' questions, and give advice on test-taking)					
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17	Rapport(Make class laugh through jokes and funny stories, initiate and maintain class discussions, know student names, and interact with students before and after class)					
18	Realistic Expectation of Students/Fair Testing and Grading(Cover material to be tested during class, write relevant test questions, do not overload students with reading, teach at an appropriate level for the majority of students in the course, and curve grades when appropriate)					
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	continue learning [attend workshops, etc. on teaching], and uses new teaching methods)					
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24	The teacher punish late comers					
25	Tolerate students error/mistakes					
26	Pay specific attention to students who needs special attention.					
27	Monitor classroom situation(control difficult students and latecomers)					

THANK YOU