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Adesulue B. Adegbamigbe
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**TEACHERS' PERCEPTIONS OF QUALITY TEACHING IN JUNIOR
SECONDARY SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA**

BY

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A Thesis Submitted in Fulfilment of the Requirements for the Award of

DOCTOR OF PHILOSOPHY

**School of Education,
Faculty of Community Services, Education and Social Sciences,
Edith Cowan University,
WESTERN AUSTRALIA.**

JULY 2002

EDITH COWAN UNIVERSITY

USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

ABSTRACT

This study investigates physical education (PE) teachers' perceptions of quality teaching as related to their teaching activities in junior secondary schools in Nigeria. The study also investigated how the perceived teaching quality of the teachers matched their teaching practices and the feasibility of supporting quality teaching in these schools. The research is underpinned by a conceptual framework, which identified quality teaching as an educational process influenced by the curriculum, teacher effectiveness, teacher reflection and belief systems, and teacher development process designed to enhance students' learning.

The study incorporated a descriptive survey and interpretive case study for data collection. A pilot study, which involved ten PE teachers (not included in the study) trial tested the research instruments constituted phase one of the study. Initial data collected during phase two of the study, involved surveying all 60 PE teachers in the two Local Education Districts comprising 29 secondary schools. The survey data were analysed with descriptive statistics and some measures of association were applied to give a general picture of the PE teachers' views about quality teaching. An analysis of curriculum documents complimented phase two of the study. Phase three involved an in-depth case study involving six teachers from six different schools. They were interviewed, observed and engaged in informal discussions that determined their views of quality teaching allowing comparison of their views with their teaching actions. Data collected were inductively analysed employing a thematic cross-case analysis process.

Survey results suggested that teachers perceived quality teaching as a multidimensional teaching process that enhanced student learning. The two major themes of their quality teaching descriptions centred on effective teaching incorporating the achievement of lesson objectives, and pedagogical content knowledge (PCK). The teachers rated highly all Organisation for Economic Cooperation and Development's (OECD) dimensions of quality teaching and did not discriminate between the five dimensions. They viewed these dimensions: curriculum knowledge, pedagogic skills, reflection, commitment, and managerial competencies, as important and necessary ingredients for achieving quality teaching. The survey indicated that majority of the teachers considered physical education as a recognised subject and well regarded in their schools. The documents analysis of the study indicated that both the National and State

curriculum documents constituted a highly prescriptive form of teacher control in terms of their strict adherence to their uses. A number of problems were identified as impeding the teacher's teaching quality; these were categorised into three areas of self, general resources and workplace conditions.

The case study findings indicated that the six teachers' views about quality teaching reflected those of the survey teachers. Messrs Senator and Suru focussed their rhetoric of quality teaching on achievement of lesson objectives through effective teaching, while Ms Toyin, Ms Lilian, Ms Ayodeji and Mr Tony highlighted pedagogical content knowledge, and Ms Lilian combined achievement of lesson objectives with the PCK construct. When the teachers' rhetoric was compared with their teaching practices, a number of inconsistencies were recorded. Findings indicated that most teachers had little sense of transferring their perceptions of quality teaching to their practical PE lessons. The theory lessons observed indicated elements of teaching quality with teachers' rhetoric at times matching their practices. With the exception of two of the six teachers' observed practical lessons that fared better, other teachers struggled to implement quality teaching in their practical classes, which in most cases did not measure up.

The study revealed that the teaching context did not support quality teaching. The two major problems impeding quality teaching were inadequate teaching resources and large class sizes. All teachers reported that they achieved quality in their teaching and that the results of their students in the various assessments and examinations, which were mostly knowledge based, reflected the achievement of quality teaching. The study recommends that teachers should be empowered in the choice of PE content and set expectations realistic to the limiting teaching contexts. Teaching activities that support higher levels of students' involvement are necessary if quality teaching is to be achieved. Considerations to outcomes-based education should be given and the use of student-centred pedagogy by teachers. Further investigations were suggested in the areas of intervention programmes for PE teachers, production of cheap teaching resources and refocussing professional development efforts in both in-service and pre-service programmes.

DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief:

- (i) incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text; or
- (iii) contain any defamatory material.

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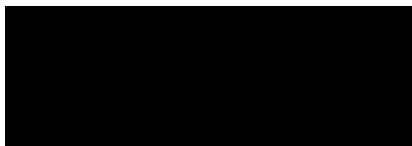
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8th July, 2002.

PRINCIPAL SUPERVISOR:



Associate Professor Andrew Taggart.

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Babs Adegbamigbe.

Perth.

Western Australia.

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CHAPTER 1

INTRODUCTION

This study focussed on the description and analysis of teachers' perceptions of quality teaching in physical education in junior secondary schools of Lagos State, Nigeria. The study also examined the procedures adopted by the teachers in achieving quality in their teaching, taking cognisance of the physical education curriculum expectations at this level.

Background to the study

The greatest challenge facing the physical education teacher is the task of teaching motor skills and sport related concepts to students. Schempp (1992) pointed out "regardless of one's political orientation, personal background, or professional training, it is imperative that a sport pedagogist possesses the qualities and skills necessary to increase someone's knowledge and proficiency in physical activity" (p.10). In doing this, teachers must exhibit a sense of direction in their teaching and also be effective. An understanding of what constitutes good and effective teaching is vital to the work of the teacher. It is not hard for most of us to recall the "good teachers" who taught us over the years. They must have taught us something to make us feel important or value ourselves, or may have even served as a friend, counsellor, or been a challenging or entertaining pedagogue. In this sense, 'good' teaching is a personal definition that most of us hold and "effective teachers" taught us in a way that we learned new skills.

Tinning, Kirk, and Evans (1993) contended that "if we are asked to list the characteristics of a good teacher, we would probably have little difficulty in doing so, because we have all had teachers whom we considered to be good and we can probably identify why we thought so" (p.135). They went further to claim that our list would probably include:

Some of the behaviours which relate specifically to teachers' teaching practices, for example, the teacher is always well organised or the teacher does not let children muck around, or perhaps our list would also include some personal traits such as the teacher has a good sense of humour or is never sarcastic. Perhaps, one would even include factors such as age or professional qualification. One thing, which is certain, is that a given group of people will produce a variety of different characteristics and ranking. (p. 135)

The nature of good teaching has long been the focus of educational research. The search for the characteristics of good teaching has formed the focus of the early research into effective teaching. Tinning et al. (1993) asserted:

Early research efforts attempted to reveal a 'common set of characteristics' considered to be widely accepted as the qualities of a good teacher. The researchers found as we did with our students, that people disagreed on the 'essential' qualities. What was virtually important or essential to one individual seemed to be trivial or even irrelevant to others. (p. 137)

The search for the essence of good teaching continued for a while until the focus moved from the search for characteristics to the search for the best method of teaching. What this was meant to establish was a superior method that will enhance good teaching and facilitate student learning. Hoffman (1978) gave a good example of such research in physical education, by comparing 'traditional method' and the supposedly progressive 'modern method' of movement education. Thaxton, Rothstein, and Thaxton (1977) also concluded "a combination of methods should be used in teaching elementary school PE activities depending upon the activities to be taught" (p.426) having conducted studies involving the movement education methods with primary school children.

While many methodological problems were confronted by researchers investigating these innovative methods (Locke, 1977; Siedentop, 1983a), researchers in education and shortly after in physical education, began to investigate what teachers and pupils actually do in their classes through systematic and objective data collection. This led to a systematic description of the behaviours of teachers and pupils in physical education classes and it has proved useful in understanding the nature of physical education in terms of teacher-pupil behaviours and relationships.

It was on the basis of systematic behaviour description and recording in actual class situations that researchers began another phase of investigation which came to be called 'process-product' or teacher effectiveness research (Tinning et al., 1993). Here, researchers attempted to collect data on teacher behaviour in the class and then determine the correlation between certain of those behaviours (processes) and some measures of pupil learning (products). Rosenshine and Furst (1971) also believed in this approach by identifying five key variables which were consistently related to pupils' academic achievement namely, clarity of presentation; teacher enthusiasm; varieties of activities; task-oriented and business-like teacher behaviour; and the contents covered by the class, which they regarded as evidence of effective teaching.

Although the products of physical education are usually difficult to measure because of its contextual discrimination complexity in terms of its setting, frequency of opportunities and type of skills being employed (Parker & O'Sullivan, 1983), teaching effectiveness researchers have tended to generalise from the available classroom research

findings to the physical education context. Caution is however necessary in drawing conclusions on generalisation about effective teaching in physical education settings, most especially when academic learning time - physical education (ALT-PE) has been adopted as a proxy measure for student achievement directly in physical education (Parker & O'Sullivan, 1983; Siedentop, 1983b). We have little research that compels us to say "that is effective teaching".

Nevertheless, Siedentop (1983a) claimed that the following strategies synthesised from classroom and physical education research indicated that an effective teacher would:

- (a) Devote a large percentage of time to content.
- (b) Minimise management/wait/transition time in class routines.
- (c) Devote a high percentage of content time to practise.
- (d) Keep students on tasks.
- (e) Assign tasks that are meaningful and matched to students' abilities.
- (f) Keep the learning environment supportive and set high but realistic expectations.
- (g) Give lessons smoothness and momentum.
- (h) Hold students accountable for learning.

By the mid 1980s; Process-product research had proven to be one of the most prolific forms of research relating to effective teaching as claimed by Siedentop, Mand and Taggart (1986): "the concept of ALT-PE provides a simple, convenient criterion by which to judge teaching effectiveness in physical education" (p.376). Likewise, McLeish (1981) claimed: "ALT-PE is the essence of teaching effectiveness in physical education because it supplies the mission element, or indeed major component, needed to evaluate effective teaching in physical education as time-on-task, academic learning time, opportunity to learn - call it what you will, and measure it if you can - are the vital component of an effective lesson" (p.84).

Research studies have provided a wealth of information regarding the characteristics of effective teaching in education and physical education disciplines (Arrighi & Young, 1987; Brophy & Good, 1986; Fenstermacher, 1978; Medley, 1977; Parker, 1995). These teacher effectiveness studies were complemented in the 80s by research, which indicated that teachers' perceptions of their own effectiveness would ultimately provide the basis for their actions. This link between perceptions of effectiveness and subsequent behaviour led researchers to inquire more into the subjective beliefs of teachers. Kirk (1989) also suggested the need for researchers to work "with"

teachers as opposed to working “on” them. Lawson (1990) supported this view by acknowledging the virtues and limitations of the qualitative research paradigm and applauding some current educational research that sought the opinions of teachers on issues relating to them and their work.

According to Schempp (1992), “an effective teacher is one whose practice results in superior student achievement” (p.10), while McKeachie (1986) defined effective teaching as “the degree to which one has facilitated student achievement of educational goals” (p.276). Siedentop et al. (1986) however claimed; “Effective teaching can only be judged in terms of the goals of the teacher” (p.374). It is imperative to note that achieving specified learning goals alone does not make one an effective teacher, there is the need for us to have a clear notion of what the students are expected to learn and teachers intend to teach. Parker and O’Sullivan (1983) noted:

Although ALT-PE has provided us with many answers and new insights, it has also left many questions unanswered. It is time we moved “beyond ALT-PE” to more sophisticated measures of skill effectiveness and acquisition. We must move beyond quantity and start to deal with quality of student responses to our teachings in drills, modified games, and real game play situations. After all, the development of skilled performers in physically active motor play is what we are about in our teaching. (p. 9)

In like manner, Tinning et al. (1993) maintained, “a teacher who achieved desired fitness goals but ignored the other learning that were possible in the process of getting fitter in that particular class setting could hardly be regarded as effective” (p.146). It is therefore important that effective teachers must not only meet the desired goals, but also take cognisance of all other learning surrounding their teachings, which are beneficial to the students. Surely, our considerations for good teaching should include more than is typically included in the considerations of effective teaching.

Hellison (1985), having spent many years teaching ‘high risk’ youth from detention centres in the United States, used physical education to develop certain social skills. He developed alternative set of goals for physical education, which focused on human needs and values, apart from the fitness and skills acquisition goals. He then claimed that physical education goals could be portrayed as developmental stages, which represented a progression from irresponsibility through self-control to caring. The extent to which pupils moved through the stages towards caring would be the basis for judging what Tinning et al. (1993) termed quality teaching:

The search for the characteristics of ‘good teaching’ became the search for the characteristics of ‘effective teaching’, and more recently in Australia, Britain and

the United States, there have been a number of government inquiries into the nature of 'quality teaching'. Why the difference in terminology according to them is because of 'technocratic rationality', in which technical answers (through the application of science) are sought to solve social problems, and efficiency and productivity are the dominant values. (p. 149)

Carr (1989) also argued that when teaching and education are conceived in technocratic terms, the focus becomes efficiency. Attention is focused on how particular goals can be achieved without giving adequate attention to the desirability of such goals. He then saw teacher effectiveness movement as a result of this form of technocratic thinking, and it tended to position teachers as technicians rather than professionals, in that all a teacher needed to do to be judged effective was to successfully implement a curriculum designed by a specialist or an expert, while consideration of the value and the educational purpose of a curriculum activity was not necessary or expected.

From the foregoing, and moving beyond the term effective teaching (while taking cognisance of the issue of good teaching) to quality teaching, is the potential movement beyond issues of effectiveness relating to the achievement of prescribed objectives of any educational set up. Carr (1989) argued further:

Quality in teaching actually means the extent that teachers and others who are directly involved in education invariably look upon themselves as professional educators, and perceive quality in teaching to refer to its intrinsic value as a worthwhile educational process. From this perspective, teaching will be of 'quality' insofar as it is perceived to be inherently educative rather than, say a process of passive instruction or training. Indeed, if teachers and others involved in education did not perceive their teaching in this way, their conception of themselves as professional educators would largely disappear. (p. 3)

This analysis allowed researchers to see teachers as reflecting on their practice using their own experiences and pedagogical principles with the aim of improving their performances and enhancing useful and valued learning to their pupils.

A case in point is the Western Australia Health and Physical Education Learning Area (WA-HPELA) Curriculum Framework (Curriculum Council of WA, 1998), which emphasised the tenets of quality teaching with the view to achieving the wholesome development of the individual that is exposed to the program, in terms of enhancing healthy lifestyles as well as improving physical capabilities and actions in the community for a better, purposeful and useful life. The WA-HPELA curriculum framework is reflective of an outcome-based approach.

Lally and Myhill (1994) were of the view that 'good teaching' is helpful for content validation in assessment. They asked the question, "is 'quality teaching', for example,

synonymous with ‘good teaching’ and is this the same as ‘effective teaching’?” (p.6). They however went on to explain that there are quite different views of good teaching, one of which is that a good teacher is someone who assist all students to pass a particular unit or course, regardless of the students’ entry characteristics, such as ability, prior learning and motivation, and hence could be assessed at the minimum level by the student pass rate. On the other hand, “effective teaching is seen clearly as having more of a product (outcome) orientation than a process one” (p.7).

Therefore, the way in which students go about the task of learning also depends on whether they expect some valued outcome. At the same time teachers aim to invoke strategies for deep, rather than surface, learning in students, and this requires that they must make the learning for students to be valued and with high expectations. For Lally and Myhill (1994), “quality teaching is a process that stimulates highly talented students to maximise their abilities and to produce a creative and original work. This they claimed could be held analogous to a ‘master class teaching’ model” (p.7).

Teachers are at the heart of educational improvement (Organisation for Economic Cooperation and Development, 1994). Any benefits that accrue to students because of educational policies require the enabling action of teachers. As declared by the Organisation for Economic Cooperation and Development (OECD) Education Ministers at their meeting in Paris in 1990, “expert, motivated, and flexible teaching staff are the most vital components of high quality provision of educational improvement” (OECD, 1992, p.35). It was for this reason that the OECD, through its Centre for Educational Research and Innovation (CERI), undertook a comparative study of policies aimed at improving quality in teaching, in which eleven countries participated. OECD (1994) identified five dimensions of quality in teaching, which was one of the elements of the study on educational improvements among member countries. The dimensions so identified included:

- (a) Knowledge of substantive curriculum areas and content.
- (b) Pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies.
- (c) Reflection and ability to be self-critical, which is the hallmark of teacher professionalism.
- (d) Empathy and the commitment to the acknowledgment of the dignity of others and the education process.

- (e) Managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom. (pp. 13-14)

These dimensions of quality in teaching should not be seen in terms of narrow behavioural competencies, but more in terms of dispositions. Quality teaching should be regarded as a holistic concept, that is, as a Gestalt of qualities rather than as a discrete set of measurable behaviours, to be developed independently from each other. The integration of competencies across these dimensions of quality teaching is thought to mark the outstanding teacher.

In effect, the term ‘quality teaching’ has the potential to move teaching beyond mere efficiency, by providing a more comprehensive account of good teaching which serves the interests of all concerned in respect of the different aspects of teaching considered most important to different interest groups (Tinning, Macdonald, Wright & Hickey, 2001). Therefore, for the purpose of this study, quality teaching is seen as a term which can help us focus on the educational improvement of our children through the integration of adequate knowledge of the curriculum, functional pedagogic skills, critical reflective teaching, commitment to dignity of the educational process, and acquisition of managerial competencies within and outside the school context. Quality teaching will also allow the dimensions of teaching to be considered more fully than narrower terms like “good” or “effective” teaching might connote, and this will assist in making the teacher meet the prescribed standards that are of values to the learners.

Teaching Physical Education in the Secondary Schools

Why teach physical education in secondary schools? The widely accepted view that physical education contributes to the wholesome development of the child/adolescent has led to its inclusion in most curricula at various levels of education. This has attracted the support of world bodies like the United Nations Educational Scientific and Cultural Organisation (UNESCO) for the teaching of the subject, which is spelt out in its International Charter of Physical Education and Sports (Momodu, 1993).

Instruction in physical education occurs at different educational levels in various countries of the world (Ojeme, 1986) and this is a clear manifestation of the general acceptance of physical education as an educational subject, and of the claim that physical education can contribute to the general goals of education (Ojeme, 1984a). It is therefore anticipated that the teaching of this subject in secondary schools would be of sufficiently high quality to enable it attain its purpose in the school curriculum through its contribution

towards educational development and improvement, most importantly when one considers the sensitive nature of this school level for character formation among the students.

Schempp (1992) contended: “teaching is a context dependent activity” (p. 11). In other words, one must consider the individual proclivities and characteristics of the teacher, the students and the school. The concept of teaching physical education connotes an educational goal with processes involving the development of skills and the formation of values, attitudes, and interests in learners. Hence its activities must reflect and be geared toward those ends (Ojeme, 1986). This concept should be seen as a guide for improving one’s pedagogical practice. Put it in another way, it can serve as a reservoir of skills to be adroitly used by careful and conscientious pedagogues to promote the learning of their students.

In Nigeria, prior to the revised 1981 National Policy on Education, there was never any policy formulation on physical education for the secondary school curriculum (Onifade, 1992), hence there was no formal or unified syllabus for physical education at this level throughout the country. In fact, formal PE teaching at this level was non-existence. What was in operation was basically sports and games participation with an emphasis on annual inter-house sports and games festivals, which was the high point of the physical education activities in the secondary schools.

In 1981, physical education was adopted as an instructional subject in the secondary school curriculum as contained in the revised National Policy on Education (Federal Government of Nigeria, 1981). Thus, the curriculum reform movement, which began in the 1960s and materialised partly in the form of this new educational policy, has ushered in a new era of positive growth and development in PE teaching in Nigerian secondary schools (Ojeme, 1984b). With this new status accorded PE as a recognised instructional subject in the school system, every available effort was required by government, education authority, teachers, students, schools and parents to ensure quality teaching and learning.

Rationale and Significance of the Study

Rationale

The revised National Policy on Education (NPE) of 1981 delineated the country’s educational system as 6-3-3-4 (Federal Republic of Nigeria, 1981). This translated into six years of primary education, three years of junior secondary, three years of senior secondary and four years of tertiary education. The NPE also clearly stated and emphasised the role of physical education in national development. Among the various measures stated by the

Government in implementing the policy was that physical education should be emphasised at all levels of the educational system, and most importantly, it must be compulsory at the primary and junior secondary schools levels and optional as an elective subject at the senior secondary school. Also, for the first time in the history of the Nigerian educational system, physical education became an examinable subject at the senior secondary school certificate examination (SSSCE) in 1988, which was conducted by the West African Examination Council (WAEC) for those students who chose the subject as one of their final school certificate subjects.

In line with the provisions of the NPE, the broad aims of secondary education are “the preparations for useful living within the society and higher education” (Federal Republic of Nigeria, 1981, p.10). The junior secondary school curriculum consisted of both pre-vocational and academic subjects, including some core or compulsory ones, of which physical education is included. This implied that every registered student in the junior secondary school (JSS) must learn and be taught physical education in Nigeria. To this end, the Federal Ministry of Education put in place a national syllabus for physical education at both primary and junior secondary schools levels, while that of the senior secondary school (SSS) was a joint collaborative effort between the Federal Ministry of Education and West African Examination Council. With these developments, physical education then became one of the prominent subjects in the school curriculum because of the importance the Government attached to it as one of the avenues of achieving the national objectives of education in the country.

At the tertiary level, physical education has also gained recognition and prominence. It is offered as a teaching subject in about 43 of the 58 Colleges of Education in the country, while 24 of the 38 Universities in Nigeria offered relevant courses in physical education from diploma programme through to doctorate degree. This achievement has brought physical education to prominence within the educational sector in Nigeria. Over the past years, many physical education teachers have graduated from these institutions, either with a Bachelor’s degree or a Nigeria Certificate in Education (NCE), which is an equivalent of a diploma in teaching. These physical education teachers have been absorbed into the schools system across the country. However, there is still a serious dearth of physical education teachers in the schools (Onifade, 1992).

When one considers the financial, material and human investments in education in Nigeria since the inception of the National Policy on Education, as well as the recognition that physical education has enjoyed since this inception, the returns are seen by some not

to be commensurate with the level of investment (Nwachukwu, 1998). This could be seen in the poor enrolment and performance levels of senior secondary school students in the subject at the final SSSCE conducted by WAEC (Adeyegbe, 1993). Moreover, teachers are an integral part of any educational policy, no matter how relevant a curriculum document can be; its implementation relies heavily on the teachers if it would yield any successful result (Nwosu, 1995). It can be assumed that the effective implementation of any curriculum and the attainment of their lofty objectives rest on the quality of teachers implementing them (Adeyegbe, 1993). Therefore there is the need for teachers to be knowledgeable, competent and committed to their teaching activities in their various disciplines.

Personal observations suggested that the teaching of physical education in most of our secondary schools is not encouraging despite all these efforts in promoting it as an academic discipline. From personal experiences as a physical education teacher educator for the past 16 years in a College of Education in Nigeria, the researcher have observed a degree of apathy on the part of some physical education teachers towards their job. There has been low morale for teaching in some cases, which has resulted in uncoordinated practical classes and neglect of the practical sessions - a well-emphasised aspect of the JSS-PE curriculum (Onifade, 1992). Some physical education teachers have even resorted to teaching other related subjects that are presumed to be less physically demanding for them than physical education, while those that teach the subject often do so with great impunity and concentrate more on theory lessons. In some cases physical education lesson periods have been viewed as play activity periods without supervision (Odedeyi & Onifade, 1998).

Okuneye (1998) viewed the teaching environment of physical education as inadequate and not conducive for the subject while Ogundele (1998) viewed the lackadaisical attitudes of some school Principals as not supporting the teaching of physical education. Some other studies on physical education teaching and PE teachers' roles in the schools (Adeyeye & Phillips, 1998; Iroegbu & Opara, 1998; Onifade, 1997, 1999; Oyeniya, 1998) have identified numerous problems that confronted PE teachers, which made their teaching ineffective. Based on personal experiences and the few studies on Nigerian PE teachers' activities, the teaching of physical education is problematic and teachers' competence in some cases questioned. All these factors can contribute to physical education losing its appeal to the school and the community.

It is in this light that the researcher was motivated towards this study with the central aim of investigating how in-service physical education teachers perceived quality teaching and what is actually going on in their teaching activities at the JSS level, given the physical education curriculum expectations. The researcher was interested in describing, explaining, analysing, interpreting, and understanding physical education teachers' views on this topic, so as to generate a level of understanding of quality PE teaching from teachers' perspective in the junior secondary schools.

Significance

Findings from this study will help teachers and teacher educators better understand why teachers teach as they do. This in turn may provide the basis for policy and curriculum review for physical education teaching in Nigerian schools. The researcher hopes that the findings and recommendations generated from the study will also appeal to policy makers and education authorities to improve the lot of physical education teachers in the field, and make teaching more rewarding so that quality teaching can be supported at all times. The study will reflect the social context and interpersonal interaction factors that help physical education teachers to understand why they are doing what they do, and then reflect on it to ascertain whether they are in conformity with the curriculum expectations of the junior secondary school physical education programme. This may in turn assist them to improve the quality of their teaching and subsequently enhance quality physical education program in the schools.

Focusing on the perceptions of in-service teachers on quality teaching in physical education will provide an opportunity to re-conceptualise the role of physical education teachers with regards to their teaching responsibilities, together with professional development, the quality of their working life, and their role in curriculum development. Focusing on teachers' perceptions can also help reveal important elements inherent in the teaching of PE, which would otherwise be impossible to identify if observed from an outsider's point of view. It is of prime importance that the teachers' perceptions on such issues be reflected through interpretive study. Finally, focusing on teachers' perceptions will provide an opportunity for physical education teachers in Nigeria to voice their opinions and concerns on issues of interest in their subject area, and also to participate in the reviewing of these issues when called upon.

Statement of the Problem

Teachers by virtue of their profession operate in a complex world that is very demanding. They have to face many students with different abilities, personalities, and backgrounds at the same time, and yet they are expected to give these students considerable attention and treatment as well as being effective in their teaching. Teachers also have to respond to a continuous, unexpected and rapid succession of events requiring thoughtful and intelligent decision-making (Onifade, 1986). Most times, teachers' impressions of what they do during teaching are often quite different from what they actually do. Consequently, a study of this nature might make teachers more aware and sensitive to the reality of what they do during teaching. This in turn could enhance student learning and contribute to teachers' professional development.

A major problem with current physical education is that there exists little or no responsibility on the teachers' part for producing student learning (Browne, 1998, p.5). Placek's (1983) findings that students in physical education are required to be "busy, happy and good" reinforced a scenario, which appears to have changed very little in the past decade. This outcome is not intended to denigrate the efforts of teachers and it may not be because teachers are unwilling to take on the responsibility for student learning but perhaps because they are uncertain about the causes of student achievement and learning or the content is too limiting. Lortie (1975) acknowledged that performance in education may be partially dependent on programs and teaching methods, but other factors such as ability, maturation, interest, amount of experience and effort play an important role in achievement.

Likewise, Colvin and Johnson (1998 [on-line]) contended that, "merely keeping children "busy, happy, and good" is not acceptable alone in a good physical education program, but acquisition of skills, physical fitness, and mastery of cognitive and affective components are also crucial. More important, the physical education environment should be conducive to learning and safe for our children" (p. 2). They further said that "just as success in the basic skills of mathematics, reading and writing transfer to later academic accomplishments, so also are competent motor skills translate to success. Hence when the children in our schools today become physically active adults with healthy lifestyles, our programs will be judged successful" (p. 2). This can only be possible through quality in our teaching and we must be aware that learning in physical education is clearly a complex task that requires great deal of effort, skill and reflection on the part of the teacher.

This study addressed problems and issues that affect physical education teaching in schools. Specifically, it considers the views of in-service physical education teachers as regards what they actually do in the school situation regarding their teaching. Having observed various secondary schools in Lagos State of Nigeria during the practice teaching supervision of the researcher's college students over the past 16 years, the way physical education lessons were being handled by some in-service physical education teachers/specialists had become an issue of concern to the researcher both as a physical education specialist and physical education teacher educator. As observed by the researcher over the years, what is more worrisome about the whole scenario was that most of these teachers taught well when under practice training as student-teachers, but on certification and induction into the profession, their attitudes began to change as they faced the reality of teaching.

The problem identified in this study is that physical education teachers' perception of quality teaching in Lagos State junior secondary schools is unknown. The PE teachers' understanding of what is quality teaching, as well as the processes adopted in its achievement are in contention based on the personal experiences of the researcher. The researcher therefore designed a study to gain a better understanding of quality teaching in physical education in Lagos State Junior Secondary Schools through a range of interactions with the teachers.

Research Questions

Quality teaching, the perception of which is the focus of this study, is not an end but a process. It is a reflective process combining many teacher behaviours in effecting purposeful, meaningful, just, enjoyable and accountable educational experiences (Tinning et al., 1993). Although it may be difficult to give a clear cut definition of what quality teaching is, it is possible to explain the standards, conditions, and circumstances that surrounds the notion of quality teaching in a given situation, with the view to achieving certain objectives.

Tinning et al. (1993) said that, "we share the concern regarding the use of the term 'effectiveness' in relations to the issue of 'good teaching', but we prefer the term 'quality teaching' because it has the potential to move beyond the issue of effectiveness relating to the achievement of prescribed objectives" (p.150). What is important therefore, is meeting the prescribed standards set by the curriculum in conjunction with the physical education teachers and physical education departmental goals, through series of reflective behaviours of the teachers with the view to enhance valued and useful learning in the students.

In structuring this study to address the identified problems, four guiding research questions were developed to investigate what in-service physical education teachers think about quality teaching and determine what they are doing during their teaching activities. The research questions also examined the feasibility of supporting quality teaching in physical education in Lagos State secondary schools from the perspective of the teachers. In addition, the study should inform the researcher's teacher education programme.

The four research questions used for this study are:

- (a) What are physical education teachers' perceptions of quality teaching in their schools?
- (b) How do physical education teachers attempted to achieve what they perceived to be quality teaching within the framework of the school physical education curriculum?
- (c) What limitations do the teachers identified as impeding their teaching quality in physical education?
- (d) To what extent do physical education teachers' actions supported their perceptions about quality teaching in the schools?

Definition of Terms

Key terms are defined below so the reader can understand them as intended.

Curriculum: A socially constructed concept that depicted a course of study, totality of experiences, activities, and instructional process of what goes on in the educational learning environment.

Curriculum Dimensions: Domains or aspects of schooling or education that are included in the definition of curriculum. In this study, five dimensions of the curriculum namely; the textual, the perceptual, the operational, the hidden, and the null were identified (Choi, 1992).

Curriculum in Physical Education: An overall plan for the total physical education programme, which is intended to guide teachers in conducting educational activities for a specific group of students.

Curriculum Models in Physical Education: The scope and sequence of activities for formal, in-class instructional programme in physical education.

Effective Teaching: The degree to which a teacher has facilitated student achievement of educational goals. It is more of a product (outcome) orientation than a

process one, as an effective teacher is one whose practice results in superior student achievement

Perceptions: Individual thoughts, feelings and understanding of events.

Physical Education: “Any process, which increases an individual’s ability and desire to participate in socially responsible way, in the movement culture inside and outside schools. Games, sport, dance, outdoor adventure activities and other active recreational pursuits are all part of that culture” (Alexander, Taggart, Medland, & Thorpe, 1995, p.11).

Quality Teaching: Quality teaching represents a series of dynamic processes of teachers’ actions and activities within the educational context with the view to enhance students’ learning and promote teachers’ job satisfaction. It is a process that help teachers focus on the educational improvement of learners through the integration of adequate knowledge of curriculum contents, functional pedagogic skills, critical reflective teaching, empathy and commitment to the educational process, and the acquisition of managerial competencies within and outside the school context (OECD, 1994).

Quality of Working Life (QWL): QWL involves all organisational inputs (conditions and practices), which aims at improving the employees’ satisfaction and enhancing organisational effectiveness.

Reflective Teaching: A social activity located within the process of teaching and learning in which ideas and behaviours interact to shape one another. The teacher either looks back at this social interaction and tries to make sense of them in order to plan for future teaching, or looks forward to the social interaction of teaching and learning which has not taken place and attempts to shape them for positive results.

Sport: A prominent part of the school physical education programme. Sport is defined by Alexander et al., (1995), as “occurrences of competitive play determined by physical skill, strategy and chance” (p.11).

Teacher Development Process: A purposeful inquiry of learning of the teachers in which they will be developing their beliefs and ideas, their classroom practice and attend to their feelings associated with change. It involves three aspects of teachers’ lives namely personal, professional and social development.

Teachers’ Quality of Work Life (TQWL): TQWL is concerned with restructuring and enhancing teachers’ daily experiences by improving their working conditions and job characteristics that makes teaching more satisfying to the teachers while promoting effectiveness in performance.

Summary

Physical education teaching in a complex society like Lagos State, Nigeria is faced with many problems that can derail the achievement of quality teaching in the secondary schools. The achievement of quality teaching in any educational context takes into consideration many factors that must interact together to enhance the educational improvement of learners. Such factors like the appropriateness of the curriculum to students and teachers' needs, supportive teaching conditions, assured teachers' capabilities, available teaching resources and provisions of learning opportunities to students to maximise their potential in class will enhance the much sought educational improvement of learners.

This study addressed problems and issues that affected physical education teaching in schools, most especially the state of teaching quality in Lagos schools. Therefore, the study specifically considered the views of in-service physical education teachers about what they actually do in their teaching. Consequently, the researcher assumed that physical education teachers' perception of quality teaching in Lagos State junior secondary schools is unknown. The teachers' understanding of what is quality teaching as well as the processes adopted in its achievement are in contention based on the personal experiences of the researcher and limited local research. The researcher developed methods to gain a better understanding of quality teaching in physical education in Lagos State through a range of interaction with the teachers.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this review of literature is to locate and analyse previous research concerned with the understanding of the perceptions of quality teaching in physical education. The conceptual framework for this study is based on Choi's (1992) dimensions of the curriculum, and the constructs of teacher effectiveness, teacher reflection and belief systems, and teacher development process, and how they interrelate to supporting quality teaching (refer to the conceptual framework of the study on page 71).

This literature is presented employing the following sections.

- (a) Curriculum in physical education.
- (b) Research on teaching physical education.
- (c) Teacher's belief systems.
- (d) The concepts of quality teaching.
- (e) Teacher development process.
- (f) Teacher Change Process.
- (g) Summary.

Curriculum in Physical Education

When teachers think about curriculum, it is most often in terms of a course of study and they see the focus of the curriculum as what goes on in the formal class structure of the school day (Siedentop et al., 1986). Curriculum involves more than a plan or a programme for instruction. Curriculum is a multifaceted concept that consists of various dimensions, where each dimension describes one facet of the whole. How we conceive of curriculum is very important because our ways of conceptualising curriculum shape how we see, study and act on teaching and learning in physical education (Cornbleth, 1990; Kirk, 1992a; Tinning, 1991). Thinking about how physical education pedagogues have defined curriculum - the subject matter - is not merely theoretical. The ways in which we think about the nature of the subject matter of physical education pedagogy influences its academic scope, its research and teaching practices (Choi, 1992).

Bain (1978) described physical education curriculum as "an overall plan for the total physical education programme, which is intended to guide teachers in conducting educational activities for a specific group of students. The curriculum specifies the programme content in terms of objectives and activities" (p.25). The curriculum should reflect the society within which it operates, and the society's philosophy should influence

the students and how they learn, with the teacher becoming an intermediary in translating the curriculum into instructional strategies that influence student learning.

Dougherty and Bonanno (1987) also contended: “once the objectives for the physical education programme have been set, it is necessary to develop a curriculum that will enable the accomplishment of those objectives. The curriculum should therefore be instructional in nature, be directed toward stated educational and societal goals, and meet the needs of students of all grades and abilities” (p. 152). On this basis, a multidimensional conceptualisation of curriculum offers physical education pedagogues more diversified areas for research and practice. Several sources regard curriculum as experiences, activities and programmes designed and used by schools to attain the objectives, aims and goals of education as a whole (Brennan, 1979, 1985; Sockett, 1976; Warnock Report, 1978).

Likewise, Robinson (1987) saw the notion of curriculum as “an activity laden with cultural meaning and always bounded by the historical considerations of a period” (p. 301). Curriculum study has been defined here, as being concerned with meanings and as such, is a dynamic activity with strong historical cultural loadings. Ideas about schools and schooling, teaching and learning, and education and experience are situated in time, place and culture (Robinson, 1987).

What crystallises from a distillation of these sources is that, curriculum involves the totality of activities that lead the child to desired ends and the educational and other goals that are desired and valued in the society. While there are many definitions of curriculum, the meaning of these definitions varies due to the different contexts of the different authors. Most authors examine existing definitions of curriculum and then add their own definition to the endless list (Choi, 1992), but the goals of all these definitions and meanings are geared towards improved teaching and learning processes.

Curriculum Dimensions

Portelli (1987) categorised the various conceptions identified by curriculum scholars into three broad groups; curriculum as content, curriculum as experiences and curriculum as a plan. According to Choi (1992), “Portelli’s groupings of curriculum definitions provide a useful summary of traditional ways of understanding the concept of curriculum” (p.19).

The proponents of socially constructed nature of the curriculum in education and PE pedagogy, (Bain, 1990; Carr & Kemmis, 1986; Cornbleth, 1990; Goodson, 1990; Grundy, 1987; Kirk, 1988, 1992a; Lawson, 1988) all maintained that the nature of the

curriculum concept encompasses various dimensions of educational practice, from the content list of what to teach, to the unobservable experiences that students undergo. They viewed curriculum as the embodiment and fusion of the three characteristics of knowledge, interaction, and social and cultural context. It is inevitable that such diverse conceptions or definitions of curriculum have been rendered, for the concept has been constructed, reconstructed or de-constructed by a variety of people within different societies throughout human history. The demand therefore for a multidimensional approach to curriculum is understandable.

A multidimensional approach must involve a conceptualisation of curriculum in which its constituent 'dimensions' are appreciated and identified. Nwosu (1994) opined:

The word curriculum as applied to school programmes embraces all planned experiences that learners have under the school guidance. Sometimes, the term is restricted to experiences provided in the classroom itself. To some others, it is identified as all the experiences students have under the direction of the school. This latter definition includes co-curricular activities like school activities and planned school services such as the library, health care, assemblies, the food services and lunch rooms, intramural sports and games, societies activities, and field trips. A careful examination of the curriculum definition above, reveals the fact that curriculum is truly an instrument par excellence in the educational process. (p. 103)

Dodds (1985) came up with the notion of "functional curriculum" which she contended emerges when all the curriculum levels interact and operate simultaneously within any physical education programme, and each may become predominant at certain times. Curriculum to her is "a living and lived culture rather than a sterile, lifeless artefact and a dynamic process rather than a static entity" (p. 93).

The first level is what she called the "overt or explicit curriculum" which are those things students learn in the gym that are "publicly stated and shared items that teachers want students to acquire, ranging from volleyball serves to the actions of encouraging team mates under game conditions" (p. 93). This is the level of the curriculum that appears in the school programmes, work programmes, lesson plans, syllabuses, and policy documents the teacher pursues (Kirk, 1992b). The overt or explicit curriculum articulates what the children are supposed to learn and it is a document that is made public.

The second level is called the "covert curriculum", which Dodds (1985) claimed refers to teachers' "unspoken, nonpublic agendas, which may include expectations that particular students may or may not work together, or that the whole class should maintain

quick responses to the stop signal” (p. 93). Kirk (1992b) saw this second level as responses to:

Those qualities that are rarely, if ever, acknowledged in school documents or lesson plans (such as “students responding quickly and quietly to instructions” or “students trying hard”) but that teachers would readily agree are consciously and intentionally communicated to students in the act of implementing the explicit curriculum. (p. 40)

Simply put, these are learning actions, which are not formally stated in lesson plans or work programmes but are communicated to the learners in one form or the other.

The third level is called the “null curriculum,” which is simply put as the programme that is not there. It refers to those ideas, concepts, and values that could be included in the explicit and covert levels of curriculum but that are, either intentionally or unintentionally and unknowingly left out. In Eisner’s (1994) words, “what students cannot consider, what they don’t know, processes they are unable to use have consequences for the kinds of lives they lead” (p. 88). It is therefore important to note that what is missing from the curriculum is significant. In Dodds’ (1985) remarks, “ignorance is not neutral; it is a void in the lives of our children. What is *not* there in physical education classes interacts somehow with what *is* there” (p. 93).

The fourth level is called the “hidden curriculum” which is more restricted in her scheme than in other studies. It comprises the learning that resulted from reflexive aspects of what teachers do and say in organising programmes, writing lesson plans, and teaching classes (Tinning et al., 1993). This level is seen to comprise of unexamined routines or patterns, and events that are both unintended and unnoticed. Kirk (1992b) also said of the hidden curriculum as “more narrowly focused on the reflexive aspects of speech, action, and organisation, and is necessarily manifest at an unconscious level (p. 40).

Contemporary discourse about the curriculum includes recognition that curricula can be analysed at many levels from many positions. McCutcheon (1982) opined that curriculum means, “what students have an opportunity to learn in school, through both the hidden and overt curriculum and what they do not have an opportunity to learn because certain matters were not included in the curriculum” (p. 3). In Bain’s (1990) analysis of the hidden curriculum in physical education, she maintained that the term “has been used extensively used in educational literatures since the early 1970s to refer to what is taught to students by the institutional regularities, by the routines and rituals of teacher-student lives” (p. 23).

Bain (1990) sees the daily life of physical education teachers and students to be filled with routines such as dressing for activity, taking attendance, forming teams, doing warm-ups, practising skills, and playing games among others. To her, while the substance of the lesson changes from week to week, the routines and the interactions, which accompany them often, retain remarkable consistency. The concept of the hidden curriculum has been analysed in relation to physical education (Bain, 1975, 1985; Dodds, 1983, 1985) and has served as a useful framework for interpreting research on the operational curriculum. These four levels will be in operation in every physical education lesson, but at different stages. When taken together and interact within each other, they constitute the functional curriculum in Dodds' (1985) assertion.

Choi (1992) contended that, the concept of curriculum encompasses at least five different dimensions. The written (intended) dimension which he preferred to call textual dimension because of its extended scope, refers to that aspect of the curriculum which is expressed in a written form or curriculum document such as syllabus, scheme of work, teachers' handbook or guidelines, textbooks, materials for student assessments, curriculum packages, and theoretical books or research articles on curriculum practices. The perceptual dimension refers to the aspect of the curriculum, which exists in a person's, especially the teacher's mind. It is concerned with what teachers think about, feel, know, and talk about concerning other curriculum dimensions. It is manifested in teachers' perspective, understanding, cognition, beliefs, or knowledge.

The operational dimension refers to the aspect of curriculum, which is actualised in the process of teaching and learning in the classroom. It is what the teachers and students do and can be observed and measured. The hidden dimension refers to the aspect of the curriculum, which is neither mentioned nor intended in the textual dimension, but none the less affects teachers, and learners. Neither its promoters nor the participants are fully aware of this dimension, yet it is concerned with what actually happens, but is difficult to empirically observe or measure. The null dimension refers to what is not, consciously or unconsciously included in the textual or operational dimension so that it is not provided for or experienced by students.

The five curriculum dimensions identified by Choi (1992) are conceptually and practically interrelated. Each dimension must be understood in terms of its dynamic relationship to the others. No one dimension presents itself in actual situations without accompanying other dimensions. It is also important to note that these five dimensions of the curriculum are not exhaustive, because by its nature, the curriculum process is dynamic

so its concept cannot be confined to a limited number of dimensions, which are inclusive of current curriculum and physical education pedagogy literatures. Additional dimensions will no doubt be identified in future. Therefore, this study will limit its focus on Choi's (1992) five curriculum dimensions enumerated above as the starting point for the conceptualisation basis of reflective teaching on the part of the physical education teachers' beliefs and efforts in supporting quality teaching in schools.

Curriculum Models in Physical Education

Curriculum models provide an overall philosophy that underlies the physical education curriculum or programme (Pangrazi & Darst, 1991). The curriculum model includes a set of beliefs and goals that evolve from a value base and provides a physical education curriculum planner with a basis for the selection and organisation of objectives and content, the structure and sequence of activities, and the evaluation of the yearly curriculum plan. Alexander (1995) opined:

We typically refer to the “characteristics” of curriculum models. These characteristics, when considered together, constitute a set of plans for structurally designing and building a pattern of professional practices. These practices, in turn, embody a particular set of values, beliefs and commitments to educational outcomes. Thus, a curriculum model encapsulates a set of interrelated factors or variables, which together comprise elements symbolising a social system. Curriculum models serve, by definition, as a description or analogy, which may be used to assist us to visualise something that cannot be directly observed in the one place or at the other time. (p. 3)

Pangrazi and Darst (1991) also maintained: “the scope and sequence of activities for the formal, in-class instructional programme evolves from the curriculum model. It may also predict the interrelationships between content and the instructional process” (p. 35).

From the literature reviewed, the words “models,” “patterns”, and “forms” were used interchangeably to denote the various types of physical education curriculum programmes feasible in the secondary schools system. Literature reviews have also identified eight different types of physical education curriculum programmes that can be adopted in the secondary schools system (Dougherty & Bonanno, 1987; Harrison & Blakemore, 1992; Pangrazi & Darst, 1991; Siedentop et al., 1986). The identified types of physical education curriculum programmes will be referred to as curriculum models in this study, and they include the following: multi-activity (traditional or foundational) model, knowledge concepts model, movement analysis model, fitness model, student motives or purposes model, outdoor pursuits and adventure education model, social development model, and sport education model.

Which Curriculum Model for Quality Teaching in Physical Education?

The curriculum may be implemented in a variety of ways, making it important for curriculum planners to understand the physical education curriculum models that are currently used in secondary schools. Pangrazi and Darst (1991) believed that “in building a quality physical education curriculum, a school system can take one of the following approaches: “(a) adopt a model that is functioning in another school; (b) adapt an existing model to meet the local interests, preferences, and school priorities; and (c) build or create a new model” (p. 35). However, many physical education teachers may want to combine several of these models as components in a total physical education programme. Siedentop et al. (1986) were of this view:

Successful school programmes can be developed based on only one of the models. The point is that whatever is done should be done well. Nonetheless, most physical educators believed that physical education is a tremendously varied field in which activity can contribute in many different ways to the education of the youth. For people who hold this belief, a more varied programme will be necessary to accomplish the broader range of goals. These people can develop a useful programme by simply combining several of the models described. (p. 140)

Using one or a combination of the models is dependent upon the prevailing factors and situations in a particular school. Teachers and school administrators must take cognisance of such things as the adequacy of school facilities, community opportunities for the students and staff, state laws and regulations guiding physical education programmes, motivational incentives for staff and students in terms of working conditions and conducive teaching and learning situations. All these and many more factors can guide curriculum decision making on the use of any or combination of these models.

Siedentop et al. (1986) advised that we should “use one component at a time and use it well. Start with a fitness term, or an adventure skills term, or any one of the models for that matter, but use it well. Use it in a way that will make students, faculty, and administrators recognise immediately that something important is happening” (pp. 141-142). This view suggests that systematic implementation of models in any school physical education programme will go a long way in achieving the goals and objectives of physical education. Therefore, it is better to make some real progress with a few goals than to flounder in an attempt to reach a number of goals.

Pedagogical Content Knowledge (PCK)

Several studies have emphasised the importance of subject matter knowledge in the curriculum of any discipline, physical education inclusive. Not only is the understanding

of the subject matter important and essential to quality teaching, so also are the pedagogical issues that will enhance the dissemination of the curriculum content (subject matter) to the students in the most efficient and effective ways that will improve their learning. Siedentop and Tannehill (2000) reiterated:

The work of Shulman (1987) has brought the issue of teacher knowledge to the forefront of research on teacher effectiveness. Teachers, of course, have to have various kinds of knowledge to be successful – general knowledge of students, general pedagogical knowledge, local knowledge about the students they teach, knowledge of the content included in the curriculum and deliver it to students in ways that they help them learn. This last form of knowledge, called pedagogical content knowledge (PCK), is particularly relevant to effective teaching. (p. 31)

Indeed, it has become clear that both teachers' pedagogical knowledge and teachers' subject matter knowledge are crucial to quality teaching and students' understanding of what they learnt (Buchmann, 1984; Buchmann & Schwille, 1983).

The concept of PCK was originally suggested as a third major component of teaching expertise by Shulman (1986a, 1987) and some other scholars (Good, 1990; Grossman, Wilson & Shulman, 1989; Wilson, 1997) represented a new and broader perspective in the understanding of teaching. Pedagogical content knowledge is a type of knowledge that is unique to teachers and based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). It is also the integration or synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises the teachers' pedagogical content knowledge. Shulman (1986a) expatiated further:

Pedagogical content knowledge embodies the aspects of content most germane to its teachability. Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations; in a word, the ways of representing and formulating the subject that make it comprehensible to others... It also includes an understanding of what makes the learning of specific concepts easy or difficult; and the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning. (p. 9)

Pedagogical content knowledge represents the blending of pedagogy into an understanding of how particular topics, problems or issues are organised, represented and adapted into diverse interests and abilities of learners and presented for instructions. PCK is influenced by content knowledge, general pedagogical knowledge and knowledge of the learners. Chen and Ennis (1995) described the content knowledge to involved concepts, principles and skills within a particular discipline. They asserted that the enhancement of

prospective teachers' pedagogical content knowledge should be emphasised in teacher preparation programmes because it serves as a bridge linking the subject content knowledge with curriculum delivered in physical education classrooms.

PCK and Teaching Behaviours

Shulman (1987) developed the construct of pedagogical content knowledge in response to some of the problems of teaching and teacher education. This important addition to thinking about teaching is recognised by several scholars (Dodds, 1994; Harari & Siedentop, 1990; O'Sullivan, 1996; Schempp, Manross, Tan & Fincher, 1998) as helping teachers know about the organisation of classroom experiences. In other words, to be able to effect such 'organisation' requires a deep understanding of content and pedagogy. This also corroborated Shulman's (1987) idea that "the key to distinguishing the knowledge base for teaching lies in the intersection of content knowledge and pedagogical knowledge" (p. 15). This assertion points to the fact that PE teachers must have adequate content preparation both within and outside their teacher preparation programme before venturing into teaching.

Siedentop and Tannehill (2000) asked the question, "How much does a PE teacher have to know about basketball or folk dancing or gymnastics to plan and deliver effective unit of instruction to diverse groups of learners?" (p. 31). The most practical answer they gave stated that "That depends on how long the unit is, who the students are, and how serious the teacher is about students actually gaining important knowledge and skill as a result of experiencing the unit" (p.31). The bottom line of their argument is that if teachers teach short PE units, they do not need a great deal of PCK beyond very beginning skills and tactics. But if the teacher expects students to be well grounded and really become immersed in an activity and accomplish some important learning goals over a long period of time, then the teacher have to know more about the activity and more about how to transform that knowledge and use it to help the students reach those goals.

Research studies on teacher knowledge in PE are relatively new (Siedentop & Tannehill, 2000), however, studies already conducted have shown that teachers who have richer content knowledge and more PCK are better able to accommodate diverse learners, sequence activities, detect common performance errors and correct them, and plan for remedial activities (Dodds, 1994; Harari & Siedentop, 1990; O'Sullivan, 1996; Schempp, Manross, Tan & Fincher, 1998). Pre-service PE teachers can improve their PCK through being taught observational skills (Barret, Allison & Bell, 1987; Matanin, 1993) and

through teaching experiences in which the focus is learning about the activity by carefully watching the attempts of children to learn it (Barret & Collie, 1996). Also reported were teachers with competitive backgrounds in a sport and teaching experience has substantially higher levels of PCK than do teachers without sport-specific backgrounds and/or experience (Harari & Siedentop, 1990).

Pedagogical content knowledge is crucial for the way a teacher develops tasks and progressions. Decisions about what to teach and how to teach it develop from content knowledge and PCK (Doutis, 1997). In addition, content knowledge and PCK make an immediate and detectable difference in what teachers do and what students experience when teaching beginning skills to novice students (Kutame, 1997). These studies and several others highlighted the importance of PCK in effective teaching of PE in the schools. A teacher that lacks adequate levels of content knowledge and PCK might sometimes results in a misalignment between the goals a teacher has for a unit of instruction and the activities planned to reach these goals (Romar, 1995).

Tinning (1992a) asserted that teachers who can transform their knowledge about an activity and articulate it to specific groups of learners in language and concepts they understand have “strong” practical knowledge while teachers who describes knowing about and being able to perform an activity (content knowledge) as “weak” practical knowledge. Therefore, a significant issue in teacher education and the continuing professional development of teachers is the degree to which programmes help the teachers acquire and refine their strong practical knowledge, which is to help their students learn. PE teachers can increase their levels of PCK if they begin to reflect more often or think about why they teach specific skills and/or concepts the way they do.

Secondary School Physical Education: Recent Thoughts

Educators in the new millennium will probably classify the physical educator of the seventies and eighties as one whose sole purpose and function in the school setting was to transmit and improve motor skills. They will probably also view this period of time as having been one of transition and change, when emphasis in physical education began to shift from a subject-centred curriculum, in which the teacher’s main concern was to impart specific sport skills, to a people (student)-centred curriculum, in which teacher’s main concern was to focus more on individuals and their ability to achieve maximum potential through movement (Dougherty & Bonanno, 1987). This shift from the concept of physical

education as a vehicle for skill acquisition to the concept of physical education as a tool for self-development is now in focus.

Grant, Ballard and Glynn (1990) have claimed that research has suggested two particularly important factors in teaching physical education. One was motor-on-task behaviour and the other on the use of instructional strategies that facilitates high levels of motor-on-task during the lesson. They also suggested that students generally did not participate in such a way that their skill level was enhanced. To them it appears that teachers are traditionally concerned with the context of the lesson, and fail to observe, record and assess student behaviour so that they were accountable for their instructional process. Taggart (1992) corroborated this view by asserting that “the form of physical education is typified by teacher control, student passivity, drill and practice, huffing and puffing, and so is potentially miseducative” (p. 7), hence the need for change is desirable. Rink (1992) believed that “there is an unwritten assumption in our field that secondary physical education programmes are not good and are endangered. The prevailing view is that most programmes are not meeting students’ needs and, in general, are an irrelevant, negative educational experience for many of the youth they serve” (p. 67).

Physical education, as in the case with many other professions, is experiencing over-whelming rapid growth in terms of its field of knowledge, instructional and curriculum dissemination. Professionals have had to specialise in many of its sub-discipline areas in order to cope with such accelerating growth, and the physical education profession itself has been splintered into many areas in an effort to compartmentalise and channel research. At the beginning of the 1990s, Graham (1990) reviewed the United States school physical education programmes. He cited improved elementary school programmes, exposure to a variety of activities rather than skill and fitness development in the middle schools, and unsatisfactory programmes in the high schools. Robbins (1990) presented Canadian school physical education programmes much more optimistically, citing an increasing emphasis on quality, daily physical education at all levels.

Although physical educators continue to face a struggle for development and improvement, a hopeless attitude is not warranted. The educational reforms initiated by various nations and professional bodies have infused hope and opportunity for change. Recent calls have been heard for the introduction of alternative versions and innovative curriculum models (Locke, 1992) such as sport education (Alexander, Taggart & Medland, 1993), and health based physical education (Evans, 1991). Messages are being sent to teachers through research reports and curriculum development and innovation programmes

that physical education needs to change from its boring and irrelevant nature for many adolescents (Hastie, 1996; Locke, 1992; Tinning & Fitzclarance, 1992) to something more participatory and useful to the life of the students.

Specific suggestions to improve secondary school physical education have been offered by several prominent physical educators. Siedentop (1992) encouraged us to think differently about secondary physical education in restructuring the programmes for effective teaching and learning. Rink (1992) acknowledged the multiple curricular models that were identified by many scholars as viable choices for effective secondary school physical education programmes. Locke (1992) on the other hand proposed that teachers should provide leadership for the changes expected and in doing so, they must be given respect, support, and resources to create conditions that would empower teachers to initiate change. Vickers (1992) emphasised a cross-disciplinary focus, with a conceptual knowledge base that would be linked to activity. Placek (1992) encouraged a change from the traditional, separate, activity-centred approach to an integrated, interdisciplinary model in middle school physical education. The integrated model would encourage physical educators to become active contributors to the middle school curriculum. Grant (1992) described how sports education has been adopted in secondary school physical education in New Zealand, and he stated that it can “significantly contribute to students’ learning about many things relevant to both sport and physical education” (p. 314).

Tinning and Fitzclarance (1992) suggested that instructors should rethink the nature of physical education, and they saw physical education in Australian secondary schools as irrelevant and boring for adolescents, although physical activity outside the school context was significant. The new physical education programme developed for Years 11 and 12 Victorian Certificate of Education was seen by them to as an effort to relate to the contemporary economic and social needs of students as they were taught to be critical consumers of activity programmes. They asserted: “developers also attempted to focus on process of development rather than a body of knowledge to be covered and learned for examination purposes” (p. 300). They argued further that physical education would continue to lack meaning for adolescents until teachers can understand the place of education, schooling, and physical activity in the post-modern world.

Several scholars have also considered the issue of inequality in physical education, including the gender sensitivity in secondary school physical education. Thomas (1993) recently addressed efforts made in Britain to encourage equity in educational reform, which is designed to bring about equal opportunities for all students. Vertinsky (1992)

argued that adolescent girls should be allowed to reclaim their space in the gymnasium and that instructors should both advocate approaches that empower females and promote gender sensitive physical education to include teacher educators, coaches, administrators, parents, students, and most importantly, physical education teachers. Stroot (1994) was however of the opinion that, “the potential for creating change is grounded in helping teachers become aware of language and attitudes and in providing means for teachers to overcome destructive attitudes toward girls and women and physical activity.

Scraton (1993) specifically addressed secondary school coeducational physical education in England and questioned whether coeducation is truly a move toward equal opportunities for all students. Although both boys and girls would have equal access to activity, their experiences would be very different. She then suggested five areas to address for positive change in coeducational physical education: teacher training, stereotyping, sexuality, masculinity, and staffing. Carlson (1995a) addressed the issue of students’ alienation in physical education classes and concluded that alienation exists in the schools because of complex equation. She asserted, “students who have decided physical education has personal meaning for them might ignore certain negative aspects of particular classes and continue to feel well disposed toward the subject in general. Alternatively, students who have had aversive experiences in the past may find it hard to break away from negative perceptions, even when conditions improve” (p. 474).

Another area of recent thought is assessment in physical education. Earlier examination of assessment in physical education has indicated that student grades were primarily based upon attendance and dress, with little attention to evaluation of student performance (Browne, 1998). Veal’s (1992) research in this area has led her to believe that “what we are currently doing with assessment and evaluation in secondary physical education is not working” (p. 88). She offered alternatives for linking assessment to instruction and suggested other authentic forms of assessment. She stated that assessment could be a “powerful tool for change that will help both teachers and students” (p. 91).

Lund (1992) also studied assessment in the school setting and cited multiple problems with grading. Many teachers base student grades on criteria such as dressing for class, attendance, and participation or efforts. She however gave several examples of alternative accountability measures such as teacher monitoring, public recognition, and bonus points and cited examples of authentic assessment and high-tech accountability systems as useful alternatives. She concluded by providing suggestions for implementation of an accountability system that would be beneficial to physical educators.

Some of these suggestions included moving beyond evaluating on managerial categories and cooperation, integrating skill tests throughout the unit, and allowing accountability to take forms other than just grading and monitoring.

Browne (1998) asserted:

Assessment must be an integral component of instruction and provide all students with the opportunity to demonstrate achievement irrespective of ability, gender or age. Students should be involved in assessment by providing an opportunity for them to review their learning from their own perspective and that of others. Both students and teachers should agree and be aware of the assessment strategies to be employed. The opportunity should be available to assess and re-assess on a formative basis. (pp. 251-252)

The time appears to be right for individuals and institutions to take affirmative action to make positive changes in their instruction and assessment practices in physical education. Developing assessment rhetoric can be a catalyst for change to assessment problems that will enhance better students learning outcomes (Taggart, Browne, & Alexander, 1995).

In the 1994 monograph edition of *Journal of Teaching in Physical Education* entitled "High school physical education teachers and their world of work" edited by Mary O'Sullivan, various authors attempted to provide an insight into the contextual factors influencing the delivery of physical education in the secondary schools. They undertook an intensive study of issues and concerns about high school physical education teaching and programming. Overarching themes, reform and restructure in secondary physical education, curricular issues and contexts for teaching and workplace conditions were identified. Dysfunctional aspects of physical education were found to include marginality of the subject and its teachers, inequity, a lack meaningfulness to students and shared vision among teachers, and limited accountability, together with an overemphasis on rules and routines. The summary statements from the project provide strong guidelines for reform in physical education and part of the focus for this study.

From the project, Stroot, Collier, O'Sullivan and England (1994) suggested that secondary physical education requires restructuring as the nature of many traditional physical education programmes appears to be ineffective and irrelevant to students in schools. Research on teaching physical education suggests that if programmes are to deliver more valued outcomes, making them more relevant to students' lives and different curricular models will be needed. For example, curriculum models promoting values, social issues, personal and social skills as well as psychomotor outcomes to be achieved may mean more to adolescents. Assessment, evaluation and accountability in physical

education will have to focus on more than dress and participation. Stroot et al. (1994) believed that it was “ the context in which teachers teach that determine their eagerness to leave or continue in the profession” (p. 343). They found that factors such as class sizes, the nature of collegial relationships, resources, the kind of students, administrative support and a host of other personal concerns, each affect teachers’ views of their work. The study concluded that, regardless of what motivations teachers held, there was a “...hopelessness in fighting for a quality physical education programme without change in the political and contextual environment in which teachers work” (p. 360).

O’Sullivan and Dyson (1994), investigating the rules, routines and expectations of physical education teachers, concluded by asking how students, given the needs and interests of their contemporary adolescent lives, would make any connections between life and their physical education experience. They were of the view that the teachers traded compliance with instructional system for managerial compliance, in which most of them ran a relatively smooth and efficient classroom, although some find it difficult to achieve orderliness in the class. They maintained that little was asked of these students by their teachers in terms of skill development, intensity of effort over sustained period of time, or their understanding of the significance of physical activity, sport, and exercise in their own lives as young adults or in the larger society in which they lived.

Value orientations have also been seen to play important role in secondary school physical education curriculum decision making by influencing the teacher’s curriculum content priorities relative to student needs and interests, school context, and subject matter goals (Ennis, 1992). She identified five value orientations mediating curricular decisions in middle and high school settings as disciplinary mastery, learning process, self-actualisation, social reconstruction, and ecological integration. To her, middle and high school physical education teachers are continually involved in a deliberate process of planning and teaching that affects both the content taught and the extent to which it is learned, hence value orientations influence a teacher’s curriculum content priorities relative to student needs and interests, school-oriented socialisation, and knowledge demands. In other words, establishment of priority is central to the decision-making process in quality teaching in secondary school physical education programmes.

Contemporary curricular in Australia, a result of National and State inquiries, have identified the need for outcomes-based education. As a result, the major learning outcomes in the HPELA are divided into five strands, which are interrelated and contributed to the development of, active healthy life styles for students. These five

outcomes of knowledge and understanding, attitudes and values, skills for physical activity, self-management skills, and interpersonal skills also re-affirmed the wholesome development and functional curriculum for active healthy lifestyles, which the documents promote. All these views on secondary school physical education are designed to enhance quality teaching with the view to achieving learning outcomes for students. It is therefore necessary to encourage change and innovation within physical education so that the subject can be developed and improved to meet the new realities of contemporary society.

Issues in Nigerian Secondary School Physical Education

Physical education as an academic subject or a discipline in the Nigerian educational system has come a long way in the past 20 years. The development of PE in Nigeria is invariably associated with the history of Western Education in Nigeria. There was a time in Nigeria when the teachers and ordinary people in the street knew physical education as physical training (PT). The British Colonialists introduced physical training into the Nigerian schools system in the early 20th century, and its objectives were to train for discipline, precision, unison, and physical fitness (Ajiduah, 1987). PT featured regularly as a way of letting off the steam in those days in between the introduced reading, writing and arithmetic subjects, popularly known as the 3Rs, into the school curriculum by the Missionaries (Nwachukwu, 1998).

The method of teaching physical training involved drills and response to command. The instructor rang out commands in loud sharp voice that was military-like and the students responded accordingly. Physical training as it was then known, was of course different from sports and games which featured in the secondary grammar schools at that time and existed as evening (after school) recreation programmes (Oduyale, 1983). In 1930, the British Government made efforts to incorporate PE as a school subject. By 1933, a physical education syllabus was produced for primary schools and teacher training colleges as contained in the Board of Education for schools. The 1933 syllabus still contained elements of physical training until 1954 when new improvements were introduced into the PE curriculum in Nigeria.

Harding J. Ekperigin worked with Ministry of Education in abolishing the formal military like method of teaching physical activities and introduced what we now recognise as pedagogical physical education in Nigeria. This represented the turning point in the development of physical education in Nigeria, for this he has been described as the “father of physical education in Nigeria” (Ajiduah, 1987). In 1954, the 1933 syllabus was abolished and replaced in 1955 with the Ministry of Education syllabus. The new syllabus

introduced new pedagogical techniques for conducting physical education. Oduyale (1983) also asserted:

The completion of Harding Ekperigin's training at Loughborough marked the beginning of a new era in the development and recognition of physical education as an aspect of education on the school curriculum in Nigeria. For the first time, physical education was no longer the contemptuous 'physical training', but an education 'through the physical', and an education, which uses physical activities to educate the child. (p. 15)

He stated further that "for the first time in the history of education in Nigeria, a department of physical education was created in the Ministry of Education at the secretariat of old Western Region of Nigeria in Ibadan" (p. 16) shortly after independence in 1960.

Before the advent of the National Policy on Education in Nigeria in 1977 and the revised edition in 1981, physical education was virtually an informal subject in the secondary school curriculum. It only featured in the primary schools and the then teacher training colleges where teachers for the primary schools system were trained. What were in existence then in the secondary schools were the sports and games activities, which always culminated into the school annual inter house athletics and sport carnivals.

After independence in 1960, there were attempts to have a standardised physical education programme instituted for Nigerian secondary schools. The first attempt as recorded by Obele (1981) was in 1962 in Tananarive, Madagascar and this idea was first supported during a UNESCO Conference. Obele (1981) stated that the conference, which was attended by 29 African States, recommended among other things curriculum reforms in some subjects, including physical education and sports. Fifteen years later in 1977, the Nigerian Government reacted to the UNESCO motion with the Federal Republic of Nigeria's National Policy on Education. The policy stated categorically that physical education should be emphasised at all levels of education system in the country (Federal Government of Nigeria, 1977).

Things began to change with the new National Policy on Education in which physical education was recognised and included in the national curriculum from the primary to the secondary and tertiary levels. Even the revised edition of the National Policy on Education in 1981, which introduced the famous 6-3-3-4 system of education in the country, now gave more impetus to the teaching of physical education at all levels of the educational system. The National Policy on Education stressed the need to direct the quality of instruction at all levels towards the promotion of the emotional, physical and psychological health of all children (Federal Government of Nigeria, 1981).

The broad aims of secondary education as outlined in the National Policy on Education include preparation for useful living within the society and preparation for higher education. Since the NPE is fashioned around the 6-3-3-4 educational system, the 3-year JSS level is both pre-vocational and academic. It is meant to expose students to basic subjects which will enable them to acquire further knowledge and develop advance skills in their chosen vocation (Nwosu, 1994).

The JSS physical education curriculum as it is currently being implemented consists of two areas, theory and practicals. The term “theory” is used for knowledge and understanding outcomes in physical education. The theory content areas included general introduction to physical education, history of physical education, sports and recreation, theory of games and sports, human body and physical exercise, elementary physical fitness and body conditioning, and desirable health practices in exercise. The practical content areas of the document included prescribed introductory activities in aquatics, outdoor and recreational activities, sports and games, physical fitness and body conditioning, physical and rhythmic activities including dance, and gymnastics (Nigerian Educational Research and Development Council [NERDC], 1985).

In each of these content areas, specific developmental objectives are detailed for student achievement. These transcend the three major domains of education; cognitive, affective and psychomotor. Also included in the document are suggested teaching topics or units and activities for each of the content areas, and the evaluation criteria, which is based on continuous assessment (40%) and public examination (60%). The philosophy behind these content areas is that “if appropriate skills, abilities and competences (both mental and physical) which are to equip the individuals to live in and contribute meaningfully to the development of his society must be achieved, a functional and purposeful physical education programme must be vigorously pursued” (NERDC, 1985, p. 1). Therefore, physical education is seen to contribute significantly to the major goals of education namely, improving thinking ability, enhancing self-realisation, promoting desirable human relationships, contributing to economic competence, inculcating civic responsibility, and promoting willingness to learn (NERDC, 1985).

Since achieving recognition and the inclusion of physical education into the National Policy on Education and the development of a National Curriculum for the subject from the primary school level to the junior and senior secondary levels, further development has occurred. Notable physical educators in the country under the umbrella of Nigerian Association for Physical Health Education Recreation Sports and Dance

(NAPHER-SD) started negotiations with the West African Examinations Council (WAEC) to make physical education an examinable subject both at the Senior School Certificate (SSC) and General Certificate of Education (GCE) ordinary levels. With the backing of the Federal Ministry of Education, this negotiation resulted in physical education becoming an examinable subject at the SSC and GCE ordinary levels throughout the federation. In fact, out of the five member countries in the West African sub-region that constitutes the WAEC, Nigeria was the first country to offer physical education at the school certificate level. This has greatly influenced the status of the subject within the educational community in the country.

According to Ajiduah (1987), “the current thinking about the teaching of physical education in schools is that the attitude of the principals, teachers, parents, and the pupils themselves will change for the better as soon as the subject becomes examinable at the school certificate level” (p. 65). Likewise, Anyanwu (1998) in a paper presented at the 1998 National Conference of NAPHER-SD opined that “in the past, one of the complaints for lack of interest in physical education or sports among secondary schools in Nigeria was that, it was not an ‘examinable subject’ by the West African Examinations Council, however the current situation has improved the status of the subject but with some problems confronting its implementation ten years later” (p. 8). One snag in the implementation of the curriculum in physical education he talked about is that, physical education is compulsory only in the primary and junior secondary schools, but optional in the senior school. As a result, there is no mention of physical education in the senior secondary classes of many schools hence the interest of the school authorities and the students in the subject is not encouraging at this level (Anyanwu, 1998).

Onifade (1992) also identified some problems encountered in the course of implementing the physical education programme in general. He talked about the dearth of textbooks that are relevant to the Nigerian context especially when one considered the high population rate of children in our schools. On teaching approaches, he advocated for the exploratory method as against the command, dictation and note taking approaches which he identified, and also contradicted the provisions of the new education policy. He further asserted that the exploratory method if adopted would:

Allow students to practise freely, discover for themselves, learn better and choose freely what and how they want to do things. At the end, students will feel a sense of achievement, some degree of security, confidence and adequacy. The exploratory method makes teachers realise that solutions to a problem as given by students may vary from one student to another. Consequently, physical education

teachers are to act as a guide to help students develop greater efficiency in their problem-solving techniques. Teachers are to demonstrate, observe, question, answer and stimulate students to produce as much quality and variety as possible. (p. 168)

The facilities and equipment are grossly inadequate for the teaching of physical education at this level and most schools do not even have what can be referred to as a minimum standard of facilities. Onifade (1992) also posited:

The problem of facilities is two folds while most schools have the space, which are not developed others especially those in the cities and hilly or undulating lowlands, do not even have space for the construction of any facilities. It is only in the Federal and State Governments controlled Unity schools and colleges that one could find minimally adequate facilities. However, the number of these schools is very small relative to the thousands of public schools across the country. (p. 169)

Specialist physical educators teach physical education in the junior secondary schools. The majority of the JSS physical education teachers hold the Nigeria Certificate in Education (NCE), although there are substantial numbers of graduate teachers who also teach at this level, but in most cases they are preferred for the senior secondary classes whenever students chose the subject as an elective.

A shortage of physical education teachers is still being experienced in our schools despite the improvements accorded the subject over the past decade (Anyanwu, 1998). NAPHER-SD has been in the vanguard of the elevation, development and improvement in the teaching of physical education and sports within the school curriculum in Nigeria since its inception. Her yearly conferences have produced communiqués, which have been forwarded to government for implementation and these have helped sustain the moderate achievements recorded by physical education as a profession in Nigeria. Onifade (1992) concluded in his study:

The era of physical education being looked down upon and relegated to the background in Nigerian schools is gone. Physical education has come to stay as a part of the school curriculum and an examinable subject in secondary schools. This therefore poses a big challenge to physical educators who have to meet the challenges to show more interest in the subject and teach it as an academic discipline and with all sense of professional responsibility. (p. 170)

Research on Teaching Physical Education

Research on teaching in physical education (RT-PE) began in earnest in the United States during the mid-1970s with the development of systematic observational instruments designed to categorise or “code” teacher and pupil behaviour in physical education settings (Smith, Kerr & Wang, 1993). The initial aim of researchers was to provide a picture of

how teachers and pupils spent their time in gymnasias and on playing fields during physical education lessons. The data generated by these early studies provided the foundation for a second wave of studies in which researchers attempted to discover links between how teachers and pupils spent their time and pupil learning of motor skills (Metzler, 1989; Silverman, 1991). These process-product studies, in turn, provided the basis for experimental or intervention studies in which researchers attempted to change or modify how teachers, student teachers, and pupils spent their time during lessons in order to enhance pupil learning (Metzler, 1989; Silverman, 1991).

Silverman and Skonie (1997) asserted: “the common assumption is that research in physical education has grown over the past decade and half. This growth has been characterised by increased attendance of physical education specialists at the annual meeting of the American Research Association (AERA), the creation of a special interest group within AERA, many young scholars taking research positions in higher education, and new outlets for publishing research” (p. 300). Teaching, teacher education and curriculum are the three major sub-areas of physical education pedagogy research that comprised different areas for investigation among scholars (Silverman & Ennis, 1996). RT-PE, according to Silverman and Skonie (1997) is a “research on the processes, social dynamics, and outcomes (motor skill, attitude, knowledge, and fitness) of physical education. This include among others, studies where the focus was on the teacher or teaching methods, as well as studies that focused on student action” (p. 301). Silverman (1991) also asserted that “research on teaching focuses on the teaching and learning processes as directed by teachers. RT-PE includes inquiry into pre-active (planning), active (execution), and post-active (reflection) phases of instruction” (p. 352).

Silverman (1991) was of the view that the form and focus of RT-PE have been influenced by the wider educational research community and no longer reflect traditions of inquiry with the field of motor learning as the case many years ago. He noted the existence of some relationships between motor learning research conducted in the laboratory and research on teaching in the gymnasium and identified three major streams of research on teaching in physical education as effectiveness, classroom ecology, and cognition and decision-making. What is of importance here is that the organisation employed by Silverman (1991) is based on those earlier frameworks from the research and many models (Clark, 1979; Doyle, 1977; Gage, 1978; 1985; Shulman, 1986b), which have been adapted to focus on the unique elements of RT-PE.

The teacher effectiveness research has seen the greatest (and most sustained) activity in the 80s and 90s. This research stream includes descriptions of what behaviours and actions occurred in physical education classes and process-product research on relationships between teacher behaviour and achievement and on the efficacy of different teaching methods or teacher behaviour. The other streams included research on the relationships of time and student practice variables to achievement and comparisons among teachers, students, curricula, and the settings in which teaching takes place. The conceptualisation of these major streams reflected the line of direction for RT-PE. In addition, research methods and data collection techniques used in RT-PE can be categorised into ethnographic/interpretive methods, systematic observation, cognitive techniques, and testing. Based on these conceptualisation and categorisation, interactions between the streams and methods were identified, which forms the direction of RT-PE (Silverman, 1991).

There is a line of interaction between the research streams and methods. While classroom ecology stream suggests ethnographic/interpretive methods and the cognition and decision-making stream suggests the use of cognitive methods, one should not assume that studies in a research stream always use similar methods. Many studies about effective teaching have employed systematic observation and testing, and some have used ethnographic/interpretive methods to solve their research questions. Silverman (1991) asserted: “too often the discussion of research alternatives has focused on the virtue of a particular method rather than on the relationship between method and questions asked. Ultimately, however, most researchers find that the question dictates the method, not the reverse” (p. 355). The RT-PE community has also witnessed discussions about using the critical theory research techniques to examine empowerment issues. Scholars in these research areas (Bain, 1988; Kirk & Tinning, 1990; Schempp, 1987; Sparkes, 1989) primarily have focused their discussion on ideology and method.

The RT-PE community should however continue to strive hard in their attempts to approach RT-PE questions and issues from multiple perspectives and with multiple methods. Research in teacher effectiveness and improving the quality of teaching has been dominated by quantitative studies, which attempted to isolate those factors (skills, competencies and behaviours), which can be demonstrated to correlate positively with improved student outcomes. Theoretically, these skills, behaviours and competencies can then be incorporated into teacher training programmes, and if practised sufficiently, will

result in both improved teacher performance and improved student outcomes (O'Neil, 1992).

Likewise, in their study on analysis of published research on teaching in physical education, Silverman and Skonie (1997) found that the overwhelming number of the studies analysed used quantitative methods, while fewer attention were focused on the use of qualitative methods. They contended: “nearly all (162 studies, 90.5%) of the published RT-PE used quantitative research methods. Qualitative research methods were used in 16 studies (8.9%), and both quantitative and qualitative methods were used in one study (0.6%)” (p. 305). They opined that it is possible that discussion of qualitative research has not filtered down to many researchers, due to the apparent nature of quantitative methods being appropriate for answering many questions related to effectiveness and student mediation of instruction. Hence, they emphasised the need for “good questions frame research” which must be followed by a well-designed study. They however advocated for more methods to be encouraged for research in effective teaching.

Effective Teaching in Physical Education

Physical education researchers have focused mostly on teacher interactive behaviours within the learning environment in an attempt to define effective teaching (Arrighi & Young, 1987). The goal has been to identify, through classroom observations, variables that correlate with student achievement. In a study conducted by Parker (1995) on secondary teachers' views of effective teaching in physical education, the majority of the participant teachers in the study defined effective teaching as a “hierarchy of pedagogical practices in which organisation, management, discipline, and control (primary goals) from the base, with student success at the apex (the ultimate goal)” (p. 136). In the words of one teacher, “student success is the key”. Here, effective teaching is seen by the teachers to be hierarchical from their primary goals to their ultimate goal of student success. The study also identified teachers' personal characteristics of dedication, enthusiasm, interaction with students, teachers' skilfulness and fitness, and good role model as those factors that enhance effective teaching.

Most of the RT-PE studies of 70s and 80s focused on effectiveness (Silverman & Skonie, 1997); the research reflected a focus on teacher behaviour and student learning. Of the three major research streams on teaching in physical education (effectiveness, classroom ecology, and cognition and decision-making), Silverman (1991) identified research on teacher effectiveness or effective teaching having the greatest and most sustained activity over the past two decades. Lee (1991, 1996) also noted that research in

areas like cognition and decision-making are necessary to completely understand the dynamics of teaching. Although effectiveness research and the focus on motor skill provide certain information on the instructional process, the study of teacher and student cognition helps us understand teaching at another level (Lee & Solmon, 1992).

Studies utilising teachers' perceptions as the source of information all generated interest as a way of gaining a greater understanding of teacher effectiveness (Arrighi, 1983; Placek, 1983). There are evidences of connections between what teachers think and how they behave in teaching situation (Parker, 1995; Schempp, 1992; Shulman & Lanier, 1977; Silverman & Skonie, 1997). In addition, teacher perceptions of their own effectiveness and feelings of success provide the basis for teacher beliefs and ultimately teacher action (Arrighi & Young, 1987; Parker, 1995). Viewing instruction from the perspective of those involved in the day-to-day reality of teaching adds an important dimension to the understanding of effective teaching.

Parker's (1991) research indicated that experienced teachers in physical education believed that the precursor to effective teaching was effective classroom management. These teachers believed it is important to have established goals, class organisation, and a management scheme developed before student achievement could occur. Schempp (1992) identified the principles of this effective management to include establishment of clear rules and gymnasium procedures, stopping disruptive behaviours, punishing behaviour and not people, and giving clear, concise instructions and directions. Schempp (1992) also believed that effective teaching is measured in what students learn, and this can make teachers more effective. To be a more effective teacher requires the need to discover the "chemistry" of effective teachers and search for new ways to increase the learning of students in physical education; this is the ultimate goal.

The pursuit of multiple areas of research will provide additional understanding of the teaching-learning process as well as enhance teacher effectiveness and competence to achieve greater student outcomes in physical education. Four areas of effective teaching research stream that helped shape its understanding and sustenance over a long period of time in RT-PE includes descriptions, process-product research, research on relationships of time and student practice variables to achievement, and comparisons (Silverman, 1991). The descriptive research centred on the many behaviours that occurred during PE classes, especially those of the teachers, which tends to make classes teacher-centred when the instructional focus is considered (Rink, 1983).

The process-product is the tool of measuring teacher effectiveness in terms of their relationships to achievement in physical education. The process-product research is aimed at identifying relationships between what the teacher did in the classroom and student outcomes (Brophy & Good, 1986). Dunkin and Briddle (1974) presented a convincing argument that the process-product research approach is one of the strongest designs a researcher can employ to document teacher effectiveness. In the process-product design, student learning is typically utilised as the product or outcome variable for measuring teacher effectiveness and the actual teaching process is systematically observed to determine rates and usage of selected teaching behaviours.

Research related to time and student engagement variables has shown the most promising results for predicting achievement. Placek and Randall (1986) maintained that those teachers, who wish to use research to improve their teaching effectiveness, informed their examining how students used their time in a class as an intermediate variable in the process-product model. Academic learning time – physical education (ALT-PE) as it is called is the amount of time a student was engaged on task at an appropriate level of difficulty and it has provided a useful variable for studying teacher effectiveness in PE (Cousineau & Luke, 1990). Aufederheide (1983) contended that ALT-PE has proven to be an extremely useful tool, both by itself and together with other methodologies for examining what is happening in mainstreamed elementary and secondary school PE classes.

There exist a variety of studies that have compared effective teaching across teacher and students sub-groups with the view to establish relationships between them. Studies comparing teachers most often have examined differences in teaching behaviour between experienced and inexperienced PE teachers (Phillips & Carlisle, 1983; Pieron, 1982), specialists and non-specialists (Faucette & Patterson, 1990), teacher behaviour directed towards other groups (Van der Mars, Volger, Darst & Cusimano, 1994); and studies comparing students sub-groups have been based on skill level (Graham, 1987; Grant, Ballard & Glynn, 1989), gender differences (Sarkin, McKenzie & Sallis, 1997), special needs status, school level with elementary, middle or high school (McBride, 1990) among others. Their aims had been to improve teacher effectiveness in PE teaching.

The teacher effectiveness research stream has been active over the past two decades now and there has been many descriptions and knowledge of instructional effectiveness in physical education. From the literature we can conclude that teachers who present a clear explanation and demonstration, allocate time for motor skill practice, and structure practice

so that students are appropriately or successfully engaged will promote student learning, which is a key factor in effective teaching.

Assessing Teachers' Effectiveness

In assessing teachers' effectiveness, Dunkin (1997) identified five main preliminary matters involved in arriving at a system for the evaluation of teachers. These are, the purposes of evaluation in terms of accountability and growth-oriented systems and category of teachers to be assessed focussing on either pre-service, novice in-service or experienced in-service teachers. Others are conception of teachers' work that is adopted either in the form of labour, craft or profession, and dimensions of teaching quality about which judgements are to be made regarding the work performed by teachers in terms of teacher effectiveness, teacher competence and teacher performance. The last matter being the approach towards establishing validity of the assessments using psychometric or traditional and hermeneutic approaches with particular reference to performance assessment.

Dunkin (1997) also reviewed the traditional methods of assessing teachers' effectiveness to include paper-and-pencil tests, performance measures, and student achievement measures. These methods he referred to as part of a "bureaucratic" model of teaching, which was being replaced, by "professional" models of teaching, which involves newer emergent methods of on-the-job evaluation, performance exercises and simulations, portfolios, and interviews. However, what is more important about these methods and others not discussed here is the validity of the methods when they are combined into programmes of evaluation for teachers' performance assessments in effective teaching.

Lund (1992) also opined that "when accountability and assessment are used in conjunction with goal setting and task-oriented teaching, instructional alignment occurs, hence assessment and accountability need to be applied to the instructional task system as part of an effective teaching programme in physical education" (p. 352). It is hoped that if the issues above are considered in perspective, a school system will be in a good position to design and implement valid mechanisms or modalities for assessing teachers' effectiveness.

Student Learning in Physical Education

Developing favourable attitudes toward learning is a universal objective of instruction and certainly one that finds a place in the goals of most subject areas (Figley, 1985). The investigation of the active role that students play in their own learning appears to be a viable means through which to gain a clear perception of how students learn from

teaching. A recent explanatory model focuses on the mental activities of the learner that are thought to mediate the relationship between instructional processes and student achievement. Based on cognitive psychology, learning is viewed as an active, constructive process requiring effortful information processing or manipulation on the part of the student (Lee & Solmon, 1992).

The essence of students' perceptions of their learning is very important if the necessary learning outcomes are to be achieved. Recent efforts to understand how learning occurs from teaching have included the study of students' thoughts, beliefs, expectations, motivations, attitudes, and feelings about themselves, the contents and events in achievement situations. This focus views students as active participants who affect events and interactions in classrooms as much as they are affected by them (Lee, 1997). The emphasis on the role of student thoughts and feelings as mediators between teaching and learning has resulted in a change in the kinds of questions researchers ask and the methodology used to answer the questions (Knight & Waxman, 1991). The assumed connection between teaching and learning is therefore clarified by including the perspective of the learner.

In order to gain a better understanding of the teaching and learning process, we must investigate students' cognitive processes and the role that they play as mediators between teacher behaviour and student achievement. According to Lee and Solmon (1992):

The entry characteristics of students-their notions about the subject matter, perceptions of their own competence, prior knowledge, and experiences-construct a framework from which the students perceive class events and form patterns of class interaction. Students' perceptions of their skill levels, goal orientations, and motivation appear to have a powerful effect on the way they spend their time in physical education class. These factors affect the students' level of intensity and attention during class, the meaning that students attach to instructional behaviour, and their interactive behaviour, especially during practice. These elements, in turn, have a profound effect on students' potential to learn. (p. 68)

For teachers to realise the objectives of their teaching and enhance student learning, there is the need to clarifying the role of the student as an active agent in the lesson through the study of cognitive conceptions which will offer a means of gaining a clearer understanding of teaching and learning motor skills.

How best do students learn? How can understanding of student learning influence effective physical education teaching? These are a few questions physical educators have begun to ask themselves as they gain more knowledge about how students learn. Recent

research efforts in various disciplines including physical education (Driver, 1989; Tobin, 1990) indicate the vital role of students in teaching and learning processes. Learning has been described as an active process in which the learner uses sensory input and constructs meaning out of it (Osborne & Wittrock, 1983). The more traditional formulation of this idea involves the terminology of the “active learner” (Dewey’s term), which stressed that the learner needs to do something; that learning involves the learners’ engaging with the world (Dewey, 1916).

Active learning is defined as any strategy that involves students in doing things and thinking about the things, they are doing (Bonwell & Eison, 1991). Active learning includes a range of learning activities, which may include students’ involvement in activities that make them think and comment on the information presented to them. The students will not just listen; they will be developing skills as they are exposed to new concepts and experiences. They will be involved in analysing, synthesising and evaluating information in discussions with other students, either through questions or writing. The students will be engaged in activities that force them to reflect upon ideas and how they are using those ideas. Active learners are actively involved in the classroom processes, initiate their own activities, make decisions concerning their learning, engage in self-evaluation, display their competencies in various ways and feel good about themselves as learners (Bently & Watts, 1989).

Learning is also a social activity (Edwards & Mercer, 1987). Students learning are intimately associated with their connections with other human beings, their teachers, peers, family as well as casual acquaintances. Therefore, the interactive discourse and activities that occur during PE lessons facilitate the construction of meaning required to develop understanding in PE concepts and performing physical skills. Learners must be provided with opportunities to ask and answer questions about content discourse or debate its meaning and implications. These activities allow students to process content actively and to integrate information by relating it in their own words, exploring its relation to other knowledge and past experience, appreciating the insights it provides, or identifying its implications for personal decision making or action.

Much of the traditional education, as Dewey (1916) pointed out, is directed towards isolating the learner from all social interactions and towards seeing education as a one-to-one relationship between the learner and the objective material to be learned. In contrast however, the ‘progressive education’ according to Edward and Mercer (1987) recognises the social aspect of learning and uses conversation, interactions with others, and the

application of knowledge as an integral aspect enhancing positive learning behaviours from students. In their study on the students' social system within sport education, Carlson and Hastie (1997) saw the teacher-driven task systems becoming an integral part of the student social system because the students were placed in both instructional and managerial leadership roles. This reinforces the need to empower students in PE lessons in order to encourage positive learning behaviours among them.

Using Carlson's (1995a) alienation and non-alienation model to understand students' learning behaviours in physical education lessons justified the need for teachers to understand the extrinsic and intrinsic factors that are known to have impact on students' feelings towards physical education. She said, "both extrinsic and intrinsic factors combine to yield the meaning classes have for students. This meaning leads down one of two paths. If physical education class makes sense to students (i.e., if the subject is perceived as having positive value for them personally), they take the non-alienation path. The alternate path is taken when students find physical education does not fill a need in their lives" (p. 474). If teachers expect students to make meaning to their PE lessons and show positive attitudes as well, then they need to understand the factors that students use in assigning positive meaning to their physical education experiences. Carlson (1995a) believed that "this will allow teachers and researchers to go beyond what is obvious – that some students hate the gym" (p. 475). She recommended: "what may be possible is to envision a form a physical education that includes all and alienates none" (p. 475).

Students' engagement during learning is influenced by initial skill and knowledge, operating in combination with a student's subjective perceptions of competency, expectancies, values, and goals. The interaction between students and the environment affects the quality of engagement, including the goals students adopted and the quality of their effort, persistence, and the use of strategy. This interaction according to Lee (1997) will produce learning outcomes. An outcomes approach means identifying what students should achieve and focusing on ensuring that they do achieve. It means shifting away from an emphasis on what is to be taught and how and when, to an emphasis on what is actually learnt by each student. Carlson's (1995b) study on the reaction of eight low-skilled students to sport education suggested that, if students were given the necessary opportunities and support in physical activity lessons, and also shown sense of commitment and belonging, would improve their skill performance. Improvements in students' skill performance can produce the necessary learning outcomes in a physical activity lesson.

Reflective Teaching

The complicated nature of educational issues and practical classroom teaching ensures that a teacher's work is never finished. When practicalities, personal ideals and wider educational concerns are considered together, the job of reconciling the numerous demands and possible conflicts often seem to be overwhelming. Teaching has become increasingly complex (Tsangaridou & Siedentop, 1995), and reflection is advocated not only because of the complex pedagogical decisions teachers make each day, but also because of an increasing concern about the moral and political dimensions of teaching (Gore, 1987). The promotion of teacher reflection resulting in a review of desired outcomes; a widening of subject content and focus has been strongly supported over the past decade. Definitions about "reflection," "reflective teaching," "teacher reflection and action," and "reflective practice" abound in the literature. Most of the definitions have their roots in important concepts advanced by Van Manen (1977) and Schon (1983, 1987). Pollard and Tann (1987) also noted the Dewey's notion of reflective teaching, which contrasted 'routine action' with 'reflection action', as one of the earliest major root of this concept. A body of literature on the crucial importance of developing reflective teaching and teachers has emerged as a counterforce to the technocratic approach to teaching.

Van Manen's (1977) discussion of reflection suggested that it could take three different forms. The first level focuses on technical means to reach a given end or goal. The second level involves the process of analysing meanings, assumptions, and perceptions underlying practical actions. The third and highest level incorporates critical questions related to moral, ethical, and political aspects of teaching and schooling. He argued that this third level of reflectivity is the most desirable "as it pursues worthwhile educational ends in self-determination, community, and on the basis of justice, equality, and freedom" (p. 227). Schon (1983) introduced the concepts of reflection-in-action and reflection-on-action. Reflection-in-action refers to the process of interpreting, analysing, and providing solutions to complex and situational problems during an action, "the period of time in which we remain in the situation" (p. 278).

For Schon (1987), reflection-in-action is based on a constructivist view of the practical activities of teachers. Yaxley (1993) explained further that "reflection-in-action facilitates the matching of experience and practice with the professional knowledge and skills, and with the intentions, values and beliefs of the teacher. For teachers as constructivists, meanings, perceptions and beliefs are continually reviewed and revised to match professional knowledge and know-how" (p. 27). Reflection-on-action takes place

when the practitioner has left the arena of endeavour and mentally reconstructs that arena to analyse actions and events. Schon's (1987) notion of the professional as a critically reflective practitioner for teaching could represent an attempt to de-emphasise management and to stress teacher involvement in articulating, criticising, sharing and reviewing their practices, and their knowledge of these practices.

Dewey's notion of reflective action, when developed and applied to teaching is very challenging. From its review, Pollard and Tann (1987) identified its implications with four essential characteristics to qualitative teaching and learning processes:

- (a) Reflective teaching implies an active concern with aims and consequences, as well as with means and technical efficiency.
- (b) Reflective teaching combines enquiry and implementation skills with attitudes of openmindedness, responsibility and wholeheartedness.
- (c) Reflective teaching is applied in a cyclical or spiralling process, in which teachers continually monitor, evaluate and revise their own practice.
- (d) Reflective teaching is based on teacher judgement, informed partly by self-reflection and partly by insights from educational disciplines (p. 5).

A reflective teacher therefore, is one who constantly questions his or her own aims and actions, monitors practice and outcomes, and considers the short and long term effects upon each child through the reflective process stages as represented in Figure 1.

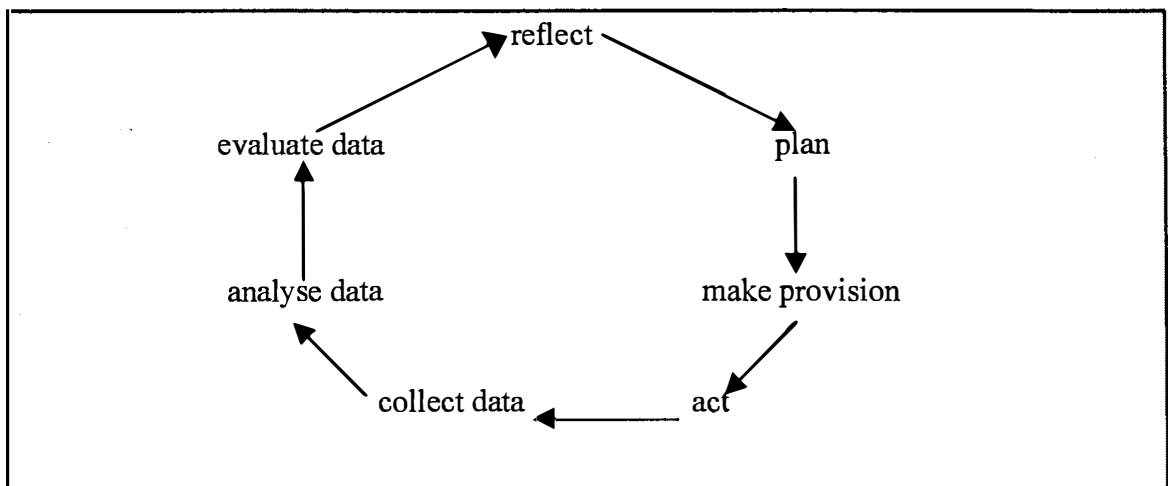


Figure 1. The process of reflective teaching. Source: Pollard and Tann, 1987, p. 9.

Teachers need to be more reflective and in control of their own professional lives; they need improved working conditions that foster a professional life more conducive to collaboration and deliberation than to strict accommodation to rules and procedures.

However limited studies has been conducted on teacher reflections in physical education, although the known literature available has been very encouraging in assisting physical education teachers to use their professional judgement to assess the most appropriate course of action in any of their particular teaching situation.

Reflection in Physical Education

Scholars in the field of physical education have called for attention to reflective teaching as a component of professional preparation and professional development, suggesting both how to prepare reflective physical education teachers and what the focus of their reflection should be. Theoretical propositions and suggestions about the aspects of teaching on which physical education teachers should reflect on can be found in literature (Dodds, 1989; Gore, 1990; Graham, 1991; Tinning, 1991). Dodds (1989) suggested that the process of reflection and making choices should be programmatic themes in teacher education. She stated: “all aspects of the programme should consistently reinforce the two processes of reflection and choosing that are characteristics of teaching professionals” (p. 101). She also concluded that continuous practice in making conscious choices about teaching and schooling and reflecting about the consequences of such choices provides teachers opportunities to become students of their own teaching, which is “the ultimate goal of effective teacher-training programme” (p. 101). Tinning (1988) argued that “teachers and student teachers have their own theories-of-action and that meaningful change in educational practice will only be achieved when these theories are brought to the surface and tested through a process of critical reflection” (p. 87).

Gore (1990) emphasised that the process of reflection needs to go beyond the technical aspects of teaching. To promote the reflective abilities of teachers, she proposed the use of pedagogical strategies that stimulate teachers to discuss their assumptions or biases, to discuss how these assumptions affect teaching, and to think about possible alternatives in dealing with specific educational issues or problems. Tinning et al. (1993) suggested that reflective teaching is “more than simply thinking about one’s work” (p. 205). It involves, as Stenhouse has pointed out “a capacity for autonomous professional self-development, through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures” (p. 206). They continued to describe reflective teaching applied to the context of learning as recognition of patterns of teaching behaviours. There is particular emphasis upon conscious attention to pedagogical practice and curriculum decisions and recognition of individual power, potential and limitations, and broader institutional constraints. O’Sullivan and Dyson,

(1994) adopted Lewis and Johnson's notion that links teacher reflection with quality of working life (QWL) reflection as a key element of QWL, which is typified by frequent and stimulating discussions about teaching leading to reflective opportunities.

The literature suggests that reflection is a high priority in many teacher education programmes, and almost every teacher educator considers reflectivity a desirable characteristic of pre-service teachers. What seem to be missing from literature are the voices of teachers. Teachers' views on the value of systematic reflection on teaching and on the instructional strategies designed to foster reflection are just starting to be addressed in the literature (Tsangaridou & O'Sullivan, 1994). Reflective research has been criticised for being shaped by the theoretical and philosophical interests of the investigators. Accordingly, it has been suggested that if researchers want to address teachers' thinking and reflection, they should do so in terms of the actual problems teachers encounter in the classroom and what they nominate as significant. Therefore, efforts to study and describe the nature and content of teachers' reflection, as well as judgement about such reflective practice need to be carried out where these practices occur. In addition, contextual factors that may structure teachers' reflection also need to be considered (Tsangaridou & O'Sullivan, 1997).

The call for reflective approach for physical education teachers, both pre-service and in-service teachers alike, have been agreed by many scholars in the physical education profession. The notion that teachers should be reflective practitioners has flourished and become a high priority in teacher education programmes. As Calderhead (1991) observed, "few terms have been so widely and readily adopted in teacher education as reflective teaching. Its use has grown rapidly during the last decade, though its meaning has become obscured by its application to various forms of training" (p. 153).

Teachers' Belief Systems

Beliefs are mental constructs that represent the codification of people's experiences and understandings. Theorists generally agree that beliefs are created through a process of enculturation and social construction (Pajares, 1992). Pajares (1992) talked about enculturation to involve incidental learning process individual undergoes throughout their lives; it includes their assimilation, through individual observation, participation and imitation, of all the cultural elements present in their personal world. An individual's beliefs, attitudes and values compose of his or her belief system (Pajares, 1992). Beliefs are those assumptions about the world and oneself held by individuals based on their own

experiences or external authorities (Athos & Gabarro, 1978), while attitudes develop when a group of beliefs cluster around a particular situation or object and are prone to action. Finally, beliefs become values when individuals evaluate or make judgement in a situation and call for action (Kulinna, Silverman & Keating, 2000).

There is increasing recognition, particularly among educators, that the beliefs that individuals hold are the best indicators of the decisions that they make during the course of everyday life (Bandura, 1986). Educational researchers trying to understand the nature of teaching and learning in classrooms have usefully exploited this focus on belief systems. There is a growing body of literature that suggests that the belief teachers hold impact on both their perceptions and judgements, and that these in turn affect their behaviour in the classroom. Furthermore, changing these belief systems is an essential part of improving both professional and teaching effectiveness (Ashton, 1990; Ashton & Webb, 1986; Brookhart & Freeman, 1992; Buchmann, 1984; Goodman, 1988).

The context is fundamentally important to understanding teachers' belief systems and any attempt to connect belief systems to action (Nespor, 1985). The instructional context is richly layered and includes characteristics of communities, schools, classrooms, students, and their families (Ennis, 1996). All of these factors can influence the ability of the teachers to teach in a manner that is consistent with their belief systems. Ennis (1996) identified exogenous context variables that influence the beliefs teachers hold, including (a) students' personal characteristics, (b) teachers' characteristics, and (c) school characteristics. Teachers consider student characteristics, including students' personal and family characteristics, and school characteristics when making curricular and instructional decisions.

In a study of teachers' beliefs, Nespor (1987) demonstrated that four features could be used to distinguish beliefs from knowledge. He termed those features as existentiality, alternativity, affective and evaluative loading, and episodic structure. Beliefs, Nespor (1987) argued, frequently assert the existence or non-existence of entities and also often incorporate a view of an ideal or alternative state that contrasts with reality and provides a means of summarising goals and paths to follow. He also noted that beliefs have affective and evaluative components in teachers' thinking and practices of their teaching. Beliefs among teachers about the nature of physical education teaching for example were found to be associated with strong feelings about what they think students should learn in a study conducted by Kulinna et al. (2000). Siegel (1985) identified three factors that may influence whether teachers' belief systems will be reflected in their teaching practices,

including (a) intentions, (b) the value of the teaching action, and (c) their affective disposition or feelings about the teaching action.

Pajares (1992) also suggested that beliefs serve another important function in the ways in which schools operate. He argued that they helped individuals identify with one another and form mutually supportive social groups. Belief systems reduce dissonance and confusion, and teachers he suggested are able to gain confidence and clearer conceptions of themselves in belonging to groups that support their particular beliefs. Teachers hold many untested assumptions that influence how they think about classroom matters and respond to particular situations. Little has been written on qualitative differences in types of belief, although there are five main areas in which teachers have been found to hold significant beliefs, which are about learners and learning, teaching, subject, learning to teach, and teaching roles (Calderhead, 1996). Such areas however, could well be interconnected, so that beliefs about teaching for instance, may be closely related to beliefs about learning.

In his study, "Towards a theory of teaching-in-context", Schoenfeld (1998) asserted that the following classes of beliefs affects teachers' classroom actions and should be examined in a comprehensive model of teaching:

- Beliefs about the nature of the subject matter in general and about specific topics being taught.
- Beliefs about the nature of learning process, both cognitive and affective.
- Beliefs about the nature of the teaching process and the roles of the various kinds of instructions.
- Beliefs about individual and classes of students. (p. 3)

Biographical research on teachers' lives has also led some researchers to identify the conceptions which teachers have of themselves as very significant factors which affect their teaching roles and practices (Ball & Goodson, 1985; Pissanos & Allison, 1996). Some studies in education (DeFord, 1985; Richardson et al., 1991; Thousand & Burchard, 1990) and physical education as well (Rauschenbach, 1993) have shown a relationship between belief systems and actions. Other studies in education (Duffy, 1981; Hoffman & Kugle, 1982; Hook & Rosenshine, 1979; Muchmore, 1994) and physical education (Romar, Akademi & Siedentop, 1995; Siedentop, Doutis, Tsangaridou, Ward & Rauschenbach, 1994) have not shown a relationship or have shown a partial relationship between belief systems and teaching practices.

Kulinna et al. (2000) maintained: “if all these factors influence teachers’ belief systems and their ability to teach in a manner that is consistent with their belief systems, it is critical for us to learn more about this relationship in physical education programmes” (p.208). They also contended that “very little is known about teachers’ belief systems and teaching behaviours related to physical activity and fitness, even though the important role that physical education plays in the physical activity participation and health of our children and youth is well established and emphasised in the Surgeon General’s report on “Physical Activity and Health” (p.208). In the Kulinna et al. (2000) study, they pointed to the complex nature of the relationship between teachers’ belief systems and actions. It provides new information about student opportunities for physical activity, the lesson content, and instructional behaviours of teachers with high and low belief systems toward physical activity and fitness.

As the Surgeon General’s report (USDHHS, 1996) noted, physical education is the place to promote physical activity, and that can happen only if teachers are prepared – no matter what their belief system – to make this part of the curriculum that is meaningful to the students. The discussions about teachers’ belief systems points to the fact that beliefs of teachers can inform educational (teaching) practices in many ways. Beliefs can be identified to be consistent with effective teaching practices and student cognitive and affective growth. Physical education teachers’ beliefs are instrumental in defining teaching and learning tasks, in selecting cognitive tools, in planning for instruction, and in adopting teaching strategies. Teachers’ personal beliefs about quality physical education teaching lies at the heart of their teaching practices.

The Concepts of Quality Teaching

Teaching in its present form involves more than simply imparting information in front of a class across a range of prescribed subject areas. Increasingly, it involves preparing young children with the knowledge, skills and understandings which will assist them in meeting the economic and social challenges they will face as adults, and also understand their rights and responsibilities as useful citizens in the society. The role of the teacher today involves a much greater emphasis on problem solving; negotiation, teamwork and student centred investigations. Teacher quality and the quality of teaching are issues of the highest concern in the education community and in the general community both in all countries (National Board of Employment, Education and Training, 1989).

In Australia during the last few years, the notion of quality teaching has assumed great significance with the publication, in 1985, of *Quality in Education in Australia* by the Quality of Education Review Committee and later that year, *Quality and Equality* by the Commonwealth Schools Commission. This reflects many of western phenomena with reports published on quality teaching in Australia (Lally & Myhill, 1994; Moses & Trigwell, 1993; Mullins & Cannon, 1992; Radloff & Latchem, 1993;), while this has also been mirrored internationally with recent publications by OECD (OECD, 1989; OECD, 1990; OECD, 1992; OECD, 1994).

‘Quality’ is an elusive concept, understood by most people at some intuitive level but very difficult to define (National Board of Employment, Education and Training, 1989). According to Harvey and Green (1993) ‘quality’ can mean a number of things: ‘excellence’, ‘perfection’ (or consistency), ‘fitness for purpose’, ‘value for money’, and ‘transformation’. Exactly which is relevant at any particular time is, in large part contextually defined. Depending on who is using the term and for what purpose, quality might assume any one or more of these meanings” (p. 321). They argued that quality can be seen as a judgement about how well something is done and the value or worth of what has been achieved. One may then conclude that definitions of quality are contingent upon the processes by which, and the contexts in which, it is being implemented. Quality is therefore not something that simply needs to be monitored and measured; rather, it must be actively managed with a view to continuous improvement and development (Marshall, 1998).

The phrase ‘quality of teaching’ often evokes images of judgement, evaluation, comparison, and ratings. This phrase has generally become the focus of reform efforts to improve teaching in classrooms. Underlying this conceptualisation is an assumption that something is being done right by some teachers and wrong by others (Franquiz, Green & Craviotto, 1993). Used in this way, quality is an objectifiable set of characteristics of a particular teacher or a programme. Determining quality often involves judging patterns of life within the classroom using predefined criteria based on generic definitions of teaching. In the words of Kagan (1993), “quality teaching is like a breath of fresh air in a closed room rapidly becoming fetid with imitative rhetoric” (p. 43).

Different countries around the world have therefore, in their various ways, been attempting to address the concept of ‘quality’ and determine the ways and means by which it may be created, fostered and increased in schools and other types of educational institutions (Aspin, 1993). In most OECD countries, concerns about teacher quality and

quality teaching reflect new challenges and demands, some of which have appeared as schools and teachers grapple with the consequences of decentralisation and devolution of power. The new challenges and demands for schools and teachers emerge from new and heightened expectations of schools, advances in research on teaching and learning and the need to manage classrooms that are increasingly diverse in terms of ethnic, linguistic and cultural backgrounds. These new challenges and demands require new capacities and knowledge on the part of teachers. Teachers must be able to accommodate continuing changes in the content of what is to be taught and how it can be taught best.

OECD's (1992) five dimensions of teacher quality of knowledge of the curriculum content areas, functional pedagogic skills, reflection and ability to be self-critical, empathy and commitment to the educational process, and managerial competencies within and outside the school context; represents an avenue for meeting these challenges and demands of the teachers. Hopkins and Stern (1996) believed that in an attempt to improve quality teaching in our schools, "there should be greater involvement of teachers in decision-making and holding teachers accountable for results, greater flexibility for teachers to organise teaching and learning in school, establishing or reinforcing of different career structures in teaching, and introduction of alternatives to and reforms in teacher education" (p. 502).

Reflecting on OECD's dimensions of teacher quality, Moses and Trigwell (1993) contended that teachers who are successful in promoting a deep approach to learning, in motivating students, in achieving the stated learning outcomes, including generic skills had some or all of the following characteristics as a result of the quality in their teaching which enhance quality learning. To them the teachers:

- (a) Were committed, enthusiastic, well-prepared and knowledgeable teachers.
- (b) Used a variety of teaching strategies in each class session.
- (c) Actively involved students in the classroom or the field.
- (d) Had high expectations of students and challenged students' intellectually.
- (e) Varied the degree of guidance and autonomy depending on the context, the level of preparedness and stage in the degree course.
- (f) Used a variety of assessment methods, which demanded of students' integration of knowledge, application of higher order skills and initiative.
- (g) Gave feedback to students. (p. vii)

To enhance the quality of their teaching, teachers must not only be mindful of the mechanics of information delivery but of the accuracy and integrity of what they are

teaching. In a study on teaching quality in Africa, Lockheed and Komenan (1989) concluded that teaching quality was manifested in several dimensions and associated with student achievement in the two African countries of Nigeria and Swaziland focussed upon. The use of published and teacher-made instructional materials, coverage of the curriculum, and uses of instructional time all appears to contribute to student achievement. Sudarkasa (1991) was also of the opinion that when we evaluate ourselves on the quality of teaching we must include the quality of what we teach. All teaching and learning take place in a cultural, historical and socio-political context. What we think is important to teach is conditioned by what we were taught, what we believe and value, and what we allow ourselves to know. She emphasised that “the quality of teaching is not simply related to how well we teach, but fundamentally to what is taught” (p.18) to enhance student learning. Therefore, we cannot enhance the quality of teaching without examining and improving the quality of what we teach, and by the time we get serious about updating and upgrading what we teach, then we really can be serious about enhancing the quality of our teaching.

Tinning et al. (2001) believed that quality teaching is not an end-point but a process. They contended that “quality teaching should be a reflective process with respect to two fundamental questions: What are the implications for what I teach? and what are the implications for the way I teach?” (p. 303). Bearing this in mind, quality teaching therefore, represents a series of dynamic processes of teachers’ actions and activities within the educational context with the view to enhance students’ learning and promote teachers’ job satisfaction. Tinning et al. (2001) concluded their assumptions about quality teaching to involve: (a) “The search for ways to make your lessons more meaningful, purposeful, just and enjoyable; and (b) the conscious search for contradictions in our practice. These contradictions will be manifest in the difference between what we think we are doing and what we are actually doing; between what we think (or hope) students are learning and what they are actually learning” (p. 304).

Quality Teaching in Physical Education: Feasible?

Quality teaching in physical education can be made possible by the combination of concerted efforts of the physical education teacher, students, school administration, educational authorities, parents and the community as a whole. Although few studies have specifically addressed the issues of quality teaching in physical education, based on the operational definition used in this study, there have been many studies in related areas that touched on the various dimensions of quality teaching as postulated by OECD (1992).

The majority of research on teaching in physical education has focused on the improvement of physical education in the schools. These improvements have one way or another supported the broad notion of quality teaching in physical education. The thirteenth volume of the *Journal of Teaching in Physical Education (JTPE)* entitled “High school physical education teachers and their world of work” edited by O’Sullivan (1994) attempted to provide an insight into the contextual factors influencing the teaching of physical education in the secondary school. The powerful summary statements from the project involving various scholars from the sport pedagogy discipline provide strong guidelines for reform in physical education teaching and this can support quality teaching.

The study was able to show that the teachers combined their instructional and managerial systems effectively without sidetracking each other, and inordinate amounts of time were spent in establishing, monitoring, and maintaining these systems (O’Sullivan, Siedentop and Tannehill, 1994). The study also reported that the teachers dealt with the marginality of their subject matter in various ways. A physical-activity based system with team games and individual sports as curricular content was adopted, and less skilled students were accommodated so that physical education was not perceived as a haven for elite athletes.

In another sense, these teachers appeared to be doing what their schools wanted, and their programmes seemed acceptable to their administrators. The teachers also showed commitment to their work, they were not bored by their daily routines, and they saw their professional lives as satisfying and challenging. These satisfaction and sense of accomplishments came from the relationships they sought to establish and foster with their students. In addition, their dual roles of teaching and coaching in one-way or the other has helped enhances their stimulation to work, self-worth and recognition of the subject, and this has promoted the de-marginalisation of the subject.

Kirk and Tinning (1990) contended that despite the inferior notion attributed to physical education because of its eminently practical nature and seen in some sense as a ‘non-cognitive’ activity, organised physical education has survived in both public and private school systems. They asked the question, “how can a subject that has occupied a ‘marginal’ educational role in the curriculum for so long begin to grow at an unprecedented rate and in such a relatively unfavourable environment?” (p. 3). They however opined that physical education has finally been able to demonstrate its scientific basis and so it’s worth as a respectable intellectual pursuit. Also, physical education’s continuing presence in the school curriculum is to serve purposes other than educational

ones, such as maintaining students' fitness and health, providing them with leisure-time skills for adulthood or with sports skills for elite performance.

Breaking out the dysfunctionality in and marginalisation of physical education needed a radical change of the programme, rather than incremental changes by units of instruction to substantially alter the views of co-workers, students, administrators, and parents toward physical educators and their subject matter (O'Sullivan et al., 1994). Cothram and Ennis (1999) were also of the view that we need to "implement curriculum and instructional methods that allow students to acquire a personal sense of competent and success and socially useful knowledge and skills" (pp. 243-244). While change in western schools has been productive and dynamic to ensure teaching quality in physical education, this has been stagnated in the case of Nigerian schools. It is therefore important for physical education teachers to take active roles in developing sound programmes that will ensure quality teaching in physical education.

Quality Teaching and Students Learning

Quality teaching should aim for quality learning in any educational discipline, and this is the basis of educational development and improvement. According to Moses and Trigwell (1993), "concurrent with calls for the development of more transferable skills has been the drive for higher quality teaching with the expectation of producing higher quality learning" (p. v). One of the attributes considered to be a part of a high quality learning is the development in students, through teaching, of a real or meaningful understanding of the content of a subject. Being able to use the subject material, the ability to explain the content of the subject to others, and having a personal understanding of what the key concepts and relations mean, are all important aspects learning.

Ennis (1992) argued that learning process advocates make learning interesting and enjoyable by emphasising each student's role in problem solving, with the student's understanding and ability to apply and synthesise information from the knowledge base essential to success. Grimmatt (1993) believed that in order to enable learners to develop their potential towards quality learning, the school system must focus on three major goals of intellectual development, human and social development, and career development. These goals are to be attained in cooperation with the parents and community. He further stated: "the mission of the school system, the characteristics of the educated citizen and the goals of education are paralleled by a set of five progressive principles for teaching and learning:

- (1) Learning requires the active participation of the learner.

- (2) People learn in a variety of ways and at different rates.
- (3) Learning is both an individual and a social process.
- (4) Curriculum and assessment should be learner focused.
- (5) Assessment and reporting should help students make informed choices. (p. 199)

The first three principles here relate to the learner, while the fourth principle relates to curriculum, which is considered to include both intended learning outcomes and planned learning activities. The fifth principle relates to assessment, which gather information about the learners. These two principles also help students to learn and achieve success.

Race (1993) argued that if one believes most of the things read about learning, one might believe that quality learning is the combination of active experimentation, concrete experience, reflective observation and abstract conceptualisation. He however maintained that successful quality learning seems to require four processes to be in place, and these consists of wanting to learn (motivation), doing (learning by practice and by trial and error), feedback (finding out how it is going), and digesting (making sense of what has been learned).

Cambridge (1996) quoted Robert Barr and John Tagg as making a persuasive case for the shift from the Instruction Paradigm, in which a school exists to provide instruction, to the Learning Paradigm, in which the institution exists to produce learning. In the Learning Paradigm, teachers and students are both responsible for the amount and quality of student learning. He quoted that “the aim in the Learning Paradigm is not so much to improve the quality of instruction - although that is not irrelevant - as it is to improve continuously the quality of learning for students individually and in the aggregate” (p. 288).

He listed the features of the Learning Paradigm as follows:

- (1) Learning and student success.
- (2) Quality of exiting students.
- (3) Learning technologies development and expansion.
- (4) Quantity and quality of outcomes.
- (5) Aggregate learning growth and efficiency.
- (6) Quality of students learning.

If student learning is the chief goal of teaching, students are important members of the collaborative effort to determine the extent and quality of learning. Teachers must endeavour to use the principles of quality teaching as described above to achieve the

quality learning of their students so that avenues will always be created to improve the educational system.

Teacher Development Process

The essential element in educational change and improvement is the teacher (Hawthorne, 1994). What teachers think, believe and do in their daily lives and in their classroom daily is what ultimately influences the nature and quality of learning that children experience. Teachers as a group are concerned about their teaching and continually seek new ways to enhance student learning. Often at their own initiative, in their own time, at their own expense and with a commitment to professional development, they attend teacher-only days, subject association meetings and conferences, in-service courses, study for university qualifications, talk with other teachers or read professional articles to get new ideas for teaching their students. In some cases however, the various education providers provided teachers with professional development programmes with the view to enhance and sustain their competency level towards their work and improve student learning.

Teacher development can be viewed as teachers learning, and learning in the teacher development process can be viewed as a purposeful inquiry (Bell & Gilbert, 1994). In learning, the teachers will be developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing, and also will be inquiring into an aspect of their teaching, which they see as problematic and wished to change for the betterment of their students. Bell and Gilbert (1994) described the teacher development process of the teachers as involving three aspects namely personal, professional and social development. Personal development involved attending to feelings about the change process, being a teacher and about education. Professional development involved changing concepts and beliefs about education, and changing classroom activities. Social development involved working with and relating to other teachers and students in new ways. They further contended: “these three aspects were interactive and interdependent. The process of teacher development can be seen as one in which personal, professional and social development is occurring, and one in which development in one aspect cannot proceed unless the other aspects develop also” (p. 494).

In recent times, most education programmes were planned for teachers to feel empowered and not to continue to be dependent on the facilitator for their development (Curriculum Council of WA, 1998; Nigerian Educational Research and Development Council, 1985; Senate Employment, Education and Training Reference Committee, 1998).

For any meaningful national development, appropriate attention towards the growth and development of education is imperative hence the education and welfare of teachers should constitute one of the major necessary concern of any forward-looking educational programme (Ajayi, 1998). He went further to argue that “no nation can rise above the quality of its educated citizens, and no education system can rise above the quality of its teachers” (p. 1), therefore, functional teacher development programmes must be put in place to help produce and retain quality teachers in the education industry that will enhance and improve student learning.

In similar circumstances, the Senate Committee (1998) on the status of teaching profession believes that a tolerant, vigorous, successful society requires a quality education system, and at the heart of quality education are quality teachers, therefore low morale amongst teachers works against quality teaching, so teachers’ morale must be improved and difficulties encountered in their work activities addressed in order to achieve quality outcomes in education. To this end, they recommended that teaching needs to be accepted as a profession, so as to give teachers responsibility for professional standards in teaching because they are central to the quality of students’ learning hence their development process must be effectively supported.

Teachers’ Personal and Social Development

Personal development is an essential aspect of the teacher development process. Teacher educators often say that they cannot teach someone to be a constructivist teacher (Bell and Gilbert, 1994). Learning experiences can be set up to help the teachers develop professionally, but the personal development, which often occurs outside of a programme, cannot be so readily facilitated. Personal development appears to be pivotal in the teacher development process, in that, it preceded the professional development, the pace of personal development influence the pace of professional development, and personal development can also be influenced by factors outside the work of the teacher. In a sense, the word “personal” is used here to mean an affective and not an idiosyncratic development. Personal development is an on-going process in the educational sector, which requires self-motivation and creativity. It involves assessing one’s personal values and aspirations, interests, skills and knowledge, and developing a plan of action which will help improve one’s personal performance and prepare one for the future challenges and opportunities.

In the past, it was believed that improving teaching was merely a matter of developing better instructional skills, broadening discipline knowledge or introducing

teachers to new classroom management skills (Huberman, 1993), however quality teaching is much more than that. Teachers teach in the ways they do not just because of the skills they have, or do not have, but also because of whom they are as people. Consideration of backgrounds, biographies, hopes, dreams, aspirations and frustration assists the understanding of the teacher as a person, and how the technical aspects of the teacher's work are intertwined with the commitments embedded in the teacher's personal life (Hawthorne, 1994). Whatever one's definition of success, a belief in personal development requires a combination of vision and reality.

By implication, the personal development of the physical education teacher will be related to the issues above taking cognisance of their personal life factors in their work lives will go a long way to enhance their teaching. In the summer monograph of *Journal of Teaching in Physical Education* (O'Sullivan, 1994), various authors attempted to provide an insight into the contextual factors influencing the delivery of physical education in secondary schools and also looked into the world of work of the teachers as well. Stroot et al. (1994) believed that it was "the contexts in which teachers teach that determine their eagerness to leave or continue in the profession" (p. 277). They found that factors such as class sizes, the nature of collegial relations, resources, the kind of students, administrative support and a host of other personal concerns each affect the teachers' work.

In an attempt to enhance and improve teachers' work therefore, focus must not only be on their individual growth, but also on improved pedagogy, subject matter, and general studies for civic responsibility. Haberman (cited in Hawthorne, 1994) maintained that the increased emphasis in on teachers' growth refers to the strong tradition in teacher education that if teachers were better people - more humane, with greater self-understanding, more reflective, more sensitive, more empathetic, more fully self-actualised - they would inevitably be better teachers, and this will support quality teaching and enhance quality learning in the schools.

The social communication and interaction between and among teachers is important in the teacher development process. Social development entails working with and relating to others in a more or less collaborative way. Here, the elements of trust, support and feedback are vital to the successful outcomes of social development in enhancing teacher development process. Social development can be enhanced to a certain extent by facilitating a contrived collegiality (Hargreaves, 1992), but true collaborative ways of working originate from the teachers valuing them as ways of fostering their own development and those of others (Bell and Gilbert, 1994). Teacher development will be

helped when teachers are able to talk with each other about what they are doing in the classroom, and then discuss the emerging feedback from their interaction. Having relationships with the students is also a source of feedback and support for the teachers to enhance their teaching.

Professional Development for Teachers

The nature of teaching is constantly changing, therefore it is imperative that teachers update their skills and subject knowledge throughout their careers with the view to improve their teaching and make them better teachers. However, if this is lacking, it might undermine their professionalism and their effectiveness in enhancing student learning. Successful professional development undertaken periodically, will enhance teachers' skills and professionalism, and can also empower and invigorate teachers. Professional development for teachers involves the acquisition of new teaching activities and skills during the course of their work, for use in the classroom to effect change in student learning.

The Australian Senate Committee on Employment, Education and Training (1998) stated:

The term professional development covers a very wide range of courses, seminars, workshops and other forms of education and training. They can range in length from a one off, one-hour lecture to full postgraduate courses. Some are accredited and some are not. Some are run from central locations and attended by teachers from many schools in the area. Others are school based and focused on the staff of an individual school. Some are residential. They are run by university education departments, government education departments, subject and professional associations and, increasingly, by contracted private providers. (p. 217)

No matter the nature of the type, quality and availability of professional development programme of any educational agency for its teachers, it is essential that it must be geared towards improving the lots of the teachers in their quest for better teaching.

Bell and Gilbert (1994) believed that personal constructivism can influence the teacher's professional development in that, the teachers will bring to the teacher development programmes different ideas, beliefs, experiences, concerns, interests and feelings about what it means to be a teacher in the teaching and learning process. No wonder, there are several calls for teachers' significant input to all aspects of their professional development if we are to achieve the desired goals of professional teaching (Bell and Gilbert, 1994; Butler, 1992; Marshall, 1998; Senate Committee, 1998). Pissanos and Allison (1996) reported in a topical life history on continued professional learning of an experienced elementary school physical education teacher that, continued professional

learning was valued as an essential concept associated with being a professional because it ultimately increased the teacher's potential for helping students learn. It is not an understatement therefore, to assume that professionals are learners throughout the occupational socialisation process, from pre-training, through professional preparation, and into professional practice. Therefore, when higher education and other education providers and agencies or authorities are receptive to the needs of in-service teachers, it can be instrumental in their professional development.

Hargreaves (1997) also lent his voice to the essence of professional learning in which teachers must learn to teach in new ways they have not been taught, see professional learning as a continuous process and individual responsibility for them and also as an institutional obligation. Butler (1992) contended that Australian teachers are now joining the global professional development movement. He maintained that their employers are coming to realise that initial teacher education followed by episodic in-service designed to implement policy initiatives are insufficient to sustain the lifelong professional development of most teachers.

Professional development for all categories of teachers need to be fully integrated in the next century as advised by Marshall (1998), by adopting a model, which not only focuses on and facilitates individual learning and the improvement of quality of individual teaching, research and so on, but one which supports and facilitates organisational learning and development at the same time. Such a model of professional development he believes "will need to go beyond both the individually focused 'transmission of expert knowledge' and 'reflection on practice', to a model of on-going, critical, reflective practice that is integrated into all aspects of the core business of educational institutions" (p. 326). We must therefore ensure that quality processes and outcomes are central to the vision, goals and priorities of all staff and organisational units in order to ensure better teaching.

Quality of Working Life

Quality of working life (QWL) has become an umbrella term for a host of activities and has been defined differently by different scholars at different times. Chander and Singh (1993) maintained that some people define QWL as the existence of a certain set of organisational conditions and practices. They argue that a high quality of work life exists when democratic management practices are prevalent in an organisation, when employees' jobs are enriching, when they are treated with dignity and safe working conditions are present. To them, others equate QWL with the impact of working conditions on the employees' well being.

Glazier, cited in Chander and Singh (1993) believed that the term QWL means more than job security, good working conditions, adequate and fair compensation, more even than an equal employment opportunity. However, Walton cited in Chander and Singh (1993) suggested eight major conceptual areas for an understanding of QWL. These are adequate and fair compensation; safe and healthy environment; development of human capacities; growth and security; social integration; constitutionalism; the total life space and social relevance. To sum it up therefore, QWL can be seen to denote all the organisational input, which aim at improving the employees' satisfaction and enhancing organisational effectiveness.

This is in line with Gadon's (1984) view that QWL programmes have two objectives; to enhance productivity and to increase the satisfaction of employees. Runcie (1980) also remarked that if an employee has a positive perception of the QWL in the organisation, he or she would probably strive to further improve the working conditions, increase production, and improve the quality of the products. It is therefore not out of place to say that QWL and the degree of involvement that people have in their work are the critical factors for achieving a higher level of productivity.

Teachers' Quality of Working Life

The quality of work life of teachers is concerned with restructuring and enhancing teachers' daily experiences. It directly tackles the analysis of job characteristics that makes teaching more satisfying to the individual, while promoting effectiveness in performance. The emphasis on the need to improve performance as well as satisfaction is inherent in the origin of QWL models, which are derived from private sector settings (Louis & Smith, 1990). Stroot et al. (1994) argued that contextual factors in the workplace can either enhance or inhibit teachers' ability to do their job, therefore workplace conditions must promote the physical education teacher's commitments to supporting quality teaching. They also believed that contextual factors of the school setting contribute to the overall culture of the school, so teachers working within the school organisation receive messages from the context in which they work and this can influence their performance.

The improvements of the working conditions of teachers are very important as it will enhance satisfaction and promote effectiveness in performance. To do this, Louis and Smith (1990) offered practical recommendations by focusing on factors that influenced teachers' quality of work life. Based on organisational socialisation literature, they identified seven criteria that are consistent with issues in the educational reform literature, and which should be interpreted not as fixed, objective criteria, but as social-psychological

perceptions of the work environment. These criteria are: respect from relevant adults such as teaching peers, administrators in the school and district, parents, and the community at large; participation in decision making so as to enhance teachers' empowerment and have a sense of control over their work; frequent and stimulating professional interaction which involves collaborative work with peers and increased propensity to carry out more substantial innovations that affect instruction.

Others include having a high sense of efficacy in which the teacher believes in his or her own ability to accomplish tasks and have long-term effect on the students; use of skills and knowledge to enhance teachers' self development in retaining their involvement with work and preventing a sense of routines; resources to carry out the job to maintain at least a minimal commitment on the part of the teacher; and goal congruence where teachers must feel that there is a connection between their personal goals and values, and those of the school as a whole. Louis and Smith (1990) further suggested that "it is not enough to know the social-psychological conditions that lead to high levels of job satisfaction and engagement with teaching, but we need to consider how to get there" (p. 37). They identified three general categories of a professional model for QWL reform, with specific suggestions to improve the QWL of teachers in the school setting.

The first category of QWL reforms centres on social/cultural changes. These changes centre on stimulating teacher vitality and collegial relationships, such as professional growth plans, expanded teacher roles, teacher-initiated programmes, peer observation, and retreats or other professional mechanisms to increase social cohesiveness. The second category focuses on administrative/political changes that are based on altering decision making to enhance teachers' ability to influence decisions critical to their work. This category comprises of structures promoting formal participation in making school policy and strong decentralisation to departments. The third category of work life reform involves technical/instructional resource changes, which focuses on restructuring curriculum, classroom and students grouping, and activity structures. In addition, school based leadership and a high degree of parental involvement were factors that contribute to teacher QWL in the school setting.

Improving teachers' work lives can help integrate the classic expert professional portrait with the caring, emphatic professional portrait, as individual influence over work environment needs to be balanced with the subjective satisfaction and performance of the teachers. The QWL model also suggests that there is the need to balance the opportunities for individuals to learn and exercise new skills, and the need to achieve some value

consensus and congruence concerning the essential tasks of the school. This will support a balance between individually focused and school focused staff development. When this is achieved, the teacher is in a comfortable position to perform to his or her optimal ability (Louis and Smith, 1990), which can support quality teaching and promote quality learning in the schools.

Teacher Change Process

John F. Kennedy once said, “Change is a way of Life” (Colling, 1993). A fundamental purpose of education is to prepare young people for life in society, and since societies throughout the world are constantly changing and developing, education can also be expected to change and teachers are the agents of this change. As the Organisation for Economic Cooperation and Development (1989) expanded it, “the contemporary educational and political language is one of ‘change’, ‘reform’, and ‘improvement’. Scarcely has one set of reforms been formulated, let alone properly implemented, and another is in genesis” (p. 110). These ‘changes’, ‘reforms’, and ‘improvements’ impact primarily upon teachers. They are the people, who have to implement them, although they are unlikely to have been involved in their formulation.

Many teachers engage in continuous efforts to change. As individual professionals, they devise new methods of instruction, new content units, new means of organising students, and new strategies for evaluating student learning. Teachers know what needs to be done to improve education, and they demonstrate that everyday by their energy and dedication. This is the most important kind of change in the educational environment (Locke, 1992). An interesting paradox presents itself when one begins to consider the significance of change to the workings of school. Change more than anything else characterises the reality of school life.

Richert (1997) maintained that everything about school changes all the time: the children change, the communities they come from change, the subject matters change, the teachers change, the purposes of school change, the sources of support for schools change as does the demands for support resources. It is important that any change to professional teaching practices in educational institutions is seen to be constructive and positive by supporting and encouraging existing good teaching practice. Many teachers do work to improve what they deliver to pupils. They do so both to respond to observed needs and to take advantage of opportunities. They also innovate to add to variety to their lives, avoiding the rut of boredom. That kind of individual, local change is the basis for teacher growth in mastery of professional skill (Locke, 1992).

Colling (1993) was of the opinion that “a lot of excellent educational practice exists across institutions, and a great deal of innovative teaching and learning activity produces excellent student learning outcomes”. It is a matter of:

- (1) Examining and knowing what we actually do, as teachers and managers of learning resources.
- (2) Learning from the past - both the good and the bad; working together to promote growth (collaborative efforts).
- (3) Knowing and using our limited resources effectively.
- (4) Assessing our own performance.
- (5) Using the corporate aim to put students first, and keep our thinking focused on the institution’s performance (p. 23).

Knight (1993) asserted that “teachers will change considerably over the next decade, and one of the main forces for the change will be this pressure to make them accountable for students’ learning, a pressure rather maladroitly expressed through a concern for teaching quality” (p. 13). The teaching quality issue is to ensure that high standards are maintained during the change to enhance quality learning on the part of the students which will invariably support educational improvements.

Summary

A wide range of issues as they relate to supporting quality teaching in physical education in our schools has been examined in this chapter. The aspect of curriculum in physical education has been seen to be very important in the movement education discipline. The various curriculum dimensions examined and analysed were based on different views of many scholars in the pedagogy discipline. Choi’s (1992) five dimensions of the curriculum were identified and synthesised from different scholars’ views and these dimensions namely; textual, perceptual, operational, hidden and null, formed the basis upon which the conceptual framework for the study evolved.

Eight models for physical education curriculum were identified from literature and different scholars advocated for each model as a feasible option that can be applied in the school physical education programme. While some authors advocated a combination of the models in the school physical education programme, some believed in systematic use of one model at a time, followed by a gradual transition into the next one relevant to the needs of the students. The importance of pedagogical content knowledge has also been emphasised in this review as a curriculum process that enhance quality teaching

achievement because PCK enhancement serves as a bridge linking the subject content knowledge with curriculum delivered in physical education.

Many physical educators advocate for change and innovation at the secondary school level. Recent thoughts and findings have shown that this is necessary in order to develop and improve the subject to meet the realities of our society, and make the subject relevant and useful to the students. A number of efforts, by various educational authorities responsible for physical education curriculum development have been striving to make physical education in today's secondary schools meaningful and interesting to the students. Claims for further change are still being made.

The Nigerian secondary school physical education has come of age because of these global innovations and changes within the educational sector. Physical education in Nigeria has passed through many stages of development over the years, and its fullest recognition did not come into reckoning until the emergence of the National Policy on Education in 1981. PE has been transformed into a compulsory subject at the primary and junior secondary school levels, and an elective one at the senior school level. The subject is now examinable at the final senior school certificate examination, which is conducted by the West African Examination Council (WAEC). PE now has high status at the tertiary level. This profile, coupled with the activities of the professional association of physical education (NAPHER-SD) and the development programmes of the various educational authorities and agencies, have promoted the teaching of PE and encouraged teachers' involvement and interest in the subject.

Contemporary scholars are suggesting that PE should be undergoing change in all dimensions of the curriculum. Among the driving forces are the influences of outcome-based education and the need to provide for quality learning outcomes, responding to teachers and adolescents' view of physical education and sport, recent concerns with the educative shortcomings of secondary school physical education, and improving teachers' work lives. RT-PE has also emphasised the importance of effective and reflective teaching to help improve teaching in the schools.

Recent research has provided an understanding of the teaching and learning process as well as enhancing teacher effectiveness and competence in physical education. Reflection in teaching has been seen to enhance the judgement of the teachers by shaping their teaching towards greater efficiency and improving student learning. In addition, teachers' beliefs about their teaching can be seen to inform their educational practices in many ways.

Quality teaching is seen as involving a series of dynamic processes of teachers' actions and activities within the educational context with the view to enhance quality learning on the part of the students and teachers' job satisfaction. The feasibility of quality teaching in physical education can be made possible by the combination of concerted efforts of the physical education teacher, students, school administrators, educational authorities, parents and the community as a whole. Improving the teaching of physical education is the consensus basis for a study of quality teaching in physical education.

Teachers' personal, social, and professional developments are very important with regards to quality teaching. The improvement of the working conditions of teachers is also very important in enhancing satisfaction and promoting effectiveness in performance. Their quality of work life (QWL) must be sustained and conducive working conditions must be put in place for the teachers, if quality teaching is to be supported. The issues discussed in this chapter included an appreciation of the curriculum in physical education, research on teaching in physical education, teachers' belief systems, contemporary issues in quality teaching and the teacher development and change processes. These issues formed the foundation for the study.

The Conceptual Framework for the Study

Within the various academic disciplines involved in research, establishing a line of research usually begins with a plan of action. This is what Ennis (1999) called a "research plan" which must be developed as she sees research as more like solving a puzzle than running a race. Out of this research plan comes the development of a theoretical framework, which is to guide the researcher's decisions. Ennis (1999) defined theoretical framework as a "structure that identifies and describes the major elements, variables, or constructs that organise the phenomenon under study. It is used to hypothesise, understand, or give meaning to the relationships among elements that influence, affect, or predict the events or outcomes one specify" (p. 129). Therefore, a theoretical framework grows out of one's research plans and focus.

In an attempt to have a more focused and purposeful theoretical framework comes the conceptual framework, which is particularly useful in making the theoretical "images" more explicit and understandable. A conceptual framework is a heuristic device developed to represent a theoretical perspective in a coherent manner by systematically identifying its components and the ways in which they are related (Ennis, 1986; Ennis & Zhu, 1991; Jewett & Bain, 1985). Punch (1998) viewed conceptual framework as "a representation,

either graphically or in narrative form, of the main concepts or variables, and their presumed relationship with each other” (p. 56). Miles and Huberman (1994) on the other hand contended that “a conceptual framework explains, either graphically or in narrative form, the main things to be studied - the key factors, constructs or variables - and the presumed relationships among them” (p. 18). To them, conceptual frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or causal.

By implications therefore, a conceptual framework is seen to provide a guiding scheme for understanding a theory or a perspective, and this would provide greater clarity in the analysis of a field of study. It would also be particularly useful in providing a systematic way of categorising research studies. Choi (1992) argued that several authors have called for a framework to classify and inter-relate studies in physical education and sport pedagogy. Hence, a conceptual framework sets the direction and classifies the line of thought of research studies, as well as the relationships that exists among the research variables. The adoption of any research method must be determined by the nature of the research questions and the study’s conceptual framework. It is therefore important for the researcher to develop a conceptual framework that is relevant to and upon which to structure the study. The research questions formulated for this study guided the researcher in establishing a conceptual framework that gave meanings and relationships to the various dimensions of the research questions.

The conceptual framework as presented in Figure 2 is influenced and informed by the experiences of the researcher as a teacher educator for the past 15 years, several research efforts and previous studies. The framework was founded on, and influenced by, four major educational concepts of curriculum in physical education, teacher effectiveness, teacher reflection and belief systems, and teacher development process, and their relationships in supporting quality teaching in physical education. Quality teaching in turn is seen to support teacher change towards their understanding of students learning behaviours, which will enhance quality learning among students and invariably influence educational improvement within the school system.

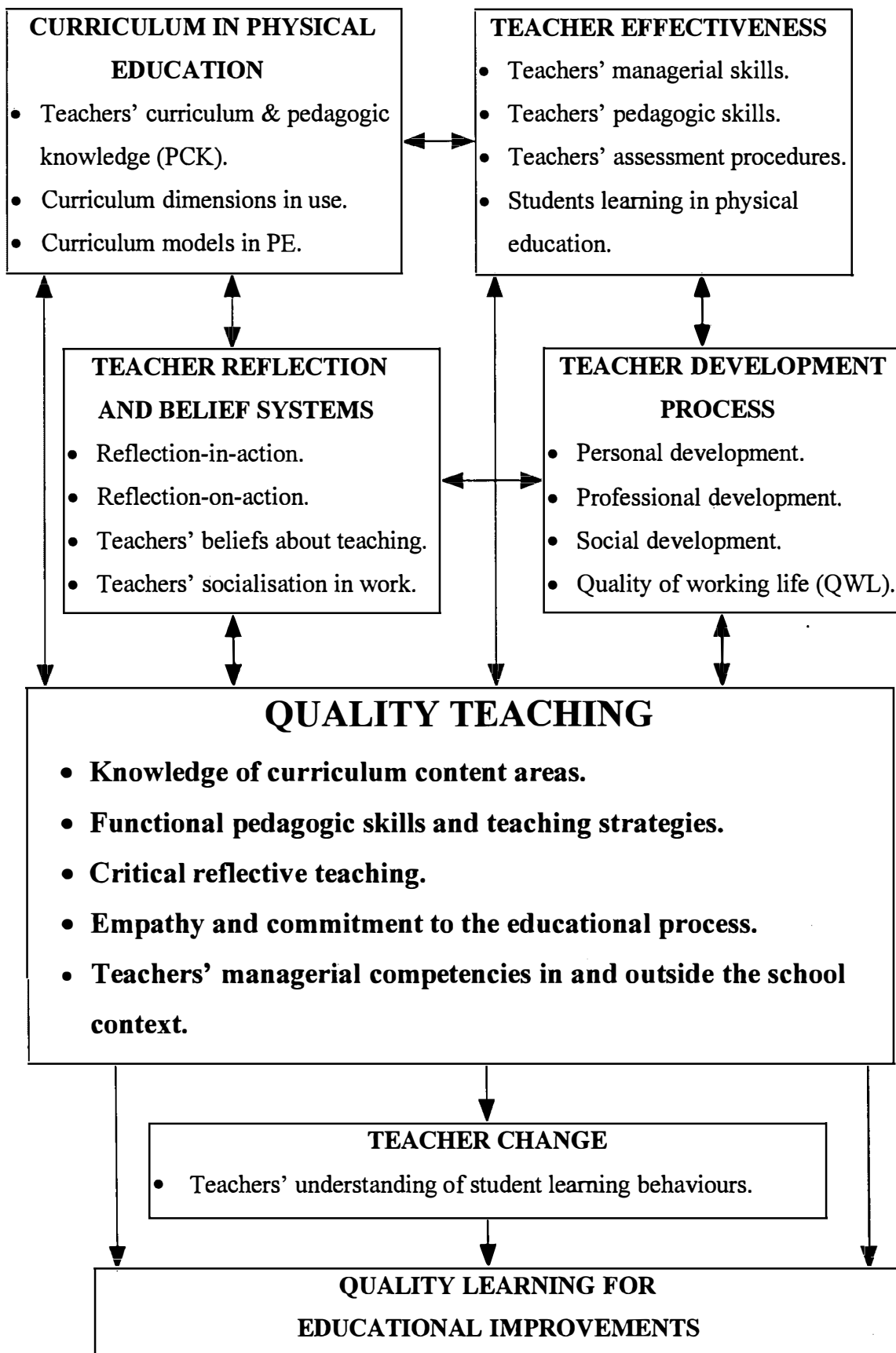


Figure 2: The conceptual framework for the study.

Quality teaching is a process that help teachers focus on the educational improvement of learners through the integration of adequate knowledge of the curriculum content areas, functional pedagogic skills, critical reflective teaching, empathy and commitment to the educational process, and the acquisition of managerial competencies within and outside the school context (OECD, 1994). Taking cognisance of this definition and in achieving the objectives of quality teaching to support quality learning for educational improvements in school physical education, the relationships between these four educational concepts among each other are crucial. The relevant factors of the curriculum in physical education that are crucial in supporting quality teaching includes, teachers' curriculum and pedagogic knowledge (usually referred to as pedagogical content knowledge [PCK]), curriculum dimensions in use by the school and curriculum models adopted for the school physical education.

Teacher effectiveness factors involve teachers' managerial skills, pedagogic skills, assessment procedures, and students learning in physical education. Teacher reflection and belief systems are reflection-in-action, reflection-on-action, teachers' beliefs about their teaching, and teachers' socialisation in work context. Teacher development process centred on the personal, professional and social development, and quality of working life of the teacher. These concepts are not isolated but are interrelated and influence each other. Together they provide an enabling framework for the study of teachers' perceptions of quality teaching in physical education.

The curriculum in physical education is seen as the course of study and the focus of which is what goes on in the formal class structure of the school day (Siedentop et al., 1986). This is intended to guide teachers in conducting educational activities for a specific group of students. Adequate knowledge of the curriculum content areas by the teacher is very important, as this will guarantee effective dissemination of the topical concepts in physical education to the students. It will also enhance the attainment of the objectives, aims and goals of education. This curriculum knowledge and its dissemination are termed pedagogical content knowledge (PCK) by Shulman (1986a). The construct has served as an important catalyst for considering the ways in which teachers need to think about the subject they teach. Researchers have continued to examine the extent of PE teachers' repertoires of teaching styles and powerful representations in multiple ways to meet specific instructional goals for their learners and their PCK has been seen to influence their teaching quality.

The curriculum dimensions; whether textual, operational, perceptual, hidden and/or null are the “lenses” through which to consider the curriculum content areas for dissemination to the students. The multidimensional nature of the curriculum offers a wide range of multidimensional curriculum models feasible in school physical education. The adoption of any of the eight models identified from literature by physical education teachers is to enhance their teaching by making it more meaningful, functional and relevant to the students’ needs. Therefore, understanding the curriculum content areas with the adequate and relevant pedagogic skills, and adopting the relevant curriculum models by the teacher will support quality teaching in physical education.

Teacher effectiveness involves teachers’ interactive behaviours to enhance students, learning. Teachers’ managerial skills of the learning environment transcend all activities that will promote learning. Use of appropriate pedagogic skills involving the utilisation of a repertoire of teaching strategies will also bring about student learning. Schempp (1992) viewed effective teaching as measures in what students learn, and teachers need to discover the “chemistry” of effective teaching by searching for new teaching ways and strategies in order to achieve this, and also enhance outcomes based education for the students.

Assessment is a process, which makes use of measurement techniques in order to make valued judgement about students learning outcomes. Importance has traditionally been given to assessment’s role in instruction as it provides information that can be used in a variety of educational decisions. Lund (1992) argued that when accountability and assessment are used in conjunction with goal setting and task oriented teaching, instructional alignment occurs hence they must be applied to the instructional task system as part of teacher effectiveness programme in physical education. Students learning outcomes (outcomes based education) has been said to assist in defining curriculum intent more precisely, clarifying students progress through more precise means, assisting schools to communicate student progress with increased effectiveness and providing a focus for teacher assessment of students.

Teaching is a complex activity. Tsangaridou and Siedentop (1995) recognised this complexity and they advocated the need for teacher reflection, not only because of the complex ideological decisions teachers make each day, but also because of an increasing concern about the moral and political dimensions of teaching. Currently an emerging focus is evolving based on the development of teachers as reflective practitioners. Teaching strategies and models based on reflection are thought to enhance teachers’

abilities and provide different teaching perspective to enhance quality learning. Reflection-in-action helps to facilitate the matching of experience and practice with the professional knowledge and skills, and with the intentions, values and beliefs of the teacher, while reflection-on-action takes place when the practitioner has left the arena of endeavour and mentally reconstructs that arena to analyse actions and events.

These two reflection concepts reinforce the notion that teachers as reflective practitioners need to be involved in articulating, criticising, sharing and reviewing their practices. In addition, there is an increasing recognition that the beliefs individuals hold are the best indicators of the decisions that they make during the course of everyday life (Bandura, 1986). Beliefs about teaching, learning, learners and subject are often strongly held and difficult to change. Beliefs are rooted in personal experiences. How the teacher feels about a whole range of issues related to teaching and learning will consciously or unconsciously determine his/her priorities and shape what he/she does and how he/she does it (Bandura, 1986). In effect, what the teachers believe about their teaching influences the outcomes of their teaching.

Teachers socialisation and commitment in their work context also supports the notion of reflective teaching in physical education as a powerful factor that holds great possibilities for transforming teaching practices into a meaningful and purposeful venture to support student learning outcomes. Steen (1988) argued that research on teacher socialisation has pointed to the development of commitment as a critical component of teacher education, while Lawson (1983) has synthesised the research on teacher socialisation in physical education as “the process by means of which would-be and experienced teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for teaching physical education” (p. 4). It is therefore important to view these factors of teacher reflection as issues that appear to improve teachers’ abilities as organisers of learning experiences and thus promote quality teaching.

Teachers are the key element in educational change and improvement (Hawthorne, 1994). Teacher development is crucial in the teaching and learning environment so as to effect positive changes for the improvement of student learning. Bell and Gilbert (1994) described teacher development process of the teacher as involving three aspects of their lives. Their personal development involved attending to their feelings about the change process, being a teacher and the education profession. Their professional development centred on changing concepts and beliefs about education, and changing classroom activities as a result of their exposure to a learning situation, while their social

development involved working with and relating to other teachers and students in new ways. All these three aspects of teacher development process are interactive and interdependent. They can be seen as one, in which they are occurring simultaneously and one aspect cannot proceed unless other aspects also develop.

Quality of working life denotes all the organisational inputs, which aims at improving the employees' satisfaction and enhancing organisational effectiveness. The quality of work life of teachers is concerned with restructuring and improving teachers' daily experiences. The contextual factors in teachers' workplace can either enhance or inhibit their ability to do their job; therefore, workplace conditions must promote the physical education teacher's commitments to supporting quality teaching. The improvement of the working conditions of teachers is very important as it will enhance their satisfaction and promote effectiveness in their performance.

The relationships of these four major educational concepts are crucial in supporting quality teaching in physical education. They are binding factors and key components of the operational definition of quality teaching used in this study. This conceptual framework adopted the concept of quality teaching as a reflective process that is influenced by the curriculum, teacher effectiveness, teacher reflection and belief systems, and teacher development process, as a means for understanding physical education teachers perceptions of quality teaching in junior secondary schools in Lagos State, Nigeria. This framework is important as it provided the structure and perspective for viewing the findings in this study. In the next chapter, the researcher has detailed the methodology employed in this study that best suited its purposes and answered the research questions.

CHAPTER 3

METHODOLOGY

This chapter describes the research methods and procedures that were used for this study. The primary purpose of the study investigated physical education teachers' perceptions of quality teaching and determined if this was reflected in their teaching activities. The secondary purpose also examined the feasibility of supporting quality teaching in physical education in Lagos State secondary schools, and better understood the teachers' teaching practices in physical education. In achieving these, the study attempted to understand teachers' feelings and beliefs of their work (teaching) and described the teachers' expressions of their everyday teaching.

This chapter is structured into six sections. Section one focused on the research design underpinning the study and the rationale for adopting both descriptive (survey) and qualitative (interpretive) approaches. In section two, the population and samples for the study were defined with emphasis on study group selection. The third section looked at the development of the study instruments, their justification, trustworthiness and reliability. Section four examined the procedures for data collection including the pilot study, as well as ethical considerations for the study. The fifth section considered how the data were analysed and presented, while section six of the chapter discussed the limitations that confronted the chosen methodology.

Research Design

The ultimate goal of this study gained a better understanding of the state of physical education teaching in Lagos State secondary schools from the perspective of the teachers and through observations of the teaching processes in their various schools. The information gained provided insights into ways of supporting the development and improvement of quality teaching in physical education through the generation of new ideas and understanding of related issues in physical education pedagogy.

The research design is the key to controlling the outcomes of research. Three uses of the term 'research design' can be distinguished in the literature, roughly ordered from general to specific (Punch, 1998). At the most general level, it means all the issues involved in planning and executing a research project, from identifying the problem through to reporting and publishing the results. At its most specific level, the design of a study refers to the way the researcher guards against, and tries to rule out, alternative interpretations of results. Between these two, there is the general idea of design as situating the researcher in the empirical world, and connecting research questions to data

(Denzin & Lincoln, 1994). For the purpose of this study, the focus was on a design, which is general enough to accommodate both descriptive and interpretive approaches.

Descriptive Approach

The main goal of the descriptive method is to portray an accurate profile of persons, events or objects is a study of status widely used in education and the behavioural sciences. Its value is based on the premise that problems can be solved and practices improved through objective and thorough observation, analysis, and description (Thomas & Nelson, 1996). Descriptive research usually focuses on events that are in process or that have already taken place. Descriptive designs involve much more than merely gathering data and analysis; they involve interpretation, contrast, classification, and integration of findings (Adams & Schvaneveldt, 1991).

The most common descriptive research method is the survey, which includes questionnaires, personal interviews, phone surveys and normative surveys. The survey is generally broad in scope and the researcher usually seeks to determine present practices or opinions of a specified population using the descriptive survey design. Adams and Schvaneveldt (1991) opined further: “a survey is usually a cross-sectional study and should stem from a sample base. It is the primary base for data collection and should involve a clearly defined purpose, problem and objective” (p. 115). To this end, the descriptive method shows how variables are seen, organised and described with each other. Since the purpose of this study investigated what in-service physical education teachers thought about quality teaching in their schools, the questionnaire adopted offered a presentation of items addressing the research questions in obtaining data, opinions and attitudes in a structured framework from the respondents.

Qualitative Approach - Interpretive Study

Qualitative research in physical education, exercise science and sport science is relatively new with qualitative research in physical education and sport sciences have only been conducted steadily since the 1980s (Thomas & Nelson, 1996). The general form of this research approach has been called various names, including ethnography, naturalistic, interpretive, grounded-theory, phenomenological, subjective and participant observational study. Although the approaches are all slightly different, each bears a strong family resemblance to the others (Erickson, 1986). Punch (1998) defined qualitative approach as “empirical information about the world, not in the form of numbers, but in words” (p. 59). Qualitative research seeks to understand the meaning of an experience to the participants in a specific setting and how the components mesh to form a whole. It focuses on the essence

of the phenomena under study, and the researcher does not manipulate variables through experimental treatments, but takes more interest in the process of gathering data in the natural setting of the phenomena under study. In other words, qualitative research emphasises induction in its approach to data collection and analysis.

Patton (1990) said that “qualitative methods consist of three kinds of data collection: in-depth open-ended interviews; direct observation; and written documents” (p. 10). The data from interviews consist of direct quotations from people about their experiences, opinions, feelings, and knowledge, while the data from observations consist of detailed descriptions of people’s activities, behaviours, actions, and the full range of interpersonal interactions and organisational processes that are part of observable human experience. Document analysis on the other hand in qualitative inquiry yields excerpts, quotations or entire passages from any forms of written records relevant to such study. Qualitative research is seen to be much more eclectic because of its use of multiple strategies and methods which makes it an umbrella term that encompasses enormous variety (Punch, 1998).

As a result of the nature of this study, the interpretive approach was also adopted because human behaviour is maintained by interactions, where all elements in the social setting are interactive and simultaneously affect each other. In this study therefore, interview, observation and written documents were used to complement the survey earlier adopted for the descriptive approach.

The study also embraced the persuasive power of interpretive research, which is set to convince the readership that the data regarding quality teaching in physical education in Lagos State secondary schools are trustworthy. It is the belief of the researcher therefore that this approach about teachers’ perceptions and practices in quality teaching will support the understanding of the meanings teachers gave to their actions.

Mixed Methods

The descriptive and interpretive approaches to research have important differences and similarities. The main differences between the two approaches lie in the nature of their data, and in methods for collecting and analysing their data. However, these differences should not obscure the similarities in logic, which makes combining the approaches possible. It is not a matter of rules for a researcher to adopt either a descriptive approach or an interpretive approach or a combination of both types in any proportions. Punch (1998) noted that the type of data researchers finished up with should be determined

primarily by what they are trying to find out, considered against the background of the context, circumstances and practical aspects of the particular research study.

According to Miles and Huberman (1994) “both types of data can be productive for descriptive, reconnoitring, exploratory, inductive, opening up purposes. And both can be productive for explanatory, confirmatory, hypothesis-testing purposes” (p. 42), so we do not need to be restricted to stereotypes in our thinking about the purposes of the two approaches. Methodological justification for bringing mixed methods of research approaches together is provided by Bryman (1988) and Creswell (1994), in which the reasons for combining are to capitalise on the strengths of the two approaches, and to compensate for the weaknesses of each approach. The particular situation in the light of the practical circumstances and context of the research with the view to strengthen the research is also adduced. Patton (1990) was also of the view that “recent developments in the evaluation profession have led to an increase in the use of multiple methods, including combinations of qualitative and quantitative data” (pp. 10-11).

In adopting a design for this study, contingent upon the research questions drawn and achieving the purpose of the study as earlier stated, the researcher adopted a three-phase design. This design involved the initial pilot study that tested the trustworthiness of the research instruments (refer to pages 84 to 88), the keeping of descriptive and qualitative data, methods and analysis separately, and then combining the findings of the two analyses to determine the results of the study. This design type is to support the logic of triangulation for the study with the view to enhance the validity of findings and to provide a general picture of the state of quality teaching in physical education in Lagos State secondary schools.

Population and Sample

Lagos State is one of the 36 states in the Federal Republic of Nigeria (Appendix A). It is the most populous state with an estimated population of ten million (National Population Commission, 1998). There are 20 Local Government Council Areas that made up the administration of Lagos State (Appendix B). These 20 Councils also represent the 20 Local Education Districts (LED), an appendage of the State Ministry of Education that oversees educational matters at the local levels, which involves the administration and management of primary, secondary and technical schools. The sample for this study involved two of the 20 Local Government Council Areas in the State. The researcher used Amuwo-Odofin and Ojo Local Education Districts secondary schools for the study (Appendix C).

According to Leedy (1989) “the population for a study must be carefully chosen, clearly defined and specifically delimited in order to set precise parameters for ensuring discreteness” (p. 142). In this study therefore, the target population consisted of all physical education teachers available in the 29 secondary schools that constituted Amuwo-Odofin and Ojo Local Education Districts. The choice of Amuwo-Odofin and Ojo Local Education Districts secondary schools is contingent upon their proximity to the researcher’s base and the existence of ‘schools village’ concept in the two Local Government Areas where two or three secondary schools are located in the same expansive land area. This concept of clustering schools together is visible in four locations of Amuwo-Odofin and Ojo Local Education Districts.

Samples for the pilot study, which was phase one of the study, consisted of ten physical education teachers (not included in the study). These teachers were randomly picked from among the remaining 18 LEDs to pilot test the research instruments. While all the ten teachers responded to the survey, two among them were purposely selected to test run the in-depth study instruments. Phase two of the study was the beginning of the actual study and the samples for this phase consisted of all the physical education teachers in the 29 secondary schools of the two Local Education Districts. Sixty physical education teachers were identified in these schools and they formed the target group for the survey samples.

The samples for phase three of the study were also based on purposeful sampling from the 60 physical education teachers that took part in the survey. The logic and power of purposeful sampling lies in selecting information-rich cases for in-depth study. Patton (1990) stated: “information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purpose sampling” (p. 169). In determining these samples for phase three, which was the in-depth study, the researcher sought the teachers’ consent when completing the survey and 49 teachers (81.7%) indicated their willingness to take part. The researcher selected six out of the 49 teachers for the in-depth study in order to meet the goal of purposeful sampling of selecting information-rich cases whose findings will illuminate the questions under study. The selection criteria were based on the teachers’ willingness to participate, years of experience, gender, qualifications and school locations.

Research Instruments

Questionnaire

The purpose of a questionnaire is to measure some characteristics or opinions of its respondents. Depending on its aims, the procedures it adopts and the number of people involved, one can analyse the characteristics or opinions or feelings, as the case may be, to give a clear picture of the issue under study (May, 1993). A questionnaire is seen as a list of or grouping of written questions which a respondent answer. Researchers use the questionnaire to obtain information by asking subjects to respond to questions rather than by observing their behaviour. The obvious limitation to questionnaire is that people only say what they do, believe, like or dislike without the researcher actually feeling or observing these responses. Hence, in this study the questionnaire was complemented with both interviews and observations.

The questionnaire used for this study was based on the five dimensions of the concept of quality teaching as described by OECD (1992). The researcher designed the questionnaire to determine teachers' perceptions on each dimension of knowledge of curriculum contents (syllabus documents) in physical education, pedagogical skills and strategies, reflective ability of the teachers, empathy and commitment to the teaching and learning processes, and managerial competencies of the teachers as they supported quality teaching. In developing the questionnaire, the researcher was guided by the research questions and conceptual framework developed for the study. The researcher also considered issues related to clarity, unambiguity, bias, relevance, and succinct conceptualisation as well as avoiding vagueness or "double-barrelled" words.

The questionnaire (Appendix I) consisted of eight sections: the section for background information of teachers in relation to the study, a section on participants' views of quality teaching in their school and the limitations confronting them, sections for each of the five dimensions of quality teaching used in the study and a section on physical education's status in the participants' schools. The sections on the five dimensions of quality teaching and physical education status in the schools were of the Likert-type. Teachers' responses to the items in each of these sections were based on a four-point continuum (strongly disagree, disagree, agree and strongly agree). The undecided category was omitted so as to allow participants take a definite stand on a particular question, as Burns (1995) reported that many respondents use the neutral category when they do not hold neutral feelings.

Interview

The interview is one of the main data collection tools in qualitative research. It is an effective way of accessing people's perceptions, meanings, and definitions of situations and constructions of reality. It is also one of the most powerful ways used in understanding others. Jones (1985) indicated that "in order to understand other persons' constructions of reality, we would do well to ask them ... and to ask them in such a way that they can tell us in their terms (rather than those imposed rigidly and a-priori by ourselves) and in a depth which addresses the rich context that is the substance of their meanings" (p. 46). In a lay person's word, interview is basically about asking questions and receiving an answer from the constructive understanding of the interviewee.

The semi-structured interview focussed on seeking in-depth information from the physical education teachers, which included questions about the descriptions of rationales for practices, problems affecting practice, feelings about and commitments to quality teaching in physical education. Patton (1990) noted that the primary data of an in-depth open-ended interview are quotations and there is no substitute for these data. Therefore, some method of recording the verbatim responses of the subjects is essential; hence an audio-recorder was used and supplemented by handwritten prompts/notes for further elaboration and clarification.

An interview guide was developed and tailored to the context in which the interviewee operated (Appendix J). The schedule for the interview was consistent for all informants and it took place in the participants' various schools. Each interview session was opened with an explanation of the purposes of the interview and interviewees were told of the expected duration and modalities of interview. The researcher in the course of the interview process tried his best in ensuring consistency so that credibility could be given to the collected data. A five-item interview guide was also designed for the students (Appendix K). This was informally used after each observation session of the teachers' lesson, and it sought information on the students' feelings about the lesson attended. Two students were randomly selected from each observed lesson and the researcher interviewed them individually. This information was audio recorded as well without the teachers' presence.

Observation

The purpose of observational data is to describe the setting that was observed, the activities that took place in that setting, the people who participated in those activities, and the meanings of what was observed from the perspective of those observed (Patton, 1990).

To achieve this purpose, the description of what is to be observed must be factual, accurate and thorough without being cluttered by irrelevant minutiae and trivia. The basic criterion to apply in judging a recorded observation is whether that observation permits the reader to enter into and understand the situation described. Observation includes listening as well as looking, and everyday face-to-face interaction depends heavily on both verbal and visual behaviour.

Qualitative approaches to observation are much more unstructured (Punch, 1998). In this case the researcher does not use predetermined categories and classifications, but makes observation in a more natural open-ended way. Whatever the recording technique, the behaviour is observed as the stream of actions and events as they naturally unfold. The logic here is that categories and concepts for describing and analysing the observational data will emerge later in the research, during analysis, rather than be brought to the research, or imposed on the data from the start. The above information justifies the researcher's resolve in adopting unstructured observation strategy for this study because of its naturalistic connotations.

The use of field notes and observation guide sheets (Appendix L) constituted the major tools for this level of the research. Informal discussions also followed each observation session, which allowed for friendly discussion in a relaxed environment. It also assisted the researcher to understand what the teachers rated as important in their teaching situation. Two main practical issues in planning the collection of observational data, which guided the researcher at this level of the study, were approaching observation with an open mind and recording observed situation accurately as enumerated by Foster (1996). The essence for this observation was to examine what Choi (1992) referred to as the operational dimension of the curriculum.

Document Analysis

Document gathering refers to the written materials that helped describe and make sense of the setting referred to in the conceptual framework as the textual dimension of the curriculum. Lesson plans, teachers' diaries, teachers' handbooks, schemes of work, continuous assessment records, school handbooks, teachers' timetables, past JSS PE questions files/booklets, State and National curriculum documents were some of the examples of documents examined in this study. Punch (1998) suggested that the use of documentary sources of data in conjunction with other research methods such as survey, interview and observation could be important in triangulation, where an intersecting set of different methods and data types are used in a single project.

The researcher complemented his research efforts by examining some of the above listed school documents with the view to generating information on the current practices employed by the teachers in supporting quality teaching in physical education. A document record sheet (Appendix M) was used to collect information about these documents. It also gave a behind-the-scenes look (Patton, 1990) at the physical education programmes of the junior secondary schools in the state and how they came into being.

Trustworthiness of Data Instruments

In order to ensure that the data collected were dependable and the results credible, multiple data collection methods were used to investigate the same concept (Patton, 1990). As earlier indicated, both descriptive and interpretive (qualitative) research approaches were adopted, which included research tools like questionnaire, interview process, observation sessions and document analysis. In descriptive research, an instrument is considered valid when there is confidence that it measures what it is intended to measure (Punch, 1998).

In determining the validity of the questionnaire, the researcher presented it to two expert physical education researchers in the Physical and Health Education learning area of the School of Education, Edith Cowan University to assess the question items for face and content validity. A detailed analysis of the questionnaire items was carried out in conjunction with these experts to determine the questionnaire functionality as intended. Further validation process of the questionnaire involved pilot testing the instrument on ten physical education teachers (not included in the study) with similar characteristics with the target group from four local secondary schools in Lagos. This helped to determine the level of their understanding and relevance of the question items in elucidating teachers' perceptions of quality teaching in junior secondary school physical education. The teachers' comments and suggestions as to the relevance of the questionnaire to quality teaching were noted in effecting changes to the final questionnaire.

Reliability is a central concept in measurement, and it means consistency (Punch, 1998). Reliability in quantitative research refers to the consistency, stability and dependability of a test or testing procedure (Sandalowski, 1986). The test-retest reliability coefficient of the questionnaire was analysed using ten physical education teachers (not included in the study) from four local secondary schools in Lagos as pilot study subjects. The Pearson Product-Moment Correlation (Burns, 1995; Punch, 1998) was utilised to determine the test-retest reliability coefficient of the questionnaire.

The validity of the qualitative research instruments is also of paramount importance to this study. Because qualitative research emphasises the meaningfulness of the research product rather than the control of the process, Lincoln and Guba (1985) suggested that credibility rather than internal validity be the criterion against which the truth-value of qualitative research be measured. If the truth-value of qualitative research lies in the closeness of the researcher-subject relationship (Sandalowski, 1986), then the credibility of this study was ensured by providing detailed descriptions of behaviour and interpretations of the participants as well as those of the researcher. Therefore, the in-depth nature of the qualitative research instruments of interview, observation and document analysis for this study maximised the richness, quality and credibility of the data collected.

The researcher also selected two of the ten teachers used for the pilot study to trial the semi-structured interview guide and observation session using the observation guide sheet. This was done to rehearse the interview and observation techniques, determine suitability of questions and find out what sorts of responses the teacher would give. Exact quotes to participants' interviews were presented, and the exact lines and data files were recorded. It was the researcher's belief that the triangulation of all these data collection methods of survey (questionnaire), interviews, observation and document analysis enhanced the trustworthiness and credibility of the findings of this study.

Zeller (1997) believed that inferences about validity could not be made solely based on quantitative or statistical procedures. He advocated a validation strategy, which combines quantitative and qualitative methods together. According to him, "a valid inference occurs when there is no conflict between messages received as a result of the use of a variety of different methodological procedures" (p. 829). This, the researcher did to obtain rich, meaningful and purposeful data, and to create an understanding of the nature of quality teaching in junior secondary school physical education from the teachers' perspective. The exchange of views between the researcher and the teachers during informal discussion after each observation session also enhanced the validity and credibility of findings.

Procedures for Data Collection

Pilot Study

Phase I

Prior to the conduct of the actual study, a pilot study was undertaken at the beginning of term two in four local secondary schools in Lagos using ten physical education teachers. Thomas and Nelson (1996) asserted that pilot studies help to verify

whether all instruments and procedures to be used in a study will function as specified on the type of subjects for which the research is intended. This pilot study was undertaken in order to determine the strengths and weaknesses of the data collection instruments and procedures, and to improve the researcher's ability in accurate and reliable data collection procedure. It was also to help determine the validity and reliability of the questions used to measure teachers' perceptions of quality teaching and re-acquaint the researcher with the local context of physical education teaching in Lagos.

The researcher-constructed questionnaire, semi-structured interview and observation guide sheets were used as tools for the pilot study. Ten in-service physical education teachers (not included in the study) from four local secondary schools in Lagos were used in the pilot study. The researcher sought the permission of the ten teachers in taking part in the pilot study before the instruments were trial-tested on them. The questionnaire was trialed on the ten teachers to ascertain relevance, suitability and level of understanding of the question items in elucidating teachers' perceptions of quality teaching in junior secondary school physical education, and whether the questions elicited the type of response, that would shed light on the research questions. The ten teachers also completed the same questionnaires again after one week.

Questionnaires were compared to determine if any questions were not answered consistently on both administrations. The Pearson Product-Moment Correlation (Burns, 1995; Punch, 1998) was utilised to determine the test-retest reliability of the questionnaire. The result yielded a test-retest reliability coefficient of 0.91, which showed an acceptable relationship for the administration of the two questionnaires. The correlation of section by section in the test-retest reliability coefficient also showed a strong relationship in the understanding and consistency of the piloted questionnaire by the teachers. A test-retest reliability coefficient of 0.90, 0.92, 0.90, 0.89, 0.91 and 0.96 was recorded for sections three, four, five, six, seven and eight respectively of the questionnaire by the SPSS statistical programme.

Section two of the questionnaire, which was an open-ended one, sought information on teachers' views on what they understood by quality teaching in physical education, what supported quality teaching in physical education, and what limitations/barriers impeded quality teaching of physical education in their schools. Responses given on what they understood by the term quality teaching included: a process involving all ingredients of teaching and learning; adequate use of instructional materials to enhance learning; good methodology; appropriate evaluation to achieve set objectives;

and a type of teaching that covered all the set objectives within a lesson in which the teacher was able to cover all aspects of the chosen topic.

Others saw it as a teaching in which learning took place with enhanced change in behaviour of the learners at the end of the lesson and a quality lesson where the teacher was fully prepared for the lesson before its teaching. It was also seen as an effective teaching that involved adequate use of instructional and resource materials. To some, quality teaching involved curriculum suitability for the students in which objectives were met and PE status enhanced; an effective teaching whereby the students comprehended what they were taught and the stated objectives achieved. One of the teachers listed all the activities required of the teacher in lesson preparation and planning as her definition for quality teaching. The various statements expressed above about quality teaching from the pilot study indicated a reflection of OECD's dimensions of quality teaching in their thoughts except for teachers' reflection, which was not emphasised.

On what supported quality teaching in PE in their schools, the teachers also gave varied responses. These included qualifications of PE teachers, availability of equipment, facilities and materials, interest from all concerned in the educational process, motivation, financial support, funding, adequate learning materials, and a well-planned curriculum. Others included teachers' understanding of the subject and instructional strategies, principal's support and encouragement, favourable learning environment, support from parents, community and non-PE teachers in the school. On the limitations/barriers that impeded quality teaching in PE in their schools, opposite responses to what supported quality teaching were given.

Two of the ten teachers used for the questionnaire pilot study were selected purposely based on their willingness to participate, years of experience, gender, and qualifications, and interviewed separately using the semi-structured interview guide. The researcher also observed their lessons on two occasions each in which notes were taken in the observation guide sheets. The interviews were audio taped and lasted for about twenty-five minutes while the lesson observations lasted forty minutes. This enabled rehearsal of the interview and observation techniques. The teachers were asked to talk about their teaching in the schools, what they understood by quality teaching, how they viewed their teaching as meeting their definition of quality teaching, what impeded their teaching quality, the relationship of their teaching and students learning outcomes, and how best they could improve on their teaching.

Although the two teachers' definitions of quality teaching differed in construction, they tended to portray the same meaning. One of the teachers viewed quality teaching as a situation:

When a person's teaching is effective, the contents of the topic are well delivered to the students, and the students are able to comprehend what the teacher had taught them so that the stated objectives are achieved (Pilot Subject 2).

The second teacher described quality teaching as:

A specialised activity in the process of education, which is a purposeful process of promoting learning in an individual to effect, change in their behaviour through adequate preparation of lessons by the teacher and using quality instructional materials to attain them. Quality teaching is inevitably a vital element of the educational process (Pilot Subject 7).

Their responses indicated that they understood the questions, and that their understanding of quality teaching was similar to their responses in the questionnaire. They described quality teaching in the light of imparting knowledge to the students, which would influence their daily lives in achieving the stated objectives of junior secondary school physical education. Although they reported they were not achieving optimal quality teaching because of certain limitations, but they gave themselves 'pass marks' in what they have achieved so far. The pilot study indicated that there was a need to design more specific probes in some areas such as more factors influencing their teaching quality and personal ratings of their teaching quality, and these were included in the final interview guide.

The observation of the two teachers' lessons also gave an insight of what to expect during the actual study. Lessons were teacher-directed in which skill teaching was given prominence. Students demonstrated the skills as they were directed with little time devoted to skill practice because of the large class and inadequate teaching resources. An average class size in Lagos schools approximates 75 students. Students appeared eager to participate in the activities and they indicated this through their commitment to PE lessons by coming out in great numbers for practical classes. The observation sessions also indicated that teachers showed a sense of commitment to achieving quality in their teaching as evident by the zeal put into it. At the end of the pilot study, all necessary changes were effected on the data collection instruments in preparation for the actual study.

Ethical Considerations

All research involves ethical issues. This is because research involves collecting data from people, and about people (Punch, 1998). The need to carefully consider ethical issues in social research was highlighted by Spradley (1979) who stated that “no matter how unobtrusive, ethnographic research always pries into the lives of the informants... Interviewing presents a powerful tool for invading other people’s life. It reveals information that can be used to affirm their rights, interests and sensitivities or to violate them” (p. 36). Approval to undertake this study was given by the Ethics Committee of Edith Cowan University on 2nd December 1999 (Appendix D) before the commencement of the study in January 2000.

In carrying out this study, the researcher dealt with the relevant ethical issues first by seeking permission to conduct the study from the Directors of Education, Amuwo-Odofin and Ojo Local Education Districts (LED) in order to gain entry into the schools. After the two LEDs gave approvals, audience was sought with the principals of the schools in the two LEDs to use their physical education teachers for the study. On gaining contact with the physical education teachers, an invitation letter (Appendix G) was made available to each of them enumerating the full details of the study including the purpose, nature, values, methods and anticipated application of the results of the study to them. Statement of disclosure and informed consent form (Appendix H) was attached to this invitation letter and each participant after reading the letter and consent form appended their signature, which was an indication of their willingness to be part of the study.

The researcher also briefed each participant on the degree of their involvement in the study and assured them of complete confidentiality for all data collected. Neither the participants used nor the schools involved were identified by their names. However, there was identifying evidence on disks, cassettes and transcripts, and pseudonyms were used at all times in the writing up of the research findings on the six teachers used for the in-depth study. Participants of the in-depth study had the opportunity of listening to the recorded tapes after the interview to check the accuracy of the reported findings.

All information materials and raw data regarding the study were kept locked in the departmental office with only the researcher and the supervisor having access. It is expected that after five years of the conduct of the study, all documents and materials will be destroyed. The data gathered from this study will not be used for any other purpose other than the one outlined for the study and feedback will be provided to all participants through a major summary of findings after the thesis has been examined.

Data Collection

This study was carried out in Lagos State, Nigeria using all the physical education teachers in the 29 public secondary schools available in Amuwo-Odofin and Ojo Local Government Council Areas. A letter was written to the Directors of Education, Amuwo-Odofin and Ojo Local Education Districts (LEDs) seeking their permission to carry out this study in the schools within the LEDs (Appendix E). The letter briefly stated the purpose and significance of the study, and was accompanied with a copy of the proposal. On getting permission from the two LEDs, the researcher moved to the various secondary schools with the research authorisation letters (Appendix F) and sought audiences with their principals. The researcher informed them of his mission and then sought further clearance for the participation of their physical education teachers in the study. The principals allowed the researcher entry into the school premises to interact with the physical education teachers having authenticated the LEDs' authorisation letters.

The researcher's initial contact with the physical education teachers involved seeking their consent and voluntary participation in the study, and then briefing them on the aims, nature and significance of the study. The researcher also assured the teachers of the confidentiality of their participation in the study, and that data collected would not in any way be injurious or be a risk to their working lives but rather, help improve their teaching. The researcher used this initial contact and preliminary discussion session to develop researcher-participant rapport and to assure participants that the study would be non-judgemental of their teaching practices. In addition, the researcher spent some time with each of the case-study teachers in their schools before the commencement of Phase III of the study familiarising himself with the teaching situations of the teachers. This was done in order to get used to the teachers and students during their PE lessons.

A formal letter of consent requesting participation in the study was given to each of the teachers (Appendix G). The essence of this type of proper and professional approach or contact with the participants was to ensure their cooperation and improve the quality of the data to be collected (Punch, 1998). In addition, a written statement of disclosure and informed consent form was given to each teacher for his/her perusal and signature (Appendix H). The signing of these informed consent forms formalised their participation in the study.

Phase II

Multiple data sources were used to gather information on teachers' perceptions of quality teaching in junior secondary physical education. Questionnaires to elicit

information about teachers' views on quality teaching were distributed to each of the 60 PE teachers by the researcher during the eighth and ninth weeks of term two (January 3 – April 7, 2000). Feiman-Nemser and Floden (1986) encouraged researchers to examine “how teachers define their work situations” (p. 505) as a means to better understand the world of teaching. Teachers were asked to complete the questionnaire and return it to the researcher during his next visit. A document analysis sheet (Appendix M) was also made available to each teacher requesting the types of relevant documents used to complement their teaching. They were asked to indicate the available resources from a list provided and present them for viewing and analysis during the researcher's next visit.

Questionnaires were collected two weeks after administration to each teacher, and the researcher used this collection period to view the documents provided by each teacher and to analyse their relevance to their teaching. Among the documents seen were the National Junior Secondary School Curriculum for physical education, Lagos State physical education scheme of work, weekly lesson outlines and daily lesson plans (notes), teachers' diaries and weekly records of work, continuous assessment records, teachers' handbooks, school handbooks (policy statements), past physical education questions, some administrative documents and related teaching resources and materials. At the completion of the survey (questionnaire) administration and documents analysis during week 12 in term two, a preliminary analysis of the questionnaire followed, which determined the selection of the six teachers for the in-depth study. The profiles of these six teachers are presented in chapter five.

Phase III

This phase took place in term three of 1999/2000 academic school year (April 24 – July 28, 2000). It involved interview and observation sessions with the six teachers selected for the in-depth study. The researcher conducted the interviews individually and they took place in a comfortable environment devoid of any disturbances within the teachers' school compounds. The semi-structured interview guide questions (Appendix J) were used and English was the medium of language for the interview exercise. The interviewees were given unlimited time to respond to each question and each interview session was audio taped. At the end of each interview, the researcher played back the recorded tape to the case-study teachers for verifications.

The researcher also engaged each of the six teachers in three lesson observation sessions during Term 3. The normally scheduled lessons were used for this exercise. During the course of each observation session, the researcher adopted a naturalistic open-

ended way in observing the teachers and the students and took field notes using the observation guide sheets (Appendix L). The researcher was alert to his personal biases and tried to be as objective as possible. Informal discussions also followed each observation session enabling clarifications and opportunities to ask follow-up questions on emerging issues. These discussions were also recorded in the field notes.

The researcher interviewed two randomly selected students individually from the class after each lesson observation about their feelings of the lesson. A five-item informal interview guide (Appendix K) was used and their responses audio recorded. The teachers were not present during the students' informal interview sessions. These interview and observation sessions further clarified and enhanced information gathered through the questionnaire. The sources used to answer each of the research questions are indicated in Table 1 below.

Table 1

Data collection sources related to the research questions.

Data Collection Methods	RQ1	RQ2	RQ3	RQ4
Questionnaire	✓		✓	
Interview	✓	✓	✓	✓
Observation		✓	✓	✓
Documents Analysis		✓		

Data Analysis

Survey Analysis

The analysis of the survey data requires the use of statistical tools to present the findings in a useful way. Punch (1998) argued that researchers needed to understand the logic behind the main statistical tools they intend to use, and appreciate how and when to use them in their research work if they want their study to be meaningful. The descriptive statistical analysis was employed here on a variable-by-variable analysis covering all the sections of the questionnaire including demographic data.

Frequency distributions and percentages were used to summarise and understand the distribution of each variable across the survey respondents. Teachers' responses to the

survey items in sections three to eight using a Likert-type rating scale were analysed by assigning points to the four possible responses, from 4 = *strongly agree* to 1 = *strongly disagree*. All responses were scored, so that a higher score indicated a more favourable response to the question. Mean score and standard deviation were calculated for each question to determine the variability of the distributions of the scores.

The researcher also used the one-way analysis of variance (ANOVA), t-test and the Pearson 'r' to determine the relationships of the teachers' personal characteristics on their perceptions of quality teaching. Such characteristics considered were school location, gender, age, qualifications, teaching experience/PE teaching and combining school sports coaching duty with PE teaching. The Statistical Package for the Social Sciences (SPSS) (Sarantakos, 1993; Punch, 1998) was used in analysing the survey data. The analysed data are presented in tables and these are discussed in chapter four.

Qualitative Analysis

The key sources of data for qualitative analysis were the interview process, observation sessions and document analysis. According to Lincoln and Guba (1985) "the process of data analysis in the naturalistic paradigm is essentially a synthetic one, in which constructions that have emerged (been shaped by inquirer-source reactions) are reconstructed into a meaningful whole" (p. 333). Data analysis here is thus inductive and in order to ensure the reconstructions performed by the researcher are credible and plausible, data analysis must also be systematic and rigorous (Punch, 1998).

Inductive analysis is a characteristic of qualitative (interpretive) research in that the study is organised as it evolves. Data collection and analysis occur simultaneously in a cyclical fashion (Browne, 1998) with data from interviews, observations and documents analysis organised into different categories that expressed key words or concepts used by the teachers. In analysing the qualitative data, all recorded interview sessions were transcribed verbatim without researcher interpretation. Data from the observation sessions and document analysis were recorded in the field notes. After compiling and analysing data sources, the researcher determined topics and categories inductively as they emerged from data. The researcher also looked for consistency of information to identify categories and for negative cases that might provide alternative views. Miles and Huberman's (1994) framework for qualitative analysis of data reduction, data display and drawing and verifying conclusions assisted the researcher in presenting the qualitative data findings.

Concepts described were presented in narrative forms and relevant quotes from the participants were used to complement this data presentation. Data from the observation

sessions were to better understand what was taking place in the classroom and these were crosschecked with the teachers' responses during the interview. Participants' anonymity was protected in this study using pseudonyms chosen by the participants themselves. The analysis from the documentary evidence also assisted in verifying the claims of the participants as regards the textual dimension of their teaching quality. The research questions and conceptual framework were continually referred to during data presentation in order to guide the probing of data for linkages.

Triangulation of Data

Triangulation of data sources utilised in this study involved crosschecking multiple sources of data to improve the probability that data and researcher's interpretations of data were credible (Lincoln & Guba, 1985). Data from the questionnaire, interviews, observations and document analysis were crosschecked during data analysis. The process identified consistent information and repeated variations in participant responses. According to Patton (1990), triangulation in data analysis is very important because it contributes to the verification and validation of the analysis. Verification and validation are achieved by checking the consistency of findings generated by different data collection methods, checking the consistency of different data sources within the same method, using multiple analysis to review findings and using multiple perspective or theories to interpret the data. The findings emerging from these multiple methods were used to justify conclusions and findings of the study. Thematic cross-case analysis was incorporated in which themes that emerged from these multiple methods were described in relation to the research questions and the conceptual framework of the study.

Limitations of the Study

There are some obvious limitations in a study like this, which can threaten its credibility based on the multidimensional nature of its design, methods and findings. These limitations are listed below together with the strategies used to counter them.

1. Problems with population selection and generalisations

Since the population for this study was limited to all the 29 secondary schools in Amuwo-Odofin and Ojo Local Government Councils of Lagos State, it will be context bound in terms of time and location. Moreover, since the local government councils have not been chosen according to any standardised selection procedure, but rather they were selected according to the convenience of the researcher, the findings from the two LED areas cannot be generalised to other 18 LEDs in the state. However, proponents of

expository studies such as this believed that the readers would make the generalisations by themselves, relating them to what they already know, and to their own peculiar situations (Lincoln & Guba, 1985).

2. Questionnaire and interview limitations

The researcher designed the questionnaire and semi-structured interview guide used in this study and it will not measure all the perceptions a teacher may have towards quality teaching in PE. However, the questionnaire and interview guide that the researcher used in collecting considerable data, covered all the dimensions of quality teaching as described by OECD (1994) as the operational definition for the study. The use of qualitative data collection methods in the study elicited more information from the teachers in which they presented their views about what actually goes on in their teaching in the schools.

3. Small sample size

The small sample size of six teachers for the in-depth study limited the generalisability of the study when compared to the overall number of physical education teachers in the Local Education Districts. However generalisability was not intended but was compensated for by the richness of description of participants' experiences, which in turn could generate a better understanding of the teaching situations in Lagos State secondary schools.

4. Subjective bias of the researcher

Since all naturalistic studies are characterised by the bias of the researcher, the degree of neutrality can be an important factor in determining the authenticity of the findings (Lincoln & Guba, 1985). Bias can occur in all forms of inquiry, but especially in the interpretation of events in qualitative research (Burns, 1995). Personal views can easily influence the direction of the inquiry and the selection of evidence. However value-free observation is known to be impossible in any research and is even viewed as being "patently absurd" (Smith, Hattam & Shacklock, 1997, p. 1). The principle of triangulation was employed to assist in establishing trustworthiness of the data collected. In addition, to reduce bias, the researcher was alerted to his personal biases and he aimed to be as objective as possible, particularly during the interview and observation sessions to avoid subjectivity in the interpretation of the findings. The researcher was also aware that as a university lecturer, teachers perceived him to be someone in a position of power.

5. Problems with questioning students

Some students were not able to accurately articulate how they felt about the lessons. Some felt shy about talking to the tape recorder. Encouragement rather than enforcement was employed in this regard to help students articulate their feelings after each observed lesson. Students were encouraged to be honest, with anonymity and absence of repercussions from their answers guaranteed. Their teacher also took leave of the informal interview session with the students.

Time Schedule of Collected Data

The time schedule in Table 2 summarised the steps followed in conducting the study and the sequence in which they were performed.

Table 2

Procedure and time line of collected data.

Term/Dates	Week	Data Collection Activities
2 Jan.3 – April 7, 2000. (14 weeks)	1	School opening and registration.
	2-3	Pilot study: Questionnaire testing.
	4-5	Pilot study: Interview and observation.
	6-7	Permission granted by LED authorities. Audiences with school Principals. Informed consent got from participants.
	8-9	Questionnaire administration to teachers.
	10-12	Documents analysis.
	13-14	Preliminary analysis of questionnaires.
April 8 – April 23, 2000. (2 weeks)		School holidays. Preliminary analysis of questionnaires.
3 April 24 – July 28, 2000. (14 weeks)	1	School opening and registration.
	2-3	Interview with the six teachers.
	4-12	Three-observation sessions with each of the six teachers, followed by informal discussions and students' interviews.
	13-14	Review and collation of collected data.

Summary

The purpose of this study was to investigate the perceptions of in-service physical education teachers about quality teaching and find out how they go about their teaching activities. The study also examined the feasibility of supporting quality teaching in physical education in Lagos State secondary schools and developing an understanding of teaching practices in physical education.

A mixed method of descriptive and interpretive research approaches were employed in this study to provide detailed description of the teachers' perceptions and beliefs on quality teaching. A convenience sample of all physical education teachers in Amuwo-Odofin and Ojo LEDs secondary schools was used for the first phase of the study involving descriptive survey. The second phase involved a purposeful sampling of six teachers among the population of 60 used for the survey. Their selection was based on emerging factors from the survey such as years of experience, qualifications, school locations, gender and willingness to participate in the in-depth study. Data collection methods included questionnaires, interviews, observation sessions and documents analysis. A pilot study was conducted to test the validity and reliability of research instruments.

Data were analysed both quantitatively and qualitatively. The quantitative analysis involved percentages and frequency distributions, means and standard deviations, and test of differences and relationships between groups and variables using the one-way ANOVA t-test and Pearson ' r ' respectively. Data generated from the qualitative instruments were transcribed verbatim and direct quotations used. Their analysis was inductive, ongoing and progressive, with continual reference to the research questions and conceptual framework. The data in the form of rich comprehensive description was organised into themes, with relevant links sought to aid interpretation. Content analysis of the transcribed and observed data was also employed to further enhance the understanding of the emerging themes, data display and the presentation of findings. The principle of triangulation was employed through thematic cross-case analysis to enhance the trustworthiness of data, eliminate bias and bring about credible findings for the study.

CHAPTER 4

RESULTS AND ANALYSIS OF SURVEY

The purpose of a survey is to identify the characteristics and opinions of the respondents. In this study, the survey was used to investigate the opinions of physical education teachers in the Lagos State secondary school system focussing on what they thought about the construct quality teaching in their teaching activities at the junior secondary school (JSS) level. The data collected were subjected to descriptive analysis based on the eight sections identified in the questionnaire. The description of the textual dimension of the school curriculum, which represented the documents analysis of the study, together with the summary of findings, completes this chapter.

Background and Demographic Information

This study was carried out in two Local Education Districts (LED) of Lagos State, Nigeria. There were 29 secondary schools in these two districts; three of which were single sex schools (2 girls and 1 boy's schools). All 60 physical education teachers in the 29 secondary schools from the two districts took part in the survey.

School Information

Data presented in Table 3 indicated that 51 (85%) of teachers were in urban areas of Lagos State while the remaining 9 (15%) were teaching in schools located in rural areas.

Table 3

Distribution of respondents by school location.

School location	No. of Schools	No. of Teachers (%)
Urban	23	51 (85%)
Rural	6	9 (15%)
Total	29	60 (100%)

Those in the urban areas constituted suburbs within metropolitan Lagos while the rural areas were the riverine locations of the two Local Education Districts in the state, which consisted of six secondary schools, all coeducational.

At all levels of the junior secondary school, over 90% had two or three periods per week allocated to physical education (Table 4). This result cut across the three levels of the junior secondary, which indicated the compulsory nature of PE for all JSS students. The National Policy on Education stipulated that the junior secondary schools provide pre-

vocational and academic subjects, and their teachers will teach all the basic subjects at this level (Federal Government of Nigeria, 1981). Nineteen subjects were taught at this level in the schools but students generally offered fourteen subjects in three categories.

Table 4

Number of periods allocated to each PE class per week.

PE periods/week	JSS* I (%)	JSS II (%)	JSS III (%)
One	2 (3.2%)	-	1 (1.7%)
Two	28 (46.7%)	24 (40%)	16 (26.7%)
Three	28 (46.7%)	34 (56.6%)	41 (68.2%)
Four	1 (1.7%)	1 (1.7%)	1 (1.7%)
Five	1 (1.7%)	1 (1.7%)	1 (1.7%)
<i>Mean</i>	2.52	2.65	2.75

* Junior Secondary School

Physical education falls into a second category comprising of six subjects with three periods per week offered in most schools. Mathematics, English Language and Integrated Science were in the first category and were allocated four periods per week each while nine subjects were in the third category with two periods per week each. These nine subjects alternated each other into five groups, which constituted five subjects offered to the students in the third category. Physical education along with Introductory Technology, Social Studies, Business Studies, Christian/Islamic Religious Studies, and Agricultural Science took about 7.5% proportional allocation each of the 40 periods per week.

When asked the duration of a PE lesson in their schools, 86.6% of the teachers indicated that their PE lessons lasted for 40 minutes (Table 5); a situation that is similar to the lesson duration of other subjects as indicated by 88.3% of the teachers.

Table 5

Duration of PE and other lessons.

Duration	PE lesson	Other lessons
30 minutes	4 (6.7%)	4 (6.7%)
40 minutes	52 (86.6%)	53 (88.3%)
60 minutes	4 (6.7%)	3 (5%)
Total	60 (100%)	60 (100%)

Since the school day in Lagos schools lasted from eight in the morning until two in the afternoon, the majority of the schools ran an eight lesson structure a day with break periods of 40 minutes divided into short (10 minutes) and long (30 minutes) breaks. The typical physical education programme in Lagos State is run three times a week with each lesson running for 40 minutes. Physical education is compulsory for all students at the JSS level.

Teacher Information

Demographic information regarding physical education teachers' personal characteristics were also identified in the questionnaire. Ninety-six percent of the respondents were aged 31 to 50 years (Table 6). The mean age for male teachers was 43 years and females 39 years. The gender composition of the respondents indicated more female teachers in the profession than their male counterparts in a ratio 3:2. The higher number of female physical education teachers is a reflection of the general trends in the Nigerian educational sector where more females are in the teaching profession. Increasing numbers of males viewed teaching as a job that is not well paid and believed that teaching is more of a woman's profession that can support family care (Chukwuma, 1998; Fabiyi, 1999).

Table 6

Distribution of respondents by age and gender.

Age Range	Male (%)	Female (%)	Total (%)
21 – 30 years	2 (8%)	2 (5.7%)	4 (6.7%)
31 – 40 years	7 (28%)	22 (62.9%)	29 (48.3%)
41 – 50 years	12 (48%)	9 (25.7%)	21 (35%)
51 yrs & above	4 (16%)	2 (5.7%)	6 (10%)
Total	25	35	60

Sixty percent of the teachers hold a Bachelor's degree in physical education while 30% had the Nigeria Certificate in Education (NCE). Six teachers hold a Master's degree (Table 7). About 80% of the graduate teachers hold both the NCE and Bachelor's degree in the school system. This is as a result of the educational continuum system operating in the country whereby after obtaining the three-year NCE certificate from the colleges of education, teachers are eligible to enrol for either two or three years Bachelor's degree programme from the universities. The number of years for their degree, however,

depended on grades obtained at the NCE level and on the type of undergraduate degree programme run by each university.

Table 7

Teachers' highest teaching qualification obtained.

Highest Teaching Qualification	Responses (%)
Nigeria Certificate in Education (NCE)	18 (30%)
Bachelor's Degree in Physical Education	36 (60%)
Master's Degree in Physical Education	6 (10%)
Total	60 (100%)

Teachers without an NCE certificate spend four years for their Bachelor's degree after obtaining their senior secondary school certificate with distinction/credit passes in at least five subjects from a total of nine at one or two sittings. A Master's degree takes between one to two years with full time study after the first degree. The sample of teachers used for this study were well qualified for teaching physical education in the secondary schools in Lagos State.

A desegregation of the sample by years of teaching experience (Table 8) indicated that 8.3% were beginning teachers (1-5 years experience) with the bulk of the teachers (73.3%) having between six and twenty years experience. Eleven (18.4%) were veteran teachers having been teaching for over twenty years.

Table 8

Teachers' total years of teaching experience and PE teaching in current school.

Years	Total teaching experience	PE teaching in current school
1 – 5 years	5 (8.3%)	21 (35%)
6 – 10 years	15 (25%)	29 (48.3%)
11 – 15 years	17 (28.3%)	9 (15%)
16 – 20 years	12 (20%)	-
Above 21 years	11 (18.4%)	1 (1.7%)
Total	60 (100%)	60 (100%)

When asked to indicate how long they have been teaching physical education in their current school, only one teacher had taught physical education for more than 15 years. Eighty-three percent (50 teachers) had been in their school from 1-10 years while 15%

(nine teachers) had taught for between 11 and 15 years. The mean total years of experience of the teachers is 14 years while that of physical education teaching in their current school is 7 years. The teachers could be seen as having considerable experience in physical education teaching. Physical education teachers in Lagos schools are mostly female, with an average age of 39 - 43 years and are very experienced. They are well qualified to teach the subject as a majority possessed both the NCE and B.Ed certificates.

Teaching PE in Lagos Schools

Information regarding teachers' workload in their various schools was also sought. This information centred on the number of PE classes allocated to them as well as those of other subjects. Table 9 revealed that 51.7% of the teachers indicated teaching over 12 PE classes each week while 20% said they taught between 10 to 12 classes each week. The remaining teachers taught fewer than ten classes. The total classes in question here included all the streams of a particular JSS level as taught by each teacher. Streams designated classes in Lagos schools.

Table 9

Number of PE and other subjects' classes taught at JSS level.

No of Classes taught at JSS level	PE (%)	Other subjects (%)
1 – 3 classes	1 (1.7%)	5 (8.3%)
4 – 6 classes	8 (13.3%)	9 (15%)
7 – 9 classes	8 (13.3%)	3 (5%)
10 – 12 classes	12 (20%)	3 (5%)
Above 12 classes	31 (51.7%)	-
None	-	40 (66.7%)
Total	60 (100%)	60 (100%)

The average number of PE classes for each teacher per week stood at 11. Since the average physical education periods per class is three, teachers in this study teach about 33 physical education lessons per week out of the available 40 periods per week. This is well above the standard load of between 24 and 27 per week expected of teachers in Lagos schools. This is a reflection of the dearth of PE teachers in Lagos secondary schools (Onifade, 1992).

One-third of the teachers taught other subjects with sixteen (80%) teaching Health Science/Health Education and the remaining four (20%) teaching Integrated Science.

Teaching Health Education/Health Science and Integrated Science reflected the teacher preparation programme of physical and health education courses, which contained elements of Health Science and Integrated Science in the colleges of education and universities in Nigeria. Of the 20 teachers that indicated teaching other subjects, nine taught between four and six classes in addition to their PE classes. Five teachers indicated teaching between one and three classes while three teachers each taught between 7 to 9 and 10 to 12 classes respectively. PE teachers in Lagos secondary schools are being overloaded with the teaching of physical education and other subjects (Onifade, 1992).

When the participants were asked, “do you combine PE teaching with sport coaching?” 73.3% indicated that they did. Many PE teachers in Lagos secondary schools coach sports in their schools and they are usually referred to as games master/mistress. They are involved in intramural and inter-school sport programmes in addition to their PE teaching.

Forty-nine teachers (81.7%) agreed to take part in the second phase in-depth study of the research (interview and observation) and the researcher viewed this high response rate as an avenue for teachers to share their views on the state of physical education teaching in Lagos schools. The eleven teachers who declined participation in the in-depth study did so because of other school commitments.

Teachers' Views on Quality Teaching

Descriptions of Quality Teaching

In an effort to ascertain the teachers' views on quality teaching, they were asked to give descriptions of quality teaching in their own words. Not all the 60 teachers responded to this open-ended section of the questionnaire, but those that did respond shared a common view on their descriptions of quality teaching. This view focussed on educational improvements of the learners through the integration of various classroom-teaching activities with the teacher directing/controlling these activities. Ten teachers however did not give any description of this concept for reasons best known to them and the comments and descriptions described represented the views of 50 teachers. Two major themes depicted the teachers' perceptions of quality teaching: effective teaching and achievement of lesson objectives, and pedagogical content knowledge (PCK). PCK has three sub-themes namely, process of all teaching and learning activities, good lesson methodology and curriculum knowledge.

Effective Teaching and Achievement of Lesson Objectives

Nineteen teachers described quality teaching as effective teaching in which the teacher and students interacted together to achieve lesson objectives. Emphasis here was on the achievement of lesson objectives to enhance students' learning.

Quality teaching involves the use of adequate instructional materials in a lesson so that what was taught can be understood by the students (Survey Subject 2).

It is the type of teaching in which there is a change in learners' behaviour after teaching (Survey Subject 12).

It is the adequate preparation of lesson plans by the teacher, which enhanced effective teaching in which learning takes place (Survey Subject 19).

It involves adequate lesson preparation of the teacher before, during and after class instruction, which is to enhance students' learning and achieve set objectives (Survey Subject 37).

It is effective teaching in which learning take place with teacher-students mutual understanding of the curriculum contents in order to achieve the desired goals with the students fully participating in the teaching and learning processes (Survey Subject 52).

Some of the teachers also viewed quality teaching as a motivational strategy of the teaching process that prepared students for lessons, make them inquisitive for learning and help them achieved the lesson objectives.

Quality teaching is effective teaching and learning with heightened motivation for performance on the part of the teacher and students together (Survey Subject 26).

It is a process in which professional interests of the teacher couple with his effective teaching methods enhanced winning the minds of the young people to learn (Survey Subject 34).

Several teachers in the study also viewed quality teaching as an effective teaching process, which is a form of assessment procedure that determines students' achievement.

Quality teaching involves proper evaluation of students to determine the outcome of the teaching and learning process in which good teacher and pupils' relationship exists (Survey Subject 14).

Quality teaching is a time saving, cost-effective and efficient teaching and learning processes where the objectives of teaching are achieved at a given time after series of evaluation (Survey Subject 16).

Describing quality teaching as effective teaching and achievement of lesson objectives indicated that their view of quality teaching clearly emphasised learners' achievement of lesson objectives.

Pedagogical Content Knowledge (PCK)

Twenty-six teachers viewed quality teaching as what can be best described as the construct PCK. They wrote of quality teaching as it related to curriculum knowledge and understanding of the curriculum dissemination to students. Three sub-themes were generated from their constructs namely:

Process of all teaching and learning activities. Ten teachers described quality teaching as an educational process that involves all teaching and learning activities in the school. These teachers viewed quality teaching as a teaching process that involves the total actions of the teacher in and out of the classroom and with the intention of enhancing students' learning.

It is a comprehensive teaching that involves physical, mental, social and emotional aspects of the learners with well-selected physical education activities during the practical lesson (Survey Subject 10).

Quality teaching in PE could be described to be the exploration and utilisation of all necessary teaching and learning resources towards the attainment of physical education objectives in a classroom environment (Survey Subject 35).

Quality teaching leads to quality learning through series of teaching processes from curriculum knowledge to teaching strategies and classroom management in which a change in student behaviour is achieved (Survey Subject 50).

It is the totality of all the teacher does to make his/her lesson enjoyable, satisfying to the students and above all meets the laid down objectives and enhances students' achievement (Survey Subject 58).

Teachers viewed the totality of their actions in and out of the school, as enabling a conducive learning environment for the students.

Good lesson methodology. The descriptions given by another ten teachers centred on lesson methodology, which involved adequate lesson preparation and presentation. The use of instructional materials and teaching in a conducive learning environment were emphasised in their descriptions.

It is good methodology teaching from known to unknown with the use of adequate materials and resources by trained physical education personnel (Survey Subject 11).

It involves meaningful lesson presentation with adequate facilities and equipment that sustained a practical physical education lesson and enhance student learning (Survey Subject 17).

Effective methodology with good lesson plans and proper presentation of the subject matter by the teacher to the students (Survey Subject 30).

A teaching done in a conducive learning environment with pupils' readiness to learn in the presence of adequate and available instructional resources and good teaching strategies (Survey Subject 13).

Two of the teachers reported that quality teaching involves all teaching strategies that help students to learn and become good citizens. One of them said:

Quality teaching involves adequate lesson preparation and presentation with relevant instructional materials that will assist the students to learn positively and becomes useful citizens in future (Survey Subject 25).

Curriculum knowledge. Another sub-theme of PCK emerging from their description indicated that six of the teachers viewed quality teaching as understanding the curriculum content and disseminating it to the students to enhance their learning. Teachers stressed understanding of the curriculum programme and content (subject matter knowledge), and disseminating it adequately to enhance students learning.

Quality teaching involves good curriculum design and its functional dissemination to the learners concerned for their educational development (Survey Subject 31).

When teachers translate the curriculum contents and scheme of work topics into meaningful learning activities, then there is quality teaching in action (Survey Subject 6).

Quality teaching entails teacher's knowledge of the curriculum contents and his/her ability to impact this knowledge to students taking cognisance of certain characteristics features of the students such as their intelligence level, capabilities, age range and relevant experiences (Survey Subject 44).

It involves the teachers using their knowledge of the subject matter to impart basic principles of PE to the students in an efficient and effective manner to enhance students' learning (Survey Subject 57).

Having knowledge of what is to be taught in the class by the teacher is foundational to the quality teaching process and this supported the first dimension of quality teaching described by OECD (1994).

The two themes (effective teaching and achievement of learning objectives, and pedagogical content knowledge) with PCK's three sub-themes (totality of teachers' actions in teaching and learning processes, good lesson methodology and curriculum knowledge) generated from the descriptions of quality teaching by teachers are not discrete, but are inter-related and appeared to be aimed at the goal of educational improvement for the learners. Five teachers' views can be seen to encompass such inter-related descriptions.

Quality teaching encompasses good curriculum planning, proper and adequate lesson planning, sequential execution of the lesson with full involvement of the

students in achieving the desired objectives of the lesson in a cordial and good teacher/student relationships or classroom atmosphere (Survey Subject 28).

Quality teaching is a process that provides a good rapport between the teacher and the learners during teaching and learning activities, whereby a change of behaviour is exhibited by the learners after lesson activities so that lesson objectives are achieved (Survey Subject 29).

It involves knowledge of the subject matter, good methodology, lesson presentation, adequate use of instructional materials, cordial teacher-student relationships and realistic evaluation procedures that will enhance quality learning and students active participation in the lesson (Survey Subject 49).

Table 10 offered a summary of the themes, sub-themes and categories of teachers' descriptions of quality teaching concept as applicable in their various teaching contexts.

Table 10

Teachers' descriptions of quality teaching.

Themes generated	Categories in each theme	Responses (%)
Effective teaching & achievement of learning objectives.	Students' achievement.	19 (31.6%)
	Motivational strategy for learning.	
	Assessment of learning.	
PCK: Process of all teaching and learning activities.	All teachers' actions in/out of class.	10 (16.7%)
	Conducive learning environment.	
PCK: Good lesson methodology.	Lesson preparations & presentation.	10 (16.7%)
	Use of instructional materials.	
	Functional teaching strategies.	
PCK: Curriculum knowledge.	Understands curriculum content.	6 (10%)
	Disseminates curriculum content.	
Inter-related descriptions.	All of the above.	5 (8.3%)
No comments.		10 (16.7%)

The teachers' descriptions of quality teaching supported the dimensions of quality teaching as described by OECD (1994). They have emphasised that quality teaching process involved skilled, resourceful and knowledgeable physical education teachers who employed effective teaching strategies with adequate instructional materials to achieve learning. Quality teaching was also seen to mean pedagogical content knowledge to majority of the teachers who believed in understanding the subject matter and its dissemination to the students.

Supports for Quality Teaching

When teachers were asked to describe what they thought supported quality physical education teaching in their respective schools, five themes emerged from their descriptions. The comments and descriptions represented the views of 51 out of the 60 teachers that took part in the study. The remaining nine teachers did not comment on the support for quality teaching in their school physical education programme.

Support based on PE Teachers' Personal Characteristics

The most important theme described as the central factor of support was the physical education teacher. Twenty-five teachers reported that it was their competency to handle the subject, together with their qualifications, interest shown in the job, commitment and dedication to the job that made them the most important factor supporting quality teaching. Their supports centred on:

Competent and qualified teachers who can be innovative in their teaching activities (Survey Subject 1).

A committed PE teacher who engaged in a range of teaching activities (Survey Subject 5).

Motivation of teachers through incentives giving and self-motivation by having interests in the subject (Survey Subject 19).

Team teaching by all the PE teachers in the school (Survey Subject 29).

Personal interests in PE teaching and good sense of responsibility on the part of the teacher supports quality teaching (Survey Subject 40).

Efficient and effective PE teachers and their interests and zeal in carrying students along during the course of their lessons (Survey Subject 41).

Apart from adequate and qualified PE teachers, interest and intrinsic motivation of the teacher promotes and supports the quality teaching of physical education in the school (Survey Subject 58).

Support from the Authority

Ten teachers indicated that the school authority supported quality teaching in their schools. Such support described Principal's interest in the subject, and their willingness to assist physical education teachers. Some of these teachers also talked about encouragement from school authority through partial funding and "face saving" assistance, as well as some limited Government support to the school physical education programmes.

Principal's interest in the subject is recognised, but it is not adequate (Survey Subject 9).

Encouragement from Government in terms of few supplies of teaching equipment and apparatus supported PE teaching in my school (Survey Subject 17).

The school authority is always ready to assist my PE programmes within the level of their resources and this has supported my teaching so far (Survey Subject 25).

Partial funding of PE activities in my school supports quality teaching (Survey Subject 60).

Students' support

Some teachers (8) also appreciated students' support for quality teaching in terms of their interests, love for the subject and active involvement in practical lessons, which they regarded as motivating to them and sustaining their interest in the subject.

Students' interest in the practical aspects of the subject is appreciated by the physical education teacher and this enhances the quality of my teaching (Survey Subject 2).

The good health and fitness of the students exhibited during my physical education lessons supported my teaching quality in my school (Survey Subject 3).

Students are very interested in the subject and their active involvement in physical education lessons in my school, especially practical classes is superb. This also sustained my interests and improved my teaching at all times (Survey Subject 49).

Other supports (Sports Competitions and Parents)

Other themes that emerged, included sports competitions and parents' support especially the Parents-Teachers Association (PTA). Descriptions about sports competitions indicated that four teachers viewed the school intramural sports programme as an extension of the physical education classes, which also supported quality teaching. Inter-school sports competitions and awards were also mentioned as supports.

Parents' supports and awareness towards physical education and sporting activities were recognised by another four teachers. The assistance and support of the PTA in buying and repairing physical education and sports materials were also identified as supports to quality teaching. One of the teachers noted:

Prompt actions and supports from Parents-Teachers' Association (PTA) are commendable. PTA has been responsible for the supply and rehabilitation of most of our sports and PE materials and facilities over the years. The PTA levies paid by the students have also complemented this support (Survey Subject 52).

Table 11 highlighted the summary responses of the themes and categories generated from the teachers' descriptions of supports for quality teaching in their schools.

Table 11

Teachers' responses on supports for quality teaching in PE.

Themes generated	Categories in each theme	Responses (%)
Support based on teachers' personal characteristics.	Qualified & competent PE teacher.	25 (41.6%)
	Committed/Dedicated PE teacher.	
	Teachers' interest.	
	Motivation/Incentives given.	
Support from authority.	Principal's interest/moral support.	10 (16.7%)
	Encouragement from school (partial).	
	Assistance from government (partial).	
Students' support.	Students' interest/love in PE.	8 (13.3%)
	Active participation in PE lessons.	
Sports competition.	Intramural sports activities.	4 (6.7%)
	Inter-school competitions.	
	Prizes and awards giving.	
Parents' support.	Parental awareness/support.	4 (6.7%)
	PTA support and assistance.	
No Comments		9 (15%)

Limitations that impeded Quality Teaching

Teachers' opinions on the limitations that impede their teaching quality in physical education were sought under three contexts of self, general resources and workplace conditions. Ten teachers did not indicate any comments as regards this aspect of self-limitations to quality teaching. The comments described represented those of 50 teachers.

Self-Limitations

The descriptions given on self-limitations generated four themes: personal dissatisfaction, professional development issues, time and other contextual factors.

Personal dissatisfaction. Fifteen teachers were dissatisfied with their teaching because of work (teaching) loads, insufficient teaching materials and communication barriers with some of the JSS I students.

Too much, workload for the teacher. Only one person is involved in teaching all arms of JSS 2 and 3 with not less than 3 periods per class per week. We have five arms in each of these levels therefore the teacher will not be able to cope with other administrative work in the school (Survey Subject 15).

There is too much work (teaching) load for me and this is not good for quality teaching. In addition, not many incentives are available despite my readiness to work (Survey Subject 25).

Communication barriers affect my teaching as some of the JSS I students do not understand English language properly (Survey Subject 3).

Time factors. Insufficient time allocation for practical lessons, encroachment into physical education lesson periods with other school programmes and the timing of teaching the physical education lessons were described by 13 teachers as factors impeding quality teaching.

The time allocated to PE on the timetable is not always enough to teach practical lessons and to make matter worse, PE lessons usually comes up when the weather is hot most of the time (Survey Subject 47).

The short time allocation for PE lessons and the development of physical activities in the students does not make the teaching very interesting (Survey Subject 48).

Teaching PE in the hot afternoon does not bring out the best in me and the timetable committee is not ready to effect any change, so I have a problem there (Survey Subject 31).

Encroachment into PE programme periods with other school curricular activities is not good for the subject (Survey Subject 26).

Professional development issues. Twelve teachers raised professional development issues as limiting factors to their teaching quality. They claimed that they lacked professional development programmes such as induction courses, in-service training and workshops, seminars and conferences that could improve their teaching and update their teaching knowledge.

I do not have opportunities to attend seminars, workshops or symposia on physical education matters (Survey Subject 28).

No professional development programmes are organised for the teachers and Government attitudes in this regards are not encouraging (Survey Subject 60).

Other contextual factors. Ten of the teachers described contextual factors like large classes, long distance covered from home to school and mobility (traffic) problems, role conflicts in the school and attitudes of significant others to physical education teaching as impeding the quality of their teaching. The teachers felt that these contextual factors inhibited their personal capabilities for achieving quality in their teaching.

The students are many. About 95 in my class and this normally make the teacher to loose control of the lesson at times during practical classes (Survey Subject 38).

Too many students for my instructional class. There is difficulty in gaining attention of the students due to their over-population (Survey Subject 51).

Lack of mobility due to the distance from my house to the school as I am always very tired before getting to school, and this affects my morning practical lessons (Survey Subject 10).

The distance from my residential home to the school is very far and this places some limitations on the teaching of the subject (Survey Subject 58).

My administrative role as the school secretary conflicts with my teaching quality in PE (Survey Subject 30).

Inability to take initiative decisions on sports activities, PE and health education matters without interference from the school authority (Survey Subject 39).

Some of our other colleagues in the school and some other people think PE is just running and jumping alone. They considered the subject less important which should be given little or no attention and this has been giving me some concerns (Survey Subject 36).

One of the ten teachers summed up her limitations in an emotional way like this:

I do not have enough strength to manage such a large class. The time allotted PE is 40 minutes and it is not enough for a practical class of 155 students. Class teaching is not thorough since it is difficult to conduct a standard practical test to evaluate

whether objectives have achieved. This is due to the over-population of the students and fewer numbers of lesson periods. Other administrative duties also contributed to my self-limitations” (Survey Subject 40).

Table 12 (a) indicated a summary response of the teachers’ comments on their self-limiting factors to quality teaching in physical education.

Table 12 (a)

Limitations that impeded quality teaching: Self-limitations.

Themes generated	Categories in each theme	Responses (%)
Personal dissatisfactions	High work (teaching) loads	15 (25%)
	Insufficient teaching materials	
	Communication barriers	
Time factors	Insufficient time for PE practicals	13 (21.6%)
	Encroachment into PE periods	
	Inconvenient timing of PE teaching	
Professional development issues	Lack of professional development programmes in the school	12 (20%)
Other contextual issues	Large class sizes	10 (16.7%)
	Long distance to workplace	
	Mobility (traffic) problems	
	Role conflicts in the school	
Attitudes of significant others		
No comments	-	10 (16.7%)

General Resource limitations

On general resource limitations, teachers’ responses were diverse and three themes generated included inadequate and/or lack of teaching resources, insufficient and

inadequate funding, and poor facilities maintenance. Eight teachers did not give any comments in this regard. Comments described represented those of 52 teachers.

Inadequate and/or lack of teaching resources. Many of the teachers (38) reported that they had few and inadequate textbooks, teaching materials and equipment. The large student population was seen to be one of the reasons for this inadequacy.

Physical education materials are not enough to go round the whole students in my class, so I am handicapped at my teaching the subject properly (Survey Subject 24).

In all fairness to my school, general resources for physical education teaching are made available to some extent, but not sufficient as expected when one considers the school's student population (Survey Subject 35).

Facilities and equipment for physical education teaching and sports are grossly inadequate. Even the little field available in the school compound is located in the centre of the school and this usually causes distractions to physical education lessons (Survey Subject 44).

Some schools were using old and outdated equipment and facilities, while new books are very expensive and out of reach of most schools and books relevant to the Nigerian context are not regularly published. Twelve of the 38 teachers maintained that they lacked these teaching resources in their schools and it was very difficult for them to achieve their teaching goals. Most of them resorted to using improvised materials and students were compelled to bring their own equipment at times when the need arose.

The materials and equipment to be used for most lesson topics are not available. We have to resort to improvisation, which in most cases are not standardised. There are no physical structures on the playing ground (Survey Subject 37).

General resources for physical education teaching are very lacking in the school and not sufficient to cope with student population when teaching some common games, so students are encouraged to bring relevant materials from home (Survey Subject 43).

The teachers identified space as another major problem. In most urban schools, they had limited spaces for practical classes and the location of some of these playgrounds within the classroom blocks usually caused distractions to physical education lessons.

There is no gymnasium in my school and we lack adequate fields, pitches and courts for carrying out some important practical lessons, so space is our major resource limitation (Survey Subject 25).

One teacher summed up the limitations regarding resources in the school:

We lack so many facilities and equipment and the funding is very poor with the financial support inadequate. Generally, our teaching resources are grossly inadequate, depletive, non-functional or obsolete and in some cases, they are non-existing. So the dilemmas faced in the teaching of physical education in this school are very great (Survey Subject 26).

Insufficient and inadequate funding. Nine teachers indicated low financial support in their schools as the bane of contention regarding their resource limitations. They indicated that without adequate funding, teaching materials could not be procured and with materials unavailable their teaching performances were impeded.

Funds are very scarce so we could not buy enough equipment to run our physical education programmes (Survey Subject 1).

There are not enough money to fund the teaching of the subject, such as the purchasing of necessary physical education materials, which are mostly inadequate and sometimes totally unavailable because of lack of money (Survey Subject 15).

Lack of proper funding and support from the school authority also places some limitations to physical education teaching and sports in my school (Survey Subject 58).

Poor facilities maintenance. Poor facilities maintenance was seen as another limitation, especially among the schools that had some teaching resources. Five teachers (8.3%) reported that the available facilities were not properly maintained and damaged equipment were not replaced when needed for teaching physical education and sports participation.

Although we are not self-sufficient with our teaching materials in physical education, there is lack of proper maintenance of the available learning materials (Survey Subject 3).

The general resources made use of in physical education teaching are grossly inadequate, the available ones are not well maintained, and in some cases they are either damaged or stolen by students and this affects my teaching greatly (Survey Subject 39).

Non-replacements of broken down equipment and facilities and non-resuscitation of the courts impedes my physical education teaching (Survey Subject 53).

Table 12 (b) summarised the responses of the teachers' views as regards general resources limitations they indicated impeded their quality teaching in junior secondary school physical education.

Table 12 (b)

Limitations that impeded quality teaching: General resources.

Themes generated	Categories in each theme	Responses (%)
Inadequate and/or lack of teaching resources.	Inadequate & scarce textbooks.	38 (62.3%)
	Inadequate materials & equipment.	
	Old & outdated equipment/facilities.	
	Unavailable equipment/facilities.	
	Lack of space for practical lessons.	
Insufficient and inadequate funding.	Low financial support.	9 (15%)
	Scarcity of funds.	
Poor facilities maintenance.	No proper maintenance culture.	5 (8.3%)
	Un-replaced damaged equipment.	
No comments.		8 (13.4%)

Workplace Conditions Limitations

Three themes, unimpressive learning environment, teachers' poor working conditions and unsupportive local communities were generated from the divergent views of the teachers on workplace conditions limitations. There were no comments from five teachers. What was reported represented the views of 55 teachers.

Unimpressive learning environment. Thirty-five teachers indicated they were unimpressed with the environment in which their students learned. The large class size, inadequate space for practicals, inadequate time for PE teaching, over-crowded school timetable, lack of guidance and counselling services, un-sponsored PE programmes, remote location of the school and uncooperative attitudes of non-PE teachers were issues described as limiting teaching quality. Responses given by the teachers included:

There are congested classes all over the place and the spaces are inadequate for practical lessons. The noisy environment of the school affects our PE practical

lessons and the school authority does not show much interest to rectify this limitation (Survey Subject 13).

There is lack of guidance and counselling service for staff and students in the school in enhancing teaching and learning activities. In addition, the over-population of students in the class and school authority's "shaky" interests in ameliorating this limitation affects my teaching (Survey Subject 14).

The location of the school does not support regular time for PE practices because after school hours, there will be no transport to and from the school to convey students home. So, this dampens the interests of the day students who would have loved to take more active part in the extended PE classes (Survey Subject 28).

Uncooperative attitudes of non-PE teachers in the school system and misconceptions about the relevance of the subject are situations I never like working in (Survey Subject 43).

The school timetable is too choked up and difficult to cope with the population for an instructional lesson. Available spaces are not enough to erect or improvise facilities for class instructional lessons (Survey Subject 51).

The teachers viewed unimpressive learning environment as constituting great impediment to their teaching quality.

Poor working conditions. Fourteen teachers felt that their working conditions were very poor, there was inadequate motivation to teach, insufficient government encouragement in all spheres of the teaching process, and the support given by the school was inadequate. The teachers indicated they needed to work in more supporting environments if they were to achieve teaching quality.

Supports both morally and financially from the school authority are inadequate and a conducive learning environment with all the necessary ingredients of teaching and learning PE in my school are very slim for now (Survey Subject 2).

Our conditions of working are poor and not conducive for teaching. The #30.00 naira monthly allowance paid to PE teachers is grossly inadequate and does not motivate us well (Survey Subject 9).

Not enough support and inadequate motivation from the school authority and too much interference in running the school PE programs (Survey Subject 39).

The workplace conditions are not adequate for my level. The non-payment of adequate allowance to PE teachers who also doubled as the school sport officers does not augur well for the development of the subject (Survey Subject 50).

Unsupportive local communities. Six teachers attributed the lukewarm attitudes of some community members to the subject, most especially because of their religious beliefs as they relate to girls' dressings during practical lessons to limiting their teaching quality.

Some community members did not even show any interest (Survey Subject 6), some were nonchalant in their reactions to PE issues (Survey Subject 10), and there were lukewarm attitudes among some public members during sporting activities, especially when it involved paying the sports levy (Survey Subject 34). As one teacher revealed:

Parents discouraged their wards about the subject, so only few students showed interests in the subject in my school as they always indicated that PE has no future for them. This affects the interests of the students in the subject and as a result of this, the efforts of the teacher in achieving quality teaching is not visible as it ought to be (Survey Subject 40).

Table 12 (c) summarised the teachers' views of the restrictive workplace conditions.

Table 12 (c)

Limitations that impeded quality teaching: Workplace conditions.

Themes generated	Categories in each theme	Responses (%)
Unimpressive learning Environment.	Large class sizes.	35 (58.4%)
	Inadequate space for practicals.	
	Inadequate time for PE practicals.	
	Overcrowded school timetable.	
	Lack of counselling services.	
	Un-sponsored PE programmes.	
	Remote school location.	
Poor working conditions.	Poor attitudes of non-PE teachers.	14 (23.3%)
	Inadequate motivation for teachers.	
	Insufficient Govt. encouragement.	
Unsupportive local Communities.	Inadequate school support.	6 (10%)
	Lukewarm attitudes of community.	
	Religious beliefs about PE.	
No comments.	Parents' financial incapability.	5 (8.3%)

The financial incapability of some parents also played a limiting role in their support of physical education and is peculiar to rural schools where parents are predominantly peasant farmers and fishermen whose income are very meagre.

The socio-economic background of most parents in my school cannot support the supplying of necessary materials needed by their wards for PE lessons and thereby making teaching very uninteresting since the students are not well equipped for the lesson (Survey Subject 60).

Teachers' Knowledge on Curriculum Content (Syllabus Documents)

Teachers were asked to respond to questions about their curriculum content (syllabus document) knowledge of junior secondary PE in their school. Their responses in rank order are presented in Table 13. All 60 PE teachers responded and indicated that the goal of their teaching is to achieve the stated objectives of the junior secondary school physical education programme. This was ranked highest with a mean of 3.67.

Table 13

Teachers' perceptions on curriculum content (syllabus documents) knowledge.

Rank	Statement	Mean	SD
1.	I teach to achieve JSS PE curriculum objectives.	3.67	.51
2.	Continuous assessment processes are emphasised.	3.38	.72
3.	JSS PE curriculum objectives are clear and explicit.	3.37	.71
4.	I understood the contents of the JSS PE curriculum.	3.37	.71
5.	JSS PE curriculum is dynamic and offers teaching challenges.	3.22	.64
6.	Lagos PE scheme of work meets National curriculum objectives.	3.22	.56
7.	I am familiar with National JSS PE curriculum contents.	3.12	.87
8.	Teacher controls the instructional process in the curriculum.	3.12	.58
9.	Lagos PE scheme of work contents are comprehensive in scope.	3.12	.67
10.	Lagos PE scheme of work contents are relevant to students needs.	3.10	.77
11.	A copy of National JSS PE curriculum is available in my school.	3.08	.94
12.	My students are able to achieve JSS PE curriculum objectives.	3.05	.59
13.	Lagos JSS PE scheme of work contents are current.	3.03	.66
14.	Useful evaluation criteria are provided in the JSS PE curriculum.	2.93	.82
15.	Flexible teaching strategies are provided in the JSS PE curriculum.	2.88	.56

Note: Scale ranged from 1 (strongly disagree) to 4 (strongly agree). Scores were ranked. High scores indicated more favourable teachers' perceptions.

The teachers indicated that continuous assessment processes were emphasised in the school PE curriculum document (3.38) and they reported that the curriculum objectives, which they sought to achieve were very clear and explicit, hence, they indicated understanding the contents of the JSS PE curriculum documents (3.37). The teachers viewed their understanding of the JSS PE curriculum as dynamic, which offered them great challenges for their teaching (3.22).

The teachers reported that the Lagos State JSS PE scheme of work that they implemented met the objectives of the National JSS PE curriculum (3.22) and was comprehensive in scope (3.12), relevant to the needs of the students (3.10), and current (3.03). The teachers also indicated they controlled the instructional process (3.12), which enabled their students to achieve the objectives of the JSS PE curriculum (3.05). This control is hinged upon the provisions of flexible teaching strategies (2.88) and useful evaluation criteria (2.93), which emphasised the continuous assessment processes in the curriculum documents.

The results suggested that teachers attached much importance to the understanding of the curriculum content documents, which guided their teaching activities in the schools as evident from the high mean averages recorded from their responses. Having knowledge of physical education curriculum content documents is fundamental to successful PE teaching and the teachers viewed this being one of the dimensions of quality teaching as the foundation on which teaching activities are based. The teachers' view of objectives based education is important in the achievement of their teaching quality.

Teachers' Perceptions on Teaching Skills and Strategies

Teachers were asked to respond to questions on their perceptions of teaching skills and strategies within the context of their schools. Data presented in Table 14 indicated that the teachers ranked the enjoyment of teaching JSS physical education as the most important with a mean of 3.63 and they indicated that the daily lesson plans always guided their teaching in the school (3.53). The teachers reported they used a variety of teaching methods in their PE lessons (3.48), with effective feedback and questioning strategies (3.47) and communications skills (3.38) utilised. There was a high emphasis on skill demonstration as an important strategy in their teaching (3.33), which the teachers indicated enhanced their lesson smoothness and progressive learning momentum among

their students (3.33). This they reported made them accountable for their students' learning (3.32) after setting realistic and high expectations in their lessons (3.23) and keeping learning environment positive within their capabilities (3.20).

Table 14

Teachers' perceptions on teaching skills and strategies.

Rank	Statement	Mean	SD
1.	I enjoyed teaching JSS physical education.	3.63	.49
2.	Daily lesson plans always guide my teaching.	3.53	.65
3.	I used variety of teaching methods for my PE lessons.	3.48	.60
4.	Effective feedback and questioning strategies are utilised.	3.47	.54
5.	Communication skills are effectively utilised.	3.38	.56
6.	Regular feedbacks are received from my students.	3.37	.69
7.	Skill demonstration is an important strategy in my teaching.	3.33	.60
8.	Lesson smoothness and progressive learning are encouraged.	3.33	.54
9.	I am accountable for my students' learning.	3.32	.60
10.	Realistic and high expectations are set for my lessons.	3.23	.62
11.	Learning environment kept positive within teacher's abilities.	3.20	.51
12.	Opportunities to learn PE are provided for the students.	3.15	.55
13.	Teaching aids are always used for my lessons.	3.08	.77
14.	Teacher directed methods are used in my lessons.	3.07	.61
15.	Students are always kept on tasks.	3.05	.59
16.	Meaningful and matched tasks assigned to students' abilities.	2.98	.68
17.	Regular feedbacks are received from my colleagues.	2.87	.79
18.	I also used student directed methods for my PE lessons.	2.83	.78
19.	Regular feedbacks are received from my head of department.	2.75	.91
20.	Management/wait/transition time in class routines minimised.	2.68	.65
21.	A large percentage of teaching time is dedicated to skill teaching.	2.67	.84
22.	A high percentage of my PE lessons are devoted to skill practice.	2.50	.85

Note: Scale ranged from 1 (strongly disagree) to 4 (strongly agree). Scores were ranked. High scores indicated more favourable teachers' perceptions.

The teachers claimed that they provided opportunities to learn physical education to the students (3.15) with the use of teaching aids to complement these opportunities (3.08)

and teacher directed methods (3.07), which helped them took control of their lessons. They also claimed their students were kept on task (3.05) with meaningful and matched tasks assigned according to student abilities (2.98). Teachers reported they employed student directed teaching method in their PE lessons (2.83) with management/wait/transition time in class routines minimised (2.68). The teachers also claimed they devoted a high percentage of their PE lessons to skill practice. However a mean of 2.50 recorded here indicated that this was ranked lowest and much emphasis was placed on skill teaching demonstration (3.33). This implied that teacher directed methods were mostly emphasised in their PE lessons, which cast doubts on teacher effectiveness.

The teachers generally agreed with the indicators of their perceptions on teaching skills and strategies as important and necessary for achieving quality teaching. They reported they are performing all these skills and strategies to support quality teaching, and the data presented in Table 14 indicated that the teachers viewed their teaching skills and strategies as important in supporting quality teaching.

Teacher Reflection

Data presented in Table 15 indicated the teachers showed very favourable attitudes towards reflection, which they claimed improved their teaching (3.45). They claimed students' perceptions of their lessons were encouraging, which helped to improve their teaching (3.40). Of importance to the teachers were their self-reflective capabilities, which they claimed supported improved teaching and learning processes, assisted their class assessments (evaluation) procedures, and improved their ability in organising learning experiences (3.40). They also viewed their thinking ability during teaching as helping them adjusting to their students' needs (3.33). In short, they reported reflecting on their students' performances, which assisted them in selecting appropriate teaching strategies for their lessons (3.33), and also improved students learning (3.32).

The teachers claimed reflection of their lessons improved their communication skills during teaching (3.32), hence they viewed reflection as an on-going process both in and out of the classroom and attributed their ability to reflect properly on the knowledge gained from their formal teacher preparation programme in physical education (3.28). The teachers agreed that reflection takes place during (3.23) and after (3.17) their PE lessons and this improved their ability to organise learning experiences and adjust to individual student needs.

Table 15

Teachers' perceptions on teacher reflection.

Rank	Statement	Mean	SD
1.	Reflection helps to improve my teaching.	3.45	.62
2.	Students' perceptions of my lesson are encouraging.	3.40	.56
3.	Teacher's self-reflections are supportive of teaching/learning.	3.40	.53
4.	Reflections on my teaching assist my class assessment.	3.40	.53
5.	Reflection improves my learning experiences organisation.	3.40	.53
6.	Teachers' thinking helps in adjusting to students needs in class.	3.33	.60
7.	Reflections on my students assist my teaching strategies selection.	3.33	.54
8.	Students learning are enhanced with teacher reflection.	3.32	.62
9.	Reflection improves my communication skills during teaching.	3.32	.60
10.	My teacher preparation in PE enhances my reflection in teaching.	3.28	.56
11.	Reflection is an on-going process for me in and out of classroom.	3.27	.61
12.	I reflect on my teaching during PE lesson (reflection-in-action).	3.23	.62
13.	I reflect on my teaching after PE lesson (reflection-on-action).	3.17	.64
14.	Feedbacks from my colleague help improve my teaching.	2.87	.83
15.	My head of department and colleagues encourages me to reflect.	2.77	.77
16.	Dissatisfaction with my teaching prompts my reflection.	2.60	.89
17.	Students show indifferent attitudes towards my lesson.	1.90	.86
18.	Students view my lesson as physically demanding.	1.88	.80

Note. Scale ranged from 1 (strongly disagree) to 4 (strongly agree). Scores were ranked. High scores indicated more favourable teachers' perceptions.

Although the teachers claimed that they took full responsibility for reflecting on their teaching, they also indicated that their head of department and colleagues do have some influence on their reflection (2.77), which they indicated improved their teaching (2.87). Most of the teachers also indicated reflecting because of dissatisfaction with their teaching (2.60). The notions that students showed indifferent attitudes toward their lessons (1.90) and viewed the lessons as physically demanding (1.88) were not supported by the teachers. This is understandable when one considers the teachers' views that they received

regular feedback from the students during their lessons as a result of keeping the students on task for meaningful learning to occur.

Teachers' Commitment

Data from the teachers' perceptions of their commitment to PE teaching in their schools are presented in Table 16.

Table 16

Teachers' perceptions on commitment to teaching.

Rank	Statement	Mean	SD
1.	Student interests are paramount in my teaching.	3.73	.45
2.	My students are comfortable with me as their PE teacher.	3.72	.45
3.	My teaching activities are geared toward students' development.	3.62	.52
4.	I continually motivate my students to stimulate them to learn.	3.57	.53
5.	I intend to continue teaching PE for many more years to come.	3.53	.70
6.	My love/enthusiasm for teaching PE improve students learning.	3.50	.54
7.	I encourage self-learning among the students.	3.45	.57
8.	Warm positive learning environment is developed in my class.	3.40	.59
9.	My commitment to teaching is influenced by personal factors.	3.30	.70
10.	The challenges of my work enhance my commitment to teaching.	3.28	.58
11.	Professional ethics influenced my teaching commitment.	3.25	.65
12.	Collaborative efforts initiated with other PE teachers.	3.17	.59
13.	Parents and guardians are encouraged to support our PE programme.	3.17	.67
14.	Workplace congeniality influences my commitment to teaching.	2.98	.77
15.	Students' attributes influenced my teaching commitment.	2.83	.69
16.	Workplace conditions influenced my teaching commitment.	2.73	.82
17.	I use community members in my PE programme.	2.62	.80

Note. Scale ranged from 1 (strongly disagree) to 4 (strongly agree). Scores were ranked. High scores indicated more favourable teachers' perceptions.

Despite the fact that teachers' workplace conditions were not up to their expectations, the teachers reported they were committed to ensuring quality PE teaching. Workplace conditions influence on teachers' commitment was ranked second to the last with a mean of 2.73. This is understandable because of the various difficult circumstances

in which the teachers work. These circumstances have been indicated earlier in this chapter on workplace condition limitations that impeded quality teaching.

Student interests were of paramount importance in the teachers' teaching quality (3.73). The majority of the teachers claimed their students were comfortable with their teaching (3.72), hence they indicated their teaching activities were geared towards students' development (3.62) in which they were continually motivated to learn (3.57). There was a great desire by the teachers to continue teaching PE for many more years to come despite the unimpressive nature of their teaching context (3.53). They also reported that the love and enthusiasms they have for PE teaching had substantially improved their students' performances (3.50) in which they encouraged self-learning among them (3.45) and created a warm positive learning environment in their class teaching (3.40).

The teachers also reported that their personal factors influenced their commitment to teaching (3.30) including the challenges of their work (3.28) and professional teaching ethics (3.25). It was also the views of the teachers that collaborative efforts with other PE teachers in improving student learning (3.17), support from parents and guardians (3.17), and workplace congeniality in the school (2.98), all contributed to their commitment to PE quality teaching. Students' attributes also played a part in the teachers' commitment to teaching (2.83). The idea of using community members in their PE programme although ranked last, was still seen as a contributing factor of their commitment to teaching (2.62). Teachers from this study reported they were very committed to their job, supported student interests and encouraged student learning, which enhanced their quality teaching.

Teachers' Managerial Competencies

Table 17 indicated that the teachers reported they had managerial competencies that supported quality teaching. The most important aspect of their managerial competencies focussed on upholding safety precautions in their PE lessons. This was ranked highest with a mean of 3.78. Teachers' ability in lesson planning and preparation to achieve stated objectives was regarded highly (3.72) and this reinforced the notion of objective based teaching in Lagos schools. It was also an indication of teachers adhering to some of their professional practices in teaching (3.65), most especially teaching to achieve the stated objectives in the curriculum documents.

The table revealed very high mean ratings for all teachers' managerial actions, which indicated that the teachers claimed they upheld all the managerial practices expected of them in the classroom. The rank ordering of the teachers' managerial actions with the

corresponding mean averages included; adequate class organisation and management (3.60), regular conduct of continuous assessments (3.57), effective management of lesson periods (3.57), adequate and efficient teaching records keeping (3.55), and adjustment to improve teaching when the situation demands (3.45).

Table 17

Perceptions on teacher managerial competencies.

Rank	Statement	Mean	SD
1.	I am conscious of safety precautions in my PE lessons.	3.78	.42
2.	I plan and prepare my lesson with achievable objectives.	3.72	.45
3.	I exhibit adequate practices of professionalism in my teaching.	3.65	.48
4.	I organise and manage my class adequately.	3.60	.49
5.	I conduct continuous assessments regularly.	3.57	.53
6.	I manage my lesson periods effectively (time management).	3.57	.50
7.	I keep adequate and efficient records of my teaching.	3.55	.50
8.	I always adjust to improve my teaching when new situation arises.	3.45	.53
9.	I generate students' interest in learning during my teaching.	3.43	.53
10.	I manage and utilise facilities and equipment adequately.	3.40	.64
11.	I develop group interactions in my class.	3.30	.65
12.	I improvise teaching materials to complement my teaching.	3.28	.61
13.	I handle group dynamics processes effectively.	3.25	.65
14.	I solve students learning problems in PE on individual case basis.	3.23	.67
15.	Relevant duty posts assigned to me complements my teaching.	3.20	.90

Note: Scale ranged from 1 (strongly disagree) to 4 (strongly agree). Scores were ranked. High scores indicated more favourable teachers' perceptions.

Other management actions included; generating students' interest in learning (3.42), adequate management and utilisation of available facilities and equipment (3.40), developing group interactions in the class (3.30), improvisation of teaching materials (3.28), effective handling of group dynamic processes in the class (3.25), and solving students' learning problems on individual case basis (3.23). The teachers also claimed the relevant duty posts assigned to them complemented their teaching (3.20). The many years of teaching experience in physical education of the teachers, coupled with their on-

the-job managerial activities, may be a factor in their positive responses to the managerial competencies statements.

Teachers' Views on the Status of Physical Education Teaching

The physical education programme at the JSS level in Lagos State is seen to be one of the subjects that have taken its rightful place in the school curriculum for student learning and accorded some degree of recognition, at least from the point of view of the teachers themselves. This is understandable, as teachers needed to project the image of their discipline and profession to the larger society through their teaching activities and performance. This is important because of the competition that existed in the school system in terms of subject selection for the senior classes and the importance parents attached to this exercise. It beholds on the teachers to therefore exhibit good teaching practices that will enhance students' learning achievement and sustain their interest as well.

Responses from the teachers (Table 18) indicated that PE was rated as equal to other school subjects in the JSS curriculum thereby reflecting the compulsory nature of PE for all JSS students. The teachers claimed their teaching supported their notion of quality teaching; hence it was ranked highest with a mean of 3.52. The teachers viewed their teaching as being of quality and all who participated in their lessons enjoyed PE teaching (3.48). The teachers also agreed that the quality of PE teaching in their schools matched the programme within the context of curriculum, which made success achievement possible as in other subjects (3.43). To this end, the teachers reported that PE teaching was comparable positively to other subjects in the school curriculum (3.37) and that its quality (3.35) and teaching techniques (3.22) were similar to other JSS subjects.

The teachers claimed that their Principals rated PE as important as other subjects in the curriculum (2.92), so also were some Non-PE teachers (2.60). In addition, a considerable number of the teachers maintained that parents of their students rated the subject as important to their children's education as other school subjects (2.80).

All the teachers in the study attributed success in their PE lessons to the quality of their teaching within the level of their capabilities and limited resources. Although the teachers were faced with some difficult problems or limitations in pursuing quality teaching, they still claimed to have made the best use of their present situation because of the commitment they had for their students, discipline and profession. The researcher viewed this as a credit to the teachers for their determination to excel at all times no matter the situations they might find themselves in.

Table 18

Teachers' perceptions on the status of PE teaching in their schools.

Rank	Statement	Mean	SD
1.	I believe my teaching supports the notion of quality teaching.	3.52	.54
2.	All participants enjoy PE teaching in my class.	3.48	.62
3.	The quality of my school JSS PE programme matches what a JSS PE programme should be.	3.43	.65
4.	Success is achieved in PE classes as in other school subjects.	3.43	.50
5.	PE teaching in my school compared positively to other subjects.	3.37	.58
6.	The quality of my school JSS PE programme is similar to other JSS subjects' programme.	3.35	.63
7.	The teaching techniques of other PE teachers in my school is similar to mine.	3.22	.74
8.	My Principal rates PE important relative to other school subjects.	2.92	.85
9.	PE is rated important to children's education relative to other school subjects by their parents and guardians.	2.80	.86
10.	Non-PE teachers in my school rate PE important as other subjects in the school curriculum.	2.60	.85

Note. Scale ranged from 1 (strongly disagree) to 4 (strongly agree). Scores were ranked. High scores indicated more favourable teachers' perceptions.

Teachers' Characteristics and their Perceptions of Quality Teaching

Teachers' perceptions of quality teaching in JSS physical education supported the OECD's construct of quality teaching. However, in order to investigate any significant differences as per these perceptions, the researcher subjected some of the personal characteristics of the teachers to some tests of significance. Such characteristics considered were school location, gender, age range, qualifications, total teaching experience and combination of physical education teaching with school sports coaching.

School Location

The subjects in the sample were categorised into two groups, urban and rural, and compared on each of the five indicators of quality teaching and the status of PE in their

schools using independent t-test statistics. The results of this analysis presented in Table 19 indicated that urban and rural teachers in these two school districts did not significantly differ in their perceptions of quality teaching. All the obtained t-values from these variables were not significant at 0.05 levels.

Table 19

Total mean scores for perceptions of quality teaching dimensions between urban and rural PE teachers.

Quality teaching indicators	Urban schools	Rural schools	Significance*
Curriculum content	47.7	46.7	NS
Pedagogical skills	69.3	66.6	NS
Teacher reflection	55.6	52.3	NS
Teachers' commitment	56.0	54.9	NS
Managerial competencies	52.0	51.3	NS
PE status in the schools	32.2	31.3	NS

* Significant differences by t-test at $p=0.05$ level. NS: Not significant.

Both urban and rural PE teachers had similar and very high perceptions of their quality teaching. Irrespective of the locations of their schools, the teachers indicated favourable attitudes towards the indicators of quality teaching and their perceptions were uniformly very high. It can be concluded that these teachers shared similar academic and professional characteristics in terms of their professional preparation, training and background, as well as teach the same curricular content with very similar teaching environments. This may account for the lack of a difference in the perceptions of quality teaching between urban and rural PE teachers in Lagos State secondary school system.

Gender

Male and female teachers from the sample were compared on their perceptions of quality teaching using the t-test for independent samples. Table 20 gave a summary of the mean scores for male and female PE teachers' perceptions of quality teaching. There is no significant difference between male and female teachers' perceptions of quality teaching. This is also an indication of the closeness of the teachers' perceptions of quality teaching

in terms of having similar views about their physical education teaching and gender does not influence the teachers perceptions because the teachers sampled were from the same population, possessed similar characteristics in terms of training, professional development, contextual factors influencing their teaching and having similar curriculum goals to achieve.

Table 20

Total mean scores for perceptions of quality teaching dimensions between male and female PE teachers.

Quality teaching indicators	Male teachers	Female teachers	Significance*
Curriculum content	49.1	46.4	NS
Pedagogical skills	69.2	68.6	NS
Teacher reflection	54.5	55.6	NS
Teachers' commitment	55.5	56.1	NS
Managerial competencies	51.5	52.2	NS
PE status in the schools	32.2	32.1	NS

* Significant differences by t-test at p=0.05 level. NS: Not significant.

Age Range

Teachers' age groups were compared on their perceptions of quality teaching using a one-way analysis of variance (ANOVA). The mean scores of the various age groups on the five indicators of quality teaching and PE status in the schools (see Appendix O) were very closely clustered around their total mean on all the facets of quality teaching. The one-way ANOVA test indicated no relationships. Teachers' belonging to different age brackets did not significantly differ in their perceptions of quality teaching. This indicated that despite the differences in the teachers' ages, they were similar in their perceptions of quality teaching. These similarities radiated round such factors as coming from the same homogenous population, similar training background, using the same curriculum and teaching in similar workplace conditions.

Qualifications

The highest teaching qualifications of the teachers were categorised into three groups namely: Nigeria Certificate in Education (NCE), Bachelor's Degree and Master's Degree in physical education. Table 21 indicated that one-way analysis of variance procedure (Punch, 1998) was run with teachers' perceptions of quality teaching using each of the indicators of quality teaching and the status of PE in schools as the dependent variable, while teachers' highest teaching qualification was entered as the independent factor.

Table 21

One-way ANOVA test of differences on teachers' perceptions of quality teaching (QT) and highest teaching qualifications.

QT Indicators	Source of variation	Sum of squares	df	Mean square	F-ratio	Sig.
Curriculum content knowledge	Between Groups	171.683	2	85.842	3.200	0.048*
	Within Groups	1529.250	57	26.829		
	Total	1700.933	59			
Pedagogical skills and strategies	Between Groups	265.350	2	132.675	2.594	0.084
	Within Groups	2915.583	57	51.151		
	Total	3180.933	59			
Teacher reflection	Between Groups	77.128	2	38.564	1.239	0.297
	Within Groups	1773.806	57	31.119		
	Total	1850.933	59			
Teachers' commitment	Between Groups	102.150	2	51.075	1.672	0.197
	Within Groups	1741.500	57	30.553		
	Total	1843.650	59			
Teachers' managerial competencies	Between Groups	121.844	2	60.922	2.110	0.131
	Within Groups	1645.889	57	28.875		
	Total	1767.733	59			
PE status in the schools	Between Groups	72.100	2	36.050	2.214	0.119
	Within Groups	928.083	57	16.282		
	Total	1000.183	59			

Significant probability levels at 0.05.

*Significant at $P < 0.05$ probability level.

The mean scores from the descriptive data were very closely clustered around the total mean (Appendix P) indicating that the teachers' qualifications did not significantly

differ in their perceptions of quality teaching. Table 21 indicated that for curriculum content (syllabus documents) knowledge, the F-ratio of 3.200 is significant at 0.05 levels (2 df). The various teaching qualifications of the teachers influenced their perceptions of the curriculum content (syllabus documents) knowledge of the JSS physical education programme. All other quality-teaching indicators were insignificant.

Teaching Experience

The descriptive data regarding teachers' perceptions of the various facets of quality teaching due to their teaching experience (see Appendix Q) indicated that teachers with varying years of teaching experience in physical education did not differ in their perceptions of quality teaching. They clustered around the total means of each of the five indicators of quality teaching and PE status in the schools, an indication that their views were similar. The five inexperienced teachers held similar views to their other more experienced colleagues. All teachers held almost uniformly high views of quality teaching.

Physical Education Teaching and School Sports Coaching

Teachers' responses on the combination of physical education teaching with school sports coaching were compared on their perceptions of quality teaching using the t-test for independent samples. The results presented in Table 22 indicated that there were no significance differences in the perceptions of teachers on quality teaching as per their roles in combining physical education teaching with school sport coaching.

Table 22

Total mean scores for teachers' perceptions of quality teaching dimensions and combination of physical education teaching with school sports coaching.

Quality teaching indicators	Yes, I combine	No, I don't	Significance*
Curriculum content	47.5	47.6	NS
Pedagogical skills	68.9	68.8	NS
Teacher reflection	55.0	55.5	NS
Teachers' commitment	55.3	57.3	NS
Managerial competencies	51.6	52.8	NS
PE status in the schools	31.9	32.6	NS

* Significant differences by t-test at $p=0.05$ level. NS: Not significant.

Correlations of Teachers' Characteristics and Perceptions of Quality Teaching

The teachers' socio-personal characteristics were correlated with the indicators of quality teaching and physical education status in the schools using the Pearson ' r ' (Punch, 1998). The summary of this correlation analysis is presented in Table 23. The table revealed that of all the correlations computed on the SPSS statistical package, only highest teaching qualification correlated significantly with curriculum content knowledge and was of significance. This is consistent with Table 21 data, which indicated a significant difference between teachers' highest qualifications and perceptions of the curriculum contents knowledge.

Table 23

Correlations between teachers' socio-personal data and their perceptions of quality teaching.

Teachers' socio-personal characteristics	CCK	PSS	TR	TC	TMC	PES
School location	-.07	-.13	-.21	-.07	-.05	-.81
Age range	.22	.17	.17	.14	-.01	.04
Gender	-.25	-.04	.09	.06	.06	-.02
Highest teaching qualification	.29*	.05	.07	-.05	.16	.21
Years of teaching experience	.15	.03	.11	.05	.06	.15
Yrs. of teaching PE in current school	.14	.04	.10	.07	.04	.17
PE teaching and sports coaching	.01	-.00	.04	.15	.09	.07

* Correlation is significant at the 0.05 levels (2-tailed). N = 60.

KEY:

CCK: Curriculum content knowledge. TC: Teachers' commitment.

PSS: Pedagogical skills and strategies. TR: Teacher reflection.

TMC: Teachers' managerial competencies. PES: PE status in the schools.

Teaching qualifications were related to perceptions of knowledge of the JSS syllabus. All the other characteristics failed to reach the 0.05 alpha levels of significance. This is consistent with other results presented in Tables 19 to 22, which indicated that no

significant differences occurred between the teachers' socio-personal characteristics and their perceptions of quality teaching.

Analysis of the Textual Dimension of the Curriculum

The textual dimension of the curriculum is the written or intended syllabus documents that are used by teachers in their instruction. The textual dimension represents what is intended to be taught to the students, how they are to be taught, materials to be used in teaching and how students are to be evaluated.

In the Lagos State school system, the textual dimension controlled teachers' instruction and was seen as vitally important to the successful achievement of teaching quality in all the subjects taught. The various syllabus documents prescribed the teachers' actions and controlled their teaching activities. The use of these documents was supervised both internally by the Principals or their representatives such as the Deputy Principals, Vice-Principals (Administration or Academic) and the Heads of Departments, and externally by the Inspectors from the Ministry of Education and Local Education Districts. Table 24 summarised the relevant documents.

Table 24

Frequency distribution of documents used in supporting quality teaching.

Textual Documents	Used & Available Response (%)	Not Available Response (%)
National Junior Secondary School PE Curriculum.	60 (100%)	-
Lagos State JSS PE Unified Scheme of Work.	60 (100%)	-
Teachers' Diaries and Weekly Records of Work.	60 (100%)	-
Weekly/Daily Lesson Plans (Notes).	60 (100%)	-
Continuous Assessments (Marks Book) Records.	60 (100%)	-
Teachers' Lesson Timetable.	60 (100%)	-
Teachers' Handbooks.	33 (55%)	27 (45%)
School Handbook (Policy Statements).	17 (29.3%)	41 (70.7%)
Copies of past JSS III PE Examination Questions.	45 (75%)	15 (25%)
Memos and Directives from the Ministry and LEDs.	5 (8.3%)	55 (91.7%)
Inspectors' Report on PE Inspection.	5 (8.3%)	55 (91.7%)
Copies of Students' Summary Notes on PE.	54 (90%)	6 (10%)

The teachers made use of these documents to support their teaching, and in fact, the documents controlled their teaching activities. All the teachers regarded the documents as essential teaching guides, and an important contribution to the achievement of their teaching quality. The documents sighted and analysed by the researcher and used by all the teachers included: National JSS Physical Education Curriculum, Lagos State JSS Unified Scheme of Work, Teachers' Diaries and Weekly Records of Work, Weekly/Daily Lesson Plans (Notes), Continuous Assessments (Marks Book) Records, and Teachers' Lesson Timetables.

Other documents used by some of the teachers included teachers' handbooks, school handbooks (policy statements), past JSS III physical education examination questions, memos and directives from the Ministry and LEDs, Inspectors' reports on subject inspections and copies of students' summary notes on PE. Analyses of the influence of the documents are presented below as they related to teaching quality. The document analysis represented the findings from all 60 teachers that took part in the study.

National JSS Physical Education Curriculum

The National JSS PE Curriculum (see extracts in Appendix R) represented the core curriculum (content) for the junior secondary physical education in Nigeria. The National Policy on Education stressed the need to direct PE instruction towards the promotion of the emotional, physical and psychological health of all children and that physical education will be emphasised at all levels of educational system to achieve this (Federal Government of Nigeria, 1981). Nigerian Educational Research and Development Council (NERDC) (1985) further argued: "if appropriate skills, abilities and competences (both mental and physical), which are to equip the individuals to live in and contribute meaningfully to the development of his society must be achieved, a functional physical education programme must be vigorously pursued" (p.1). The National JSS PE Curriculum was an outgrowth of this statement.

The PE curriculum document is divided into theory and practical contents across all three levels of instructions. The theory part included content to be taught, objectives to be achieved, suggested topics for lessons and suggested activities areas of relevant games. The major content areas for JSS I and II included theory of games and sports skills and a general introduction to physical education. A number of suggested topics and activity areas were given under these two content areas. The content areas at the JSS III level

included human body and physical exercise, elementary physical fitness and body conditioning, desirable health practices, history of physical education, sports and recreation, and theory of games and sports. Numerous suggested topics and activity areas were also indicated at this level.

The practical part of the curriculum is divided into content to be taught, developmental objectives (cognitive, affective and psychomotor) to be achieved, suggested topics and activities for each content area, and evaluation criteria. The content areas across the three JSS levels were similar with suggested topics, activities and evaluation criteria differing. The practical content areas to be taught included aquatics, outdoor and recreational activities, games and sports, physical fitness and body conditioning, rhythmical activities and dance, and gymnastics. The evaluation criteria included both knowledge and practice based assessment. Continuous assessments were emphasised in the New Policy on Education (NERDC, 1985) and this was one of the avenues for evaluating the students in addition to the terminal examinations and final JSS State examination.

The National Curriculum document presented itself as a blueprint for all the 36 States in Nigeria to adopt. However, states can adopt content areas, topics and activities that are peculiar and relevant to their needs and aspirations. Lagos State has developed its own unified scheme of work from the National Curriculum. Since each of the 36 States in Nigeria is to be in-charge of their final JSS III examinations, they developed their scheme from the National Curriculum. The scheme developed by Lagos State was adopted from the National Curriculum and this was what the physical education teachers in the State have been using for their teaching activities. Therefore, the National JSS Physical Education Curriculum provided the framework on which physical education activities were developed and taught in Lagos schools.

Lagos State Unified Scheme of Work

The present Lagos State unified scheme of work for physical and health education (Appendix S) was revised in 1996 before the beginning of 1997/98 school year and had inputs from PE teachers, Ministry officials, Universities and State Colleges of Education teachers. The Lagos State Ministry of Education's Curriculum Development department coordinated the exercise. The scheme of work is a mirror of the National Curriculum and all the lesson topics were drawn from the national document. The scheme sent to the schools listed the lesson topics week-by-week, term-by-term and year-by-year. The

teachers are expected to refer to the National Curriculum documents for the objectives to be achieved that are relevant to their lesson topics as well as the suggested activities and evaluation criteria.

The topics that were identified for teaching in Lagos schools cut across all the content areas of both the theory and practical aspects of the National Curriculum and provisions were made for evaluation and assessments in the scheme. The implications of this scheme were that when school A was teaching table tennis in week 10 of a particular term, all other schools in the state will be teaching the same topic at that particular week of the term, so the scheme of work controlled all teaching activities of the PE teachers. Despite the fact that some schools lacked adequate equipment and materials to support their teaching, they were still bound to teach the topics as listed.

Teachers' Diaries and Weekly Records of Work

The teachers' diary and weekly record of work booklet (see extracts in Appendix T) was used in all Nigerian schools. This booklet covered all the subjects in the school curriculum, and a booklet was provided for each stream of a year level. The main function of the diary is to record all teaching activities/topics of each subject taught in a particular class at the end of each week. This booklet is one of the documents inspected periodically during visits by Inspectors from the Ministry and LEDs. The booklet is divided into four sections. In the first section, the schemes of work of each subject for a particular class are written while the second section deals with the weekly records of work for each subject. Section three is for recording the lists of books for teachers and students on each subject, and section four is for recording the examination results and head teachers' reports for each term of a particular class.

This booklet kept the records of what was taught weekly in line with scheme of work for each subject offered by a particular class, which also included the students' terminal performances. Diaries were signed at the end of each week of teaching by either the Year Level Tutors or Vice Principal (Academic). Heads of Department were also saddled with this responsibility in some schools. All the teachers under study made use of this document and recorded all their teaching activities in the diary at the end of each week. This teacher's responsibility for completing diaries was taken very seriously in the schools and any teacher who failed in this responsibility is disciplined.

Weekly/Daily Lesson Plans (Notes)

The weekly/daily lesson plans or lesson notes (see extracts in Appendix U), as they are normally called, were the teaching guides that the teachers followed in their lessons. The lesson notes represented the outline of the activities to be completed in the class to achieve lesson objectives. A typical lesson note contained preliminary sections like week, date, subject, topic, class and reference books. Other sections in the lesson notes included lesson objectives, content, presentation of the lesson in steps, and evaluation. The lesson plans were written in a notebook week by week. These were then taught daily to the different classes the teacher is involved in. The same lesson plans were used for each JSS level in a week no matter the number of streams the teacher is teaching in a week per each level.

It is compulsory for all teachers in Lagos schools to go to class with their lesson notes, and a teacher found teaching without a lesson note is seen as unprepared for his/her job and can be sanctioned by the appropriate authority. Lesson notes are important documents reviewed by Inspectors from the Ministry and LEDs and they are signed at the beginning of each week in the schools either by the Heads of Department or Vice Principal (Academic). All the teachers made use of this document in their lessons and the researcher sighted all lesson notes used by the teachers. The lesson plans/notes used were found to be relevant, of quality and reflected the innovative ability of the teachers by using the prose and/or tabular format to suit their purposes. The lesson plans/notes really dictated the sequence of lesson teaching in the schools.

Continuous Assessments (Marks Book) Records

The continuous assessment (marks book) as its name implies kept records of students' performances term by term in a school year. Since continuous assessment (CA) was given priority in the National Curriculum, teachers are expected to conduct these assessments three or four times in a term apart from the terminal examination. Scores recorded for students during CA formed 40% of the total terminal marks and at the end of the school year, all three terms results are added and averaged to determine those to be promoted or to repeat. In the final JSS III class, their final continuous assessment grade represented all their cumulated three years' work and it accounted for 40% of their final JSS certificate examination. This meant that the final written JSS examination only accounted for 60% of the total mark. The final continuous assessment grades for JSS III

students are normally sent to the ministry by each school administration at the end of each school year.

Continuous assessments in physical education at the junior secondary school took the form of tests, quizzes, projects, assignments and practical performances while terminal examinations involved knowledge and practical tests of physical skills taught during the school term. However, the final JSS III examination is only knowledge based with no practical test. Continuous assessments are compulsory and all teachers must complete them three or four times in a term. The researcher sighted records of the various CA tests conducted by the teachers and sample questions of the tests. The practical tests the teachers conducted were explained to the researcher to involve skill testing as well as fitness tests using the various warm-up activities that preceded their skill teaching. All teachers indicated that they felt satisfied with their efforts in this regard. Results sighted in the CA records indicated that students recorded good marks of high percentages in physical education and this lent credence to the perceived positive performances of the students in the subject as indicated by the teachers.

Teachers' Lesson Timetable

The lesson timetable represented the schedules of the teachers in their daily teaching activities. Teachers followed the timetable and attended their lessons as detailed. The researcher observed that the timetable was taken seriously in the schools as teachers were frequently monitored by their supervisors to make sure that they attend all their classes on time.

Other Documents

While all aforementioned documents were sighted and used by all the teachers, other documents had limited use. Thirty-three teachers (55%) made available the teacher's handbook, which talked about the code of conduct for the teachers in the schools. The document stipulated their responsibilities as teachers and highlighted the grievances and discipline procedures to be followed when the need arose. It also outlined promotion procedures and other issues relevant to teachers' welfare. Extracts from this document were also made available to the teachers in their appointment letters and they viewed the document as their work commandment that guided their teaching.

The school handbook presented brief information about each school. It talked about school structure, rules and regulations, disciplines, school activities and teacher-students relationships. This document is related more to the students, but teachers are

expected to have an idea of what the document contains. Seventeen teachers from nine schools produced this document.

The teachers also used past JSS III examination questions to enhance their teaching. The researcher sighted some of these past questions from 45 teachers with questions measuring knowledge of key concepts and ideas in the curriculum. Those teachers that taught in the JSS III classes indicated that this examination past questions helped them in practicing what to expect in subsequent final examinations conducted by the State Government.

Memos and directives from the Ministry and LEDs also impacted on the teachers' work. Since the LEDs oversee the schools on behalf of the Ministry, directives were frequently sent to teachers regarding how Government policies concerning education should be implemented. Although the researcher had access to directives from five teachers, both the teachers and their supervisors took the information contained in the memos seriously.

Inspectors visited the schools at least three times in a term. These inspectors were in different specialised subject areas. They monitored the teachers in their teaching to make sure that the schemes of work were followed and to verify that the teachers actually taught what they were expected to teach. They also interacted with the teachers regarding the problems facing their work and reported back to the Ministry or LEDs for necessary action. Reports of their inspections were sent to the schools for action. The researcher sighted five Inspectors' reports that concerned physical education, from the same five teachers that made available memos and directives from the Ministry and LEDs. The teachers were expected to make the necessary responses to areas of the report that required improvements. The teachers indicated making use of the Inspectors' reports in improving their teaching whenever they received such reports.

The teachers gave summary notes of what was taught and the students took active part in writing down the summary in their notebooks. The researcher observed that the school authorities took note giving by the teachers and note taking by students seriously, and this was one of the ways the teachers reported they were achieving teaching quality and improving students' learning. Copies of students' summary notebooks on physical education were sighted from 54 teachers; only six teachers did not make them available for verification. The notes contained summaries of all lesson topics taught by the teachers in both theory and practical classes.

Summary of Findings

From the data analysis in this chapter, the following conclusions were reached. The majority of the teachers in this study taught in the urban areas of Lagos metropolis and most PE lessons were taught two or three times a week with an average lesson duration of 40 minutes. There were more female PE teachers than males and their mean ages are 39 and 43 years respectively. The majority of the teachers were degree holders while a substantial number possessed the Nigeria Certificate in Education (NCE). The PE teachers in the two school districts were experienced and many of them doubled as games masters/mistresses. Many of the teachers were overloaded with teaching duties.

Teachers' perceptions of quality teaching were very diverse and focussed on a range of teaching constructs. Two major themes based on the teachers' descriptions of quality teaching were generated. They included effective teaching in which the teacher and students interacted to achieve lesson objectives, and pedagogical content knowledge. PCK included three sub-themes: an educational process that involved all teaching and learning activities in the school; good lesson methodology, which involved lesson preparation and presentation with use of instructional materials; and teachers' understanding of the curriculum content, which they must disseminate to meet set objectives. The two themes and the sub-themes were inter-related and presented as overlapping constructs.

Six themes emerged from the teachers' views of what supported PE quality teaching in their schools. The themes generated centred on support from the teachers themselves, which was the most important factor emphasised, support from the authority (school and government), and students' support in terms of their interests, love for the subject and active involvement in practical classes. Other supports included those from sports competitions and parents, most especially the Parents Teachers Association (PTA) activities in the schools.

Data on self-limitations for quality teaching generated four themes: personal dissatisfaction, time factors, professional development issues and other contextual factors in the school. The teachers cited inadequate and lack of teaching resources, insufficient and inadequate funding and poor facilities maintenance as the general resources barriers to quality teaching. In the case of workplace conditions, limitations were clustered into three

themes: unimpressive learning environment, teachers' poor working conditions and unsupportive local communities.

Teachers reported that they valued all aspects of curriculum content knowledge, which they indicated offered them challenges to achieve quality teaching. Their goal in teaching PE in the schools was identified to achieve the stated objectives in the curriculum. They claimed to understand the curriculum content, which they indicated, guided their teaching with most emphasis on teacher-directed methods. They perceived these teaching strategies as helping them achieving the stated objectives in the curriculum documents. They viewed their reflective ability as enhancing their performance in the classroom. The teachers saw themselves as the prime movers of the teaching and learning processes in which students learning outcomes were achieved. They reported that they did not allow the barriers of their workplace conditions to affect their commitment to teaching.

They indicated that their personal and professional responsibilities contributed to their commitment to teaching and claimed they upheld all the managerial practices expected of them in the classroom. They agreed that their experiences enhanced their managerial competencies. The teachers asserted that PE was recognised as an important subject in their school and it compared favourably with other subjects. They claimed that the qualities of the teachers' teaching activities and the commitment they exhibited were responsible for the success status of the subject in their schools. The teachers reported that they valued highly almost of all the dimensions of quality teaching in their school PE programme.

When teachers' personal characteristics were subjected to tests of significance with regards to their perceptions of quality teaching, only one variable of significance was found; a correlation between the teachers' perceptions of the curriculum content knowledge and their highest teaching qualification. The correlations of the teachers' socio-personal characteristics with indicators of quality teaching also suggested that only highest teaching qualifications correlated significantly with curriculum content knowledge. This perhaps reflected the emphasis on knowledge-based education in the teacher preparation programmes of Lagos teachers and the controlling nature of the JSS curriculum.

The textual dimension of the curriculum constituted an important avenue of achieving teaching quality in physical education. The teachers acknowledged the importance and relevance of these documents to their teaching quality and that they

controlled their teaching activities. Various supervising personnel monitored the proper use of these documents to ensure their effectiveness and efficiency in enhancing the teachers' quality teaching. Documents indicated as being used by the teachers and sighted by the researcher were appropriate to the goals of the JSS PE curriculum.

The PE teachers under study from these two school districts in Lagos State reported that they valued highly all the indicators of quality teaching and they indicated that they demonstrated positive and favourable attitudes towards them, and did not discriminate between them. They reported they upheld the tenets of quality teaching, as the basis for students' learning achievement, which they indicated was important in enhancing educational development and improvements in the society.

CHAPTER 5

CASE STUDY FINDINGS

The results and analysis of the data collected from the six PE teachers involved in the interviews and lesson observation sessions are presented in this chapter. These data were collected during term three of 1999/2000 school year. Information gathered during the interview included PE teachers' descriptions of the context of their schools, their perceptions of quality teaching, factors influencing their teaching quality, their influence on students' learning, limitations impeding their teaching quality and how best to support quality teaching. Observations of PE classes and informal interviews also provided data.

Case Analysis

Case 1: Ms Toyin

Teacher's Profile

Ms Toyin is a 44-year old physical education teacher, who has been teaching physical education for the past 20 years, five of which were in her present school. She holds the Teachers' Grade II Certificate (a certificate formerly used as minimum standard to teach in the primary schools in Nigeria) and Nigeria Certificate in Education (NCE) in physical and health education. She is presently completing a part-time degree programme in physical and health education, hoping to graduate in December 2001.

Ms Toyin's background in physical education started with her interest and personal involvement in sport from her primary school days. Being a good athlete and the subsequent encouragement she received from her teachers prompted her to study physical education. She began teaching after finishing her Teachers' Grade II Certificate and said: "since then I have been enjoying it because it helps to shape my body. It gives me good shape and people do not realise that I am getting old and the interests... and even the students, they liked me teaching them." (Interview, pp.1-2)

She reported; "her students enjoyed taking part in her lessons as they often requested her to teach them another subject" (Interview, p.2). She also expressed a feeling that what actually interested her in teaching PE was "the attractiveness of people towards the subject, especially the physical aspects of it, which is very interesting and challenging" (Interview, p.2). This physical attraction according to Ms Toyin referred to the ways both staff and students appreciated her appearance, her movement capabilities on the playing

fields and her demonstration of the various physical activities and sports skills. The comments passed by teachers and students maintained her interest in teaching the subject:

When we go for practical classes, the students will rally round me ... even the teachers will come out. They want to watch me, they will appreciate me, and they will appreciate my efforts. Some will even say that, so you can still move your body, turn your body, you can do this or that. So these comments give me interest and spur me on. (Interview, p.2)

Ms Toyin's interest was also aroused by the health orientation of teaching physical education: "... also the health aspect is good because it has effects on my body as it gives me good health and make me to move physically the affected parts of my body during activities" (Interview, p.2). Ms Toyin was very conscious of her body, her physicality. She was a very active teacher, eager and enthusiastic about her job. She was "very emphatic in her lesson instructions" (Field note, p.1), self-confident and took her teaching very seriously. This was attested to during the observation sessions, which noted the zeal and enthusiasm put into her lessons.

From the initial survey data collected, Ms Toyin viewed quality teaching as "teaching that involved all teachers' activities in and out of the classroom so that quality learning can be achieved by the students" (Survey Subject 40). She indicated that "her personal interest in the subject and good sense of responsibility to her job" (Survey Subject 40), are factors that supported quality teaching. She mentioned large classes, inadequate time allotment, inadequate financial support, inadequate teaching resources and little encouragement from school authority, non-PE teachers and parents as limitations to her teaching quality. She rated all OECD's five dimensions of quality teaching highly and viewed the teacher and her teaching activities as the most important factors in achieving quality teaching.

Context of physical education teaching in the school

Ms Toyin's school is located within a School-Village Complex in the urban area of Amuwo-Odofin Local Government. It is a coeducational institution with 3,352 students. Physical education as a core subject is compulsory at the junior secondary classes and optional at the senior classes. Physical education is allocated three periods per week in each of the streams of JSS I, II and III, with each period lasting 40 minutes. Physical education is implemented based on the content and guidelines in the National Curriculum for JSS PE and the Lagos State Unified Scheme of Work for Physical and Health Education, which itemised the content for weekly teaching for the three school terms.

Other documents that aided Ms Toyin's teaching included teachers' diary, lesson plans (notes), teachers' handbook, continuous assessment records book (marks book), and teacher's lesson timetable for the week.

These documents were considered essential materials used in Lagos school system for enhancing teaching quality. Ms Toyin referred to these documents frequently before, during and after each lesson. The Head of Department and Vice-Principal Academics frequently supervised the use of the documents and their signatures were visible on the documents. The textual dimension of the curriculum is prescriptive of all teaching activities. The school context and the textual dimension controlled to a large degree, the work of Ms Toyin. For example, as table tennis was being taught by Ms Toyin in week four of term three, so also was table tennis being taught to JSS II students in all other secondary schools during this week of term three.

Three physical education teachers, including Ms Toyin, taught the entire PE lessons from JSS I to SSS III in the school. There were few facilities at the school; however, there is an open football field, which can also contain a 400-metre athletics track, a grass volleyball court, a sandy handball court, and two standard table-tennis tables. Other teaching materials and resources were inadequate but consistent with the prevailing situation of teaching resources in Lagos schools. Ms Toyin taught in all the streams of JSS I and II. There were five streams in each of these levels and this gave her ten classes of three periods each per week. Ms Toyin taught 30 lessons in a week with an average number of 80 students in JSS II and 65 students in JSS I per class. She did not teach other school subjects in addition to physical education, however being the school health/first aid officer, she assisted in the running of school sports programmes.

Description of quality teaching concept

The interview with Ms Toyin was conducted between 12.00 noon and 12.45 PM in the health education room/sick bay. The interview was conducted in a relaxed environment and she answered all questions.

Ms Toyin's description of quality teaching centred on how the teacher can make students understand what they were taught without difficulties and indicated the teacher must express herself with good methods of teaching to make students learn. She viewed quality teaching as:

A way of imparting knowledge with the use of good methods of teaching, the use of teaching aids and with interests to impart knowledge through physical activities on the students thereby making students to have interests in your subject area so

that they can learn. To achieve this, one should be able to know a way of making the students to take part in physical activities through systematic training and for them to achieve the aims and objectives of the teaching. (Interview, pp.14-15)

She reported that her teaching matched her view of quality teaching: “I know that, by the way I teach my students, even if you interview them, they will tell you that they like Ms Toyin’s teaching” (Interview, p.3). She encouraged the researcher to seek the students’ opinion about her teaching.

Ms. Toyin also reported that the way she achieved quality in her teaching was first “to bring herself down to the level of the students and then after, use play way method to teach them” (Interview, p.3). The play way method is a process where Ms Toyin tries to carry the students along in her class by coming to their levels and teaching them with simplicity so that they can be more interested and feel accepted:

You know, I will carry the students along. You know sports and PE are something that are very interesting, you know any student will like it, so carrying them along in a play way method and using their body will make them learn. Even the fun aspects of it makes them to gain a lot and also makes me to gain what I really want to achieve through them, that is making them to learn. (Interview p.3)

In addition to her views that quality teaching focussed more on her performance as a teacher and how she looked especially in practical classes by portraying herself as a physical role model, was her ability to direct lesson activities in the classroom. This is to achieve set objectives and enhance students learning in physical activities and sports skills. These views also supported her earlier opinion in the survey about quality teaching as teachers’ activities in and out of the classroom to achieve quality learning among students.

Factors influencing teaching quality

Teaching out of self-interest was one factor that influenced Ms Toyin’s teaching quality. She reported her daily routines and sameness of the day did not bore her: “it is something I love doing and so each day, each time, when it comes to my turn to teach, I will teach out of interest and some of these things are already in me” (Interview, p.4). She also maintained that her students’ interests in her lessons were already “built in them” so these mutual interests in teaching and learning influenced her teaching with few difficulties encountered.

Ms Toyin claimed that her teaching strategy also influenced her teaching quality. She talked about making use of play way methods, which allowed her to carry her students along in the class. She also used their experiences as the basis of the teaching strategy she adopted for her lesson:

You know these students have been doing physical education before, although, they may not know the theoretical aspects of it, or they may not put it directly, but they have been doing it. There is no way you will see a student that has not played before, most especially football, or running or jumping. So from there, from their old experience, I brought it in the lesson and did whatever I wanted to teach. (Interview, p.4)

She regarded demonstrating her physical ability during practical classes as the aspect of teaching she enjoyed most and that this factor strongly influenced her teaching quality:

Yes, my practical classes because of the fun aspect of it. The children are very interesting and cooperating, and you know the aesthetic part of it is good. The joy is there already and the enjoyment and the fun aspects made me to enjoy doing my practicals at all time. (Interview, p.5)

She maintained that “students loved going out for practicals and when you are there, everybody will come together and we become the same ‘age group’ and you don’t realise that you are a teacher any more, so after leaving the field you are happy” (Interview, p.5). She also asserted that her physical ability during practical classes also reduced students’ learning difficulties during the theory classes and this enhanced students’ learning outcomes:

Anything that I taught in my practical classes, as soon as I get into the class, I do not need to talk much again. You know, they have already known the practical thing, you just pass the theoretical knowledge to the students without many difficulties and they easily know what you are saying. (Interview, p.5)

She liked teaching practical classes more than theory classes. To her, “it is not easy to teach the students coaching points in any activity without physical performance” (Interview, p.5).

Ms Toyin also viewed her self-reflective ability as an influence on her teaching. She saw the 40 minute lessons as inadequate to really make all her students learn, so her actions in the class were to see that majority of students learn and to encourage those that were lagging behind:

Actually in my practical class, I made sure that when I teach, I am able to see that at least three-quarters of the students are able to get what I really want them to learn, so I used the lesson situation to achieve this. So, like if I teach a skill now, maybe service in volleyball, I will still examine them, calling them one by one to serve and I will see that they normally get it and also encourage those that are not doing well. (Interview, p.8)

She talked about some teachers wanting to join her classes in order to be fit just like the students. This she also viewed as a motivating influence:

Even at times, some of the teachers will say, we too want to join the students during practical PE so that we too can develop ourselves and be fit because of the benefits derived from PE, which they have seen in the students. (Interview, p.11)
She indicated that her teaching, especially during practical lessons, influenced the students' physical capabilities to the extent that other teachers in the school noticed this.

Personal development and professional development efforts also influenced her teaching quality. In developing herself to achieve teaching quality, she said:

What I normally do is that in my free time, I sit down and looked for some things that I will use for my teaching. Anytime that I am free, I used my extra time to prepare myself ready for whatever I want to do to make my teaching a successful one. (Interview, p.9)

The Bachelor's degree course in physical and health education she is pursuing is another factor influencing her teaching quality:

Yes now, like the course I am doing now. I mean my part-time degree course that I am about to finish. Any seminar as well, I would go on my own and anytime I am free, I normally go out to practice on my own to bring myself up-to-date. (Interview, p.9)

She belonged to the Physical Education Teachers' Association and attended seminars organised by this association, as well as the ones organised by government. She has attended courses in first aid and volleyball coaching, although she "does not want to be a coach, but she gained some knowledge from the training" (Interview, p.10).

In summary, the factors influencing Ms Toyin's teaching quality in her school included her passion for the teaching of physical education, her students' interests in learning, the teaching strategy (play-way method) used in her lessons and her physical ability in skill demonstrations. Other influences were her perceived self-reflective ability in ensuring adequate learning among her students, her personal development efforts in improving her knowledge base and the academic activities of her professional association and government in updating her knowledge. Ms Toyin saw herself as a performer and physical role model in physical education; these factors being the strongest influences on her teaching quality.

Teaching influence on students' learning

Ms Toyin claimed that she positively influenced students' learning. She noted that due to the interdisciplinary nature of physical education, by encompassing other areas of

learning, her students often related their encounters with physical education in other subjects. She recounted one such encounter thus:

Excuse Ma, what you taught us in your subject, we have met it in another subject and before the teacher could finish asking a question on it, I have raised up my hand to answer. In addition, when the teacher asked who taught me and I said it is our physical education teacher, then the teacher was amused. (Interview, p.11)

In this regard, Ms Toyin acknowledged that learning about safety measures occurred both in social studies and in physical and health education. This also lent credence to the structured nature of the textual dimension of the curriculum in which interrelated lesson topics with other subjects supported students' learning.

Ms Toyin also noted that some students are now in the university studying the subject because of the interests they developed through her teaching. Some of her students represented the state in various sports while some are in clubs within the Local Government Area and she attributed this to doing well in physical education during their school days: "in fact some of the present senior students are in various local clubs playing football and taking part in athletics" (Interview, p.11). She highlighted the very good results of her students from the continuous assessments and terminal examinations as evidence that her students were doing well in PE.

Ms Toyin indicated that the inclusion of some health aspects in the unified scheme of work had been beneficial to the students learning:

We are now doing practical health preventive activities as related to physical education and sports, and the students can now give artificial respiration, simple first aid measures and so many other things whenever there is injury or any problem on the field. (Interview, pp.11-12)

She also reported that if more aspects of health were included in the curriculum, students will learn more about health related physical education and be able to carry these benefits to their homes and community.

In as much as her teaching was observed to have influenced students' learning, it was seen to be prominent among the physically talented students who further their exploits in various physical education disciplines after their school years.

Limitations on teaching quality

Despite the fact that Ms Toyin acknowledged the positive influence of some factors on her teaching quality, she was faced with factors that in one way or another impeded her teaching. Of note was the noisy environment of the school:

You know, I do not normally have privacy when I am teaching. When I am teaching, other students passing by would come and gather round my class, they

will distract the attention of my students, and so my students will not be able to pay proper attention to the lesson. This one will be saying yeah, that one will be making noise and shouting. At the end of the day, I will be forced to run after them, drive them away, thereby disrupting my class, as I will be spending some time doing this. (Interview, p.6)

She reported that too much time was lost in PE because of the interference of students from other classes and that the 40-minute period is inadequate in this context. In addition, she viewed the large class sizes in the school often making it difficult for her to cope.

Regarding daily teaching schedules, Ms Toyin was of the view that placing physical education periods in the afternoon session did not bring out the best in their teaching, most especially practical classes. The fact that there is no gymnasium, where practical lessons could be taught in the hot afternoon, made teaching very difficult. She agreed that theory classes can be taught in the afternoon, “but when I have to go out and teach in the sunny weather, the students are already exhausted and they are not ready to listen. Even though they still like the subject, the tiredness and exhaustion of the day does not really bring out their best because of wrong timing of the practical lesson” (Interview, p.7).

Inadequate equipment and materials for physical education teaching and sports participation also limited her teaching quality. What saddened her was:

When school authority gets money for sports, especially donations from inter house sports festival; they will just spend most of it on other school’s programmes with little or nothing for physical education. Even, we will have to resort to begging the Principal for just one football for about 100 students. The usual reply is no money and the school has so many things to spend on and not PE and sports alone. (Interview, p.7)

With this inadequacy, the teacher had to look for alternatives by “improvising physical education materials and equipment, which may not meet up to the standards of normal equipment” (Interview, p.7). This also limited her teaching quality especially during skill practice.

Ms Toyin taught 30 of 40 lessons in a week and one of her non-teaching duties that was of concern was being the school’s Health Officer. As Health Officer, she is in-charge of the sickbay, first aid and safety education. Although she acknowledged the relevance of this duty to her professional calling, nevertheless she reported this affected her teaching because of the frequent demands on her time from injured students. Apart from being the Health Officer, she is also the Year Tutor in charge of JSS I (all five streams of JSS I) where she performed administrative duties for that year level. Being a Year Tutor meant

being responsible first to the Senior Tutor and then the Vice-Principal (Administration) for this duty's supervision:

About ten students may sustain injuries at a time and I will still have to leave my job (teaching) and attend to them. And not only that, the Senior Tutor or VP (Admin) may call me, bring this list or supply this information or any other things regarding the JSS I where I am the year tutor in-charge. So, if there is any problem, I am to solve it, go and look for this teacher (subject or class teacher), go and look for that teacher, go and bring this and that. All these things too that I do affects my teaching, so I have so much in addition to my teaching. (Interview, pp.8-9)

As for workplace conditions impeding her teaching, Ms Toyin was of the opinion that the greatest problem was under-funding by the school authority. She reported that the school did not like spending money on PE and sports:

When it comes to monetary aspects, they dislike you and they carry the dislike towards anything that will benefit you. They want to relegate you as well, but because of the interests and efforts I have been making over the years, I have tried to weather off these negative actions by improvising teaching materials and soliciting for students' assistance in bringing their personal equipment for our lessons. (Interview, p.10)

She also maintained "I have been trying to enjoy myself in the environment by making use of whatever comes my way to make my lesson very interesting, but it has been difficult as well" (Interview, p.10). She also cited lack of understanding from the Principal and some colleagues, who are ignorant about the benefits that can be derived from physical education, as factors impeding her teaching. "Some of them were not cooperating when it comes to PE and sports matters and they were not supportive during the school sports festivals" (Interview, p.11).

The attitudes of some of the students also gave her some concerns. Of note were the JSS III girls who did not want to expose themselves, wear the required shorts and vests because they felt they were of age, and thus shy. "They usually missed practical classes and this tends to draw me back in finishing my lesson in time because I will have to make room for them and go back again to explain what I have taught before. As for the boys, they are okay and participated actively in all my lessons." (Interview, p.12)

When asked how she coped with these limitations, she answered:

What I normally do is that I tried to encourage the students to sustain their interests and I tried to improvise for them. In addition, if I have extra vests in the store, I will give them to those who lack the proper dressing. I encourage them all the times to come for lesson and at times; I even sent for their parents and try to explain to them to let them know the importance of the subject and how good it is

for their future. At times, I also try to encourage the Principal too; I tried to explain to the Principal the importance of PE in terms of its recreational benefits, physical development and keeping the students hale and hearty. (Interview, p.13)

Ms Toyin also indicated that some of the limitations were beyond her remedy, so she just tried her best to make her teaching to be of quality because of her personal interest in the subject. She clearly worked within the limits of the school context and tried to deal with the problems confronting her.

What supports quality teaching

In order to support quality teaching, Ms Toyin suggested that the Government should provide adequate funding for instructional physical education:

How it can be supported at all times is that this financial aspect of it, the Government should take care of it. They should provide enough funds to buy adequate teaching materials, facilities and equipment. (Interview, p.14)

She also suggested that Principals should be mandated by Government to judiciously spend money allocated for PE and sports on PE and sports alone and not for any other school programmes. Inter-house sports festivals should be held annually in every school so that this will help students understand the importance of physical education lessons as a way of developing themselves for future sports festival participation.

Ms Toyin indicated that the Government should sensitise the public through the mass media on the importance of PE to our children and encourage sponsors to promote sporting programmes in schools so that both parents and the public will appreciate what their wards stand to gain from physical education. She also suggested that PE teachers should continue developing themselves and be acquainted with current teaching strategies in both theory and practical aspects of PE that will enhance their teaching quality, competency and students' learning. In addition, she said:

Non-PE teachers should be made to realise the need to support the PE teacher in achieving teaching quality and promoting healthy living among their students and during inter-house sports festivals, these non-PE teachers should not use the period for business but to assist in the sports. (Interview, p.14)

What happened during teaching

The researcher observed three of Ms. Toyin's lessons in her school. The lesson observation sessions took place during week four (16th May 2000), week seven (8th June 2000) and week ten (27th June 2000) of term three of 1999/2000 school year. The lessons were observed during the normal class periods of Ms Toyin and the researcher adopted a natural observation attitude. The first lesson was observed during period six (12.00 –

12.40pm). The lesson taught was JSS IIC practical physical education on Table Tennis skills' of service and forehand stroke. The lesson objective stated by the teacher in her lesson plan was that "at the end of the lesson, students should be able to serve with the forehand stroke in table tennis" (Field note, p.1).

Seventy-five students attended the class with the teacher being the focus of attention. The large number of students made class control very difficult, especially with minimal teaching resources at her disposal. This resulted in some elements of rowdiness during game situation as many students were standing around discussing and making noise. The majority of students had no involvement in the activity because of inadequate materials. The lesson was teacher-directed and she found it quite exhausting trying to ensure adequate student learning. Ms Toyin demonstrated the warm-up activities and the skills while the students took turns to demonstrate the activities following the teacher's example.

The observed lesson was consistent with what Ms Toyin described during the interview as how her physical education classes typically look. The table-tennis lesson comprised short and detailed explanations of lesson topics, teacher's demonstration of warm-up and skill activities, students' practices/demonstrations of the warm-up and skill activities and game situation followed by warm down activities.

Although the teacher is seen as a skill performer, the lesson lacked adequate teaching materials as only two standard tables were used with six bats and eight balls for 75 students in class ... There were some improvised materials representing bats and some plastic small balls were used as well, however, inadequate materials and time-factor hampered students' practices of the skills, as most of the 75 students were idle during game situation. (Field note, p.1)

The second lesson observed was a theory class on prevention of sports injuries and first aid. It was a JSS IA lesson that took place during period seven (12.40 – 1.20pm) with 64 students attending. The lesson objective centred on "students understanding and applying the principles of first aid and sports injuries prevention" (Field note, p.2). This was a 'typical' theory lesson in which the teacher had absolute control. The lesson introduction and presentation were relevant to life experiences of the students and they were very excited with the use of charts, pictures and posters in the lesson. The lesson included many student questions, which the teacher answered. "The teacher seemed more relaxed during this lesson and there was better class control than in the previous practical class" (Field note, p.2).

The third lesson observed dealt with artificial respiration with specific focus on circulation and pressure point locations in the body. This lesson involved JSS IID class with 86 students attending. The lesson was observed during period five (10.50 – 11.30pm). The objective of the lesson was that “students should be able to locate circulation pressure points in the body and demonstrate artificial respiration procedure” (Field note, p.3). This lesson resembled the previously observed lesson of Ms Toyin as she repeated the teacher-directed style with absolute control of the class. Although a theory class on artificial respiration procedures, some of the students practiced the procedure before the lesson ended. “The students were very eager about this lesson but not all of them were able to practice the artificial respiration procedures because of their large number and inadequate time” (Field note, p.3).

In all the three lessons observed, Ms Toyin made use of the lesson plans, which were signed every first day of the week by her Head of Department. The topics taught were in line with the weekly topics stated in the unified scheme of work for Lagos schools. Other documents including teacher’s diaries, teachers’ handbook, continuous assessments record book and lesson timetable were used, ensuring she followed the direction and control of the textual dimension of the curriculum as prescribed by Government.

Her students were very positive towards her. Responses from informal interviews with the students on how they felt about the lesson they have just finished included “I feel very fine and encouraging” (Interview 16/5/2000), “I feel good” (Interview 8/6/2000) and “yes, I feel okay about the lesson” (Interview 27/6/2000). On what they enjoyed most about the lesson, students’ varied responses included the way the teacher handled the lesson by her physical demonstration and simple explanation of lesson content, physical education being an interesting subject, and the fitness they derived from physical education lessons.

Despite the fact that the students complained about inadequate facilities and equipment, as well as crowded classes, they still expressed their delight towards the subject and commented that they gained something from the lessons. Responses such as; “I have gained a lot of things, especially about my health and fitness” (Interview 16/5/2000), “I have gained a lot of things like how to prevent falls when playing on the field and what to do when we have injuries on the field” (Interview 8/6/2000) and “she tells us the facts about the lesson, she explains the importance of artificial respiration so that if one is

unconscious, then we shall know what to do to wake up the person” (Interview 27/6/2000) supported positive student feelings about the teacher and the subject.

Observations of Ms Toyin’s classes, indicated elements of quality teaching. Her knowledge of the subject matter was evident and she was a good performer with skilful demonstrations. Her teaching strategy was teacher-directed with high level of control exhibited particularly in theory lessons. There were no evidences of the play way method she described in the interview as observed in the only practical lesson (table tennis) in her class. Ms Toyin is committed to her work in terms of punctuality, planning and was very enthusiastic in all the lessons observed. She effectively managed the two theory classes but wavered towards the end of the practical lesson when the class turned rowdy during game situation. Ms Toyin used questions and answers to assess students’ responses to her lessons and demonstrated some elements of quality teaching.

Summary of Case 1

Ms Toyin is an experienced physical education teacher with 20 years teaching experience, five of which are in her present school. Her interest and love for the subject is driven by her personal involvement in sports and physical activities and the healthy life enjoyed.

Ms Toyin described quality teaching as “a way of imparting knowledge with the use of good methods of teaching, the use of teaching aids and with interests to impart knowledge through physical activities on the students” (Interview, pp. 14-15). She indicated that there must be systematic training (teaching) of the students in physical activities in order to meet set objectives. To achieve quality in her teaching, Ms Toyin claimed she used play way method and brought herself to the level of the students to make her teaching meaningful. She viewed quality teaching as a teacher-directed process that will enhance students’ learning and claimed she influenced students’ learning in a very positive manner.

Ms Toyin explained the limitations impeding her teaching to be context based such as the noisy environment, teaching in the hot afternoon, inadequate equipment and materials, and non-teaching duties, under-funding, lack of understanding from the Principal and some of the Non-PE teachers, as well as poor attitudes of some of the students. To support quality teaching in Lagos schools Ms Toyin wants the Government to do more than at present by providing adequately for the schools in all areas of their needs.

In addition, she suggested that physical education teachers should be developing themselves continuously and be up to the tasks of practical physical education lessons.

Ms Toyin used teacher-directed teaching strategies. No traces of play way method were seen during the table tennis lesson. The serious inadequacies of teaching materials hampered her table tennis practical lesson, as few students were involved in skill practice and game situation. The students perceived the lessons in a positive light and explained that they gained from these lessons.

Case 2: Ms Lilian

Teacher's Profile

Ms Lilian is 34 years old and has been teaching physical education for the past 15 years. She has spent eight years in her present school and holds the Nigeria Certificate in Education (NCE) as her highest qualification. She is completing a part-time degree programme in physical and health education and will graduate in December 2001. Her reasons for teaching PE were:

... to keep fit is one of them and again, I love being a physical education teacher. The interest I have in the subject, I want to impart it to other children. (Interview, 4/5/2000)

She also taught physical education to enhance her economic status in the society.

In the survey, Ms Lilian viewed quality teaching as “a teaching process with adequate learning materials and resources to improve students’ learning” (Survey Subject 27). She claimed her “interest in the subject and competency in handling PE teaching coupled with available teaching materials” (Survey Subject 27), were the factors that supported her teaching quality. Limitations noted to impede her teaching quality included inadequate PE textbooks, inadequate teaching resources and inadequate funding from the school authority and the Government. She rated as important all five dimensions of quality teaching in the survey and viewed making the learning environment conducive to enhance students’ understanding of PE concepts and skills as most important in achieving quality teaching.

Context of physical education teaching in the school

Ms Lilian teaches in a single sex secondary school located inside the Army Cantonment Barracks within the urban area of Ojo Local Government. This school is one of three secondary schools located inside the barracks of which two are single sex and it

enjoyed the sporting infrastructures provided by the Army Authority. The population of the school is 2,650 with only two PE teachers taking charge of the PE programme.

Physical education is taught in all JSS classes with three periods each allocated to JSS I and III per week while JSS II is allocated two periods per week. Duration of each PE lesson is 40 minutes and the National Curriculum for JSS PE and Lagos State Unified Scheme of Work specified the curriculum content. The teacher also made use of lesson plans, teachers' handbook, teachers' diaries, continuous assessments (students' performance) records book and lesson timetable to support her teaching. Again, the impact of the textual dimension of the curriculum is visible as it controlled the teaching activities in the school. There were few teaching materials and resources owned by the school, however, the school used sporting facilities of the Army Cantonment for their programmes.

Ms Lilian taught physical education to six streams of JSS II and four streams of JSS III thereby having 24 PE lessons in 10 classes. In addition, she taught six lessons of JSS I Integrated Science to two of the six streams of this year level. Ms Lilian taught 30 lessons in a week with an average of 63 students in JSS II and 52 students in JSS III in her PE classes. She assisted the other PE teacher who is her senior colleague, during school's sports programmes and coached racket games including tennis, table tennis and badminton at the Army Recreation Centre. Ms Lilian made use of lesson plans for all her teaching and a teacher's diary where lessons taught were recorded at the end of the week. Students' continuous assessment record book and teacher's lesson timetable were also sighted and verified as being used to support her teaching.

Description of quality teaching concept

The interview conducted with Ms Lilian took place in the PE/Games room in her school between 10.00am and 10.30am. Ms Lilian's description of quality teaching focussed on subject matter knowledge and effective dissemination of this knowledge to the students:

The ability to impart knowledge effectively to the students and as a teacher, one should have the knowledge of his/her subject area before going to the class to teach. (Interview, p.17)

She reported that in public schools, the teachers were well qualified and taught well, better than those in the private schools. She indicated that they showed quality in what they were doing:

When you come to the public schools where you have the so called teachers, 'born teachers', you will see the difference in their teaching because of the way they organised the class and the way they impart the knowledge to the students will tell you really that there is quality in what they are doing. (Interview, p.17)

Although her initial survey opinion about quality teaching centred on a teaching process with adequate learning materials to enhance students' learning, there was a shift of opinion during the interview to knowledge of subject matter and imparting this knowledge effectively to enhance students' learning. She indicated that her teaching matched her definition of quality teaching in the sense that the support given by the Army Recreation Centre enhanced her teaching quality:

In my own case, for instance in my school we have all the teaching materials required with the support from the Army as well so I do not lack anything for my teaching. I believed that whatever I am doing is very interesting to make my teaching to be of quality. (Interview, p.18)

Continuous assessments, terminal examinations and involvement in sports competitions both within and outside the school were measures used by Ms Lilian to assess quality in her teaching. She reported that when her students achieved good results in terms of passing their assessment tests and examinations, her teaching is of quality:

Within my school system, we have what we called continuous assessment that comes up four times in a term of 13 or 14 weeks and every term we have the terminal examination as well, that is where we checked whether we actually taught them well or what we taught them whether they grabbed it or not. (Interview, pp.18-19)

She also explained further:

For instance, when my students go out for competitions that shows the effects of our teaching in the physical education department. When they go out like this whether during intramural or extramural competitions, it is from there you assess yourself. If they do better, it will surely tell on you whether you are really teaching and coaching them well or not. In fact, some of them are good, not only locally but also nationally and I have one or two students who play for a big club. (Interview, p.19)

Factors influencing teaching quality

Students' performances in her lessons influenced Ms Lilian's view of teaching quality. She claimed that if one's teaching is of quality, then one feels happy:

When you see your children coming first, second, third and so on in your area and maybe when you see them, watching them on the field performing one of those things you have taught them, then you feel happy and you will be able to tell the world that these are my students. So, I feel satisfied with my lesson. (Interview, p.19)

The location of her school inside the Army Barracks to cater for the Military Personnel's family was a boost to the teaching of physical education in her school:

In the Army Cantonment, that is the Army Barracks, most of the soldiers love education right now because they have experienced not being educated, so they encouraged their children to study and forced them to be in school at all times. They also assist us with little donations when we want to buy sports materials for our PE lessons and we make use of their sports facilities. So there is a sort of cooperation between the Army community, the teachers and my school. (Interview, p.20)

She viewed the Nigerian Education System of 6-3-3-4 as challenging and motivating because the National JSS PE Curriculum exposed her to more content areas which she was not used to before and therefore "when there are one or two topics or content areas that poses problems to me, I will go to my seniors for more explanations and this have improved my teaching" (Interview, p.20). She also claimed that her daily teaching schedules and most importantly the scheduling of her timetable for the term was convenient and influenced her teaching quality:

No problem, we go by the periods we have each day. Therefore, we do not miss it and there are free periods for us. The way they scheduled the timetable is good. Maybe, if you have first, second and third periods, there must be a break for you to relax before you continue again. Therefore, we do not find it very difficult to teach and this makes our teaching very interesting. (Interview, pp.20-21)

She indicated her personality and interactions with the students also influenced her teaching. She offered ideas that the students loved her appearance and teaching ability and wanted to be like her:

You know, my students anytime they see me in my PE outfits, they loved it. Even those in the class, you will see them jumping up to look at my appearance. I think that is something of interest to them. Again, when we are out doing practicals, they loved the way I demonstrate, they will tell me, Ma, I want to do what you are doing and how can I get to where you are, that is to become a physical education teacher. Then, I do encourage them that they should just pass their school certificate first with necessary credits, and then they can go to either the NCE College or any university where physical and health education is being offered. I am always happy with my teaching and the interaction I had with the students, and I always motivate the students at all times. (Interview, p.21)

She claimed her sports coaching complemented her teaching quality and she saw it as an extension of her class instructional programme.

Other factors influencing her teaching quality included cooperation from the school authority during inter-house sports festival and personal and professional development

efforts. She said “PE is a subject everybody is in love with in my school especially during inter-house sports. They demonstrated this love by supporting, assisting and helping the technical officers (PE teachers) in organising the sports festival and this makes us happy and we love teaching our subject” (Interview, p.25). Ms Lilian indicated that the Bachelor’s degree course that she was enrolled in greatly improved her teaching ability:

Yes, I can see that since I joined the university, I have improved a lot regarding my teaching ability. The aspects that I lacked before entering the university, I do not find them difficult again. The course has been very beneficial to my teaching. (Interview, p.22)

Ms Lilian is a member of Nigerian Association for Physical, Health Education, Recreation, Sports and Dance (NAPHER-SD) and she had attended seminars and workshops organised by this association and government as part of her professional development efforts to improve her teaching.

Teaching influence on students’ learning

Ms Lilian indicated that her teaching influenced students’ learning in the sense that their performances during continuous assessments and terminal examinations were very positive (Interview, p.19). In addition, she saw their performances during games/play periods and sports competitions to be encouraging and maintained that the students loved her teaching and always responded positively. Ms Lilian reported she carried them along and took care of everybody in the class:

Anyway, I am the type that considered students according to their age and ability levels in my class, because when I am teaching them, I do check on the slow learners since we must definitely have them in the class, so I always check on them and go along with them to make my teaching understandable to them. ... I personally always make sure that everyone of them moves along with me and their performances have been very good both in class and at competitions. So that is why if you get to my school today, when you call on my name, you will see the students, they will be jubilating and they loved me teaching them. (Interview, pp.23-24)

Ms Lilian maintained that she had been doing well and trying her best to motivate her students in learning physical education through her interactive teaching approach and “this has paid off with their positive performances in their final JSS III examinations and sports competitions we are involved in” (Interview, p.24).

She aimed to teach the senior secondary school physical education (SSS PE) classes on the completion of her Bachelor’s degree so that she can widen her knowledge and also make a positive influence on the final senior school certificate PE students. She

indicated “the higher classes you teach, the higher you widens your knowledge and the higher challenges you face with your students, which will improve teaching and learning activities” (Interview, pp.24-25).

Limitations on teaching quality

Ms Lilian reported that her remuneration was not commensurate to her job schedules. She saw this as a factor impeding her teaching quality. She said “... what I am earning now is not enough for me to buy necessary things I need for my job especially when I compare my salary with the type of job I am doing. I am being short-changed, in fact we are not receiving adequate salary and this demoralises us at times” (Interview, p.23).

Other factors impeding her teaching quality included inadequate school-owned teaching materials, few PE teachers in the school and overloaded teaching because the two PE teachers in the school were re not adequate for the school’s PE programmes:

School equipment for teaching physical education were inadequate despite the fact that the Army Authority allowed us to use their facilities. Then, we do not have more hands; that is, more teachers like PE specialists to handle the subject. We are not able to cope properly because we are very few; therefore, this is a great problem concerning this subject. (Interview, p.25)

Reference to inadequate school teaching materials occurred in both the survey and interview as impeding quality teaching.

She claimed that the assistance given by the Army Authority in making use of their sports facilities for PE teaching and sports training as well as using some of their equipment on loan helped to cope with some of these limitations. On the issue of inadequate personnel, Ms Lilian’s school authority is awaiting for the appointment of a new PE teacher to their school by the Teaching Service Commission (TESCOM).

What supports quality teaching

To support quality teaching in the schools, Ms Lilian was of the view that:

Government should... they should at least once in a while supply the equipment needed to various schools and also make it compulsory to some heads, most especially the Principals because most of them do not encourage the PE teachers to handle their subjects appropriately. Instead of that, they give them another subject to teach because of a space (vacancy) because they feel that PE is only running and jumping. Therefore, they should make it compulsory that once there is a PE specialist in a school, they must handle that subject no matter the school situation. Again, they should give out money to buy equipment and other facilities for the subject. (Interview, p.26)

Given the limited resources, Ms Lilian indicated that she is achieving quality in her teaching and her students are doing well in the subject as well.

What happened during teaching

The researcher observed three of Ms Lilian's lessons during week five (23rd May 2000), week eight (15th June 2000) and week eleven (4th July 2000) of term three of 1999/2000 school year. Ms Lilian first lesson was observed during period seven (12.40 – 1.20pm) and it focussed on table tennis skills of smashing and game play to JSS IIB class. The lesson plan objectives stated, "students should be able to demonstrate the smashing skill in table tennis and play the game adequately" (Field note, p.4). Sixty-six students attended the lesson, which took place at the Army Recreation Centre. The lesson was teacher-directed; objective based, and followed the pattern of teacher's demonstration of the warm up activities, smashing, and the game situation. Six tables were used during this lesson with about ten standard bats complemented with some improvised ones. "The lesson was activity oriented and students were eager to play the game. Ms Lilian demonstrated the skill as presented in her lesson plan but her class control and time management needs improvement in order to give more time to skill practice" (Field note, p.4).

The second lesson on JSS IIIA basketball was observed during period two (8.40 – 9.20pm) at the Army Barracks basketball court. The skill of passing was taught with emphasis on chest and bounce passes. Fifty-two students attended this class with six balls in use, three being standard basketballs, and three being 'Wembley' rubber balls. The lesson objective stated, "students should be able to (a) demonstrate various drills/styles in passing and (b) utilise the passing skill in basket ball game" (Field note, p.5). The same pattern of the previous lesson was observed. Since only one court was used, "the class was rowdy during game situation as only four teams could play and the lesson was turned into a competition" (Field note, p.5). At a point during the game situation, the teacher was carried away with the excitement of the game and appeared to forget her teaching role.

The third lesson was a theory class that involved class discussions in which students related their experiences on the JSS IIA lesson on 'effects of internal and external factors on sports performance'. The lesson was observed during period five (10.50 – 11.30am) in the school compound with sixty-one students in attendance. Lesson objective stated, "students should be able to describe the effects of internal and external factors on sports performance" (Field note, p.6). The lesson was teacher-directed and Ms Lilian had

absolute control of the class. No teaching aids were used and the teacher allowed extensive discussions from the students to relate their experiences about the topic. The lesson also involved question and answer sessions. The researcher noted: “this is an interesting physical education lesson in which there were adequate teacher-student interactions that enhances students’ learning” (Field note, p.6).

Ms Lilian made use of lesson plans for all her observed lessons, which were signed by the Vice-Principal (Academics) at the beginning of each week. Topics taught were in line with the Lagos State unified scheme of work for physical and health education. Students’ responses to her lesson were positive and they expressed joy in going to the field for physical education lessons and sports in general. “I felt okay and I enjoyed the lesson”; “I feel very good about the lesson” (Interview 23/5/2000), “I feel nice about it, it is great to play basketball because I enjoyed it”; I feel happy about it because the lesson is very interesting” (Interview 15/6/2000) and “The lesson is very encouraging and well coordinated” (Interview 4/7/2000), were responses given on how they felt about the lessons they have just had.

Ms Lilian’s students reported that they really gained from her lessons:

I have gained a lot from the lesson through activities like sports of table tennis that we have just finished, also taking care of our body through warm up exercises and knowing more about our body structures, bones and skeletal parts. We are always very fit after our PE lessons and it is fun. We enjoyed it a lot. (Interview 23/5/2000)

I have gained energy, as the game energised my muscle. I am physically fit always and I can now play basketball anytime I want to play. (Interview 15/6/2000)

I have gained the ability of knowing the factors that affects our performance during exercises and what to do to avoid them so that they will not affect our performances negatively. (Interview 4/7/2000)

The students indicated that they enjoyed how the lessons were handled by the teacher and commended her for being active in the class. One student was particular about being “enlightened about factors that influenced their performances on the field during sports participation” (Interview 4/7/2000). When asked about the problems they encountered during the lessons, four students had no problems but two others complained about inadequate time for their skill practice during practical lessons. “The time is not enough for us to practice properly” and “well, yes because the time for our PE is not enough for us to play the ball well” (Interview 15/6/2000).

Ms Lilian's lessons involved both teacher and students' participation with students being eager to take part in the lessons especially the practical ones. Although the Army Barracks supported her teaching quality, there were problems with class control, skill practice was not maximised and the teacher was carried away with the excitement of game situation and this hindered her class supervision. She however indicated that her teaching was of quality; "yes, I am trying my best to maintain quality in my teaching whenever I am in the class and my students have been enjoying my lessons" (Interview, p.27).

Quality teaching is an integrative teaching process involving many factors and Ms Lilian displayed some of these factors in her lessons. She exhibited knowledge of the subject matter through demonstrations and showed commitment to her teaching and approached her class teaching in a relax manner. She did not change her teaching style to maximise students' skill practice and her managerial competencies during practical lessons were derailed towards the end of the lessons because of rowdiness. The theory class was well managed.

Summary of Case 2

Ms Lilian is a 34 year-old PE teacher with 15 years experience, eight of which were spent, in her present school. She took to PE teaching out of interest, keeping fit and as a means of earning her livelihood. She loved teaching the young ones and was an active and easygoing PE teacher who also coached racket games.

She described quality teaching as "the ability to impart knowledge effectively to the students" (Interview, p.17) and believed that "as a teacher, one should have the knowledge of his/her subject area before going to class to teach if that teaching is expected to be of quality" (Interview, p.17). She claimed her teaching matched her views of quality teaching and used the results of her students' continuous assessments and terminal examinations, in addition to their active participation in sports competitions, as measures of achieving quality in her teaching. A number of factors were believed to influence her teaching quality most especially her personal satisfaction with her lesson because of students' positive performances. Ms Lilian identified poor remunerations, inadequate teaching materials, the lack of PE teachers and teaching overload as limitations impeding her teaching quality. She felt that the Government should ameliorate the limitations and school principals should be directed not to allocate other subjects to PE teachers.

Ms Lilian's students were very enthusiastic about the lessons and they actively participated. Ms Lilian took time to explain herself to the students in addition to her

demonstration, but her class management and control towards the end of the practical lessons faltered. Her teaching showed some elements of quality teaching with knowledge of subject matter and commitment to her work exhibited.

Case 3: Mr Suru

Teacher's Profile

Mr Suru is 46 years old and has been teaching physical education for over 20 years. He has been in his present school for almost 10 years. Mr Suru holds the Bachelor of Education (B.Ed) degree in Physical and Health Education, Nigeria Certificate in Education (NCE), Associate Certificate in Education (ACE) and Teachers' Grade II (TCII) Certificate. His background in the subject arose from his interests in sports during his days in the teacher training college and the zest to teach students to become good sports persons (Interview, p.28). He noted:

What is important to me most is the ability of students to quickly grasp and understand, and then the development I see in them as we proceed on the field during teaching. What they achieved in the lesson, even before the end of their school career of some of these students, I see that they will quickly fit into some sporting clubs to continue their sporting exploits. (Interview, p.28)

Practical physical education interests him most because it gave him satisfaction by developing his muscles, making him look younger than his age and encouraging students to see him perform physically:

In teaching physical education, you know most of the expressions we used and what we do are practical oriented and I liked it that way. Also, they can see it, the children can perform it, and we teachers too as we are teaching them, we are gaining because we practice as well on our own and all these things bring up our muscles for toning. You can see that I am younger than my age. Of course, this is what interests me most. Teaching PE has given me a level of satisfaction, as I am satisfied with myself. It interests me and I know I love to be what I am. (Interview, pp.28-29)

Mr Suru was very active in the District's Sports Programmes. He taught with zeal and looked for students from his PE classes to represent his school during competitions. His goal in teaching PE is "to make willing and competent students become good sportsperson in the future" (Interview, p.30).

Data collected from the survey suggested that Mr Suru viewed quality teaching "as achievement of lesson objectives through progressive teaching and learning" (Survey Subject 55). The greatest support of his quality in teaching was "the moral support from

his Principal towards PE teaching in the school” (Survey Subject 55). He listed as limitations to his teaching poor funding, lack of teaching materials, inadequate space and classrooms for teaching. He indicated that the five dimensions of quality teaching were very important. His belief about quality teaching centred on lesson objectives achievement, which will enhance students’ learning.

Context of physical education teaching in the school

Mr Suru teaches in a high school in Ojo Local Government Area (LGA) located in one of the small towns within the riverine rural area. His school is coeducational with a student population of 1,936. The junior secondary classes accounted for almost two-thirds of these numbers. Physical education is compulsory at the junior classes and is allocated three periods per week in JSS I and II, while JSS III has four periods per week with a duration of 40 minutes. There were only two PE teachers in the school and both taught subjects in addition to physical education.

Mr Suru handled two classes of JSS III, three classes of JSS II, one class of JSS I and also taught the two classes of SSS I Health Science. The total number of lesson periods per week stood at 26, that is, 20 periods of physical education and six of health science. Mr Suru is the games master of the school and took charge of the sporting programmes. The National PE curriculum and Lagos State unified scheme of work for PE controlled the PE content taught. Other documents sighted and verified as being used to support his teaching included lesson plans, teachers’ diaries, continuous assessments record books and teacher’s timetable. These were used in line with the directives from the Local Education District.

The school lacked adequate sports facilities and PE teaching materials. There is a sandy open space used for all sporting activities. The space is not big enough for a standard 400-metre track but contained a football pitch, volleyball and handball playing areas. There were many after school sporting activities offered in the school despite the very low-level of resources. The small town being a rural fishing and farming community saw playing games, especially football, as their number one recreation among youth and young adults. The school is also involved in this community recreation by making available their open space for playing games.

Description of quality teaching concept

The interview with Mr Suru was conducted under a coconut tree, in a quiet relaxed environment close to the open space used for sports and games in the school. The

interview took place between 11.30am and 12.10pm. Mr Suru viewed quality teaching as “a teaching that is based on what I will say is objective achievement” (Interview, p.29). He also indicated that there must be elements of measurement in order to ascertain the progress and improvements being made by the teacher and the students on the subject. To him “quality teaching is a way of knowing whether you are progressing in your teaching and whether the children are progressing to achieving what your lesson objectives are” (Interview, p.29). He believed that achievement of objectives must be met if PE teaching is to be of quality:

Achievement, in fact, on the part of the children and myself because the children should achieve what I want them to achieve based on what the Government or the Curriculum says. Moreover, myself, I have joy that what I want to achieve, I got it from the children as well. (Interview, p.29)

This description was consistent with his views on quality teaching from the survey data. He claimed his teaching matched this definition because of students’ encouraging responses to his lessons through their positive performances:

Yes, I see it so well because I feel that whatever I taught, whenever I teach, the responses of the students are very encouraging. Their attitudes changed after the lesson. ... When I see all these changes after the measurements given, that is tests, continuous assessments and everything, I can see that the improvements are there. That is how I think I have measured up to standard of what I wanted them to achieve in my lesson. (Interview, p.30)

Apart from students’ responses, Mr Suru also saw assessment as a yardstick of his quality teaching:

Of course yes, apart from my own testing, weekend tests, which I give to them in the classroom, the Government will set their own questions for them at their final examination, and still I always have a very good percentage yearly and this shows that my teaching is of quality. (Interview, p.30)

Mr Suru viewed quality teaching as the achievement of lessons objectives to enhance and improve students’ learning and witnessed this through using a series of class assessments.

Factors influencing teaching quality

Interests in sports and zest to develop sports persons from the grassroots were some of the factors influencing Mr Suru’s teaching quality in physical education. He claimed his daily routines in the school were in order and not boring to his students:

What we do is we have a timetable for everything we do in the school and so when it is time for that period or lesson, we have to devote the time for it so that we can always teach well. As for other school routines, which we do, there is also time for them and this helps my teaching quality. (Interview, p.31)

Any unfinished business during school period were done during extra periods after school:

The ones we cannot finish especially in those sports and games, especially if you want to coach the children for soccer now, you cannot just do everything within the class period but you have to locate another extra time for coaching and this normally takes place after school. (Interview, p.31)

His teaching strategies incorporated demonstration and practice, question and answer, group work, and giving a free hand to students to practice on their own. In addition, he reported:

I teach as the situation dictates because at times when it is raining here in Nigeria or in Lagos, there is still no gym or where we can keep the children indoor, so we used our classrooms as the situation demands and this has helped the students to learn something no matter how small. (Interview, pp.31-32)

He regarded fun and jokes in class as something he enjoyed and made students more responsive to corrections in order to avoid future mistakes:

When they do wrong things in the class, I still try to make the children to learn from those mistakes by correcting them so that they will not commit the same mistakes again. Students believed that if they want to score a goal, they could score with any part of their body, so in that way when they scored like that, you make them realise that it is wrong to do it that way. At times, they may say no and argue but you will tell them why it is wrong. All these things are funny things that I used to enhance my teaching because the students just like to play games and this makes them happy in PE lessons. (Interview, p.32)

The responses and performances of his students also influenced his teaching quality. He noted that they liked nicknaming him, mimicking him, getting worried if the school authority is not approving a sports programme and always calling on him to teach them even during their free time. He contended these factors made him “feel comfortable with his teachings and contributes to sports development in the school” (Interview, p.35).

Seeing some of his ex-students in the PE profession also motivated him: “at times, some of my students in the university still come to me and said that they are studying physical education based on what I have taught them before. This makes me feel happy and encouraged me more” (Interview, p.35)

His non-teaching duties as games master, cultural officer and member of the school examination board were seen to complement his teaching and enhance its quality:

These duties widen my horizon. I am not a novice in any of these areas and they know me for that when it comes to those areas. They feel that without me at times in the school, things will not even work well, so that gives me some joy and it helps my teaching to the students. (Interview, p.36)

He indicated his personal development efforts over the years contributed to his teaching quality. His academic exploits in the teaching profession spanned through Teachers' Grade II Certificate, Associate Certificate in Education, Nigeria Certificate in Education and the recently awarded Bachelor's Degree in Education, which he said "will continue to improve him in the teaching profession" (Interview, p.36).

Mr Suru belonged to two professional associations, the Nigerian Union of Teachers (NUT) and Nigerian Association for Physical Health Education Recreation Sports and Dance (NAPHER-SD), which organised seminars and workshops for the teachers to improve their teaching.

Teaching influence on students' learning

Mr Suru claimed his teaching has been of great source of joy to the students as reflected in their participation in sports after school where they carried over what was learnt in the class instructional lessons. They were also seen to be active and happy after PE lessons and most especially after early morning sports activities:

In fact, in my school there, I used to ask the students to come to school around 7.15 in the morning. We used to train for 30 or 40 minutes, then we now cool down and go to the classes and then you will find them very active throughout the day. Even, some of those activities we have performed before, when they get into the class as well, you see, they are happy. With that happy mood, they will go into their classrooms and they will be listening to their teachers attentively. (Interview, p.38)

It is his belief that his students were very attentive in other lessons after attending PE, evidence of enhanced fitness levels.

Limitations on teaching quality

The rural setting in which Mr Suru teaches impeded his teaching quality. He reported there were inadequate teaching materials and standard sports facilities in the school. In most cases students provided their own balls and other materials needed:

Yes, I am satisfied with the curriculum document but the materials are not provided. That is where the curriculum to me seems wobbling. Well, there is nothing I can do, if you want to teach and there is no ball, there are no equipment, the little we have are grossly inadequate and we don't even have some at all, so we have to find a way out because I love my subject. (Interview, p.34)

Since teaching materials were inadequate, he usually resorted to improvisation:

You know in Nigeria here, we always improvise ... improvisation, we improvise almost everything and that would not help. We are only managing, we only

manage, no materials especially the rural areas of Lagos State where I teach. That is one of those things and so when you trained these kids very much over here, you bring them to the standard area, they do not perform to my expectation because of their non-exposure to standard materials, but all the same they are trying their best. (Interview, p.37)

Mr Suru also maintained that the school lacked modern teaching aids especially audio-visual ones, which can help enhance his teaching quality:

There is no school in our LED that I know has a television or screen where students can sit by and watch sports programmes or TV instructional lessons, except the ones they watched in their houses. However, if you have this footage in the school, you can tell them as they are watching the TV and teach them along side, which will make more meaning to them. (Interview, p.39)

The crowded school timetable was also seen as a limitation in the sense that PE was scheduled anytime on the timetable without taking cognisance of its practical nature, which is not conducive for children in the hot afternoon:

Now that the curriculum, the school curriculum or timetable is muddled up with so many things, we see PE leaving its traditional period. In those days, we used to do PE in the mornings, but nowadays, they put it anywhere, either in the afternoon or even closing hours when everybody is hoping to go home. Therefore, those of us who have been used to the old system, we have to be bending our ways and this is a sort of a constraint here to our teaching. (Interview, p.34)

Large class size was another limiting factor to his teaching quality especially when available teaching materials were inadequate for this large class:

We have too many students in the classroom. Instead of having about, say about 40 to 45 students, we have at times 80 students and 60 students where it is very low. At present we have about 85 and above in each class and this is too much for a teacher to control and even we do not have enough equipment for this large number of students. (Interview, p.39)

Also of concern to Mr Suru was inadequate classroom spaces where: “Sitting desks and benches are also inadequate as majority of the students sat on bare floor during theory lessons in the class and this makes them to be uncomfortable and restless when lessons are going on” (Interview, p.39).

Apart from talking about improvisation, when asked how he coped with these limitations, Mr Suru mentioned that he normally sought assistance from the students to bring balls or other materials they have at home for their PE lessons as a way of solving the problem of inadequacy:

At times, when we want to use even balls, we will either pay from our own purse, or sometimes we have to scrutinise and beg the Principal before we can get some

money out of the school, which are very small. Sometimes, with the interests of the children, they contribute money themselves and bring balls from home. Then, there is even not a place you can go and rent these materials if you did not have them, so we have to make do with what we have. (Interview, p.34)

Mr Suru reported that other limitations were beyond his remedy so all he can do is continue: “the teaching of physical education in my school has created sports awareness into the community and people just want to do something whether it is of standard or not” (Interview, p.40).

What supports quality teaching

To support quality teaching in physical education in Lagos schools, Mr. Suru indicated that PE teachers must be made to teach only physical education and not other subjects. This he said was “to make the teachers to be committed to the subject and devised ways of improving its lots at all times” (Interview, p.40). He indicated asking PE teachers to teach other subjects is like “killing the PE profession in the schools.” He also wanted Government to make provisions for adequate funding of PE programmes in schools so that teaching materials; textbooks and facilities could be provided to enhance the teaching of the subject.

He was of the view that “Government should not neglect schools in the rural areas as they are part of the State too, so special considerations must be given to them in terms of infrastructures development like provisions of enough classrooms and adequate teaching materials” (Interview, p.40). He also suggested that:

Since there are no practicals at the final JSS III examinations, Government should review that policy so that PE assessment should include both theory and practicals at this level so that what was taught during practical lessons for three years can be assessed as well. If this is done, it will improve the quality of PE teaching in the school and it will motivate these JSS graduates to choose PE as one of their electives when they move to the SSS class. (Interview, p.40)

Mr Suru wanted the working conditions of PE teachers to be improved and adequate remunerations paid to them in order to sustain their interests in the subject and in sports coaching. He maintained that “those involved in school’s sports organisation and coaching should be paid extra allowances for this” (Interview, p.40).

What happened during teaching

The researcher observed Mr Suru’s three lessons during the normal PE classes in his school. There was a three-week interval between each observation session. The lesson

observation sessions took place during week four (18th May 2000), week seven (6th June 2000) and week ten (29th June 2000) of term three of 1999/2000 school year.

The first lesson observed was on Thursday 18th May 2000 during period six (12.00 – 12.40PM). The lesson centred on forehand and backhand strokes in table tennis for JSS IIA class in which eighty-six students participated. Lesson objective stated was “students should be able to use forehand and backhand strokes when playing table tennis” (Field note, p.7). This lesson followed the pattern of teacher’s demonstrations of the warm up activities and the skills of forehand and backhand strokes in table tennis to students’ demonstration of the skills and game situation. Only one standard table and three makeshift tables were used for the lesson with many improvised bats made from plywood and asbestos material. “The lesson was well directed but few students took part in the skill practice because of overpopulation and inadequate teaching materials” (Field note, p.7).

The researcher observed the second lesson on Tuesday 6th June 2000 during period eight (1.20 – 2.00PM). This was a cricket lesson on playing positions and fielding for JSS IIIB class with seventy-three students attending. The lesson objectives were “students should be able to identify the playing positions and understand principles of fielding in cricket” (Field note, p.8). This lesson was two-dimensional, a theory (knowledge-based) one that dealt with the fielding positions using diagrams on the board and a practical one involving identifying the positions on the field and practicing some fielding moves using throwing and catching activities. Many improvised small balls ranging from tennis balls, plastic balls and one hockey ball painted red were used for the throwing and catching activities. “The teacher explained the fielding positions and roles played by each fielder. His teaching skills were very explicit and students were actively involved by demonstrating the fielding moves with throwing and catching. Although all the students performed the fielding moves as required by the teacher, the class was a little bit rowdy during the skill practice and the lesson was extended by about ten minutes beyond the timetable” (Field note, p.8).

The third lesson observed was a theory class on first aid in sports to JSS IA with eighty-one students attending. The lesson was observed on Thursday 29th June 2000 during period five (10.50 – 11.30AM). The lesson objectives as stated in the lesson plan expected the “students to be able to define first aid, mention the importance of first aid in sports and describe the qualities of a first aider” (Field note, p.9). The lesson was teacher-directed and well controlled. Teacher explanations were very explicit and he made use of

chart/poster to support his teaching. There were inadequate numbers of seats for the students, which made the class congested as many students were sitting on the floor. “All the students copied the summary note into their notebooks and they answered all the questions asked on the topic during lesson evaluation” (Field note, p.9). The lesson plan was important in Mr Suru’s observed lessons and guided his teaching. The school Vice Principal signed his lesson plan at the beginning of each week and topics taught were in line with the State’s unified scheme of work for physical and health education.

Students’ responses to his lessons were positive. They expressed their views; “I really feel good about the lesson and gained a lot of things about playing table tennis” (Interview 18/5/2000), “The lesson is very fine and I want to know more about cricket because it looks strange to me”, “I feel better and I know a little bit of cricket game now” (Interview 6/6/2000) and “The lesson is very interesting” (Interview 29/6/2000). They also indicated that they enjoyed the lesson because they believed they have learnt new things; “I enjoyed how to use backhand stroke in table tennis” (Interview 18/5/2000) and “What I enjoyed most about the lesson was throwing, catching and moving forward and backward on the field” (Interview 6/6/2000).

The students indicated that they learned from the PE lessons:

I gained that we should have individual sports and recreation in our lives so that we can be healthy always. (Interview 18/5/2000)

I have gained how to concentrate and catch the ball very quickly and throw to my partner. I also know some names now in cricket field positions. (Interview 6/6/2000)

I now have knowledge about the field positions in cricket and how to be attentive to catch and throw the ball immediately. (Interview 6/6/2000)

I have gained that to be a good first aider you must be cool and calm and be knowledgeable about what you are doing, so I will like to be a first aider in future. (Interview 29/6/2000)

Students saw the teacher as a performer in the class who focussed on them learning the skills: “He handled the lesson in a smooth way but he is too fast and very eager in making us to learn very quickly and we like it” (Interview 18/5/2000). They complained about inadequate teaching materials but commended the teacher for trying to improvise at times to support his teaching: “Yes, the tables and bats are not enough but I used an asbestos-made bat for my own and I can play well” (Interview 18/5/2000).

Mr Suru is an active PE teacher that had strong control over his students during PE lessons. He treated the students as his children and was committed to their understanding of the lesson topics by answering their questions and working with individuals. He was explicit and assertive in his teaching and exhibited good demonstration abilities. Despite the problems of inadequate teaching materials and large class sizes, he was able to improvise and managed the class adequately, except the cricket class where elements of class rowdiness were noticed. He was of the view that his teaching is of quality, despite these problems, because his students always achieved something at the end of the lessons.

From the observed lessons, and considering the particular nature of his school, it can be concluded that there were elements of quality in Mr Suru's teaching especially his knowledge of the subject matter, teaching strategies and commitment to his job. His school context does not support quality teaching in terms of teaching resources, facilities and conducive learning environment. His management capabilities in his practical lessons were problematic.

Summary of Case 3

Mr Suru is a 46-year-old PE teacher with 20 years teaching experience. He is in charge of the school's sporting activities and is actively involved in the District sports programmes. He believed in integrating the school's sports activities into the PE programmes thereby using it as a base for developing good sports persons.

His description of quality teaching in physical education focussed on the achievement of lesson objectives to enhance students' learning. He viewed quality teaching as "a way of knowing whether you are progressing in your teaching and whether the children are progressing to achieving what your lesson objectives are" (Interview, p.29). Interests in sports, zest to develop good sports persons, activity oriented teaching methods, students' positive performances in PE and sports, personal and professional development efforts were factors that influenced his teaching quality.

He acknowledged certain limitations such as inadequate teaching materials, lack of modern teaching aids, crowded school timetable, large class size, inadequate classroom spaces and standard sports facilities as factors that impeded his teaching quality most times. He however tried coping with these limitations through improvisation of some teaching materials, assistance from students, and appealing to the Principal to provide more funds.

It was his belief that to support quality teaching in PE the Government should do a lot more, physical education teachers should be limited to PE teaching and the Government should approve the conduct of practical PE examination during the final JSS III certificate examinations. He also wanted adequate remunerations to be paid PE teachers for their 'double' jobs of teaching and coaching.

During the lesson observations, Mr Suru demonstrated sound knowledge of the subject matter and disseminated it adequately to the students. He was very active, serious in the class and took control of the lessons. Students responded positively to the lessons by demonstrating the relevant skills taught and getting involved in class discussions. Inadequate teaching resources and facilities however limited his teaching quality.

Case 4: Mr Senator

Teacher's Profile

Mr Senator is 35 years old and has been teaching for the past 15 years, all at his present school. He holds the Nigeria Certificate in Education (NCE) together with the Bachelor of Education degree (B.Ed) in physical and health education. His interest in PE teaching stemmed from his love of working with children during play activities:

What interests me most is that working with children could be very revealing and interesting because of the enthusiasms of the kids. PE to the kids is like their normal everyday play activities and it is like there is nothing exhausting about it. It is something the students enjoyed which they see as part of their normal everyday life. They are always very enthusiastic, they take part in it and they see it as part of their normal daily activities, so there is nothing laborious or demanding about PE to them, it is within their choice. (Interview, p.42)

He indicated that achieving lesson objectives is the most important focus of his PE teaching:

Well to me the most important thing in a PE lesson is to achieve whatever desired objectives you would have set for yourself during the lesson that will be of benefits to students' learning. Knowing the problems you go through, considering the population you have to teach at times and considering the constraints of inadequate infrastructures and facilities, yet what is important is how best to achieve the objectives that you have set for yourself within the short period of the lesson that will be beneficial to the kids. (Interview, p.41)

Mr Senator's survey data indicated that he viewed quality teaching, as "a teaching and learning situation in which there are maximum benefits to the students after achieving lesson objectives" (Survey Subject 56). He reported that "provisions must be made for the individual differences that exists in these students so that they can be made to learn at their

own rates and enjoy the teaching” (Survey Subject 56). He saw the well-equipped sick bay that took care of medical/first aid emergencies as the only factor that supported quality teaching in his school. He listed factors such as inadequate knowledge in combat sports, shortage of funds to buy latest PE textbooks, inadequate teaching resources, large class sizes and lack of constant review of the curriculum as limitations impeding his teaching quality.

He rated as very important all five dimensions of quality teaching in the survey and agreed that PE status in his school was very high and well recognised by the school community. Teaching for the benefit of the students in play activities was seen as the most important objective of Mr. Senator’s teaching quality. He is very intelligent, active, sporty and commands the respect of the other three PE teachers in his department, which he headed. His membership of the Athletics Umpires Association of Nigeria has allowed his students to have close relationships with the National Stadium activities where they were exposed to the use of high standard facilities and equipment and they can watch high-class sports competitions relevant to physical education.

Context of physical education teaching in the school

Mr Senator teaches in a community college within the urban area of Ojo Local Government. It is an old coeducational college established by the community almost 40 years ago, but now under Lagos State Government school system. The school has a student population of 4,895. Physical education is compulsory at all levels of junior secondary classes and optional at the senior classes. Three periods per week per class of JSS I, II and III were allocated to physical education and the duration of each lesson is 40 minutes.

Mr Senator handled all the final certificate PE classes in both junior and senior levels. He taught all the nine streams in JSS III and the only class of SSS III physical education. This gave him 30 lessons per week in physical education. He did not teach any other subject, but as head of the department, he took charge of the running of the schools’ sports programmes.

The textual dimension of the curriculum controlled his teaching as he followed the National JSS PE Curriculum document and Lagos State unified scheme of work. Other documents used included daily/weekly lesson plans, teachers’ diaries, teachers’ handbook, continuous assessments record book, teachers’ timetable and past PE examination

questions booklet. These documents were considered essential teaching materials, and helped to support teaching.

Land space is an asset to this college. The school had a football field with 400-metre track space, two volleyball courts, one handball court, one basketball grass court and one badminton court. Hockey was played and taught on the football field while table tennis was played in an empty classroom. There were no cemented courts in the school. Teaching resources and sports materials were inadequate, however, the teachers still made optimal use of those available.

Description of quality teaching concept

The interview conducted with Mr Senator took place in his office between 10.00 and 11.00am. The interview lasted more than the expected 30 minutes because of the in-depth answers given by Mr Senator. He believed:

Quality teaching could mean teaching that is effective, where the objectives of the lessons are best achieved within the time limit, and where majority of the students benefited maximally during the course of the lesson. (Interview, p.42)

His concern about quality teaching was to make students benefit from the limited time available. This replicated his views about quality teaching from the survey data (Survey Subject 56) and claimed his teaching matched this definition:

Well, relatively yes, I tried my best teaching with quality because within limited constraints, inadequate facilities, infrastructures, equipment and so on, and knowing the enormity of population we have in schools particularly in Lagos State, Nigeria these days, one is really trying. Even, when you compare these things you know that one is doing his best, and particularly when you look at the responses of the students and their performances at exams and their performances when they played games using the ideas they gained from the classroom knowledge into their normal practical lesson, one is proud of the little achievement made. (Interview, pp.42-43)

He felt that he has been achieving quality in his teaching but complained about the large classes:

Yes, to a great extent yes, but I want to say that in recent years, there has been dramatic rise in students population and then that tends to affect the quality of teaching that goes on in the school. By and large, one is still trying his best to ensure that the standard is laid irrespective of the population you teach. (Interview, p.43)

Factors influencing teaching quality

Mr Senator saw his daily routines in the school as interesting, "one has been attuned with the daily routines and nothing has really changed about what one does

everyday, so I am used to whatever situation comes my way so long it does not affect my work” (Interview, pp.43-44). He claimed the evaluation by the students really influenced his teaching quality as he used their comments to correct his teaching:

Sometimes I do self-evaluation two or three times in a term. I tell the students without writing their class, their names, to just say what they think about the subject and me as far as my teaching is concerned. ... They will be frank with me in their responses and that tells me what students like, what they want me to emphasise and what they do not like that needs adjustments. Some which are amendable, I tried to adjust, but some if they are part of the curriculum, you cannot leave them out because they are competing with other students from other schools in the same final examinations. Therefore, I always used students’ evaluation of my teaching to improve the quality of my work and I have been successful so far. (Interview, p.44)

Mr Senator indicated that his teaching strategies influenced his teaching quality.

He talked about using group strategy in his lessons:

One also used group strategy where you find within the class some outstanding students and you tend to... when you are doing your grouping method, you tend to put them as leaders of the group so that the other students can learn other things from and you as the teacher will just supervise all the class. This is one way I dealt with this class population issue. (Interview, p.44)

Giving awards at the end of the school year in PE to those that excel in each class was another strategy used to motivate students’ learning and enhance teaching quality:

PE too is given award like any other subject or any other academic discipline. So, that tends to motivate them a lot to put up their best because they know the prizes at stake. In addition to the school award, sometimes I even give personal awards to deserving students in addition to whatever the school has given them. These awards help my teaching quality improvement because the students always want to outshine each other in the class and on the field. (Interview, pp.44-45)

Using fieldtrips, excursions and attending matches relevant to their lesson topics at the stadium were other strategies that influenced his teaching quality:

I encouraged the students to go out, outside the classroom environment to see some of the things, which they have learnt about theoretically in the class to see them physically. Like the National Stadium, I used to take them there for matches or to a local stadium for them to see these facilities, what is a synthetic track, what is a swimming pool, what an indoor facility is and so on. They tend to understand the lesson better in this case than just mere teaching it in the classroom since most of these facilities are not available. (Interview, p.45)

Mr Senator claimed the responses of his students influenced his teaching:

The thing I enjoyed most is about the responses of the students in terms of how they answered questions, in terms of how they responded to the lesson, in terms of

how they behaved in class, in terms of their eagerness to attend lessons, particularly practical classes. The students are always much more eager particularly when it concerns practical lessons, the students are always eager to attend. (Interview, p.45)

He saw the abundant land space for PE as influencing his teaching quality because the students were able to do practical lessons freely without any restrictions. He said, "If people are busy with the main field, there are two other smaller fields within the school compound that can be used. So there are instances where PE practical lessons are taking place, maybe three lessons are going on simultaneously in the compound without one disturbing the other, and this I enjoyed, which enhance my teaching" (Interview, p.47). He also claimed that the JSS PE curriculum influenced his teaching because "we are operating the same syllabus nationwide, one cannot differ from other schools and other states because at the end of the day, all of them are going to take the same unified examinations" (Interview, p.48). He saw the curriculum as challenging to him because of its multi-activity nature, which must be taught adequately for his students to excel at the final JSS examinations.

Mr Senator indicated his non-teaching duty of sport coaching positively influenced his teaching:

It has contributed to enhancing one's teaching because the students can now do a transfer of knowledge from the practical class back to the classroom. So they have seen it done either during evening games or early in the morning, before the morning assembly or later in the evening and these days when we started some years back, it was mostly boys, but girls are now taking part actively in these schools sports, so it has helped my teaching. (Interview, p.51)

Mr Senator sees himself as one person who develops on his own to improve his knowledge of physical education and his teaching. His personal development efforts included going outside the school to borrow textbooks, equipment and other materials to support students' learning. He also liked to provide learning activities either at the stadium, swimming pool or any other sports facility area outside the school:

My coaching and involvement with sports administration after the school system up to the National level particularly in athletics, has helped me to know a lot of modern trends, new developments, which I later brought into the classroom because students see you as somebody who has answers to almost all their questions and you cannot claim ignorance, so the pressure is there on you to keep reading. Therefore, I have a transistor radio that I monitor regularly to keep me abreast of the goings in the sports world. I read newspapers regularly, magazines to keep me informed because the students must ask you questions and the pressure

is on you to answer correctly, so that has compelled me to be upright in my work. (Interview, pp.51-52)

He also read academic journals where issues concerning PE and sports were discussed; this he claimed enriched his knowledge of teaching.

Regarding his professional development efforts, Mr Senator belonged to four associations; NAPER-SD, Badagry Division Football Referees' Society where he is a Grade II Referee, Athletics Umpire Association of Nigeria where he is the substantive National Secretary and Lagos State Amateur Athletics Association. He explained, "these associations are relevant to my discipline from where one gets developments" (Interview, p.52). He cited such developments as the new knowledge gained on sports, games and PE teaching from the seminars, workshops, conferences and clinics organised by these associations.

He reported that the positive social environment in his school supported the workplace conditions:

If you look at the social environment of my school, I have been lucky some years back; I have had some supportive Heads (Principals) that has helped me a lot. I have also had support from colleagues, other professional colleagues either in the school or neighbouring schools, or even outside the secondary school system that I have gone to for one kind of interactions or the other for my subject. Yes, that working environment has helped me positively in influencing my teaching. (Interview, pp.53-54)

Mr Senator is a very active PE teacher who prides himself on exposure to current issues in PE and sports, which he used to enhance his teaching quality.

Teaching influence on students' learning

Mr Senator reported that his students had been positively influenced by his teaching in the sense that they loved taking part in sports and games, hence they took the PE lessons seriously because they saw it as an avenue of becoming good sports persons:

Some will leave the school and then go on with sports later in their lives so that they can continue playing and my teaching has influenced them and my teaching has been relatively productive to the students. There are many of my students over the years that are now offering PE up to the university level. (Interview, p.54)

The good performances of his students at the final JSS III examinations over the years also reflected his teaching quality:

Relatively they have done very well compared with other subjects. Like in 1998/99 session, we had well almost 90% success in the final JSS III examination, so you see, relatively they have been doing well in my subject because of my teaching and

the exposure that I gave them in the class. You know PE is an all round subject, so I must be up and doing to give them the best stuff to learn and they have been impressing me over the years. (Interview, p.55)

Limitations on teaching quality

Although Mr Senator talked about the successes of his teaching, he did not fail to mention those limitations that always impeded his teaching quality:

What I hate most is the population these days. Population is becoming enormous, too much, particularly knowing the cosmopolitan nature of Lagos, many people bring their relations down, families to Lagos and that tends to put pressures on the schools that are in Lagos. The result of which is crowded classrooms and this affects the quality of our teaching. (Interview, p.46)

The Government inconsistent policies on sports levy were also seen as a limitation:

Before there was sports levy in the schools, which was used for equipping our PE teaching resources, but now, the Civilian Administration has also brought their own policy of no levies in the school because of their free education programme. We are not supposed to collect any kobo from the students for sports and PE and so, that limits our programme. From the money we have before, we bought many things, which were used, but some of these materials are depleted now, they are exhaustible materials and when they exhausted, there are no replacements and this affects our teaching. (Interview, pp.46-47)

The inadequate funding had also led to inadequate teaching resources in his school:

As for facilities, we have the land for what we need now, although they may not be of high standard in terms of its aesthetic values, but at least we are okay for now. Well in terms of equipment, that is where our problems are, there are very little or none in some cases in the school. It seems the Government does not see it as an important area to fund, so the equipment are just not there. (Interview, p.49)

Heavy workloads was another factor claimed to be impeding his teaching quality. He saw the 30 lessons in a week coupled with his coaching duties and other administrative responsibilities as an enormous and he reported that these limited his teaching quality:

My enthusiasms sometimes are dampened by the enormity of the workloads that one has to go through for example making ordinary test for hundreds of students during continuous assessments, which is three or four times in a term. I have to go through this and continue to teach as well, take part in school's sports and other duties in the school. I think my periods should be reduced but the population thing in my school is high and this dampened my morale at times, but over the years, one has been trying to cope with the situation like that. (Interview, p.55)

The games allowance given to PE teachers for their extra duties was also seen as “peanuts and inadequate” and not commensurate to the work performed. Textbooks were

also not affordable to most students and this he said hindered his teaching most especially when assignments were given.

When asked how he coped with these limitations in order to achieve quality in his teaching, he said:

Sometimes when I have to teach especially practical lessons, I have to bring my own personal equipment to the school to show the students so that they can know them better. Sometimes, I have to improvise, but some which I used in the university or during my NCE days, which are my personal equipment, I used to bring them to the class for my lesson instruction. I must also say that there are some students who are very enthusiastic and they bring what they have at home, although very few, they still assist in my lessons. (Interview, p.49)

Mr Senator talked about receiving assistance from the Principal in terms of financial support when funds were available and at times some parents assisted the school by buying PE and sports equipment. Regarding the issue of inadequate textbooks for students' referencing and doing assignments at home, he coped with this by giving summary notes on every topic taught in the class:

I make sure that I give them comprehensive note for passing their exams, which will be enough since I know most of them cannot afford textbooks and I always checked every two weeks that these notes are written. At times, I even scored them for copying these notes from the board to ensure their compliance. (Interview, p.57)

What supports quality teaching

Mr Senator reported that if the limitations could be addressed, then quality teaching could be achieved in schools. He went further by saying that the Government should do more to make PE teaching of quality since their free education programme also talked about quality education for all:

In terms of equipment and other teaching resources, let them provide relatively adequate equipment. In terms of trained personnel, let them provide enough personnel in schools, let them motivate teachers, paid their salaries regularly and if possible, give teachers special salary scales from the public service. The Government should also establish more schools to reduce the pressures on the existing schools so that manageable classes are in place. (Interview, p.58)

Mr Senator supported a constant review of the JSS PE curriculum to meet the needs of a changing society:

There is the need to do a constant review of the curriculum to keep it attuned with the modern trends because I know that one of the objectives of education is to provide the much needed manpower for the economy of the country. If that is to be

the case, and if PE is supposed to continue to maintain its social relevance, therefore there is the need for this constant review, which will make the students appreciate the subject more. (Interview, p.48)

Mr Senator was optimistic that with necessary supports, quality teaching in PE could be sustained in Lagos schools.

What happened during teaching

Three of Mr Senator's lessons were observed during week five (25th May 2000), week eight (13th June 2000) and week eleven (6th July 2000). The first lesson was observed during period five (10.50 – 11.30am) and was on ball hitting and flicking in field hockey. It was taught to JSS IIIB with 67 students attending. The teacher stated in his lesson plan the lesson objective: "understanding of the dimensions in field hockey and demonstration of ball hitting and flicking skills on the part of the students" (Field note, p.10).

The lesson started with a demonstration of three warm-up activities followed by brief explanations on the dimensions of hockey pitch and the skills of hitting and flicking. The teacher demonstrated the skills to the students followed by group practice of the skills. The students performed all activities directed to them by the teacher and they engaged in a mini competition based on their groups. "The lesson was typically teacher-directed with absolute control. He was very emphatic, clear in his instructions and displayed his knowledge of the subject matter. ... Time was not on the side of this lesson and the teaching materials were inadequate as only 20 hockey sticks with six balls were used, but some students came with tennis balls as alternatives" (Field note, p.10). The lesson was interesting to the students as they eagerly practiced the ball hitting and flicking.

The second lesson observed was on JSS IIIE basketball with focus on passing during period three (9.20 – 10.00am). The lesson objective centred on "students understanding and demonstrating the skill of passing in basketball" (Field note, p.11). Seventy students attended the lesson and the lesson followed the pattern of the previous one observed. This involved teacher's brief explanation and demonstration of the warm-up activities, skill of passing and group practice of the skill. The students also demonstrated the skill individually using three drills as demonstrated by the teacher. "The teacher had the control of the class and activities were done in groups with the teacher going round to give feedback. Teaching materials were inadequate as only six balls were used, two of which were standard basketballs" (Field note, p.11). The students enjoyed the lesson and showed great enthusiasms during game situation, which only involved teams from two of the six groups.

Mr Senator's third lesson was on JSS IIIG basketball with focus on shooting. The lesson was observed during period seven (12.40 – 1.20pm) with 63 students. The lesson objective expected the "students to practice shooting focussing on jump and lay up shots" (Field note, p.12). The lesson followed the same pattern, except for a little modification infused into the lesson during group practice. This modification centred on targeting a particular spot on the wall, which represented the backboard and ring after which each group rotated to the court to have a feel of shooting at the board. "The teacher displayed knowledge of the skill and his lesson presentation was sequentially taught as written in the lesson plan. The students looked fulfilled in this lesson as they were happy whenever they made a basket" (Field note, p.12). The same numbers of balls were used for this lesson and the researcher viewed this as inadequate.

The lesson plan was at hand and used in all lessons observed. Mr Senator's teachings followed the steps indicated in the lesson plans and he believed lesson objectives were achieved, as indicated during our informal discussions. Students' reactions to the lessons were positive and they felt happy at the end of each lesson. Responses like "I feel excited and very happy" (Interview 25/5/2000), "The lesson is very good. Mr Senator taught us very well" (Interview 13/6/2000) and "I feel excited. The teacher taught us and make us to learn good physical activities as well as shooting in basketball" (Interview 6/7/2000) were expressed after the lessons. All students commended the teacher. Despite positive responses, some complained about inadequate teaching materials. One student complained about "not having much time for playing games" (Interview 13/6/2000) and another talked about "the balls we have did not go round us, we are too many in the class" (Interview 6/7/2000).

Mr Senator has shown that there are elements of quality in his teaching through his sound knowledge of the subject matter and good display of teaching skills. He adopted group work skill practice in his lessons and entertained many questions from the students. He had absolute control of his class and his students responded to his lessons positively. The observed lessons corroborated his earlier views about quality teaching, which centred on lesson objectives achievement by the students. At the end of each lesson, many students exhibited satisfaction and their abilities in performing the skills. Mr Senator showed commitment to his teaching in that he valued time and also showed concerns for students' participation by giving them feedback where necessary and also meeting with

individual student who were not coping. All the lessons observed were very participatory and enjoyed by the students.

Summary of Case 4

Mr Senator has taught PE all his 15 years in one school and this long stay in this school has given status to PE in which the subject is highly regarded and taken seriously by the students. Working with children during play activities is his reason for taking to PE teaching as well as being a sports man during his schools days. He is a very active, intelligent and sporty person, who is involved with many sports associations at the Local, State and National levels. There are adequate spaces for PE, but teaching materials and sport equipment were inadequate for the number of students.

He described quality teaching as “teaching that could be effective, where the objectives of the lessons are best achieved within the time limit, and where majority of the students benefited maximally during the course of the lesson” (Interview, p.42). He claimed that he has been achieving this teaching quality in his school despite the constraints of inadequate teaching resources and large class sizes. This achievement, he claimed was made possible because of the self-evaluation procedures adopted, which assisted in his lesson reflection, attuned daily routines, teaching strategies of group work and questioning, awards giving to students, and the field trips and excursions.

The limitations that impeded his teaching quality included the large classes, inconsistent Government policies, inadequate teaching resources and enormity of teaching loads. He coped with these limitations by improvising teaching materials, using his personal equipment in class, asking students to bring their own equipment, seeking financial assistance from the Principal and parents, and giving summary notes to students where textbooks were not available. He also wanted constant review of the JSS PE curriculum in order to meet modern trends.

During teaching, Mr Senator showed his physical capabilities and sound knowledge of the subject matter. He displayed teaching strategies with group work activities emphasised. His class were well controlled and he provided adequate feedback and constant supervision of the students. The students enjoyed his lessons and were content with what they learnt. In spite of the limitations, Mr Senator demonstrated quality in his teaching; he integrated all the dimensions of quality teaching into his lessons and influenced his students' learning positively.

Case 5: Ms Ayodeji

Ms Ayodeji is 37 years old and has been teaching physical education for ten years, all at her present school. She holds both the Nigeria Certificate in Education (NCE) and Bachelor of Education degree (B.Ed) in physical and health education. She became interested in physical education right from her primary school days: “It is not only the white-white uniform that interests me then, but I would say I am also talented in sports and I have been developing it as much as I could” (Interview, p.60).

She expressed a desire about the teaching of physical education: “I want physical education to be done as much as possible among young people that are coming behind us now. I also like to develop the subject from the grassroots so that more young people can learn it” (Interview, p.59). She reflected her opinion of quality teaching in the survey data, “adequate preparation of the lesson by the teacher, which enhances effective teaching in which learning takes place among the young ones” (Survey Subject 21).

From the survey data, Ms Ayodeji indicated that teacher’s self-motivation was a factor that supported her teaching quality. She mentioned inadequate teaching materials, lack of funds, physical education teachers and a lack of space for practicals as factors impeding quality teaching. Ms Ayodeji also indicated that all the five dimensions of quality teaching were important and she rated all these dimensions highly. She maintained that making physical education lessons meaningful to students so that learning can take place was important in achieving quality teaching.

Context of physical education teaching in the school

Ms Ayodeji teaches physical education in a single sex school located within the heart of Amuwo-Odofin Local Government Area. The school has a population of 3,125 students. Physical education is a compulsory subject at the junior secondary classes and offered only in senior secondary class as an elective subject. Each PE lesson lasted for 40 minutes and each level of the JSS classes was allocated three periods of PE per week. The contents in the National JSS PE Curriculum and Lagos State unified scheme of work dictated the topics taught. Ms Ayodeji also used other documents including teachers’ diaries, lesson plans, teacher’s handbook, continuous assessment records book, timetable and past PE questions file to enhance her teaching quality.

There were only two PE teachers in the school and both handled all PE classes from JSS I to SSS I. Ms Ayodeji taught all the streams of JSS II and III in physical education thus giving her 24 periods of physical education. She also handled six periods of health science in SSS I classes. In addition to her teaching, Ms Ayodeji is the officer in-charge of health and first aid.

The school lacked space for PE and sport facilities. The little space available accommodated volleyball and handball courts on grass interspersed with sand. There was one standard table-tennis table in the school. Most of the school's sporting activities, including their annual inter house sports, were performed on a nearby community sports ground. Despite the major space and facility limitations, the students were very enthusiastic about physical education and they participated actively in the lessons observed.

Description of quality teaching concept

The interview with Ms Ayodeji took place in the health observation room between 1.00 and 1.40pm. She described quality teaching as:

Those things like the teacher's teaching methods, class control, subject matter, that is the contents of the subject you are teaching, how interesting the subject lesson is made and how knowledgeable the teacher is in that subject so as to be able to communicate properly to the students when teaching, that must be put together to achieve quality teaching" (Interview, p.60).

When all these things are put together, she believed that "the teacher will get a good result in her teaching" (Interview, p.60). This description of quality teaching is an elaboration of her initial view on quality teaching from the survey, which focussed on adequate preparation of the teacher to enhance students' learning.

She claimed her teaching matched this description of quality teaching when she explained that "she knew she had been putting up her best in the class and her students do tell her they enjoyed her teaching them, and when they write their exams, the results she gets show that she has been teaching them well and they are doing well" (Interview, pp.60-61). When asked to give clarification on this statement, she said "the performances of my JSS III certificate examinations has been very good as I have not recorded any failure in physical education at this level since I have been with them" (Interview, p.61). In her views, the positive results achieved by her students in the final JSS III examinations, indicated that she achieved quality in her teaching over the years:

You know the exams they sat for; the results we get are very good. It is showing that we are getting the quality thing we really expected from them. You know that

when you taught a student and the student comes out in flying colours, it means that you have done what you are supposed to do in your teaching to make them successful. (Interview, p.61)

At the end of the interview, Ms Ayodeji defined quality teaching as “when you puts in your best into what you are teaching the students to achieve success” (Interview, p.71). She explained:

The methods of teaching adopted to make students learn, your interests, that is the interests you showed in the subject you are teaching, your ability to carry along the students you are teaching, the class control and class management methods you put in place to make the teaching successful. Because if you are teaching and there is no good class control and management, the students will not get what you are saying for them to pass their exams. When you put all these things together in your class teaching, your teaching will be of quality and make them pass their exams without any problems. (Interview, p.71)

Ms Ayodeji regarded students passing of examinations as the yardstick of her teaching quality in physical education.

Factors influencing teaching quality

Ms Ayodeji saw her daily routines and new topics being taught as positively influencing her teaching. She claimed changing her teaching styles during the lesson also added quality to her teaching:

It is not that we do the same thing everyday because we teach new topics here and then in line with our scheme of work. You know like I mentioned before, you add quality to what you are teaching by changing your teaching style as you teach along whenever the need arises. You carry your students along by listening to them and teach simply to make them understand, do not use big English for them, let it be natural and they will understand. (Interview, p.61)

Students’ actions during lessons were also a factor influencing teaching:

You know when you give instructions and the students are following your instructions, you will be happy and will be willing to do more. It means you have achieved your objectives, so I am always happy seeing them doing what I asked them to do and this influenced my teaching a lot. (Interview, p.62)

Ms Ayodeji stated: “the JSS PE curriculum documents are okay and topics therein are so designed that they suited the students’ age and class level” (Interview, p.64). She also reported that “she is comfortable with this document” (Interview, p.64), which enhanced her teaching. She talked about reflecting on students’ comments about her personality and teaching, which enhanced her teaching quality:

You know the comments of the students would make you know whether they understand your teaching. You know some teachers, the ways and manners they

behaved or teach some students will be copying them or they might be making jest of them. You understand what I am trying to say. So my students comment about my lesson and I used their comments to improve my teaching. You see, you can only know through the students if you interact with them. (Interview, p.65)

She also reflected on her teaching after the lesson whenever she was dissatisfied:

I am always happy whenever I teach, but anytime I go into the class and maybe I am not in my right mood and I realised that I did not teach well or satisfy my conscience, the next lesson I will quickly adjust to make sure that I do what I am supposed to do and make my students happy. (Interview, p.66)

Her personal and professional development efforts were also mentioned as factors influencing her teaching quality and improving her status in the teaching profession:

I just have my degree in PE and it has helped me to improve myself having been teaching with NCE for a long time. I have gained more knowledge and because of my new status as a graduate teacher, I will be able to impart new knowledge to the students. You know some of the things I learnt in my NCE days are no more working now, some rules and regulations of some games have changed and some are changing. That is why my new degree has helped developed me in my profession. (Interview, pp.66-67)

She acknowledged belonging to the professional association of NAPHER-SD, which always organised seminars where “we gather information concerning our profession. They always pass information to us here in our schools as well at least once a month. These information has helped in improving my profession and my teaching activities in the school” (Interview, p.67).

Ms Ayodeji talked about the support given her by the Principal, which she saw as a motivating factor in her teaching:

My working place is okay because my Principal is a learned person and very understanding. You know what I mean by a learned person, so she is always encouraging us. Whenever there are opportunities to go for seminars or any course or conference, she will always advise us to go and sponsor us in order to develop ourselves and that has been helping us in our teaching. You know some Principals will not want their teachers to even know that there is something that can improve them is going on or they do not want to spend money, but this one is always cooperating with us and has been helping us within her limited resources. This support is also extended to other teachers in the school as well. (Interview, p.68)

Teaching influence on students' learning

Ms Ayodeji viewed her teaching as positively influencing her students' learning: “I used to record about 95% success at the end of the term whenever we examined the students and 100% success at the JSS III final exams, so it has been very positive on them” (Interview, p.69). She also talked about the importance of students' responses:

They always made mention of me that they liked my teaching and benefited from it. Even, if I am not in the class, let us take for example, whenever any English teacher or anybody asked them to write an essay on their best teacher, they will always write on me. They write about my dressing. They used to write about my walking, about my teaching, the ways I demonstrate in practical classes, even if we are not on the field, the way I used to demonstrate in the class. They say all these things and that they have learnt from my lesson. Whenever they go out and see somebody playing a skill they know, they will say that they too can do it because they have learnt it from my lesson. (Interview, p.68)

The students saw her as role model and some expressed this view after the observed lessons. Her views about teaching JSS PE has not changed over the years because she loved teaching students who had shown positive responses to her teaching.

Limitations on teaching quality

Ms Ayodeji talked about certain limitations impeding her teaching quality despite her acknowledgment of the positive influence of some factors. Lack of space was the major concern:

There is no field in my school and this has not been giving me much opportunity to really take my students out for practical classes. We could only do little activities we can do, like when we want to ... maybe we have a topic or skill we want to deal with such as soccer and there is no field, so I only teach the ones that would not need much space like when we do heading, like dribbling around obstacles, you know those activities that do not need much space. Those are the ones I will do and at the same time, I must meet the requirements in the scheme of work, so I teach some theoretically because we have no space. (Interview, p.63)

She also complained about the scheduling of PE lessons into the afternoon periods, which according to her does not augur well for both the students and the teacher to achieve results: "it is very hot in the afternoon and taking the students out for practical lessons does not bring out the best in their performance because they are tired and exhausted" (Interview, p.64).

On teaching materials and sports equipment, she said, "the Principal is trying her best to support us, but because of lack of space we do not have many equipment. The little we have are not adequate so we just make do with them and this affects our students participation because during practical lessons, the materials never go round the students" (Interview, p.65). She also claimed her non-teaching duty of being the school health officer disturbed her teaching:

At times I may be the class teaching, somebody may be injured, and they will call me out of the classroom to attend to such student, so I have to suspend the class to attend to the student. In that case, it affects my lesson as I have to find another time to meet up and this is double work for me. (Interview, p.66)

Because of the limitations, she indicated: “I have been doing more of indoor PE activities and a little bit of outdoor activities with the little space available” (Interview, p.69).

What supports quality teaching

Ms Ayodeji identified four ways by which quality teaching in physical education can be supported in schools. Firstly, she said, “the Government can support it by providing adequate funds, that is enough money to buy all the equipment the teacher needs so that the teachers can be at their best in the class” (Interview, p.70). She wants parents to be cooperative with the school authority by releasing their children for sports and games, buying them PE materials and donating towards the PE and sports programmes.

Ms Ayodeji wanted school Principals to continue to support PE teachers but indicated some do not like spending money on PE and sports. She suggested: “Principals should support by giving funds to the PE teacher to buy all the equipment needed and that money meant for PE and sports should not be diverted to other school programmes” (Interview, p.70). Finally, she wanted “PE teachers to be more dedicated to their work and those who believed only in theoretical PE teaching should desist from doing that especially my female counterparts. They should go out there and do the practical aspects as well so that quality will be maintained in their PE teaching” (Interview, p.70).

What happened during teaching

The researcher observed Ms Ayodeji’s three lessons during week six (30th May 2000), week nine (22nd June 2000) and week twelve (11th July 2000). The first lesson was observed during period 6 (12.00 – 12.40pm) and the lesson centred on forehand and backhand strokes in Badminton. The lesson was taught in a small school hall to JSS IIC class with 63 students attending. The lesson objective stated: “students should be able to demonstrate the forehand and backhand strokes in badminton” (Field note, p.13).

The lesson was teacher directed and followed the same pattern of teaching with previous teachers, which included a brief explanation and demonstration of the warm-up and skill activities, students’ demonstration, skill practice and game situation. “The problem noticed with this lesson was inadequate students’ participation during skill practice because of inadequate teaching materials as only four badminton rackets with three shuttle cocks were used for the lesson” (Field note, p.13). A modified game situation involving eight students was accommodated in the lesson.

The second observed lesson was a theory class on artificial respiration for JSS IIA class with 70 students attending. The lesson was observed during period four (10.10 – 10.50am). The lesson objectives stated: “students should be able to define, mention types and describe the process of artificial respiration” (Field note, p.14). The lesson was well structured and logically presented. The teacher displayed her knowledge of the subject matter during the lesson and demonstrated the artificial respiration procedures to the students after explaining the concepts. “The lesson involved many students’ activities of writing summary notes, answering questions and demonstrating the procedures of artificial respiration. The class was well controlled and managed by the teacher. However, only few students were able to demonstrate this procedure because of time constraint” (Field note, p.14).

The third lesson was observed during period six (12.00 – 12.40pm) and it was on the same JSS IIC class seen during the first lesson observation. This lesson was revision of passing and dribbling skills in basketball and the lesson plan objective stated: “students should be able to review their practice skills in passing and dribbling in basketball” (Field note, p.15). Sixty-three students attended the lesson. The lesson started with two warm-ups activities and the teacher briefly reviewed the passing and dribbling skills with the students.

Two standard basketballs with four other ‘Wembley’ rubber balls were used and the teacher divided the class into six groups with three students abstaining from participation due to illness. Students practiced the skills using two drills on passing and one drill on dribbling. “The lesson was taught on the open grass space without demarcation or court and students showed their excitements during the lesson. The teacher provided feedback to the students and time was not on the side of the class to finish the mini-competitions started among the groups” (Field note, p.15). There was no game situation in this lesson because of lack of courts. Lessons plans signed by the Vice-Principal (Academics) were used in all the lessons observed and other documents were also used in supporting her teaching quality.

The students were very positive in their reactions to her teaching. Responses from the informal interviews with some of the students after each lesson indicated that they enjoyed the topics and skills taught them:

I feel happy about the lesson and I am excited; I enjoyed every aspects and techniques of forehand and backhand strokes in this game (Interview 30/5/2000).

I enjoyed how we practiced how to give artificial respiration to somebody who has fainted; the artificial respiration thing is very exciting (Interview 22/6/2000).

What I enjoyed most is that she took us to the field and allowed us to play the ball on our own. I also enjoyed the dribbling round the skittles (Interview 11/7/2000).

The students were impressed with the ways Ms Ayodeji handled the lessons but they complained bitterly about inadequate equipment: “As you can see we have very few equipment, so we are not able to practice well”; “The rackets and cocks are very few and therefore not all of us can practice the game properly” (Interview 30/5/2000) and “The balls are not enough and we do not have a cemented court as well”; “We do not have much equipment that we can use for our practice. We need more equipment in this school, I mean more balls for our practice and we do not have the space as well” (Interview 11/7/2000). Despite their complaints all interviewed students maintained that they gained from the lessons and enjoyed their teacher’s ways of teaching.

Ms Ayodeji demonstrated that she understood the contents of the JSS PE curriculum. She readily interacted with the students and expressed herself using simple language to emphasise her teaching points. She controlled her class and provided supervision to the students during the limited skill practice. There were many students standing by during this phase of the lesson, however, the students behaved and did not disturb the class.

The theory lesson was very participatory with many questions asked and evidence of positive teacher-student relationships. Ms Ayodeji demonstrated some elements of quality in her teaching especially with her knowledge of the subject matter, teaching strategies and commitment to her students in supporting their learning.

Summary of Case 5

Ms Ayodeji has been teaching PE for the past ten years and became interested in the subject from her primary school days and being a talented sports person. She liked teaching the young ones physical education so that they too can be well grounded in sporting activities. She described quality teaching as putting all necessary ‘things’ together in the class, which will make students learn (Interview, p.60). She reported that quality teaching is adequate lesson preparation to achieve effective teaching and make students learned the expected subject matter. She regarded results of continuous assessments,

terminal and final JSS III examinations by her students as the measure used to achieve quality in her teaching.

Factors that influenced her teaching quality included teaching new topics every lesson, using simple teaching styles that involved English and Local languages, positive results of her students in examinations, students' correct skill demonstrations, multi-activity nature of the JSS PE curriculum, her reflective ability, support from her Principal, and her professional development efforts. She is very committed and enthusiastic about PE teaching, but saw the lack of space and inadequate teaching materials as major obstacles to quality teaching. She was also faced with the problem of teaching in the hot afternoon and coped with this limitation by doing more indoor PE activities.

She claimed quality teaching could be supported if the Government and parents can provide adequate funding to procure more teaching materials. She also indicated PE teachers should be more dedicated to the cause of the subject and engaged more in practical activities, especially the female PE teachers. Ms Ayodeji demonstrated that she had adequate knowledge of the subject matter taught and her teaching strategies were very simple in expression and straightforward in demonstration. She had good class control but was faced with serious inadequacy of teaching materials. This affected students' participation levels especially during skill practices and game situations, however they showed positive responses to her teaching and explained they enjoyed the lessons.

Case 6: Mr Tony

Teacher's Profile

Mr Tony is 41 years old and has been teaching physical education for the past ten years, six of which are in his present school. He sees himself as a PE teacher to the core because of his numerous certificates and degrees in the subject. He holds the Grade II Teachers' Certificate, Nigeria Certificate in Education (NCE), Bachelor of Education (B.Ed) degree in physical and health education and Master of Education (M.Ed) degree in PE and Sports Administration.

Mr Tony's interest in physical education is based on his involvement in sporting activities throughout his school days:

As a matter of fact, I was an active participant in sporting programmes right from my elementary school throughout my educational career and I looked at it that being an active sportsman who loved PE and sports so much, at least I should be able to inculcate in the young ones the ideas of what physical education and sports are all about, so I found myself being a PE teacher. (Interview, p.73)

He indicated that the most important thing regarding his physical education teaching in the schools is “to make students have the knowledge of what is intended, how to go about their physical activities in the right ways and applying the methods that easily achieve the aims and objectives of physical education” (Interview, p.73). Mr Tony claimed this is how he can inculcate physical education concepts and sports skills to the young ones.

Survey data indicated that Mr Tony viewed quality teaching as “an educational process that involves all the ingredients of teaching, learning and demonstration of skills with the use of adequate instructional materials to achieve lesson objectives” (Survey Subject 60). He saw the teacher as the main factor in quality teaching in terms of their competence, qualifications and self-interest in the subject. However, he indicated factors such as lack of motivation from the Government and school authority, inadequate funding to procure equipment, inconvenient scheduling of PE lessons in the afternoon and parents’ socio-economic background as impacting on his teaching quality.

He rated all five dimensions of quality teaching as very important and maintained that his students enjoyed their PE activities, but he lacked adequate support from his current Principal and the majority of the non-PE teachers in the school. He indicated more support and resources from school authority are essential to achieving quality teaching in physical education.

Context of physical education teaching in the school

Mr Tony teaches in a coeducational school located within another School-Village Complex in Amuwo-Odofin Local Government. The school has a population of 4,326 students with three physical education teachers including Mr Tony as Head of Department. Physical education is compulsory at the JSS level and offered to some students as an elective up to SSS III certificate class. Physical education is allocated three periods per week, comprising one double period of 80 minutes and a single period of 40 minutes. Documents used by Mr Tony included the National JSS PE curriculum, Lagos State unified scheme of work, lesson plans, continuous assessments records book, teachers’ handbook, teacher’s time table and past PE questions booklet.

Mr Tony taught physical education to three streams out of six in JSS II, all the five streams in JSS III and one class of SSS III. He taught 27 periods of physical education in a week and did not handle any other subject. He also ran the school sports programme with the assistance of the other two PE teachers. The tennis and basketball multi-purpose court and football pitch were in bad shape and hazardous to students. The teaching materials sighted were inadequate and in most cases students brought equipment like balls, bats, rackets to school for their lessons. The school had one table tennis table mounted on two desks as support.

Description of quality teaching concept

Mr Tony was interviewed between the hours of 10.30 and 11.15am in the physical education/games room. He described quality teaching as “the combination of the three domains in education; affective, psychomotor and cognitive aspects of learning in education” (Interview, p.73). He claimed “the child has to be developed with these three domains in learning as related to physical education ... if the teacher is expecting the child to have basic understanding of what was taught’ (Interview, pp.73-74). This description of quality teaching amplified his initial definition of an educational process of all the ingredients of teaching and learning.

Mr Tony lamented that he was not achieving quality in his teaching because there was no adequate equipment and Government policies did not allow him to compel students to bring their personal equipment for PE lessons. He also talked about lack of parents’ support:

At the same time, if you seek for the support of parents, you are in trouble because of the fact that some of them are at the helm of affairs in the Government, they will say, so this person is asking students to pay some amount of money to buy sports materials and one can be query for that. Even those that are willing, they do not have the means. (Interview, p.74)

Since the new Civilian Government had abolished any sort of levy in the schools, he noted that “there is nothing the school can do to go against the policy of the State Government, which says no student is allowed to pay any money, so without necessary and adequate equipment I do not think I am achieving that high level of quality in my teaching” (Interview, p.75). He commented that when he joined the school six years ago:

I remembered when I started teaching in my present school, the Principal then happened to be a fellow sportsman and as a matter of fact and in fairness to him, he gave us substantial quotas towards PE and sports development in the school and hardly do you seek any materials from him either in terms of physical equipment or

financial assistance towards the subject that he will refused. He always tried his best for us and we did well in our teaching. (Interview, pp.75-76)

He saw the current Principal as not supportive of his cause because “the new man is not a lover of sports and he is not bothered about what happens to PE and sports in the school” (Interview, p.76).

Mr Tony noted that in the previous years, his teachings were of quality because of the cooperation he received from the former Principal and payment of sports levy to buy equipment, and now he had to make do with the few available materials coupled with large classes, which do not bring out the best in him. However, he said, “since I am a PE teacher to the core, all I have to do is to continuing doing my best to achieve quality in my teaching where possible in the face of all these impediments” (Interview, p.76).

Factors influencing teaching quality

Mr Tony reported that his daily routines have afforded him the opportunity to develop himself in the art of teaching everyday. He claimed: “the world is not static, there is always development at every stage of human endeavour, and as a teacher, one needs to get equipped with the latest developments in the society. What I do everyday is a challenge to me, my work and my students’ developments as well” (Interview, p.77). He also used information collected from relevant Sports Associations to support his teaching:

I actually make sure that I paid regular visits to the various Associations to ensure that my knowledge in sports of these Associations both at the State and National levels is up-to-date. I do this always to ensure that what I am going to teach the students is current and in line with what is obtainable within the larger society. (Interview, p.77)

The teacher-students relationships during PE lessons also influenced his teaching quality:

What I enjoyed most in my teaching are the students-teacher relationships. As a matter of fact, in most cases when I teach, I am happy with my students even if what they are saying is not totally right, but the feedback given to me are encouraging to the extent that some of them do educate me at the end of the lesson and this makes me happy. This interaction motivates me and helped support my teaching. (Interview, p.77)

Mr Tony talked about reflecting on his lesson after teaching with the view to making amendments where possibly so that he benefits his students and lesson objectives are achieved:

The most important thing to me when teaching is have I been able to achieve the laid down objectives for the particular topics I have taught my students. Once I

have been able to achieve those objectives, I want to believe that my performance towards teaching has been fine, but if the lesson was not well taught because of one problem or the other, then I tried to reflect on it and make amendments during the next lessons. I have been doing this and I believed my reflection has been positive to my teaching because it has helped me correct my mistakes. (Interview, p.80)

Apart from being the Sports Coordinator, Mr Tony also coordinated the Interact Club, which is the youth programme of the Rotary International. He saw the Rotary's "Four-Way Test" cardinal points to have helped his relationships with his students:

Whenever I do anything, whether teaching, coaching, or anything involving people, I always have at the back of my mind these cardinal points. I mean what you do, what you think, what you say, is it the truth, is it fair, is it beneficial to all concerned, will it bring goodwill and better friendship. So in fact, with these four cardinal points, I ensured that I put other people at heart and this I do in my class to make my teaching meaningful to the students. (Interview, p.81)

He is comfortable with his sports coordinatorship duties because he saw it as an extension of his PE instructional class.

Mr Tony's personal and professional development efforts also influenced his teaching quality. He was involved in various sporting activities within and outside the school system and all these he claimed related to his development within the PE profession. He had coached a College of Education team at the National Collegiate Games and had served as an Organising Sports Secretary for a Divisional Sports Festival in Lagos State. He had also organised secondary school sports and assisted fellow PE teachers in this regard.

He belonged to the Association of Physical Education Teachers in Lagos State and had been the Secretary and President respectively of the Amuwo-Odofin LED branch. Seminars and workshops organised by this association had influenced his teaching because of its focus on PE teachers' development. Mr Tony claimed he improved the quality of his teaching through his interests in professional development and contact with the larger society to update his knowledge.

Teaching influence on students' learning

Mr Tony claimed his teaching had influenced his students positively as this was reflected in their performances at the final JSS III examinations:

We have been recording success at the JSS final examinations. Our results in the last school year of 1998/99, we had 88% pass in physical education and we enrolled 405 students for that exam, so you can see that we are not doing badly in physical education. (Interview, p.85)

He also noted that because of his PE teaching capabilities; the students always wanted him to handle their classes:

Presently, at the SSS II and III levels, those that I taught about three or four years ago when they were in the junior classes had to request for my person to teach them PE at this senior level. I want to believe that because of the way I handled them at the junior secondary level, they would not have personally requested me to come and teach them at the senior secondary level. Anyway, I cannot teach all the students, so I am only handling the final school certificate; I mean the SSS III class. (Interview, p.84)

From a curriculum perspective, Mr Tony saw the review of the unified scheme of work for Lagos State in 1996, which became operational in 1997/98 school year, as having assisted most teachers in achieving the aims and objectives set out for PE at the JSS level. "It has also been beneficial to the students because the contents are relevant to their environment and easily understood, which has improved their performances during examinations" (Interview, p.85).

Limitations on teaching quality

Limitations that impeded Mr Tony's teaching quality were based on the school context:

The JSS PE programme is nice, but unfortunately, we do not have a specific textbook that will ensure that students would actually assist themselves at home. If as a teacher, I have to combine about four or five books to teach what is in the curriculum, you do not expect these students to go and purchase as many as two three or four books. You can now see that most students do not have books to read at home to complement what we teach in the class. (Interview, p.78)

The dilapidated nature of the school sports facilities was of concern because they constituted hazards to the students and funds were not made available for repair:

Before, the school being an old school has good tennis and basketball court together in one court and a nice soccer pitch. Today, the tennis and basketball court that we had that was in good shape four years ago is in a serious dilapidated condition and presently; the soccer pitch is being washed off by rain. In fact, one discovered that the three facilities that were available have been reduced to one. When you get to the football pitch to make a makeshift court for other games, the materials needed for that sport are not available, so we just teach with what we have. (Interview, p.79)

Mr Tony acknowledged that positive students-teacher relationships influenced his teaching quality whereas he had negative views about the support of others:

The problems have been funding the PE and sports programmes, which the Principal is not favourably disposed to because he does not want to spend money.

He thinks there are other priority areas in the school for spending money and the stopping of sports levy has affected us greatly. (Interview, p.87)

Apart from his salary, he saw nothing motivating about his workplace conditions.

Mr Tony maintained that coping with these limitations was difficult and he talked about taking students out of school to the stadium to watch tournaments relevant to his lessons:

For instance, if I have embarked on classroom teaching for a while and if necessary, I will ask the students to meet me at the stadium in the morning or I take them there from school so that they can watch any tournament going on after which we discuss it in the class. (Interview, p.87)

He also talked about using improvisation of teaching materials and students' personal equipment where available to cope with these limitations.

What supports quality teaching

To support quality teaching in Lagos schools, Mr Tony suggested the need for a tripartite agreement to be reached among the Government, parents and industries in the production of affordable teaching materials for schools:

There is the need for the Government, parents and the industries to come together and fashion out ways of assisting the schools in making the objectives of physical education achievable through the production and procurement of PE teaching materials. If the Government can subsidise the production of basic teaching materials, which are affordable to parents to buy for their wards, then we shall overcome the problem of equipment inadequacy and our teaching will be interesting and be of quality. (Interview, p.86)

He also wanted the new civilian Administration to reinstate the sports levy, which have assisted the schools over the years in purchasing PE and sports equipment.

Mr Tony indicated that the attitudes of some PE teachers needed to be changed for good. Some were not committed to practical PE teaching and wearing the correct attire for practical lessons. He said, "when you see a PE teacher in native attire teaching, the dressing already has sent one panicking and this does not project good image for us, so we must be seen to be serious and committed in order to uplift our discipline" (Interview, p.88).

Mr Tony also advocated constant review of the curriculum so that PE teaching would be improved and made relevance to the current trends in the society. He suggested: "review of the scheme of work should be done every five years in the State so that new inputs can be injected into the curriculum that will benefit both the teachers and the students" (Interview, p.88). In addition to the curriculum review, he suggested further:

The Government should prescribe specific textbook for the students that reflect the topical contents of the curriculum so as to assist their learning both at school and home, which will also makes teacher's work easier during referencing. Other textbooks should be reviewed as well to address the curricular facts relevant to JSS and SSS physical education, which the teacher can use as their personal reference for teaching. (Interview, pp.88-89)

What happened during teaching

The researcher observed three of Mr Tony's lessons during week six (1/6/2000), week nine (20/6/2000) and week twelve (13/7/2000) of term three. The first lesson observed was a JSS IIB PE lesson on athletics, which focused on officials and their duties as well as the sprint start. The double lesson came up during periods seven and eight (12.40 – 2.00pm) and had 85 students attending. The lesson objectives centred on "students' identification of athletics officials and their duties and demonstration of the three styles of sprint start" (Field note, p.16).

The lesson was a double period and it was structured into both theory and practical sections. The teacher identified major officials in athletics meets and explained their roles and allowed the students to share their experiences from past inter house sports they attended and he encouraged discussions on the topic. "This theory section was well directed and students were able to explain roles performed by officials they have seen before" (Field note, p.16). A summary note was given to the students, which they recorded. The practical section started after thirty-five minutes and the teacher demonstrated two warm-up activities, which were mainly stretching exercises followed by brief explanation and demonstration of the three styles of sprint start. Students responded by demonstrating these styles in groups of ten with the teacher giving feedback. "The lesson went on sequentially as planned with the teacher taking absolute control of the class and he coordinated the culminating running event during skill practice in groups" (Field note, p.16). This made his class management devoid of rowdiness.

The second lesson was on artificial respiration for JSS IIC class and the lesson objectives stated: "students should be able to define and mention the types of artificial respiration, and also describe and demonstrate the procedures of artificial respiration" (Field note, p.17). The lesson was observed during periods four and five (10.10 – 11.30pm) with 83 students in attendance and this was a typical theory lesson that involved practical demonstration of the topic taught. Mr Tony gave detailed explanations of the definition, types and procedures of artificial respiration and demonstrated the procedures to the students. A chart was used as a teaching aid to support his teaching and students

practiced the procedures following the teacher's guidelines. "The lesson was very participatory and enough time was given to class discussions involving questions and answers. Teacher's class control and management were not in doubt as he made the students attentive in the class" (Field note, p.17).

The third lesson observed took place during periods six and seven (12.00 – 1.20pm). It was a PE lesson for JSS IIIB class, which focused on revision of cricket playing positions and fielding moves. The focus of the lesson objective was for "students to be able to identify the playing positions on the field and practice the fielding moves with emphasis on throwing, catching, running and concentration ability" (Field note, p.18). Eighty-four students attended the lesson in which only one cricket ball and six tennis balls were used. There was a brief class interaction on the fielding positions where students identified the positions from the diagram on the board. The outside lesson started with three warm-up activities and the teacher then asked the students to identify the positions on the field before going into the fielding moves, which centred on running, throwing and catching drills. "The lesson was very interactive between the teacher and the students during fielding positions identification. Despite the inadequacy of balls used for throwing and catching, the teacher still ensured adequate students' participation" (Field note, p.18).

Mr Tony used lesson plans, signed by the Vice-Principal (Academics) in all the observed lessons. Lesson objectives were in most part achieved in the first two lessons, as there were lots of students' practice while in the third lesson, students' participation was minimised because of inadequate teaching materials. Students' responses after the lessons were positive and they expressed their feelings: "I feel happy and very good about the lesson", "I really enjoyed how to perform the three styles used in sprint start" (Interview, 1/6/2000). "I feel good about the lesson and this artificial respiration thing is very interesting", "I enjoyed the demonstration of the teacher on artificial respiration" (Interview, 20/6/2000) and "It was a very fine and interesting lesson", "I enjoyed the skills of running, throwing and catching because it makes me feel good" (Interview, 13/7/2000). They also praised the teacher for handling their PE lessons well.

When asked about the problems they encountered with the lessons, students mentioned inadequate teaching equipment and materials: "Yes the problem we have is that the balls are not enough for all of us" and "Yes, the balls we used are not enough and the game is very different from football and volleyball" (Interview 13/7/2000). They found the first two lessons devoid of problems and also responded positively to their overall

assessment of the lessons as having contributed to their knowledge: “I have now known the names of the athletics officials and their duties during our inter-house sports” (Interview 1/6/2000), “I have gained the knowledge on artificial respiration and how to perform it to my friends if they fainted when playing” (Interview 20/6/2000) and “I now know the names of the fielding positions in cricket and how to be alert and concentrate when catching the ball” (Interview 13/7/2000).

Although Mr Tony indicated that he was not achieving the desired level of quality in his teaching because of inadequate teaching resources, his teaching contained elements of quality teaching. He demonstrated that he had knowledge of the subject matter; his skill instructions were sequential and relevant to students’ ability. Although teacher-directed with absolute control, he gave room for interactive teaching and learning situations through question and answer sessions, and adequate supervision. Students participated in the first two lessons to the expected level, but inadequate materials limited the level of their participation in the third lesson. Mr Tony’s teaching had a positive influence on his students’ learning because they performed the activities in the lessons and were very enthusiastic and eager in their participation.

Summary of Case 6

Mr Tony had taught PE for the past ten years and he was the most highly qualified teacher in the study. His involvement in sporting activities during his school days was his reason for becoming a PE teacher. He was very active and assertive in the class and related positively to his students in order to support their learning. However, the general state of PE and sports facilities and equipment in his school were not adequate to facilitate high-level quality teaching. Mr Tony described quality teaching as the combination of the three domains of learning in education (affective, psychomotor and cognitive) as related to PE, which must be developed in the child if quality learning is to be expected from them (Interview, p. 73).

Mr Tony claimed his self-interest, daily routines in the school, Sports Association connection, positive relationships with the students, reflections on lessons taught, involvement as the Sports and Interact Club Coordinators, personal and professional development efforts were factors that influenced his teaching quality. He indicated that his positive teaching influenced his students’ learning because of their good performances at the terminal and final JSS III examinations.

He lamented that he was not meeting up to the level of teaching quality he wished because of the limitations. He coped with these limitations by improvising some teaching materials, soliciting support from willing students and taking them out to watch high-class competitions at the stadium.

To support quality teaching in physical education, he suggested the need for a tripartite agreement to be reached among the Government, parents and industries to effect the production of affordable teaching resources for PE and sports in the schools. He also wanted the reinstatement of PE and sports levy, a constant review of the PE curriculum to make it more relevant to the current trends in the society and prescription of specific textbook for students' reference use.

In the observed lessons, Mr Tony possessed the knowledge of the JSS PE curriculum content and disseminated it during his teaching. He made use of relevant documents to support his teaching and used teacher-directed strategies and group activities during the skill activities stage, which enhanced his class teaching. Students participated actively in the first two lessons observed, but inadequate materials hampered their participation during the third lesson. Students' perceptions of Mr Tony's lessons were very positive and elements of quality were observed in his teachings.

CHAPTER 6

CROSS-CASE ANALYSIS

The findings from the case studies raised a number of issues, which are now revisited, compared and contrasted. In gaining a deeper understanding of teachers' perceptions of quality teaching in junior secondary school physical education, the cross-case analysis is organised into five sections:

- Description of quality teaching.
- What teachers reported influenced their teaching quality.
- Teaching quality and students' learning.
- Limitations on teaching quality.
- Teachers' rhetoric of quality teaching and their teaching practices.

One aim of studying multiple cases is to identify shared and different experiences and to compare and contrast them in order to understand teachers' perceptions of quality teaching in physical education. This also supported Huberman and Miles' (1991) idea of using cross-case analysis to compare and contrast data. Although generalisation was not intended in this study, the researcher however attempted to reconcile the uniqueness of the teachers' views with the need to understand generic processes at work across all the cases.

The cross-case analysis drew together findings relevant to each section using the themes generated for discussions by comparing and contrasting the teachers' views. The researcher described and interpreted the phenomena perceived by the teachers with the view to giving meaning and understanding of their responses in line with purpose of the study. A summary of each section and the implications drawn from the cross-case analysis formed the basis of discussion in the next chapter.

Description of Quality Teaching

The researcher sought teachers' opinions on what they viewed as quality teaching in junior secondary physical education. From the descriptions of quality teaching provided by the six teachers, several themes similar to the ones generated from the survey data were established. Some of the teachers provided multiple themes in their descriptions while others were more focussed. The themes fitted the overarching themes; effective teaching and achievement of learning objectives, educational process of teaching and learning activities, good lesson methodology, and curriculum knowledge and dissemination, all generated earlier from the survey data. A more critical look at these themes indicated that

two major themes were plausible for cross- case analysis and were identified as achievement of lesson objectives and pedagogical content knowledge (PCK).

Achievement of Objectives

An objective is a statement of instructional intent that specifies what knowledges, attitudes, and behaviours are meant to be learned (Siedentop & Tannehill, 2000). Siedentop and Tannehill (2000) contended: “Not only do curriculums have general objectives in those domains, but unit objectives become more specific, and traditional lesson planning suggests that each lesson should have identified objectives” (p. 132). Objectives are what we want students to achieve in a specific lesson (Badejo, 1999). Inherent in every objective is a statement about how we are going to identify whether the students achieved what the teacher planned. Therefore, in the assertion of Ogunsina (1999), “it is the teacher who has accepted that achievement of specific objectives aspect of the lesson notes is the key to a successful lesson” (p.201). For Lagos State PE teachers to have described quality teaching as achievement of lesson objectives is to be expected due to the objective based educational system operative in the state.

Two teachers, Mr Suru and Mr Senator described quality teaching as effective teaching that focussed on achievement of learning objectives. Mr Suru viewed quality teaching as “a teaching that is based on what I will say is lesson objective achievement” (Interview, p.29). He indicated lesson objectives achievement helped determined whether there is teaching and learning progression by the teacher and the students. Progression in this case referred to the performances of the teacher and students in achieving lesson objectives and performances involved those teachers’ teaching activities as prescribed by the curriculum documents and students’ involvement in the lessons. Mr Suru also claimed that this progression was determined through assessments of the students’ learning achievement. Assessments involved class tests, terminal examinations and students’ responses from practical lessons.

Mr Senator like Mr Suru, viewed quality teaching as effective teaching, which resulted in lesson objective achievement within the lesson. He claimed: “students must benefit from the PE lessons before the teaching is said to be of quality” (Interview, p.42). Students’ benefits referred to performing the various activities taught and then being able to utilise these activities in their out of school lives. Messrs Suru and Senator’s descriptions of quality teaching were more focussed on objective achievement, which were consistent with their views of quality teaching in the survey. The achievement of lesson

objectives in these two cases referred to students' performances of the teachers' intended lesson topics.

Pedagogical Content Knowledge

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to the subject matter knowledge (what they know about what they teach). It is the synthesis or integration of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge. Four teachers; Ms Toyin, Ms Lilian, Ms Ayodeji and Mr Tony described their constructs of quality teaching in this context.

Ms Lilian's description of quality teaching focussed on the understanding of the curriculum (subject matter knowledge) content and its dissemination (pedagogical knowledge), which she indicated will enhance students' learning during teaching activities. She claimed that quality teaching should focus on "the ability to impart knowledge effectively to the students and as a teacher, one should have the knowledge of his/her subject area before going to the class to teach" (Interview, p.17). She indicated that what the teacher knows is what he/she will teach hence content knowledge and its dissemination represented quality teaching to her. Ms Lilian's description focussed more on the first and second dimensions of quality teaching (curriculum content knowledge and pedagogic skills) as postulated by OECD (1994). Ms Ayodeji, Mr Tony and Ms Toyin's views supported the theme of quality teaching that focussed on the planning and implementation stages of the pedagogical content knowledge of quality teaching construct. It described the lesson methodology, which involved lesson preparation and presentation with the use of relevant instructional materials to support students' learning.

Ms Ayodeji talked about all teachers' actions that made students learn from what was being taught. Such actions included "teaching methods, class control, subject matter, that is the contents of the subject you are teaching, how interesting the lesson is made and how knowledgeable the teacher is in that subject so as to be able to communicate properly to the students when teaching" (Interview, p.60). Her focus on putting these teachers' actions together in a lesson was seen as quality teaching, which she indicated would lead to good results from the students. Ms Ayodeji's description was in agreement with OECD's (1994) construct of quality teaching, which emphasised the integration of certain teachers' actions (dimensions of quality teaching) to effect students' learning.

Mr Tony also viewed quality teaching as an educational process of teaching and learning activities that gives the students the basic understanding of what they have learnt. To achieve this understanding, he claimed that there should be “the combination of the three domains in education; affective, psychomotor and cognitive aspects of learning in education” (Interview, p.73). In other words, PE teachers must see to the development and functioning together of these three domains of learning in education in the children before their teaching can be said to be of quality. This, he claimed, formed the core of quality teaching. Mr Tony stressed that it is knowledge, attitudes and performance on the part of the teacher and students that were the important ingredients in the teaching and learning processes in physical education. He stated: “the child has to be developed with these three domains in learning as related to physical education, if the teacher is expecting the child to have basic understanding of what was taught” (Interview, pp.73-74). His quality-teaching construct had more emphasis on teacher and students cognition of the teaching and learning processes.

Ms Toyin’s ideas about quality teaching focussed on having a good method of teaching to make students learn. She indicated that the teacher must express herself in ways that students will understand what they are being taught. Such ways must involved systematic (sequential) teaching, using relevant teaching aids, arousing students’ interests in the lessons and encouraging them to be involved in physical activities (Interview, pp.14-15). Ms Toyin valued herself as a physically active teacher who used the systematic (sequential) teaching approach to support her teaching activities. Her idea about the systematic (sequential) teaching approach centred on following the teaching steps indicated in her lesson plans, which she claimed, made her students learn.

Summary

The two major themes generated from the teachers’ descriptions of quality teaching were related to the dimensions of quality teaching as postulated by OECD (1994). These themes were also similar to the themes generated from the views of the 60 teachers in the survey. Apart from being related to the dimensions of quality teaching, the themes; achievement of objectives and pedagogical content knowledge were interrelated. The themes identified supported the study’s conceptual framework, which was based on the educational concepts of curriculum, teacher effectiveness, teacher reflection and belief systems, and teacher development process that supported quality teaching in schools.

The Lagos State PE curriculum stipulated the objectives, content and strategies for teaching and these reflected the teachers' description of quality teaching as achievement of objectives and demonstrating pedagogical content knowledge. Teacher effectiveness research is the basis of a teaching process that supported achievement of lesson objectives by students. Describing quality teaching as achievement of objectives reinforces the effective teachers' actions in bringing about achievement of the stated lesson objectives. Teacher reflection and teacher personal and professional development were associated with these two major themes of quality teaching because teachers' thinking and actions influenced their teaching activities, which can support their teaching quality. All the teachers' descriptions of quality teaching were geared towards student learning through achieving good results in the state-controlled examinations. The knowledge based education and related testing, which operated in Lagos State school system, were the driving forces of their description of quality teaching.

Three teachers, Mr Suru, Ms Toyin and Mr Senator were consistent with their description of quality teaching in both the survey and interviews. The others changed their views about quality teaching and generated multiple themes consistent with the dimensions of quality teaching by OECD (1994). The teachers' descriptions of quality teaching were multidimensional in nature and revolved around the teachers' actions within the classroom with the view to making their lessons meaningful to the students.

What Teachers indicated influenced their Teaching Quality

Having described quality teaching in a number of ways, it is important to cross-case what the teachers acknowledged as influencing the achievement of teaching quality within the framework of the school PE curriculum. The teachers raised a number of factors, which helped them achieved what they perceived to be quality teaching. In cross-casing these actions, the researcher was able to group the teachers' responses into three sections, which included their reasons for teaching physical education, how the teachers achieved their perceived teaching quality and the influence of curriculum-related documents on their views of quality teaching.

Reasons for Teaching Physical Education

It is important to analyse the various reasons given by the teachers for venturing into physical education teaching as this in part shaped their actions in achieving what they perceived to be quality teaching.

Interest in Physical Education

All the teachers explained that the interest and love they had for the subject was the driving force behind their teaching. Ms Toyin contended that “physical education has been a thing of interest to me personally and I took to this teaching, this subject when I finished my Grade II Teachers’ Certificate” (Interview, p.1). She also became interested in the subject because of the attractiveness of the subject to people while Mr Suru talked about the practical nature of the subject as what initially interested him: “In teaching physical education, it seems most of the expressions we used are practicals. They can see it, the children can perform it, and we teachers too as we are teaching we are gaining because we practice as well ... Of course, this is what interests me most into teaching physical education” (Interview, pp.28-29). Ms Ayodeji added: “... right from my primary school, I have developed the interests in physical education and it is not only the white-white uniform that interests in PE, but I would say I am talented and I want to develop it as much as I can” (Interview, p.60).

Sifting through the responses of the teachers, three sub-themes regarding the reasons for their interests in teaching physical education emerged. These themes included their early involvement in sports participation, physical performance and personal fitness/appearance of the teachers, and working with children during play activities.

Early involvement in sports participation. Five teachers, Ms Toyin, Mr Tony, Ms Ayodeji, Mr Senator and Mr Suru talked about being involved in sports participation right from their early days in the schools. The involvement of the first four teachers started at their elementary schools while Mr Suru got involved in sports during his school days at the teacher training college. This situation reinforced the interests and zeal shown by these teachers in their school physical education programme. The zest to teach students to become good sports persons in the future was also important in their PE teaching and their involvement in sport may have been in part responsible for this.

Physical performance and personal fitness/appearance. The physicality of the teachers in performing physical activities and sports skills was a motivating factor in ensuring their interests in physical education. Their physical appearance and body structure were seen as being suitable for physical education activities and they demonstrated a physical eagerness and enthusiasm in teaching the subject. Ms Toyin maintained that she enjoyed good health and healthy body parts during physical activities, while Mr Suru liked practical physical education because it gave him satisfaction by developing his muscles and making him looked younger than his age. Ms Lilian on the

other hand liked being kept physically fit, which she derived from physical education teaching (Interview, p.17). These responses reinforced their physicality as PE teachers and the importance of their mesomorphic body image.

Working with children. Four teachers expressed their interests in working with children as a major motivation for continuing teaching physical education. While Mr Senator said the “the kids enjoyed this and see it as part of their normal everyday life” (Interview, p.42), Ms Ayodeji wanted “... physical education to be done as much as possible to the younger ones coming behind us now and I like to develop the subject from the grassroots” (Interview, p.59). Ms Lilian also wanted the younger ones to be taught many movement activities and she liked to impart what she knew to the students. Mr Tony on the other hand indicated: “being an active sportsman who loved sports and PE so much, it is then right for him to inculcate in the young ones the ideas of what physical education and sports are all about” (Interview, p.73).

How Teachers indicated they achieved Teaching Quality

The teachers indicated they achieved their definitions of teaching quality in a variety of ways. The investigation of the six teachers’ actions revealed ten themes. All these themes were used to cross case the teachers’ actions in achieving what they perceived as quality teaching.

Teachers as Knowledgeable and Skilled Performers

All teachers talked about how their physical capabilities supported their teaching of physical education. They saw their physical competence as their major asset in achieving quality in their teaching. The teachers reported that having the knowledge of the subject matter without the physical ability to perform did not support quality teaching: “It is not easy to teach the students coaching points in any activity without physical performance” (Ms Toyin, Interview, p.5). They viewed the understanding of what they were supposed to teach and having the capacity to teach them as essential factors that supported their teaching quality: “... one should have the knowledge of his/her subject area and the capacity to teach before going to the class” (Ms Lilian, Interview, p.17). All the teachers indicated that they were physically fit and understood the subject matter content taught. They were role models to the students with their active participation in the skill demonstrations.

Teachers' Daily Routines

All the teachers saw their daily routines in the schools as interesting and challenging in supporting quality teaching. Mr Tony claimed: "What I do everyday is a challenge to me, my work and my students' developments as well" (Interview, p.77). New topics taught daily to different classes gave challenges to the teachers and brought varieties into their teaching activities, so they were not bored with their daily routines (Mr Suru, Interview, p.31; Ms Ayodeji, Interview, p.61). The daily preparation of the teachers for the various lesson topics and the zeal with which they attended to their lessons indicated that they remained focus on imparting knowledge to the students. This preparation was evident in the use of daily/weekly lesson plans (notes), which acted as lesson guides for the teachers and to focus their teaching. The teachers appeared to thrive on the short unit, multi-activity programme that ensured scope and variety of activities in physical education.

Teacher-directed Instruction

Teaching with the guide of the daily lesson plans (notes) is a compulsory duty for Lagos State teachers. All the teachers made use of this document in their lessons and they followed the teaching stages indicated in the lesson plans. All the practical lessons followed a similar pattern of sequential teacher-directed instruction in which the teacher explained, demonstrated, supervised and gave feedback during and after students' skill practice. Their knowledge-based (theory) classes also shared similar patterns of teachers' explanations and descriptions of the concept being taught followed by students' responses through class discussions and questioning. Summary notes were also given in all the knowledge-based classes.

All the lessons were teacher-directed and focussed on covering the prescribed content. Only one teacher, Mr Senator, adopted the group method of teaching, although this was also teacher-directed; "one also used group strategy where you find within the class some outstanding students ... and you tend to put them as leaders of the group so that the other students can learn other things from and you as the teacher will just supervise all the class" (Interview, p.44).

Teacher-students Interactions

The class atmosphere in all schools were generally very cordial. The teachers claimed that students derived joy and happiness from their lessons and this reflected their teaching quality. They all maintained that the positive responses they received from their

students encouraged and motivated them to improve their teaching. Mr Suru talked about having fun and jokes with the class as enhancing his teaching: "... all these things are funny things that I used to enhance my teaching because the students just like to play games and this makes them happy in my PE lessons" (Interview, p.32).

Ms Lilian and Ms Ayodeji talked about how students loved their presence on the field and wanted to emulate them: "You know, my students, anytime they see me in my PE outfit, they loved it ... and I think that is something of interest to them" (Interview, p.21). Ms Toyin maintained that her "students loved going out for practicals and when you are there, everybody will come together and we become the same 'age group' and you don't realise that you are a teacher any more, so after leaving the field you are happy" (Interview, p.5). They were seen as role models. Messrs Senator and Tony viewed the positive interactions with their students as enjoyable and supportive of their teaching.

Records of Students' Assessments

Four teachers talked about using student assessment to reflect their teaching quality. Ms Lilian, Mr Suru, Mr Senator and Mr Tony maintained that they used continuous assessment (tests, quizzes and assignments), terminal examinations and final JSS III certification examinations as yardsticks in measuring the achievement of quality teaching. The other two teachers only talked about using students' performances in both the terminal and final JSS III examinations to measure their teaching quality. The final JSS III examination was purely knowledge-based while the continuous assessments tests and terminal examinations involved both theory and limited practical assessment. Marks obtained by the students in the various assessments and examinations were sighted and reflected high achievement. This high achievement for practical skills was rarely assessed.

Involving Students in Sports

Physical education and sport programmes are inseparable entities in Nigerian schools and were organised together by the PE teachers. It was not surprising that these teachers talked about quality teaching achievement as involving their students in various sports in the schools either at the intramural or extramural levels. They viewed this as an extension of the normal PE instructional class in which students' positive performances were indications of their quality teaching. Of particular interest was the annual inter-house sports festival undertaken by all Lagos schools in which the PE teachers indicated showcasing the results of their teaching quality.

Ms Lilian maintained: “PE is a subject everybody is in love with in my school especially during inter-house sports. They demonstrated this love by supporting, assisting and helping we the technical officers (PE teachers) in organising the sports festival and this makes us happy and we loved teaching our subject” (Interview, p.25). The researcher noted that no inter house sports festivals took place during term three, when observation sessions were conducted because all the schools had concluded their sports festivals during terms one and two of the school year. In addition, the various coaching roles of the teachers testified to their claims of involving students in schools sports. The researcher the teachers’ coaching activities after school hours on two occasions. Achievement in sport and PE were seen as symbolic.

Improvisation of Teaching Resources and Field Trips

Improvising teaching materials to counteract inadequate resources were comments made by all teachers in support of their quality teaching. Both the teachers and the students provided some of the teaching materials used in their lessons. In some cases, students brought from home their personal equipment while at times some of the teachers also used their personal equipment.

Providing field trips and excursions in overcoming lack of facilities enhanced the teachings of Messrs Senator and Tony. Taking students to the National Stadium and other sports facilities centres in Lagos was another strategy used to achieve their teaching quality. “I encouraged the students to go outside the classroom environment to see some of the things, which they have learnt about theoretically in the class to see them physically. Like the national Stadium, I used to take them there for matches ... they tend to understand the lessons better in this case than just mere teaching in the classroom” (Mr Senator, Interview, p.45). Mr Tony also talked about taking students out of school to the stadium to watch tournaments relevant to his lessons: “For instance, if I embarked on classroom teaching for a while and if necessary, I will ask the students to meet me at the stadium in the morning or I take them there from the school so that they can watch any tournament going on after which we discuss it in the class” (Interview, p.87).

Teachers’ Self-reflection

Reflection on their teaching as a means of achieving quality teaching stood out as another measure used by four teachers to indicate quality teaching. Ms Toyin talked about using her self-reflective ability in the class in making sure that the majority of her students learn something from her lessons: “Actually in my practical class, I made sure that when I

teach, I am able to see that at least three-quarters of the students are able to get what I really want them to learn, so I used the lesson situation to achieve this ... and also encourage those that are not doing well” (Interview, p.8).

Ms Ayodeji talked about reflecting on students’ comments about her personality and teaching: “You know the comments of the students would make you know whether they understand your teaching ... so my students comments about my lesson are important and I used their comments to improve my teaching” (Interview, p.65). She also indicated that she reflected on her teaching after the lesson whenever she was not satisfied and then made amends in the next lesson. Mr Tony reported that whenever he felt that a lesson was not well taught, he reflected: “... I want to believe that my performance towards teaching has been fine, but if the lesson was not well taught because of one problem or the other, then I tried to reflect on it and make amendments during the next lessons” (Interview, p.80).

Mr Senator talked about using self-evaluation from his students as a reflective strategy to improve his teaching: “Sometimes I do self-evaluation two or three times in a term. I tell the students without writing their class, their names, to just say what they think about the subject and me as far as my teaching is concerned ... They will be frank with me in their responses and that tells me what students like, what they want me to emphasise and what they do not like that needs adjustments ... I always used students’ evaluation of my teaching to improve the quality of my work and I have been successful so far” (Interview, p. 44). The researcher viewed some of these comments on Mr Senator’s previous teachings, which talked about not having enough materials to work with and the need for more time for practical lessons. The teachers viewed their reflection as helping correct their mistakes and enhancing their teaching quality. They talked about using reflection-in-action (during lessons) and reflection-on-action (after lessons) to achieve their teaching quality.

Personal and Professional Development Efforts

Various personal development efforts contributed to the achievement of their teaching quality. These efforts ranged from acquisition of a degree in physical education to attending courses, seminars and workshops relevant to their profession. Ms Toyin talked about using her free time to develop herself: “What I normally do is ...I sit down and looked for some things that I will use for my teaching. Anytime that I am free, I used my extra time to prepare myself ready for whatever I want to do to make my teaching a

successful one” (Interview, p.9). Mr Senator used his free time to read academic journals, newspapers and sports magazines to enrich his knowledge of PE teaching.

Ms Lilian viewed her degree course in progress as improving her teaching quality: “Yes, I can see that since I joined the university, I have improved a lot regarding my teaching ability. The aspects that I lacked before entering the university, I do not find them difficult again. The course has been very beneficial to my teaching” (Interview, p.22). Mr Suru indicated that his involvement in sporting activities at the Education District level in terms of organising inter-school competitions and managing the District’s (Ojo Local Government) selected students athletes in State’s competitions supported his teaching. None of the female teachers’ involvement in sports went beyond their school. The teachers showed a desire to improve their knowledge base in physical education teaching as it related to the various sports and games taught in the secondary schools.

All the teachers belonged to one or two Professional Associations, prominent among which were Nigerian Association for Physical Health Education Recreation Sports and Dance (NAPHER-SD), Nigerian Union of Teachers (NUT) and Lagos State Association of Physical Education Teachers (LASAPET), which organised seminars, workshops and courses that the teachers regarded as enhancing their teaching quality. Mr Senator also belonged to three other associations and his personal involvement like the others influenced his teaching quality: “these associations are relevant to my discipline from where one gets development” (Interview, p.52).

Both Messrs Senator and Tony indicated extending their sports involvement to the State and the National levels (see Mr Senator’s interview, pp.51-52) where they took active roles as members of some of the State and National Sports Umpires (Officiating Officials) Associations. They used their connections with some of the State and National Sports Associations to collect information about current trends on issues related to their PE teaching. They also indicated that the information collected was passed on to the students during their lessons to enrich their knowledge. Mr Tony said, “I actually make sure that I paid regular visits to the various Associations to ensure that my knowledge in sports of these Associations both at the State and National levels is up-to-date. I do this always to ensure that what I am going to teach the students is current and in line with what is obtainable within the larger society” (Interview, p.77).

Non-teaching Duties

All the teachers reported completing at least one non-teaching duty. Mr Senator, Mr Suru, Mr Tony and Ms Lilian viewed their non-teaching duties of sports coaching as complementing their teaching quality. Coaching was seen as an extension of the normal PE lessons, so they were comfortable with their role as sports coordinator, games master or games mistress. Mr Tony talked about his involvement as the coordinator of the Interact club in his school as influencing his teaching through the adoption of “Rotary’s Four-Way Test” in his lessons. He indicated this positively influenced his relationships with the students. Mr Suru claimed his additional duties as the Cultural Officer and Examination Board Member widened his horizon in teaching. However, Ms Toyin and Ms Ayodeji viewed their non-teaching duties of Health and First Aid Officers as negatively affecting their teaching because valuable time was wasted during their lessons when they had to attend to injured students. They did however acknowledge the relevance and importance of the duty.

Influence of Documents on Teaching Quality

The textual dimension of the curriculum represented another factor that influenced teachers’ achievement of their teaching quality. In the Lagos State school system the textual dimension controlled the teaching of physical education. The school authority and Inspectors from the Ministry of Education and Local Education Districts supervised the use of the documents. The teachers made use of these documents to support their teaching quality and they regarded the documents as essential teaching guides and part of their resources that contributed to the achievement of their teaching quality.

The documents used by all six teachers included the National JSS PE curriculum, Lagos State JSS PE unified scheme of work, teachers’ diaries and weekly records of work, weekly/daily lesson plans (notes), continuous assessments (marks book) records and teachers’ lesson timetables. Other documents used by the teachers to support their teaching quality included teachers’ handbooks, school handbooks (policy statements), past JSS III physical education examination questions, memos and directives from the Ministry and LEDs, Inspectors’ reports on subject inspections and copies of students’ summary notes on PE.

In cross-casing the relevance of these documents to the teachers’ teaching quality, the researcher categorised them into four groups: curriculum documents, teaching documents, assessment documents, and administrative documents.

Curriculum Documents

The National JSS PE Curriculum is the core curriculum for the junior secondary physical education in Nigeria from which the Lagos State unified scheme of work in physical education was developed. The scheme of work stipulated the weekly lesson topics that must be taught in PE. The teachers followed the scheme to the letter and all lessons taught were in line with the prescribed weekly topics. While all the teachers maintained that they were comfortable with the scheme of work and found it challenging, some believed that it should be reviewed every five years to give more relevance in a changing society. Mr Tony believed that the scheme was beneficial to students “because the contents were relevant to their environment and easily understood, which has improved their performances during examinations” (Interview, p.85).

Teaching Documents

Lesson notes (plans) are important teaching documents in Lagos State schools and teachers are expected to use them in every lesson. Designated officers, Vice-Principals (Academics) and Heads of Department, signed individual teacher’s lesson notes in most cases. The teachers responded to the feedback indicated in the notes and this further impacted on their teaching. Although there were some discrepancies regarding the aspects of skill practices and game situations in some practical lessons, by and large, the lesson notes directed the actions of the teachers.

All lessons taught were recorded in the teachers’ diaries and record of work booklet at the end of each week. The designated school authority supervised the implementation of this document and signed it to approve the teachers’ work for the week. All six teachers made use of this document and recorded all their teaching activities in the diary. The researcher verified this claim and found that they matched the scheme of work. Keeping records of lessons taught over time assisted the teachers in terms of covering the expected content areas in the scheme of work and to evaluate their teaching activities at the end of the year. This they claimed enhanced their teaching quality in future lessons.

The lesson timetable or schedules of the teachers were followed as scheduled. Ms Lilian was the only teacher who felt comfortable with her teaching schedule, as she indicated that her lessons were spread out with adequate free periods. The other five teachers complained about the unsuitable scheduling, a reflection of the overcrowded

school curriculum in which most of the teachers' lessons were scheduled for afternoon periods.

The teachers gave summary notes of what was taught and the students took active part in writing down the summary in their notebooks. Some of the teachers even awarded marks to the students for this exercise as a motivating factor. Mr Senator asserted, "I make sure that I give them comprehensive note for passing their exams ... and I always checked every two weeks that these notes are written. At times, I even scored them for copying these notes from the board to ensure their compliance" (Interview, p.57).

Assessment Documents

Continuous assessment (CA) is an important and compulsory component of teachers' actions in Lagos schools system. Three or four continuous assessments are recommended in a school term for a subject in each year level. The scores of the CA for each subject are added up at the end of each school term, which takes 40% of the total terminal scores while the end of term examination accounted for the remaining 60%. No assessments were observed during the researcher's visits, but the marks records of the various CA tests were noted. The researcher also observed records of students' performances in their past terminal examinations in which the CA scores were included, and the final JSS III results. The practical tests the teachers conducted were explained to the researcher to involve skill testing as well as fitness test using the various warm-up activities that preceded their skill teaching. Results sighted in the CA records indicated that students recorded high marks in physical education, which supported the perceived positive performances of the students in the subject.

Five teachers used past questions of final JSS III examinations as practice questions for their students during the term so that they could have a feel of what to expect in subsequent final examinations. Ms Toyin did not present any JSS III past examination questions, as she did not teach that level. Other terminal examinations past questions were used during questioning sessions with the students.

The researcher viewed the Inspectors' reports as the assessment of teachers' teaching activities. The teachers claimed they took the reports seriously and always effected necessary corrections to areas of the reports that needed improvement. Three of the teachers were able to show the researcher copies of such reports for sight only as they were considered confidential. The other three teachers informed the researcher they had no

access to keeping such reports in their schools. They however indicated that the school authority discussed with them areas concerning them in such reports.

Administrative Documents

Administrative documents used by the teachers included teachers' handbook, students' handbook, and memos and directives from the Ministry and LEDs. Teacher handbooks were sighted for five of the teachers. Ms Lilian did not make her copy available. The teachers viewed the teachers' handbook as their work commandments that guided them in achieving quality teaching. The case study teachers presented no school handbook, however, they indicated that it is a useful document that supported their teaching quality in terms of teacher-student relationships. Memos and directives from the Ministry and LEDs were sighted in Messrs Senator, Tony and Ms Ayodeji's schools. However, all the teachers viewed the information contained in the memos and directives and passed to the schools for implementation as important in supporting their teaching quality.

Summary

The reasons for teachers' becoming physical educators centred on their early involvement in sports, their physical abilities and their love of working with children during play activities. Teachers claimed they achieved quality teaching through a variety of actions. The teachers' physical ability as skilled performers, commitment to their daily routines, cordial relationships with the students, involvement of students in sporting activities within and outside the school, use of continuous assessments and improvisation of teaching resources were noted as supporting actions for achieving quality teaching. Although some of the teachers talked about making use of reflection during and after their teaching, this was rarely observed.

The teachers adopted teacher-directed instructional method in all of their lessons with Mr Senator utilising group method in two classes. Personal and professional development efforts also supported their teaching quality while coaching duties were seen to complement their teaching added to the quality of their teaching. The textual dimension of the curriculum controlled the teachers' work.

Teaching Quality and Students' Learning

All six teachers acknowledged that their teaching had positive influences on their students' learning. They claimed their quality teaching was reflected in the positive students' actions in skills participation, responses to class discussions and doing well in assessments. Themes generated based on students' learning included: students' personal commitment to physical education lessons; students' performances in assessments and examinations; and students' participation in sporting activities both within and outside the school.

Students' Personal Commitment

The commitment shown by the students towards physical education was seen as evidence of teaching quality. Students' high interests in PE lessons, no matter what the prevailing teaching conditions, which in all cases involved inadequate resources, did not deter their positive views of PE. The students were active, eager and enthusiastic about their PE lessons, especially the practical ones, and they participated in activities whenever they were able. Mr Suru noted that his students were always happy and active after their PE lessons and "... when they get into the class as well, you see they are happy. With that happy mood, they will go into their classrooms and they will be listening to their teachers attentively" (Interview, p.38). The teachers claimed they reinforced the students' commitment by being active performers and role models themselves.

Students' commitment to PE was also demonstrated by the provision of their personal equipment. The teachers viewed this voluntary assistance by the students as an important milestone in achieving quality teaching in physical education. The researcher observed that many students in all schools provided their own sports equipment during the physical education practical lessons.

Summary notes given to the students by the teachers, which were copied down in their PE notes was also seen as action of their commitment. The teachers viewed these actions of the students as positive responses to their teaching and as a way of improving students' learning. The researcher observed that the school authorities took note giving by the teachers and note taking by students seriously, and the teachers reported this enhanced their teaching quality and students' learning. This practice reinforced the knowledge-based assessment focus of PE.

Students' Performance in Assessments and Examinations

All teachers acknowledged that their students achieved well on assessments and examinations. They viewed students' success in various continuous assessment tests, terminal and promotional examinations, and the final JSS III Certificate examination as an indication that their teaching was of quality. Ms Ayodeji said: "I used to record about 95% success at the end of the term whenever we examined the students and 100% success at the JSS III final exams" (Interview, p.69). Mr Senator said: "Relatively they have done very well when compared with other subjects. Like in 1998/99 session, we had well over 90% success in the final JSS III examination, so you see, relatively they have been doing well in my subject because of my teaching and the exposure that I gave them in the class" (Interview, p.55).

Mr Tony indicated: "We have been recording success at the JSS final examinations. Our results in the last school year of 1998/99, we had 88% pass in physical education and we enrolled 405 students for that exam, so you can see that we are not doing badly in physical education" (Interview, p.85). Ms Lilian talked about influencing students' learning positively in her teaching (Interview, p.19) while Ms Toyin reported her students were doing well in the subject because their results were always good. She went further to relate her students' experiences about the interdisciplinary nature of PE in what was learnt in PE re-occurred in other subjects and this enhanced carry-over learning by the students (see Ms Toyin's interview, p.11). She also claimed: "Some of my students are now in the university studying the subject, which they passed and got the interests developed through me" (Interview, p.11).

Ms Toyin also noted that the inclusion of some health aspects into the unified scheme of work has also been beneficial to students' learning: "We are now doing practical health preventive activities as related to physical education and sports, and the students can now give artificial respiration, simple first aid measures and so many other things whenever there is injury or any problem on the field" (Interview, pp.11-12). She noted that the students have done well when tested on these simple health aspects of physical education and reported that they will carry such benefits derived from these health practices to their homes and communities.

Students' Participation in Sport

The teachers also talked about their students' participation and performances in sports as an indication of their learning achievement in physical education. Sports and physical education were seen as inseparable entities in the Lagos schools system and this was one of the reasons PE teachers coordinated school sports. Students' positive responses towards sports participation and the performances recorded by the talented ones involved in local and state sports competitions motivated the teachers and they claimed, reflected on their teaching quality. The teachers viewed this form of extra-curricular activity as carry-over learning from the class instructional PE lessons. Mr Suru viewed his teaching as a great source of joy to the students because: "It is reflected in their participation in sports after school where they carried over what was learnt in the instructional lessons to after school sports activities" (Interview, p.38).

Ms Toyin attributed her students' participation in sports to doing well in her physical education class: "In fact some of the present senior students are in various local clubs playing football and taking part in athletics" (Interview, p.11). Ms Lilian talked about her students' performances during games/play periods and sports competitions as positive because: "I personally always make sure that everyone of them moves along with me and their performances have been very good both in class and at competitions" (Interview, pp.23-24). Mr Senator on the other hand reported that his students loved taking part in sports and games, hence they took PE lessons seriously because they viewed it as an avenue of becoming good sports persons in future: "Some will leave the school and go on with sports later in their lives so that they can continue playing and my teaching has influenced them and my teaching has been relatively productive to the students" (Interview, p.54).

The teachers indicated that the various actions exhibited by the students regarding their learning physical education were manifestations of their teaching quality. The teachers valued these students' actions and indicated that they worked towards sustaining students' interests in physical education as evidences of their teaching quality and students' learning.

Summary

The teachers reported that their teaching influenced students' learning positively and they viewed this as a motivating factor for supporting their teaching quality. Students' actions that supported the teachers' beliefs included their personal commitment and high

level of interest they showed in taking part in physical education lessons. In addition, the teachers viewed the copying of summary notes by the students as their commitment action to quality PE teaching, though students had no choice in this matter. Students were seen to be happy, active, eager and enthusiastic, most especially during practical lessons. Some of the students also saw their PE teachers as role models and were eager to emulate them while others made voluntary provision of their personal equipment for use during practical lessons to complement the ones supplied by the school and this act confirmed their level of commitment.

Students' positive performances in assessments and examinations were seen as an indication of learning achievement and reflected on the quality of their teaching. Almost all students passed the CA tests and terminal examinations with high levels of achievement. Similarly, the results of the JSS III students at their final examinations were very encouraging with high levels of success in the examinations. The teachers indicated that their students' positive performances in assessments and examinations were also responsible for ensuring their teaching quality. Students' involvement and performances in sporting activities were also believed to be indices of students' learning in physical education. The teachers talked about students taking part in sporting activities with local clubs and in state competitions as indicators of the quality of their teaching.

Limitations on Teaching Quality

The teachers detailed a number of factors that limited their teaching quality. The teachers' comments focussed mainly on the school context, not on their instructional skills. Themes generated from the limitations impeding teaching quality related to resource limitations and workplace conditions.

Resource Limitations

Resources referred to the teaching materials, equipment and facilities that supported quality teaching in the schools. Three sub-themes were generated from the teachers' responses with researcher's observation confirming the limitations.

Lack of specific textbook for PE teaching. Two teachers mentioned the lack of specific textbook for PE teaching as part of the limitations confronting their teaching quality. Mr Tony was not happy that students had no textbook tailored to the school curriculum, which they could use as a reference during their home study. He had

combined several books to support his teaching. Mr Senator saw the many recommended textbooks as being very expensive and not affordable for most students. This he indicated hindered his teaching. Teachers resorted to providing summary notes in most lessons to cope with the lack of textbooks. Teachers' need for textbooks was another indication that teaching and assessment in Lagos schools was primarily knowledge focussed.

Inadequate and lack of teaching materials. All the teachers in the study complained about inadequate teaching materials and in some cases the total lack of resources. While the materials used for theory lessons were perceived to be adequate, those of practical lessons were grossly inadequate. A case in point was Ms Toyin's table tennis lesson with two table tennis boards and six bats among 75 students. This scenario was repeated in Mr Suru's table tennis lesson. All the practical lessons observed lacked adequate teaching materials and this accounted for many of the difficulties teachers confronted in class management during skills practice and game situations. The lack of adequate teaching materials, coupled with teacher-directed instructional strategies, ensured that the majority of the students were not engaged in physical activity once the warm-up phase was completed. All the teachers blamed inadequate funding of their PE programmes for the lack of teaching materials and resources. While some of the teachers focussed on the role of their Principals, others blamed the Government for starving the schools of necessary funds to run their programmes.

Substandard sports facilities. In addition to inadequate teaching materials, Mr Tony lamented the dilapidated nature of the sports facilities in his school, which affected his teaching quality. He was bitter while others were dejected about the decayed situation of courts and fields. Mr Tony was particularly concerned about the hazards these facilities posed to students and teachers and was angry at the school authority for showing a lack of concern to have them repaired.

Mr Suru was also unhappy about the substandard sports facilities and lack of space in his school. In addition, his school also lacked adequate classroom spaces, which was responsible for most students sitting on the bare floor during theory lessons. Ms Ayodeji also talked about lack of space as a major problem limiting her teaching quality and usually resorted to indoor teaching inside the school hall. The issue of space was also a major problem in Mr Suru and Ms Ayodeji's schools, which they claimed affected their teaching quality greatly and impeded students' performance in sport.

The state of the sports facilities in all schools was not conducive to PE teaching and sports participation, however, the teachers and the students had no choice but to manage their teaching and learning activities as best they could. Only Ms Lilian's school PE programmes fared better because of the use of the Army Recreation Centre sports facilities.

Workplace Conditions Limitations

The other area where limitations impeded teachers' quality teaching focussed on workplace conditions. Seven sub-themes were generated from their responses in this regard.

Noisy environment. Ms Toyin was not happy with the noisy environment of her school, which did not give her privacy of her lessons because of interference from other students passing by her practical lessons. The over-population of students in most Lagos schools resulted in many students moving away from classes and disturbing other lessons. Such students were attracted to ongoing PE lessons and thereby distracting the attention of both the teacher and the students.

Large class sizes. The population explosion in Lagos schools is one major problem the State Government is grappling with. Lagos, being the most cosmopolitan city of Nigeria, is inundated everyday with people, young and old from every corner of the country. The new Civilian Government's policy of free compulsory education at the primary and secondary school levels for all school age children made the schools overpopulated. Teachers' cries about large class sizes were loud and frequent. The classes observed had from 52 to 86 students well above the normal 45 students expected in a class.

Teaching schedules and duration of lessons. Five teachers did not feel comfortable with their teaching schedules. Only Ms Lilian saw this as a plus to her teaching quality while the other teachers viewed this as a limitation because of the scheduling of PE lessons during the hot afternoon. Ms Toyin maintained that the sunny weather usually "makes the teacher and the students exhausted" (Interview, p.7) and this affected their performances while Ms Ayodeji indicated: "teaching the students in the hot afternoon does not bring out the best in them" (Interview, p.64).

Mr Senator and Mr Suru talked about enormity of workloads and crowded school timetable respectively, which they indicated affected their teaching because PE lessons were not given priority on the timetable. All but one teacher indicated that the lesson duration of 40 minutes for a PE practical class was seen as grossly inadequate. Mr Tony,

whose PE lessons per class was one double period of 80 minutes and one period of 40 minutes per week, had contrary views.

Non-teaching duties. The non-teaching duty posts of school Health Officer held by Ms Toyin and Ms Ayodeji in their respective schools were perceived as a limiting factor to their teaching quality. In addition to that, Ms Toyin also viewed her role as a Year Tutor to be affecting her teaching quality because of the additional administrative roles she performed. While the two teachers acknowledged the relevance of these duties to their PE teaching, they nevertheless viewed them as taking much of their teaching time in the schools. Although the researcher confirmed these duties as performed by the teachers, there was no occasion when these duties clashed with the teachers' teaching during the course of this study. Baring in mind the three lesson observations, this scenario might not reveal all the teachers' activities in the school.

Poor remuneration. Mr Suru, Mr Tony and Mr Senator lamented the meagre games master's allowance of #30.00 naira (an equivalent of 50 cents Australian) per month they received. They claimed it was 'peanuts' and not commensurate with the level of the work they were doing in their schools as sports coordinator. Ms Lilian was unhappy with her salary and allowances, which she viewed as far too low. The Government controlled salaries and allowances and generally speaking, civil servants including teachers, were poorly paid.

Note: The Government has recently announced increases in salaries and allowances of between 150 and 200 percent for all civil servants in all the States of the Federation. It is hoped that this increase will alleviate some of the financial constraints of the teachers and the gesture will be carried to the school through adequate funding of schools' programmes to support teaching quality among the teachers and enhance quality learning in the students.

Lack of understanding from school Principals and non-PE teachers. Two of the teachers cited uncooperative attitudes from their Principals and other non-PE colleagues impacting on their teaching quality. Both Mr Tony and Ms Toyin talked about their Principals being uncooperative toward PE and sports matters especially when it comes to spending money. They also claimed their colleagues showed ignorance about benefits students can derive from physical education, and viewed these actions as not being supportive of their cause, which affected their teaching quality.

Government policies. Most of the PE teachers in this study were not happy with the new Government's policy of scrapping the PE and sports levy that students previously paid once a year for PE and sports development in their schools. Mr Senator noted: "Before, there was sports levy in the schools, which was used for equipping our PE teaching resources, but now, the civilian Administration has also brought their own policy of no levies in the school because of their free education programme ... and this has affected our teaching" (Interview, p.46-47).

The teachers maintained that this levy had previously helped to develop their PE and sports programmes through the constant procurement of PE and sports materials, repairs of their faulty equipment and facilities, organisation of their schools' inter house sports festivals, which had all improved the quality of their teaching. Mr Tony noted: "There is nothing the school can do to go against the policy of the Government, which says no student is allowed to pay any money..." (Interview, p.75).

How Teachers coped with the Limitations

Teachers coped in a variety of ways. Improvisations of materials in teaching venues were features of several teachers' work. Students were also encouraged to bring their personal equipment to the school, however, the teachers only made this request on voluntary basis. Some of the teachers requested donations from parents and were being careful not to run foul of Government's directives of no levy from students or their parents. In fact, only one teacher (Mr Senator) acknowledged this gesture from the parents and the few donations he received were expended on buying more PE teaching materials.

Some of the teachers also adopted various ways of convincing their Principals of their equipment plight. These subtle ways have been in the form of informal meetings, writing proposals and having dialogue during staff meetings to make the Principal understood the importance of PE in the total school programme. Ms Toyin acknowledged this by saying: "At times, I also try to encourage the Principal too. I tried to explain to the Principal the importance of PE in terms of its recreational benefits, physical development and keeping the students hale and hearty" (Interview, p.13). Mr Suru on the other hand talked about begging the Principal at times to release money for PE equipment: "... sometimes we have to scrutinise and beg the Principal before we can get some money out of the school, which are very small in most cases" (Interview, p.39). Mr Senator also followed this path, which he noted had paid off with financial assistance from the Principal whenever funds were available.

One teacher (Ms Ayodeji) resorted to teaching physical education indoors inside the school hall as a way of coping with the lack of space for sports facilities in her school. She claimed teaching some of the PE activities indoors helped her achieve quality in her teaching, because she has been able to cover some of the PE topics in the school curriculum and impart some knowledge to her students in that situation. The support rendered by the Army Cantonment Recreation Centre sports facilities and equipment to Ms Lilian's school was also acknowledged. The researcher recognised the ingenuity of these teachers in coping with the limitations that confronted their teaching quality and noted their resourcefulness and commitment to their work in the face of numerous problems.

Summary

Teachers like any other professionals are faced with problems in their workplace. Teachers in this study were no exception. They all agreed that they have achieved quality in their teaching to some extent and have used ways that they thought were best suited to their particular situation. The limitations that impeded their teaching quality were attributed to the context of their schools and not their teaching skills.

General resources limitations included lack of specific textbook for PE teaching, inadequate teaching materials, substandard sports facilities and lack of space for teaching both on the field and in the classroom. Restrictive workplace conditions included noisy environments, large class sizes, uncomfortable teaching schedules, interfering non-teaching duties, and poor remunerations for PE teachers added to the difficult context. Other themes generated from their responses included lack of understanding from some school Principals and other non-PE teachers, inadequate time allocation for PE lessons and Government policies, which were seen to be unsupportive of physical education.

There was no doubt that these teachers faced many obstacles in the realisation of their teaching quality and enhancing the learning of their students. Despite these numerous problems, the teachers still applied their best efforts to the profession they loved. They maintained they coped with the problems of their school and moved on in the face of all adversity.

Teachers' Rhetoric of Quality Teaching and their Teaching Practices

Matching the rhetoric (perceptual dimension) of the teachers with their actual teaching practices (operational dimension) is necessary to ascertain the extent of their quality teaching based on their chosen definition of quality teaching. While some of their claims were verified during observation of their physical education lessons, others were

not verified. Cross-case analysis of this section focussed on three main issues: the descriptions of teachers' quality teaching; teachers' teaching practices; and students' responses to their teachers' teaching.

Quality Teaching Description

Although the teachers varied in their descriptions of quality teaching, which reflected the context of their teaching situations, similarities are noted and resulted in generating two descriptive themes.

Quality teaching as achievement of objectives. Mr Suru viewed quality teaching as lesson objective achievement, which determines whether there is progression on the part of the teacher and the students (Interview, p.29). To determine this progression, there must be assessments in the forms of class tests, terminal examinations and observations of students' responses from practical classes. Mr Suru's rhetoric was that when students do well in assessments, then his lesson objectives have been achieved. Three of his lessons were observed to determine how his construct of teaching quality was implemented.

In the two practical lessons of table tennis and cricket, the teacher briefly explained his intentions, demonstrated the skills under focus and allowed the students to demonstrate the skills one after the other. In the table tennis lesson, the resources provided were totally inadequate and did not allow students' participation while the cricket lesson of fielding positions and fielding moves of throwing and catching became rowdy during skill practice.

There was little activity time for the vast majority of students in both table tennis and cricket lessons. There was very little chance for the objectives to be practiced, let alone achieved.

The third observed lesson was a theory class, which supported his description of quality teaching. He directed the class with explicit explanations on first aid in sports using posters/charts as teaching aids. Many questions were asked towards the end of the lesson to reinforce students' understanding and the teacher felt fulfilled, as he claimed students had learnt something thereby achieving the stated lesson objective, which expected "students to be able to define first aid, mention the importance of first aid in sports and describe the qualities of a first aider" (Field note, p.9). All the questions asked on the topic were simple and basic to first aid and the students answered them correctly.

While the theory lesson could be said to have measured up to what Mr Suru described as quality teaching, the same could not be said of his practical lessons as very few students were observed to have actively participated in the practical lessons. There

was no evidence of assessment facilitating achievement of objectives in the practical lessons, which he claimed determined the progressions of his teaching. The researcher concluded that Mr Suru's actions in theory lesson matched to a limited degree, his perception of quality teaching, but this was not the case in the practical lessons. The problems of class and time management, inadequate teaching resources, and inadequate student involvement were responsible for the mismatch of his rhetoric and teaching practices in the practical lessons.

Mr Senator's rhetoric about quality teaching centred on lesson objective achievement with maximum benefits to the students in terms of their learning outcomes. For the teacher's teaching to be of quality, he indicated that the teacher must achieve something within the limited lesson period, which must benefit the students (Interview, p.42). Although, he complained about some limitations impeding this view, he nevertheless maintained that he has been achieving to a great extent, quality in his teaching. The researcher observed three of Mr Senator's lessons, which were all practical lessons for the JSS III certificate class.

Mr Senator displayed a sound knowledge of the subject matter of all the skills taught and exhibited finesse in his demonstration of the skills with brief explanations to the students. Students took part by demonstrating the skills following the teacher's examples and the use of groups for skill practice with the teacher moving to supervise and give feedback made his lesson interesting and participatory. The hockey lesson of ball hitting and flicking encouraged enthusiastic participation by the students. In like manner, the two basketball lessons were very involving and enjoyable to the students, who because of the passing drills and target modification shooting drills supported active engagement.

Matching Mr Senator's rhetoric with his actions in the observed lessons indicated that he was very focussed and wasted no time with brief explanations and demonstrations. He put his students into small groups for practices, which ensured substantial student participation. The researcher observed that students performed what was intended in the lesson notes and participated to the satisfaction of the teacher thereby achieving the intended lesson objectives of the three lessons. The class groupings affording students participation in the game activities and the teacher easily supervised them with relevant feedback provided. The eagerness and skill abilities shown during and satisfaction exhibited after the lessons, indicated that the students have benefited from the teaching. Although teaching materials were inadequate, Mr Senator managed the class effectively;

students behaved themselves and followed instructions without any fuss. They were not assessed but observations suggested that learning occurred.

Quality teaching as pedagogical content knowledge. Ms Lilian's description of quality teaching focussed on subject matter knowledge and its effective dissemination to the students with adequate learning materials and resources to improve students' learning (Interview, p.17). This definition reinforced the need for teachers to be knowledgeable in both what they were supposed to teach and how to go about teaching what were expected of them. Of the three lessons observed in Ms Lilian's classes, two took place at the Army Cantonment Recreation Centre while the theory lesson was observed in a classroom. The two practical lessons were teacher-directed and her knowledge of the subject matter and its dissemination to the students were not in doubt as she explained and demonstrated the skills competently. The theory lesson allowed for interactive teaching with discussions from the students.

Students responded to her lessons positively and they actively participated in the practical lessons. Ms Lilian's rhetoric about her description of quality teaching was reflected in all observed lessons when one considered her definition of quality teaching being knowledge of the subject matter and disseminating this knowledge in a conducive learning environment with relevant teaching resources. However, the PCK aspects of class management, class control and time management, especially during game situations did not match her rhetoric. At times, she was "carried away during game" and concentrated more on only participating students. As a result, her class became rowdy especially with non-involved students. Her teaching went beyond the allocated time and students were agitating to go home. She was however able to record some success in her lessons largely due to her physical performance competence and the support of the Army Cantonment Recreation Centre in using their facilities and equipment. This reinforced the sense pedagogical content knowledge she had about quality teaching.

The description of quality teaching by Ms Toyin centred on good lesson methodology, which involved lesson preparation, presentation, use of relevant instructional materials and all teachers' activities in and out of the classroom to make students learn (Interview, pp.14-15). Her description focussed more attention on the teacher as the focal person in ensuring quality in her teaching most especially, the teacher's pedagogic skills. When Ms Toyin's three lessons were observed, the researcher noticed some similarities and discrepancies between her rhetoric and practice.

Ms Toyin prepared well and demonstrated good knowledge of the subject matter by being explicit in her concept descriptions and class discussions. The use of relevant documents such as lesson notes and textbooks in her lessons indicated that her lesson preparation was sound and her demonstrations explicit. The two observed theory lessons on sports injuries prevention and first aid, and artificial respiration matched her rhetoric of good lesson preparation and presentation as she exhibited a sequential teaching style using the lesson plan as guide. The use of charts and posters as teaching aids together with the students' demonstrations of the artificial respiration procedures also supported her rhetoric about quality teaching. She also displayed physical ability to teach the students adequately by being a good performer of the table tennis skills.

In the case of the practical lesson, there was a wide gap between her beliefs and practice of quality teaching particularly in terms of student learning. Although she had good knowledge of the skills of service and forehand stroke in table tennis and followed her teaching presentation as indicated in the lesson plan, the students had few opportunities to learn. There were 75 students in the table tennis class, class control was difficult, teaching resources were very low (two table-tennis tables, six bats and eight balls used for 75 students) and this resulted in little involvement of the students in skill practice. The 40 minutes lesson provided for little or no meaningful learning for the 75 students. Despite this situation, Ms Toyin claimed her lesson was of quality and the students also indicated that they gained from her lesson. The researcher found the two theory lessons matched to a degree her rhetoric because students were involved with the teacher directing them. However the practical lesson offered few, if any meaningful learning opportunities to the students.

Ms Ayodeji's idea about quality teaching focussed on certain teachers' actions in the class that aroused students' interests in learning. She described quality teaching as those teachers' actions like their teaching methods, class control strategies, subject content knowledge, explicit communication procedures and positive interaction abilities, as the necessary ingredients for making students learn. She indicated that if all these teachers' actions were put together in a class situation, then students will learn (Interview, p.60). In her own assertion, all JSS III students had passed their final examination since she took over and this indicated that the students learnt what was expected of them and she demonstrated quality teaching.

The researcher observed two practical classes of badminton forehand and backhand strokes and the revision of passing and dribbling skills in basketball, while the third lesson was a theory class on artificial respiration. The theory class was teacher-directed and logically presented with the teacher following the steps indicated in her lesson plan. The teacher was very explicit and clearly demonstrated the artificial respiration procedures for the students to practice. Students took active part in the lesson by answering questions, writing summary notes and discussing the topic. Students' interests were aroused and the lesson appeared to support her view about quality teaching.

The two practical lessons followed similar patterns of teacher explanation and demonstration of the skills, and student practice. Student practice was limited in these lessons, especially the badminton class, where teaching materials were grossly inadequate resulting in the majority of the students being idle. The basketball passing and dribbling drills focussed more on throwing and catching in which many students took part, but there was no game situation in the lesson. Her teaching actions resulted in low level performance by the students during skill practice and game situation. Ms Ayodeji's rhetoric about quality teaching in her theory class was congruent, however this could not be said of the practical lessons because her teaching actions during skill practice and game situation did not enhance students' learning.

Quality teaching to Mr Tony is an educational process that involved all the ingredients of teaching and learning activities. He claimed that there has to be the functioning together of the three domains of learning in education before quality teaching can take place (Interview, pp. 73-74). In his words, "the teacher must be able to develop in the students, knowledge, attitudes and performance skills through his teaching actions" (interview, p.74). Mr Tony however lamented that he was not meeting this view because of some contextual school problems, which for now cannot be solved.

The three lessons observed were double periods of 80 minutes and time was not a problem for Mr Tony. The theory lesson was on artificial respiration in which the teacher gave detailed explanation and demonstrated the required procedures. He was able to match his rhetoric with actions in all the three domains of learning in education in this lesson. Majority of the students took active part in the class discussions, demonstrations of the artificial respiration procedures and they related well to each other during the demonstration. They were also given summary notes on the topic in which the teacher gave an assignment to the students. The lesson was of quality because students demonstrated the procedures of artificial respiration, and answered all the questions asked

with confidence. The teacher displayed good knowledge of the subject matter and disseminated the lesson content logically, which matched his rhetoric.

The two practical lessons presented topics that involved the use of few or no teaching materials. The athletics lesson on officials and their duties as well as sprint start involved theory and practical sections in which he exhibited knowledge of the subject matter by identifying and explaining the officials and their duties. Students also described their experiences during previous school inter-house sports and a summary note was given to them. The practical aspect of sprint start was performed on marked lanes on the field and no materials were required for the lesson. The lesson took the format of teacher's demonstration with brief explanations followed by students' practice and a culminating running activity. In the second practical lesson, which focussed on revision for cricket, students identified the various fielding positions and took part in the fielding moves emphasising throwing, catching and running skills.

Mr Tony's lessons matched his rhetoric of quality teaching, although he reported he was not getting to the level he wished. The lessons observed indicated that his students had the opportunity to learn the skills taught because they actively demonstrated them without difficulties. They correctly described the names of athletics officials and their duties, identified the fielding positions in cricket and demonstrated the artificial respiration procedures. The lessons taught by Mr Tony required few teaching materials, hence he was able to display his teaching capabilities and managed the class effectively in this regard despite the large class size. The inadequacy of balls during the cricket lesson had little impact on participation of few students during the culminating skill practice as the majority of the students were actively involved in the lesson. Mr Tony was able to match his quality teaching rhetoric with the PCK process in his class.

Teaching Practices

The actual teaching practices of the teachers also afforded the researcher the opportunity to consider their rhetoric and the realities of teaching situations in the schools. In doing this, the researcher identified five themes for this analysis, which included lesson planning, use of knowledge, instructional skills, class management and assessments.

Lesson planning. Lesson planning was an important duty in which the teachers engaged. All the teachers used daily/weekly lesson plans to direct their teaching and the activities in the lesson plans were sequentially organised for teaching. Topics taught matched the unified scheme of work for each year level. Resources were inadequate in most cases, yet still made an impact in the observed lessons, especially in those lessons

that required fewer equipment. Mr Senator's lessons stood out in this regards as he made effective use of six balls he had for his basketball lessons by putting students in groups (Field note, p.11). The same also applied to Mr Tony's cricket lesson where seven balls were used for fielding moves. The teachers followed all the steps indicated in their lesson plans and this reinforced the prescriptive nature of the textual dimension of the curriculum and its control over teaching. It was clear to the researcher that the teachers had planned lessons, which was seen as an essential component of quality teaching by the OECD.

Use of knowledge. All teachers exhibited sound knowledge of the subject matter. Their content knowledge is adequate based on the JSS PE curriculum demands and they clearly understood the curriculum they taught. The teachers disseminated the knowledge in theory and practical classes logically and sequentially using their lesson plan as a guide. The teachers also demonstrated an understanding of current ideas about the various lesson topics they taught and capably dealt with students' questions. In his third lesson, Mr Senator "displayed knowledge of the skill and his lesson presentation was sequentially taught as written in the lesson plan" (Field note, p.12). The researcher believed that the teachers' display of curriculum (subject matter) knowledge in their lessons was a reflection of their knowledge-based teacher preparation programme as well as the knowledge-based curriculum that the schools were implementing.

Instructional skills. All the lessons observed were teacher-directed and followed a teacher-centred philosophy. In the practical lessons the teachers gave brief explanations followed by demonstration of the skills, and then provided for student skill demonstrations and skill practices/games situations. While all the teachers implemented effective explanations and demonstrations, some were unable to demonstrate effective instructional skills during students' skill practices and game situations. With the exception of Mr Senator and Mr Tony, who used group method approaches during skill practices, the other teachers who used whole-class approaches had rowdy classes and most students were not involved (refer to field notes written on each observed lesson in chapter 5). The lack of students' participation during skill practice did not allow adequate learning to take place. It was not enough for the teacher to display their prowess and competence in their lessons; students must be encouraged and allowed to participate as often as possible.

The teachers' instructional skills in their theory lessons were sound. The lessons were teacher-directed, lesson instructions matched the teachers' rhetoric, and majority of the students participated. The teachers explained the concepts taught with simplicity and encouraged students' participation through questioning and relating their experiences

where necessary. Summary notes were given in all cases and students felt satisfied with the theory lessons. The researcher viewed the teaching in the theory lessons to be of quality and lesson plans' objectives were achieved by many of the students.

Class management. Class management was a problem in many of the practical lessons for Ms Toyin, Ms Lilian, Ms Ayodeji and Mr Suru. This problem was noticed during skill practice and game situations where the class was rowdy and few students were involved in practice. Messrs Senator and Tony on the other hand managed their lessons within the confines of inadequate teaching resources. In the theory lessons, teachers displayed sound managerial ability by taking control of their classes, maintaining the attention of the students throughout the lessons, supervising their participation, discussing their experiences and ensuring they copied the summary notes given. The teachers were very clear and explicit with their communication skills in the class and encouraged positive relationships. The researcher noted that these managerial abilities were also exhibited at the beginning of the practical lessons but wavered when students started their participation.

Assessment. The only form of assessment observed throughout the study was question and answer sessions seen frequently during the theory lessons and a few times during the practical lessons. This was used in most cases as summative evaluation procedure when their lessons were about to end. The teachers used these questions to assess the level of achievement of the lesson objectives. While tests and other continuous assessment measures were not observed, the researcher verified the continuous assessment records of the students. Almost all assessments were knowledge-based and only in Messrs Senator, Tony, Suru and Ms Toyin's cases were the rare practical assessment results seen.

During practical classes, the researcher observed a few students demonstrating the skills taught after the teachers' demonstration and explanation, and then focussing on the skill during their game situation, especially those who were lucky to play. The teachers gave limited feedback to the students, emphasised their teaching points and corrected their mistakes where necessary. Mr Suru, who talked about using assessment to check the progress of his students' learning, did not use any form of assessment in his observed lessons except questioning in the theory lessons. The verification of the continuous assessment records of all the teachers indicated that assessment was conducted in line with the National Policy on Education but when this happened was unclear.

Students' Responses to Teaching

After the researcher finished the observation of each of the teachers' lessons, he informally interviewed some of the students about their feelings towards their teachers'

teaching. All the interviewed students portrayed their teachers in the positive light. They talked about feeling good about their teachers' lessons, being comfortable with the way the lessons were taught and achieving something in terms learning the skills taught. The students only complained about inadequate teaching resources and inadequate time as problems that confronted them. Nothing negative was mentioned with regards their teachers' competence and teaching abilities in the subject. The students indicated that their PE lessons were very interesting and allowed them to enjoy play activities.

The teachers also claimed that their students responded positively to their lessons through their participation in PE lessons and that their performances were very positive. This positivity was seen in the light of the students doing well in the subject in their examinations and continuous assessments as well being good sports persons both within and outside the school environment. The teachers also claimed that the interest and participation shown by students were responsible for their continued commitment and motivation in the teaching of PE. The students were a source of motivation to their teaching quality.

While the researcher is not disputing that the students were enthusiastic and participative in their schools' physical education lessons, and even demonstrated more commitment and interests by providing their own personal equipment for learning in the class, given the context of their schools, little learning could be achieved in the practical lessons. In the theory lessons, the majority of students were engaged and they demonstrated that they learnt something through their answers to questions and maybe through note taking. Students freely discussed their experiences and answered all questions asked and they appeared to understand the concepts taught and they performed the various tasks and procedures assigned to them.

Learning was limited in the practical classes of Ms Toyin, Ms Lilian, Ms Ayodeji and Mr Suru where few students were actively involved in skill practice and game situations. Inadequate equipment limited students' participation so most students just watched their counterparts performed. This often led to a rowdy class situation in which students made various comments on their colleagues involved in the activities, which made class control difficult at times. Nevertheless, the students showed interests in the lessons and participated within the confines of the school resources. In short, students were enthusiastic, happy and eager to participate in the PE lessons, in spite of the prevailing limitations confronting them.

Some of the students, especially the most active ones, achieved something from the lessons because they showed more prowesses in doing everything the teacher instructed. The classes of Messrs Senator and Tony were better managed and organised, and more students had opportunities to achieve the stated lesson objectives.

Summary

The teachers' perceptions of quality teaching were generally exhibited in their theory lessons. The theory lessons observed were all teacher-directed and focussed on knowledge outcomes. Students were given opportunities to relate their experiences in the theory lessons and they took active part in class discussions. All theory lessons were concluded with summary notes, which the students wrote in their books. Question and answers sessions were utilised by the teachers and students actively participated.

All practical lessons observed, except for Mr Senator's three lessons and Mr Tony's two lessons did not match the quality teaching rhetoric of the teachers. Ms Toyin did not utilise play way method in her lessons and there was no evidence of Mr Suru's assessment to measure the progress being made by students in his lessons. Two major factors, large class size and inadequate teaching materials were responsible for this and students' learning was impaired, class control and management derailed and rowdy class situations developed during skill practice and game situations. A common feature in the practical lessons involved the use of sequential teaching strategies of teachers' brief explanations and demonstration of the warm-up activities and skills, followed by the students' practice and game situations or culminating event. Two of the teachers used group methods techniques in their lessons to support teaching quality. All teachers exhibited sound knowledge of the subject matter.

The teachers showed that their rhetoric of quality teaching was in part matched their actions in their theory lessons while this was also true, to some a degree, in Mr Senator and Mr Tony's practical lessons. In most of the practical lessons, the researcher saw little meaningful learning taking place. Inadequate teaching materials and large class sizes were the fundamental reasons for lack of student learning. The teachers were energetic, active, enthusiastic and very interested in physical education teaching, but their restrictive conditions were too great for them. The controlling curriculum meant that their rhetoric about quality teaching could not be seen in their teaching practices. Being controlled by a uniform curriculum limited teachers' opportunity to implement quality teaching.

Summary of Cross Case Analysis

Summary of the profiles of the six teachers as presented in Table 25 indicated that they were all experienced teachers and qualified to teach physical education in the secondary schools. All the teachers attended Colleges of Education where they obtained The Nigeria Certificate in Education (NCE), a prerequisite qualification for teaching in the secondary schools in Lagos State. Three other teachers had a degree in PE in addition while Mr Tony is the most qualified with his Master's degree in PE and Sports Administration. The teachers had taught PE at the secondary level for a considerable number of years. The teachers taught PE across the three-year levels of junior secondary school and were overloaded with 26-30 lessons compared with the 24-27 expected of other teachers. All six teachers were actively involved in non-teaching duties.

Table 25

Summary of case study teachers' profiles.

Case	1	2	3	4	5	6
Pseudonym	Toyin	Lilian	Suru	Senator	Ayodeji	Tony
School location	Urban	Urban	Rural	Urban	Urban	Urban
Age	44	34	46	35	37	41
Gender	Female	Female	Male	Male	Female	Male
Qualifications	TC II NCE	NCE	TC II ACE NCE B.Ed	NCE B.Ed	NCE B.Ed	TC II NCE B.Ed M.Ed
Years of teaching PE	20	15	>20	15	10	10
Years of teaching PE in current school	5	8	10	15	10	6
Total number of PE classes taught	10	10	6	10	8	9

Total PE periods taught in a week	30	24	20	30	24	27
Other subjects classes taught	-	2	2	-	2	-
Other subjects' periods taught in a week	-	6	6	-	6	-
Overall total periods taught in a week	30	30	26	30	30	27
PE teaching/sports coaching	No (H/O)	Yes (R/G)	Yes (G/M)	Yes (HOD/SC)	No (H/O)	Yes (HOD/SC)

KEY:

H/O: Health Officer.

R/G: Racket Game.

G/M: Games Master.

HOD/SC: Head of Department/Sports Coordinator.

The cross case analysis informed the researcher about the teachers' perceptions of teaching quality. Two teachers (Messrs Suru and Senator) viewed quality teaching as achievement of learning objectives while the other four teachers (Ms Lilian, Ms Toyin, Ms Ayodeji & Mr Tony) viewed it as the understanding of the curriculum (subject matter) knowledge with their ability to disseminate the knowledge (pedagogic skills) to enhance students' learning, termed pedagogical content knowledge.

All the teachers claimed they achieved their constructs of quality teaching in their lessons and described various ways by which they achieved teaching quality. They claimed that their physical ability to perform various skills, interest in the subject, especially their early involvement in sports and in the love of working with children, all supported quality teaching. Other actions included their challenging daily routines, using teacher-directed instruction, and ensuring cordial interpersonal relations with students.

Involving students in sports, and using summative student assessment were also seen as indicators of their teaching quality. Improvising teaching resources to make their teaching meaningful and enjoyable to students was also indicative of their quality teaching.

The teachers talked about their self-reflective ability to improve their lessons incorporating various personal and professional development efforts to keep them abreast of current trends in PE, and they also viewed their non-teaching duties in their schools as complementing their teaching quality. Following the school curriculum was also seen to be very important in achieving their teaching quality.

The teachers also talked about their teaching benefiting students' learning. They indicated that the students were very committed to physical education lessons and they responded positively through their participation. Students' performances in assessments and examinations were also seen to be positive as they performed well in these examinations with good grades. The involvement of the students in intramural and after school sports was also claimed to be the result of their teaching quality as they claimed the students carried over what was learnt in the PE classes to the sporting field.

The rhetoric of all the six teachers was very similar as they taught in similar environmental contexts and worked within the same curriculum. The teachers' rhetoric on quality teaching matched their teaching practices in the theory lessons observed and the researcher was of the opinion that students have learnt something and the lessons' objectives achieved. The theory lessons indicated that the teachers were competent in knowledge dissemination, and they remained focussed with their teacher-directed instructional method.

Except for Messrs Senator and Tony's practical lessons, which indicated a degree of quality teaching, the other teachers had little match between their views of quality teaching and their practical lessons. Students were involved in warm-up activities but in skill practice and game situations, few students participated. Classes were rowdy during this stage of the teaching, and supervision of activities was limited to performing students only. The researcher noted a lot of "miseducation" in the practical classes of these four teachers. The class management of these four teachers during the skill practice and games situation stages of their practical lessons wavered greatly and this accounted for loss of class control.

Messrs Senator and Tony's practical lessons fared better because they used group methods to execute their lessons and managed their classes within the available resources. While Mr Senator used fewer balls and hockey sticks for his three practical lessons, which

he utilised adequately with the groups, Mr Tony’s lessons did not require much equipment and he was able to manage his lessons effectively.

Table 26 presented the summary of the teachers’ rhetoric and practices of quality teaching.

Table 26

Summary of teachers’ rhetoric and practices of quality teaching

Teachers	Rhetoric of Quality Teaching	Practices of Quality Teaching
Ms Toyin	Good lesson methodology with systematic (sequential) teaching. QT focus is high on PCK with the teacher seen as the main actor.	Matched rhetoric in theory lessons. No match in the practical lessons and no play way method observed.
Ms Lilian	Understanding curriculum content and its dissemination to achieve lesson objectives in the class. QT focus is high on PCK with objective achievement as product.	Matched rhetoric in theory lessons. Partial match in the practical lessons with the support of ‘good’ (Army) sports facilities.
Mr Suru	Lesson objectives achievement through effective teaching. QT focus is high on objective achievement with assessment to determine students’ progress.	Matched rhetoric in theory lessons. No match in the practical lessons and no assessments given during practical lessons.
Mr Senator	Lesson objectives achievement through effective teaching. QT focus is high on objective achievement with students benefiting from such lessons.	Matched rhetoric in theory lessons. Good match in the practical lessons with most students involved in skill practices and game situations.

Ms Ayodeji	Integration of all teachers' actions that make students learn. QT focus is high on PCK and related to OECD's definition.	Matched rhetoric in theory lessons. No match in the practical lessons.
Mr Tony	Educational process of teaching and learning activities that involved the three domains of learning. QT focus is high on PCK with emphasis on cognition.	Matched rhetoric in theory lessons. Some matches in the practical lessons with most students involved in skill practices and game situations.

Two major factors were responsible for these mismatches between teacher rhetoric and practice. Inadequate teaching materials and large class sizes overwhelmed the teachers' capabilities thereby subjecting their practical lessons to many real problems. The researcher recognised their competence in terms of pedagogical content knowledge and commitment to teaching, however their managerial competencies and reflective abilities did not match their rhetoric. While noting that lack of adequate teaching resources and large class sizes were not the making of the teachers, but the responsibilities of the school authority and the Government, this did not remove the fact that student learning was greatly being impaired in Lagos schools and this did not augur well for the realisation of Government's policy of quality education for all.

The teachers had exhibited some of OECD's (1994) quality teaching dimensions in their teaching. OECD's (1994) definition of quality teaching focussed on the integration of certain teachers' actions to enhance students' learning and for educational improvement. The aspects of the knowledge of curriculum (subject matter) content and commitment to teaching have been demonstrated adequately by the teachers. They have shown their mastery of the subject matter, commitment to the educational process and displayed pedagogic skills and strategies in theory lessons using teacher-directed and group methods to enhance students' learning.

Teachers' managerial competencies in theory lessons were not in doubt, but were a major issue in their practical lessons. Although four of the teachers talked about using reflection as one way of achieving their teaching quality, the researcher did not observe

many instances on this dimension of quality teaching. The teachers seemed not to understand reflection; they appeared to view it as correcting students' mistakes during their teaching. More understanding of this concept is required if teachers are to enjoy high quality of teaching in their lessons. It appeared that being so highly controlled by the curriculum limited the teachers' reflective process, since teachers could not deviate from the curriculum contents, no matter the circumstances of their teaching.

This cross-case analysis had reinforced the relevance of Choi's (1992) dimensions of the curriculum to the study. The textual, perceptual and operation dimensions of the curriculum, which influenced the results of this study, were closely interrelated and cannot be separated in a study on quality teaching. The curriculum had an enormous impact on teaching physical education and the achievement of quality teaching. While the textual dimension controlled all the teachers' activities in the school and was prescriptive of all their actions, the perceptual dimensions reinforced their opinions and views about what they claimed to be quality teaching. The operational dimension of the curriculum however indicated some matches and mismatches between the teachers' rhetoric and actions in achieving quality teaching. In effect therefore, Choi's (1992) dimensions of the curriculum have provided the structure for the teachers' perceived teaching quality in their schools.

CHAPTER 7

DISCUSSION

The primary purpose of this study was to investigate the perceptions of physical education teachers about quality teaching and to find out if this was reflected in their teaching activities. The study also examined the feasibility of supporting quality teaching in physical education in Lagos State secondary schools. A conceptual framework, which saw quality teaching as an educational process, influenced by the curriculum, teacher effectiveness, teacher reflection and belief systems, and teacher development underpinned the research. The four research questions asked to achieve the purpose of the study were:

- What are physical education teachers' perceptions of quality teaching in their school?
- How do physical education teachers attempted to achieve what they perceived to be quality teaching within the framework of the school physical education curriculum?
- What limitations do the teachers identified as impeding quality teaching in physical education?
- To what extent do physical education teachers' actions supported their perceptions about quality teaching in the schools?

Before these research questions were answered, the findings were discussed with reference to three focus areas generated by the data, which centred on the ways teachers perceived, reflected upon and practiced their teaching quality. These focus areas deduced by the researcher aided the discussion of findings and centred on:

- Teachers' constructs of quality teaching, which focussed on teachers' perceptions of quality teaching within their work environment.
- The teaching context, which characterised the prevailing problems (limitations) indicated by the teachers as being in conflict with the implementation of their perceived quality teaching.
- The teachers' classroom practices implemented to meet their perceptions of quality teaching in physical education.

Teachers' Constructs of Quality Teaching

Teachers' descriptions of quality teaching in this study were broad, mixed and all encompassing. Two themes, though inter-related, were evident from the teachers' descriptions of quality teaching and together they helped to clarify what quality teaching was from the teachers' perspective. Firstly, the teachers perceived quality teaching to be

teaching that would achieve the stated lesson objectives and enhance student learning. They viewed quality teaching as involving the achievement of their intended lesson objectives, the learning achievements of the students, which the prescribed curriculum aimed at. Secondly, quality teaching was viewed as pedagogical content knowledge that entailed teachers' knowledge of the subject matter (JSS PE curriculum knowledge) and its dissemination (pedagogic skills) in the class, which involved teachers' actions to enhance student learning.

While it must be noted that these two themes were inter-related, the teachers viewed them as separate entities and as basic factors in quality teaching. Ghosh (2000 [online]) shared this view of inter-relationships in any description of quality teaching by seeing it as "a process that involved relationships of repertoire of teachers' skills, which focussed on improving students' learning" (p.1). OECD's (1994) definition of quality teaching also talked about the integration of teachers' actions to enhance educational improvements of learners through a series of dynamic relationships of these actions. Teachers' comments however, strongly emphasised the discrete nature of these two themes.

Achievement of Lesson Objectives

The teachers' descriptions of quality teaching reflected the construct of effective teaching and focussed on the achievement of lesson objectives that enhanced student learning. The teachers' intentions were to match their teaching behaviours and activities with student achievement. In other words, the teachers indicated that, once they have taught all activities in the lesson notes, and students participated and performed the activities taught, then, they have achieved the stated lesson objectives and were effective in their teaching. This they regarded as quality teaching. The teachers in this study seemed to have agreed with educational researchers who emphasised the importance of student achievement as the primary indicator of teacher effectiveness (Parker, 1995).

Several aspects of effective teaching, based on the teachers' comments, have also been recognised by researchers as indicative of this theme. The teachers, both from the survey and case studies, indicated that the characteristics of effective teaching such as good lesson methodology or teaching strategies (Brophy, 1982; Harrison, 1987), effective explanations (Oliver, 1980), teacher expectations and actions (Cousineau & Luke, 1990; Martinek, 1981), and assessment and evaluation (Joyce & Harootunian, 1967; Lund, 1992) were key components of their quality teaching. Several teachers from the case studies gave a deeper understanding of their construct of quality teaching as being effective

teaching where students benefited from their lessons by performing the various physical activities indicated in their lesson notes, which reflected the lesson objectives to be achieved.

These teachers' views of quality teaching were also in agreement with Schempp (1992), McKeachie (1986) and Siedentop et al., (1986) that viewed effective teaching as teaching that resulted in students' achievement of the educational goals. Arrighi and Young's (1987) views were consistent with these teachers' views of teaching when they asserted that researchers have focussed mostly on teacher interactive behaviours within the learning environment in an attempt to define effective teaching. In Parker's (1995) study on secondary teachers' views of effective teaching in physical education, student achievement meant the benefits derived and successes recorded by the students from the PE lessons they attended. These benefits and successes represented the teachers' construct of quality teaching as achievement of lesson objectives.

Describing quality teaching as effective teaching that focussed on achievement of learning objectives was perhaps to be expected in the Nigerian context because of the objective based education implemented under the National Curriculum. The teachers' responses from the survey indicated that 90% (mean of 3.67) teach in order to achieve the objectives of JSS PE curriculum and this was the highest-ranking response when teachers' perceptions were sought on curriculum content knowledge. Similarly, 78% of the teachers indicated that they controlled the instructional process, which in their opinion allowed students to achieve the objectives of the JSS PE curriculum.

While the OECD's (1994) construct of quality teaching emphasised the integration of teachers' actions (refer to the five dimensions of quality teaching) to enhance learning, effective teaching in Parker's (1995) view was a hierarchy of pedagogical practices of the teacher (primary goal) that will enhance student success (ultimate goal). Since learning was the ultimate goal from quality teaching (Moses & Trigwell, 1993), student success was seen as the ultimate goal of effective teaching (Parker, 1995). The identification of teachers' personal characteristics of dedication, enthusiasm, interaction with students, teachers' skilfulness and fitness, and good role model in Parker's (1995) study as factors that enhanced effective teaching, also shared similarities with OECD's (1994) dimensions of quality teaching, which called for the integration of certain teachers' actions to enhance student learning. These characteristics as identified in Parker's (1995) study and also

similar to OECD's (1994) dimensions of quality teaching were part of the teaching traits exhibited by the case study teachers.

The achievement of lesson objectives in PE can only be realised through a series of teacher-students actions. Rink's (1983) talked about the many behaviours that occurred during physical education classes, especially those of teachers, which tended to make classes teacher-centred when one considered their instructional focus as being all in the name of achieving lesson objectives. Teachers in the present study focussed their description of quality teaching on achievement of lesson objectives through their teaching actions that enhanced student learning. The teachers' actions included the use of relevant instructional materials, lesson preparation and presentation, teachers' motivational strategies to gain students' interests, evaluation of students by the teachers, and totality of all teachers actions in the class to achieve lesson objectives and enhance students' learning achievement. These actions were in many ways determined by the prescribed curriculum.

Almost all the lessons observed by the researcher were teacher-centred, teacher-directed and teacher-controlled. Students were told what to do so that lesson objective could be achieved. The teachers also saw themselves as the key to the achievement of quality teaching in their schools. One would argue that the teachers had a 1980s view of quality teaching, which emphasised objective-based instruction and teacher effectiveness (Tinning et al., 2001). This was an indication of the inter-relationships that existed between the two themes; achievement of lesson objectives and pedagogical content knowledge generated from the teachers' constructs of quality teaching. However, bearing in mind the teaching context in Lagos schools, coupled with the prescriptive nature of the curriculum, the reality was that majority of the teachers could not meet the necessary level of quality teaching in physical education through the achievement of lesson objectives. The mismatch between their definition of quality teaching and what could be achieved was remarkable.

Pedagogical Content Knowledge

Pedagogical content knowledge is unique to teachers and involves the integration or synthesis of teachers' pedagogical knowledge and their subject matter knowledge (Shulman, 1986a). Describing quality teaching as PCK reinforced the focus of attention the teachers put on themselves in developing tasks and the progression of the tasks in making their teaching be of quality (Doutis, 1997). Understanding the subject matter (curriculum content) was very important to the teachers in this study because they

indicated having knowledge of what they were expected to teach was fundamental to quality PE teaching:

The ability to impart knowledge effectively to the students and as a teacher, one should have the knowledge of his/her subject area before going to the class to teach. (Ms Lilian, Interview, p. 17)

They attached much importance to their knowledge of the curriculum documents, which directed their teaching activities in the schools. Over 80% of the teachers from the survey data ranked understanding of the JSS PE curriculum very highly (mean of 3.37, Table 13). Describing quality teaching as having knowledge of the subject matter suggested that the teachers thought about the curriculum in terms of the content they were expected to teach their students.

Howarth (2000) viewed the development of thinking skills in physical education teachers as a way of having a picture of what to teach to students to enhance their learning. It was not surprising therefore that some of the teachers in this study reasoned that quality teaching was fundamentally based on their subject matter knowledge. The teachers indicated they were familiar with the curriculum content (Table 13), it prescribed their actions, and they logically followed it during classes as stipulated in the lesson notes. Their focus on objective achievement in their lessons and students' knowledge-based learning, with the use of knowledge-based assessments underscored the importance of subject matter knowledge as a construct of quality teaching in Lagos schools.

Apart from understanding the curriculum content, the teachers also claimed its dissemination (pedagogic skills) to meet the stated objectives was important for quality teaching. This involved giving instructions of the various curriculum topics so that it made meaning to the students. Ojeme (1986) indicated that PE curriculum should be instructional in nature, be directed towards stated educational and social goals, and meet the needs of all students, irrespective of their abilities. Findings from this study indicated that the JSS PE curriculum was instructional in nature with multi-activity instructional model. The document emphasised that teaching must be directed towards the achievement of developmental objectives, which incorporated cognitive, affective and psychomotor domains objectives. While the teachers have indicated their understanding of the instructional nature of the curriculum document, they have not been able to meet the needs of all students in their PE lessons.

In a study on teaching quality in Africa by Lockheed and Komenan (1989), they maintained that the use of published and teacher-made instructional materials, coverage of

the curriculum and effective use of instructional time all appeared to contribute to student achievement. Teaching in Lagos schools is objective based, so it was not surprising that all the teachers indicated that the goal of their teaching was to achieve the stated objectives of the JSS PE programmes. Achievement of objectives was ranked highest (mean of 3.67, Table 13) on teachers' perceptions of curriculum content knowledge. Ben-Peretz's (1990) view that "... teachers need knowledge and expertise in uncovering the potential of curriculum materials ... for specific classroom situations and meeting lesson objectives" (pp. xiii-xiv) supported the teachers' assertion of objective based teaching. This appeared to be in conflict with the stated outcomes for PE, which must relate to movement skills and game strategy.

Siedentop et al. (1986) explained that conceptually (knowledge) based curriculum model in physical education is a model in which cognitive understanding of physical education is the primary goal and many physical educators believed that school programmes can survive only if they become more academically oriented. The JSS PE curriculum in Lagos incorporated many knowledge-based teaching units, which directed the teachers toward achievement of objectives. Studies on teachers' cognition (Clark & Peterson, 1986; Kagan, 1990), teachers' personal practical knowledge (Connelly & Clandinin, 1988), teachers' classroom knowledge (Doyle, 1990), and teachers' pedagogical content knowledge (Shulman, 1987) have demonstrated the importance of the perceptual dimension in knowledge acquisition and understanding by the teachers within the spectrum of the curriculum dimensions. The teachers demonstrated sound knowledge of the subject matter they taught and they were found competent in the use of their knowledge during teaching. This situation also reinforced the nature of the teacher preparation programmes the teachers went through, which were mostly knowledge-based; a reflection of the curriculum document implemented in Lagos schools.

Research in education had also indicated that teachers treat their beliefs as knowledge (Grossman, Wilson & Shulman, 1989). Studies of teacher thinking and decision making also indicated that the way teachers interpret and implement the curriculum is influenced by their knowledge and beliefs (Clark & Peterson, 1986; Romberg & Carpenter, 1986). Teachers from the study had a very positive view of the PE curriculum and claimed their understanding of the curriculum documents guided their teaching quality. Results from the survey also suggested that 84% of the teachers indicated understanding the contents of the JSS PE curriculum they taught in Lagos schools and that

this understanding offered great challenges for their teaching quality. A mean of 3.22 was recorded in this regard. In effect, the beliefs and knowledge of the teachers about the curriculum guided their teaching activities.

Literature from reform initiatives in schools had renewed emphasis on the importance of subject matter knowledge in teaching and learning activities (Buchmann & Schwille, 1983; Buchmann, 1984; Shulman, 1986b, 1987; Siedentop & Tannehill, 2000). Issues discussed in such literature contained not only important subject matter concepts for students' learning, but they also informed pedagogical issues related to pedagogical content knowledge. Indeed, it had become clear that both teachers' pedagogical knowledge and teachers' subject matter knowledge were crucial to good PE teaching and students' understanding of what was taught in PE (Dodds, 1994; O'Sullivan, 1996; Schempp, Manross, Tan & Fincher, 1998). Findings from this study indicated that teachers expressed confidence with their knowledge of PE content and so perceived competence in the subject matter and the associated pedagogical knowledge as being very important for quality physical education teaching. This meant that qualified and competent teachers exhibiting sound knowledge of the subject matter were teaching PE in Lagos schools and they would assist students learn various skills in movement education if necessary resources were put in place.

The present study had indicated that there was a teacher perception that competence in subject matter knowledge was important for quality physical education teaching. Given the strength of the teachers in this area (subject matter knowledge) and the limited learning opportunities provided for students, the importance of PCK needed to be reconsidered by these teachers. The assessment structures in place also needed to be revisited if teachers were to match their perceptions of quality teaching with their goal of student learning.

Nigerian teachers' perceptions of quality teaching did not share Carr's (1989) view that "quality in teaching actually means the extent that teachers and others who are directly involved in education invariably look upon themselves as professional educators, and perceive quality in teaching to refer to its intrinsic value as a worthwhile educational process" (p. 3). The teachers from the study more or less perceived quality teaching as a "process of passive instruction or training rather than a teaching that is inherently educative" (Carr, 1989). The majority of teachers described quality teaching as series of pedagogical practices to achieve stated objectives and enhance student learning. The teachers' idea of enhancing students' learning in this study did not go beyond achievement

of stated lesson objectives and had no relevance to Lally and Myhill's (1994) idea of teaching quality of maximising students' abilities to produce a creative and original work, because students were not empowered in most of the observed lessons.

Summary

Teachers in this study focussed on achievement of lesson objectives through effective teaching and pedagogical content knowledge as the key concepts of quality teaching. The ultimate goal of their construct was geared towards educational improvements of the learners. The themes generated in the survey also re-occurred in the case study with a deeper understanding of the teachers' views but achievement of objective through effective teaching and pedagogical content knowledge were the basis of the teachers' perceptions of quality teaching.

The teachers' quality teaching construct of pedagogical content knowledge reflected four of the five dimensions of OECD's (1994) quality teaching construct: knowledge of the curriculum content, pedagogic skills and teaching strategies, teacher commitment and teacher managerial competencies. The dimension of teacher reflection was not as prominent as the other four dimensions in the teachers' descriptions of quality teaching. The achievement of lesson objectives construct of quality teaching was implied in the integrative approach of OECD's (1994) quality teaching construct that aimed at the educational improvements of the learners.

Teaching Context

The findings from this study indicated that PE teachers in Lagos State secondary schools system taught in a very difficult teaching context, at least by western standards. The teaching environment profoundly influenced their teaching quality. Two major issues regarding teaching context emerged in this study, and centred on the teaching environment of the schools and the perceived limitations of the teaching context.

Teaching Environment of the Schools

Recent studies in physical education (Griffin, 1985; Rovengo, 1994; Rovengo & Bandhauer, 1997; Sparkes, Templin, & Schempp, 1993) indicated a growing realisation that context has a major influence on the pedagogical and instructional decisions teachers make in the course of their job. In this study, teaching environment was similar in all schools, however there were specific peculiarities to each school, which also influenced teaching quality.

None of the teachers mentioned a feeling of “marginality” in relation to PE in their schools (Schempp, 1993; Sparkes et al., 1993). They all felt that PE as a subject was well recognised in their schools. Survey data (see Table 18), which summarised teachers’ perceptions on the status of PE teaching in their schools, also supported the view that PE had been accorded a high level of recognition from the school community. Although two teachers talked about lack of understanding from their school Principals and other teachers, this did not appear to marginalise the subject. In addition, the offering of physical education at the senior secondary school certificate examination (SSSCE) enhanced its status in the school community.

All the schools adhered to the compulsory policy of offering PE at the junior secondary school level and allocated the required number of periods to physical education. In most cases, 120 minutes of PE lessons in a week out of 1,600 minutes per week for 14 subjects in the junior secondary school curriculum were allocated. This represented 7.5% of the total available periods in the school and is 30 minutes less than the 150 minutes required by western countries (US guidelines) that children must have physical education for 30 minutes every school day (Hastie, Saunders, & Rowland, 1999), although there are instances that not all school districts in the US recognised these guidelines.

Physical education and sports were regarded as inseparable entities in the schools and sport was highly regarded by both the teachers and students in the school PE programme. The students saw sport as an extension of their instructional PE lessons while teachers viewed it as complementary. Taggart (1988) acknowledged that sport is a significant and historic component of the western culture and one cornerstone of physical education, and as such there may be opportunities to promote positive values through participation in sport and as a consequence, physical education. Such positive values noted by Mr Senator in this study involved his students taking to sports in their later lives as means of their livelihood in which he asserted: “My teaching has influenced them into sports participation and my teaching has been relatively productive to the students” (p.54). Tannehill and Zakrajsek (1993) suggested that students regarded games play as the most important component of physical education. Ms Lilian claimed that “PE is a subject everybody is in love with in my school especially during inter-house sports” (Interview, p.25) was an indication of the carnival-like game play associated with physical education in Lagos schools.

Teachers teach under varying conditions and this tends to influence their teaching practices as well as the outcome of their students' performances (Hastie et al., 1999). It was clear from the observations and discussions with these teachers that they were working under difficult conditions, yet they were committed to their teaching because of the interest and love that they had for the subject. Their schools lacked teaching resources in terms of equipment, facilities and materials for teaching. Large class size was also a major issue that surfaced in all the schools and this made class management difficult for teachers. At times, there was a lack of class control and rowdy situations resulted, especially during skill teaching and game situations. Kulinna et al. (2000) in their study asserted: "school context variables, including specific factors within the gymnasium or activity space, can influence instructional behaviours, such as the size of the teaching facility, the number of students, and the available equipment" (p.216). This statement corroborated the findings in this study in which lack of adequate space, large class sizes and inadequate teaching materials that were prevalent in the schools impeded the teachers' quality teaching. Table tennis classes with 75 students, two tables and six balls presented enormous management problems for teachers.

Heyneman (1984) noted that the problem of limited teaching resources is very common in developing countries and often leads to rote learning: "it was hard to imagine that any pedagogy is feasible other than memorisation when the students have no books, maps or other pedagogical resources" (p.295). Because of such restrictive conditions, research in schools of developing countries had noted the prevalence of practices that supported teacher dominance over passive learners (Heyneman, 1984; Rowell & Prophet, 1990). Exhortations to change the quality of teacher-student interactions have been criticised because they fail to take into account the social and economic context of the schools (Rowell, 1995). The prevailing conditions in the present study also aided teacher-centred classroom practices as the teachers controlled the teaching and learning activities in their lessons. This finding calls for a need to examine closely the existing physical education curriculum in relation to the social and economic situations of schools in Lagos, Nigeria. Such need should focus on implementing a curriculum that is feasible and relevant to the social and economic situations of the schools, which will create more learning opportunities to students. It is not out of point to say that "good teachers in bad programme will not prevail" (Taggart, 2001, [Personal Comment]).

All the teachers' teaching activities were controlled by the textual dimension of the curriculum in which documents like the National JSS PE curriculum, Lagos State unified scheme of work, teachers' diaries and weekly record of work booklet, daily/weekly lesson plans, lessons timetable and continuous assessment records book controlled implementation of the PE programme and lessons. This textual dimension of Choi's (1992) concept of curriculum dimensions was what he usually referred to as the "curriculum-in-document" that was mostly planned ahead of classroom instruction, which was designed to help students learn content, acquire skills and develop beliefs, as well as make the teachers' teaching support students' learning when operating the curriculum.

The JSS PE curriculum is multi-activity with a strong knowledge-based component (see Appendix Q). The multi-activity nature of the curriculum focussed on various forms of human movements, which were almost entirely based on established sports and physical activities (Dougherty & Bonanno, 1987). The knowledge-based component complemented the multi-activity model and focussed on the understanding of game and sport skills, the human body, physical exercise concepts and desirable health practices. The JSS PE curriculum adopted the two models and as a result was overloaded with activities that did not give adequate learning opportunities to students. A more student-oriented model such as sport education, which according to Siedentop (1994) and Alexander et al., (1995) could offer students with a range of sporting abilities and a learning environment that allows them to engage in educative game play, may provide a most supportive learning environment than at presently operative in Lagos schools. Learning skills and strategies through game play may in part address the major limitations impacting on Nigerian physical education.

While the teachers were seen to have utilised the textual dimension of the curriculum (Choi, 1992) in their strict adherence to the curriculum documents, there were inconsistencies between their perceptual and operational dimensions of the curriculum. There were mismatches in their teaching quality rhetoric and actual teaching practices. Browne (1998) viewed this as a struggle between the direction the curriculum took the teachers and what the teachers believed about learning in physical education, hence teachers in this study were not empowered by the curriculum. Hopkins and Stern's (1996) suggestion on how to enhance quality teaching in our schools comes to mind as a way for developing a sustainable teaching environment. They stated that, "there should be greater involvement of teachers in decision-making of what they are to teach and holding them

accountable for results, greater flexibility for teachers to organise teaching and learning in school, establishing or reinforcing of different career structures in teaching, and introduction of alternatives to and reforms in teacher education” (p. 502). The findings of this study highlighted the prescriptive and controlled nature of Nigerian school PE and when coupled with uncondusive teaching conditions did not allow teacher control over their teaching activities, hence significant mismatches will continue.

The teachers in this study have not been empowered by the curriculum and they are bound to follow its content without reservations. Despite this, the teachers viewed the curriculum as unproblematic and indicated that the curriculum offered them dynamism and great challenges to their teaching. These two statements were ranked fourth and fifth in the teachers’ responses on their perceptions of the curriculum content knowledge with means of 3.37 and 3.22 respectively (Table 13). The teachers were also not empowered to challenge the curriculum and in fact they did not see it as a problem of achieving quality teaching.

Despite the many downs in Nigerian schools, the teachers remained active in their lessons, exhibited a sense of commitment and put up great efforts to make their students learn. Hastie et al. (1999) also found similar results from their study; “Where good intentions meet harsh realities” in which they claimed that “Despite these negative influences, the three teachers frequently produced high quality lessons for their students” (p.286). Two teachers produced high quality lesson in this study. While Hastie et al. (1999) indicated that majority of the teachers’ class time was spent in activity and instruction, and they exhibited seriousness toward the profession, this was also applicable to the teachers in this study as they were committed to and serious with their job, and spent considerable time on warm-up activities, explanations and demonstrations of the various skills taught. In addition, all the students from the school cases irrespective of their characteristics, whether single sex or coeducational, urban or rural, responded positively to the PE lessons they attended, yet few of them took active part in some of the lessons. Majority of the students felt that they have achieved something from the lessons attended and wished for more lesson opportunities in physical education in their schools.

The quality of working life (QWL) of the teachers in all the case study schools were similar and did not support quality teaching achievement. The teaching conditions were not impressive and encouraging. Louis and Smith’s (1990) assertions that the improvements of the working conditions of teachers are very important to enhance

satisfaction and promote effectiveness in performance seemed not to be given prominence in the schools. Similarly, their identified three general categories of a professional model for QWL reform to improve teachers' quality of working life in the school setting indicated certain degree of inconsistencies. Teachers were not empowered in the schools and they lacked decision making ability that might influenced their teaching quality. Although they were knowledgeable in their subject areas and got involved in expanded teacher roles in the schools, they can hardly make any curriculum re-structuring that will enhance their teaching quality. Despite the poor QWL observed in these schools, teachers were still committed to their job and claimed they were trying their best in ensuring that their students learned something. Giving the right opportunity for QWL, these teachers would have performed better than their present situation.

Teachers' Perceptions of Limitations of Teaching Quality

The findings of this study indicated that the limitations experienced by teachers, which impeded their teaching quality were context based and had little to do with their instructional skills. The teachers' perceptions in this regard (see chapter 6) centred on resource and workplace conditions limitations, which represented the avenue to answer research question three. The teachers reported that the school authority, the Government, and her supervising agencies were responsible for the limitations they experienced in the course of their duties. Several studies (Iroegbu & Opara, 1998; Nwachukwu, 1998; Ogundele, 1998; Okuneye, 1998; Onifade, 1992) specifically directed to the teaching of physical education in Nigeria have identified similar problems militating against PE teaching in the schools. The unsupportive context had major implications for teaching physical education in the study schools.

Although the teachers identified a number of factors as militating against their teaching quality, this did not change their view of quality teaching. Two major problems cut across all six case study teachers and were noted by majority of the teachers from the survey. These were inadequate teaching materials, which they indicated was due to under funding of PE programmes, and large class sizes, a result of over population in the school system. As has been noted in the classroom (Cahen, Filby, McCutcheon, & Kyle, 1983), and in the teaching of motor skills in physical education (Hastie & Saunders, 1991; Silverman, 1988), class size often is related negatively to pedagogical activities such as opportunities for skill practice. Large class size coupled with inadequate teaching materials seriously limited the students' opportunities for skill practice and it has also

affected their participation in game situations. Stroot et al. (1994) found factors such as class size among others to affect teachers' work and limits students' participation. The researcher however, noted that some talented students in sports took active part in some of the practical classes and this raised a serious question about equity in students' participation in physical education classes in Lagos schools.

Anyanwu (1998) maintained that inadequate teaching resources still beset the teaching of physical education in Nigeria despite the improvements accorded the subject over a decade ago. He laid the blame squarely on the doorsteps of the Government because of their lack of foresight in curriculum planning and implementation. Onifade (1992) and Okuneye (1998) also talked about this problem re-occurring virtually in all schools in Nigeria except the well funded "Unity Schools", which are controlled directly by the Federal and State Governments. Ogundele (1998) also noted that the myriads of problems that faced physical education teaching in Nigeria today were the fault of the Government. He attributed the lack of funding of the educational sector to the shortages of teaching materials, poor facilities, inadequate textbooks, and lack of motivation for teachers experienced in the schools. Government neglect of rural schools was one of the major problems indicated by Mr Suru in which he lamented about the inadequacy of infrastructures and resources. In spite of the difficulties, motivation was still relatively high in PE. The willingness of teachers to apply themselves under such aversive conditions offered a sense of optimism for curriculum reforms and initiatives in the future.

Other factors that took their toll on the teachers' teaching quality included inadequate textbooks, substandard sports facilities, overcrowded teaching schedules, limited class time, poor remunerations, non-teaching duties, and uncooperative attitudes of Principals and non-PE teachers. Studies from Adesanya (1984), Anyanwu (1979), Okuneye (1998), Onifade (1986), and Oyeniyi (1998) have also indicated these factors as re-occurring problems over the years and claimed they have been militating against physical education teaching in Nigeria. This gave credence to the inability of the Government to review their funding policy of the educational sector to enhance quality teaching. Brown and McIntyre (1993) found that the environmental conditions of teaching had profound effects on what teachers did and the standards they were expected to achieve. They noted that the conditions impinging upon teaching were crucial in framing the way teachers evaluate their own teaching. Such conditions as time, material resources and class

sizes, which were identified as impinging on teaching, were reinforced by the teachers in this study.

OECD (1994) indicated that initiatives to improve teacher quality sprang from three sources namely; the individual teachers, individual schools and external policies enacted either by local, state or national education authorities. The teachers from this study indicated that, they were competent and up to the task of teaching physical education in the face of many difficulties. They claimed their inability to meet the expected teaching quality was due to the lack of support of the school and the Government. It was the contention of OECD (1994) that channelling the different sources of teacher quality will bring about the educational improvements needed in the schools system since education involves joint efforts of all stakeholders.

In general, these teachers reported that they did not have a choice in much of their work other than to teach their students to the best of their abilities under the varying conditions confronting them. They also did not see any inadequacies on the curriculum as a limiting factor to their teaching quality except that some of them advocated for its constant review to make it current and more relevant to societal needs. It was evident from the prevailing teaching situations in Lagos schools that the Government as a matter of urgency needed to address the issues of curriculum improvement and provision of teaching resources in the schools if meaningful teaching and learning of PE are to be achieved. The idea of politicising educational matters should be discarded and the interests of the learners should be paramount in the heart of the Government and necessary policies put in place to address these limitations as they affected the quality of PE teaching. With few solutions apparent for these problems, a curriculum-led solution may be the most important path for ensuring quality teaching in physical education.

Teachers' Classroom Practices

The teachers' classroom practices represented the avenue for answering research questions two and four of the study. Research question two focussed on how PE teachers attempted to achieve what they perceived to be quality teaching within the framework of the school physical education curriculum while research question four looked at the extent to which physical education teachers' actions supported their perceptions about quality teaching. Having described quality teaching in a multidimensional way that involved the achievement of objectives and pedagogical content knowledge, it is therefore pertinent to

discuss the ways and means used by these teachers to achieve quality teaching, thus determining if their rhetoric matched their teaching practices.

Many studies have focussed their attention on teachers' classroom practices, particularly on effective teaching and student achievement (Brophy & Good, 1986; Doyle, 1990; Good & Caslin, 1992; Parker, 1995; Schempp, 1992; Shulman & Lanier, 1977; Silverman & Skonie, 1997). They have identified characteristics of effective teachers and have shown evidence of connections between what teachers intended and how they acted in their teaching context. The way teachers behave is a reflection of their perceptions about what they believe (Bandura, 1986). Teachers' behaviours are one of the determining factors of students' learning in physical education (Coelho, 2000). Such behaviours found in Coelho's (2000) study included teachers encouraging students, offering personal attention and interaction, and exhibiting patience and concern for the students. Teachers in this study were cordial with their students and exhibited positive personal relationships with them. Positive teachers' behaviours to the students have also been acknowledged by the students thus emphasising the commitment of the teachers to their students in PE. Not only was the class atmosphere cordial, students were happy with the lessons and they were always eager to participate in any activity that was demonstrated by the teacher.

Two major issues that emerged from the observation of classroom practices are considered in relation to how teachers were able to achieve what they perceived as quality teaching in physical education. The two issues, teachers' instructional behaviours and students' learning behaviours took into consideration all the teacher and student actions in PE during the course of the study to ascertain the achievement of quality teaching. The researcher also used these two issues to answer research questions two and four of the study.

Teachers' Instructional Behaviours

Planning a lesson involves a number of instructional decisions. Teachers must be able to identify the content and processes to be addressed, the strengths, needs and interests of the learners and the most effective instructional approaches. Teachers should understand that such decisions are critical and must be made consciously and purposefully (Glickman, 1991 [On-line]). Teachers from this study made use of lesson plans that guided their teaching and the content in the lesson plans represented the topics selected by the Curriculum Department of Lagos State Ministry of Education from the National

Curriculum for PE. Since the use of lesson plans is mandatory in Lagos schools system the teachers made extensive use of this document to achieve their view of quality teaching.

Bolarin (1999) viewed the lesson plan as “the building plan essential for every lesson as it enables the teacher to prepare his/her lesson in such a way that the learners are taught what exactly they needed to be taught using the right method of teaching and the right textbooks and instructional materials available” (pp.44-45). The lesson plans represented the instructional framework for teaching and controlled the teachers in organising their lessons to support learning. Findings revealed that all the teachers’ lesson plans were orderly and sequentially arranged and reflected the content in the unified scheme of work. In spite of the differing contexts, teachers used similar planning procedures for both theory and practical physical education lessons.

According to Ogunsina (1999), “a success-oriented teacher should have finished planning the lesson on his mind and only puts down a kind of playback on paper as his lesson notes” (p.201). The mere fact that teachers in this study used lesson plan for every lesson taught indicated that they had engaged in a high level of planning before their lessons. These lesson plans stipulated the teaching sequence to be used and are indicative of the importance of the textual documents in Lagos schools system. Apart from teachers’ inability to plan for the lack of resources, all other planning features were in place and satisfied the yearnings of the teachers in achieving their perceived quality teaching. Schempp’s (1992) instructional pacing of giving information, asking questions and providing feedback were evident in most of the teachers’ theory and some of their practical lessons. This involved teachers’ explanations of the concepts being taught, demonstrations of skills, question asking, supervision and giving feedback to students.

Describing quality teaching as pedagogical content knowledge represented one of the identified teachers’ constructs. Makinde (1999) listed ‘knowledgeable’ as one of the characteristics of a good teacher in any given teaching situation. He viewed this as “the teacher having an in-depth understanding of the content and pedagogical area of his/her specialisation” (p.19). Bamisaye (1990) explained further: “a good teacher is the pupils’ joy and in fact, students respect the knowledgeable but firm teacher and are contemptuous of teachers who would rather be friends with learners than address themselves to the work to be done” (p.155). Teachers rated the knowledge of the curriculum content and pedagogic skills as very important with the associated teaching goal of achieving the stated objectives of the JSS PE. Having knowledge of the curriculum content and its

dissemination were viewed as the foundation on which their teaching success were based. This supported the strong view of the teachers supporting objective-based education in their schools. Teachers from the case study frequently displayed their understanding of the subject matter in their lessons and they effectively disseminated concepts, facts and ideas to the students.

The case study teachers were competent physical performers and demonstrated many motor skills through teacher-directed instruction. This reflected a good understanding of what they were expected to teach. Sadiku (1999) observed: “the level of the teachers’ knowledge of the subject they are teaching determine how effective or otherwise they may be in the class” (p.165). The study found that the teachers delivered the theory and practical lesson content as stipulated in the scheme of work through their demonstrations and explanations, and they commanded respect from their students where they were seen as ‘sporty’ role models. The students always looked to the teachers for more knowledge acquisition. Teachers were seen as the reservoirs of knowledge: “Our teacher handled the lesson very well. She is serious with us in class because she knows that PE is a very good aspect of education in our life and she always taught us well” (Interview, 11/07/2000). None of the students informally interviewed viewed their teachers as incompetent, rather they believed in them and claimed to enjoy their teaching.

The instructional practices of the teachers were also believed to be important in the achievement of quality in their teaching. Borich (1988) noted that instructional methods derived from the teachers’ adopted strategy are used to create positive learning environments and to specify the nature of the activities the teacher and learners will be involved in during the lesson. Instructional skills are the most specific instructional behaviours of the teachers (Arends, 1994) and these represented the pedagogical skills the teachers adopted in disseminating the subject matter. Results from this study indicated that all the teachers used direct instruction, which Jegede & Okebukola (1991), Onifade (1992) and Balogun (1997) regarded as a highly teacher-directed pedagogy. Henson (1988) viewed the direct instruction strategy to include methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstration. He indicated that “the direct instruction may be effective for providing information or developing step-by-step skills, and for introducing other teaching methods or actively involving students in knowledge construction” (p.55).

In the theory lessons observed, instructions were clearly and simply given with explicit verbal explanations of the concepts taught to the students. The teachers also employed an interactive instructional strategy in this regard, which relied heavily on discussions and sharing of experiences among the students. Fellenz (1989) suggested that discussions and sharing provide learners with opportunities “to react to ideas, experience, insights and knowledge of the teacher or peer learners, and to generate alternative ways of thinking and feeling” (p.119). Given the large class sizes in most of the theory lessons, students were engaged as the teachers controlled all the class proceedings, which were directed towards the achievement of lesson objectives.

Questioning held a place of prominence in most classrooms (Jegede & Okebukola, 1989). Questions were actively utilised during the theory lessons, and in fact, they formed the only assessment strategy observed by the researcher. Questioning, according to Cohen and Manion (1992), “is an obvious way in which teachers are able to gather information about their pupils’ grasp of new material or their recall of previous work” (p.85). However, few students actually answered questions asked in the lessons because of limited time constraint and large class size.

Summary notes were given towards the end of theory lessons and these concluded most of the lessons. Writing of summary notes on the board was viewed by Abari (1999) as part of the teachers’ instructional management action, which must be properly and clearly written out to make meaning to the students about the lessons taught. The researcher viewed the teachers’ rhetoric about quality teaching to match their teaching practices in the theory lessons based on the discussed classroom practices above.

The researcher noted that the teachers handled the first part of their practical lessons in line with their quality teaching rhetoric of achievement of lesson objectives through effective teaching and PCK. This part of the lesson involved teachers’ explanations and demonstrations of the warm-up activities and skills teaching. The skills practice and game situations did not match their view of quality teaching. Two teachers’ lessons were better managed and their quality teaching views at times matched their teaching actions. They utilised group method procedure in their skill practice, which gave increased learning opportunities to their students. The students were generally kept on task in the lessons. The teachers also provided feedback where necessary and actively supervised the few students practising.

While the other four teachers showed seriousness and enthusiasm towards their lessons, they seemed handicapped because of the limitations encountered in which their classes were rowdy and the focus of attention was on a very few students; illustrating inadequate managerial competencies and reliance on the didactic rather than the group teaching method. Hastie et al., (1999) noted: “a major concern, was that while teachers could identify the difficulties and limitations of their work settings, there seemed to be a common acceptance among them that their programme could not be improved” (p.286). The teachers indicated that there was no respite from large class sizes and inadequate teaching resources because of the policies put in place by the present Government. They appeared helpless in this circumstance and saw no curriculum or pedagogical answers to the problem of lack of resources.

Despite the fact that majority of the teachers in the study rated teaching skills and strategies as important (see Table 14) and claimed to have used variety of teaching strategies in their PE lessons, the observed lessons indicated few differences in the teaching behaviours of the teachers. While Messrs Senator and Tony utilised a group method approach for their skill practice, all others used the whole class approach, which frequently resulted in ‘miseducation’ in these classes. Taggart (1992) corroborated this view by asserting that teacher-centred PE “... is typified by teacher control, student passivity, drill and practice, huffing and puffing, and so is potentially miseducative” (p.7). Few students were kept on task and attention was on the few performing students. Grant et al. (1990) claimed that in PE classes students generally did not participate in such a way that their skill level was enhanced because teachers are traditionally concerned with the context of the lesson, and fail to observe, record and assess student behaviour so that they are accountable for their instructional process.

The level of students’ engagement during skill practice and game situations did not match their rhetoric about quality teaching and it was very difficult to presume that learning had taken place. The researcher recognised teachers’ efforts and commitment to bring about quality learning, but this did not reach the level that could be judged adequate because few students had acceptable levels of engagement with the subject matter. While the teachers claimed that their students have performed well and the lesson objectives were achieved, the observations were contrary. For quality teaching to be achieved in a particular lesson, concerted efforts must be harnessed to give students opportunities to learn, and the teachers must consider school attributes during their instructional planning.

School characteristics, such as the number of students, the type of facilities, and the available equipment also influenced both the instructional practices of teachers and student learning (Hastie & Saunders, 1991; Silverman, 1988).

Taking control of, and managing the classroom for effective teaching and learning are of paramount significance to the teachers who by virtue of their position are the managers and leaders of the class as a group, or rather an organisation (Abari, 1999). It is the teachers' professional responsibility to establish and maintain order in the classroom, to secure and maintain the cooperation of their pupils in classroom activities, and to structure the day-to-day organisation of the classroom, so that it provides a satisfactory teaching-learning environment in which the problems of class control and management are kept to barest minimum. Several researchers (Doyle, 1986; Kounin & Doyle, 1975; Kounin & Gump, 1974; Pollard & Tann, 1987) studied the classroom management activities in relation to students' achievement, and found that classroom management and control were important issues in education practice, which influenced students' learning. Findings from this study on class control and management were inconsistent with previous views of studied classroom management. While teachers in the survey (Table 17) agreed with the indicators of managerial competencies expected of them in the classroom and claimed that they exhibited these actions in their class teaching, what the researcher observed differed substantially from their perceptions.

The teachers' classes in the theory lessons were well managed in which they ensured maximum utilisation of their limited resources, effected logical and sequential lesson instructions, provided adequate supervision for their students' work, and also maintained positive interpersonal relationships with their students. Two of the teachers also utilised their reflective ability to refocus their attention on struggling students, and improved on their class control. Doyle (1986) noted that instruction not only requires management and control, but seems to create classroom control as well. The teachers had good control of their theory lessons and this confirmed their managerial competencies. In essence, teachers' management behaviour and instructional behaviour can be said to overlap substantially, both on theoretical grounds and based on analysis of classroom events (Kounin & Gump, 1974). The theory lessons were participatory and students were seen to have gained from them through their involvement in class discussions.

In the practical lessons, class control and management differed greatly from the theory lessons. While two teachers; Messrs Senator and Tony utilised their managerial

competencies to their fullest by ensuring that students worked in groups, waiting time was minimised, adequate supervision provided to give necessary feedback, and all the students participated in the skill practice. The other four teachers did not achieve similar learning environments in skill practice and game situations. The observations of their practical lessons indicated minimal managerial competencies with rowdiness in their classes, large amount of waiting and transition time, too little time for productive students' engagement and inadequate supervision of the students when involved in the skill practice and game situations. In most of these cases, the teachers focussed more attention on those few students performing and occasionally attended to the others standing around the performing students.

There was little opportunity for learning in the practical classes of these four teachers because students' involvement was limited to very few students. This situation ran contrary to ALT-PE research, which indicated that the amount of time students spend practising (either measured by time or the number of practice trials) at an appropriate or successful level is positively related to student achievement and that inappropriate or unsuccessful level is negatively related to achievement (Silverman, 1991). Silverman (1990) also noted that the quality of student engagement is more important than the total practice. What was observed in this study was the contrary of Silverman's (1990, 1991) assertions in which little or no learning opportunities was observed in the practical lessons of the four teachers. Cousineau and Luke's (1990) noted that ALT-PE should focus on the time when students are actually involved with subject matter task appropriate to their abilities to enhance their achievement. In this study, ALT-PE, through admittedly a causal observation process, was extremely low.

Assessment is a fundamental and integral part of the curriculum based on students' learning outcomes, which should enhance the quality of teaching and learning. Goodrum, Hackling, & Rennie, (2000) stated that "assessment serves the purpose of learning and is consistent with and complimentary to good teaching" (p.145). The three main purposes of assessment are concerned with the support of learning, reporting the achievement of individuals and satisfying the demands of public accountability (Goodrum et al., 2000). Teachers from this study claimed to have used the continuous assessment procedures such as tests, assignments, practical performances and terminal examinations to assess the students' knowledge, understandings and skills learning as well as monitor their progress and send assessment reports to the students' parents after each term.

The researcher sighted records of students' continuous assessments, terminal reports and final JSS III results in PE including their relevant questions, which focussed mostly on knowledge tests in all the cases. Continuous assessment represented the avenue for evaluating students' performances as prescribed in the National Policy on Education (NERDC, 1985). Frye (2001 [on-line]) noted that students' learning outcomes assessments encompassed a wide range of attributes and abilities, including cognitive, affective and psychomotor, which are measure of how students' school experiences have supported their development as individuals. What occurred mainly in these cases was that knowledge tests dominated the assessments.

The final JSS III examination in PE was a purely knowledge-based test. Practical tests occurred rarely and only during the continuous assessment periods. Mr Suru lamented the non-inclusion of practical physical education in the final JSS III State examination. He indicated that such inclusion will enhance the status of the subject, improve the quality of its teaching, and "motivate these JSS graduates to choose PE as one of their electives when they move to SSS class" (Interview, p.40). Anyanwu (1998) also commented on the non-inclusion of practical PE in the final JSS III examination as one snag in the implementation of the National Policy on Education as it relates to JSS PE. He suggested this situation did not encourage JSS students in selecting PE in their senior secondary class, after they have been exposed to some practical lessons over the past three years of their junior school.

The researcher only observed question and answer sessions during theory lessons as the dominant form of assessment undertaken during the study. The teachers occasionally provided feedback to the students to the students' practice of the skills taught during the practical. Lund (1992) and Meisels' (1993) ideas of authentic assessments were not observed in the six cases with teachers making use of summative assessment in their lessons (Adeyegbe, 1993).

The findings regarding the teachers' instructional practices indicated many inconsistencies with their perceptions of quality teaching. The inconsistencies were most notable in their practical PE lessons while the theory PE lessons were more closely aligned to their rhetoric. The level of quality teaching in these theory classes was high and students were seen to have adequately benefited from the lessons based on their cognitive engagement. Since the views of the teachers on quality teaching centred on pedagogical practices to achieve lesson objectives, their instructional practices to match these views

were haphazard. The inconsistencies that were noted in their practical lesson where practices did not match their rhetoric involved restricted instructional method, which were mostly teacher-directed, uncoordinated class control and management practices and little opportunities for students learning. The teacher-directed instructional strategy did not empower students to control their learning. Only the practical classes of Messrs Senator and Tony fared better in this regard where their teaching supported higher level of student engagement in physical activity.

The inconsistencies noted from the teachers' teaching practices in which little or no learning opportunities were offered to students clearly demonstrated some of the shortcomings of the objective-based multi-activity model being implemented in the National JSS PE Curriculum. Concerns about the multi-activity model focussed on the brevity of the units, that there is insufficient opportunity for motor skill development and learning of game playing skills, that it is activity-based with little theoretical content and that it is irrelevant for many students, when compared to related activities in the community (Locke, 1992; Tinning & Fitzclarence, 1992). These concerns were evident in this study with frequent mismatches of the rhetoric of the teachers' quality teaching and their teaching practices. Tinning and Fitzclarence (1992) indicated the multi-activity curriculum "does not excite or stimulate students" (p.287), hence they called for new curriculum models to cater for a "post modern youth culture" in physical education. Hellison and Templin (1991) also saw the need for more student-centred outcomes in PE to be encouraged, such as the development of self-esteem, self-actualisation and the understanding and development of interpersonal skills. Such outcomes are not considered in Lagos curriculum documents, yet may have greater impact on developing the approach tendencies of student to physical activity participation.

The inconsistencies from the teachers' teaching behaviour also ran contrary to the characteristics expected from teachers that professed quality teaching. Of the seven characteristics listed by Moses and Trigwell (1993) as a checklist, a quality teacher must seek to attain to enhance quality learning; only three of these characteristics were adequately exhibited by the case study teachers. The teachers were committed, enthusiastic, well prepared and knowledgeable. They involved some of their students in the lessons especially the theory classes and they provided feedback in the form of correcting their mistakes and providing answers to difficult questions students could not answered. However, the teachers needed to do more regarding using variety of teaching

strategies, challenging the intellectual capabilities of their students, empowering the students in their lessons and using variety of assessment methods that are authentic in nature.

The need for curriculum change in PE to reflect student-centred outcomes called for student-centred pedagogies inherent in curriculum models such as sport education model that will empower students and enhance their learning capabilities. Siedentop (1994) described the major aims of sport education as being to increase student involvement in the organisation and conduct of physical education, to promote skill development and to provide positive experiences to all class members. Alexander (1993) noted that sport education is designed to improve or revitalise the teaching of sport in secondary school physical education while Evans (1990) suggested that through the sport education programme, students not only learn about the nature of various sports, but also learn more about themselves and others.

Research studies on sport education model in the secondary school physical education programme have indicated overwhelming teacher support (Grant, 1992; SPARC, 1994), improved student attitudes and better opportunities for more authentic assessments of students (Alexander et al., 1995; SPARC, 1994; Taggart et al., 1995), positive students learning experiences (Carlson, 1995b; Grant, 1992; Hastie, 1996) and successful inclusion of low skilled students (Grant, 1992; Carlson, 1995b; Hastie, 1996; Taggart, Medland, & Alexander, 1995). Reflecting on these positive influences of sport education in physical education programme, the researcher believed that given the necessary support and resources in Nigerian schools, sport education model could successfully enhance quality PE teaching and improve student learning. Sport education also has the potential, through careful selection of the designated sports to address the overwhelming resource limitations in Lagos schools. Dance activities may also offer similar advantages.

Students' Learning Behaviours

Learning has been described as an active process in which the learner uses sensory input and constructs meaning out of it (Osborne & Wittrock, 1983). The more traditional formulation of this idea involved the terminology of the 'active learner' (Dewey's term), stressing that the learner needs to do something; that learning is not the passive acceptance of knowledge, which exists 'out there' but that learning involves the learner's engaging with the world (Dewey cited in Bonwell & Eison, 1991). Active learning is further seen to

involve any strategy that students used in doing things and thinking about the things, they are doing (Bonwell & Eison, 1991).

Students involved in the lessons of these teachers demonstrated that they were active in nature, eager and enthusiastic about the PE lessons they attended. They were observed to be committed to the lessons, both theory and practicals through their prompt attendances at lessons and participation in some of the physical activities and skills taught. They were also observed to be very active in warm-up activities in all the practical lessons. Their inter-personal relationships with each other and their teachers were cordial and encouraging despite the fact that not all students had opportunity for skill practice and game. This relationship reinforced Edwards and Mercer's (1987) assertion that students learning are intimately associated with their connections with other human beings such as their teachers, peers, family and other casual acquaintances.

The students involved in the lessons were seen not to have met all the criteria of active learners suggested by Bently & Watts (1989), which stated that "active learners are actively involved in the classroom processes, initiate their own activities, make decisions concerning their learning, engage in self-evaluation, display their competencies in various ways and feel good about themselves as learners", nevertheless, they were 'active' within the context of their learning environment. These students took part in all the classroom activities; they displayed their competences in the few physical skills they were exposed to and the students reported that they were happy at the end of the lessons. Because teaching in Lagos schools is objective based and teacher dictated the instructional procedures, students were not able to initiate their own activities and make decisions about what to learn. This was solely the teachers' prerogative and students only followed the instructions given. Students were not empowered in the class situations.

Research have shown that teachers' personal characteristics and ability to interact with students are indicators of successful teaching and that teachers can improve their interpersonal interaction skills to enhance students' learning behaviours in their lessons (Aicinena, 1991; Figley, 1985; Siedentop, 1983a). This study found that the six PE teachers encouraged, offered personal attention, exhibited patience, used fun and jokes, and subjected students to interesting warm-up activities to create positive learning environment in the schools. It appeared that PE teachers who in most cases doubled as games masters/mistresses represented a very significant resource to young people (Adegbamigbe, 1996). All interviewed students indicated that their PE teachers handled

the subject well and were very skilled in performing the physical activities they demonstrated.

Results from the survey (Table 16) also indicated that students were comfortable with their PE teachers (3.72) and teaching activities were geared towards student development (3.62). This is similar to Rice's (1988) study on students' attitudes to their PE lessons and teachers' teaching in which the students appreciated their teachers' physicality in PE teaching, which they regarded as motivating their participation in PE lessons. The students felt good about their teachers' physical performances in the PE lessons and after school sports in which they engaged and they regarded this as a motivation factor.

Students reported that they were happy after each PE lesson they attended and they indicated having fun and enjoyment from the lessons as well. They also indicated that they achieved something after each lesson (refer to students' views in Chapter 5). This view corroborated other findings from Adegbamigbe (2001), Placek (1983), Soudan and Everett (1981), Walling and Duda (1995), and Weick (1975), which stated that most high school and college students considered fun and enjoyment to be one of the most important objectives for participating in physical education. Although Carlson (1995a) talked about marginalisation of students in physical education classes, many students from this study indicated they were important entity of the school PE programmes based on their dispositions to the subject. Ms Toyin did however pointed out that her JSS III girls shied away from practical classes because they did not want to expose themselves in practical lessons. This assertion was not however noticed as all lessons observed indicated students' eagerness to participate. Tannehill and Zakrajsek (1993) also maintained that, "If it is true that young people are more likely to participate now and in the future if they enjoy their experiences, then we would encourage physical education teachers to include enjoyment in their planning" (p.82).

The behaviours of the teachers have been found to be a determining factor of students' learning behaviours in physical education (Coelho, 2000) because these students saw their teachers as role models and they readily accepted the information that were passed to them. In a review of literature of teacher and students attitudes, Aicinena (1991) concluded that the quality of a teacher's personal interactions with students had the most significant impact on student attitudes toward physical education. Students' perceptions and actions of their competence in learning are influenced by how they perceived their

environment and what happens to them as they move through it (Pintrich & Schunk, 1996). In the physical education setting, issues of their learning environment include interactions with the teacher and other students, past performances, amount of efforts exerted in learning, ease of learning new skills, and winning or losing (Weiss, Ebbeck & Horn, 1997).

This study suggested that teachers' behaviours have greatly influenced students' learning behaviours. Most especially, the physicality of the teachers as performers encouraged the students to participate in their PE lessons without any reservations going by the embracing behaviours the students exhibited in the observed PE lessons. The students' responses to teaching were positive through their various performances in continuous assessments and examinations in which the students recorded higher percentage of passes. However, one area worthy of mention about students' behaviours in this study, which was visible in many practical lessons, centred on non-involvement of students in the skills practices and game situations. The controlling nature of the curriculum over teaching activities was mostly responsible for this situation. The table tennis lesson of Ms Toyin gave a vivid picture of such situation where the majority of her students were not involved in the skill practice because of inadequate equipment and large class size.

Grimmett's (1993) five progressive principles for teaching and learning were not manifested in the teachers' classes. While there was "active" participation of some of the students in some of the teachers' lessons, there was no evidence that they learnt in a variety of ways and at different rates. They also did not learn as an individual, but they did so as a social process in Messrs Senator and Tony's practical lessons where group social process method was used. The curriculum was not learner focussed and assessment was not authentic. Failure to meet the fundamentals of learning requirements overshadowed the good intentions of the teachers in enhancing their teaching quality to ensure students' learning.

Siedentop and Tannehill (2000) asserted that, "Quantitative research evidence about student behaviour in physical education is of two primary varieties: time based and response based" (p.27). The time-based variety involved four issues in which students are spending large chunks of time on waiting, managerial tasks, receiving information and motor engagement. Most students waited for sometime before they performed the activity and they were hardly involved in any tasks. As regards motor engagement, this was limited to few students during skill practice and games situations, although they all fared

better during warm-up activities. This scenario negated the principle of effective teaching that bothers on achievement of lesson objective as earlier discussed.

Many students were not successfully engaged in skill activities related to the lesson content, which implied that their ALT-PE or functional time (Metzler, 1989) was very low. Inadequate teaching materials and large class sizes prevented higher levels of engagement. This situation did not conform to what Chedzoy (1996) regarded a good quality game (physical education) programme should be. This she maintained should be “well coordinated and well resourced as it enables all children to develop skills and understanding by participating in a variety of enjoyable activities. It should be accessible to all children and boys and girls should be given equal opportunities to experience and achieve success in the activities” (p.48).

Siedentop and Tannehill (2000) also talked about “Opportunity to Respond” (OTR) research, which involved recording the number of responses students make in practice and games, and also evaluated the quality of those responses as a helpful way in shedding light on the instructional practices of teachers. Very few students took part in the skill practice and game situations in the practical lessons hence their opportunity to respond was very limited. In fact, majority of the students had no opportunity to participate at this stage of the practical lessons. While Messrs Senator and Tony’s practical lessons were better managed and students were given opportunity to participate and respond, the majority of the students in the other classes while they still felt good and happy about their PE lessons had little opportunity in skill practice and game situations. The students saw the warm-up activities as fun and enjoyable, so in their minds, they thought they had achieved something.

Race’s (1993) four processes of quality learning requirements of wanting to learn (motivation), doing (learning by practice and by trial and error), feedback (finding out how it is going), and digesting (making sense of what has been learned), also showcased these inconsistencies. While the students showed eagerness to learn, the opportunity to learn (OTL) was not given in most cases. Feedback was limited to the few students that participated in the skill practices. In the theory lessons the students made sense of what they were taught, especially in the artificial respiration, prevention and first aid in sports injuries, and effects of internal and external factors on sports performance classes. They viewed these lessons as useful for their out of school lives.

In the present study, it can be speculated that what may have been functioning in these classes was the students' interpretation of the instructional context (Bibik, 1993, 1999). In other words, the students' interpretation of the teachers' instructional behaviour and their performances reinforced their beliefs to have achieved something after their lessons and as a result felt good and happy about their PE lessons. While the researcher may agree with the students' interpretations as being accurate in their theory lessons and perhaps the practical lessons of Messrs Senator and Tony, it was clear that learning could not take place in the practical lessons. The rhetoric did not match the reality. The allocation of resource/equipment and incentive units in the curriculum set the teachers up for the mismatch between quality teaching rhetoric and practices.

CHAPTER 8

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions

The desire to develop a picture of the state of physical education teaching in junior secondary schools in Lagos State with the focus on what physical education teachers think quality teaching is and how they attempted to achieve that perception was the major aim for the study. This was coupled with a consideration of limitations that impeded the implementation of quality teaching. A descriptive survey and interpretive case study method was adopted to conduct the study. The survey was used to sample the opinions of all the 60 physical education teachers in two Local Education Districts in Lagos State while six teachers were studied in-depth through interviews and observations. The OECD's (1994) quality teaching construct was incorporated as a guide. Answer to the four research questions formulated to address the aim of the study, were used to form the basis of the study's conclusions.

Research Question 1:

What are Physical Education Teachers' Perceptions of Quality Teaching in their Schools?

The first research question sought to establish teachers' perceptions on quality teaching in junior secondary school physical education in their respective schools. Teachers' descriptions of quality teaching in this study were multidimensional and interrelated. Their perceptions of quality teaching focussed on the educational improvement of students. The teachers described quality teaching in physical education as a series of their pedagogical practices designed to achieve lesson objectives that enhanced students' learning. Lesson objectives were determined by the state curriculum.

OECD's (1994) description of quality teaching focussed on the integration of adequate knowledge of the curriculum content, functional pedagogic skills and teaching strategies, critical reflective teaching, commitment to the educational process, and acquisition of managerial competencies by the teachers to enhance the educational improvement of learners. This description reinforced the multidimensional nature of quality teaching process to enhance educational improvements of learners through series of dynamic teacher actions. The definition however reflected an objective-based view of effective teaching developed in the West during the late 70s and early 80s.

Teachers' perceptions of quality teaching as effective teaching that focussed on achievement of lesson objectives, and pedagogical content knowledge from this study supported OECD's (1994) definition of quality teaching. The teachers' constructs related to almost all OECD's (1994) dimensions with the exception of teacher reflection. Some teachers described how they reflected on their lessons to enhance students' learning, but it was not seen as a vital component of their quality teaching constructs. Tinning's et al. (1993) concern that teachers should use their series of reflective behaviours to enhance valued and useful learning by their students was not prominent in this study. The teachers followed the curriculum instructions as prescribed with the view to achieve stated objectives and it was this process that they regarded as quality teaching.

Describing quality teaching as a series of pedagogical practices in and out of the class to achieve stated objectives and enhance students' learning emphasised the objective and knowledge-based education peculiar to Lagos State school system. The teachers viewed themselves as the focal point of the system in giving instructions to students based on the curriculum documents, which were very prescriptive. Over 90% of the teachers in the survey ranked highest the achievement of JSS PE curriculum objectives as their goal of teaching physical education. Case studies reinforced this view. The use of teacher-directed instructional strategy by the case study teachers to deliver the curriculum content also reinforced the attention placed on teachers' performance in the Lagos schools.

While noting that OECD's (1994) dimensions of quality teaching were as a result of the comparative study of policies from 11 countries, which aimed at improving teacher quality, these dimensions were locked in the presage-product studies of effective teaching. The dimensions of quality teaching do not took little account of the process studies on student classroom behaviour, which have had a major impact on more recent constructions of quality teaching. While presage-product constructs emphasised the various characteristics expected of the teacher to enhance teaching quality and students' learning, little emphasis was placed on how to go about the achievement of the expected teaching quality. The reality of the teachers' constructs of quality teaching from this study focussed more on their teaching attributes that they indicated would make students learn.

Therefore, OECD's (1994) construct should in addition to teachers' teaching attributes focus on process measures that would provide avenues for teachers to make their teaching be of quality and empower students in learning activities so that their educational improvements could be enhanced. Dunkin and Biddle's (1974) process-product constructs

should be integrated into the teachers' quality teaching construct in this regard. Teachers' perceptions of quality teaching in this study focussed on a series of their pedagogical practices to achieve stated lesson objectives in order to enhance students' learning.

Research Question 2:

How do Physical Education Teachers attempted to achieve what they perceived to be Quality Teaching within the Framework of the School Physical Education Curriculum?

Having described quality teaching as involving series of pedagogical practices by the teacher to achieve stated lesson objectives, and enhance students' learning, the teachers claimed to use a number of ways to achieve their teaching quality.

The case study findings indicated that PE teachers in Lagos secondary schools were physically active and competent in performing the various physical and sports skills taught. Likewise, majority of the teachers from the survey attributed teachers' competence and commitment to the achievement of their perceived teaching quality. Because of the competency of the teachers in demonstrations and performances in the class, students viewed their PE teachers as role models whom they wanted to emulate at all times. The teachers as performers of physical activities brought satisfaction to the students in the class, effectively demonstrated their knowledge of the subject matter and showed enthusiasm in teaching the various physical activities. Subject matter knowledge was perceived as an important competency for quality PE teaching. Despite the fact that the PE curriculum is multi-activity oriented, the teachers felt comfortable with the curriculum, which focussed on achievement of lesson objectives, particularly knowledge outcomes. The importance of teacher subject matter knowledge was a prime example of this competence.

The use of daily/weekly lesson plans (notes) by the teachers helped them focussed on the prescribed lessons in the scheme of work and this was regarded as one way of achieving teaching quality. New topics taught daily and weekly to different streams of a particular class level made the teachers' daily routines challenging and interesting. Although the teachers had no control over the lesson content, the enthusiasm shown before each lesson indicated that they found their teaching activities very enjoyable. All the teachers taught with the aim to achieve lesson objectives as indicated in the lesson plans (notes) therefore the lesson plans used by all the teachers supported the achievement of their perceived teaching quality. All teachers implemented a teacher-directed pedagogy

and the survey indicated over 75% support for it. While this method was utilised somewhat in the theory classes to achieve teaching quality, its use did not support achievement of objectives on student learning during the practical lessons of four teachers. This instructional method seemed the most viable option in the present circumstance when one considers the teaching context of Lagos schools in which inadequate teaching resources and large class sizes among others impeded quality teaching and learning.

Teacher-students relationships were cordial in the schools and the positive interactions exhibited both in the classrooms and on the field portended a healthy teaching atmosphere, which motivated the teachers. Despite the numerous limitations of their teaching quality, the class atmosphere was generally very positive with students happy, eager and enthusiastic about their lessons. The teachers' ability to foster positive teaching and learning relationships supported their teaching quality. Getting students to take part in sporting activities outside the physical education classes also supported their teaching quality in PE. Four of the teachers were involved in school sports while the remaining two teachers were involved indirectly by being the school health officers. The duties of these four teachers as games masters/mistresses or sports coordinator in some schools complemented their PE teaching. Substantial number of teachers from the survey also indicated students' support in sports participation and positive interpersonal relationships as influencing the achievement of their teaching quality.

Since inadequate teaching materials were a serious problem in all the schools, improvisation of these teaching materials was seen as a temporary way out to meet their teaching quality goals. While improvised materials were not standardised, they however filled some of the gaps in the schools and made some impact on teaching quality. The Army Cantonment Recreational Centre sports facilities used by one of the teachers greatly supported her teaching quality and exposed her students to better sports facilities and equipment. Field trips and excursions to the National Stadium and other sports facilities centres in Lagos metropolis, used by two other teachers, reinforced their commitment to achieve teaching quality in their lessons.

The National Policy on Education in Nigeria emphasised continuous assessment in the educational system of the country. The teachers reflected upon students' assessment records, which was mostly summative, to improve their teaching quality. The assessment used by the teachers focussed on knowledge based continuous assessment tests, terminal examinations and final JSS III examinations. While no assessment was conducted during

the period of the study, the records viewed by the researcher indicated positive performances by the students in the tests and examinations. The teachers viewed these positive performances as evidence of their teaching quality.

Although the teachers talked about using self-reflection to achieve their teaching quality, the researcher noted little evidence of this. The study found that teachers reflected somewhat, on their theory lessons and tried to effect changes during the lesson by motivating those regarded as “slow learners” through questioning and interactive teaching. There was little evidence of reflective procedures with practical classes. Mr Senator’s students evaluated his teaching and he noted their comments in his record, some of which were utilised to improve his teaching, while some teachers referred to their previous lessons to reinforce their present teaching. The majority of the teachers did not reflect on their lessons and they seemed satisfied when their students were “busy, happy and good” (Placek, 1983).

The professional development of the teachers to improve their knowledge and pedagogic skills in physical education supported their teaching quality. Improving their academic orientation in physical education through acquisition of Bachelor’s degree by Ms Toyin and Ms Lilian, and attending courses, seminars, and workshops in general education and physical education by all the teachers attested to their commitment to their professional skills and teaching quality. The various personal development efforts were seen to contribute to their competence and physical performance in physical education. The two teachers involved with National and State Sports Associations widened their knowledge horizons in the sports and games they taught and this was supportive of their teaching quality.

The textual dimension of the curriculum (Choi, 1992) is very prescriptive in Lagos schools and this dimension controlled their teaching activities. Teachers adhered strictly to the use of the prescribed documents in order to avoid any disciplinary measures from the Principal. Designated school personnel supervised the teachers’ lesson plans (notes) and teachers’ diaries and weekly records of work to ensure their conformity with the syllabus. The teachers were not empowered about the choice of what to teach their students. The syllabus documents prescribed the same teaching units to all JSS students in Lagos State, which all teachers must follow. The major reason for this situation is to enhance uniformity in what to teach JSS students in the state since their final JSS III examinations were centrally prepared and conducted by the State Government.

In effect therefore, teachers from this study reported they achieved their perceived teaching quality in a number of ways that included their physical competence in teaching, commitment and dedication to teaching, the use of lesson plans as teaching guides, adoption of teacher-directed pedagogy and ensuring cordial teacher-students relationships to sustain students' interests in learning. They also claimed that involving students in sporting activities, improvisation of teaching materials, using continuous assessment procedures, utilisation of their self-reflective ability, engaging in personal and professional development activities, and adherence to the provisions of the curriculum documents were other ways used to achieve their teaching quality.

While the researcher recognised the influence, these factors had in supporting the teachers' teaching quality in physical education within their various teaching contexts, the extent to which each teacher achieved quality in his/her teaching varied. In answering research question three, the researcher considered the identified limitations that impeded teachers' ability in achieving their perceived teaching quality in physical education.

Research Question 3:

What limitations do the Teachers identified as impeding Quality Teaching in Physical Education?

Despite the severe limitations impeding quality physical education teaching in Lagos schools, the researcher viewed the physical education teachers as committed, enthusiastic, and physically active teachers. The limitations identified by the teachers, which impeded their teaching quality, were present in all schools. The teachers reported they were not responsible for the identified limitations, which had nothing to do with their competency or ability level to teach physical education. The two major factors that impeded the teachers' teaching quality were inadequate teaching resources and large class sizes. These problems cut across all the six teachers of the case study and almost all teachers involved in the survey; an indication of the seriousness of these problems in Lagos schools.

Other limitations that in one way or the another impeded quality teaching included inadequate textbooks, substandard sports facilities, overcrowded teaching schedules, short time schedule for PE lessons, poor remuneration, non-teaching duties, Government policies and uncooperative attitudes of some of the school Principals and non-PE teachers. The interplay of these variables in the schools impinged on the achievement of quality

teaching, especially the practical classes, which represented the central focus of physical education teaching in the schools.

Research Question 4:

To what extent do Physical Education Teachers' Actions supported their Perceptions about Quality Teaching in the Schools?

The extent to which the teachers' actions supported their perceived teaching quality constructs varied from teacher to teacher, as well as in theory and practical lessons. Lesson planning was a significant attribute of teaching quality. All the teachers planned their lessons using the unified scheme of work, which indicated the lesson topics week-by-week and term-by-term for each class level. The lesson plans (notes) were guides for the lessons taught and teaching directed towards achieving the stated lesson objectives. The teachers' lesson planning actions were directed towards achievement of lesson objectives and this conformed to their teaching quality view of achievement of learning objectives. However, only few lessons can be said to have partially achieved the stated lesson objectives.

Describing quality teaching as pedagogical content knowledge indicated how important the teachers regarded subject matter and pedagogic knowledge. Understanding what to teach and how to teach were essential ingredients of the teachers' construct of quality teaching. The study suggested that the teachers exhibited adequate knowledge of the lesson topics that were taught both in theory and practical classes, and their pedagogical strategy was teacher-directed, which involved sequential lesson instruction format (see case study reports in Chapter 5). This sequential instructional format typical of the teachers' practical lessons included brief explanations of lesson activities, teachers' demonstrations, students' skill practice and game situations. Their theory lessons assumed similar patterns with explanations, descriptions of concept being taught followed by students' responses through class discussions, question and answering, and summary notes at the conclusion of each lesson. The competencies of the teachers related to subject matter knowledge, physical performance and disseminating knowledge to the students conformed to their view of quality teaching as pedagogical content knowledge.

While the findings from the study indicated that teachers' actions in their theory lessons supported their perceptions of quality teaching in terms of lesson planning, teaching competence, class control and management, students' learning and lesson assessments, there were inconsistencies in their practical lessons. The practical lessons

provided evidence that the majority of the teachers had their sense of teaching that was not related to quality teaching in their practical classes because of the prevailing teaching context of their schools, which impinged teaching quality.

Messrs Senator and Tony's actions in their practical lessons matched in part, their rhetoric of quality teaching. Apart from adequate planning of their lessons, they, like others were competent in their knowledge of the subject matter and performance of the various physical activities. The two teachers exhibited good managerial abilities, had their classes under control and ensured that their students worked in-groups, waiting time was minimised, and many students were on task and engaged in skill practice and game situations for a large proportion of the allocated time. Active supervision was provided to give necessary feedback to students. Students responded well to all instructions given in the class and they were seen to have achieved the lesson objectives as they all participated in the lesson topics as indicated in the teachers' lesson notes. The researcher concluded that Messrs Senator and Tony had a sense of teaching quality and their actions supported their views about quality teaching. The large class size and lack of equipment still limited the teaching quality of these two teachers.

The inconsistencies talked about regarding the teachers' actions and their views of quality teaching were peculiar in all teaching situations but particularly for Ms Toyin, Ms Lilian, Mr Suru and Ms Ayodeji's practical classes. While they showed some sample of quality in the earlier stages of their lessons with effective demonstrations of warm-up and skill activities, the later stages of their lessons lacked the necessary ingredients of quality teaching. Managerial competencies were frequently in disarray with rowdy classes, large amounts of waiting and transition time, too little time for productive student engagement and inadequate supervision of the students. What was significant about these findings was that the quality teaching collapsed during students' skill practice and games situations primarily because the large class size and inadequate teaching resources overwhelmed them. These teachers did not use any small group strategies. Students cannot achieve the practical lessons objectives in these settings with so little opportunity to learn, as students' involvement was typically limited to the few talented ones.

The extent to which the teachers' actions supported their perceptions of quality teaching in physical education varied significantly. All six teachers' theory lessons were supportive of their teaching quality construct. The practical lessons of Messrs Senator and

Tony supported to a degree, their views of quality teaching while those of Ms Toyin, Ms Lilian, Ms Ayodeji and Mr Suru had major contradictions to their teaching quality view.

The Influence of the Teaching Context on Teaching Quality

There was no doubt that the macropolitical influences at state and national level, and micropolitical factors within each school environment, influenced teaching quality (Sparkes, 1993). Physical education was accorded substantial recognition in each school; a result of macro policy at National and State levels. This status recognition had also reinforced Nigeria's position as the first country in the West African sub-region to offer PE at the final senior secondary school certificate examination conducted by WAEC. The students saw the physical education teachers as role models. Because of their dual roles as PE teachers and games masters/mistresses, the students showed them a lot of respect and many other teachers also accorded them this respect. Physical education also compared favourably with other subjects in the curriculum because of its compulsory nature at this level, and the students also saw it as very important. This positive status of the subject in the schools motivated the teachers to try to achieve teaching quality in their lessons.

Students' behaviours towards physical education teaching in the schools were very positive and supported the teachers' commitment. The students exhibited varying behaviours towards the subject, which included their personal commitment through their continued involvement in physical activities no matter the odds, cordial interpersonal relationships with their PE teachers and provisions of their personal equipment where available to complement teaching materials inadequacies. Their positive performances in assessments and examinations, which were mostly knowledge-based, influenced the teachers' teaching because they viewed these successes as signs of their quality teaching achievement. It appears that, while the students were doing well in the centrally controlled tests, teachers saw no need for change. The participation of the students in intramural and extramural sports was regarded as the extension of the class physical education instructional lesson, hence more students were encouraged to get involved and this involvement reflected positive on PE teachers' teaching.

Despite these positive influences, teachers worked under very difficult conditions in their schools. In addition, the Government's new policy of stopping the collection of sports and PE levy from the students had dealt a big blow to the PE teaching resources of the schools (Mr Senator, Interview, pp. 46-47; Mr Tony, Interview, p. 75). Since

Government funding of schools was limited and highly controlled, the last Military Government in Lagos State approved sports levy payment to complement Government's efforts. With the new dispensation, it has not been easy for the PE teachers to have the required equipment despite the rise in students' population. These situations of inadequate funding and teaching resources made the achievement of teaching quality in PE very difficult.

The textual dimension of the curriculum controlled the teachers' activities. The teachers believed in the documents and used them as directed. They were not empowered by these documents and for this reason; Ms Toyin could not change her table tennis lesson in which she taught 75 students with two tables. This situation made learning impossible for most of the students and although this was the worst condition observed, almost all classes had totally inadequate equipment. The teaching context of the schools could be seen to have influenced the teachers' teaching quality both positively and negatively. However, the researcher commended the ingenuities of the teachers in trying their best to make their teaching be of quality in the face of all these limitations. Their teaching actions cannot be totally written off as lacking quality, hence the mention of those aspects of their teaching that showed elements of quality.

Implications of Study Findings

The findings of this study have significant implications for physical education on developing a realistic definition of quality teaching for the Lagos context, changes to teacher preparation programmes, and professional development of teachers in Nigeria. The study results may also be applied to countries with similar socio-economic structures especially the developing countries of sub-Saharan Africa.

Reconceptualising Quality Teaching

OECD's (1994) description of quality teaching focussed on the integration of certain teachers' attributes that will enhance students' learning. Their description specifically centred on the integration of teachers' adequate knowledge of the curriculum content, functional pedagogic skills and teaching strategies, critical reflective teaching, commitment to the educational process, and acquisition of managerial competencies to enhance the educational improvement of learners. As earlier indicated, these teachers' attributes were locked in the 70s and 80s dated construct of quality teaching developed

from the presage-product studies of effective teaching, and did not take substantial account of the process studies on students' classroom behaviour.

Carr (1989) viewed quality teaching as a teaching that is inherently educative while Lally and Myhill (1994) saw it as a process that stimulates highly talented students to maximise their abilities in learning. In response then, the OECD's (1994) definition needed to be more explicit on students' attributes and how students learn, which will focus on students outcome-based learning. Stones (1992) believed quality teaching in turn should support and aim for quality learning and students should make meaning of whatever they learned in the classroom. The quality teaching construct as used in this study needed to be re-conceptualised to focus more on the process attributes of teachers and student classroom behaviours that will enhance learning.

A suggested construct of quality teaching therefore, should entail a process of teachers' pedagogical practices that empowers students to utilise their capabilities into meaningful and purposeful learning behaviours that will be useful to their daily lives. The teachers' pedagogical practices in this connection should include all teachers' attributes in OECD's (1994) definition and the processes the teachers believed assisted them in achieving their teaching quality. Students' empowerment should reflect student outcome-based learning that will give meaning to their education and maximise their abilities in the classroom. Teachers' pedagogies must shift to accommodate these constructions of the student as active learner.

Curriculum and Authentic Assessment

The multi-activity nature of the curriculum couple with its prescriptive nature did not empower the teachers to be flexible with their instructional choices and strategies, and this greatly limited the learning opportunities of their students. The curriculum offered a variety of activities for students, but they were generally presented in short units and typically accompanied by a teacher-directed pedagogy. Because of the brevity of the units, it had led to insufficient opportunity for motor skill development and learning of game playing skills among the students.

Likewise, the assessment procedures had been virtually summative and mainly knowledge-based. Although the curriculum document emphasised that continuous assessment should be regularly conducted in a school term, it however fell short of stipulating the type of assessment to be used. Authentic assessment as described by Meisels (1993) to involve "a system of documenting student learning through exhibits and

work examples inherent in school setting” (p.34) was not possible in the current system and this is something that needed to be considered in any curriculum change. The prescriptive nature of the curriculum document and the space and equipment limitations did not make authentic assessment feasible.

There is a need for change in physical education curriculum in Lagos schools. More realistic content needed to be offered within an outcome-based framework, and where assessment procedures are more authentic. This will empower students within the school system.

Teaching Context

Teaching conditions in most Nigerian schools, especially in Lagos State, are appalling by western standards. This is a reality as Lagos State is the most populous state, the commercial nerve centre of the country and the home to millions of people. Lagos State has the largest enrolment of secondary school students in the country, facilities provided for learning were grossly inadequate and this seriously affected the achievement of teaching quality in most of the schools. It was not surprising therefore, that quality teaching was rarely achieved in the practical lessons observed in this study because of inadequate teaching resources and large class sizes coupled with other problems peculiar to the various schools. The choice of content in the curriculum did not match the available teaching resources in the schools.

Findings from the study have also indicated the positive side of the teaching context in that the teachers performed creditably in their theory lessons because they were able to control the class situation, which required less managerial involvement and the teacher-directed instructional method also assisted their delivery of content. The relationships between the teachers and students were cordial and this served as motivational incentives for both teachers and students and encouraged interest and involvement in the lessons. Seeing teachers as role models also contributed to this positive side of the teaching context. The textual documents used in the Lagos schools however restricted the initiative of the teachers. Teachers were bound to follow what the documents indicated no matter whether the teaching conditions were supportive or not. The teachers however did not see this as an issue.

The teaching context of the various schools showed few positive and many negative influences on teaching quality, however, the researcher viewed the negative influences as overshadowing whatever positive influences that existed. At the end of the

day, students' learning in physical education was the most important product of the quality teaching. What we have seen in this study was that the teaching context did not allow the case study teachers to achieve quality teaching in their practical lessons. In addition, the pedagogies used did not allow for students' empowerment and opportunities for learning.

Teacher Preparation Programmes

Two major institutions prepared teachers for the teaching of physical education in Nigeria. Teachers spend three years in the colleges of education to obtain the Nigeria Certificate in Education (NCE) while the university degree programmes in PE ranged from two to three years for NCE holders and four years for holders of senior secondary school certificate. The findings from this study viewed teachers' perceptions of quality teaching as series of teachers' pedagogical actions to achieve stated objectives. This showed that the teacher preparation programmes for physical education emphasised objective based education in which teachers were prepared towards achieving the stated objectives in the curriculum documents.

The PE programmes in these two institutions were multi-activity oriented, which also reflected the multi-activity programme of the junior secondary school physical education. Teachers were prepared in these institutions to adopt behavioural objective achievement in their lessons to enhance students' learning. The researcher was therefore not surprised that these teachers viewed quality teaching as achievement of learning objectives, and as pedagogical content knowledge in which emphasis is placed on what they know and how to teach what they know.

The idea of preparing teachers to work towards achieving lesson objectives that will enhance students' learning has been the focus of the teacher preparation programmes in most Nigerian educational institutions over the years and this has taken root in the minds of teachers and teacher educators as the ultimate goal of their teaching. This may account for the teachers' description of quality teaching in this regard because teachers always believed in simply covering the lesson objectives as stated in their lesson plans and when this is done, it is assumed that their teaching is of quality and that their students have learnt something. Simply covering the content rather than mastering the content has become the reality in Lagos schools. This is of course inconsistency with the reality of PE teaching in very much more supportive contexts in the West.

The teacher education programme in the country has remained static and the necessary change to the status quo has not been effected. Teaching has always been

knowledge and objective-based with teacher-directed instructions and the expectations from the students is to follow what the teachers instructed. Student learning, in the very difficult Lagos State context, has not been addressed. The reflective skills of teacher educators needed to be challenged.

Reflections on Professional Development

The teachers in this study recognised the influence of their professional development (PD) efforts in achieving teaching quality in physical education. While the researcher acknowledged the professional development efforts of the teachers, he nevertheless felt that what was in place has not really affected the teachers' teaching styles so that quality teaching can be increased. The professional development programmes of one seminar per term, one district workshop in a year and one National NAPHER-SD Conference (not all teachers can afford to attend) for the teachers in a school year were inadequate both from the Government and the teachers' professional associations.

PD programmes have not addressed the issue of teacher empowerment over the curriculum or the development of other pedagogies, which are necessary for teachers to achieve teaching quality. All PD programmes attended looked like "recycled" programmes from the same knowledge and objective-based education, which emphasised teacher-directed pedagogy. The researcher was of the opinion that while the teachers have attended one PD programme or the other to improve their teaching quality, the PD programmes have not made the necessary impact on their teaching quality. However, one must accept that any PD, given the school context and entrenched curriculum, may have little impact on the work of teachers.

My Experiences

My participation in this research process has been a highly educative experience in terms of how people perceived their teaching activities and the problems that faced them. My intent was to see things from the teachers' perspectives and thus empower them by asking them to give their definition of quality teaching. By incorporating the interpretive research design for the first time, I have learnt how people make meaning of their actions in the schools and now I appreciated their emotions when facing re-occurring problems that stood in the way of their teaching quality. My interactions with the teachers have also debunked my earlier notion that many PE teachers in Lagos State did not take teaching very seriously. What I have seen were teachers who were committed professionals working under extremely difficult conditions. The general picture of the survey findings

have also made me see the need for a study on the dimensions of quality teaching with the view to understanding what teachers valued most in their teaching activities.

A researcher is a committed participant and a learner in the research process. I had to be conscious of my motives, expectations and reviewed the purpose of my research from time to time so as not to be carried away or biased in making judgements about the findings. On reflection, it appeared that most of the teachers saw me as their senior colleague in physical education pedagogy and tried to impress me with their teaching responses and actions. I have tried to look beyond that view and reported the findings as were seen from the study attempting to eliminate any biases. The reporting of the actual teaching situations of the teachers' practical lessons, which in most cases lacked teaching quality in them, was an indication of authentic reporting.

Recommendations

In the light of what has been learnt from the teachers' perceptions of quality teaching in junior secondary school physical education, and the actual teaching practices of these teachers in achieving their perceived teaching quality, it is possible to present a number of recommendations, which can improve teaching quality in physical education. The relevance of these recommendations goes beyond the boundaries of physical education and may be appropriate, or applicable, to other disciplines in education.

Three areas: practice, policy and research are highlighted in the recommendations. Together they aimed to improve the quality of teaching PE in the secondary schools.

Practice

1. Teachers' Curriculum Empowerment

There is the need for teachers' empowerment over the curriculum content that they teach in the class. Lesson topics to be taught in physical education should reflect the various teaching situations prevalent in each school so that meaning could be made of what is being taught. Teachers should only choose topic from the curriculum content that is relevant to their schools' capabilities in terms of availability of resources, personnel, and facilities. Giving teachers a free hand in selecting relevant lesson topics for their students will enhance student participation in physical activities and skills, thereby eliminating any traces of "miseducation" or students' non-involvement that surfaced continually during their practical lessons. The teachers will also be made more accountable for their teaching actions in the school if empowered in this regard.

2. Student-oriented Activities

Activities in physical education that will be taught to the students must be student-oriented so that student interest will be sustained thus supporting continued participation in physical education. There should be teaching of activities that require less teaching equipment and materials at the junior secondary level so that game skills and fitness can be developed. Physical fitness and endurance activities, movement skills, track and field athletics, and simple ball games and sports are recommended at this stage, most especially since Lagos schools lacked adequate equipment to sustain all the advanced activities included in the JSS PE curriculum. Activities that should be discarded from the JSS PE curriculum include table tennis, badminton, tennis, swimming, hockey, and cricket.

3. Student-centred Pedagogies

A range of pedagogies that focussed on students learning achievement are needed to be injected into the PE curriculum. Such pedagogies should empower students to take decisions for their learning and make teachers more accountable for students learning. The sport education in physical education programme (SEPEP) is advocated in this regard. The SEPEP project has been to establish a new way of approaching the teaching of physical education based on sport education curriculum model. Siedentop (1982) argued that sport education could replace what has traditionally been referred to as the multi-activity (short unit) PE/sport curriculum model. Trialing of this new model have been positive and encouraging as it has brought new ways of teaching PE with genuine skill, knowledge and social development of students within reach (Alexander et al., 1995).

The SEPEP model had many parallels within community junior sport or street sport in the case of Nigerian context, and it had a potential for educating children into good sporting behaviour. Besides helping students learn to become good players, SEPEP encourages students to fulfil other roles necessary for sport, such as umpiring, team management, coaching, administration and publicity among others. SEPEP will also help increase the meaning, relevance, interest and learning outcomes of the PE programme for the students. In effect, SEPEP empowers the students in learning physical education therefore a pedagogy model like this will support quality teaching in Lagos schools if introduced. If the 'right' sports are chosen, SEPEP may have a place in Nigerian schools.

In addition, exploratory teaching approaches as advocated by Onifade (1992) should be given prominence in the PE and Teacher Education curriculum. This will allow students to practise freely, discover for themselves, learn better and choose freely what and

how they want to do things. This is another approach that will empower students in PE learning and make it meaningful to their everyday lives. Other student-centred pedagogies that could be considered in managing the large class groups in Lagos schools and still have a high participation rate included small group teaching process, cooperative learning of group and/or individual accountability, reciprocal and peer teaching, and game sense or game for understanding teaching. The researcher is of the opinion that these approaches would empower students in their lessons thereby enhancing the quality of teaching and learning processes.

4. Active and Happy Children

Teaching PE at the junior secondary school level should support active and happy children. Twelve and fourteen years old are in their development years and getting them active at this stage of their life inculcated the zeal to be involved in active sports participation later in their lives since they are in the habit formation stage. It is expected that if learning opportunities were made available to all students in all classes and not to the few talented ones, then more students will show interest in one sport participation or the other in future and they will readily be motivated to engage in their preferred sports.

5. Re-structuring of School Day

There is the need to re-structure the school day in order that practical-oriented subjects like physical education are more easily taught. Forty minutes lessons for physical education was too small to achieve substantial skill acquisition in any game or sport. Making physical education lessons 80 minutes for skill and game is advocated for improved outcomes. In addition, the three periods per week per class in most of the schools should be increased to two double periods per week per class so that there will be adequate time for skill practice and game play by the students.

6. Adequate Funding

In order to improve the teaching conditions in the schools, there must be adequate funding for all school programmes. Funds must be provided for the needed teaching equipment and resources, expanding the school classroom structures and sports infrastructures to contain the rising population of students. In addition, physical education teachers must preserve and take care of the available teaching materials at their disposal since new materials are hard to come by because of lack of funds. The system must provide funds to hire new qualified PE teachers so that the problems of large class sizes could be addressed.

7. School Community Attitudes

There must be change in the attitudes of some school Principals and non-PE teachers towards physical education and sports. They must not see it as merely running and jumping, which does not benefit students, but as an avenue for developing students to be wholesome persons and acquiring healthy lifestyles that will be useful in their everyday life activities. The PE teachers themselves must continue with their efforts to put status on the subject and project it in a positive light at all times by being committed, dedicated and exhibiting good teaching practices both on the field and in the classroom. Heads of Departments have a particular responsibility to be advocates for their programmes in meeting the needs of adolescents.

8. Teacher Reflection

Teachers should reflect on their teaching at all times and take responsibility for their student learning outcomes. Teachers needed to determine specific student outcomes for their teaching so that they can focus and select particular objectives, which can best supported their teaching quality. Tousignant and Siedentop (1983) found that the accountability system in the class determined what students learn. They suggested that if students were held formally accountable, they would exert more effort, remained on task and consequently enhanced their learning. If teachers reflected on their pedagogical strategies, this may not only encourage and promote students' learning of personal, social and physical skills in physical education, it may also enhance the promotion of positive teachers' attitudes towards PE teaching.

Policy

1. The Curriculum

The JSS PE curriculum is very restrictive for teachers. The curriculum and the scheme of work used by the teachers should only act as a framework upon which the teachers will develop their teaching units as feasible in their schools. Since the teaching context of the schools varied, teachers must teach physical education concepts and skills that can be sustained, which will be meaningful and beneficial to the students. The curriculum should be flexible enough to accommodate the teachers' input and strategies of achieving the curriculum goals and objectives.

A constant review of the curriculum is necessary to improve its implementation and Government centrally conducted examinations must allow alternative test items to cater for the various inputs that the teachers may adopt to achieve the curriculum goals. Practical

form of school-based assessment should be included in the PE centrally conducted state examination. Assessment in the JSS physical education curriculum in Lagos schools should go beyond the knowledge-based tests and examinations. This assessment should be an ongoing cumulative process that reflected the goals and objectives of the JSS PE programme and supported the principles of continuous assessment while keeping track of individual student's progress and planning for future programme development in physical education.

2. Students Outcome-based Curriculum

An outcomes-based curriculum should be the focus of the curriculum framework in which student-centred learning must be emphasised. Physical activities that empowers students should be provided in the curriculum framework and teachers must treat the students as collaborators within the PE lesson so that they can be active and happy, which is expected to prepare them for future involvement in active sports. In this connection, the JSS PE examination policy should be reviewed to include practical examinations so that the aspects of students' physical and social developments could be tested together with their knowledge development, which is the only aspect being tested for now.

3. Teacher Preparation Programmes

The physical education teacher preparation programmes of the educational institutions should be reviewed to lay more emphasis on outcomes-based education. There should be a shift from the knowledge-based education presently operating so that teachers can view the students more as the focus of attention in their teaching quality rather than themselves. Exposing the teachers to innovative curricular models in physical education such as sport education model is recommended so that students can be empowered to be actively involved in the decision-making and practices of their physical education programmes in the schools. Small group teaching processes should be emphasised in the teacher preparation programmes, which will guarantee learning opportunities for students during skill practice and game play. In addition, the teacher preparation programmes should also include courses on learning how to design and build affordable and cheap teaching materials and equipment.

4. Fund Allocations and Sports/PE Levy

The Government should be categorical with regards funding allocation to physical education and sports in the schools. This has been a re-occurring problem for a very long time as no budget is allocated for this sector of the school system. If any allocation was

made to the schools, this was done in bulk and Principals used their discretion to disburse the allocated money. If any PE teacher is in the “bad books” of the Principal, then his/her allocation suffers. Specific budget should be given to PE and sports and Principals should be directed not to circumvent any specific directions in this regard.

Since education is a collaborative efforts between all the stakeholders, and since funding the educational sector is a major headache for the present civilian administration in Lagos State, it is suggested that the sports and PE levy should be restored to complement the meagre allocation earmarked for PE and sports. Parents have been paying this levy before and it has been beneficial to the schools in which sports and PE equipment have been made available, therefore, it is suggested that this trend should be restored so that PE teaching materials are made available to the teachers to achieve the expected quality in their teaching. The Government should not play politics with the education of their children by blocking one avenue of procuring teaching materials in the school just because of their free education policy, which in reality has starved the numerous schools of vital resources to run their programmes.

Research

1. Students Outcome-based PE

Research on an intervention programme that will focus on outcome-based physical education is needed so that student learning could be enhanced and teachers made to re-focus their attention on the students as the centre of their teaching activities. Such intervention programme should involve collaborative efforts of the Ministry of Education, LEDs, Universities and Colleges of Education, as well as the teachers themselves.

2. Collaborative Efforts for Teaching Resources

Collaborative research efforts with the industries, Government and school authorities to manufacture relevant and affordable sports and PE materials for teaching purposes should be put in place so that the schools could be self-sufficient in teaching resources. Curriculum documents needed a learner focus research in this regard and not prescribed content that is equipment intensive. The Government should fund such research efforts and subsidise the costs of putting such research findings into reality. Sporting good companies could also be useful in these collaborative efforts by making their products available for schools either for outright buying, credit buying, or leasing them to schools for a fee. The Government or her agencies could stand as a guarantor to such schools that might be interested in such an arrangement.

3. Professional Associations

Professional associations should not limit their focus on organising seminars and workshops alone, they should be involved in research activities that improve the teaching of physical education in Nigeria. They should use the findings of their research efforts to make an impact on curriculum change and innovation in physical education. Recycling same issues over the years should be discarded; rather, they should be involved in new innovations to teaching.

4. In-service and Refresher Courses

Studies that analyse teachers' level of quality teaching attainment in the schools are needed in order to plan in-service and refresher courses for them so that improvements can be guaranteed in the teaching quality of the teachers. The research and development department of the Ministry of Education should commission such studies to capable physical education researchers in the area of teacher education and pedagogy.

5. Further Research

This research focussed on PE teachers' perceptions of quality teaching in JSS PE from two Local Education Districts of Lagos State, Nigeria. For better representation of the views of teachers' from the state, the study could be replicated in the other remaining LEDs. In like manner, it could be replicated in other states of the federation and a comparative study of the research across the states would give a general picture of Nigerian PE teachers' views about quality teaching in the junior secondary schools. A better questionnaire design is required in this regard to make such comparative study valid.

Research that pays attention to the complexities, beliefs and practices of physical education teachers on one hand and their teaching context, students' learning behaviours and students' learning outcomes on the other hand would enrich the field of physical education pedagogy at the secondary schools level. These issues suggested above deserve more in-depth study if physical educators are to face the realities of promoting and ensuring teaching quality in physical education in the secondary schools in Nigeria.

Concluding Remarks

Findings from this study have indicated that quality physical education teaching is problematic in Nigerian schools, but there is a sense of optimism about its improvement if necessary resources and actions are put in place. While the study recognised the competency of the teachers in handling some aspects of physical education teaching, the

teaching context in which they go about their duties impeded their teaching quality greatly and this made it difficult to match the teachers' rhetoric with their teaching practices.

The Government needed to make the teaching environment conducive for teachers to perform as this study suggested that the problem of not achieving teaching quality lies on the doorsteps of the Government curriculum developers and school authorities. If the teaching conditions are improved with adequate and relevant teaching resources provided, curriculum emphasised students outcome-based learning and a range of teaching pedagogies are incorporated, then there is a possibility of quality teaching of physical education occurring. Teachers from this study indicated that quality physical education teaching could be achieved if all stakeholders in the education sector perform the necessary actions. This sense of optimism needed to be built upon.

It is my belief that physical education has come to stay as a permanent subject in the secondary school curriculum and its teaching can be of quality if the above recommendations are put in place. I believe the future of physical education is bright in Nigeria when one considered the major sports exploits recorded by the country's sports men and women over the past two decades because the society viewed physical education as the foundation upon which sports participation is built.

I hope for a better future for physical education teaching in which teachers and students alike will be empowered, the curriculum will be made realistic and feasible to the schools' teaching context, and the Government will make available necessary teaching resources and developmental efforts that will complement the achievement of quality teaching in physical education.

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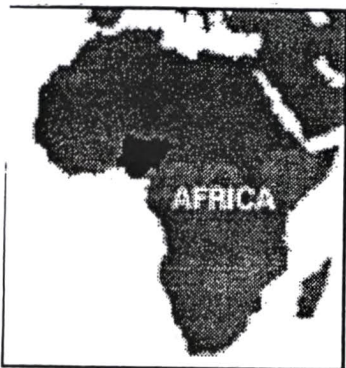
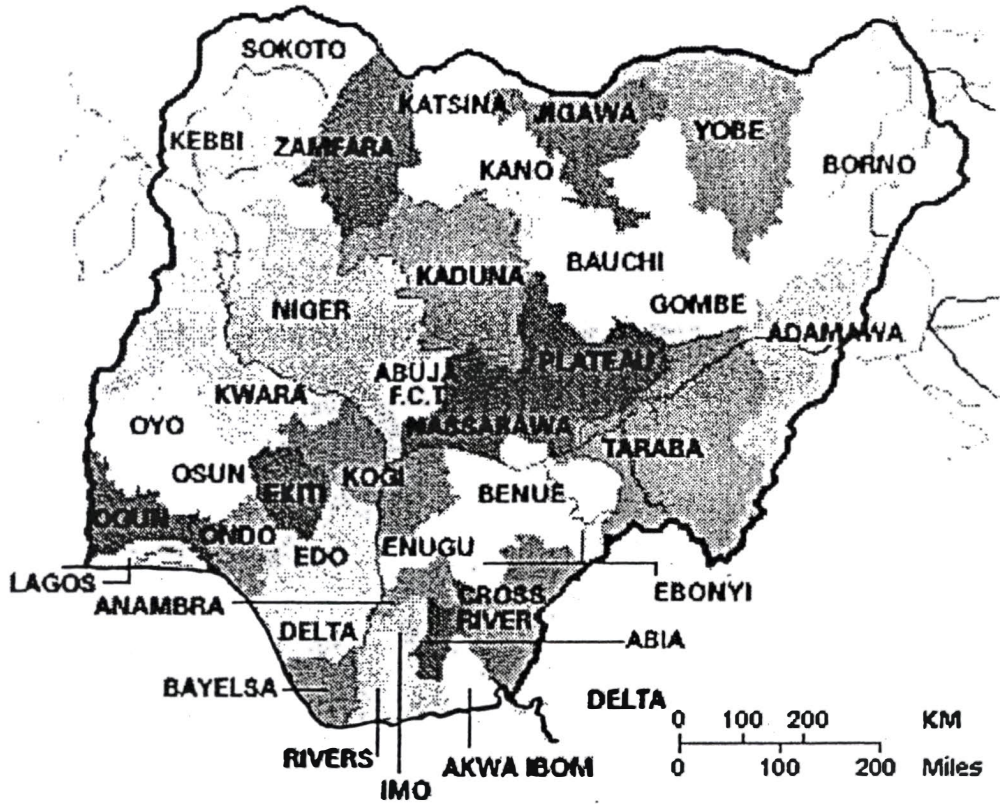
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APPENDIX A
MAP OF NIGERIA SHOWING THE 36 STATES

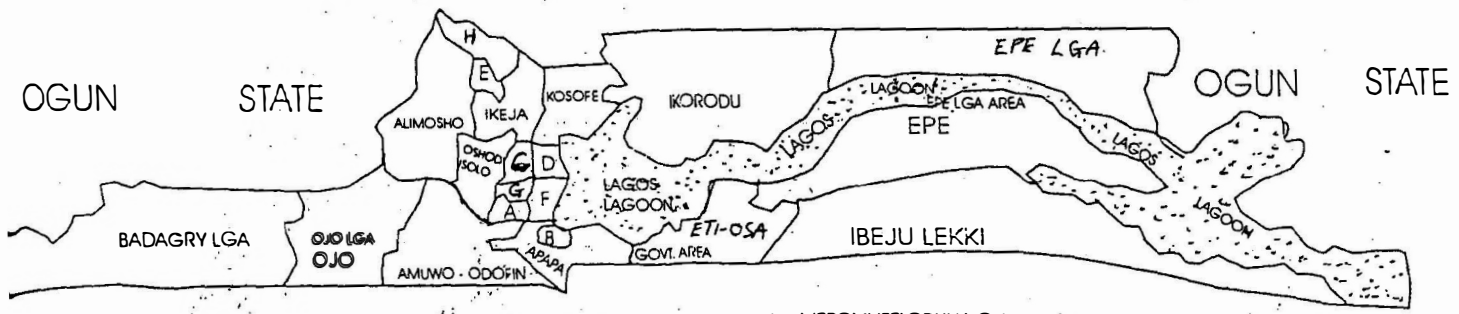
APPENDIX A

MAP OF NIGERIA SHOWING THE 36 STATES

Nigerian States



APPENDIX B
MAP OF LAGOS STATE SHOWING THE 20 LOCAL GOVERNMENT
AREAS/LOCAL EDUCATION DISTRICTS



- A - AJEROMI IFELODUN L.G.A.
- B - LAGOS ISLAND L.G.A.
- C - MUSHIN L.G.A.
- D - SHOMOLU L.G.A.
- E - AGEGE L.G.A.
- F - LMAINLAND L.G.A.
- G - SURULERE L.G.A.
- H - IFAKO-IJAIYE L.G.A.

APPENDIX C

ADMINISTRATIVE MAP OF AMUWO-ODOFIN AND OJO LEDs

APPENDIX D
ETHICS COMMITTEE APPROVAL LETTER



**EDITH COWAN
UNIVERSITY**

PERTH WESTERN AUSTRALIA
CHURCHLANDS CAMPUS

Pearson Street, Churchlands
Western Australia 6018
Telephone (08) 9273 8333
Facsimile (08) 9387 7095

2nd December 1999

Committee for the Conduct of Ethical Research

Mr A Adegbamigbe
SPARC, School of Education
Mt Lawley Campus

Dear Mr Adegbamigbe

Code: 99-179
Title of Project: *Teachers' Perceptions of Quality Teaching in Junior Secondary School Physical Education in Lagos State, Nigeria*

This project was reviewed by the Committee for the Conduct of Ethical Research at its meeting on 1st December 1999.

I am pleased to advise that the project complies with the provisions contained in the University's policy for the conduct of ethical research, and has been cleared for implementation.

Period of approval: **From** 2nd December 1999 **To** 31st July 2002

With best wishes for success in your work.

Yours sincerely


ROD CROTHERS
Executive Officer

Attachment: Conditions of Approval

cc. Associate Professor A Taggart, Supervisor
Mrs K Leckie, Executive Officer, Graduate School
Ms P Prideaux, Administrative Officer HDC

JOONDALUP CAMPUS
100 Joondalup Drive, Joondalup
Western Australia 6027
Telephone (08) 9400 5555

MOUNT LAWLEY CAMPUS
2 Bradford Street, Mount Lawley
Western Australia 6050
Telephone (08) 9370 6111

CHURCHLANDS CAMPUS
Pearson Street, Churchlands
Western Australia 6018
Telephone (08) 9273 8333

CLAREMONT CAMPUS
Goldsworthy Road, Claremont
Western Australia 6010
Telephone (08) 9442 1333

BUNBURY CAMPUS
Robertson Drive, Bunbury
Western Australia
Telephone (08) 9780 7777

APPENDIX E

PERMISSION REQUEST LETTER TO UNDERTAKE RESEARCH STUDY



**EDITH COWAN
UNIVERSITY**

PERTH WESTERN AUSTRALIA
MOUNT LAWLEY CAMPUS

2 Bradford Street, Mount Lawley
Western Australia 6050
Telephone (08) 9370 6111
Facsimile (08) 9370 2910

**SPORT AND PHYSICAL ACTIVITY RESEARCH CENTER (SPARC)
SCHOOL OF EDUCATION
FACULTY OF COMMUNITY SERVICES, EDUCATION AND SOCIAL SCIENCES.**

Date: 26th November, 1999.

The Director of Education,
Amuwo-Odofin Local Education District,
Ministry of Education,
Old Ojo Road,
Agboju, Lagos.
NIGERIA.

Dear Sir,

**REQUEST FOR PERMISSION TO CONDUCT A STUDY INVOLVING
PHYSICAL EDUCATION TEACHERS.**

As part of my doctoral thesis requirement, I am conducting a study on "Teachers' Perceptions of Quality Teaching in Junior Secondary School Physical Education in Lagos State, Nigeria". The identified participants for this study are physical education teachers in Amuwo-Odofin Local Government secondary schools. I therefore write this letter to request for your permission to use these teachers as participants for the study.

I am a Nigerian citizen and a Principal Lecturer of Physical and Health Education at Adeniran Ogunsanya College of Education, Oto-Ijanikin. I am currently on study leave for my doctoral degree at Edith Cowan University in Perth, Western Australia.

The purpose of the study is to investigate what physical education teachers think quality teaching is and find out if this is reflected in their teaching activities. It is also to examine the feasibility of supporting quality teaching in physical education in Lagos State secondary schools from the points of view of those directly involved with teaching.

This study is significant in that it can contribute to an intervention programme on policy and curriculum review in physical education teaching in Nigerian schools. It can also help teachers understand why they teach as they do which can help support quality teaching and improve their teaching. The study will also contribute to the body of knowledge in the movement education discipline.

The proposed data collection period will cover the second and third terms of 1999/2000 school year. Attached is a copy of the research proposal which shows the extent of involvement of the teachers.

A written approval to this request will be appreciated which will be presented to the Principals of all the secondary schools in the district in order to facilitate my gaining access to the schools.

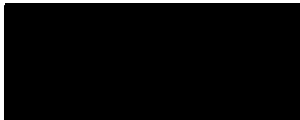
Your unfailing assistance will be greatly appreciated.

Thank you .

Sincerely,



**Mr. A. Babu Adegbamigbe,
Researcher & Ph.D Student.
SPARC,
ECU, Perth.
Western Australia.**



**A/Prof. Andrew Taggart,
Principal Supervisor &
Director, SPARC,
ECU, Perth.
Western Australia.**

APPENDIX F
RESEARCH AUTHORISATION LETTER

LAGOS STATE GOVERNMENT

P.O.Box 9613, Ikeja

Telephone: 963388

All correspondence to be addressed to
The Director-General, quoting



Teaching Service Commission
Headquarters
Oba Akinjobi Street
Ikeja
Lagos

8th February 2000.

Our Ref: LASG/TESCOM/RPSD/25/14/10.

Mr. A. Babs Adegbamigbe,
Edith Cowan University, Perth.
C/o Department of Physical and Health Education,
Adeniran Ogunsanya College of Education,
Otto-Ijanikin.
P.M.B 007, Festac Town.
LAGOS

Dear Sir,

RESEARCH AUTHORISATION

Please refer to your request letter of 26th November 1999 for permission to conduct a study on "Teachers' Perceptions of Quality Teaching in Junior Secondary School Physical Education in Lagos State, Nigeria.

I am pleased to inform you that your request has been considered and approved. Accordingly, you are authorised to conduct the research in Amuwo-Odofin and Ojo Local Education Districts secondary schools during second and third terms of 1999/2000 school year.

You are advised to present this letter to the Principals of the respective schools for identification. You are also advised to submit the findings of your research to this office upon completion for record purposes.

I wish you a fruitful research and academic exercise.

Thank you.

Yours faithfully,


C.O.ELESHO (Mrs.)
Asst. Director, Research.
FOR: DIRECTOR OF EDUCATION,
RESEARCH, PLANNING AND STATISTICS DEPARTMENT.

APPENDIX G

LETTER OF CONSENT TO PARTICIPATE IN A STUDY

**EDITH COWAN UNIVERSITY
FACULTY OF COMMUNITY SERVICES, EDUCATION AND SOCIAL SCIENCES
SCHOOL OF EDUCATION
SPORT AND PHYSICAL ACTIVITY RESEARCH CENTER (SPARC)**

2 Bradford Street,
Mount Lawley, WA 6050.
Perth. Western Australia.
1st November, 1999.

Dear Colleague,

I am undertaking a research that investigate teachers' perceptions of quality teaching in junior secondary school physical education in Lagos State, Nigeria for my doctoral (Ph.D) degree which I am presently completing at Edith Cowan University, Perth, Western Australia.

The purpose of the study is to investigate what physical education teachers think quality teaching is and find out if this is reflected in their teaching activities. It is also to examine the feasibility of supporting quality teaching in physical education in Lagos State secondary schools from the points of view of those directly involved with teaching.

This study is significant in that it can help teachers and teacher educators understand why teachers teach as they do which can help support quality teaching and improve their teaching. The study will also contribute to the body of knowledge in the movement education discipline.

The study will involve completion of a questionnaire on quality teaching dimensions, interview sessions with selected teachers and document analysis of physical education teaching. I will also observe some lessons in order to have a clear understanding of the pedagogic strategies used in the teaching of physical education.

You are therefore invited to participate in this study.

The following guidelines will apply to your participation in this study:

- (a) Participation is strictly on a voluntary basis, and you have the right to withdraw from the study at any time.
- (b) All information obtained will remain confidential and will not be used for any purposes other than those described above.
- (c) Your identity and that of your school will be protected and will not be disclosed in any published works without your prior permission.
- (d) Any interpretations I may make of your comments will be returned to you so that you can verify that they are an accurate reflection of your thoughts.
- (e) Your participation will not affect or threaten your position as a physical education teacher.

Should you have any questions regarding this research project or its procedures, please feel free to contact me at any time at my place where I am residing during the period of this study or at my workplace in Lagos. The two addresses are listed overleaf, which are easily accessible within the Local Government Area.

(a)



- (b) Department of Physical and Health Education,
School of Science Complex,
Room 401,
Adeniran Ogunsanya College of Education,
Otto-Ijanikin.
Lagos.

If you are willing and interested in participating in this study, please read the paragraphs in the statement of disclosure and informed consent form attached and sign in the spaces provided.

Thank you.

Yours faithfully,

Mr. A. Babs Adegbamigbe,
Researcher & Ph.D Student.
SPARC, ECU, Perth.
Western Australia.

APPENDIX H

STATEMENT OF DISCLOSURE AND INFORMED CONSENT FORM

This statement has been prepared in accordance with the regulations and the suggestions of the Edith Cowan University Ethical Research Committee for the conduct of research studies as set out in the application to undertake research involving human subjects - September 1999.

1. The proposed research topic centred on “Teachers’ Perceptions of Quality Teaching in Junior Secondary School Physical Education in Lagos State, Nigeria.”

2. Participants will not be involved in any activity requiring discomfort or hazardous in nature other than participation in normal physical education lessons. The major tools for data gathering will be through survey (questionnaire), interviews, observation of lessons, and document analysis.

(a) Survey (Questionnaire):

Participants will be given a questionnaire to complete in which their opinions, on quality teaching will be obtained. The questionnaire consists of question items on teachers’; background (demographic) information, views on quality teaching, curriculum content knowledge, pedagogic skills and strategies, reflection, commitment, managerial competencies, and rating of PE teaching status in the schools.

(b) Interviews:

Interview sessions will be conducted on selected few participants who indicated their willingness to participate in the in-depth study of the research. The interviews will be conducted using an interview guide. It will also be audio taped with the permission of the participants in their schools.

Emerging issues from the interviews will be used as follow-up interview where desirable.

(c) Observations:

Participants’ lessons will be observed during teaching. There will be three observation sessions per each participant selected for the in-depth study, and each observation session will span through a normal class lesson.

Informal discussions will follow each observation session where participants are expected to provide feedback and reflections about the lesson. Two of your students will also be informally interviewed about their feelings towards the lesson.

(d) Document Analysis:

School documents on physical education such as the curriculum guide, scheme of work, lesson plans, memos, teachers’ diaries, school handbooks, and continuous assessment records will be examined. This analysis is to complement the researcher’s efforts with the view to generate information on current practices employed by the participants in supporting quality teaching.

3. On occasions when participants will be required to be involved in the research procedures, the time will be kept to a minimum and will not interfere with their ability to perform their normal duties.

4. Potential participants will not be treated or suffered in a prejudiced manner if they decide not to participate, as their participation is voluntary.

5. The researcher is willing to answer any questions the participants may have regarding the procedures employed in this study. Such questions should be directed to the researcher in any of the two addresses supplied earlier on in the letter of consent to participate in a study.

A SIGNED AGREEMENT TO TAKE PART IN THE RESEARCH FROM THE PARTICIPANT IN THE FOLLOWING TERMS STATES THAT:

I _____ have read the information of the statement and have been informed about all aspects of the above research study, and all questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time.

I agree that the research data gathered for this study may be published if I am not identified.

Signed: _____
(Participant)

Date: _____

Signed: _____
(Researcher)

Date: _____

APPENDIX I

THE STUDY QUESTIONNAIRE

QUESTIONNAIRE ON “TEACHERS’ PERCEPTIONS OF QUALITY TEACHING IN JUNIOR SECONDARY SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA”.

INSTRUCTIONS:

- This questionnaire is about physical education teachers’ views, opinions and perceptions of quality teaching in JSS PE. You will be asked questions regarding your background (demographic) information, as well as your views and opinions on five dimensions of quality teaching including the status of PE teaching in your school.
- It should take approximately 30 minutes to complete this questionnaire.
- Please note the specific instructions in each section to be followed and answer each question to best of your opinions. There are no right or wrong answers.
- Please respond to every statement by making sure you indicate your level of agreement or disagreement by ticking the appropriate boxes.
- All information gathered is strictly confidential. No identifying information will be used or published in any form, as all data would be presented in-group form.
- By completing this questionnaire, you are consenting to take part in this research. Participation in this research is voluntary and you are free to withdraw at any stage of the study if you so wish.
- This study has been fully approved by the Ethics Committee of Edith Cowan University, Perth. Western Australia.
- A report of the study and results will be made available on request to all participants.
- All personal information (raw data) gathered from this study is accessible **only** to my supervisor, Associate Professor Andrew Taggart and myself. It is **NOT** accessible to your employer, school authority, or any other government agencies.

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY.

SECTION 1:**BACKGROUND (DEMOGRAPHIC) INFORMATION****Instructions:**

Please answer all questions as accurately as you can by ticking the most appropriate response boxes.

1.1 School Information:

- | | | | |
|------------|---|-------------------|--------------------------|
| 1.1.1 | School Location: | Urban Area | <input type="checkbox"/> |
| | | Rural Area | <input type="checkbox"/> |
| 1.1.2 | Number of periods allocated to each PE class per week at; | | |
| | JSS I level: | One | <input type="checkbox"/> |
| | | Two | <input type="checkbox"/> |
| | | Three | <input type="checkbox"/> |
| | | Four | <input type="checkbox"/> |
| | JSS II level: | One | <input type="checkbox"/> |
| | | Two | <input type="checkbox"/> |
| | | Three | <input type="checkbox"/> |
| | | Four | <input type="checkbox"/> |
| | JSS III level: | One | <input type="checkbox"/> |
| | | Two | <input type="checkbox"/> |
| | | Three | <input type="checkbox"/> |
| | | Four | <input type="checkbox"/> |
| 1.1.3 | Duration of a PE lesson period: | 30 minutes | <input type="checkbox"/> |
| | | 40 minutes | <input type="checkbox"/> |
| | | 60 minutes | <input type="checkbox"/> |
| | | Above 60 mins | <input type="checkbox"/> |
| 1.1.4 | Duration of other subjects' lesson period: | 30 minutes | <input type="checkbox"/> |
| | | 40 minutes | <input type="checkbox"/> |
| | | 60 minutes | <input type="checkbox"/> |
| | | Above 60 mins | <input type="checkbox"/> |
| 1.2 | Teacher's Information: | | |
| 1.2.1 | Age Range: | 21 - 30 years | <input type="checkbox"/> |
| | | 31 - 40 years | <input type="checkbox"/> |
| | | 41 - 50 years | <input type="checkbox"/> |
| | | 51 yrs & above | <input type="checkbox"/> |
| 1.2.2 | Gender: | Male | <input type="checkbox"/> |
| | | Female | <input type="checkbox"/> |
| 1.2.3 | Highest Teaching Qualification obtained: | N.C.E. | <input type="checkbox"/> |
| | | Bachelor's Degree | <input type="checkbox"/> |
| | | Master's Degree | <input type="checkbox"/> |

- 1.2.4 Years of Teaching Experience: 1 - 5
6 - 10
11 - 15
16 - 20
21 & Above
- 1.2.5 Years of Teaching PE in Current School: 1 - 5
6 - 10
11 - 15
16 - 20
21 & Above
- 1.2.6 Total number of PE classes (all streams) taught at the JSS level: 1 - 3
4 - 6
7 - 9
10 - 12
Above 12
- 1.2.7 Do you teach any other subject apart from PE? Yes
No
- 1.2.8 Which of these subjects do you teach at JSS level? Health Educ./Science
Integrated Science
Mathematics
Sciences (Phy/Che/Bio)
None
- 1.2.9 Total number of other subjects classes (all streams) taught at the JSS level: 1 - 3
4 - 6
7 - 9
10 - 12
None
- 1.2.10 Do you combine PE teaching with Sport coaching? Yes
No
- 1.2.11 Are you willing to take part in the second phase (in-depth study) of this research: Yes
No

SECTION 2:

PLEASE EXPRESS YOUR VIEWS ON THE FOLLOWING QUESTIONS:

2.1 Explain what you understand by the term QUALITY TEACHING?

.....

.....

.....

.....

.....

.....

2.2 What supports quality teaching in PE in your school?

.....

.....

.....

.....

.....

2.3 What limitations impede quality teaching in PE in your school?

(a) Limitations about self:

.....

.....

.....

.....

.....

(b) Limitations about general resources:

.....

.....

.....

.....

.....

(c) Workplace conditions limitations:

.....

.....

.....

.....

.....

INSTRUCTIONS FOR SECTIONS 3, 4, 5, 6, 7 & 8.

Please indicate the degree to which you agree with each statement by ticking the boxes that corresponds to your feelings toward that statement.

KEY: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

SECTION 3:	4	3	2	1
<i>CURRICULUM CONTENT</i>				
<i>KNOWLEDGE</i>				
3.1 I am familiar with the contents of the National JSS PE Curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 A copy of the National JSS PE Curriculum is available in my school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The Lagos State JSS PE scheme of work meets the objectives of the National JSS PE Curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 I understood the contents of the JSS PE curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Contents of the Lagos State JSS PE scheme of work are;				
(i) comprehensive in scope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) current	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) relevant to students needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 The objectives of the JSS PE curriculum are clear and explicit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 My teaching is directed towards achieving the objectives of the JSS PE curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Students are able to achieve the objectives of JSS PE curriculum within their abilities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Flexible strategies for teaching are provided for in the JSS PE curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 The JSS PE curriculum gives room for teacher's control of the instructional process:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 Useful evaluation criteria are provided for in the JSS PE curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12 Continuous assessment processes are emphasised in the JSS PE curriculum content evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.13 The JSS PE curriculum is dynamic and offers me great challenges in my teaching abilities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION 4:	4	3	2	1
<i>TEACHING SKILLS AND STRATEGIES</i>				
4.1 Variety of teaching methods are used for my lesson:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Teacher directed methods are usually used as well:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Student directed methods are always used				

	for my PE lesson:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Daily lesson plans always guide my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	A large percentage of teaching time is dedicated to skill teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Management/wait/transition time in class routines are minimised:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	A high percentage of the lesson is devoted to practice of skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Teaching aids are used in my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Skill demonstration constitute an important instructional strategy in my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Communication skills are effectively utilised:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11	Students are always kept on task:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12	Meaningful and matched tasks are assigned to students abilities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13	Learning environment are kept positive:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.14	Realistic and high expectations are set:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.15	Lesson smoothness and progressive learning momentum are encouraged:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.16	I am accountable for student learning:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.17	Effective feedback and questioning strategies are adopted for my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.18	High levels of student opportunity to learn (OTL) and academic learning time (ALT) in PE are provided:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.19	I received regular feedback on my teaching from;				
	(a) my head of department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.20	I enjoy teaching JSS PE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 5:

4 3 2 1

TEACHER REFLECTION

5.1	Reflection helps to improve my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	I reflect on my teaching during PE lesson (reflection-in-action):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	I reflect on my teaching after PE lesson (reflection-on-action):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Reflection improves my ability as an organiser of learning experiences:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	My head of department and colleagues encourage me to reflect:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6	Reflection on my teaching activities assist my class assessment (evaluation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7	Reflection on student learning outcomes assist in selecting my next teaching strategies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8	Feedback from my colleagues help improve my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9	Improved student learning are enhanced by				

	teacher reflection:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10	Teacher's self-reflection are supportive of improved teaching and learning processes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11	Thinking about my teaching during the class helps me to adjust to students needs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12	Dissatisfaction with my teaching prompts my reflection:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13	Reflection for me is an on-going process both in and out of the classroom:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.14	Reflection improves my communication skills during class teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.15	I feel my formal teacher education preparation in PE enhances my reflection in teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.16	Students shows indifferent attitudes towards my lesson:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.17	Students view my lesson as rigorous:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.18	Students perceptions of my lesson is encouraging:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 6:

4 3 2 1

TEACHERS' COMMITMENT TO TEACHING

6.1	The interests of the students are paramount in my teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	A warm positive learning environment is developed in my class during teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	I continually motivate my students to stimulate their desire to learn:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	I initiate collaborative efforts with other teachers in improving students learning:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	My love and enthusiasm for teaching PE improves my students performance:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	My students are comfortable with me as their PE teacher during class teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	My teaching activities is geared towards students' wholesome development:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	Parents and guardians are encouraged to support our PE programme:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	I use community member in my PE programme:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.10	The challenges of my work enhances my commitment to teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.11	Workplace collegiality influence my commitment to teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.12	My commitment to the educational process is influenced by;				
	(a) personal factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) professional issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) students attributes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(d) workplace conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 6.13 | I encourage self-learning in the students: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.14 | I intend to continuing teaching PE for many years to come: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION 7: 4 3 2 1

***TEACHERS' MANAGERIAL
COMPETENCIES***

- | | | | | | |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 7.1 | I plan and prepare my lesson with achievable objectives: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2 | I organise and manage my class adequately: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3 | I exhibit adequate knowledge and practice of professionalism in my PE teaching: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4 | I manage my lesson period effectively (time management): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5 | I generate students interest in learning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.6 | I develop group interactions in my class: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.7 | I handle group dynamics processes effectively: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.8 | I keep adequate and efficient records of my teaching: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.9 | I conduct continuous assessment regularly: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.10 | Relevant duty posts are assigned to me to complement my teaching: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.11 | I manage and utilise facilities and equipment adequately: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.12 | I improvise teaching materials to complement my teaching: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.13 | I always adjust to improve my teaching to new situations as they arise: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.14 | I solve students learning problems in PE on individual case basis: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.15 | I am conscious of safety precautions in my PE lessons: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION 8: 4 3 2 1

***THE STATUS PHYSICAL EDUCATION
TEACHING IN YOUR SCHOOL***

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 8.1 | The quality of my school JSS PE programme is similar to other JSS subjects programme: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 | The quality of my school JSS PE programme matches what a JSS PE programme should be: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 | PE teaching in my school is comparable positively to other subjects teaching: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 | The teaching of other PE teachers in my school is similar to mine: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.5 | PE is rated important relative to other school subjects by my Principal: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.6 | Non-PE teachers in my school rate PE important as other subjects in the school curriculum: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.7 | Success is achieved in PE classes as in other school subjects: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 8.8 PE is rated important to children's' education
relative to other school subjects by their parents:
- 8.9 I believe my teaching supports the notion of
quality teaching in PE:
- 8.10 PE is enjoyed by all its participants in my school:

Please check that all questions have been answered.

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE.

REMEMBER THAT ALL YOUR ANSWERS ARE CONFIDENTIAL.

APPENDIX J

THE INTERVIEW GUIDE FOR THE TEACHERS

TEACHERS' PERCEPTIONS OF QUALITY TEACHING IN JUNIOR SECONDARY SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA.

DEMOGRAPHICS:

- (a) School:
- (b) Age of Participant:
- (c) Educational Qualifications:
- (d) No of Years of Teaching PE:
- (e) Date of Interview:
- (f) Time of Interview:

SEMI-STRUCTURED INTERVIEW QUESTIONS:

1. Tell me what is important to you about teaching physical education.
Prompts: What interests you in teaching physical education?
2. Explain what you understand by the term "Quality Teaching".
Prompts: Did you see your teaching as matching this definition?
If Yes, why did you say so?
If No, why is it so?
3. How have you been achieving quality in your teaching over the years?
Prompts: How did you deal with routines or sameness of the days?
What teaching strategies did you adopted to deal with it?
Please explain how you have been using these strategies?
4. What do you enjoyed most about your teaching quality in physical education?
Prompts: What do you enjoyed least?
5. Tell me about the aspects of your work environment that impact your teaching either positively and/or negatively.
Prompts: What about; JSS PE curriculum document;
Daily teaching schedules;
Facilities and equipment;
Teacher reflection;
Non-teaching duties.
6. In which ways have you been developing yourself to achieve quality in your teaching?
Prompts: Any personal development efforts?
What about professional development?
What of workplace conditions?
7. How has your teaching influenced students learning?
Prompts: Explain what you have been doing or done in this regards?
8. In what ways have your views on teaching JSS PE changed over the years?
9. What limitations impeded your teaching?
Prompts: How did you cope with these limitations?
(How did you solve the problems created by these limitations?)

10. Tell me how quality teaching in physical education can be supported at all times in Lagos State secondary schools.

APPENDIX K

INFORMAL INTERVIEW GUIDE FOR THE STUDENTS

TEACHERS' PERCEPTIONS OF QUALITY TEACHING IN JUNIOR SECONDARY SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA.

INFORMAL INTERVIEW QUESTIONS FOR STUDENTS AFTER LESSON OBSERVATION.

1. What is your name?
2. What is the name of your school?
3. I see that you have just finished a PE lesson. How do you feel about the lesson?
4. What do you enjoyed most about the lesson?
5. What do you think about the way your teacher handled the lesson?
6. Did you encounter any problems with the lesson? If yes, what are these problems?
7. Tell me what you think you have gained from this lesson?

APPENDIX L

THE OBSERVATION GUIDE SHEET

TEACHERS' PERCEPTIONS OF QUALITY TEACHING IN JUNIOR SECONDARY SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA.

TEACHER:

SCHOOL:

DATE OF VISIT:

TIME OF VISIT:

VISIT NUMBER:

CLASS OBSERVED:

LESSON TOPIC:

INTENDED LESSON OBJECTIVES:

FOCUS OF LESSON OBSERVATION:

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	TEACHER'S COMMENTS	RESEARCHER'S NOTES

SUMMARY OF OBSERVATION (KEY STATEMENTS):

APPENDIX M

DOCUMENTS RECORD SHEET

TEACHERS' PERCEPTIONS OF QUALITY TEACHING IN JUNIOR SECONDARY
SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA.

SCHOOL: _____
TEACHER: _____

Could you please gather as many of these documents as are appropriate to your school and your teaching situation? As you collect these documents please check (✓) below which ones have been included and which ones not appropriate to your situation (NA).

DOCUMENTS	INCLUDED	NA
1. National JSS PE Curriculum Guide
2. Lagos State JSS PE Scheme of Work
3. Teachers' Diaries
4. Weekly Lesson Plans and Daily Lesson Notes
5. Teachers' Memo or Journal
6. Teachers' Handbook
7. Continuous Assessments Records
8. School Policy Statements
9. Students Handbook
10. Teacher's Timetable
11. Copies of Past PE Examination Questions
12. Selected Copies of Students PE Class Notebooks
Other Documents/Resources relevant to your PE Teaching		
13.....
14.....
15.....

Additional Comments: (Please comment here on any document you think requires some clarification or warrants an explanation beyond that found in the document itself).

APPENDIX N

SUMMARY OF ONE-WAY ANOVA TEST OF DIFFERENCES ON TEACHERS' PERCEPTIONS OF QUALITY TEACHING AND THEIR AGE RANGE

Oneway

AGE RANGE	N	Descriptives			Descriptives				
		Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
s3	21-30 YRS	5	41.4000	3.2863	1.4697	37.3185	45.4805	37.00	45.00
	31-40 YRS	29	47.9310	4.7429	.8807	48.1269	49.7351	41.00	59.00
	41-50YRS	20	48.2000	6.1353	1.3719	45.3286	51.0714	31.00	57.00
	51YRS & ABOVE	6	48.5000	4.5935	1.8753	43.6794	53.3206	42.00	56.00
	Total	60	47.5333	5.3693	.6932	46.1463	48.9204	31.00	59.00
s4	21-30 YRS	5	62.2000	9.6799	4.3290	50.1808	74.2192	45.00	68.00
	31-40 YRS	29	68.8966	8.6027	1.2261	66.3850	71.4081	58.00	82.00
	41-50YRS	20	70.8000	7.2155	1.8134	67.4231	74.1769	57.00	82.00
	51YRS & ABOVE	6	67.8333	7.8529	3.1243	59.8021	75.8645	61.00	77.00
	Total	60	68.8667	7.3426	.9479	66.9699	70.7635	45.00	82.00
s5	21-30 YRS	5	49.6000	6.2290	2.7857	41.8857	57.3343	41.00	57.00
	31-40 YRS	29	55.4828	5.4025	1.0032	53.4278	57.5378	47.00	66.00
	41-50YRS	20	56.1000	5.2706	1.1785	53.6333	58.5667	48.00	66.00
	51YRS & ABOVE	6	54.8333	5.9133	2.4141	48.8277	61.0389	45.00	60.00
	Total	60	55.1333	5.6010	.7231	53.8864	56.5802	41.00	68.00
s6	21-30 YRS	5	54.0000	5.7879	2.5864	48.8134	61.1866	46.00	60.00
	31-40 YRS	29	55.5862	5.3017	.9845	53.5695	57.6029	44.00	64.00
	41-50YRS	20	56.2000	5.9436	1.3290	53.4183	58.9817	48.00	67.00
	51YRS & ABOVE	6	57.5000	6.5345	2.6677	50.6424	64.3576	50.00	65.00
	Total	60	55.8500	5.5900	.7217	54.4059	57.2941	44.00	67.00
s7	21-30 YRS	5	50.2000	3.1145	1.3928	46.3329	54.0671	47.00	54.00
	31-40 YRS	29	52.8276	5.4055	1.0038	50.7715	54.8837	44.00	60.00
	41-50YRS	20	50.7500	5.7205	1.2791	48.0727	53.4273	41.00	59.00
	51YRS & ABOVE	6	53.0000	6.5727	2.6833	46.1024	59.8976	45.00	60.00
	Total	60	51.9333	5.4737	.7067	50.5193	53.3473	41.00	60.00
s8	21-30 YRS	5	30.2000	2.3875	1.0677	27.2356	33.1644	27.00	33.00
	31-40 YRS	29	32.5862	4.2721	.7933	30.9612	34.2112	27.00	40.00
	41-50YRS	20	31.8500	4.0298	.9011	29.9640	33.7360	26.00	39.00
	51YRS & ABOVE	6	32.3333	5.1251	2.0923	28.9549	37.7118	27.00	40.00
	Total	60	32.1187	4.1173	.5315	31.0531	33.1803	26.00	40.00
total	21-30 YRS	5	287.8000	21.7555	9.7293	260.5870	314.6130	251.00	309.00
	31-40 YRS	29	313.3103	24.6622	4.5796	303.8294	322.6913	278.00	358.00
	41-50YRS	20	313.9000	27.5794	6.1689	300.9925	328.8075	284.00	370.00
	51YRS & ABOVE	6	314.0000	34.2053	13.9642	278.1038	349.8962	275.00	353.00
	Total	60	311.4333	26.7850	3.4579	304.5140	318.3526	251.00	370.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
s3	Between Groups	207.171	3	69.057	2.589	.062
	Within Groups	1493.762	56	26.674		
	Total	1700.933	59			
s4	Between Groups	303.410	3	101.137	1.968	.129
	Within Groups	2877.523	56	51.384		
	Total	3180.933	59			
s5	Between Groups	175.859	3	58.820	1.960	.131
	Within Groups	1875.075	56	29.912		
	Total	1850.933	59			
s6	Between Groups	37.918	3	12.639	.392	.759
	Within Groups	1805.734	56	32.245		
	Total	1843.850	59			
s7	Between Groups	73.045	3	24.348	.805	.497
	Within Groups	1694.688	56	30.262		
	Total	1767.733	59			
s8	Between Groups	28.468	3	8.822	.507	.679
	Within Groups	973.718	56	17.388		
	Total	1000.183	59			
total	Between Groups	3103.528	3	1034.509	1.477	.231
	Within Groups	39225.207	56	700.450		
	Total	42328.733	59			

APPENDIX O

SUMMARY OF ONE-WAY ANOVA TEST OF DIFFERENCES ON TEACHERS' PERCEPTIONS OF QUALITY TEACHING AND THEIR HIGHEST TEACHING QUALIFICATIONS

Oneway

Descriptives

Descriptives

HIGHEST TEACHING QUALIFICATIONS	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
					s3	N.C.E			18
	Bachelor's Degree	36	47.8056	5.2580	.8763	46.0265	49.5846	37.00	59.00
	Master's Degree	6	51.6667	5.0465	2.0602	46.3707	56.9626	45.00	57.00
	Total	60	47.5333	5.3693	.6932	46.1463	48.9204	31.00	59.00
s4	N.C.E	18	69.2222	5.7040	1.3445	66.3857	72.0588	58.00	77.00
	Bachelor's Degree	36	67.6944	7.7674	1.2946	65.0663	70.3226	45.00	81.00
	Master's Degree	6	74.8333	7.0828	2.8916	67.4003	82.2663	63.00	82.00
	Total	60	68.8667	7.3426	.9479	66.9699	70.7635	45.00	82.00
s5	N.C.E	18	55.0000	5.6256	1.3260	52.2025	57.7975	41.00	66.00
	Bachelor's Degree	36	54.6389	5.3514	.8919	52.8282	56.4495	45.00	66.00
	Master's Degree	6	58.5000	6.8337	2.7899	51.3284	65.6716	49.00	68.00
	Total	60	55.1333	5.6010	.7231	53.6864	56.5802	41.00	68.00
s6	N.C.E	18	56.7778	4.8695	1.1478	54.3562	59.1993	50.00	65.00
	Bachelor's Degree	36	54.8889	5.7010	.9502	52.9599	56.8178	44.00	67.00
	Master's Degree	6	58.8333	6.3377	2.5874	52.1823	65.4844	49.00	65.00
	Total	60	55.8500	5.5900	.7217	54.4059	57.2941	44.00	67.00
s7	N.C.E	18	51.1667	4.9140	1.1582	48.7230	53.6103	45.00	59.00
	Bachelor's Degree	36	51.6111	5.5254	.9209	49.7416	53.4806	41.00	60.00
	Master's Degree	6	56.1667	5.7764	2.3582	50.1047	62.2286	45.00	60.00
	Total	60	51.9333	5.4737	.7067	50.5193	53.3473	41.00	60.00
s8	N.C.E	18	31.1667	3.4853	.8215	29.4335	32.8998	27.00	38.00
	Bachelor's Degree	36	32.0833	4.2249	.7042	30.6538	33.5128	26.00	40.00
	Master's Degree	6	35.1667	4.4008	1.7966	30.5484	39.7850	29.00	40.00
	Total	60	32.1167	4.1173	.5315	31.0531	33.1803	26.00	40.00
total	N.C.E	18	308.9444	21.0335	4.9576	298.4847	319.4042	280.00	351.00
	Bachelor's Degree	36	308.7222	26.9959	4.4993	299.5881	317.8563	251.00	351.00
	Master's Degree	6	335.1667	33.3012	13.5951	300.2193	370.1141	280.00	370.00
	Total	60	311.4333	26.7850	3.4579	304.5140	318.3526	251.00	370.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
s3	Between Groups	171.683	2	85.842	3.200	.048
	Within Groups	1529.250	57	26.829		
	Total	1700.933	59			
s4	Between Groups	265.350	2	132.675	2.594	.084
	Within Groups	2915.583	57	51.151		
	Total	3180.933	59			
s5	Between Groups	77.128	2	38.564	1.239	.297
	Within Groups	1773.806	57	31.119		
	Total	1850.933	59			
s6	Between Groups	102.150	2	51.075	1.672	.197
	Within Groups	1741.500	57	30.553		
	Total	1843.650	59			
s7	Between Groups	121.844	2	60.922	2.110	.131
	Within Groups	1645.889	57	28.875		
	Total	1767.733	59			
s8	Between Groups	72.100	2	36.050	2.214	.119
	Within Groups	928.083	57	16.282		
	Total	1000.183	59			
total	Between Groups	3755.733	2	1877.867	2.775	.071
	Within Groups	38573.000	57	676.719		
	Total	42328.733	59			

APPENDIX P

SUMMARY OF ONE-WAY ANOVA TEST OF DIFFERENCES ON TEACHERS' PERCEPTIONS OF QUALITY TEACHING AND THEIR YEARS OF EXPERIENCE

Oneway

Descriptives

YEARS OF EXPERIENCE	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
					s3	01-05			5
	06-10	15	46.5333	5.0831	1.3125	43.7184	49.3483	37.00	55.00
	11-15	17	47.8824	6.2238	1.5095	44.6824	51.0823	37.00	59.00
	16-20	12	47.9167	6.5151	1.8808	43.7771	52.0562	31.00	56.00
	21 & Above	11	48.6364	3.5006	1.0555	46.2846	50.9881	43.00	54.00
	Total	60	47.5333	5.3693	.6932	46.1463	48.9204	31.00	59.00
s4	01-05	5	66.4000	4.9800	2.2271	60.2166	72.5834	61.00	73.00
	06-10	15	71.1333	6.0929	1.5732	67.7592	74.5075	62.00	82.00
	11-15	17	66.4118	9.4872	2.3010	61.5339	71.2896	45.00	82.00
	16-20	12	70.3333	6.4994	1.8762	66.2038	74.4629	61.00	78.00
	21 & Above	11	69.0909	6.4878	1.9561	64.7324	73.4494	58.00	77.00
	Total	60	68.8667	7.3426	.9479	66.9699	70.7635	45.00	82.00
s5	01-05	5	54.0000	4.7434	2.1213	48.1103	59.8897	50.00	62.00
	06-10	15	54.8667	5.2626	1.3588	51.9523	57.7810	48.00	63.00
	11-15	17	54.6471	6.9367	1.6824	51.0805	58.2136	41.00	68.00
	16-20	12	55.5833	5.5343	1.5976	52.0670	59.0997	47.00	66.00
	21 & Above	11	56.2727	4.8804	1.4715	52.9940	59.5514	49.00	66.00
	Total	60	55.1333	5.6010	.7231	53.6864	56.5802	41.00	68.00
s6	01-05	5	53.6000	3.6469	1.6310	49.0718	58.1282	49.00	59.00
	06-10	15	56.4667	4.6731	1.2066	53.8788	59.0546	50.00	64.00
	11-15	17	55.7059	5.8069	1.4084	52.7202	58.6915	46.00	65.00
	16-20	12	56.1667	7.8025	2.2524	51.2092	61.1241	44.00	67.00
	21 & Above	11	55.9091	4.9286	1.4860	52.5980	59.2202	49.00	65.00
	Total	60	55.8500	5.5900	.7217	54.4059	57.2941	44.00	67.00
s7	01-05	5	47.2000	2.9496	1.3191	43.5376	50.8624	44.00	52.00
	06-10	15	53.2667	5.2978	1.3679	50.3328	56.2005	41.00	60.00
	11-15	17	51.8824	5.8618	1.4217	48.6685	54.8962	42.00	60.00
	16-20	12	52.9167	6.0371	1.7428	49.0809	56.7525	45.00	60.00
	21 & Above	11	51.2727	4.8392	1.4591	48.0217	54.5238	45.00	58.00
	Total	60	51.9333	5.4737	.7067	50.5193	53.3473	41.00	60.00
s8	01-05	5	30.6000	5.5045	2.4617	23.7652	37.4348	27.00	40.00
	06-10	15	31.8000	3.7264	.9621	29.7364	33.8636	26.00	37.00
	11-15	17	31.7059	4.4828	1.0872	29.4010	34.0107	27.00	40.00
	16-20	12	33.3333	4.4586	1.2871	30.5005	36.1662	28.00	40.00
	21 & Above	11	32.5455	3.2974	.9942	30.3302	34.7607	27.00	38.00
	Total	60	32.1167	4.1173	.5315	31.0531	33.1803	26.00	40.00
total	01-05	5	297.8000	24.4172	10.9197	267.4820	328.1180	278.00	340.00
	06-10	15	314.0667	24.4583	6.3151	300.5221	327.6112	264.00	358.00
	11-15	17	308.2353	33.7093	8.1757	290.9036	325.5670	251.00	370.00
	16-20	12	316.2500	25.3130	7.3072	300.1669	332.3331	282.00	350.00
	21 & Above	11	313.7273	21.9002	6.6032	299.0145	328.4400	280.00	344.00
	Total	60	311.4333	26.7850	3.4579	304.5140	318.3526	251.00	370.00

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.	
s3	Between Groups	43.973	4	10.993	.365	.833
	Within Groups	1656.960	55	30.127		
	Total	1700.933	59			
s4	Between Groups	236.307	4	59.077	1.103	.364
	Within Groups	2944.627	55	53.539		
	Total	3180.933	59			
s5	Between Groups	28.219	4	7.055	.213	.930
	Within Groups	1822.714	55	33.140		
	Total	1850.933	59			
s6	Between Groups	32.611	4	8.153	.248	.910
	Within Groups	1811.039	55	32.928		
	Total	1843.650	59			
s7	Between Groups	155.137	4	38.784	1.323	.273
	Within Groups	1612.597	55	29.320		
	Total	1767.733	59			
s8	Between Groups	35.660	4	8.915	.508	.730
	Within Groups	964.523	55	17.537		
	Total	1000.183	59			
total	Between Groups	1543.509	4	385.877	.520	.721
	Within Groups	40785.224	55	741.550		
	Total	42328.733	59			

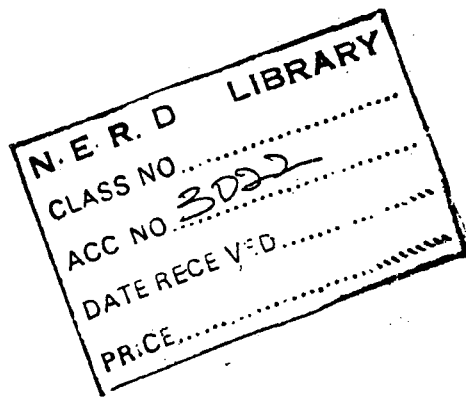
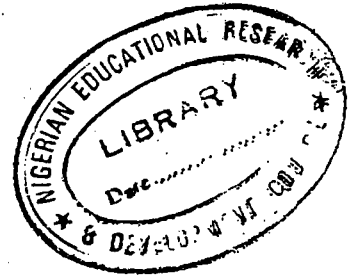
APPENDIX Q

EXTRACTS OF THE NATIONAL JSS PE CURRICULUM

NATIONAL CURRICULUM FOR JUNIOR SECONDARY SCHOOLS

VOLUME 1 — SCIENCE

Integrated Science
Mathematics
Physical Education



Published for
Federal Ministry of Education, Science and Technology, Lagos
by



Heinemann Educational Books (Nigeria) Limited



Foreword

I am pleased to have this unique privilege to commend this volume of Junior Secondary School (JSS) curricula to all Secondary Schools and Colleges. This is one of the six volumes covering all the curricula for the nineteen subjects prescribed for the JSS Scheme in the National Policy on Education otherwise known as the 6-3-3-4 system. The volumes are produced in convenient packages.

I deem it auspicious that the completion of the provision of prerequisites such as these curricula in printed form for the successful implementation of the 6-3-3-4 system as it affects the Junior Secondary School scheme, launched in September 1982, should be undertaken during my tenure as Federal Minister of Education, Science and Technology.

I must congratulate all those who participated in developing these curricula for the new education system, especially the NERC and CESAC.

It is my fervent hope that the teachers and students for whom these curricula are produced, would employ the required devotion and unflinching assiduity in using these curricula to lay a solid foundation for a pragmatic approach to Education, so that in later years, we can all look back with pride that we left behind a proud legacy in Education for our children and posterity. I therefore commend these curricula, with great expectations, to all those who use them to produce the best in text materials, and the best in students, to enable us to attain the highest ideals we have set for ourselves in our developmental objectives in Education.

1 April 1985

Alhaji Abdullahi Ibrahim OFR, SAN
The Honourable Minister of Education,
Science and Technology

Theory

YEAR 3

<i>Contents</i>	<i>Objectives</i>	<i>Suggested topics</i>	<i>Suggested activities</i>	<i>Remarks</i>
<p>I. Human body and physical exercise</p>	<p>To understand the human framework in physical activity To know how sports affect certain body functions</p>	<ol style="list-style-type: none"> 1. Anatomical references to planes 2. Energy sources during physical activities 3. Flexibility and performance 4. Cardio-respiratory consideration during physical activities 5. The effects of internal and external environmental factors on physical activities. 	<p>Sagittal, frontal or coronal, horizontal or transverse planes Flexion, extension, abduction, etc Energy defined, sources of energy Joint motion terminology Kinds of gross body movements Mobility of joints The heart rate during and after exercises Gaseous exchange and transport during exercise Physiology of drawing—in fresh water and in sea water</p>	
<p>II. Elementary physical fitness and body conditioning</p>	<p>To enable students to understand the nature, meaning and values of physical fitness; to enable students to acquire the necessary physical fitness components that will enable them to function well</p>	<ol style="list-style-type: none"> 1. Meaning and scope of physical fitness 2. Components of physical fitness. 3. Measurement of physical fitness components 	<p>Meaning and scope Importance of physical fitness Fitness and physical fitness Health relation components Performance (skill)—related components Physical fitness tests Evaluating posture</p>	
<p>III. Desirable health practices in exercise</p>	<p>To master some fundamental first aid skills Understand some components of nutrition</p>	<ol style="list-style-type: none"> 1. Prevention and first aid in sports injuries 2. Nutrition in Sports 	<p>Simple artificial respiration Artificial circulation Treatment of wounds, sprains and dislocations, simple burns Overview of nutrition—carbohydrates, proteins, fats, etc</p>	

<i>Contents</i>	<i>Objectives</i>	<i>Suggested topics</i>	<i>Suggested activities</i>	<i>Remarks</i>
IV. History of physical education, sports and recreation	The rationale for sports in ancient nations	<ol style="list-style-type: none"> 1. Physical education in ancient nations 2. Physical education during the Dark Ages 3. Physical education in Europe 4. History of national and international competitions 	<p>Greece and Rome—the Greek and Roman traditions and today's physical education. Asceticism and scholasticism</p> <p>Germany—Basedow, Gutsmuths, Jahn</p> <p>Sweden—Per Henrik Ling</p> <p>Ecovas Games, University Games, Nigeria Sports Festivals, Nigeria Schools Sports Festivals</p>	
V. Theory of games and sports	To be able to move the body efficiently in all fundamental skills To know the rules and strategies of various sports and games	<ol style="list-style-type: none"> 1. The teaching of the various games and sports under the following headings: Nature of the game Equipment and facilities Rules and regulations Skills and techniques 	<p>Aquatics, basketball, volleyball, cricket, team handball, gymnastics, track and field, badminton, hockey, etc</p>	

Practicals

YEAR 3

Contents Area	Developmental Objectives			Suggested Topics	Suggested Activities	Evaluation Criteria
	Cognitive	Affective	Psychomotor			
Aquatics	<p>Know the different swimming strokes</p> <p>Understand why proper breathing is necessary</p> <p>Understand why a shower should be taken before and after a swim</p> <p>Know simple ways to save a life</p> <p>Understand that swimming requires a great deal of energy and one can tire quickly</p> <p>Understand why we respect other people's rights in the water</p> <p>Understand reasons for swimming in protected areas</p>	<p>Know and practise good pool etiquette</p> <p>Gain self-confidence</p> <p>Accept some responsibilities for the safety of others</p> <p>Learn to feel at home in the water</p>	<p>Increase skill in swimming some strokes</p> <p>Increase endurance</p> <p>Increase coordination between arms and legs</p> <p>Are able to float and tread water</p> <p>Improve breathing</p>	<p>1. Testing confidence</p> <p>2. Buoyancy</p> <p>3. Methods of propulsion in the water</p>	<p>Beginner's object: finding follow the leader, keep away glide for distance, treading water</p> <p>Buoyancy float</p> <p>Breathing while in water</p> <p>Floating</p> <p>Human paddle</p> <p>Breast stroke</p> <p>Crawl stroke</p> <p>Side stroke</p> <p>Back stroke</p>	<p>Have the children made progress in elementary swimming skills such as the ability to retrieve objects in water, blow bubbles so many times, breathing in through the mouth and out through the nose, push off and hold glide for 5 seconds, flutter kick and glide 15 feet? Do they show evidence of increasing endurance in water? Are they making progress in the elementary swimming strokes?</p>
Outdoor and recreational activities	<p>Read a map and use compass correctly</p> <p>Know various forms of animals, trees, flowers</p> <p>Know the correct way to build a fire and to put it out on "breaking camp"</p> <p>Know how to cook over a camp fire.</p>	<p>Enjoy group activities in the outdoors</p> <p>Are happy away from home</p> <p>Learn to be accepted members of a group</p> <p>Appreciate the beauty of nature</p> <p>Develop a sense of usefulness to a group</p>	<p>Build endurance by hiking</p> <p>Develop skill and strength in using the axe</p> <p>Develop ability to walk and carry a pack</p> <p>Develop skills in making a camp and using camping equipment</p>	<p>1. Camp craft (overnight camping)</p>	<p>Determining the objectives</p> <p>Finding the site how to get there</p> <p>What to take</p> <p>Sharing responsibilities</p> <p>Setting up a pup-tent</p> <p>Deals</p> <p>Camp sanitation</p>	<p>Is the hiking pack small, yet does it contain enough to be comfortable? Has the attitude checklist to determine the thoughtful "good" campers been applied?</p>

Contents Area	Developmental Objectives			Suggested Topics	Suggested Activities	Evaluation Criteria
	Cognitive	Affective	Psychomotor			
Games and sports	<p>Know and can execute general camping skills</p> <p>Know proper foot care while hiking</p>	<p>Appreciate the importance of team work</p>	<p>Develop skill in reading nature, sun dial, stars, etc</p> <p>Have ability to relax</p>	<p>1. Simple game activities</p> <p>2. Team sports</p> <p>(a) Basketball</p> <p>(b) Volleyball</p> <p>(c) Soccer</p> <p>(d) Rounders</p>	<p>Fun around the camp fire</p> <p>Gathering firewood</p> <p>Laying the fire</p> <p>Cooking a meal</p> <p>How to leave a campsite when "breaking camp"; no fire, no unburied trash, etc</p> <p>Dart</p> <p>Draught</p> <p>Chess</p> <p>Bait casting</p> <p>Horse back-riding</p> <p>Scrabble</p> <p>School club activities</p> <p>Voluntary</p> <p>community agencies</p> <p>Crafts, music, shuffle board, paddle-tennis, deck tennis</p>	<p>Do the children show a degree of ability to select the proper types of cooking fire and fire place needed?</p> <p>Do they demonstrate ability to share responsibilities?</p> <p>Is a degree of campspirit evident?</p> <p>Do they have ability to make new friends?</p> <p>Do they participate voluntarily?</p>
	<p>Know game rules and techniques</p> <p>Understand how body functions and its limitations</p> <p>Apply principles of skill games to new situations</p> <p>Understand the reasons for taking care of equipment</p> <p>Learn the importance of lead-up games for learning fundamentals</p>	<p>Control emotions in game situations</p> <p>Appreciate good winners and gracious losers</p> <p>Accept game rules and official decisions</p> <p>Enjoy competition without undue worry over the outcome</p> <p>Appreciate the importance of team work</p> <p>Appreciate the official's viewpoint</p>	<p>Develop strength, endurance, accurate improve action time</p> <p>Develop skill fundamentals and are able to integrate them into game situations</p> <p>Have ability to relax</p>		<p>Soccer tag, newcombe, seven-spot, basketball, shuttle pass</p> <p>Pivoting, shooting, passing, strategy, basic rules</p> <p>Setting up, serving, playing netball, football, positional play, game situation.</p> <p>Catching, throwing, pitching, striking, strategies</p>	<p>In how many activities have the youth participated?</p> <p>Do they enjoy the games and sports?</p> <p>Do they accept the decisions of the officials?</p> <p>Have they had an evaluation of all skills, fitness, and improvement by standard achievement tests both formally and summarively?</p>

Contents Area	Developmental Objectives			Suggested Topics	Suggested Activities	Evaluation Criteria
	Cognitive	Affective	Psychomotor			
		Appreciate a high degree of performance		(e) Field hockey (f) Field handball 3. Individual sports: (a) Table tennis	Bull, goalkeeping, corners, fielding, tackling, passing playing techniques, shooting, rules Fundamental techniques and skills: bat grip, serve, footwork, forehand drive, backhand drive, chop, smash Fundamentals, golds, grip, hitting, use of clubs.	Do they enjoy the activities in mixed groups?
			(b) Golf		Grips, the drive net play, strategy for singles and doubles play, etiquette	
			(c) Badminton		Stances and preliminary holds, offensive and defensive positions	
			(d) Archery 4. Combatives (a) African wrestling (Boys)		Attack, defence, break falls, rules and regulations	
			(b) Judo		Dash: 100, 200, 400, etc	
			5. Track and field		Hurdles Jumps: long, high, triple, pole-vault Throws: javeline, discus, shot put Relays: baton exchange, visual and non-visual	

Contents Area	Developmental Objectives			Suggested Topics	Suggested Activities	Evaluation Criteria
	Cognitive	Affective	Psychomotor			
Physical fitness and body conditioning	<p>Know the importance and practice of good conditioning</p> <p>Know correct body positions for sitting, standing and lying</p> <p>Know factors that contribute to diet, fatigue, rest, etc</p> <p>Know that physical exercise may help to maintain correct body alignment</p> <p>Understand the need for exercise</p> <p>Know some good exercises</p> <p>Know muscles grow stronger when used; weaker when not used</p> <p>Are aware of individual differences with respect to anatomical builds</p>	<p>Sense that everyone admires a well developed body</p> <p>Accept themselves and have good self-concepts</p> <p>Develop healthy attitude for maintaining physical conditioning</p>	<p>Improve strength in arms, shoulders, back and legs</p> <p>Correct defects and strengthen muscles when possible with proper exercise</p> <p>Strengthen correct body posture through daily habits</p> <p>Improve on all physical fitness parameters</p>	<ol style="list-style-type: none"> 1. Body mechanics, stunts 2. Strength development 3. Endurance development 4. Flexibility development 5. Ability and speed 	<p>Duck walk</p> <p>Hop toad</p> <p>Measuring worm</p> <p>Rabbit hop</p> <p>Full squat</p> <p>Human rocker</p> <p>Turk stand</p> <p>Back to wall test</p> <p>Human wicket</p> <p>Bridging</p> <p>Climbing ropes</p> <p>Cargo nets</p> <p>Weight training</p> <p>Circuit training</p> <p>Obstacle course</p> <p>Stretching exercises</p> <p>Shunts</p> <p>Shuttle runs</p> <p>Dashes</p> <p>Zig-zag runs</p>	<p>Do they understand the basis for good body mechanics?</p> <p>Can they demonstrate the ability to maintain good body mechanics?</p> <p>Do they show improvement on various fitness tests?</p>
Rhythmical activities (including dance)	<p>Express rhythmical feelings in various ways</p> <p>Understand the differences in the basic rhythms and tempos</p> <p>Understand that poise and balance are achieved through dance activity</p>	<p>Know that personal feelings are expressed through the medium of movement</p> <p>Desire confidence through eliminating awkwardness</p> <p>Seek more wholesome boy-girl relationship through dance</p>	<p>Develop poise and balance</p> <p>Able to perform fundamental steps</p> <p>Develop skill, grace and ability in body movements</p> <p>Develop leg, hand, eye, and ear coordination</p>	<ol style="list-style-type: none"> 1. Fundamental dance movements 2. Social dance 3. Folk dances of other lands 	<p>Slide, polka</p> <p>Gallop</p> <p>Waltz</p> <p>Two-step</p> <p>Conga, rumba, non-jazz, ballroom</p> <p>"Lincing"</p> <p>First polka: created by (Danish), U.S.A. (Russian), come: let us be joyful (German), polly-wolly (American)</p>	<p>Do they show a degree of improvement in dancing skills?</p> <p>Do they show a degree of skill in ability to interpret and express changes in accent and tempo of music?</p> <p>Do they show a degree of eagerness to participate?</p>

Contents Area	Developmental Objectives			Suggested Topics	Suggested Activities	Evaluation Criteria
	Cognitive	Affective	Psychomotor			
Gymnastics	<p>Know that practice develops fitness and skill</p> <p>Know different apparatus exercises and their value</p> <p>Understand that self-testing activities are primarily for self-competition</p>	<p>Develop an appreciation of their own ability of others</p> <p>Develop confidence for participation in a group</p> <p>Appreciate that different people learn different activities at different rates</p> <p>Appreciate that increased ability leads to greater group approval</p>	<p>Are motivated toward better body appearance and strength</p> <p>Develop muscular coordination</p> <p>Performs well in beginning gymnastics</p> <p>Improve reaction time and self-protection reflexes</p>	<p>1. Tumbling and free exercises</p> <p>2. Apparatus activities</p> <p>(a) Horizontal bar</p> <p>(b) Horizontal ladder</p> <p>(c) Vaulting</p> <p>(d) Balance beam (girls)</p> <p>(e) Rope</p> <p>(f) Rings</p>	<p>Neck spring, forward roll, backward roll, sideward roll, head and hand springs, head and stand pyramids, cartwheel</p> <p>Chinning, skin the cat, double knee swing, front support, etc</p> <p>Travel forward using alternate hands; travel forward slapping rungs</p> <p>Straddle vault, flank vault</p> <p>Wolf rest mount, pinocette turn, Alabsegue, candle hold, body waves</p> <p>Muscle up, individual and partner jumping, climbing variations</p> <p>Swing, sommersault, etc</p>	<p>Do the participants improve in coordination and skills?</p> <p>Is there evidence of increased endurance?</p> <p>Are all the pupils participating?</p> <p>Is there evidence of spontaneous joy?</p> <p>Do children "spot" (assist) one another in the interest of safety?</p>
	<p>Understand the fundamental dance steps</p>	<p>Learn to cooperate with others in making delicate and graceful body movements</p> <p>Learn to appreciate other people's skills and abilities</p>		<p>4. Traditional dances of Nigeria</p>	<p>Oyoyo, ekpe, mambo, olichelu, oku, ericco, etc</p>	<p>Do they demonstrate ability to make their own dance patterns?</p> <p>Do they demonstrate ability to follow the patterns of others?</p>

APPENDIX R

LAGOS STATE UNIFIED SCHEME OF WORK FOR JSS PE

LAGOS STATE MINISTRY OF EDUCATION
UNIFIED SCHEME OF WORK (REVISED 1997/98)
PHYSICAL HEALTH EDUCATION

J. S. S. I. FIRST TERM

WEEKS

1. --- Meaning and purpose of Physical education
2. - Nature and scope of Physical Education
3. - Relationship between physical education & Sports
4. - Continuous Assessment test
5. - Athletics - Track and field events
6. - Track and Field terminologies
7. - High jump, types of styles
- 8-9. - Basic swimming strokes
10. - Physical fitness (meaning and components)
11. - Badminton (Basic Skills)
- 12 - 13. General Review of Continuous Assessment, assignments, projects etc.

SECOND TERM

- 1 - 2 Discussion and general Revision of first term's work
3. Long Jump and styles
4. Safety measures in swimming
5. Badminton (History & dimension)
6. Badminton (rules and games)
7. Gymnastics Forward and Backward roll
8. Basketball (History and dimension)
9. Basketball (rules and games)
10. Posture (the ideal posture)
11. Posture (sitting, lying, standing and dieting)
12. General Revision.
13. Summative Tests and evaluation.

THIRD TERM.

WEEK

1. General Review of 2nd term's summative Tests
2. Classes of food
3. Energy and protein giving food
4. Nutrition in Sports
5. Hygiene in sports
6. Team spirit and sportsmanship
7. Prevention and first Aid in sports injuries
8. Treatment of wounds
9. Contents of First Aid box
10. First aid continued
- 11 - 13 General Review/Revision and Summative Evaluation.

LAGOS STATE MINISTRY OF EDUCATION
unified scheme of work (REVISED 1997/98)

PHYSICAL HEALTH EDUCATION

J. S. S. II FIRST TERM

WEEK

1. Relationship between physical Education; Health and Recreation
2. Handball: Brief History, court dimensions; Nature of the game
3. Handball: Basic skills; rules and regulations; officials
4. Badminton: Brief History; court dimension; Equipment and facilities; Nature of the game
5. Badminton: Basic skills; Rules and Regulations; officials
6. Definition of Terminologies
7. Volleyball: Brief History; court dimension; Equipment and facilities
8. Volleyball: Nature of the game; Basic skills; Rules & Regulations
9. Volleyball: Regulations; Control officials and duties
- 10 & 11 First Aid: Meaning Objectives; Qualities of a First Aider Principles; First Aid equipment
12. General Review of Continuous Assessment assignments, Projects etc.

SECOND TERM

1. Sports injuries: Strain; Bruise; Sprain; Dislocation Cramps
2. Sports injuries: Fracture; Stock; Fainting
3. Athletics (Field Events) High Jump, long jump, triple jump
4. Athletics (Field Events) Shot put; Discus; Javelin
5. Track Events: Relay races; Types; baton exchange, rules
6. Continuous Assessment Tests
7. Outdoor Recreation: Pionic; Camping; Hiking
8. Hockey: Brief History; Equipment and facilities.
9. Hockey: Field dimensions; Basic Rules.
10. Table Tennis: Brief History; Equipment and facilities Table dimension Basic Rules.
11. Table Tennis: Table dimension; Basic Rules
12. Leisure/Definition of Terminologies
13. Summative Tests and Evaluation.

THIRD TERM.

- 1 & 2 Kinds and Classification of food
3. Hockey: Skills, Rules & Regulations; Officials
4. Table Tennis: Skills
5. Continuous Assessment Tests
6. Athletics: Officials in Athletics and their duties
7. Intra-moral and Extra moral competitions
8. National and International competitions
9. Artificial respiration: Definition, Types & Application
10. Artificial respiration: Artificial circulation pressure points
11. Effects of Internal and external factors on performance
12. General Review/Revision and summative evaluation.

LAGOS STATE MINISTRY OF EDUCATION
UNIFIED SCHEME OF WORK (REVISED 1997)
PHYSICAL HEALTH EDUCATION
J. S. S. III. FIRST TERM

WEEK	TOPIC
1 & 2	The history of physical education in ancient greece
3 & 4	Physical education during the Dark Ages
5.	Physical education in Europe
6	Continuous Assessment test
7	Lawn Tennis -- Court dimension and rules
8.	Movement of major body segments. Joints
9.	Handball -- Rules and Court dimension
10 & 11	Components of physical fitness
12 & 13	General Review of Continuous Assessment projects, assignments etc.

SECOND TERM

1	Treatment of dislocation and burns
2	Basket Ball -- Court dimension and rules
3	Functions of blood
4.	Circulation of blood
5.	Continuous Assessment Tests
6.	The Skeletal system
7.	Anatomical references to planes
8.	Hand ball
9	Badminton: Court dimension and rules
10	Badminton continued
11 & 12	Summative Test and Evaluation.

THIRD TERM

1.	First Aid: General principles
2.	Common sports injuries
3.	Fractures, wounds and abrasion
4.	Hockey -- Field dimension and rules
5	Continuous Assessment Tests
6.	Badminton -- Revision
7.	Cricket: Playing position and field equipment
8	Basketball -- Review/Revision
9	Types of bleeding, burns and scalds
10 - 13	General Review/Revision of Continuous Assessment and evaluation -- Junior Sec. Certificate Examination.

APPENDIX S

EXTRACTS OF TEACHERS' DIARIES AND RECORD OF WORK

WEEKLY RECORD OF WORK

	6th WEEK ENDING 2/6/2000
RELIGIOUS KNOWLEDGE	
EDUCATION/GOVERNMENT	
MATHEMATICS	Inverse, proportion and reciprocal
ENGLISH LANGUAGE (a) Comprehension	Revising past questions
(b) Continuous Writing	Revising past questions
(c) Lexis & Structure	Revising Synonyms and Antonyms
ENGLISH LITERATURE	
NIGERIAN LANGUAGES (a) Literature	
(b) Continuous Writing	
(c) Language	
FRENCH	La Revision et Nettoyage
FINEARTS/MUSIC	Revision on past questions and answers
ECONOMICS	
HISTORY/SOCIAL STUDIES	Revision on past questions notes & illustrations
GEOGRAPHY	
GENERAL SCIENCE/PHYSICAL	
BIOLOGY/HEALTH SCIENCE	
CHEMISTRY <i>Integrated Science</i>	Simple chemical formulae and ionic compound.
AGRICULTURAL SCIENCE	
HOME ECONOMICS	preparation for motherhood and child care.
PHYSICAL EDUCATION	Hodley - Field Dimensions
TECHNICAL DRAWING/TYPOWRITING <i>Industries</i>	Wood work machines.
WOODWORK/METAL WORK/ SHORTHAND	
COMMERCE	
PRINCIPLES OF ACCOUNTS	
PRINCIPAL'S INITIAL & DATE	

NOTE - WHEN THE SCHOOL IS SHUT DURING A COMPLETE WEEK NO ENTRY SHOULD BE MADE

WEEKLY RECORD OF WORK

55

7th WEEK ENDING 9/6/2000	8th WEEK ENDING 16/6/2000
Matrix, proportion and reciprocal	Simultaneous equation. Elimination Method
Writing articles for publication Revising affixes and prefixes and suffixes. Tea Lodges. 21-25	Writing articles for publication Revision of Affixes and Prefixes and Suffixes
Les Pronoms	Les Phrases avec les Pronoms
Imaginative composition	Drawing of a village
Revision on natural teleprinter, codes of air	Revision of part of the book
Atomic structure, ionic theory, constituent of an atom	Atomic structure, atomic theory constituent of an atom <small>Continue</small>
Maintenance of home and interior decoration Cricket - playing position and field equipment. Metal finishing	cloth dyeing Basketball - Skills: Passing and Dribbling Brushing

APPENDIX T

EXTRACTS OF TEACHERS' WEEKLY/DAILY PE LESSON PLANS (NOTES)

Week 8, 3rd Term.

Date: 12th — 16th June, 2000

Topic: Basketball Skills.

Skill focus: Passing Drills.

Class: JSS II A-I.

Period: II

Time: 40 mins.

Instructional Objectives: At the end of the lesson, students should ~~be~~ understand and demonstrate passing drills in basketball.

Previous Knowledge: Students have been exposed to ball handling in basketball and the rules of the game.

Ref. Book: Know the game series — basketball.

Introduction:

1. Start lesson with warm-up activities — Running and stretching exercises.
2. Revise previous lesson on ball handling and rules of the game.

Content: Basketball Skills - Passing.

Ball handling is very important in the game of basketball. This involves throwing and catching and accurate passing to team mates. There are many different passing drills eg.

Ⓐ Two-handed chest pass.

Ⓑ Bounce pass

Ⓒ One-handed long pass.

Ⓓ Hook pass.

Ⓔ Roll pass.

Passing helps teammates to outwit their opponents and make basket, which is scoring of points. Two factors are important in passing and these are accuracy in direction and destination. You must also concentrate all the time because the ball can be passed to you at any time. Good passing techniques make the game interesting.

Presentation:

Step I: Teacher explains the skill of passing and the types and drills used in passing.

Step II: Teacher demonstrates each passing drills to students.

Step III: Students demonstrate after the teacher in their groups.

Step IV: Teacher moves around the groups and give corrections.

Step V: Students are expected to continuing practicing in groups after teacher demonstration.

Evaluation: Teacher organises game play between the groups to emphasise passing.

Closing: Teacher ends the lesson with warm down exercises.

~~DP~~
12/6/2000

APPENDIX U

EXTRACTS FROM TEACHERS' INTERVIEW TRANSCRIPTS

Mr. SENATOR

RES: Good afternoon Mr. Senator. You are welcome to this interview session. Let me quickly give you a brief description of what we are doing here. This is a study on teachers' perceptions of quality teaching in junior secondary school physical education in Lagos State, Nigeria. We just want to know how PE teachers perceived what they are doing and what they think is quality teaching in their work. Please before we start, could you tell me the name of your school, your educational background, and your years of teaching PE?

Senator: I teach PE in Awori college, Ojo, Lagos State, and I have been teaching the subject in the school for about 15 years, and I have both the NCE certificate and B.Ed degree in physical education, thank you.

RES: Thank you very much for that. Now, you said you have been teaching PE for about 15 years. That is a very good teaching experience. Could you please tell me what is important to you about physical education teaching?

Senator: Well, to me is the ... The most important thing in a PE lesson is to achieve whatever desired objectives you would have set for yourself during the lesson. Knowing the problems you go through, considering the population we have to teach at times, considering the constraints in terms of lack of infrastructures and facilities. What is important to me is how to achieve best in the objectives that one has set for himself within the short period of the lesson. Those are the most important to me.

RES: What do you think interests you in teaching PE here?

Senator: What interests most is that working with children could be very revealing and interesting because of the enthusiasms of the kids. PE to the kids is like their normal everyday play activities and it is like there is nothing exhausting about it. It is something the students enjoyed which they see as part of their normal everyday life. They are always very enthusiastic, they take part in it, they are never tired of it and they see it as part of their normal daily activities, so there is nothing labourious or demanding about it to them, it is within their choice.

RES: Could you explain to me what you understand by the term quality teaching?

Senator: Yes personally, in terms of defining quality teaching could mean teaching that is effective, where the objectives of the lessons are best achieved within the time limit, and where majority of the students benefits maximally during the course of the lesson. That is what I referred to as quality teaching as far as I am concerned. Achieving the objectives within the limited time.

RES: Did you see your teaching as matching this definition of quality teaching?

Senator: Well, relatively yes, because within limited constraints, lack of facilities and infrastructures, equipment and so on, and knowing the enormity of population we have in schools particularly in Lagos State, Nigeria these days. When you compared all these things you know that one is doing his best, and particularly when you look at the responses of the students and their performances at exams and their performances when they played games using the ideas they gained from the classroom knowledge into their normal practical lesson, one is proud.

RES: So you believed that your teaching is matching this definition.

Senator: Relatively, I tried everyday to ensure that one goes along with the definition.

RES: Have you been achieving this quality in your teaching over the years?

Senator: Yes to a great extent yes, but I want to say that in recent years there has been a dramatic rise in students population and then that tends to affect the quality of teaching that goes on in the school, but by and large one is still trying his best to ensure that the standard is laid irrespective of the population you teach. A pass is still a pass, 40% is still a pass. It has never been reduced irrespective of the population you teach. All I have been trying to do is maintain that standard.

RES: Then how did you deal with the routines or sameness of the day. That is the same time that you do everyday in terms of your teaching.

Senator: Well, I have not done the same job over the years. One has been attuned with the daily routines and there is nothing really changed about what one does everyday. The only thing sometimes which I do is to make my teaching interesting. Sometimes, I do self-evaluation maybe at the beginning of the session. I tell the students without writing their class, without writing their names, to just say what they liked about me as far as that subject is concerned. Say what you think about me which you want me to change and most times I now collect them and the students will tell me frankly about yourself and your teaching since you did not asked them to write their names and no classes. They will be frank with you and that tends to tell me what students like, what they want me to emphasise and what they do not like which they want me to drop. Some which are amendable I tried to adjust but some if they are part of the curriculum, you cannot leave them out because they are competing with other students from other schools, appearing for examination purposes. Therefore, I used students' evaluation to deal with this situation to improve my teaching.

RES: What other teaching strategies do you used?

Senator: Apart from that, one also used group strategy where you find within the class you find some outstanding students and you tend to... when you are doing your grouping method, you tend to put them as leaders of the group so that the other ones can learn other things from them. That is one strategy I also used. The other strategy is, on my own at the end of the session; there are ... academic awards that are given in the school to those who excel. PE too is given award like

any other subject or any other academic discipline. So, that tends to motivate them a lot to put up their best because they know the prizes at stake. In addition to the school award, sometimes I even give personal awards you know to ... in addition to whatever the school give them. These are some other things and apart from that I encouraged the students to go out, outside the classroom environment to see some of the things, which they have learnt about theoretically to see them physically. To the stadium, like the National Stadium, I used to take them to the national stadium for matches or to local stadium for them to see the facilities, what is a track, what is a swimming pool, what is an indoor facility and so on. They understood the lessons better than just mere teaching it in the classroom since most of these facilities are not available.

RES: What do you enjoyed most about your quality teaching of physical education?

Senator: The thing I enjoyed most is about emm... I think is about the responses of the students in terms of how they answered questions, in terms of how they respond to the lesson, in terms of how they respond to classes, in terms of their eagerness to attend lessons, particularly practical classes. The students are always much more eager particularly when it concerns practical lessons, the students are always very eager to attend. In fact, most times before the period comes, they already dressed up and are already waiting for me on the field, so that tends to spur me on to naturally ready to take them particularly when I am taking some arms of the class. What I mean is, in my school we have nine arms of JSS III and so if you are taking a, b, c, and the other ones will be waiting for their turns. So when it is their turn, there is no way you can dodge (skip) the lesson whether you are well or not, you must put them through or they will feel cheated that you have taken these other groups, you have not taken them, so the enthusiasms, the responses of the students, the interests they showed and you know, those are some of the things that really motivate one, even though population is very enormous. However, since one has accepted to be a teacher, one is trying his best.

RES: Are there anything you enjoyed least?

Senator: What I enjoyed least, what I hates most is the population these days. Population is becoming enormous, too much, particularly knowing the cosmopolitan nature of Lagos, a lot of people bring their relations down, families to Lagos and that tends to put pressures on the schools that are in Lagos and that tends to deplete the schools that are outside Lagos and put undue pressures on the schools in Lagos. That is about the least thing that I enjoyed in my teaching. The other thing is some school Heads (Principals) are not particularly cooperating. Some see PE as a time wasting subject, as a time wasting device particularly when they have to buy a few things, few equipment in schools. They see it as time wasting, so those are some of the discouraging attitudes. Then, recently the present civilian administration in Lagos State has also brought up policy, which is very discouraging. They have said that under their educational programme, it is free education. Therefore, unlike what were happening before they came, hitherto, the students were charged certain amount per session for sports specifically, but under the present dispensation, no student is charged kobo. We are not supposed to collect anything from the students for sports and so that tends to kill the sport.

From the money, they have before, we bought many things, which are used, but some of these things are depleted, they are exhaustible materials and when they are exhausted, there is no replacement.

RES: Can you tell me about the aspects of your work environment that actually influence your teaching, maybe positively or negatively.

Senator: In my school I can say we are very lucky in the sense that in terms of pitch, land space we have them in abundance. We can have space facilities for all sports; most sports if the government will provide them. That tends to give me a lot of confidence, encouragement and support, so there is no question of you come and move this car away from here, it is disturbing us. If the people are busy with the main field, there are two other smaller fields within the school compound that can be used, so there are instances where PE practical lessons are taking place, maybe three lessons are going on simultaneously in the compound without one disturbing the other, so that is the thing I enjoyed most. The one that impact negatively is the one I told you about is the crowded nature of the classroom, that the most thing that I hate, and maybe the fact that the extra games allowance which they give us is nothing. They gave us average of about one naira per day which is about thirty naira per month. To me when you look at that because you do not only teach, you also coach. I do not believe in just teaching in the classroom and that is all. In the morning, those who are involved in running or playing some games, early in the morning I worked-out with them and sometimes in the evening I have to stay back to work with them and for the compensation, it is nothing. We are given one naira for the day, which is absolutely nothing when you compared with your resources and time you wasted.

RES: What about the JSS PE curriculum document. Does it influence your teaching?

Senator: Relatively yes, because since we are operating the same syllabus nationwide, one cannot differ from other schools and other states because at the end of the day, all of them are taking the same unified examinations. So it is not bad, except that one will suggest that there is the need to do a constant review to keep it attune with the modern trend because I know one of the objectives of education is to provide the much needed manpower for the economy of the country. If that is to be the case, and if PE is supposed to continue to maintain social relevance, therefore there is a need to constantly review that curriculum to keep it attuned with the modern trends anywhere in the world so that if a PE graduate leaves Nigeria for example he can work anywhere. He will feel comfortable so that there is no deficiency in whatever he has achieved.

RES: What of your daily teaching schedules?

Senator: Well, the schedules are not bad except again because of the workloads, the enormity of the workloads. Like in my school we have, each class has three periods per week and I have nine classes of class three, what we called junior secondary (JSS III) class three, and so if you looked at three multiply by nine, that will give you twenty-seven periods in a week. That is the academic aspect and remember that one will still do some administrative aspects, for

example, I supervise senior secondary, SSS I and I supervise nine classes too in addition to teaching nine classes somewhere else. So it is the enormity of the workloads that is ... My work schedule is crowded up so I hardly have a little break in my timetable. Therefore, once I do sometime else, it will affect one lesson or the other.

RES: What about facilities and equipment?

Senator: The facilities and ... Well in terms of equipment, there are very little or none in the school particularly in Lagos State. Again, maybe because the schools are many, or because the government does not see as an important area because the equipment are not there. For example in my school, I know we have a volleyball for a school of about 5000 students, we have a football for a school of about 5000 students, we have a handball, no tennis balls, no badminton shuttle corks, you know.... Some of the ... in fact sometimes when I have to teach practical lessons, I have to bring my own personal equipment to the school to show the students so that they can know the better. Sometimes I have to improvise, but some which I used in the university or during my NCE days which are my personal equipment, I bring them to the class for instruction. I must say that there are few students who are enthusiastic, some who bring their own, very few though but in terms of facilities and equipment, almost none, non-existence.

RES: Now let us look at your reflection, teacher reflection. The reflection of your work. How has this affected your teaching?

Senator: Well, personally I enjoyed teaching. I enjoyed working with kids or teaching the children because of their enthusiasms and the joy that one contributed to the upbringing of some youths and when they leave school, some see you later and appreciated what you have done for them in their lives when they were much younger. So I tend to ... I like it but these days, I begin to change that perception because society these days tend to denigrate the teachers as the down trodden, as the worse and stuff like that, maybe because over the years if there are any group of workers who are never paid, who are never regularly paid, who are never promoted, they are the teachers. So the society tends to look down on them, but since one has decided to stay there for now, you know one is hoping for the best but it can be better. For example, if salaries are regular, people are promoted regularly like any other job nobody will look down on teachers.

RES: You mentioned the other time that you do some coaching, which is a non-teaching duty. How would you relate that to your teaching, positively or negatively?

Senator: I think that it is positively because sometimes when I teach in the theory class, I practicalised it for them outside. For example, particularly sports that require very little or no equipment like sprint start, like hurdles I can see that in the whole Lagos State, there are few schools that have hurdle sticks and my school is one of them. The real hurdle sticks, the standard hurdles sticks, even though some teach theoretically but I can bring it to the classroom and show the students, show them how to put the shot, show them how to throw javelin, show how to throw discus. We have these equipment in the school. Baton exchange, those ones

required very little or no equipment. Passing, dribbling, those minor ones we can do them. Positively, it has contributed to enhancing one's teaching because the students can now do a transfer of knowledge from the practical class back to the classroom. So they have seen it done either during evening games or early in the morning, before the morning assembly or later in the evening and these days when we started some years back, it was mostly boys but girls are now taking part, so the thing is spreading.

RES: Now, let us look at yourself as a teacher, in which ways have you been developing yourself to achieve quality in your teaching?

Senator: First on my own I go outside the government arrangement to provide relevant resource materials for myself in terms of textbooks, equipment and so on. I have to sometimes borrow equipment to ensure the students get through. Apart from that, I mentioned earlier that I take students out for ... to go to the ... for outdoor learning maybe to the stadium, to the swimming pool and so on. Apart from that, my coaching or involvement with sports administration after the school system, maybe up to National level particularly in athletics helped me to know a lot of modern trends, new developments which I later bring to the classroom because students see you as somebody who has answers to almost all their questions and you cannot claim ignorance so the pressure is there on you to keep reading. That ensures that ... I have a transistor radio that I monitor regularly, I have to read newspapers regularly, magazines just to keep abreast because the students must ask you questions and the pressure is on you to answer correctly, so that has compelled me to keep myself in check. In addition, apart from that, I read journals belonging to some professional bodies from where issues concerning PE and sports are discussed.

RES: Which professional association do you belong to?

Senator: Well, I know in Nigeria the most recognised one is the NAPER-SD, I belonged there, I am also a Grade II Football Referee. In athletics, those that officiate in athletics in the country, I am the National Secretary. I am also in Badminton umpiring. These are some of the association which I am involved in and I know for about nine years until last year, I was a member of the Lagos State Amateur Athletics Association for the state until the present civilian administration came up and dissolved all the associations. These associations are relevant to my discipline from where one gets developments. Yes, there will be new developments, for example time were in football when you have referees-linesmen, these days you called them assistant referees. There are no linesmen again but assistant referees and unless you go out to keep abreast of what is happening, so I can know the new changes. The other thing that I have also done using my knowledge is my local school inter-house sports, the school sports intramural programmes in my school, I tried to make it as interesting as possible. Every year I must add up something new, which the students have never seen before, for example I have introduced triple jump to the girls. Most schools in Lagos State do not do triple jump for girls. I have introduced hurdling, I have introduced decathlon to them, I have introduced heptathlon to them, I have also introduced walking event to them, which are done even at the Olympics but, which are so not common in this locality. In fact, when I introduced some of those things initially,

some people fought against it. They said, where did I get those things and I told them that they are athletics events except that most people just preferred 100 metres, 200 and that is all. I said to them, let us introduce something, which is new to make it interesting every year, so every year, I introduced something new to the students and initially they might refused but after sometime they will like it. Like the decathlon and heptathlon, initially they refused them but I told them it is ten events in one, it is a combined event. So, what I did was to modify it, knowing the age of the students, I now say the boys should do eight events, four in day one and four in day two, while the girls will do six events instead of seven. Then, I also make sure that their own prizes are special and different from other individual events, and over the years everybody has accepted it.

RES: Can we then say that your workplace conditions have also helped you to achieve quality?

Senator: Well, somehow if you look at it, if you look at it in terms of pay, it is okay. If you look at the social environment, I have been lucky some years back, I have had some very supportive Heads (Principals), that has helped me a lot. I have also had support from colleagues, other professional colleagues either in the school or other neighbouring schools, or outside the secondary school system that I have to go to for interactions. Yes, for those working environment have helped positively.

RES: How has your teaching influenced your students learning?

Senator: Well, that is very interesting, the students, maybe because about fifteen years ago I was the only one teaching PE in the school and because of the enormity of the work loads, although the population of the school then was very low, all students accepted to offer PE in the JSS classes, particularly with my activities, because once I come in the morning, except maybe I am not feeling fine, I will be in my sports wear and so most of them will be enthusiastic and asked, are we going to play games today, are we going to run or are we going to do what. So, that tends to encourage them and definitely most of them these days offered PE willingly on their own because they know one is struggling trying to give them the best, trying to introduce the games to them apart from teaching them, coach them too, put them through so that they can learn properly. Some will leave the school and then go on with sports later in their lives so that they can continued playing and my teaching has influenced them and my teaching has been relatively productive to the students. There are so many of my students over the years who are now doing PE up to the university level.

RES: What have been their performances at the JSS final examinations?

Senator: Relatively they have done very well compared with some subjects like this last 1998/99 session, I think we have well almost over 90% success in that subject. Relatively they have been doing very well.

RES: In what ways have your views on teaching JSS PE changed over the years?

Senator: My views over the years have not changed much except that from experience one needs to ... like I did say earlier, the government needs to review

the curriculum so that it can keep it attuned. Then my views also been affected over the years by the increased in students population. My enthusiasms sometimes may dampened by the enormity of the workloads that one has to go through, for example in marking ordinary tests, maybe I teach about well over a thousand students and if needs be during a test, and each student wrote maybe two pages, then I am marking two thousand pages. I have go through and continue to teach again because we do continuous assessments after teaching for about a month, we do a test, continue to teach again, we do another test and so on. Therefore, it is the population situation that dampened my morale, but over the years, one has been trying to cope with the situation like that.

RES: What can we say are the limitations that impede your teaching?

Senator: In terms of limitations, there are a lot of them. One, population explosions which I have mentioned earlier on. Others are shortage of equipment and facilities and consumables, they are not there. Government inconsistent policies like the present one, which say we should not collect money for sports. Another one may come that say collect money, so it is like sometimes one step forward, ten steps backward. We are not moving forward. Then the other one is uncooperative Heads, some Heads are not interested, they believed you are wasting the students time, they do not see PE or sports as part of normal human existence. Sometimes you have opposition from colleagues too at work, some see you as somebody who is encouraging them not to attend lectures particularly when you take them out for sports particularly outside the school system. They believed they would miss some lessons as well. There are also parental oppositions in some cases. Some parents have opposed particularly on the part of girls. Some parents still believed that when you take their girls out for sports, you are encouraging them to be loose, to be promiscuous, so on, and so forth. Then the other limitation has been the nature of location of my school. The school is located in the rural setting in Lagos State. It is not at the city centre where the level of sports awareness is very high. Where the school is located is a relatively rural area, so the awareness of sports in that area is still low. If they see you for example jogging in the morning, it is strange to them, what is this one doing, whereas if you go to the city centre, fine it is seen as part of the normal life. Those are the major limitations, the other one I know is, again because of the socio-economic status of most parents in the locality, they cannot afford most of the things ... the educational things the students need in terms of textbooks, equipment, canvas, shorts, balls, they cannot afford it. Those are the major limitations in my school.

RES: So, how have you been coping or solving the problems created by these limitations?

Senator: Well some of these ones over the years because of one's interests, some of the Heads who are opposed initially have soft-pedalled, some of my colleagues too have changed their attitudes particularly when they see that the school is doing well in sports, they tend to change their attitudes. The parents too, most of them are now understanding things, they now cooperate, some even come out and see us on their own to confirm whether the letter the students took home is true. Sometimes when we have an engagement out, we have to give letter to inform the parents and they will have to come out and confirm, then we will have

to tell them that it is true. And knowing that Nigerian sportsmen and women are doing well internationally and nationally, that tends to influence the parents to change their attitudes, that maybe one day my child will also grow up to that level. It is also hoped that in terms of textbooks, well one cannot compare the students, but what we do sometimes is to ensure that for every topic that is taken we give summary notes. I make sure that I give them comprehensive note that for the purpose of passing their exams will be enough since I know most of them cannot afford textbooks and I always checked every two weeks that those notes are written. We even scored them for copying notes from the board to ensure this.

RES: Finally, could you please tell me how quality teaching in physical education can be supported at all times in Lagos State secondary schools?

Senator: Well, I believed that the limitations which I mentioned earlier on, if they are properly taken care of most of those problems will be solved, I mean the quality teaching will be maintained in schools. The other thing is, in terms of equipment; let them provide relatively adequate equipment. In terms of trained personnel, let them provide enough personnel in schools, let them motivate teachers, paid their salaries regularly, if possible give teachers special salary scales. You know, if they are seen as very important, give them special salary scale to motivate and encourage them. If it also possible, establish more schools to reduce the pressures on the existing schools. Those are some of the things that can be done to ensure that the quality of teaching is continuous in schools in Lagos State.

RES: Yes thank you very much Mr. Senator, I am very grateful for your time. I hope I have not taken too much of your time. If I still needs to come around again for the follow-up interview, you will surely see me. Again thank you very much.

Senator: Thank you.

KEY

RES: RESEARCHER.

APPENDIX V

EXTRACT FROM STUDENTS' INFORMAL INTERVIEW TRANSCRIPTS

(S)

25th May 2000

RES: What is your name?

Student: My name is Omolara Saheed.

RES: What is the name of your school?

Student: The name of my school is Awori College, Ojo.

RES: What class are you?

Student: I am in JSS IIIB.

RES: I see that you have just finished a PE lesson. How do you feel about the lesson?

Student: I feel excited and very happy.

RES: What do you enjoyed most about the lesson?

Student: I enjoyed the flicking skill in hockey.

RES: What do you think about the way your teacher handled the lesson.

Student: He handled it very well; I enjoyed the skills taught. Our teacher is great.

RES: Did you encounter any problems with the lesson? If yes, what are these problems?

Student: The only problem is that we don't have enough equipment, hockey sticks and balls for our lesson.

RES: Tell me what you think you have gained from this lesson.

Student: I 've gained a lot, but sometimes when I am not sure of a topic, and I remember what the teacher taught us in the classroom, I just go to my note and as soon as I read it, I will just go and practice the skill.

(T)

25th May 2000

RES: What is your name?

Student: My name is Safiu Oyibowe.

RES: What is the name of your school?

Student: The name of my school is Awori College, Ojo.

RES: What class are you?

Student: I am in JSS IIIB.

RES: I see that you have just finished a PE lesson. How do you feel about the lesson?

Student: I feel good. I love the way the teacher teaches because sometimes when I am sick, and I go back to study, he will always teach me and when I read what was taught, I will always feel good.

RES: What do you enjoyed most about the lesson?

Student: I enjoyed... I enjoyed by playing hockey. I think I will like to be a hockey player in future

RES: What do you think about the way your teacher handled the lesson.

Student: He handled it very well.

RES: Did you encounter any problems with the lesson? If yes, what are these problems?

Student: Well not really, except that we don't have enough equipment.

RES: Tell me what you think you have gained from this lesson.

Student: I gained a lot by listening to the teacher, and involving in hitting the ball accurately with all my power.

(U)

13th June 2000

RES: What is your name?

Student: My name is Muyiwa Ogedengbe.

RES: What is the name of your school?

Student: The name of my school is Awori College, Ojo.

RES: What class are you?

Student: I am in JSS IIIE.

RES: I see that you have just finished a PE lesson. How do you feel about the lesson?

Student: The lesson is very good. Mr Senator taught us very well.

RES: What do you enjoyed most about the lesson?

Student: I enjoyed the sports, the running, passing and throwing and catching skills.

RES: What do you think about the way your teacher handled the lesson.

Student: It is fine. He handled it well.

RES: Did you encounter any problems with the lesson? If yes, what are these problems?

Student: Well yes, the balls are not enough.

RES: Tell me what you think you have gained from this lesson.

Student: The teacher taught us very well. I gained how to pass the ball properly in basketball and my throwing and catching skills are now better than before.

(V)

13th June 2000

RES: What is your name?

Student: My name is Bisola Akinsanya.

RES: What is the name of your school?

Student: The name of my school is Awori College, Ojo.

RES: What class are you?

Student: I am in JSS IIIE.

RES: I see that you have just finished a PE lesson. How do you feel about the lesson?

Student: I feel excited.

RES: What do you enjoyed most about the lesson?

Student: I enjoyed a lot of things like how to jog, skip, run, in fact, playing basketball and other physical activities.

RES: What do you think about the way your teacher handled the lesson.

Student: Aah.. He is very good.

RES: Did you encounter any problems with the lesson? If yes, what are these problems?

Student: Yes, we do not have much time for playing games.

RES: Tell me what you think you have gained from this lesson.

Student: I 've gained how to pass properly in basketball.

(W)

6th July 2000

RES: What is your name?

Student: My name is Odiaka Isaac.

RES: What is the name of your school?

Student: The name of my school is Awori College, Ojo.

RES: What class are you?

Student: I am in JSS III G.

RES: I see that you have just finished a PE lesson. How do you feel about the lesson?

Student: I feel excited. The teacher taught us and made us to learn good physical activities and shooting in basketball.

RES: What do you enjoyed most about the lesson?

Student: I enjoyed how to play basketball and doing some exercises.

RES: What do you think about the way your teacher handled the lesson.

Student: He handled it well. I understood the lesson easily.

RES: Did you encounter any problems with the lesson? If yes, what are these problems?

Student: The balls we have did not go round us, we were too many in the class.

RES: Tell me what you think you have gained from this lesson.

Student: I 've gained how to do sports for example the learning of skills and techniques of playing basketball.

(X)

6th July 2000

RES: What is your name?

Student: My name is James Omobola.

RES: What is the name of your school?

Student: The name of my school is Awori College, Ojo.

RES: What class are you?

Student: I am in JSS III G.

RES: I see that you have just finished a PE lesson. How do you feel about the lesson?

Student: I feel excited and great.

RES: What do you enjoyed most about the lesson?

Student: I enjoyed how to play games and how to know more about PE.

RES: What do you think about the way your teacher handled the lesson.

Student: He handled it very well.

RES: Did you encounter any problems with the lesson? If yes, what are these problems?

Student: No sir. No problems with the teacher but our equipment are very small.

RES: Tell me what you think you have gained from this lesson.

Student: I gained how to play games especially basketball, and how to learn more in PE activities.

APPENDIX W

EXTRACTS FROM RESEARCHER'S FIELD NOTES ON OBSERVED LESSONS

OBSERVATION GUIDE SHEET

K. 15

Week 5

TEACHERS' PERCEPTIONS OF QUALITY TEACHING IN JUNIOR SECONDARY SCHOOL PHYSICAL EDUCATION IN LAGOS STATE, NIGERIA.

TEACHER: MR. SENATOR.

SCHOOL: AWOORI COLLEGE, OJO

DATE OF VISIT: 25th May, 2000 TIME OF VISIT: 10:50 - 11:30 am

VISIT NUMBER: 1 CLASS OBSERVED: JES III B (67 students)

LESSON TOPIC: Field Hockey - Ball hitting and flicking.

INTENDED LESSON OBJECTIVES: At the end of the lesson, students are expected to understand the dimensions, in field hockey and demonstrate ball hitting and flicking skills.

FOCUS OF LESSON OBSERVATION:

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	TEACHER'S COMMENTS	RESEARCHER'S NOTES
10:50	Warm up activities demonstrated	Students performed 3 warm up activities	Emphatic instructions and explanation of teaching points	Lesson presentation okay and sequential
11:00	Explanations on field hockey dimensions	Students demonstrated the skills in groups of seven.	Rules were let for the lesson.	20 Hockey sticks used with 6 balls. Additional improvised balls (tennis) were also used.
11:05	Demonstrating ball hitting and flicking.	They took part in mini-competition on group basis	Group dynamics emphasized and students efforts in ball hitting noted.	Students participating enthusiastically. Good class control
11:15	Mini-competition on the ball hitting among the groups			Task assignment well monitored

SUMMARY OF OBSERVATION (KEY STATEMENTS):

1. Lesson was well coordinated and class control okay.
2. The lesson was typically teacher-directed with absolute control.
3. Teacher was emphatic, clear in his instructions and display knowledge of the subject matter.
4. Teacher made use of group strategy (method) in his teaching.
5. Time was not on the side of the lesson and teaching material were inadequate as only 20 hockey sticks with six balls were used. Some students came with tennis balls as alternatives.
6. Lesson was interesting and students were actively involved in it.

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TEACHER: Mr. Senator
 SCHOOL: Anwori College, Ojo.
 DATE OF VISIT: 13/6/2000 TIME OF VISIT: 9²⁰ - 10⁰⁰ am
 VISIT NUMBER: 2 CLASS OBSERVED: JSS III E (70 students)
 LESSON TOPIC: Basketball Skills - Passing.
 INTENDED LESSON OBJECTIVES: Students are expected to understand and demonstrate passing skill drills in basketball at the end of the lesson.
 FOCUS OF LESSON OBSERVATION:

TIME	TEACHER'S ACTIVITIES	STUDENTS ACTIVITIES	TEACHER'S COMMENTS	RESEARCHER'S NOTES
9 ²⁰	Two warm up activities demonstrated	Students took part in the warm up	Teaching points well emphasized	Lesson okay and logical
9 ²⁵	Teacher demonstrated the drills one after the other	Students demonstrated the skill drills individually and in their groups	Lesson rules and instructions were given	Two basketballs used with four other men's ball
9 ³⁵	Group practice of skill/drill allowed by the teacher	Passing drill game was played on the grass court	Teacher provided feedback	Coast court was used for the lesson. Students were actively involved in the lesson.
9 ⁵⁰	Game play initiated for students		Teacher not encouraged students to play a ^{drill} game.	

SUMMARY OF OBSERVATION (KEY STATEMENTS):

1. The lesson was interesting as students were happy using three drills (types) of passing during the lesson.
2. The teacher had control of the class and activities were done in groups with the teacher going round to give feedback.
3. Teaching materials were inadequate as only six balls were used, two of which were standard basketball.
4. The teacher managed the class well and it was an interesting session.

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TEACHER: Senator (Mr.)
 SCHOOL: Awori College, Ojo.
 DATE OF VISIT: 6/1/2000 TIME OF VISIT: 12:40 - 1:20 pm.
 VISIT NUMBER: 3 CLASS OBSERVED: JSS IIIa (63 Students)
 LESSON TOPIC: Basketball Revisions - Shooting.
 INTENDED LESSON OBJECTIVES: Students are expected to practice the shooting skill with focus on jump and lay up shots at the end of the lesson.
 FOCUS OF LESSON OBSERVATION: Lesson.

TIME	TEACHER'S ACTIVITIES	STUDENTS ACTIVITIES	TEACHER'S COMMENTS	RESEARCHER'S NOTES
12:40	Tr. introduced lesson with warmup activities	Students performed two warm up activities	Teacher was assertive and explicit with his instructions	Lesson structure okay and logical
12:47	Tr. revises the shooting skills with the students	They also demonstrated the jump and lay up shots	Rules were set for the lesson	Students were happy to hit the target on the wall.
1:05	Students were grouped into practice the shooting skills.	using a target point on the wall. Students worked in groups to practice the skill.	Teacher noted student performances and provided feedback and supervision	Insufficient balls noted in the lesson Coac court used.

SUMMARY OF OBSERVATION (KEY STATEMENTS):

1. The lesson was entertaining and interesting to the students.
2. The teacher displayed knowledge of the skill and his lesson presentation was sequentially taught as written in the lesson plan.
3. The students looked fulfilled in this lesson as they were happy whenever they made a basket.
4. Adequate feedback given to the students.
5. The skill was well managed and controlled despite