ASSESSMENT OF THE CONSTRAINTS TO TEACHING AND LEARNING OF PHYSICAL EDUCATION IN FIRST CYCLE PUBLIC SCHOOLS IN GHANA

BY

DOMFEH, CHARLES

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

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BY

DOMFEH, CHARLES (Dip: UEW, HUPEB, B.Ed, M.Phil: UCC)
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DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

DECEMBER 2012

DECLARATION

I hereby declare that the work in this dissertation titled "Assessment of the Constraints to Teaching and Learning of Physical Education in First Cycle Public Schools in Ghana" was performed by me in the Department of Physical and Health Education under the supervision of Prof. B. A. Ladani, Prof. (Mrs.) F. B. Adeyanju and Prof. A. I. Kabido.

The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

Charles DOMFEH	……..	…….
Name of Student	Signature	Date

CERTIFICATION

This dissertation titled Assessment of the Constraints to Teaching and Learning of Physical Education in First Cycle Public Schools in Ghana, by Domfeh Charles, meets the regulations governing the award of Doctor of Philosophy (Ph.D) Physical Education, of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Professor B. A Ladani Chairman, Supervisory Committee	Signature	Date
Professor (Mrs.) F. B. Adeyanju Member, Supervisory Committee	Signature	Date
Professor A. I. Kabido Member, Supervisory Committee	Signature	Date
Professor C. E. Dikki Head of Department	Signature	Date
Professor A. A. Joshua Dean, School of Postgraduate Studies	Signature	Date

DEDICATION

This dissertation is dedicated to God Almighty for His guidance throughout the course of this degree. The work is also dedicated to my wife and son who painstakingly endured my absence. I also dedicate this work to my mother and paternal Auntie for their love to me.

Finally this dissertation is dedicated to all hard working Physical Education teachers in the world at large for the joy they bring to their various nations through the discovery of young talents who eventually bring honours to the nations at the time the Physical Education teacher has totally been forgotten. You are unsung heroes.

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ABSTRACT

The purpose of this study was to obtain information regarding the constraints to teaching and learning of Physical Education in first cycle public schools in Ghana. The population for the study was made up of head teachers of first cycle schools, classroom teachers of first cycle schools and physical education tutors in Colleges of Education in Ghana. A questionnaire with 40 items was developed by the researcher. It has the reliability coefficient of 0.71 (Cronbach) 0.75 (Spearman-Brown) and 0.73 (Guttman Split-Half). One major hypothesis and eight sub-hypotheses were formulated to test if the variables selected for the study were significant constraints to teaching and learning of Physical Education in First Cycle Public Schools in Ghana One sample t-test was used for analysing the data .All the hypotheses were tested at the alpha level of 0.05. The results of the study revealed that all the variables tested were significant constraint to teaching and learning of physical education in first cycle schools in Ghana. .($t=34.594$, $df=1314$, $p<0.05$) They included, Attitude of heads and classroom teachers towards the subject,($t=1.96$,$df=1314$, $p<0.05$) the lack of trained physical education personnel in the first cycle schools to teach the subject,($t=27.375$,$df=1314$,$p<0.05$) the nature of Physical Education programme in the colleges of education in Ghana,($t=19.321$,$df=1314$,$p<0.05$) the lack of facilities to conduct Physical Education classes,($t=72.322$,$df=1314$,$p<0.05$) the lack of equipment needed to teach physical education in the basic schools in Ghana,($t=35.153$,$df=1314$, $p=0.05$) the non-externally examined nature of Physical Education in the basic schools in Ghana,($t=40.289$,$df=1314$ $p<0.05$) the large class sizes that the first cycle public schools in Ghana possess.($t=5.567$,$df=1314$ $p<0.05$) and the funding (budgetary allocation) to

First cycle Public Basic Schools in Ghana.($t=20.278, df=1314, p<0.05$) In view of the findings, it was recommended among other things that every student-teacher in the colleges of education in Ghana should offer Physical Education as a core subject for the first two years of their studies since eventually they would end up as classroom teachers and would be required to teach Physical Education. Also the Physical Education bias programme should be reintroduced in some selected Colleges of Education in Ghana so as to train more specialists teachers for the basic schools. Furthermore, the Ghana Education Service (GES) will do well to revive all its sports shops in the regions and districts so that sports equipment can be bought by the schools and the money deducted from their capitation grant. It is again recommended that apart from Physical Education being a core subject in the basic schools, it must also be made an elective subject so that it can be externally examinable in the first cycle schools in Ghana.

TABLE OF CONTENT

Title Page - - - - - - - - - i

Declaration - - - - - - - - - iii

Certification - - - - - - - - - iv

Dedication - - - - - - - - - v

Acknowledgements - - - - - - - vi

Abstract - - - - - - - - viii

Table of Content - - - - - - - - x

List of tables - - - - - - - - - xiv

Operational Definition of Terms - - - - - - xvi

CHAPTER ONE - - - - - - - - 1

1.1 Introduction - - - - - - 1

1.1 Background of the Study - - - - - - 1

1.2 Theoretical Framework - - - - - - 5

1.3 Statement of the Problem - - - - - - 7

1.4 Research Questions - - - - - - - 8

1.5 Hypotheses - - - - - - - - 9

1.5.1 Major Hypothesis - - - - - - - 9

1.5.2 Sub Hypotheses - - - - - - - 10

1.6 Significance of the Study - - - - - - 11

1.7 Delimitation of the Study - - - - - - 12

1.8 Limitation of the Study - - - - - - 12

CHAPTER TWO: REVIEW OF RELATED LITERATURE - - 14

Introduction - - - - - - - 14

2.1 History of Development of Physical Education in Ghana - - 15

2.1.2 Physical Education in Colonial Ghana - - - - 15

2.1.3 Preparation of Physical Education Personnel in Ghana - - 20

2.1.4 The Need for Physical Education in First Cycle Schools in Ghana - 23

2.2 Teaching and Learning - - - - - - 25

2.2.1 Teaching - - - - - - - - 25

2.2.2 Characteristics of Good Teaching - - - - - 26

2.2.3 Effective Teaching Skills in Physical Education - - - 27

2.2.4 Introduction and Definition of Learning - - - - 28

2.2.5 Importance of Learning to Teachers - - - - - 30

2.2.6 Domains of Learning in Physical Education - - - - 31

2.2.7 Physical Learning Domain - - - - - - 31

2.2.8 Cognitive Learning Domain - - - - - - 32

2.2.9a Affective Learning Domain - - - - - - 32

2.2.9b Psychomotor Learning Domain - - - - - 33

2.3 Attitude - - - - - - - - 34

2.3.1 The Concept of Attitude - - - - - - 34

2.3.2 Characteristics of an Attitude - - - - - - 36

2.3.3 Attitudes of Heads and Teachers towards Physical Education - 36

2.3.4 Attitudes of Students Towards Physical Education - - - 37

2.4 Lack of Trained Personnel in Physical Education - - - 39

2.5 Colleges of Education in Ghana - - - - - 44

2.5.1 History of Teacher Education in Ghana - - - - 45

2.5.3 Nature of P.E in the Training Colleges in Ghana - - - 48

2.6 Facilities - - - - - - - - 53

2.6.1 Facility Management - - - - - - - 54

2.6.2 Equipment - - - - - - - - 56

2.7 Assessment (External Examination) - - - - - 58

2.7.1 Purposes of Assessment in Physical education - - - 59

2.7.2 The Importance of Assessment within Physical Education - - 62

2.8 Class Size - - - - - - - - 64

2.8.1 Large Class Size in Physical Education - - - - 65

2.8.2 Consequences of Large Class Size in Physical Education - - 66

2.8.3 Small Class Size - - - - - - - 67

2.8.4 Budgetary Allocation (Funding) - - - - - 68

2.8.5 Funding of Physical Education and Sports in Ghanaian Basic Schools - 69

2.9 Empirical Review - - - - - - - 73

2.10 Summary - - - - - - - - - 83

CHAPTER THREE: RESEARCH METHODOLOGY - - - 89

3.0 Introduction - - - - - - - - 89

3.1 Research Design - - - - - - - 89

3.2 Population - - - - - - - - 90

3.3 Sample and Sampling Technique - - - - - 91

3.4 Instrumentation - - - - - - - 96

3.4.1 Validation of Instrument - - - - - - 97

3.5 Pilot Study - - - - - - - - 97

3.6 Reliability of Instrument - - - - - - 98

3.7 Procedure for Data Collection - - - - - 99

3.8 Statistical Techniques - - - - - - 99

CHAPTER FOUR: RESULTS AND DISCUSSIONS - - 101

4.0 Introduction - - - - - - - - 101

4.1 The Demographic Data - - - - - - 101

4.2 Assessment of Mean Scores - - - - - 107

4.3 Test of Hypotheses - - - - - - 118

4.4 Summary of Findings - - - - - - - 128

4.5 Discussions - - - - - - - - 128

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION - - - - 144

5.1 Summary - - - - - - - - 144

5.2 Conclusion - - - - - - - - 145

5.3 Recommendation - - - - - - - 146

5.4 Recommendations for Further Studies - - - - 149

References - - - - - - - - - 150

Appendices - - - - - - - - - 164

LIST OF TABLES

3.1 Breakdown of Estimated Population - - - - - 91

3.2 Proportion Percentage of Selected Schools for Data Collection - - 93

3.3 Breakdown of the Three Categories of Public Schools and the Proportional Representation of Schools selected for Data Collection in the Selected Metropolis - - - - 94

3.4 Breakdown of Sample - - - - - - 96

4.1 Classification of Respondents by Demographic Characteristics - 102

4.2.1 Mean Scores of Respondents on Attitude of Heads and Classroom Teachers as a Constraint to Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - 108

4.2.2 Mean Scores of Respondents on the Lack of Trained Personnel in PE as a Constraint to Teaching and Learning of the Subject in First Cycle Public Schools in Ghana - - - - - - 109

4.2.3 Mean Scores of Respondents on the Nature of Colleges of Education Programme in PE as a Constraint to Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - 111

4.2.4 Mean Scores of Respondents on the Lack of Facilities as a Constraint to Teaching and Learning of PE Subject in First Cycle Public Schools in Ghana - - - - - - - - 112

4.2.5 Scores of Respondents on Lack of Equipment as a Constraint to Teaching and Learning of PE in First Cycle Public Schools in Ghana - 113

4.2.6 Mean Scores of Respondents on the Non-Externally Examinable Nature of PE as a Constraint to Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - 115

4.2.7 Mean Scores of Respondents on Large Class Size as a Constraint to Teaching and Learning of PE in First Cycle Public Schools in Ghana - 116

4.2.8 Mean Scores of Respondents on Funding and Budgetary Allocation as a Constraint to Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - - - 118

4.3 One Sample t-Test on Constraints to Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - 119

4.3.1 One Sample t-Test Summary Table on Attitudes of Heads And Teachers towards Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - - 120

4.3.2 One Sample t-Test Summary Table on Lack of Trained Personnel in PE as a Constraint in First Cycle Public Schools in Ghana - 121

4.3.3 One Sample t-Test Summary Table on PE Programmes in the Colleges Of Education in Ghana as a Constraint in Teaching of PE in First Cycle Public Schools in Ghana - - - - 122

4.3.4 One Sample t-Test Summary Table on Lack of Facilities as a Constraint in Teaching of PE in First Cycle Public Schools in Ghana 123

4.3.5 One Sample t-Test Summary Table on Lack of Equipment as a Constraint in Teaching and Learning of PE in First Cycle Public Schools in Ghana 124

4.3.6 One Sample t-Test Summary Table on Non-Externally Examined Nature of PE as a Constraint in Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - - 125

4.3.7 One Sample t-Test Summary Table on Large Class Non-Externally Examined Nature of PE as a Constraint in Teaching and Learning Of PE in First Cycle Public Schools in Ghana - - - 126

4.3.8 One Sample t-Test Summary Table on Funding (Budgetary Allocation) As a Constraint in Teaching and Learning of PE in First Cycle Public Schools in Ghana - - - - - 127

OPERATIONAL DEFINITION OF TERMS

First Cycle Schools – These are basic or elementary schools in Ghana, starting from primary 1 through to junior secondary school three (P-1 to JSS-3).

Classroom Teachers: These are teachers allocated classes to teach and therefore, they handle every subject on the time-table.

Subject Teachers: They are teachers who don't have specific classes of their own but move from class to class any time the subject they have specialized in, is due on the time table.

Training Colleges: These are the institutions where student-teachers are trained. They are presently referred to as colleges of education in Ghana. Teachers who graduate in these colleges, hold diploma in basic education and they are mostly posted to the first cycle schools to teach.

Public Schools: The public schools in Ghana consist of three categories of institutions. The first category of schools is the metropolitan/ municipal/district/ local authority schools. The second category of schools is the Missionary or the Unit institutions and the third category are the Garrison institutions. All the three institutions are under the central government. Their teachers are all paid by the government of Ghana and the educational materials for such schools are provided by the government. The general supervision of these schools is provided by the Regional and Metropolitan/Municipal/District, Directorate of Education.

Missionary/Unit Schools - These are schools invariably owned by missionaries. (Christian and Islam). They have their local and regional managers who supervise schools under their outfit. However, they are all public education institutions which

take instructions from the Ghana Education Service through the metropolitan/ municipal/ district, directorate as the case may be. The basic infrastructures of these institutions are properties of the churches or missionaries. The Government of Ghana provides these institutions with teachers and pay their salaries.

Garrison Education Units: These schools are owned by the military. They include the Air force, Armed Forces and Naval schools. These schools operate under a Garrison Educational Unit. The infrastructures of these schools are the property of the Ghana military. They have their Garrison Educational Officer who takes charge of the schools in a particular Garrison. They take instructions from the Ghana Education Service. All the books and basic academic materials are provided by the government of Ghana. Every teacher in these institutions are paid by the central government.

Metropolitan, Municipal, or District Authority Schools: The metro, municipal and district institutions are directly under the control of the various assemblies. The schools work through the metro, municipal and district directorate. Their source of funding comes from the central government. Their infrastructure is provided by the government. The teachers are also paid by the government just as any public school teacher in Ghana. The code of professional ethics, rules and regulations are the same for all teachers in Ghana. All the teachers in the public schools have their professional mouth-piece as Ghana National Association of Teachers (GNAT) or National Association of Graduate Teachers (NAGRAT).

Constraints: A constraint is anything that prevents the system from achieving more of its goal. Constraint is the element factor or a sub-system that works as a bottleneck. It

restricts an entity, project, or system (such as a manufacturing or decision making process) from achieving its potential (or higher level of output) with reference to its goal.

Eclectic Sampling Style: It involves using a combination of sampling techniques which are useful for the research, rather than following a single sampling style.

Capitation grant: It is a system of funding all first cycle public schools in Ghana by the central government as a component of the Free Compulsory Universal Basic Education (FCUBE) scheme. Schools are paid the equivalent of $3.00 per child a year for, running of the schools programmes.

Antoakyire: It is a game in which children squat in a circular formation facing the center of a circle with a radius of 5 meters or more depending on the number of children involved. One child holding a/an duster/object outside the circle, jogs behind and around the rest of the group singing and those squatting will respond to the song in a rhythmic manner. The duster is quietly dropped behind one of those squatting. If he/she runs around and picks the duster without the one squatting noticing that it was dropped behind him/her, he/she is slapped at the back with an open palm while the rest of the group laugh at the inattentive pupil. On the other hand, if he or she is able to perceive that object and picks it, he/she chases the one who dropped the object around the circle until the person is able to squat at the vacant position belonging to the one chasing him, else, he will also suffer the palm slapping before squatting. The import of the game is for children to be alert, attentive, react quickly and entertainment.

Meba ti teser niipa ti : It's game in which the participants stand in a half-moon position with the instructor facing the participants. The instructor demonstrates the location of the various parts of the human body with a song. The class repeat every verse of the song holding that part of the body which has been mentioned. This game is used as a stretching exercise or exercise for resting after a vigorous activity.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The joy and honour in the teaching profession is not debatable, since this has been known all along from time immemorial. Aristotle is quoted by Bucher and Koenig (1983) as saying that "those who educate children well, are to be honoured more than those who produce them, for those who produce children give them only life, but those who educate them give them the art of living well".

Education is a process of change or modification of the individual from his/her own reactions and interactions with the environment to make him/her accept and be accepted into any society in which the individual finds himself/herself. This change or modification is in the area of physical, emotional, moral, social and intellectual. The imparting of knowledge alongside all these domains makes the individual a "whole" or "a living human being". One subject through which the aim of education is formally accomplished is physical education.

Physical education according to Wuest and Bucher (1999) is an educational process that uses physical activities as a means to help individuals acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well being. This educational process is an on-going process of learning that occurs throughout the lifespan of the individual. According to Kirchner and Fishburne (1995), the aim of physical education is to produce individuals who have good health, (physically fit) acquire attitudes (such as honesty, sportsmanship, fair play, courtesy, desire of physical activities) acquire knowledge in physical education and acquire movement skills.

Physical education has as its primary goal, the improvement of the well being and quality of life of individuals who take part in physical education programmes. This can be

accomplished by socializing individuals into the role of participants who will make a long-term commitment to participation in enjoyable and meaningful physical activity and sports experiences. The main purpose of physical education is to provide people with the skills, knowledge and attitudes to participate in regular physical activity throughout their life span, so as to bring about the development of the "whole person". Involvement in high quality physical education and sports programmes benefit people physically, mentally, emotionally and socially. To achieve these acknowledged objectives of physical education, means there must be a commitment to the development of a whole person.

A perceived decline in the position, presence and status of physical education in school curricula worldwide was an apparent issue in some countries in the 1970s and 1980s. Subsequent manifestation of a deteriorating situation was evidenced by a number of conference themes, and numerous articles, reports on the perilous position of physical education in schools, several international and national surveys, on-going analysis of national and international trends (Hardman 1993, 1994, 1996, 1998a, 1998b, 1999) and a plethora of international agencies and regional continental organisations, position, policy, advocacy and declaration statements (Hardman and Marshall, 2000,). Historical records show that widespread concerns, particularly in the 1990s, led to the International Council for Sport Science and Physical Education (ICSSPE) initiated (with International Olympic Committee (IOC) support), worldwide survey of the state and status of physical education in schools.

The outcome of this initiative was the World Summit on Physical Education which took place from 3rd to 5th November 1999 in Berlin, organised by ICSSPE with patronage and support from the IOC, United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Health Organisation (WHO). The Berlin Summit brought together policy makers, administrators, researchers and physical education practitioners from around the world to

share information on the situation of, and case for, physical education in schools. The disseminated findings from the survey reaffirmed the perilous position of physical education which was revealed in earlier findings that brought a later UNESCO concessionary response showing that the principles of its 1978 international charter had not filtered down into practice with physical education and sports to be yet established as national priority.

In general, physical education as a subject of study in schools has been marginalized (Sparks Templin, & Schempp, 1993) and trivialized (Siedentop, 1996). Within the field itself, research suggests that there is a lack of consistency and agreement among professionals as to how physical education should be taught (Bain, 1990; Siedentop & Locke (1997). These issues further compound the already prevailing dilemma of inadequate research on physical education teacher development. Teacher development in physical education is at a burgeoning stage when compared to other disciplines (Siedentop & Locke, 1997). This phenomenon may be related to the fact that physical education has evolved differently from other basic "academic subjects" and the subject matter has seldom been used for promotion from one grade to another or for university entrance.

Despite internal disagreement within the field itself, (that is, transition from competitive sports to skill development and life time skill teaching versus popular sports applicable to the younger portion of the population), research has contributed to shaping how physical education is taught today.

The importance of physical education as a subject to the development of manpower of a country has long been recognized and therefore almost every country in the world has physical education on its educational curriculum and Ghana is no exception. In Ghana, the teaching and learning of physical education, runs across the whole educational sectors, that is, first cycle schools, second cycle schools and the tertiary education institutions. The first cycle

schools comprise of the basic level of the educational system, that is, primary and junior secondary schools. At the basic level teachers are allocated to classes where they teach all subjects as found in the primary schools, (classroom teachers) or they are given certain subjects to teach in the school (subject teachers) as can be found in the junior secondary schools.

Physical education is a core subject at the first cycle educational institutions in Ghana. This means that physical education is to be taught and learnt by every child in school, from primary one to junior secondary three, but is this the reality on the ground? Physical education is seen to have been pushed into defensive position. The subject has a low subject status and esteem and it seems to being ever more marginalized and undervalued by school authorities. School physical education appears to be under threat in all regions of the world (Hardman, 1996). At best it seemed to occupy a tenuous place in the school curriculum. In many countries, PE was not accepted on par with seemingly superior academic subjects believed to be concerned with developing a child's intellect (Hardman, 1998a). One would discover that, a trained teacher who has been given a class to teach, teaches other subjects like Mathematics, English Language, science and other subjects dedicatedly, but when it is time for teaching physical education, either the pupils are asked to go out and play football unsupervised or the teacher uses the physical education period to teach other so called "more important subjects". The question is that, why do the teachers behave in this manner? Is it likely that there are barriers which are preventing these teachers from teaching the subject? An attempt to find answers to such questions has motivated the researcher to come out and research into the perceived constraints to the teaching and learning of physical education in first cycle schools in Ghana.

1.2 Theoretical Framework

Despite Physical Education being on the time-tables of all levels of the educational sector in Ghana, and the subject being recognized as either a core or elective subject in the basic, secondary, colleges of education and some universities, it is evident that classroom teachers in the first cycle schools are reluctant to teach the subject to their pupils. This lack of compliance is even more disturbing given the fact that research reveals that physical inactivity and obesity remain more stable than physical activity from childhood to adulthood (Anderson, Wold, & Torsheim, 2005; Raitakari, Juonala,& Vikari, 2005; Yang et al., 2007) and child obesity in modern society especially in the cities Ghana inclusive, is growing due to inactivity. (CDC,2007; Ogden et al 2006). Why are so many schools and teachers not able or willing to teach physical education in the basic schools?

Addressing the question of why the teacher prefers to teach certain subjects and not all subjects on the time table is very important in this study. Since this research is focused on addressing the constraints to teaching and learning of physical education in first cycle schools in Ghana, the theories around which this research is built therefore, are the behaviour choice theory and behavioural economic theory.

According to Epstein (1992, 1998), Raynor, Coleman and Epstein (1998), behaviour choice theory and behavioural economic theory include a lot of complex and many factors needed to understand physical activity behaviour choices. If allocation of time and resources towards helping others engage in physical activity or the participation in physical activity is conceptualized as a series of choices, then it is crucial to understand factors that can influence those choices.

Teachers are often in powerful position to make choices that influence the physical activity behaviours, of children or pupils. For example, the choice of teaching physical

education or staying in the classroom to teach one of several other subjects, confronts the teacher every day. A teacher's perspective of the reinforcing value and the accessibility of each option is essential to understanding the choices made (Sherman, Tran and Alves, 2010).

According to behavioural economic theory, the reinforcing value of each option is an important determinant in making choices. However, the accessibility of the alternatives also play an important role. For example, teaching Physical Education may be viewed as having reinforcing value over not teaching physical education because of the benefits to society in general and the pupils in particular. For example, physical education helps direct children's excessive energy, has a direct relationship with children's short and long-term health and is positively correlated with academic achievement. However, its accessibility, may be perceived or viewed as marginal due to lack of training or comfort teaching in the subject area, poor facilities, insufficient equipment, large class size, hot temperatures (as some combination of these and other factors). The teacher may choose a less reinforcing alternative. (staying in the classroom and providing free reading time, story telling or correction of mathematics home work which has just been marked) because the preferred alternative of teaching physical education is less accessible.

The relevance of the theory to this research is that, the mere fact that classroom teachers recognize the importance of physical education as subject, and also know the value of the subject to the pupils they teach, would not guarantee teaching it. If the classroom environment is not conducive enough for the teacher in terms of being empowered with the appropriate subject-foundations and also assess to facilities and equipment readily available, then the teacher would opt for an alternative which provide him or her with some comfort irrespective of its importance.

Understanding the constraints or barriers to creating an environment that fosters positive physical activity behaviours for children or confronting those environments that do not is essential to understanding the previously posed question "why are so many schools or teachers not able or willing, to teach physical education in the basic schools in Ghana? Probably the answer to the posed question could be understood within the framework of the relative reinforcing value and accessibility of competing behaviour choices.

1.3 Statement of the Problem

Governments of Ghana from the colonial British rule through the first republic up to the fourth republic all have kept physical education as a subject intact on the educational curriculum of the country. This indicates how important the subject is to the country in general and individuals in particular. Physical education as a subject runs through all the educational sectors in the country that is from basic to the university.

One would have thought that this seeming recognition given to the subject would reflect in the teaching and learning of it in first cycle schools, but this unfortunately is not the reality on the ground. The researcher who served as a district physical education coordinator in Sekondi-Takoradi, the third largest city in Ghana after Accra and Kumasi, noted that teachers were not preparing lesson notes on physical education and teachers used the physical education periods to teach other subjects. Head teachers were also ever ready to remove physical education from the time table and replace it with new courses like computer or HIV/AIDS studies, any time the timetable seemed tighter or choked.

Teachers who are trained in the same colleges of education, graduate and when they are allocated classes they decide to teach certain subjects on the time table and ignore physical education which is also a subject on the time table. No amount of sanctions from the Metropolitan Director of Education to the teachers, deterred them from this attitude of not

wanting to teach PE. These issues have motivated the researcher to find out the reason for the attitude of teachers towards teaching physical education and also generally find out the constraints to the teaching and learning of physical education in the first cycle schools in Ghana?

1.4 Research Questions

In the study on assessment of constraints to teaching and learning of physical education in first cycle public schools in Ghana, the research will attempt to address the following research questions:

1. Is the attitude of heads and teachers of institutions at the first cycle public schools, a constraint to the teaching and learning of physical education in Ghana?
2. Is lack of trained personnel in physical education for the first cycle public schools, a constraint to the teaching and learning of the subject in Ghana?
3. Is the nature of the Colleges of Education syllabus for physical education, a constraint in the teaching and learning of the subject in first cycle public schools in Ghana?
4. Is the lack of facilities for physical education in first cycle public schools, a constraint to teaching and learning of the subject in first cycle public schools in Ghana?
5. Is the lack of equipment for physical education in first cycle public schools, a constraint to teaching and learning of the subject in first cycle public schools in Ghana?
6. Is the non-externally examinable nature of physical education in first cycle public schools in Ghana, a constraint to the teaching and learning of the subject?

7. Is the large class size of the first cycle public schools in Ghana a constraint to the teaching of the subject?
8. Is the budgetary allocation to first cycle public schools, a constraint to the teaching and learning of physical education in Ghana?

1.5 Hypotheses

For the purpose of this study, a major hypothesis and eight sub-hypotheses were formulated.

1.5.1 Major Hypothesis

Attitude of heads of institutions, lack of trained personnel, the colleges of education programme, facilities and equipment, lack of external examination in physical education, large class sizes and budgetary allocation would not be a constraint to teaching and learning of physical education in first cycle public schools in Ghana.

1.5.2 Sub-Hypotheses

1. Attitudes of heads and classroom teachers in first cycle public schools, is not a significant constraint to the teaching and learning of physical education in public schools in Ghana.
2. The lack of trained physical education personnel in the first cycle public schools is not a significant constraint to the teaching and learning of physical education in the public basic schools in Ghana.
3. The nature of the physical education programme run at the colleges of education in Ghana is not a significant constraint to the teaching and learning of the subject in first cycle public schools in Ghana.
4. Lack of facilities is not a significant constraint to teaching and learning of physical education in first cycle schools in Ghana.

5. Lack of equipment is not a significant constraint to teaching and learning of physical education in first cycle public schools in Ghana.
6. The non- externally examined nature of physical education in the first cycle schools in Ghana, is not a significant constraint to teaching and learning of physical education in public basic schools in Ghana.
7. Large class size of first cycle public schools is not a significant constraint to teaching and learning of physical education in basic schools in Ghana.
8. Budgetary allocation to first cycle public schools in Ghana is not a significant constraint to teaching and learning of physical education in the public basic schools in Ghana.

1.6 Significance of the Study

Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. A quality physical education programme provides learning opportunities, appropriate instruction, meaningful and challenging content for all children. Physical education plays a critical role in helping children learn necessary skills and develop confidence in their physical abilities.

The rationale behind teaching physical education in schools, is to help children and adolescents become more physically active and fit by providing a wide range of accessible, safe and affordable opportunities to be active. Provision of appropriate practices guided by competent knowledgeable and supportive adults influence the extent to which students choose to engage in activities, enjoy physical activity and develop healthy lifestyles.

These rationale and goals of physical education would not be achieved if the subject is not taught in school and this would be to the detriment of the pupils and society in general. The researcher has come out with empirical facts and figures based on the findings of the research which would help the policy makers to mitigate against some of the constraints to teaching of physical education in the first cycle schools in Ghana.

In addition, the study would also help officers of the various regional and district educational offices to offer useful suggestions during their inspection and assessment of teachers of physical education. It is hoped that the results of this research can be applied to other subject areas which may have similar challenges like that of physical education.

The study would also be a source of reference, for students and professionals in the field of physical education and sports. It would also contribute to advancement of knowledge in the field.

1.7 Delimitation of the Study

This study was designed to cover the whole of Ghana, but it was delimited to three regions within the three geographical belts or zones, namely; coastal belt:-Western Region, middle or forest belt:- Ashanti Region and northern or savannah belt :- Northern Region. However, all the colleges of education in the country were covered for the study. (see appendix F)

Secondly, researching into constraints to teaching and learning of physical education in first cycle schools in Ghana, should have covered both public and private schools, but this research was delimited to only public schools in Ghana because Pupil-Teachers form a large percentage of teachers in the private first cycle schools in Ghana.(that is 87.2%) (Education Statistics of Ghana, 2010). The pupil teachers would not be in the position to respond to issues

concerning the programmes student-teachers go through in the colleges of education in Ghana and whether they constitute a constraint to the teaching of P.E, hence, their omission.

Thirdly, this research was delimited to trained teachers because Pupil-Teachers would not be in the position to respond to some of the items in the questionnaire with respect to their training at the colleges of education in Ghana since they are untrained.

Fourth, only physical education tutors in the colleges of education in Ghana were used as respondents because they are responsible for the training of these classroom teachers and therefore their opinion on the issue was considered vital. Only classroom teachers of the primary schools and their head teachers were utilized for the study.

1.8 Limitations of the Study

Private schools in the first cycle institutions in Ghana contribute a great deal to the education empowerment of a large percentage of Ghanaian children. Therefore, their exclusion would not allow for nationwide generalization, however, since this study has about 94% of the respondents as trained teachers, and the private schools in Ghana have about 87.2% of their total teacher population as untrained or pupil teachers. (Education Statistics, 2010) their involvement would have distorted the findings of this research since the teachers can not address issues on the nature of colleges of education programme in Ghana. Also since the public basic schools are over 70% as compare to the 30% of private schools, the results of the findings can be generalized nationwide.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Many children and youth in Ghana today lead inactive lifestyles and follow poor dietary eating habits. As a result, they put themselves at risk of many serious illnesses associated with physical inactivity. To help guard against these diseases and other illnesses associated with physical inactivity, it is essential that children and youth develop the skills, knowledge, and attitudes necessary for participating in active healthy living. This is the role of school physical education. This means that children and youth need to be physically educated so that, they will be physically active throughout their lives.

For this reason, it is extremely worrisome for teaching of physical education to be relegated to the background especially at the basic school level where the kids need it the most. The researcher therefore wants to find out the constraints to teaching and learning of the subject in the public basic schools in Ghana. To do this, all allied and related literature available in Ghana Education Service documents, journals, newspaper articles, thesis, textbooks, and information on the internet will be critically reviewed and presented in this chapter under the following headings:

1. History of Physical Education in Ghana
2. Teaching and Learning
3. Attitudes of Head teachers and teachers.
4. Lack of trained personnel in Physical Education.
5. The Nature of College of Education Programmes in Physical Education.
6. Facilities.
7. Equipment.

8. Assessment in Physical Education in Ghanaian Schools.
9. Large Class Sizes
10. Budgetary Allocation
11. Empirical Review of Related Literature
12. Summary

2.1 History and Development of Physical Education in Ghana

Nash defined physical education as "one phase of the total education process that utilizes activity drives inherent in each individual to develop a person organically, neuromuscularly, intellectually and emotionally (Domfeh, Attah and Ayensu, 2006).

Man has naturally lived an active life since creation and the people of the then Gold Coast, now Ghana, are no exception. Unknowingly, and informally, before the advent of the colonialists, the daily activities of our ancestors enabled them to partake in physical education through the use and exercise of their muscles. Some activities known to have helped in this direction include the following; search for food, provision of shelter, self defence, transportation, occupational activities and religious, recreational and cultural activities. The primitive society of Ghana, like their counterparts elsewhere in Greece and other parts of the world, had several game forms which they played, either singing, dancing or jumping. To them, physical education was enjoyment, hardship and nothing else. This continued for many years until the advent of European settlement in the country.

2.1.2 Physical Education in Colonial Ghana

The introduction of formal physical education into Ghana, dates as far back as 1828 when the missionaries arrived from Europe to give formal education to the people. (McWilliam and Kwaminah-Poh 1995). The physical education programme took the form of games and sports, singing, dancing and marching, to stimulate interest among school children and would-

be pupils who had not been enrolled in school yet, it should be remembered, however that, physical education had no place on the school time-table.

The inexperienced educationists organized the games and sports as recreational activities. There were no planned programmes to follow. When it was time for singing and marching lessons, the school band provided the music and the rest of the school in four files marched round the school field. The teacher in command, probably an ex-service man, conducted the marching. The head teacher with the other teachers stood at vantage points and called the names of individuals who marched out of order from other members in his group.

Most of the games played by the children were often of the teacher's invention. They included drill-games of traditional origin like, "*Antoakyire" "Meba ti-teser niipa ti*" etc.

Experience made it necessary for some changes to be made in the form which physical education took in the schools. It was considered that by introducing gymnastics in the school programme, the development and the strengthening of the pupils would be enhanced. The "Drill" system therefore came into being. Pupils were put into four files, and the instructor, often an ex-serviceman, commanded them to perform arm-swinging, hand turning, trunk turning and trunk bending exercises, all performed in unison. (Boateng 1999)

The subject took a new form after the Act of 1844 was enacted. It demanded the introduction of physical education in all schools although, there was no clear cut policy as to how it should be treated; probably due to lack of trained physical educationist. However, it became necessary for physical education to appear on the time-tables, and organized physical education taken in class. This notwithstanding, it became a common practice that where the time-table made provision for physical education, the period was used for other work. In certain cases, during such periods, the class was asked to make corrections in their arithmetic,

English composition and comprehension books, or the class was used for dictation exercises where those who could not spell English words properly were punished. (Boateng, 1999)

The most popular activity with teachers during physical education periods was "grounds work", that is, work in the school garden, farm or compound. When there was not enough work to be done in that regard, the pupils had to go to the house of the teachers to do odd jobs while the girls were left in the schools to tidy the classrooms. Some of the pupils were sent to the local catechists' house to work. Such work ranged from fetching water from the nearby stream or well, firewood from the bush and weeding around the house. All such activities took place in place of physical education because the teachers responsible for those lessons either had no idea about the lesson or felt lazy to teach standing in the open field.(Boateng, 1999)

Attempts were made by the early colonialists, to introduce the type of physical education practiced in Britain at that time into Ghana. In the early part of the 1880's the Empire Day Games were introduced into the colonial schools. A day was set aside by the British colonial crown to commemorate Queen Victoria's birthday. The games marked the highlights of an all-year-round physical education (and sports) programme in the Gold Coast. All schools and voluntary organizations took part in this celebration. It consisted of a marching parade and selected athletic events. Among the events were 100 yards and 200 yards for both boys and girls and one mile (1760) yards) for boys. Other events were the three-legged race, egg and spoon, sack race, high jump and long jump.

Lessons taught by the most industrious teachers were far from satisfactory. In the first place, the preparation of the lesson notes was faulty. No provision was made for columns, description and teaching points. Formations were either files or circles such lessons usually began with running round the playground or running from one end of the field to touch the

goal post at the other end and back. Some postural exercises followed, then balance and rhythmic work in that order.

According to Boateng,(1999) the class was arranged in files with the teacher standing at a vantage point on the field or on the verandah and shouted out his orders for the children. To perform the exercises in unison to the following commands:

"Class, atten-tion; 1, 2

Right turn. 1, 2

Le—ft turn 1,2

Right turn 1, 2

Fro---nt turn 1, 2

Ab---out turn 1, 2

Trunk exercises were haphazardly conducted. The children had to perform the exercise to time, and this did not allow complete movements. The arm exercises were equally poorly taught, they were also performed to 1-2 time. The physical education "instructors", with their command style, made the lessons, military in outlook, and unsuitable.

The class and group-work section of the lesson were neglected, thereby, omitting one of the effective weapons in physical education for the acquisition of some noble habits – cooperation, selflessness and patience.

The games section of the lesson suffered a similar setback. Apparatus were lacking and the little equipment they had were unsuitable and insufficient and therefore the few games the teacher knew were always repeated over and over again. Some of the common games were "*kyekyekule"* – an initiation game, and "Mr. Wolf, what is the time"?

During the “final exercise”, the children were put in files. The teachers in his usual manner, took his position in front of them and shouted, “Atten---tion!, Look up!, Chest out!, Dis---mis”.

Days preceding the Empire Day celebrations, marching rehearsals were undertaken during physical education periods. The marching was done to the tune of a whistle or music provided by the school band.

It must be noted that physical education lessons in the early nineteenth century did not offer opportunities for the following:

a. Changing of clothing before and after physical education lessons.

b. The use of suitable apparatus for different exercises.

c. Class activities and group work

Besides gymnastics, football and athletics enjoyed greater popularity with schools and people outside them. The common practice in the schools was to kick the ball about, with each child trying hard to have a kick. There was no limit to the number of participants and the game often degenerated into rough play where many children were hurt. (Boateng, 1999)

The teaching of physical education was also stressed in the 1887 Education Ordinance with the introduction of physical exercises (Graham 1971). The colonial governor who is known to have promoted school physical education during his tenure of office is Sir Gordon Guggisberg. According to McWilliam and Kwaminah-Poh (1975), in 1925 Governor Guggisberg presented to the legislative council his sixteen principles of education. The ninth of the principles read “organized games should form apart of school life”. To implement this, extension of existing schools and the opening of new ones were approved if only provision was made for a playing field.

In 1927, Governor Guggisberg who wanted to stress the importance of physical education in school as the basis for character training, founded the Achimota School where provision was made for adequate facilities for physical education. Beside, Achimota, Adisadel and Mfantisipim colleges were equally active in games and sports.

The year 1927, marked the beginning of organized physical education in Ghana. Organised work started within Achimota College under the leadership of the late A.H.R. Joseph, alias Paa Joe, and other members of staff of that school most of them being expatriates. Some other secondary schools like Mfantsimpim and Adisadel caught the influence of physical education that had began in Achimota school, and this consequently led to the donation of the Aggrey Shield. Other institutions joined later and physical education crept on in its haphazard form, as non-centralised, non-state concern, with little financial help from the colonial government. In fact, sports were run by private people and it often lacked imagination and purpose for the promotion of sports. Their target did not go beyond Nigeria and fans showed no interest.

2.1.3 Preparation for Physical Education Personnel in Ghana

Training of physical education personnel in Ghana was unduly delayed. Ghana's only institution for physical education was opened in 1950. Attempts were made before 1950 to train Ghanaians abroad with the hope that they would return home after their course of study to help develop the subject in the country. Some of the institutions these Ghanaians were sent to are Loughborough College of Physical Education, I.M. Marsh Women's college of Physical Education, Liverpool, Jordanhill College of Physical Education, Scotland. Messrs. Ayi-Bonte and E.N. Teye-Botchway were among the pioneers to benefit from this training programme. In 1950, Ayi-Bonte was appointed the first Physical Education organizer in the country. (Domfeh, Attah and Ayensu, 2006).

In that same year 1950, a one-year course was introduced at Achimota School to prepare physical education teachers locally. Two years later, (1952), the course was transferred to the College of Technology, Kumasi (presently the Kwame Nkrumah University of Science and Technology, KNUST) to run a one-year certificate course. E.N. Teye-Botchway was appointed head of the newly created department. In 1954, a second year further course was introduced for those who had completed the one-year course. The two-year trained specialist were certified to teach in post primary institutions. (Second cycle schools). The course gradually developed to a two year continuous programme by 1955 (Domfeh, Attah and Ayensu, 2006).

The government took a decision and transferred the school of Art, Home science, Music and Physical education from the College of Technology to the Specialist Training College (STC), Winneba. From 1959-1962, the college offered one year and two-year certificate courses. In 1963, a 4-year diploma course in physical education was reduced to three.

To accelerate the training of physical education teachers, a 3-year post-secondary Physical Education bias course was introduced in selected training colleges. In 1975, the first of its kind was set up at St. John Bosco's Training College (Narongo, in the now Upper East Region of Ghana) and St. Francis Training College, (Hoehoe in the Volta region of Ghana). A year later, the programme was introduced at Wesley College, Kumasi, in Ashanti region of Ghana.

In 1986, the Department of Health Education and Recreation (HPER) was established to run a 4-year degree course at the University of Cape Coast with Messrs. E.T. Kodzi and F.S. Bediako as full-time lecturers. The course was started with sixteen students out of which was one woman.

In 1992 the specialist Training College, Winneba and some other diploma awarding institutions were merged to form the University College of Education, Winneba (UCEW) to run

a two-year post-diploma degree courses. As a result of this, the UCEW, started a two-year post diploma degree course in PE alongside the diploma and certificate courses. UCEW now University of Education, Winneba (UEW), runs a four-year degree programme. The University of Cape Coast also started a 2-year post Diploma Degree course and a post-graduate programme in November, 1993 with an enrolment of five and three students respectively.

The programme in the post-secondary Teacher Training colleges, now known as the Colleges of Education has undergone several changes over the years. Currently all Colleges of Education run a three-year programme, where the first-two years are done on the various campuses and the third year is done in various basic schools within the environs of the institutions as practice teaching. Physical education is considered as a core subject in the colleges of education programme and it is done for one semester within the first year by all students. Students have the option of choosing the subject as an elective and those who do not choose the subject have completed their encounter with PE for the entire duration of their training until they are sent to the classroom to teach. It must be noted that all student-teachers, who pass through the colleges of education would eventually find themselves teaching at the first cycle schools as classroom teachers and therefore would have no option than to teach all subjects on the time-table including physical education.

Ghana shares the same philosophy with countries like Britain, America and Germany that, physical education should be obligatory in schools and colleges. It has therefore been the policy of the Ministry of Education that PE should be made part of the school curricular in Ghana. In principle the policy holds, but in practice it is not fully carried out.

The 1987 Educational Reform in Ghana was introduced to correct lapses in the existing educational programmes. As part of the reforms the Curriculum Enrichment Programme (CEP) was introduced. Among other things, the CEP emphasized the teaching of PE as a way of

helping individuals to be healthy. Physical Education was therefore, made one of the core subjects at the first cycle schools, though not examinable. It is regrettable that although PE remains a core subject in the basic schools, teachers are unable or unwilling to teach it and only a small number of school headteachers ensure that their teachers teach it.

2.1.4 The need for physical education in first cycle schools in Ghana

Primary school education aims at providing experiences for learners, so as to help them realize and achieve to the fullest, their capacity as active and participatory members of society. The role of the school is to develop the learner's lateral and creative thinking skills while also giving them access to a broad educational base. Thomas, Lee and Thomas (1988) claim that, physical education makes an important contribution to total development.

If the child is truly a physical, intellectual and social being, the, educational plans must meet the whole needs of the child. The child's physical needs go beyond food and shelter; for good health a child requires vigorous physical activities. To maximize a child's total development, physical activity must be planned by the teacher and systematically performed by the child.

Physical activity and more specifically, physical education, is an imperative for the total education of primary school learners. It helps them to realise mind-body—soul unity (Holdstock, 1991) physical education (PE) helps the child to seek victory in glory and to manage and accept defeat whole heartedly and be ready to pounce back from defeative situations. It help learners to be nationalistic while, accepting that they are still a citizen of the larger world.

Physical education by nature encourages learners to explore and find their own solutions to their physical movement and physical activity problems. This type of exposure to problem solving activities will help learners in becoming problem solvers, as the pupils engage in the development of their own solution, defend their uniqueness and maintain their sense of

individuality. According to Wuest and Bucher (1999), engaging in the problem solving process builds characters, as well as boosts the self-image and self-esteem of the individual.

Two component derived from physical education which are important to the child are physical activity and physical movement. These components are valuable and essential to the educational experience, as they make positive contribution to the lives of people. Physical activity and physical movement ensure that learners while involve in intellectual pursuits, still find the necessary balance for them to realize their full potential as human beings, since the two components provides the learners with their all-important experiences.

Considering what physical education has to offer to the Ghanaian child, in his or her holistic growth and development, Ghana needs to introduce the concepts of development, growth and education through physical education. In other to achieve this the subject need to develop its own profile and legitimacy and it must be prevented from being replaced or becoming a marginalized educational component as it seems currently. Therefore, all the constraints to the impacting of the subject to students at all levels of education, especially the basic school pupils must be addressed.

2.2 Teaching and Learning

2.2.1 Teaching

Teaching can be said to be a process that facilitates learning (Farrant, 2004). Teaching and learning are opposite sides of the same coin for a lesson is not taught until it has been learned. The teacher plays an important role in teaching because he or she acts as a catalyst by actively stimulating learning.

Modern teaching accepts and agrees that, the educational process is not a simple matter of presenting and receiving knowledge but is a process that involves the whole personality and is affected as much by physical, social and economic factors of environment as

by teachers. This realisation has made teachers much more conscious of the value of the school and the class room as aids in support of their own direct teaching. The aim is to provide a favourable educational environment (Farrant 2004).

The educational environment of the classroom should provide excitement, interest and enjoyment. The teacher is to provide these conditions, so what the children see and hear and do is what the teacher provides them, and it is all geared to what the children are ready and able to learn. Effective teaching is schools demand of the teacher a sound knowledge of all that the pupils must know together with an ability to relate the content, methods, sequence and pace of his work to the individual needs of his pupils, using the environment and appropriate media as a support. By giving careful consideration to such issues, and by supplementing direct teaching with indirect support, the teacher can achieve a total effect that can have dramatic result and can be extremely enjoyable for the pupils.

2.2.2 Characteristics of Good Teaching

Teaching is an "Art", and for a teacher to be able to win the confidence of the pupil, that teacher must be grounded in the art of teaching. In other words he or she must plan well and be vest in the subject matter to be a good teacher.

1. Teaching is structured in relation to:
   (i). pupils, by the teacher being sensitive to the pupils abilities, interest and needs.
2. The Curriculum
   (i). the teacher must be familiar with what he is required to teach.
   (ii). by helping the pupils to make sense of their world.
   (iii). by encouraging the creative abilities of each pupil.

(iv). by helping children to develop emotionally and socially, through their valued feelings.

3. Resources

(i). that are readily available inside or outside the school

(ii). that can be handled conveniently.

4. Teaching Methods

(i). that builds on a foundation of knowledge already possessed by the pupils.

(ii). that encourage children to learn by doing.

(iii). that ensure that learning grows out of useful experience and experimentation.

(iv). that use teaching aid effectively.

(v). that create the classroom a learning environment.

(vi). that stimulate appreciation as well as cognitive development.

2.2.3 Effective Teaching Skills in Physical Education

1. The teacher must always use an external signal for stop. e.g. whistle, voice, drum, bell etc. The teacher must use the voice for starting activity and should always remember to give clear instruction on what children must do before starting them. "WHEN before WHAT. e.g. when I say go, get a piece of equipment. Toss it and catch it ten times.
2. The teacher must always try to use the names of his or her students. Trying to recognise your students by names at some point during the lesson is very important. It makes students feel noticed and valued. Teachers must avoid showing "attention

pattern". e.g. they giving attention to one gender or ability group to the detriment of others.

3. P. E. teachers must not "teach in circles". The teacher must always be facing the students when given instructions. He must keep all students in view all the time, especially when the class is stopped and the teacher is giving instructions.
4. Instructions need to be clear and concise, it must go with demonstration so that students can see what you are talking about. P. E. Teachers should not waste a lot of time explaining the lesson. For a skill development lesson, activity time should be 60% or more. Transition time and management time should be 20% or less.
5. Physical education should give positive and corrective behaviour feedback.

In recent years, there has been considerable interest in the identification of teaching skills and competencies. The monitoring of standards and the quality of teaching performance has become most apparent in public schools (Mawer, 1995). The notion of being an effective teacher is an important and a critical goal for educators. Although effective teaching is a term that can be difficult to define in a precise manner (Kirchner & Fishburne, 1998), it can be argued, that teachers are viewed as effective in their teaching when students achieve intended learning outcomes (Harris, 1999). For teaching of PE, to be effective, Borich (1996), summarised these five key teaching behaviours that he taught when present, teaching can be said to be effective; lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

2.2.4 Introduction and Definitions of Learning

According to Chauhan (2007), schools are established to prepare children for different role in the society. He asserts that the main objective of a school as an institution is to bring certain desirable changes in the behaviour of children through the process of learning. The process of learning begins from the birth of the child and continues till his death. All living creatures learn.

Learning according to Aggarwal (2007), occupies an important place in the school programme. Schools according to him, are set up for making children learn. All efforts of the teachers and parents are devoted to the learning of the children. Learning is an enrichment of experience. Without learning efforts of both teachers and children in the school set-up would be meaningless.

Child (1986) indicates that the central purposes of the teachers task in formal educational settings is to provide well-organised experiences so as to speed up the process of learning, thus enabling pupils to make reasoned choices in solving life problems.

There are three main categories into which learning theories fall; behaviourist theories, cognitivist theories and constructivist theories. In addition to these main theories there are other theories that address how people learn.

It is difficult to give a uniform or universally acceptable definition of learning because various theories developed by psychologists attempt to define the term from different angles. Learning in psychology has the status of a construct, meaning an idea or image that cannot be directly observed but which is inferred from the behaviour of the organism. Marx (1971) defines learning as a relatively enduring change in behaviour which is a function of prior behaviour, usually referred to as practice.

Burns (1995) defines learning as a relatively permanent change in behaviour. Behaviour here includes both observable activity and internal processes such as thinking, attitudes and emotions. Burns includes motivation in his definition of learning. Learning might not manifest itself in observable behaviour until some time after the educational programme has taken place.

According to Aggarwal (1987) and Smith (1962), learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as a result of experience.

Crow and Crow in Aggarwal (2007) as defines learning as the acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in an individual's attempts to overcome obstacles or to readjust to new situations. It represents progressive change in behaviour.

Learning according to Anderson, Broom, Pooley, Schrodt and Brown (1995) is defined as a relatively permanent change of behaviour that occurs as a result of experiences. Although physical growth is often a prerequisite for motor learning, physical growth alone is not sufficient to guarantee learning and therefore must be accompanied by experiences.

Wuest and Bucher (1999), defined learning as a change in the internal state of the learner as a result of instruction, experiences, study and/or practice. According to them, these internal changes are not readily discernible, thus learning must be inferred from behaviour or performance.

2.2.5 Importance of Learning to Teachers.

Teachers study the various theories developed by psychologist to explain the learning process because the primary objective of instructing the child in the school is to bring about a certain desirable change in the behaviour of children through the process of learning. Teachers

are trained and employed to teach, they must therefore know the operations and approaches to learning to develop better teaching strategies.

Modern psychology of learning lays more emphasis on social psychology of learning. The teacher can therefore improve the social climate for learning by providing a conducive environment in the class. It can be summarized that the more a teacher is knowledgeable in the fundamental principles of learning, the more efficiently, he or she guide classroom teaching-learning process (Chauhan 2007).

2.2.6 Domains of Learning in Physical Education

Like all teachers, physical education and sport professionals, whether they are working in a school or non-school settings, should be interested in helping the individuals with whom they work or teach to realize their greatest learning potential. Learning in physical education is typically divided into four areas of study or domains. They are physical, cognitive, affective and the psychomotor. The physical education and sport professional is concerned with facilitating learning in all four domains because that is what makes physical education as a subject unique from other subject areas. Once a quality physical education is delivered to the pupils, they are made “whole” because they develop in all the four domains of learning at a time. The domains of learning in the perspective of the physical educationist are physical learning domain, cognitive learning domain, affective learning domain and psychomotor learning domain. The importance and relevance of each of these learning domains and what the pupils stand to gain if teachers teach PE well in the schools, is explained and reviewed under each heading.

2.2.7 Physical learning Domain

The scope of the physical development domain deals with the programme of activities that build physical power in an individual through the development of the various organic systems of the body. That is, in short, it concerns the development of physical fitness. These include muscular strength, muscular endurance, cardiovascular endurance and flexibility and a good body composition. Others are agility, coordination, power, balance and development of a good reaction time. The value of this objective is based on the fact that an individual will be more active, have better performance and be healthier.

To help individuals attain physical development, the learner must be taken through exercises or activities that promote physical fitness. This may include calisthenics, circuit training, interval training, weight lifting etc. Teachers must help pupils they teach to design and modify their own fitness programmes to meet their changing needs and also to instill within the individual, the desire to make fitness a lifelong pursuit, enjoy physical activities and appreciate the value of leading a healthy, active lifestyle.

2.2.8 Cognitive Learning Domain

The increasing of individual's knowledge, improving problem-solving abilities, clarifying understanding, and developing and identifying concepts is the concern of teachers so far as the cognitive development domain is concerned (Wuest and Bucher 1999). To achieve this objective, the learner should be exposed to rules, techniques, team strategies, tactics and terminologies involved in physical activities. The degree to which time is spent teaching for cognitive development depends on factors such as, the information to be imparted and the abilities of the individuals to understand the material being prescribed.

To determine the level of development in this domain, test such as essay test, objective test, quizzes, etc., on topics treated could be used. Similarly students could be assessed practically in the area of officiating.

2.2.9a Affective Learning Domain

In teaching for affective learning, the teacher is concerned with attitudes, appreciation and values. The primary goal of such teaching is to develop proper and positive attitudes towards physical activity. It also aims at helping the individual to develop good interpersonal skills. It aims at helping the individual to be accepted by others.

Teachers are concerned in instilling such qualities as sportsmanship, leadership, followership, teamwork and the need to play according to the rules that govern the game or activity. Under this domain, learners should be helped to make personal adjustments, group adjustment and adjustments as individual members of society.

It deals with all aspects of the teacher's teachings that will expose the learner to such basic social needs like the feeling of belonging, recognition, self-confidence, self-respect and love. The content of a programme in school aimed at helping pupils to acquire affective development should include fair play, appreciation, self-perception, sportsmanship, teamwork, social adjustment, obedience, honesty, respect and courtesy (Domfeh, Attah and Ayensu, 2006).

2.2.9b Psychomotor Learning Domain

In teaching for psychomotor learning, the teacher is concerned with the development and improvement of motor skill. Psychomotor learning is the heart of the physical education and sports experience (Wuest and Bucher 1999). The psychomotor development deals with the movement of the body as propelled by the mind. It is achieved through the combined functioning of the muscular and nervous systems.

The focus of psychomotor learning is on the acquisition of motor skills as well as selective skills for various physical education activities geared to the age maturation level, and physical condition of each individual. It basically deals with helping the individual to acquire movement skills, games skills, sports skills, and dance skills. This learning aims at making movement useful and with little expenditure of energy. Taking pupils through skill test involving the various skills taught would determine the level of development achieved.

2.3 Attitude

2.3.1 The Concept of Attitudes

The study of attitudes began in the early part of the twentieth century as part of social psychology. The study of attitudes in the beginning was characterized by an embarrassing degree of ambiguity and confusion (Fishbein and Ajzen 1975). One of the earliest definitions came in 1928 when Louis Thurstone defined attitude as the "sum total of a man's inclinations and feelings prejudice or bias preconceived notions, ideas, fears, threats, and convictions, about any specific topic.

Thurstone (1931) later shortened his definition to simply say "attitude is the affect for or against a psychological object. Just about four years later, Allport (1935) defined attitudes as "a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objectives and situations with which it is related.

Hallaran(1967) pointed out three points that Allport's definition raises: First, an attitude is a state of readiness leading the individual to perceive things and people around him in certain ways; that is, to be more ready with certain categories and interpretations than with others. In their everyday lives people are often ready to deal with objects and people as they meet them without having to stop and think about every encounter. Secondly, attitudes are

not innate – they are learned, they develop and they are organized through experience. These states of readiness are relatively enduring but they are modifiable and subject to change. A third aspect is that attitudes are dynamic. Attitudes are not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. They have motivational qualities and can lead a person to seek (or avoid) the objects about which they are organized.

Triandes (1971) was influenced by Allport's definition and therefore defined attitudes as "an idea charged with emotion which predisposes a class of actions to a particular class of social situations". He suggested that attitudes consist of two components:

a. an affective component, which is the emotion that charges the idea, and

b. a behavioural component, which guides behaviour.

What we are, "on the inside" has a relationship with what we are "on the outside". According to Myers (2008), philosophers, theologians and educators have long speculated about the connections between attitude and action, character and conduct, private word and public deed. Underlying most teaching, counselling and child rearing is an assumption that the individual's private beliefs and feelings determine his or her public behaviour, and that if we wish to change behaviour, we need, first to change hearts and minds. Myers (2008) believes that to know people's attitudes is to predict their actions, and extreme attitude can produce extreme behaviour.

On the other hand, Festinger and Maccoby (1964) said that, there is evidence showing that changing people's attitude hardly affect their behaviour. They believed the attitude-behaviour relation works the other way around. They are supported by Abelson (1972), when he said we are "very well trained and very good at finding reasons for what we do, but not very good at doing what we find reasons for".

Anastasi is cited by Aggarwal (2007) as defining attitude as a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding class of food or drink, sports, subjects or democracy.

Valada (1983) stated that attitudes form a complex psychological system of feelings based upon evaluative reactions towards objects, persons and institutions. Kenyon (1968) defines attitude as a latent or non-observable complex, but relatively stable behaviour disposition reflecting both direction and intensity of feeling towards a particular object, whether it be concrete or abstract (p. 567). A favourable attitude towards physical activities is desirable for enhancing learning (Campbell, 1969).

2.3.2 Characteristics of an Attitude

1. An attitude is a view point, substantiated or otherwise, true or false which one holds towards an idea, object, or person.
2. An attitude includes certain aspects of personality such as interests, appreciations and social conduct.
3. An attitude is often a learn characteristics.
4. An attitude can also be an adopted characteristics
5. An attitude has aspects such as direction, intensity, generality or specificity.

2.3.3 Attitudes of Heads and Teachers Towards Physical Education

According to Sprinthall, Sprinthall and Oja (1994), attitude is a learned predisposition to respond either positively or negatively to a person, situation or things. Attitude they said, carry a strong emotional component and therefore can never be neutral. When a negative attitude is generalized to include an entire group of people, it is called a stereotype. This can

be destructive to the holder of the stereotype as well as the group about which it is held. It can be especially destructive to the minority group members' self image.

Once a group of people like headteachers, teachers, society or even students hold a stereotype or negative idea against a subject, like physical education, physical activity, they will do everything possible to relegate the subject to the background. Headteachers are in charge of the day to day administration of the basic schools. These heads ensure that their teachers adhere to their responsibilities by coming to school on time and also giving every subject and pupil the attention deserved. Many heads of schools undervalue physical education as a school subject and therefore formulate a lukewarm attitude towards it. They do not supervise the PE lesson notes of their teachers.

According to Gerow and Bordens (2002) attitude is a relatively stable evaluative disposition directed towards some object or event. The concept of evaluation in this definition refers to a dimension of attitudes that include such notions as being for or against or positive and negative.

2.3.4 Attitudes of Students Towards Physical Education

Researchers have investigated attitude of students from the universities, across colleges of education, through secondary schools and middle and primary schools towards physical education and the factors that influence those attitudes.

Aiden (1932) after examining college women student's attitudes towards physical education, concluded that the top five factors which contributed to negative attitudes towards physical education were:

1. inconvenience of dressing and undressing;
2. not enough time for dressing which led to a feeling of untidiness
3. failure of the secondary school to provide adequate skills

4. not enough class time to develop skills, and

5. lack of interest in class activities

Bullock and Aiden (1933) were concerned with the decrease in physical education enrolment at the university and concluded that students who dislike physical education were previously taught by untrained high school physical education teachers.

Brumbach and Cross (1965) realised that students who were enrolled in high school physical education had a positive attitude towards university physical education. Figley, (1985) in determining what specific aspect of previous physical education experiences led to positive and negative attitudes towards physical education, reported that, the student came out with the following; teacher behaviour, curriculum content and class atmosphere, were the top three determinants.

Carr (1945) conclude in a research that attitudes towards physical education did influence students success in physical education. She said that girls who had positive attitude towards physical activity, had positive attitude towards physical education. Earl and Bennett (1987) supported this view when in their research they found that liking activity, liking sports, fitness benefits, enjoyment and the acquisition of new skills were the reason why students voluntarily took physical education. They gave the reason why students don't take physical education as follows:

a. not as important as other subjects;

b. poor programme

c. scheduling conflict

d. receiving enough exercise outside of school

e. uneasiness of getting sweaty and having to attend other classes throughout the day.

Tannehill and Zakraysek (1993) studied middle school student attitudes towards physical education and reported that students identified positive experiences which led to positive attitudes towards physical education included; winning, success, performing well, being included, team work, participating and having fun. On the other hand, negative experiences which led to negative attitudes included fitness exercises and injuries.

Portman (1995) said that, feeling of isolation, embarrassment and humiliation were the reasons why unskilled middle school pupils saw physical education as an unhappy experience.

Krouscas (1999) attributed middle school students he studied, positive attitudes to physical education, is as a result of teacher personal qualities and encouragement. He also said, the teacher delivery of content or teacher style was also a contributory factor to students liking or disliking physical education.

2.4 Lack of Trained Personnel in Physical Education

Trained personnel are people who have been made proficient with specialized instruction and practice through the impacting of knowledge or skill intended to fit them for a desired role. Physical education in the basic schools is a subject designed to help children and youth develop the skills, knowledge, and attitudes necessary for participating in active, healthy living. Due to this, physical education programmes are an integral component of the total school experience for students.

Quality physical education programmes comprise of a planned programme of instruction encompassing a wide variety of learning experiences from sports skills, to outdoor skills, to dance, and gymnastics. Specific learning objectives, outcomes and goals are taught in a developmentally appropriate manner to ensure that children of all abilities and interest are able to build a foundation of movement experiences and healthy living (CAHPFRD).

Once the proper foundation is laid and the right tutorials are given in a progressive manner, acquisition of skills in the field of sports automatically follows. Also once the wrong skills are acquired at the foundational level, it becomes very difficult to correct at later life. This is to emphasize how important and delicate the basic schools pupils are in terms of their education acquisition. In order to receive the right skills in physical education and sports, trained physical education personnel should be posted to the first cycle schools, which are the basic schools to impact the right skills to the school children.

In most African countries, these children or pupils in the first cycle schools are taught physical education by classroom teachers, who have no expertise in the area of physical education. Ironically, these children, who are in their formative years and therefore need a very good foundation in Physical Education and skill development are rather taught by teachers who are generally trained and are helpless when it comes to teaching of the subject. According to Sherman, Tran and Alves (2010), there is the need for Physical Education specialist to support these general classroom teachers who are not well trained in teaching Physical Education. They continue to say that it is amazing because elementary kids need physical education more than any people but they are the ones who are being taught by teachers who don't ever get any training or have little training in the area.

Ghana is practicing what the researcher terms as the "invented pyramid system", so far as the teaching of physical education in schools is concerned. The system has a thin base and broad top. The basic schools which need trained personnel to teach PE so as to impact the right skills at the foundational level, are rather taught by teachers who can't teach the subject if even they want to sincerely teach it, because they are not adequately trained in the area of PE. The few PE personnel or professionals, trained in the two universities which offer physical education degrees, in Ghana, are rather posted to the secondary schools to teach. This

practice makes the base of physical education as a subject very weak and thin and rather tries to strengthen the top, as all the trained graduates are posted to the second cycle institutions. Obviously such a system cannot take the load and it will eventually collapse.

The elementary school physical education curriculum should develop in the pupils a thorough understanding of the fundamental movement concepts and patterns, the ability to readily accommodate ones physical responses to any new set of circumstances, and an understanding of one's body and its fitness potential (Daughterty & Bonanno 1979).

Children of pre-school and primary ages need to develop their ability to control and manipulate gross body movements. This call for the provision of successful experiences in generalized movement patterns and this can only be achieved with a trained physical education personnel.

A well documented and well-designed professional development programmes that bring out trained physical education teachers, would reduce classroom teachers resistance to teaching physical education (Faucette, Nugent, Sallis, & McKenzie 2002; McKenzie, Sallis, Kolody & Fancette, 1997).

According to Sherman, Train and Alves (2010), most teachers give value to the subject they teach, based on the training they receive in the subject. According to them, most classroom teachers value and philosophies of the role of physical education in the schools are based on the level of training they the teachers received. They said, most of the teachers are not really trained adequately to teach physical education effectively.

This experience of the authors seems to be experience in Ghanaian basic schools. The training the classroom teachers receive during their training in the colleges of education seem not to empower them to handle the subject confidently, therefore, if even these teachers want to teach the subject, they are handicapped, resulting in their either not willing or not

teaching the subject and lack of seriousness, towards physical education in the first cycle schools.

According to Fishbourne (2004) many children and youth in today's world (Ghana is no exception) lead inactive lifestyles and follow poor dietary eating habits. As a result, they put themselves at risk for many serious illnesses associated with physical inactivity, including diabetes and heart diseases. To help guard against these diseases and other illnesses associated with physical inactivity, it is essential that children and youth engage in active healthy lifestyles. Society need to ensure that children and youth develop the skills, knowledge and attitudes necessary for participating in active healthy living. This role is entrusted to schools in Ghana, through the medium of school physical education. In other words, the children and youth in Ghana need to be physically educated so as to be physically active throughout their lives.

Surprisingly, this important lifelong task has been entrusted in the hands of teachers who have not been empowered professionally in the area of physical education. The classroom teacher who is generally trained is the one society expects to carry out this task. Fishburne (2004) quoted a Canadian twelve year old female student's experience of being taught physical education by an unqualified teacher. She said "PE was an unorganized time where we were often asked what we wanted to do when we got to the gymnasium and we either sat for a long time waiting to start a new game, a different activity, or our turn. We just basically played games that involved someone being eliminated and we did not learn how to do things, we were just expected to do it".

This same girl narrated her experience when she had the privilege of being taught by a qualified PE teacher the following year. Fishburne (2004) quoted her again as saying, "This year, we practice different skills before we play a game or do an activity. I feel that, I am

starting to learn something and I am beginning to play games and activities properly. We also do lots of activities that are individual-based and not only team games. I am learning to know what my personal best is and a whole lot of different things. I am beginning to learn what kinds of activities that I can do well in and what I like to do".

Most classroom teachers who are not trained to handle physical education prefer to use the PE periods for other subjects they claim to be more important. Others just cancel the PE periods for no apparent reason or as a punishment to students for doing something wrong. In the actual sense, all these are to cover up for the teacher's handicap or inability to deliver because she or he has not been trained adequately in the subject area. Fishbourne (2004) quoted a ten year old Canadian pupil's concern when he said "I like PE a lot! It is my favourite thing at school. It is not fair when it is cancelled because of other work or if the class is not listening".

Children like to do activity and it is the duty of teachers to help them with the right activities in school. A physical education programme that promotes the understanding and appreciation of a wide variety of physical activities encourages students to participate in physical activity beyond physical education classes, such as during recess or at home or in the community. Increased levels of participation in physical activity can lead to higher levels of personal fitness, a life-long participation in health-enhancing activity, social inclusion, and an overall sense of belonging. These values can be accomplished with well trained physical education teachers at the helm of affairs in the basic schools where it all begins.

The importance of trained personnel in teaching, coaching and administration of physical education is enshrined in the international Charter of Physical Education and sports. UNESCO document, article 4.1 reads, "all personnel who assume professional responsibility for physical education and sports must have appropriate qualification and training. They must be

carefully selected in sufficient numbers and given preliminary as well as further training to ensure that they reach adequate levels of specialization".

2.5 Colleges of Education in Ghana

The teacher training colleges as they have been referred to all along in Ghana, are now referred to as Colleges of Education. This change has not been fully effected in all the colleges and therefore in this review the two names would be used interchangeably, meaning the same thing.

Western schooling was introduced in the form of castle schools by the Portuguese, the first Europeans to set foot on the soil of Ghana, the then Gold Coast in 1471 (Hilliard, 1975; McWilliam, 1959). Similar schools were later established by the Dutch, the Danes and the English in their castles.

It was however, the missionaries of the Basel Missions, the Wesleyan Mission, the Bremen Mission, the Catholic Mission and the African Methodist Episcopal Zion Mission, who by their educational activities extended some schooling to Ghanaian children especially, children of wealthy African merchants on the coast and some of the important chiefs. Most of the students were Mulatto children of European castle staff and their African women.

The government of Ghana later joined the missions to develop and expand education throughout the country. The general growth of elementary education was inevitably accompanied by a corresponding need for professionally trained teachers.

2.5.1 History of Teacher Education in Ghana

Teaching in the schools at the initial stages of educational development in Ghana and other West Africa countries, was modeled on the well known monitorial systems of Joseph Lancaster and Andrew Bell (Hilliard, 1957). This system was popular in Britain and Canada at the beginning of the nineteenth century. This system had one master or trained teacher who

was in charge of a school and a number of monitors were appointed from among pupils from the top, classes to help, him by being in charge of the 'mechanical' teaching work and rote learning in the various classes. Similar kind of teaching was exported to Ghana.

Despite its popularity, the monitorial system had to be eventually abandoned in England because the monitors were immature and teaching demanded more than reading, writing and arithmetic. The impacting of moral influence on pupils was important. Therefore the withdrawal of the monitors resulted in the problem of shortage of teachers and to tackle this the need for professionally trained teachers became necessary.

Efforts to train professionally qualified teachers in Ghana, started when the Basel Mission established a teacher-catechist theological seminary at Akropong in 1863 and a second one later at Abetifi. The Roman Catholic teachers college was also established at Bla and these were the only teacher-training education institutions in Ghana up until 1909. The government followed the missions as it had done in the establishment of schools by establishing a Teacher Training Centre in Accra. in 1909. This college became the centre for training teachers for the government and all the other missions except the Basel Mission and the Catholic Mission which had a training college at Bla in the Trans-Volta Region.

The duration of the training course in Accra was two years and the students performance in the final examination at the end of the training determined the type of certificate awarded them. (Hilliard 1957). There were three categories of certificates, first, second and third class certificates. The Wesleyan Method Mission also established a training college first at Aburi, which was later on in 1924, transferred to Kumasi Training in the Colleges was extended from two years to three years in 1923. The supply of certificated teachers improved but there still remained a lot of untrained teachers in the school system.

More training colleges were established to help absorb the untrained teachers in the system. In 1928, the government began to assist a training college for women which had been started by the Roman Catholic Sisters in Cape coast. Grants were given to the missions to encourage them to train women teachers. With such encouragement the Roman Catholic Mission opened St. Augustine's College at Amisano near Cape Coast and the English Mission also opened St. Nicholas College at Cape Coast, all in 1930 (Bame 1973).

Although there was increase in certificated teachers as a result of the establishment of these training colleges, it did not keep pace with the enormous expansion in primary education. It must be noted that the period under review was one of the few which saw certificated teachers outnumber uncertificated teachers in elementary schools in Ghana. In 1938 there were 3,000 teachers in the elementary schools, 2012 were trained and 988 were untrained or uncertificated. A ratio of approximately two to one and this explains why Governor Guggisberg was emphasizing on quality in education at that time.

The world-wide economic depression of the thirties forced government to cut down its expenditure and this affected the education sector. This led to a reduction of teachers salaries and staff reduction of the Education Department. These challenges however did not completely cease educational development. Despite the depression and the World War that followed, some progress in educational growth was achieved. The government opened its first training college in the Northern Territories of Ghana in 1943, specifically in the town of Tamale. In the same year a four-year teacher training course was introduced in the Methodist Training College, in Kumasi. A similar course had been introduced at Achimota Training College some years before. The Scottish Mission also established a two-year primary teacher training college at Odumasi in the Eastern Region of Ghana.

The recommendation of the 1937 Education Committee's report concerning training colleges was implemented. Two-year as well as four-year colleges were established and by the end of 1950 there were in existence nineteen teacher training colleges comprising eight certificate 'A' or four year colleges and eleven certificate 'B' or two-year colleges. The colleges produced an annual output of 623 teachers. By the end of 1950, there was a grand total of 3,989 certificated teachers in Ghanaian elementary schools, but at the same time, there were 5,000 untrained or uncertificated teachers in the schools. This reversed the 1938 ratio of two to one proportion of trained to untrained teachers. Three years after independence, 1960, there were 12,000 trained and 10,000 untrained teachers.

The two-year certificate 'B' colleges were phased out leaving the four-year certificate 'A' colleges to run until the 1990-1991 academic year when that programme was also finally phased out leaving only the two-year certificate 'A' post-secondary colleges. The primary and middle school standards had fallen drastically that in an attempt to reform the system a decision had been taken by 1987 that teacher trainees required to have completed secondary schooling, hence the phasing out of the four-year post-middle certificate 'A' colleges. (Community School Alliance, USAID).

With the view of accepting only secondary school graduates at the teacher training colleges and also training "subject teachers" for the new educational reforms of 6 years primary, 3 years junior secondary school, and 3 years senior secondary instead of the old system of 10 years basic education and 7 years secondary school, student teachers were admitted into the three-year Post-secondary teacher training colleges to specialize in a subject area. The graduates of this programme were to become subject teachers in the junior secondary schools. It was this programme which brought about the training of physical education bias teachers in some selected Training Colleges or Colleges of Education in Ghana.

2.5.3 Nature of P.E. in the Training Colleges in Ghana

Throughout the early stages of teacher education in Ghana, physical education was never considered as an academic subject for the colleges. During this period, P.E. for the student-teachers was just a period stipulated for the student-teachers to go out and exercise themselves. This was just a period for students to keep fit. Physical education in the colleges therefore took the form of drills.

These teachers after their graduation only made sure that the P.E. periods were used to play soccer and organize athletics that is during the inter-schools competition seasons. After those seasons P.E. periods were considered free periods or pupils were sent to the field to go and play some football or local games like “ampe” for girls..

In 1952 an attempt was made to train some physical education personnel locally. A one-year and two-year certificate ‘B’ teachers in physical education were trained. These teachers were trained in only one institution in Ghana and the graduates never found their way to the basic schools because they were easily absorbed by the sports council, the secondary schools and the security services.

The specialist training college in Winneba was the only institution which was training diplomates in physical education. These few diplomates were those the training colleges also struggled with other agencies to employ to teach at the teacher training colleges. The colleges therefore did not have enough P.E. tutors to train the student-teachers in P.E. before they passed out as classroom teachers to the basic schools. The best the classroom teachers could do so far as P.E. is concerned was to try and organize sports and games play for the children when the need arose.

With the introduction of the New Structure and Content of Education in Ghana in 1975, it became necessary to prepare specialist teachers in subject areas for the junior

secondary schools. As a result of this, physical education bias programme was introduced in three selected teacher training colleges in Ghana. Students who were trained here went through every aspect of physical education training. Courses in methodology, games, health, sports science, coaching and administration were introduced and taught. Ironically, graduates of the programme found themselves teaching in the senior secondary schools instead of the first cycle schools because the training they had received was "too good" for the basic schools. The P E bias programme was stopped in 1979 and it was not until 1981 that the programme was restarted, but this time only in one selected training college, Wesley College in Kumasi.

Unfortunately the physical education bias programme was stopped in 1990 and the training colleges reversed to general training. In 1990 all 2nd year students in the Training Colleges wrote a Part 1 and Part 2 external examinations. Science and French students were exempted from taking any Physical Education although the subject was termed a core subject.

This programme continued until the 1999-2000 academic year. By 1998- 1999 yet, another new programme started in the Training Colleges in Ghana. This time P.E. was now a general programme for all students and it was internally assessed. The programme entailed a first year promotion exams which was internally assessed but externally set by University of Cape Coast. The exams was however, internally marked within the various Colleges using a common marking scheme. After this first year P E, it must be noted that, no P E was offered again for the duration of the programme.

By 1999- 2000 academic year a new programme was again introduced in all teacher training colleges in Ghana. This time the one year internship in which student-teachers spent their third year teaching in a school instead of the students spending three- years on campus. The programme was code named the "IN-IN-OUT". They spend the first two years on campus

and the last year out of campus as teaching practice. It must be noted that in all these changes, the content and contact hours of periods in PE were reduced.

In the 2004-2005 academic year, the certificate programme for the training colleges was replaced with the Diploma in Education programme. The general P E was introduced again for the first and second semester of the first year but as a one credit course subject. By the second year P E could be selected as an elective subject but with the name ‘‘additional subject’’. This was because some selected subjects were compulsory, example, English, Mathematics, HIV, etc. and students were asked to choose one additional subject.

A new programme named “special Science and Mathematics was again introduced in the Colleges of Education in 2007-2008 academic year. Here, students who offered these programmes, were exempted from offering P E throughout the duration of their programme. However, all the remaining students offered P E in their first year, second semester. General programme students however, had the option of choosing P E as an additional subject in their second year. It must be noted that those students who did French and Technical courses, though were termed “General students” but did no additional Physical Education. Presently,2009 to present, the PE content in all the colleges of education all over Ghana has been reduced to only one semester in the first year, made up of 80 minutes a week contact for fourteen weeks and that is all the training the student-teacher receives in physical education before being posted to the basic school as classroom teacher.

With this persistent changing of the colleges of education programmes which always result in reduction of the physical education periods, content of the subject matter, during the duration of the training of the student-teacher, coupled with the low subject statues and other problems the classroom teacher is faced with in the basic schools when it comes to teaching of

PE, it will take a serious change in policy to get classroom teachers to wholeheartedly embrace the teaching of the subject in the basic schools.

According to Carney & Chedzoy, (1998); Morgan & Bourke (2008), lack of expertise to develop and execute P.E. lessons is a great concern. According to them, on the average, primary teachers complete about 10 hours of P.E. training in their initial teacher training. Therefore, many teachers are relying on their own school experiences with P.E. and sport, hence their own teaching of P.E. is a reflection of their memories, both good and bad, rather than from the knowledge gained in professional pre-service training.

In general, physical education as a subject of study in school has been marginalized (Sparks, Templin & Schempp, 1993) and trivialized (Siedentop & Lake, 1997). According to Bain (1990), Siedentop and Locke (1997) research suggests that there is a lack of consistency and agreement among professionals within the field as to how physical education should be taught. Shulman (1987), suggested that although teaching is among the world's oldest professions, education research especially the systematic study of teaching is a relatively new enterprise.

Teacher development in physical education is at a burgeoning stage when compared to other disciplines and this phenomenon may be related to the fact that physical education has evolved differently from other basic academic subjects and the subject matter has seldom been used for promotion from one grade to another or for university entrance (Siedentop & Locke, 1997).

Housner (1996) has suggested that when an individual is placed into a negative teaching environment, including large classes, inadequate equipment, poor facilities, marginalization of the programme, isolation and subsequent deprofessionalization of the teacher may occur. The teacher may become discouraged, reject the new knowledge learned

in the pre- and in-service programme, and then revert back to preconceived beliefs and attitudes.

Teacher training programmes have been found to be ineffective for physical education recruits placed in poor teaching environments (Dewar & Lawson, 1984). Previous research has shown that many teachers generally do not feel confident teaching physical education (Xiang, Lawy & McBride 2002) Lack of confidence, knowledge and expertise has been found to be related to the quality of P.E. teacher education received (Morgan & Bourke, 2005).

Tremblay, Pella and Taylor (1996), found that lack of teacher preparation was the greatest barrier to quality P.E. programmes. P.E. teacher education has been described as inadequate in many countries worldwide including United States (McKenzie, Alcavaz, Sallis & Fancette, 1998). Britain (Carney & Armstrong, 1996) and Australia (Moore, Webb & Dickson, 1997). In Australia, most universities offer one or two compulsory courses in P.E. as part of the preservice classroom teacher training, although it often only represents a small percentage of the total course work required for their degree (Morgan & Bourke, 2005).

2.6 Facilities

One of the most important consideration in the development and promotion of comprehensive physical education and sports programmes in schools is the provision and availability of facilities, equipment and supplies. Although facilities, equipment and supplies are different in meaning, all of them are “physical things” which are needed to make something possible, or easy to do something, for example teaching physical education in schools.

Arguably, effective teaching and learning in physical education is in part reliant upon the provision of facilities and equipment. UNESCO charter, Article 5, urge appropriate

provision for physical education with adequate and sufficient material in schools and that government and non-governmental agencies should cooperate in planning and provision.

Facilities are more of fixed and permanent items, and in physical education, examples are athletic oval, football field, volleyball and basketball courts, hockey pitches, golf course, swimming pool and gymnasium etc.

2.6.1 Facility Management

The provision of infrastructure in the form of facilities is the basis for the development and promotion of physical education and sport in general. It is clear that such facilities cannot just happen, they have to be carefully planned constructed and managed. Administrators, like private sector and the government would have to be sure that facilities for physical education are provided for the schools and in providing such facilities, cost and durability are considered. Jensen (1992), elaborated on this point, when he said, in the light of today's spiraling cost, combined with a tightened economic situation, facilities that provide for maximum effective utilization at the lowest cost have to be a rule rather than the exception.

The two major concerns about facilities to administrators of schools, has to do with facility construction and or renovation and facility management (priority of usage, scheduling and maintenance). One of the major problems of facility use in first cycle schools in Ghana is the scramble for a space by pupils and teachers for physical education classes or games, especially in towns where there are cluster of schools with one playing field or soccer field. There is always conflict as to which school or class has the right to the use of the space at a particular time.

According to Jernsen (1992), facilities should be scheduled to get optimum use in accordance with the established priority system and to avoid conflict, misunderstanding and disappointment, due to errors, it ought to be clearly understood that scheduling must be done

through the official scheduling office. On occasions when conflict or misunderstanding arise about the use of a facility, the information on the official schedule should apply.

The provision of facilities for educational institutions in Ghana is inadequate. Most of the basic schools don't have enough space to conduct practical education class. This situation virtually makes it impossible for any meaningful physical education class to be carried out. Green and Hardman (2005) in their book, Essential issues expressed their concern on such situation when they said, "Because of the challenges of inadequate facilities and their poor maintenance, the actual implementation of physical education classes can be made difficult and the quality of the lesson provided can be less than adequate.

Hardman and Marshall (2010), discussed how difficult it is to teach physical education in most schools and countries when they said, "Quality of facilities is below average and the quantity is very poor". This they said makes it impossible to teach any practical physical education.

In Ghana, there are no indoor facilities for schools to conduct physical education. This means that once it rains, or when the morning physical education practical class does not take place, then the pupils would have to wait until the following week, since the harsh weather will not allow the lesson to take place when the sun is high at noon.

Particular attention needs to be given to actual indoor and outdoor facilities that serve as teaching stations. It is important that indoor facilities are free from safety hazards, have proper flooring lighting and acoustics and are clean. Similarly, outdoor facilities need to be free from safety hazards located away from occupied classrooms and have clearly defined physical boundaries (Gallahue 1987).

According to Green and Hardman (2005), due to the challenges of inadequate facilities and their poor maintenance, the actual implementation of P.E. classes in first cycle schools in

most countries in the world, can be made difficult and the quality of the lesson provided can be less than adequate.

Hausdorf and Covell (1983) stated that quantity and quality of available facility and equipment are essential to achieving success in any physical education programme. Fait and Vangier (1975) suggested that different types of activities required different types of facilities and equipment. Consequently, any limitation of facilities and equipment creates difficulties for an individual or group of people to engage in any sports or any meaningful physical activities.

Facilities must be in good shape in order to arouse the interest for physical activities. The interest to participate in physical activities does not only lie on the quality of the facilities but also in the variety. Such facilities will not only make possible the full realization of the programme they were designed to serve but will also make more effective and economical the process of participating in physical activities by many people (Fait, 1971).

2.6.2 Equipment

Equipment in physical education refers to a relatively permanent material or apparatus which usually last from 5-20 years, even with repeated use. Examples are landing foam, nets for volleyball, football, basketball, netball, table tennis, etc.

Supplies, unlike equipment are expendable. They last for 1-2 years with repeated use. Examples are balls, boots, running shoes, hoops, jerseys, bean bags etc., (Domfeh, Attah and Ayensu, 2006).

There is little excuse for a physical education programme or any sporting programme for that matter, with little, or no equipment. Just as children cannot be expected to learn to read without books, they cannot be expected to develop their movement abilities without the proper equipment (Gallahue, 1987).

The equipment situation in most basic schools make it difficult for teachers who are eager to teach physical education and also easy for teachers who don't want to teach the subject to get a lot of excuses. Hardman and Marshall (2010) believe that, the quantity and quality of equipment in most schools is very poor. Damaged equipment is used frequently.

Equipment might limit performance by failing to perform its appropriate function during competition or practical class. Athletes and teachers who do not use the appropriate safety equipment may limit performance through injury (Davis, Kimmet and Auty, 1993).

For any meaningful physical education lesson to take place, enough equipment should be available so that each individual benefit from maximum participation and practice. Green and Hardman, (2005) reported on what experts said when they wrote that "all over the central and eastern Europe, as well as Asia and Africa, the quantities and qualities of equipment in schools were said to be inadequate and this negatively affected the teaching of physical education in schools.

According to Daughtrey and Woods (1976), before sports or games would be developed, basic facilities and equipment should be provided to enhance the successful human participation, development and promotion. Proper maintenance of equipment can keep the items in usable condition and extend their life span. Expensive equipment is hard to justify if it is not properly cared for and maintained. Equipment in poor repair results in disruptions and ineffectiveness in programme (Jensen, 1992).

2.7 Assessment (External Examination)

An examination or ("exam") or a test is an assessment intended to measure a candidate's knowledge, skill, aptitude, physical fitness or classification in many other topics as the case may be. An examination may be administered orally, on paper, on computer, or in a

confined area that requires a candidate to physically perform a set of skills (Wikipedia, Test-Assessment).

Assessment is a process used to gather information about the participant's achievement and to make decisions and judgements based on that evidence for many encompassing in its scope than evaluating, including data collection, interpretation and decision making. (Wuest & Bucher, 1999).

Assessment is a critical component of quality physical education and sports programmes. Assessment should be a dynamic, ongoing process integrated into programmes and viewed as an essential, crucial element of any programme, be it conducted in a school or non-school setting. The development of quality physical education and sport programmes requires establishing clear goals, assessing participants needs, setting specific objectives, planning learning experiences, providing effective instruction, and evaluating the outcomes.

Demonstrating the worth and value of the physical education programme is critical and assessment is central to this purpose because it provides meaningful information about learning and achievement related to goals, objectives and outcomes in affective cognitive and psychomotor domains (Wuest and Bucher, 1999).

2.7.1 Purposes of Assessment in Physical Education

The purposes for assessment are numerous. As an integral component of a quality physical education and sports programme, assessment, when used correctly, can contribute in many ways to the achievement of learning and enhancement of development in the cognitive, affective, and psychomotor domains. The main purposes of assessment include diagnosis, placement, monitoring of progress, determination of achievement, motivation, programme improvement and teacher effectiveness. (Wuest & Bucher, 1999).

Physical education in the first cycle schools in Ghana is not externally assessed or examined and therefore the individuals strengths and weaknesses, level of abilities, and developmental status in the various domains cannot be identified or are difficult to identify.

Teachers in first cycle schools in Ghana are not motivated to teach physical education because the subject is not assessed externally and in most cases it is neither assessed internally either. Due to this reason pupils especially those in examination classes, use the physical education periods to study other subjects they would be externally assessed on. According to Wuest & Bucher (1999) assessment can enhance the motivation of participants, encouraging them to improve further.

The negative attitude of basic school headteachers and their classroom teachers towards physical education as a subject in Ghana, may be attributed to the fact that the subject is not externally examined in the schools. This point is justified by Wuest & Bucher (1999) when they said: “assessment can enhance confidence in abilities and create positive attitudes towards participation.

Assessment is used to evaluate the teaching, effectiveness of the teacher. When both students and teachers are not made accountable and responsible, what transpires in the class is determined by the interest of students and the teachers. The performance grade exchange is the primary accountability system in a classroom situation (Siedentop and Tannehill, 2000; Venkateswarlu,2006).

In Ghana, most teachers and even institutions, of the first cycle, are graded by the public, parents and the system, based on the outcome of the pupils examination results at the Basic Schools Certificate Examination (BECE) which is organized by West African Examination Council (WAEC). Teachers and headteachers would therefore put in every effort to teach and motivate their students to learn the subject they would be externally examined on. Some

teachers even spend extra hours, free of charge to teach their pupils, just to be sure that they pass the external examinations. The same cannot be said of physical education as a subject in the schools.

It is true that in physical education assessment is often categorised as both formal and informal (Tousignant and Siedentop, 1983; Venkateswarlu, 2001) but in most cases, formal assessment influences grades directly, and is determined by such areas of compliance in physical education (Matanin and Tannehill, 1994).

Once there is no formal assessment, which in the case of Ghana, is the externally examined component of physical education in the basic schools, the compliance of the classroom teachers to the subject in the form of teaching it, is virtually non-existent. So far as physical education is concerned, the classroom teacher in the first cycle schools in Ghana is not accountable to any authority.

In the first cycle schools in Ghana, procedures for examining pupils externally is non-existent. Due to this physical education as a subject continues to be a weakness in all the schools. In these schools, many teachers have no idea of what may be reasonably expected of pupils at different levels of attainment and so do not question underachievement or raise expectations sufficiently.

According to Ofsted Report (2002) without planned assessment and records, teaching tends to lack focus on what need to be done to improve. Neither is the evidence available of pupils' progress and achievements which can be used to guide curriculum planning. Reports to parents tend to comment on behaviour, effort and attitudes towards the subject, rather than on how well pupils are achieving.

Due to the fact that physical education is not externally examined in the first cycle schools in Ghana, and also the fact remains that the ultimate aim of both parents and teachers

is to get these pupils to pass their Basic School Certificate Examination (BECE), in order to get access to good secondary schools in Ghana, put the status of subjects which are not externally examined very low.

Teachers do not want to be associated with subjects which are perceived as low in status. This perception has become a major barrier to teaching physical education in many countries including Ghana. The following observation by Hardman and Marshall (2010), in three different countries from three continents say it all:

"A government official in Jamaica placed the subject status of physical education as of less value and less importance". A P.E. teacher in South Africa said, "Priority is given to "academic subjects". Physical education is treated as a non-subject and is of non-academic status". They also quoted a P.E. teacher, in Kuwait as saying "families do not understand the importance of P.E. for students; the school board has no interest in P.E. lessons; the grades do not count in the final examination certificate, thus, parents don't encourage their children to take part in all P.E. lessons".

The importance of examinations as a motivator to pupils or students earning in educational institutions cannot be overemphasized. In Ghana, due to the fact that physical education is not externally examined, pupils especially, those in examination classes, use the physical education periods to study other subjects they would be externally assessed on.

According to Aggarwal (2007), three aspects of teaching which help learning are first, the planning of courses curricula and lessons, second, the conduct of instruction and third the assessment of what has been learned. This implies that to remove the component of assessment from the teaching process, as is being done to physical education in basic schools in Ghana is to sanction officially for students not to learn the subject and teacher would definitely not be motivated to teach what their pupils would not learn.

2.7.2 The Importance of Assessment within Physical Education

According to NASPE (1995), the primary goal of assessment should be seen as the enhancement of learning rather than simply the documentation of learning. Physical educators should use assessment that are authentic, focuses on the process and are formative. Authentic assessment is designed to take place in a real-life setting and emphasize validity, fairness and the enhancement of learning (Panicucci, 2002) process assessments focus on the form of the movement, not the successful completion of attempts. Formative assessments provide information to provide feedback to teachers and students about the students progress toward a learning goal.

Assessment of students should be viewed as an integral part of instruction, not an add-on. The conduct of assessment during physical education instruction provide relevant information to teachers, students, parents and administrators by communicating what the students are expected to learn and what learning has taken place (Hensley, 1997).

According to Anderson and Goode (1997), Wright and Van der Mars (2004), on-going assessments provide a reliable reflection of students progress, promote consistency with grading between teacher and students and create objective data that can be shared with the students parents and/or administrators.

Some of the importance of assessment within the physical education environment include the following: First, teachers can use assessments as a guide for what they want their students to learn. Assessment, according to Wright and Mars (2004), guides instruction for quality and help to improve students ability to acquire knowledge. Second, teachers can use assessment to help re-define goals and objectives to meet the need of all their students (Smith 1997).

Basic movements that are needed for students to perform a skill successfully are very important in physical education. Based on how students perform on an assessment, teachers can adjust unit plans to see what elements within this basic movements critically need to be adjusted or need to be taught (Lund, 1997; Wright and Van Der Mars 2004). Finally teachers can use assessment to be self-reflective regarding their teaching practices. It actually serves as a feedback for the teacher to assess him/herself.

Assessment is crucial for students. It provides feedback to students on their progress and mastery of the skill. Assessment allows students to understand and interpret information regarding their performance. Utilizing various types of assessments allows each student the opportunity to excel. Students develop an understanding of their own strengths and weaknesses thus allowing them to gain an understanding of how to improve.

The assessment information collected serves many purposes and benefits both teachers and students. In other academic subject areas, a student progress is monitored and assessed regularly in Ghanaian basic schools. However in physical education the subject is not assessed externally and even internally, some teachers choose not to assess. Choosing not to assess within a physical education settings literally means the subject is not important to the children and should not be valued.

If physical education does not need assessment to show its value in the basic schools in Ghana, then the researcher is suggesting that assessment in all subject areas must stop and let the pupils “pass through the basic schools”: and we will assess in the end whether the schools have actually passed through them”.

2.8 Class Size

There is no better quotation to introduce review of this variable, class size, than that of Hastie & Saunders (1991) when they said “Too many students and too little equipment, if

that is not a universal complaint of physical education teachers everywhere, it must be nearly so".

The large class sizes in which the physical education teachers are confronted with is believed to be a barrier to effective teaching of physical education all over the world. In Ghana, since the free compulsory universal basic education (FCUBE) concept came into enforcement, coupled with the government's capitation grant to schools, free school feeding and the recent free school uniforms to some needy school children, school enrolment have increased tremendously. (Akyeampong, Dangmah, Odwo, Seidu and Hunt, 2007).

The deliberate programmes to get all children of school going age into the classrooms in the schools, has raised school enrolment in Ghana nationally by 17%. Between 2005 and 2009, some districts had their enrolment in schools increasing by as much as between 40% and 50%.

2.8.1 Large Class Size in Physical Education

Class size is an important variable to consider when placing pupils or students in instructional settings. Unfortunately, class sizes for physical education are often excessive. Winnick (2005) stated that, if quality instruction is expected, class size should not exceed 30 students in regular settings.

In many countries, large class sizes are the norm for physical education. Californian elementary school teachers for example, regularly teach 40-70 children on average in a class. Large class sizes can affect quality of delivery of physical education (Hardman, 2005).

Hardman (2005) again cited some reasons why authorities prefer to go in for large classes in physical education. He said, in California, large classes does not allow for quality instruction in physical education, which the decision makers know, but if physical education

were to have the same class average as other subjects, the District would have to hire about 8 new physical educators, at a cost of about $400,000.

Hardman (2005) again noted that, in Texas, the mandatory increase in physical education time is being achieved through large class sizes. Teachers report of having 75 pupils in one class and another teacher even reported having 150 pupils in a physical education class.

The large class sizes with which physical educators are often confronted are a key barrier to the implementation of quality physical education. Physical education should have the same class sizes as other subjects. Quality physical education must cover a great deal of content, and physical educators cannot do their jobs effectively or have enough time to work with individual students if classes are overcrowded (Blower, 2010).

Hastie and Saunders (1991) reported their findings of a research on large classes, in the Journal of Experimental Education as following, in larger classes, students are relatively at disadvantage. This is because organizational of activities, particularly transitions between tasks consumed more class time. It required more time to move the larger classes from one activity to another, resulting in teachers with larger number of students devoting less time to practice drills and relatively more to scrimmages.

2.8.2 Consequences of Large Class Size in Physical Education

The National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance, listed the consequences of large class size as follows: As large class size increases above recommended levels, safe and effective instruction may become compromised. This can manifest itself in many ways such as:

a. Decreased instructional time due to management issues.

b. Insufficient amount of equipment and activity space.

c. Decreased practice opportunities resulting in a slower rate of learning

d. Decreased student time spent in activity during class

e. Decreased ability of teachers to provide individualized instruction

f. Increased risk of student injury

g. Increased opportunity for off-task behaviour of students (NASPE, 2006).

2.8.3 Small Class Size

Smaller classes are more effective when the goals are problem-solving, critical thinking, long-term retention and attitude towards a discipline. However, when it comes to imparting factual information, then large classes are just as effective as small classes (McKeachie 1999).

According to McKeachie (1999), if "knowledge is the primary goal, the relevant information is contained in books and in the instructors mind, and the amount added by students is likely to be in consequential, "then class size is probably unimportant. However, "if application is an important goal, varied knowledge of application situations contributed by students may well be significant", then smaller classes are more appropriate.

When it comes to the issue of smaller classes in education in general, research has shown that the following types of students benefit most from small classes, they include; those with low motivation, those with high affiliation needs, beginners in the subject matter, students from low economic backgrounds, and those predisposed to learn facts rather than apply or synthesize.

When it comes to teacher's performance, research again has shown that some teachers do better in smaller settings than others. Teachers who are extroverts and have

organizational and supervision skills do better in large classes than, those who are introverted and abstract in orientation. In smaller settings, faculty who are more facilitative and flexible do well.

Teachers generally have better morale in a small class, and are less likely to feel overwhelmed by having a variety of students with different backgrounds and achievement levels. As a result, they are more likely to provide a supportive environment. Mosteller (2008) noted that, “reducing, the size of classes in the early grades, reduces the distractions in the room and gives the teacher more time to devote to each child.

Many studies have found that smaller classes allow teachers to devote more time to instruction and less to classroom management. Also there is increase in student achievement, fewer discipline problems and improvement in teacher morale and retention (Mosteller, 2008).

2.8.4 Budgetary Allocation (Funding)

Budget is generally defined as an itemized summary of expected income and expenditure of country, company, institution, etc., over a period usually a financial year (English Collins Dictionary). Budget allocation in education, is the amount of money out of the national annual budget, allocated to the educational sector for the running of education programmes within a stipulated period.

Funding for education in general and schools in particular comes from local, state, federal or national funds as the case may be. (Anderson, 2010). In some cases there is cost sharing of education, where the state or the government bears part of the cost of financing education alongside contributions of parents for their wards education. There are also times when non-governmental organizations, churches and the private sector contribute to funding of education.

In this era of global economic recession, countries are forced to cut down their annual budgets of the various sectors of the economy. When this happens education is always the first to suffer. Once that happens, its effect is passed down to the various sectors of education. In the schools, subjects like physical education is among the first to suffer from such cuts. MacKay (2010), wrote in support of this view when he wrote that "Gove sparked outrage in October when he said, he was cutting funding for 450 school sports partnerships (SSP), which organize P.E., sports clubs and competitions at school where there are no specialist sports staff in Britain. Hardman (2010), also said, physical education was seen to have been pushed into a defensive position. It was suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial and material resources.

2.8.5 Funding of Physical Education and Sports in Ghanaian Basic Schools

Although the funding of basic education in public schools has largely been the responsibility of the central government since independence, there have always been some amount of cost sharing no matter how little. Parents have always contributed to funding of sports, arts and culture in Ghanaian schools, until the implementation of the Free Compulsory Universal Basic Education (FCUBE) scheme (Adamu-Issah, Elden, Forson and Schrofer, 2007).

As part of the package of the (FCUBE), the capitation grant scheme was introduced in 2004 for schools operating budgets for primary schools in Ghana as part of the strategy to decentralize education provision. Originally it was introduced in 40 districts and later extended to 53 districts designated as deprived. In the year 2000, the scheme was extended nationwide. Currently the capitation grant paid to schools is $3.00 per child per year (Akyeampong, Djangmah, Oduro, Aseidu and Hunt, 2007) and (Adamu-Issah, Elden,Forsen and Schrofer, 2007). This therefore means that schools are not permitted to charge any fees to parents.

The impact of the capitation grant had a positive effect on enrolment figures during 2005/2006 school year and it still affects the class size in basic schools in Ghana. Primary schools gross enrolment rose by nearly 10 percent bridging total primary enrolment to 92.4 percent, nationwide. Every region in the country experienced a rise in enrolment, with the Northern Region of Ghana, where rates were lowest, experiencing the largest increase. The overall enrolment in basic schools increased by 16.7 percent in the 2005/06 school year as compared to 2004/05, and in some districts as much as 36%. Enrolment of girls increased slightly more than that of boys (18.1 percent, 15.3 percent) (Adamu-Issah, Elden,Forson and Schrofer, 2007).

With the capitation grant system in place nationwide, every public kindergarten, primary school and junior secondary school receives a grant of about three dollars ($3.00) or (4.20 Ghana Cedis) per pupil per year. Schools are not permitted to charge any fees to parents. Although this money when given to the schools as a lump sum looks satisfactory to the public, the reality of the matter is that once the amount is divided into its various components in the schools, it is nothing to write home about.

For example out of the ($3.00 or G¢4.20) per child given to the schools as capitation grant, (40 cents or 60 GP) per child, is allocated to physical education and sports. This means in a school with enrolment of five hundred children, the capitation grant for running physical education and sport programmes for the year would be two hundred dollars ($200) or three hundred and forty Ghana Cedis (G¢340). The price of one soccer ball in Ghana as at the year 2011, is between $50 and $100 depending on quality. So if the 500 pupils in the school belong to even ten classes and the school buys one or two soccer balls and one volleyball a year, then the capitation grant is exhausted for that year. This means teaching of physical education in the school is virtually impossible.

This scenario is on the premise that the grant is released by the central government to the schools as a one-time lump sum of money. The reality is that the money or grant is released to the schools in batches of between two and three installments in a year. School heads therefore at times have to source for funds to organize school programmes including physical education and sports until the central government finally release the funds for the heads to also pay off their creditors.

Issues of this nature made an opposition member of parliament in Ghana in 2008, to ask the then Minister of Education, Science and sports, on the state of sports development in the basic schools in Ghana. The Minister, Professor Fobih, in an answer to the question said with the introduction of Capitation Grant, funding for physical education and sports programmes at the basic school level across the country had improved. He further said that sports in the basic schools in Ghana was structured in such a way that all pupils from the kindergarten to the junior secondary school level were given the opportunity to participate in physical education and sports programmes (www.modernghana.com/ news.2007).

The minister went further and said that, before the introduction of the capitation grant, parents were made to pay sports fees to fund basic school physical education and sports programmes but stressed that now the grant had improved the system of funding for such activities.

A lot of Ghanaians believe that the capitation grant system is a good idea but in reality, it is "killing" sports and physical education in the basic schools because of how it is run. With the increase in enrolment, it is believed that the cost sharing system where parents contributed a little towards physical education and sports, arts and culture in addition to the grant of the central government, should be reintroduced. This idea is supported by Metta Children's School (2010) in an article – Funding Needed for the School. The article stressed

that, due to its current financial limitations, Melta Schools lack additional resources to pursue the needs on basic school supplies, construct new facilities in sports, and maintain stable funding for physical education teachers. Therefore funding sources from individuals and organizations, secular and religious groups, local and international agencies should provide schools with support to funding of school programmes.

According to Anderson (2010), school programmes are usually the first to go when funding is lacking. Ghanaian schools have been lucky because “officially” funding had not been cut since 2005 when the capitation grant was introduced. “Unofficially” funding had been cut several times, because the capitation grant had remained as it started all these years with inflation moving up and down. Workers salaries have been increased every year since 2005 due to inflation rise, but the school funding had remain untouched. This the researcher believes is an economic way of cutting funding in the schools indirectly.

When budget cuts, cut out these important programmes, like physical education and sports, every one loses (Anderson 2010). One of the issues concerning the funding of physical education and sport in the schools is that the P.E. tutors or sports organizers are helpless when it comes to allocation and protection of the budget allocated for physical education activities. It would make sense to have a physical education professional, who happens to be on ground, contribute with the school administration and management team as to how the funds allocated for P.E. is used.

In Ghana due to sometimes the late dispatch of the capitation grants to schools, some head teachers take advantage of that not to organize any physical education and sports activities and the money is lost for ever. A CSB PE pedagogical counsellor lamented on a similar issue when he said, “At the moment, none of us PE teachers know how the money is spent and

where it goes when it is not used for physical education and sports. (CSB PE, (2010) pedagogical counsellor: Budget and Athletics).

It is a fact that the budgetary allocation to the schools for physical education programmes might not be enough, but it is equally true that, if headteachers who are responsible for the utilization of the funds released by the central government, use the funds judiciously, there would be higher percentage achievement in the teaching and learning of physical education, then what is presently being experienced in Ghanaian basic schools.

2.9 Empirical Review of Related Literature

According to Kulinna and Selver (2000), attitudes and values are subjects of beliefs. A group of beliefs clustered around a situation or object becomes an attitude that is prone to action. When beliefs function to evaluate and call for action, they have become values.

Attitude influences one's action in every activity. Attitude permeates everything we do. It is an important component in all aspects of human endeavour. Attitude influences one's achievement in an endeavour (Silverman and Subramaniam, 1999). Kulinna and Silverman (2000), found that, teachers' attitudes and values toward teaching comprise their educational values, orientations and values orientations describe the relative importance of several key factors in the teaching-learning process. Morgan (2008), noticed that the quality of physical education is associated with a teacher's commitment to physical education and the way it is perceived and valued by the teacher.

Since 1990, there has been an increase in the body of knowledge in students' attitudes towards physical education activity (ATPEA). According to Colley, Comber, & Hagreaves, (1994); Hicks, Wiggins, Crist, & Moode, (2001); Parkhurst, (2000), males develop more positive attitudes than girls toward physical activities bringing them risk-taking experiences and reducing stress, whereas females develop more positive attitudes than males in physical

activities with beautiful and graceful movements. Subramanian and Silverman (2002), however, did not find gender differences in attitudes toward physical education between males and females although they were found to possess moderate positive attitudes.

According to Aiken (2000), attitude is a learned predisposition to respond positively or negatively to a specific object, situation, institution, or a person. Attitude plays a critical role in an individual's behaviour, since attitude affects essentially everything that people do, and gives a reflection of what people stand for. How people see the world and how they come to accept and integrate new experiences cannot be dissociated from their attitudes (Galleta & Lederer, 1989).

Research has indicated that classroom teachers encounter substantial barriers attempting to teach P.E. including low levels of confidence, lack of time, poor facilities, inadequate resources and low levels of interest. Notably, many of these inhibitors are linked to teachers' attitudinal dispositions relating to P.E. teaching (Morgan & Bourke, 2008, 2005; Thompson, 1996).

As long as classroom teachers remain responsible for teaching P.E., it is important to consider a teacher's perceptions and attitudinal disposition. Silverman and Subramaniam (1999) noted the importance of examining attitudes. According to Tabachnick & Zeichner, (1984), teachers beliefs and attitudes impact on the teaching and learning process and become evident in their behaviours. Teachers attitudes may vary when teaching different subjects. A teacher's perceptions or affective disposition may have a profound effect on how the subject is taught (Aicinena, 1991, Carlson, 1995).

According to Brumbaugh, (1987); Faucette and Patterson, (1989); Howarth (1987); Portman (1996); Xiang, Lowy, & McBride (2002), many classroom teachers hold negative

attitudes towards P.E. Some teachers also question the value of P.E. for the children (Brumbaugh, 1987), Downey, 1979; Faucette & Patternson, 1989).

Faucette and Hillidge (1989) said that many classroom teachers do not believe participation in P.E. leads to any benefits for students. Downey (1979) asserted that many teachers teach P.E. poorly because they do not consider it to be of any value to children. Brumbaught (1987) found classroom teachers were uncertain of the purpose of P.E. and reported they generally placed a low priority on PE in relation to other subjects.

According to DeCorby, Halas, Dixon, Wintrup, & Janzen (2005) classroom teachers do believe PE is an important part of the curriculum but prefer to teach classroom-based subjects such as mathematics and English. DeCorby et al found that a belief in the value of P.E. by teachers did not necessarily transfer to the delivery of a quality programme.

Despite the strong rationale for physical education, the quality of primary school P.E. has been seriously criticized worldwide (Hardman & Marshal, 2001). P.E. is generally delivered by classroom teachers or non-specialists. Over the past two decades, researchers have highlighted the difficulties primary school teachers face in delivering P.E. lessons.

Morgan & Hansen (2008) reported that, in Australia, a key recommendation from a senate inquiry into physical and sport education was that urgent professional development strategies and/or specialist P.E. teachers were needed to overcome the significant barriers teachers faced. Barriers considered the most amenable to change were directly related to the classroom teacher, such as their attitudinal disposition to and confidence in teaching P.E.

A study recommendation on improve primary school PE; A Classroom Teacher's perspective, carried out in Australia, had the Senate Standing Committee on Environment, Recreation and Arts (SSCERA, 1992), saying that, teachers believe that PE is beneficial for students and that PE is an important subject in the primary school curriculum, however, most

teachers would prefer to teach other subjects than P.E., if given the choice. The teachers therefore would prefer specialist teachers involvement in the implementation of P.E. programmes in the primary schools.

The belief of many classroom teachers that they are not qualified to teach P.E. adversely affects their level of P.E. teaching confidence (Faucette & Patterson, 1989; Morgan and Bourke, 2005). According to Faucette, Nugent, Sallis and McKenzie, (2002), many teachers believe that they do not possess the knowledge or skill to plan and implement developmentally appropriate and meaningful learning experiences in P.E.

In general, literature has suggested that primary school children taught by P.E. specialist demonstrate significantly higher levels of achievement in most key outcomes, such as motor performance, academic achievement, fitness and physical activity levels, than do those taught by non-specialists (Sallis et al, 1997).

DeCorby et al, (2005), assert that specialist exhibit higher levels of enjoyment, confidence, and knowledge related to teaching P.E. than do non-specialist. Some research have found out that classroom teachers can improve the quality of their PE lessons with regular training and assistance from specialist (McKenzie et al, 1993; McKenzie et al, 1997). According to Morgan and Hanson (2007) classroom teachers require support to feel confident to teach PE effectively by offering inservice training to the classroom teachers who are untrained sufficiently to teach PE in the primary schools.

Classroom teachers have often struggled with the concepts of the traditional PE approach which is skill-based. The lack of confidence they feel in teaching skills and their feeling of inadequacy with their own physical prowess impact on their ability to provide quality teaching in this area (Carney & Chedzoy, 1998; Morgan and Bourke, 2008).

Physical education is a mandatory subject in many countries worldwide and it is suppose to make up a specific percentage of the curriculum time. This time allocation to PE is hardly met or utilized. According to Curry (2011), these barriers exist mainly because the delivery of PE usually relies on classroom teachers, who already have many other pressures placed upon them. A lot of emphasis is placed on improving numeracy and literacy and this put a lot of pressure on the classroom teachers to meet this curriculum needs. With this mounting pressure, it is common for a lesser focus to be placed on P.E. Researchers have found that primary teachers often omit the mandatory, PE hours from their week as a result of feeling pressured by the extent of the curriculum and their lack of experience and ability to teach the practical components of the physical education syllabus. A specialist P.E. teacher would be able to ensure that the importance of PE is not overwhelmed by these other emphases (Curry, 2011).

In recent study of primary classroom teachers in Australia, it was found that many were unable to fit in the mandatory hours across all subject areas, with most participants admitting that physical education was the first to suffer (Morgan and Hanson, 2008).

Too often, Physical Education teachers in primary or elementary schools are untrained for the subject and some conduct physical education lessons as supervised play. Physical Education is taught by the classroom teacher who usually has had a little or no training in Physical Education (United States Sports Academy, 2012).

A common scenario is qualified specialist physical education teachers at secondary level and generalist teachers at elementary level; some countries do have specialist physical educators in elementary (primary) schools but the variation is wide and there are marked regional differences (Hardman 2005).

Hardman (2005) again reported that, in some countries, the generalist teacher in primary schools is often inadequately or inappropriately prepared to teach physical education and initial teacher training presents a problem with minimal hours allocated for physical education teaching training.

Fait and Vannier (1975) noted that in the absence of facilities and equipment, people can still exercise which turn to focus on the body rather than being exploratory.

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating programme success. The physical education and sports programmes learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative, team activities and competitions (CARICOM, 2011).

A lack of facilities for the teaching of physical education is recognised but nationally and internationally as a constraint in implementing curricular and programmes (Hardman and Marshall, 2000; INTO, 2004, Deenihan, 2005).

There is little excuse for a physical education programme or any sporting programme for that matter with little or no equipment. Just as children cannot be expected to learn to read without books, they cannot be expected to develop their movement abilities without proper equipment (Gallahue, 1987).

The location of equipment stores seems to be a problem for a lot of teachers except those whose classrooms are beside the store. Equipment in most basic schools are kept as decorative objects. Head teachers are constantly protecting these equipment from damage because they are expensive and very hard to come by. The major problem teachers face with

lack of equipment to teach P.E. is not just the absence of it but availing of those available in the stores. On many occasions the equipment was not there when the teacher needed it (Coulter and Woods, 2007).

Formal examination is stressful and time-consuming, it can also be very beneficial. Standardized testing gives teachers guidance to help them determine what to teach students and when to teach it. The net result is less wasted instructional time and a simplified way of timeline management (Cosmato, 2009).

Most teachers “teach to test” in order to help their students to achieve a specific score. Some teachers at times spend too much time on examination that, they aren’t teaching the kids what they need to know for the real world but they are teaching them so that they can pass a text. In P.E. there is one more beneficial issues to teach the kids than for a teacher to concentration an external examination standardized test.

Standardized testing in the form of external examination is putting a lot of teachers jobs at risk due to the “No Child Left Behind Act”. Teachers can no longer make learning interesting and fun any more and children are being robbed of a real education.

In environments where summative test have high visibility, teachers often feel compelled to “teach to the test”, and students are encouraged to meet performance goals (to perform well on test) at the expense of learning goals (that is to understand and master new knowledge) (Cosmato 2009). Poorly designed external test, media league tables, which use a narrow set of data to compare performance across schools, and lack of connection between test and curriculum can also inhibit innovation (Cosmato, 2009).

Schools who have great results on standardized tests are probably places where little real learning is taking place (Cosmato, 2009). A lot of time dedicated to test-preparation in schools leaves little time for class discussion, critical thinking, group projects and other

creative curriculum approaches. Testing is replacing children's creativity with superficial achievement results (Cosmato, 2009).

In November, 2007, European Parliament's resolution on the role of sport in Education (2007/2086N1) alluded to physical education as "the only school subject, which seeks to prepare children for a healthy lifestyle and focuses on their overall physical and mental development, as well as imparting important social values such as fairness, self-discipline, solidarity, team spirit, tolerance and fair play…" and together with sport, is deemed to be among the most important tools of social integration" (Hardman, 2009). Theoretically, five weekly lessons in PE are recommended for elementary and secondary schools … Unfortunately, however, at neither level is the weekly workload really adhered to (Salokun, 2005).

Class size in the primary grades increases student achievement (Gursky, 1998). The researcher seemed to justify the long held belief of teachers and parents that students will perform better if they are not in a class of 30 students vying for attention from the teacher.

Teachers who teach in smaller classes are better able to individualize instructions (Zaharias, Achilles and McKenna, 2001). Teachers in small classes reported increased monitoring of students behaviour and learning, opportunities for more immediate and more individualized teaching, more enrichment, more frequent interactions with each child, a better match between each child's ability and the instructional opportunities provided, a more detailed knowledge of each child's needs as a learner, and more time to meet individual learners needs using a variety of instructional approaches (Pate-Bain, Boyd-Zaharias, Achilles, and McKenna, 2001).

A consensus of research indicates that class-size reduction in the early grades leads to higher student achievement (U.S. Department of Education, 1999). Smaller class size produce

an environment that allows more engagement in the intellectual and emotional lives of students, which lead to better academic performance (Vlasley and Lear, 2001). According to Blatchford, Bassett, Goldstein and Martin (2003), large classes have more large groups and this present teachers with difficulties, but in smaller classes there is more individual teacher contact with peoples and more support for learning. There are more pupils inattentiveness and off-task behaviour in larger classes and this constraints teaching and learning.

Jacobson (2002), reported that reduced class size resulted in higher academic achievement for children living in poverty. According to Nye, Hedges and Konstantopoulos (2004), smaller class sizes show tremendous benefit for minorities.

While there has been considerable research in relation to classroom size, little has been conducted in the area of physical education and class size (Hastie, Sanders and Rowland, 1999), Kim (2006) illustrated that smaller classes in physical education lessons are more beneficial for less experienced teachers and that class size was an important factor when selecting Keating and Silverman (2005), hypothesized that class size, among other variables, was a factor influencing teachers' use of fitness testing in place of assessment Barroso, McCullum-Gomez, Hoelscher, Kelder and Murray (2005) found large class sizes as one of the major barriers to quality physical education. Sherman (2001) stated that, physical education specialists usually are required to teach large number of pupils in a small amount of time within a physical education lesson, limiting the amount of on-task time for the students.

According to Coviello and Dyson (2005), students agree that when the number of students in the gymnasium is so overwhelming, it limits student-teacher interactions and limits the teacher's ability to promote quality physical activity. According to Sherman (2001), teaching large elementary physical education classes is demanding on a physical education specialist's time and performance. Physical education specialists usually are required to teach

a large number of children in a small amount of time. This demand has been shown to increase the amount of class management time within physical education lesson.

In general, research findings show that smaller classes are likely to be most beneficial for younger (elementary school) students, socio-economically or educationally disadvantaged students, and exceptional students at both ends of the education spectrum, that is gifted and disabled smaller classes reduce teachers workloads per class, allowing more time for class preparation and student evaluation (Neburka, 1995).

Neburka (1995), however, noted that smaller classes are considerably more expensive to operate due to salary cost of greater numbers of teachers and the maintenance and/or construction cost of expanded school facilities. She noted that, the United States Department of Education estimated that if, in 1995, the average class size was reduced by just one student for one year, the national cost would be $5 billion

Physical education and sports have great educational value. They represent an integral part of the educational programme. They contribute to the welfare of students like any other subject in the curriculum. On the basis of this, therefore, the finance necessary to support such a programme should come from the ministry. Financial allocation should be made by government towards funding the subject. Also students should pay a fee for sports development in their respective schools (CARICOM, 2011).

According to Hardman (2005), World Health Organization report, financial considerations have had a number of impacts on physical education in Europe: failure to refurbish/construct/replace/maintain outdated and/or provide new facilities, shortages of equipment employment of lower salaried unqualified teaching personnel, exit of physical educators to better paid jobs, and reduction in number of P.E. lessons on the time-table

allocations. Hardman (2009), again reported of a widely funding limitation impact on activity area of swimming.

PE classes in low resources schools are generally less frequent and provide fewer minutes of moderate to vigorous physical activity than those in high resource schools. The challenges that make it difficult for low resource schools to meet academic standards also create barriers to quality P.E. (The California Endowment 2008).

2.10 SUMMARY

This research was on constraints to teaching and learning of Physical Education in the public first cycle schools in Ghana. Since the topic had a lot of segments both allied and related literature were reviewed.

The history and development of physical education in present day Ghana was traced from the colonial era to post independence time. Important issues on PE in Ghana were looked at. They include the Act of 1844, the 1927 Educational Ordinance and how PE personnel in Ghana were trained from the 1950 to date. The need for physical education in the basic schools in Ghana was linked to how PE helps the child in achieving physical, intellectual and social development.

Teaching is a means to facilitate learning and it is structured in relation to the curriculum resources and teaching methods, effective teaching skills in physical education helps the learning process and increase student success rate.

The process of learning begins from the birth of the child and continues till death. Teachers need to know the operations and approaches to learning to develop better teaching strategies. The four domains of learning in physical education are the Physical, Cognitive, Affective and Psychomotor. Each of these domains help the child to acquire a developmental skill through the teaching of PE which eventually make the child a whole being.

Attitude as a concept has been traced historically from how it was defined and viewed from early part of twentieth century as part of social psychology. An attitude is a viewpoint, substantiated or otherwise, which one holds towards an idea, objective or person. It includes certain aspects of personality, such as interest, appreciation and social conduct. An attitude is often a learner or adopted characteristics. It has aspects such as direction, intensity, generality or specificity. Once a group of people like head teachers, teachers, society or even students hold a stereotype or negative idea against a subject like physical education or physical activity, they do everything possible to relegate it to the background.

Trained personnel are people who have been made proficient with specialized instruction and practice through the impacting of knowledge or skill intended to fit them for a desired role. Once the proper foundation is laid and the right tutorials are given in a progressive manner, acquisition of skills in the field of sports, automatically follows. Also once the wrong skill is acquired at the foundational level, it becomes very difficult to correct at later life. In other for pupils to receive the right skills in physical education and sports, trained personnel in PE, should be posted to the basic schools.

Western schooling was introduced by the Portuguese in Gold Coast in 1471. The government of Ghana later joined the missions to expand education throughout the country. Teaching in the schools at the initial stages of educational development in Ghana was modeled on the well known monitorial system of Joseph Lancaster and Andrew Bell.

Efforts to train professionally qualified teachers in Ghana, started when the Basel Mission established a teacher-catechist theological seminary at Akropong in 1863. The Roman Catholic teachers college was also established and later on in 1909 the government of Ghana also established the Teacher Training Center in Accra.

Throughout the early stages of teacher education in Ghana, physical education was never considered as an academic subject for the colleges. P.E. was just meant for the student-teacher to exercise themselves. P.E. in the colleges therefore took the form of drills. With the introduction of the new structure and content of education in Ghana in 1975, specialist teachers in the subject areas were trained, as a result, the PE bias programme was introduced.

Unfortunately the P.E. bias programme was stopped in 1990. Teachers in the colleges of education now offer PE for only one semester in the first year, which is made up of 80 minutes a week contact hours for fourteen weeks and that is all the training the student-teacher receives in PE before being posted to the basic school as classroom teacher. These general teachers have a lot of challenges when they have to teach specialized subjects they have not been sufficiently trained to teach.

One of the most important considerations in the development and promotion of comprehensive PE and sports programmes in schools is the provision and availability of facilities, equipment and supplies. Facilities are more of fixed and permanent items and in physical education, examples are athletic oval, football field, volleyball and basketball courts, hockey pitches, golf course, swimming pool and gymnasium.

The provision of facilities for educational institutions in Ghana is inadequate. Most of the basic schools only have just space as facility to conduct PE. Due to the challenges of inadequate facilities and their poor maintenance, the actual implementation of PE classes can be made difficult and the lessons provided can be less than adequate. In Ghana the basic facility the classroom teacher knows in the teaching of PE is the availability of space in the form of soccer field or any empty space. Indoor facilities for practical PE lessons are non-existent, therefore in rainy or harsh sunny weather days, PE practical is absent.

Equipment in PE refers to a relatively permanent material or apparatus, which usually last from 5-20 years, even with repeated use. Examples are landing foam, nets for volleyball, soccer, basketball etc. There is no excuse for any physical education programme to be conducted with no equipment. The equipment situation in most basic schools make it difficult for teachers who are eager to teach PE and at the same time easy for teachers who don't want to teach the subject to get a lot of excuses. For any meaningful PE lessons, to take place, enough equipment should be available so that each individual benefit from maximum participation and practice.

Assessment in physical education when correctly used, can contribute in many ways to the achievement of learning and enhancement of development in the cognitive, affective and psychomotor domains. The main purposes of assessment include diagnosis, placement, monitoring of progress, determination of achievement, motivation, programme of improvement and teacher effectiveness.

Physical education in the first cycle school in Ghana is not externally assessed or examined. Teachers in the first cycle schools in Ghana are not motivated to teach PE due to the subjects non externally examinable nature. Classroom teachers prefer to use the PE periods on the time-table, to teach one of the subjects in which their pupils would be examined on externally. Also pupils in examination classes also use the physical education periods to study other subjects they would be externally assessed on and also the grades they acquire in these subjects determine whether they are to proceed to the next level of their education.

Class size is an important component to be considered when placing pupils or students in instructional settings. If quality instruction is expected in the school set up, then class size

should not exceed certain limits. The class sizes for physical education are often excessive all over the world.

The introduction of the free compulsory universal basic education (FCUBE) concept, coupled with the government of Ghana's free school feeding and distribution of free school uniforms to some needy school children, had led to tremendous increase in school enrolment. This policy has led to increase in class size in public basic schools all over Ghana.

The large class sizes physical educators are often confronted are a key barrier to the implementation of quality physical education. Quality physical education must cover a great deal of content and physical educators cannot do their job effectively or have enough time to work with individual students in over crowded environment,. Many studies have found that smaller classes allow teachers to devote more time to instruction and less to classroom management. Also there is increase in student achievement.

Budget allocation to education is the amount of money out of national annual budget allocated to the educational sector for the running of educational programmes within a stipulated period. Funding for schools comes from local, state, federal or national funds as the case may be. In some cases there is cost sharing of education funding. This is a situation where the government as well as parents bear part of the cost of financing education.

Parents have always contributed to funding of their wards education in the form of payment for sports fees, and culture, home economics, music and dance, levies, etc. in Ghanaian schools until the implementation of the free compulsory universal basic education (FCUBE) scheme.

As part of the package of the (FCUBE), the capitation grant scheme was introduced in 2004 for public basic schools in Ghana and the government now absorbed all levies from

parents. For example, out of the $3.00 given to a school per a child, 40 cents is allocated to PE and sports per a child.

It is a fact that the budgetary allocation to schools for physical education and sports might not be enough, but it is equally true that, head teachers who are responsible for the utilization of the funds released by the central government, do not at times utilize the funds judiciously in the teaching and learning of P.E. in Ghanaian basic schools

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research assessed the constraints to teaching and learning of physical education in first cycle public schools in Ghana. This chapter discused the research procedure and explained the methods of investigation of the problems of the study. The chapter was presented under the following sub-headings for discussion.

3.1 Research Design

3.2 Population

3.3 Sample and Sampling Techniques

3.4 Instrumentation

3.4.1 Validation of Instrument

3.5 Pilot Study

3.6 Reliability

3.7 Procedure for Data Collection

3.8 Statistical Techniques

3.1 Research Design

The research design used for this study was the Ex-post facto. The design was chosen because it is used in conditions where no independent variable is manipulated. Also the Ex-post facto research design is best used to find out the opinions that are held, effects that are evident, conditions or relationships that exist, or trends that are developing on a group of people under study by collecting and analyzing data from a sample considered representative of the entire group.(Uever 2007; Abeku 2012). At the same time, it provides a

more accurate picture of events and seeks to explain people's perception, opinion and behaviour on basis of data gathered at a point in time. (Best and Khan,1986).

Since this research aimed at assessing the constraints to teaching of physical education in the first cycle public schools in Ghana and is seeking the opinions of respondents, hence, the adoption of this method for this study.

3.2 Population

In an attempt to obtain data from experts on the issue under study, a population which is knowledgeable on the topic was used. The research population for the study included first cycle public school teachers and their head teachers. Classroom teachers who graduated between 1990 to 2010 were selected because within the stated period, the college of education training programme had been altered several times and this has affected the way physical education as a subject is organised in the colleges of education as indicated in the review of related literature (Nature of Physical Education in the Colleges of Education).

All physical education tutors in the thirty eight public colleges of education in Ghana and all head teachers of the sampled schools for this research constituted the population for the study. The estimated population is about one hundred and three thousand, eight hundred and eighty one (103,881) as indicated in table 3.1 which was extracted from The Ministry of Education, Ghana (Education Statistics, 2010).

Table 3.1 Breakdown of estimated population (National Profile of Public Primary School Teachers and Colleges of Education Tutors in Ghana)

Region	Male		Female		Total
	Trained	Untrained	Trained	Untrained	
Ashanti	5907	5227	6325	1408	18867
Brong Ahafo	4207	4523	2051	1409	11830
Central	2714	3412	2903	998	10027
Eastern	4232	2558	3925	661	11376
Greater Accra	1562	280	5250	167	7259
North	3456	7638	1199	1208	13501
Upper East	1559	1872	852	664	4947
Upper West	1090	1231	758	527	3606
Volta	3926	2308	2658	646	9538
Western	2216	4700	2173	1236	10325
Coll. Of Educ.Tutors	1227	10	363	5	1605
Total	32106	33749	28462	8564	103881

Source: Education Statistics 2010. Ministry of Education, Ghana

3.3 Sample and Sampling Technique

An eclectic sampling approach was used for this study. The stratified, proportional, random and purposive sampling methods were all employed in one stage or the other in the cause of this study. To achieve the purpose of the study, the ten regions of Ghana, were divided into the three major geographical belts. They are the coastal belt, comprising of (Volta , Greater Accra , Central and Western Regions of Ghana), the middle or forest belt, comprising

(Ashanti, Eastern and Brong-Ahafo Regions of Ghana) and the Northern or Savannah belt, which is made up of (Northern, Upper East and Upper West Regions).

One region in each of the geographical belts or zone, was randomly selected as the study area. For the coastal belt, the Western Region was selected. Ashanti Region and Northern Region were selected to represent the forest belt and the savannah belt respectively.

The regional capitals of each of the randomly selected zones or belts, was purposively sampled as study area. The areas are Sekondi-Takoradi for the coastal belt, Kumasi for the forest belt and Tamale for the savannah belt. This method was used because all the regional capitals are cities which have the regional education offices. Secondly, the regional capitals double as district capitals and therefore have the district education offices as well. All the schools in the regional capital have full complements of teachers in the classes and since this research has about ninety percent (90%) of its respondents to be basic school classroom teachers, hence, the choice of the regional capitals. Furthermore, all the three categories of schools set ups, can be found in the regional capitals, that is, urban, peri-urban and rural with the rural category having full complement of trained teachers in the schools. Finally, all the units of the public schools setup namely, the local authority institutions, missionary institutions and garrison schools are available in the three selected regional capitals.

A total of one thousand five hundred and forty seven (1547) respondents were involved in the study. The proportional sampling method was used to select the number of schools for the study in each regional capital which also doubles as a Metropolitan capital. Since the schools in the selected metropolis were not equal in numerical strength as shown in Table 3.2, the schools for this study in each metropolis were proportionally selected. Nineteen schools were sampled from Sekondi-Takoradi Metropolis, ninety-four schools were selected

from Kumasi Metropolis and ninety-eight schools were proportionally selected from Tamale Metropolis.

Table 3.2 Proportion Percentage of Selected Schools for Data Collection

District	Prim. Schs. in the District of Study	Proportion Percentage	Selected Schools Proportionally	Teachers Selected
Sekondi/Takoradi Metro	107	19%	19	114
Kumasi Metro	235	40%	94	564
Tamale Metro	240	41%	98	588
Total	582	100	211	1266

Source: Education Statistics 2010. Ministry of Education, Ghana

Since the first cycle public schools in Ghana are made up of the Garrison schools, missionary schools and the metropolitan or local authority schools, in the selection of the schools from each metropolis, the researcher made sure that teachers in all the category of schools in each metropolis were well represented in the research.

In the first step the schools in the three categories of public primary schools in each metropolis selected for the study were listed namely the Garrison Educational Units, which is made up of Armed Forces, Navy and Airforce schools, then the Missionary Education Units which is made up of the various Religious Educational Units and finally the Metropolitan Authority schools. A proportional sample of these schools and units were made to establish the percentage and number of schools to be selected from each category of the public first cycle schools. The simple random sampling method was employed to select the specific schools for the research.(see table 3.3)

Table 3.3 Breakdown of the Three Categories of Public Schools and the Proportional Representation of Schools selected for Data Collection in the Selected Metropolis

Institution	Tamale			Kumasi			Sekondi/Takoradi		
	No.	%	Sel. Schs.	No.	%	Sel. Schs.	No.	%	Sel. Schs.
Islamic Primary	80	33.3	33	44	18.7	17	6	5.6	1
Methodist Primary	14	5.8	6	16	6.8	6	15	14	3
Roman Cath. Prim.	20	8.3	8	25	10.6	10	13	12.1	2
Presby Primary	14	5.8	6	8	3.4	3	2	1.8	1
Anglican Primary	11	4.5	4	11	4.5	4	11	10.2	2
Evangelical Presby	03	1.3	1	-	-	-	-	-	-
AME Zion	11	4.5	4	3	1.2	1	2	1.8	-
S.D.A	06	2.5	2	8	3.4	3	1	0.9	-
T.I Ahmadiya	13	5.4	5	4	1.7	1	1	0.9	-
Salvation Army	-	-	-	2	0.9	1	-	-	-
Garrison Schools	02	0.8	1	8	3.4	3	11	10.2	2
Metropolitan Auth.	66	27.5	28	106	45.1	45	45	40.0	8
African Faith	-	-	-	-	-	-	-	-	-
Total	240		98	235		94	107		19

Source: Education Statistics 2010. Ministry of Education, Ghana

All the teachers in each sampled school were purposively selected for the study as indicated in Table 3.2, Nineteen (19) public basic schools were proportionally and randomly sample from the Sekondi-Takoradi Metropolis. Six (6) classroom teachers from each of the randomly sampled schools were purposively selected, bringing the total to one hundred and fourteen. Nineteen head teachers from the selected schools were also used for the study.

Ninety-four head teachers and five hundred and sixty-four classroom teachers were purposively selected from Kumasi Metropolis after the schools to be used for the research had been proportionally and randomly identified. Five hundred and sixty four classroom teachers and ninety-four head teachers were used in Ashanti region.

In the Northern region, where ninety-eight schools were proportionally sampled, five hundred and eighty-eighty classroom teachers and ninety-eight head teachers were selected

from the northern belt. Questionnaires were given to all the seventy Physical Education tutors in the thirty-eight colleges of education in Ghana. A total of one thousand five hundred and forty-seven respondents were served with questionnaire and one thousand three hundred and fifteen were return representing 85% return rate. The profile of primary school teachers in the selected regions and that of the selected metropolis is provided in appendix 'D'

There was an additional sixty (60) respondents, made up of physical education tutors from all the thirty eight (38) public colleges of education in all the ten regions of Ghana. The grand total of respondents for the study, therefore, is one thousand, five hundred and forty-seven (1547). According to Payne and McMorris (1969); Krejcie and Morgan (1970), in determining a sample size of a given population beyond One Hundred Thousand (100000), it is acceptable and applicable to any population to choose a sample size, which is not less than three hundred and eighty four (384). The sample size of 1,547 for this study as shown in table 3.4 is therefore, within the acceptable range.

Table 3.4 Breakdown of Sample

S/No.	Details	Number
1	Teachers from nineteen (19) public basic schools in Sekondi-Takoradi Metropolis representing the Coastal belt (19 x 6)	114
2	Head teachers from nineteen (19) public basic schools in Sekondi-Takoradi	19
3	Teachers from ninety-four (94) public basic schools in Kumasi Metropolis representing the Middle or Forest belt (94 x 6)	564
4	Head teachers from ninety-four (94) public basic schools in Kumasi	94
5	Teachers from ninety-eight (98) public basic schools in the Tamale Metropolis representing the Savannah or Northern belt (98 x 6)	588
6	Head teachers from ninety-eight (98) public basic schools in Tamale Metropolis	98
7	Tutors of Physical Education in the Colleges of Education in Ghana	70
	Total Number of Respondents	1547

3.4 Instrumentation

The questionnaire was the main instrument used for data collection. A questionnaire was designed and developed by the researcher. Due to the unavailability of ready-made questionnaire for data collection, the suggestion by Westman (1981) was employed in constructing the instrument for the study. He suggested that information relevant to the construction of a testing instrument could be gathered from textbooks, library reference materials, investigator's lecture notes and experiences gained during the programme.

The questionnaire contained items of close ended type. Respondents had to choose responses applicable to the statement given on a five-point Likert scale which was utilized for this study. The responses included Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD). For coding purposes, the points 5, 4, 3, 2, and 1 were used to represent Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree for positive statements, in that order. For statements in the negative form, the coding points were in the reverse order. The items in the questionnaire were based on demographic information of the

respondents and the variables on constraints to teaching and learning of physical education in first cycle schools in Ghana as indicated in the research questions.

3.4.1 Validation of Instrument

The relevance of the items in the questionnaire was established for its content validity, internal consistency and reliability of the instrument. First, the views of some lecturers who are not part of the supervisory team were sought. Then the expert views of the principal, first minor and second minor supervisors were taken into consideration. After that some lecturers of the faculty of education, Ahmadu Bello University, Zaria Nigeria, served as jurors and their suggestions and inputs were taken into consideration in restructuring the final draft of the questionnaire. On the basis of the processes the instrument passed through, the final questionnaire was prepared and pilot tested.

3.5 Pilot Study

Pilot study was carried out to test the reliability and validity of the instrument for this study. To achieve this purpose, one hundred and ten (110) questionnaire, were given to the respondents from first cycle schools in Cape Coast, Accra and a private college of education in Kumasi. The private college of Education was used for the pilot study because all the public Colleges of Education in Ghana were used for the main study, therefore to avoid contamination, hence the choice of the private Colleges of Education. The distribution was as shown in Appendix 'B'

The research instrument, which was the questionnaire, was subjected to a pre-testing in order to determine the feasibility of the instrument for the attainment of the research objectives as well as to establish its reliability and internal consistency. The pilot study was conducted as a preliminary study in order to finalize the usability of the instrument. It also

brought into focus and solved some practical problems in the attainment of the objectives of the research.

A total of one hundred and five (105) questionnaire were retrieved out of the one hundred and ten (110) questionnaire distributed to fifteen schools in Greater Accra and Central Regions of Ghana which were used for the pilot study. Statistical Package for the Social Sciences (SPSS 12.0) was used for the analysis of the data collected. Among the options for the determinant of the reliability coefficient and internal consistency index for the instrument were the Cronbach's Alpha, Spearman-Brown Coefficient and the Guttman Split-half Coefficient.

The internal consistency coefficient for the items within the instrument was 0.764.The reliability coefficients obtained, were .867, .745 and .730. Nie (1998) and Ojo (1994), asserted that, the closer to one, the reliability coefficient of an instrument, the more reliable the instrument. These are indications that the designed instrument could be considered reliable and internally consistent for the study. A summary of the result of the test is presented in Appendix 'C'

3.6 Reliability of Instrument

A five-point Likert Scale Questionnaire was used for the study. Due to this, Cronbach's coefficient Alfa reliability test was used. Cronbach's Alfa determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability (www.joe.org). Also the Spearman-Brown Coefficient and Guttman Split-Half Coefficient test were utilized to determine the reliability of the instrument. The results were, Cronbach's Alfa .867, Spearman-Brown Coefficient .745 and Guttman Split-half Coefficient .730, as indicated in Appendix C

3.7 Procedure for Data Collection

A letter of introduction was collected by the researcher from the researcher's major supervisor. (see Appendix E). The researcher then travelled from Nigeria to Ghana. While in Ghana, all the three regions selected for the research were visited. The researcher spent two weeks in each of the regions. The final questionnaire was administered on one thousand, five hundred and forty seven (1547) respondents.

With the help of three (3) trained research assistants, the first week was used to distribute the questionnaire among the teachers and head teachers in the schools and the second week was used to collect the questionnaire from the schools. The procedure was repeated in all the three regions selected for the research. All the questionnaire were distributed and collected within two months from September 7th, 2011 to November 4th 2011.

The questionnaire for the physical education tutors in the colleges of education in Ghana, were distributed to them by the researcher, during one of their residential examination markings for the Institute of Education, University of Cape Coast. The questionnaire were distributed and collected within two days. At the end of the exercise one thousand, three hundred and fifteen (1315) questionnaire out of the one thousand, five hundred and forty seven (1547) distributed were returned, thus achieving a return rate of 85 percent.

3.8 Statistical Techniques

The data collected was tallied under the various items and analysed statistically, according to the format required by SPSS 13.0. Each questionnaire was vetted and numbered serially, according to the sequence in which they were received. The responses were quantified, and coded on broad data summary sheet to facilitate easy loading into the computer. The table value assigned to the categories on the five-point Likert Scale were as follows:

Positive Statements			**Negative Statement**
5	=	Strongly Agree	= 1
4	=	Agreed	= 2
3	=	Undecided	= 3
2	=	Disagree	= 4
1	=	Strongly Disagree	= 5

The statistical techniques used included descriptive statistics, of frequencies, percentages which were used to describe the demographic information of the respondents. The mean scores and standard deviation were used to assert the significance of the items under the various variables.

The one sample t-test was used to test the major hypothesis and the eight sub hypotheses on the opinion of the respondents as to whether the variables raised in the study were constraints to teaching and learning of physical education in first public cycle schools in Ghana. All hypotheses were tested at 0.05 statistical level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study was on assessment of constraints to teaching and learning of physical education in first cycle public schools in Ghana. This chapter presents analysis of data collected for the study and discussions of the results. The structure of this chapter consisted of the demographic characteristics of the respondents of the study. These were presented in tables of frequencies and percentages. The various variables were analysed in relation to its significance to the constraints to the teaching of P.E. in the first cycle public schools in relation to the research questions of the study. Conclusions on each of the items were based on the mean score computed along a five point scale used in the study. The test of the study's hypotheses was then carried out. This was followed by a discussion of the findings from the analyzed data.

4.1 The Demographic Data Results

One thousand five hundred and forty seven (1547) questionnaire were distributed to head teachers and classroom teachers in public first cycle schools in Sekondi-Takoradi in the coastal belt, Kumasi in the middle belt and Tamale in the northern belt. All the physical education tutors in the 38 colleges of education in Ghana were used for the study. One thousand, three hundred and fifteen (1,315) questionnaire were returned, thus achieving a return rate of 85 percent. Among the demographic variables of the respondents selected for the study were gender, teaching positions, year of experience, year of completion of college of education, teaching zone of respondents, whether physical education is on the time-table of respondents school, whether P.E. is taught by the respondents in his or her school.

Table 4.1: Classification of the respondents by demographic characteristics

Variables	Variable Options	Frequency	Percent
Gender	Male	583	44.3
	Female	732	55.7
	Total	**1315**	**100.0**
Teaching position of respondents	Head teacher	211	16.0
	P.E. Tutor in Colleges of Education	60	4.6
	Classroom teachers	1044	79.4
	Total	**1315**	**100.0**
Year of completion of college of education	Before 1990	149	11.3
	1991-1995	169	12.9
	1996-2000	252	19.7
	2001-2005	339	25.8
	2006-2010	406	30.9
	Not applicable	0	0.0
	Total	**1315**	**100.0**
Area of specialization	French	29	2.2
	Science	105	8.0
	Mathematics	155	11.8
	Physical education	72	5.5
	Social Studies	202	15.4
	Agriculture	134	10.2
	General Programme	368	28.0
	Arts	79	6.0
	Any Other	171	13.0
	Total	**1315**	**100.0**
Teaching zone (Heads and Classroom Teachers)	Western region	133	10.6
	Ashanti region	573	45.6
	Northern region	550	43.8
	Total	**1255**	**95.4**
Zone of College of Education	Ashanti/Brong Ahafo	10	16.7
	Central/Western	13	21.7
	Great Accra/Eastern	7	11.7
	Volta	18	30
	Northern/Upper	12	20
	Total	**60**	**100.0**
Is P.E. on your school time-table?	Yes	1040	82.9
	No	215	17.1
	Total	**1255**	**100.00**

Variables	Variable Options	Frequency	Percent
Do you teach P.E. in your school?	Yes	755	60.2
	No	500	39.8
	Total	**1255**	**100.0**

Gender classification of the respondents indicated 583 were males and 732 were females, representing a percentage distribution of 44.3 and 55.7 respectively. This representation indicated that male teachers were less than the female teachers. This is in line with the national profile on gender of trained teachers in public first cycle schools in Ghana which is about 55% female and 45% male. The reasons for this ratio is that, the retention rate of trained female teachers in the Ghana Education Service (GES) is higher and stable as compare to that of their male counterparts. Secondly, in 1997, the Ministry of Education established the Girls Education Unit of the Ghana Education Service (GES) to increase girls' enrolment in schools to equal that of boys by the year 2005. Although this objective is yet to be fully achieved in all levels of educational institutions, a lot of progress has been made in enrollment of females into the Colleges of Education where the females out-number the males. (Ghana Education Service 2012), hence the justification of the distribution of the respondents.

The distributions of the teaching positions of the respondents were as follows: there were 211 head teachers from the three geographical zones used for the research. The number of classrooms teachers used for the study was 1044, which is about 79.4 percent of the total respondents. The colleges of education tutors who teach Physical Education as a subject were 60. They represented just about 5.6 percent of the respondents. The classroom teachers are central when it comes to teaching of any subject in the basic schools hence their opinion to the constraints to teaching and learning of Physical Education in the first cycle schools in Ghana is very crucial to the outcome of this study.

From the distribution on teaching experience of respondents, it is realized that almost 60% of the respondents have taught for between one and ten years. About 75% of all the respondents for the study have teaching experience up to fifteen years. In all 94% of the respondents have teaching experience ranging between a year, up to twenty years, therefore respondents are well vest on issues under study and are in the best position to express their candid opinion objectively by assessing variables like the nature of college of education programme and the other variables used for the study, being a constraint to teaching and learning of Physical Education in first cycle schools in Ghana.

Looking at the year of graduation from college of education, the indication is that, about 56.6% of the respondents completed college of education between a year to ten from 2011. About 67% of the respondents completed college of education within 15 years from the time of the study and 88% of the respondents had completed the college of education within 20 years from time of the study. The percentage of the respondents with indepth knowledge on issues in colleges of education and classroom issues in the first cycle schools were very high, meaning the respondents could offer useful responses to the statements on the various variables for the study.

The demographic data on respondents concerning their subject area of specialization was to find out those respondents who were into Physical Education as a subject so as to have a picture of respondents' interest so far as teaching subjects were concerned.

Since classroom teachers are suppose to teach every subject on the time-table, respondents' subject area of specialization was very important to this research at least to give an insight of a possible subject of interest and clue to the demographic constraint to the teaching and learning of Physical Education in first cycle schools in Ghana.

Out of the 1315 respondents, only 72 of them representing 5.5% specialized in Physical Education, 60 respondents out of that 72 were college of education Physical Education tutors. This implies that only 12 respondents out of the 1255 classroom teachers specialized in Physical Education, and this is just less than 1% of all the respondents. This outcome is actually not surprising since most of the few specialized PE teachers trained in the colleges of education are absorbed into the 507 public secondary schools in Ghana and 6,415 junior secondary public schools where they teach as sports masters and subject teachers respectively. The two universities in Ghana which offer PE as a subject, that is, University of Cape Coast and University of Education, Winneba, all together, turn out just about 200 graduate P.E. tutors a year and this is grossly inadequate for the public senior secondary schools, let alone the private institutions, hence most of the colleges of education P.E. specialists do not find their way into the first cycle schools in Ghana where they are actually trained for.

Out of the one thousand five hundred and forty seven (1547) questionnaire administered to respondents, 1315 were returned or met the criteria for the research. This represented 85 percentage returned. Out of this number returned, 133 were from the Western region, that is 10.6%, 573 representing 45.6% were from the Ashanti region and 550 questionnaire representing 43.8 were from the Northern region. These respondents make up the classroom teachers and their heads used for the study

Ghana has 38 public colleges of education and 2 private colleges of education. The colleges are grouped into five to make it easier for their national inter-colleges of education sports programme. The groupings are as follows; Ashanti has 8 colleges and Brong Ahafo 3, Volta region has 7 colleges, Central has 3, Western region has 3, Greater Accra region has 1,

Eastern region has 6, Northern region has 3, Upper East 2 and Upper West 2. The two private colleges of education are in Ashanti, Kumasi to be precise and Brong Ahafo.

In Ashanti and Brong-Ahafo regions, 10 respondents representing 18.7% returned their questionnaire. 13 Physical Education tutors in colleges of education in the Central and Western regions representing 21.7% returned their questionnaire. The returned rate for Greater Accra and Eastern regions were 7 representing 11.7% in the Volta region, 18 Physical Education tutors representing 30% returned their questionnaire and in the Northern and Upper regions which comprise colleges from Northern, Upper East and Upper West regions, 12 respondents representing 20% returned their questionnaire.

It must be noted that, there is an average of two Physical Education tutors in each of the 38 colleges of education in Ghana although some few colleges have just one P.E. tutors. The return rate of 60 respondents representing about 85% of the total P.E. tutors in the colleges of education were representative enough for this study.

Respondents were asked whether they had the subject Physical Education on their time-tables in the schools they teach. This inquiry was necessary because P.E. is a core subject and it is suppose to be taught by every first cycle institution in Ghana, whether public or private. This is a national and ministerial policy in Ghana.

Out of the 1255 classroom teachers and their heads who returned their questionnaire, 1040 of them, representing 82.9% said P.E. is on their school time-table and 215 of them said, they did not have P.E. on their schools time-table. This means the periods meant for P.E. have been removed to make way for other subjects. If 17.1% of respondents do not have P.E. on their time table it means they do not teach the subject in their schools and the researcher believes is a major constraint to the teaching and learning of the subject nationally.

On the issue of whether respondents teach P.E. in their schools, 755 representing 60.2% said they do teach the subject, 500 respondents, representing 39.8% said they do not teach the subject. This means that out of the 1040 who said they have P.E. on their time-table, 43.1% of them do not teach the subject at all despite the ministerial directives that the subject must be taught by every first cycle school in the country.

4.2. Assessment of Mean Scores

4.2.1 Assessment of Attitudes of Heads and Classroom Teachers as a Constraint to Teaching and Learning of P.E. in First Cycle Public Schools In Ghana

One of the major objectives of this research was to examine whether the attitudes of head teachers and classroom teachers is a constraint to the teaching and learning of P.E. in first cycle public schools in Ghana. The research question formulated to guide this assessment was: Is the attitude of heads and teachers of institutions at the first cycle public schools, a constraint to the teaching and learning of Physical Education in Ghana? In line with the objective, the items used in the attitudes of heads and classroom teachers as a constraint to teaching and learning of P.E. in Ghana were scored in mean and standard deviation along the five-point scale. The assessment mean of 3.5 and above magnitude are considered in agreement with attitudes of heads and classroom teachers as a constraint while mean lower than 3.5 was termed disagreement with the expressed notion that attitude of heads and classroom teachers is a constraint to teaching and learning of P.E. in first cycle schools in Ghana. The aggregate mean score for the variable was presented in Table 4.2.1

Table 4.2.1 Mean scores of respondents on attitude of heads and classroom teachers as a constraint to teaching and learning of P.E. in public first cycle schools in Ghana

S/N	Attitudes	Mean	Std. Dev
1	supervision given towards teaching of other subjects by head The teachers in the basic schools in Ghana is more serious than that given to Physical Education	4.3374	1.02541
2	Teachers of basic schools in Ghana do not feel that P.E. is a serious subject to be taught in the schools	3.9194	1.22178
3	Teachers in basic schools in Ghana consider P.E. only as an extra curricular activity which does not deserve a place on the time-table	3.8312	1.29527
4	Teachers in basic schools in Ghana feel that time allocated to P.E. on the time-table should be given to other subjects which have more educational value	3.7452	1.32866
5	Teachers feel P.E. should not be a classroom subject and does not deserve much attention to be learnt in the basic schools in Ghana	3.6357	1.39703
	Aggregate mean score	**3.8939**	**1.029**

The mean scores in all the items indicated that they were above the 3.50 significant value, threshold. Although the mean scores on items like teachers feeling that P.E. is not a serious subject, teachers considering P.E. as an extra-curricular subject which should not be on the schools time-table, P.E. having no educational value and therefore does not deserve to be on the time-table and P.E. not deserving to be a classroom subject were all high, yet the item which indicated that the supervision given to other subjects was more serious than that of P.E., was higher than all the items on that variable.

The aggregate mean score of 3.8939 is higher than the 3.50 and above magnitude or significant level for the variable attitudes as a constraint to teaching and learning of P.E. in first cycle schools in Ghana. This indication implies that, the opinion of respondents agree that, the

attitude of heads of schools and their classroom teachers is a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana.

4.2.2 Assessment of Lack of Trained Personnel in Physical Education as a Constraint to the Teaching and Learning of the Subject in First Cycle Public Schools in Ghana

The second objective of the study was the examination of lack of trained personnel in Physical Education in the public basic schools and how this was a constraint to the teaching and learning of the subject in public first cycle institutions in Ghana. This objective was investigated with the following research question. Is the lack of trained personnel in Physical Education for the first cycle public schools, a constraint to the teaching and learning of the subject in Ghana? Items for this assessment were listed in Table 4.3 with the mean scores for each item and the overall aggregate mean for that variable.

Table 4.2.2 Mean scores of respondents on the lack of trained personnel in Physical Education as a constraint to teaching and learning of the subject in first cycle schools in Ghana

S/N	Lack of Trained Personnel	Mean	Std. Dev
6	Trained P.E. teachers are very few to teach Physical Education in the basic schools in Ghana	4.469	8.756
7	Training in P.E. provided in the colleges of education to classroom teachers is inadequate to teach P.E. in the basic schools in Ghana	3.993	1.162
8	P.E. is a subject that can be taught by any teacher in basic schools in Ghana irrespective of subject area of specialization	3.349	1.537
9	Classroom teachers who teach P.E. in the basic schools in Ghana are trained enough in Physical Education to teach P.E. in the basic schools	3.951	1.91
10	Physical Education in the basic schools in Ghana can best be handled by specialist subject teachers and not general classroom teachers	4.214	1.125

Aggregate mean score	**3.995**	**.656**

The scores in the table present an obvious significant value to the items under the lack of trained personnel as a constraint to teaching and learning of P.E. in first cycle schools in Ghana. The items on P.E. teachers being very few in the basic schools and Physical Education as a subject can best be handled by specialist P.E. teachers had a higher scores or rate of agreement. The items on the inadequacy of the training provided in physical education to classroom teachers in the colleges of education and the classroom teachers not being trained enough to teach the subject also had mean scores above the 3.50 threshold indicating significance. However, item 8, which state that PE can be taught by any teacher in schools in Ghana irrespective of subject specialization had a mean score below 3.50. This means that respondents disagreed with the statement and believe that, PE at the basic schools in Ghana can best be handled by specialist PE teachers as the mean score of 4.214 in item 10 is indicating.

The aggregate mean score of the variable was 3.995, which is higher than the 3.50 and above threshold. This means that the variable lack of trained P.E. personnel is significant and a constraint to the teaching and learning of P.E. in first cycle public schools in Ghana.

4.2.3 The Nature of Physical Education Programmes in the Colleges of Education in Ghana as a Constraint to Teaching and Learning of P.E. in First Cycle Public Schools

The assessment of the P.E. programme in the Colleges of Education and whether it was a constraint to the teaching of the subject in first cycle public schools was the third variable for the study. The research question formulated for that variable was: Is the nature of the colleges of education syllabus for physical education a constraint in the teaching and

learning of the subject in first cycle schools in Ghana? The opinions of the respondents were scored in mean and standard deviation in Table 4.2.3.

Table 4.2.3 Mean scores of respondents on the nature of the colleges of education syllabus for P.E. being a constraint to the teaching and learning of the subject in first cycle schools in Ghana

S/N	Colleges of Education P.E. syllabus/Programme	Mean	Std. Dev
11	Student teachers receive only two periods a week of training in P.E. for one semester and that is all the training classroom teachers at the basic schools in Ghana receive for the entire duration of their training in the colleges of education	3.593	1.186
12	The continuous reduction of P.E. on the training colleges curricula over the years make it difficult for classroom teachers to teach P.E. in the basic schools in Ghana	4.088	.958
13	The content and skills student-teachers receive in P.E. at the training colleges is not adequate enough to equip them teach the subject in basic schools in Ghana	4.003	1.062
14	The amount of time and contact hours P.E. tutors spend with student-teachers in the training colleges is not enough to prepare them to teach P.E. in basic schools in Ghana	4.019	1.570
15	Frequent changes in the P.E. programmes at the colleges of education in Ghana result in reduction of contact hours, thereby affecting the contact and skill training the student-teachers receive before graduating to teach in the basic schools	4.006	1.728
	Aggregate mean score	**3.940**	**.826**

From the aggregate mean score in the table, the variable is a constraint to teaching and learning of P.E. in first cycle public schools in Ghana. The aggregate score of 3.940 is higher than the acceptable significant value of 3.50 and above, meaning that the nature of the colleges of education syllabus and programme is a constraint to the classroom teacher in teaching Physical Education. All the five items under the variable had a mean score higher than

the 3.50 and above threshold, thus making the variable a constraint to teaching and learning of the subject in first cycle public schools in Ghana.

4.2.4 Assessment of Lack of Facilities Being a Constraint to Teaching and Learning of Physical Education in First Cycle Schools in Ghana

The fourth variable of the study examined the lack of facilities in the schools being a constraint to the teaching and learning of physical education in first cycle schools in Ghana. The research question formulated for the variable was: Is the lack of facilities for physical education in the first cycle schools, a constraint to teaching and learning of the subject in first cycle public schools in Ghana? The opinions of respondents on the disposition of lack of facilities as a constraint were scored in mean and standard deviation in Table 4.2.4

Table 4.2.4: Mean scores of respondents on lack of facilities as a constraint to teaching and learning of Physical Education in first cycle public schools in Ghana

S/N	Lack of Facilities	Mean	Std. Dev
16	The basic schools in Ghana do have enough facilities for effective teaching of Physical Education at the schools	4.548	.741
17	Inadequate facilities is a major reason why P.E. is not well taught in basic schools in Ghana	4.383	.880
18	Any time it rains it becomes impossible to conduct a Physical Education practical class in any school because there is no indoor hall	4.435	.922
19	There are no changing rooms and showers for teachers and students after P.E. lessons in basic schools in Ghana	4.570	.860

20	Teachers at the basic schools in Ghana would rather not go out for practical Physical Education lesson than to sit in class after a P.E. lesson with a uniform smelling of sweat for the rest of the day	4.546	.651
	Aggregate mean score	**4.497**	**.500**

The items under the variable lack of facilities, all presented mean scores beyond the 3.50 and above value. This indicates that all the items were significant. Respondents agreed that basic schools in Ghana do not have enough facilities. They are also in agreement that there are no changing rooms for use by teachers after P.E. lessons, and all these contribute to lack of facilities needed to teach and a constraint to the subject.

The aggregate mean score of 4.497 is more than the fixed significant value of 3.50 and above. This is an indication that the variable: lack of facilities is a significant constraint to the teaching and learning of the subject in first cycle schools in Ghana.

4.2.5 Assessment of Lack of Equipment as a Constraint to Teaching and Learning of P.E. in First Cycle Public Schools in Ghana

The fifth variable of the study assessed the lack of equipment as being a constraint to the teaching and learning of Physical Education in basic schools in Ghana. The research question formulated for the variable was: Is the lack of equipment for Physical Education in first cycle schools, a constraint to teaching and learning of the subject in first cycle schools in Ghana? The opinions of respondents were scored in means and standard deviation in Table 4.2.5

Table 4.2.5: Score of respondents on Lack of Equipment as a Constraint to Teaching and |Learning of Physical Education in First Cycle Public Schools in Ghana

S/N	Lack of Equipment	Mean	Std. Dev
21	There is not enough equipment for teaching practical P.E. lessons in basic schools in Ghana	4.408	.843
22	The lack of equipment in the basic schools in Ghana, make classroom teachers spend more time managing	4.227	.854

	and organizing their classes instead of engaging the pupils in physical activities		
23	Basic school teachers in Ghana do not like teaching P.E. because of insufficient equipment	3.990	1.078
24	Sports equipment are very expensive for basic schools in Ghana to afford, so the schools hardly buy them and this affect teaching of P.E. in the schools	4.119	1.036
25	When teachers in basic schools in Ghana, even improvise, the equipment situation is so poor that classroom teachers are reluctant to teach practical P.E. lessons	3.894	1.105
	Aggregate mean score	**4.127**	**.647**

The outcome of lack of equipment as manifested in the scores on Table 4.6 clearly showed that the lack of equipment as a variable for this study is a constraint to the teaching and learning of physical education in basic Public schools in Ghana. The aggregate score on the table indicated that the 4.127score obtained was far higher than the 3.50 and above value set as the significant threshold. This confirms the variable of lack of equipment being a constraint to the teaching and learning of Physical Education in the basic public schools in Ghana.

4.2.6 Assessment of Non-Externally Examinable Nature of Physical Education in First Cycle Public Schools in Ghana as a Constraint to Teaching and Learning of the Subject

The sixth variable of the study examined the non-external examinations organized in P.E. in the first cycle schools, as a constraint to the teaching and learning of the subject in Ghana. The research question formulated for this variable was: Is the non-externally examinable nature of P.E. in first cycle public schools in Ghana, a constraint to teaching and learning of the subject? The opinions of respondents in this disposition were scored in mean and standard deviations in Table 4.2.6

Table 4.2.6 Mean scores of respondents on non-externally examinable nature of P.E. in first cycle schools in Ghana as a constraint to teaching and learning of the subject

S/N	Non-examinable Nature of P.E.	Mean	Std. Dev
26	Assessment in P.E. is a means to encourage and motivate students and teachers to take P.E. serious and add value to the subject in basic schools in Ghana	4.126	.996
27	The Ghanaian public in general and school management at large, judge the quality of teachers in basic schools, based on the outcome of the pupils performance in external examinations	4.269	.949
28	Basic school teachers in Ghana are concerned with teaching the subjects which their pupils would write their final external examinations in, than teaching P.E. which is not externally examinable	4.367	1.665
29	Teaching of P.E. in basic schools in Ghana would have been taken more seriously if the subject was to be externally examinable	4.327	.936
30	The lack of motivation to teach by basic school teachers in Ghana, is because P.E. is not externally examinable in Ghanaian basic schools	4.173	1.034
	Aggregate mean score	**4.252**	**.677**

All the items under the non-externally examinable variable had high mean scores above the 3.50. It is clear from the responses of respondents as indicated in the mean scores of items 26-30 that, the non-externally examinable nature of P.E. in basic schools in Ghana is a constraint to the teaching of the subject at the basic schools level. The aggregate score of all the items under the variable is 4.252. This is clearly above the 3.50 and above limit needed to make the variable significant. The implication is that the non-externally examinable nature of P.E. in the first cycle schools in Ghana is a major constraint to the teaching and learning of the subject.

4.2.7 Assessment of Large Class Size as a Constraint to Teaching and Learning of P.E. in First Cycle Public Schools in Ghana

The seventh variable of the study was the examination of large class size of basic schools in Ghana as a constraint to the teaching and learning of the subject. This variable was investigated with the following research question: Is the large class size of the first cycle schools in Ghana a constraint to teaching and learning of physical education? Items for this assessment were listed in Table 4.2.7 with the mean scores for each item and the overall aggregate mean scores for the variable.

Table 4.2.7 Mean scores of respondents on large class size as a constraint to teaching and learning of P.E. in public first cycle schools in Ghana

S/N	Large Class Size	Mean	Std. Dev
31	Basic schools n Ghana have large class sizes and this discourages classroom teachers from teaching P.E. in the basic schools	3.553	1.998
32	The large class sizes in basic schools in Ghana limit the ability of teachers to deliver quality instructions in P.E. practical lessons in the basic schools	3.543	1.323
33	Basic school teachers in Ghana find it difficult to teach organized P.E. practical lessons, due to the large class sizes	3.582	1.280
34	The large class size in basic schools in Ghana is far beyond the equipment supply capacity of the schools and this makes it difficult for classroom teachers to teach P.E. in the basis schools.	3.994	1.122
35	The class size of basic schools in Ghana limit classroom teachers ability to deliver specific positive feedback in physical education lessons	3.159	1.466
	Aggregate mean score	**3.665**	**1.075**

The scores in Table 4.2.8 present a significant value on all the items under large class size, but it must be noted that the mean scores of statements indicating that, large class sizes discourage teachers in teaching P.E. large class limit ability to delivery quality inst ructions,

large class sizes make it difficult to organize P.E. lessons all had means just above the 3.50 significant level. However, the statement that large class size in the schools do not commensurate with the equipment supply capacity of the schools, thus making it difficult to teach the subject had a high mean score. This indication means that the large class size per se might not be the problem but its association with other constraints might be the issue. The aggregate score of 3.665, however is greater than the 3.50 significant level indicating therefore that large class size is a constraint to teaching and learning of P.E. in first cycle public schools in Ghana.

4.2.8 Assessment of Funding (Budgetary Allocation) as a Constraint to Teaching and Learning of P.E. in First Cycle Public Schools in Ghana

The assessment of funding in the form of budgetary allocations to the first cycle schools in Ghana and whether it was a constraint to the teaching and learning of physical education in the basic schools. The research question formulated for that variable was: Is the budgetary allocation to first cycle schools, a constraint to the teaching and learning of physical education in Ghana? The opinions of the respondents were scored in mean and standard deviations in Table 4.9.

Table 4.2.8 Mean scores of respondents on funding and budgetary allocation to first cycle Public schools as a constraint to teaching and learning of P.E. in Public basic schools in Ghana

S/N	Funding (Budgetary Allocation)	Mean	Std. Dev
36	Physical Education programmes are expensive to fund and this affects the teaching and learning of P.E. in the basic schools in Ghana	4.060	1.086
37	Running of P.E. in basic schools in Ghana is based on the capitation grant government and this is a constraint to teaching of P.E. in the basic schools	4.028	1.799
38	The late release of funds from government to the basics schools in Ghana, affect the teaching and learning of P.E. in the basic schools	4.009	1.124
39	The budgetary allocation to the basic schools in Ghana is insufficient and this make it difficult to fund P.E. programmes, and this make it a barrier to teaching and learning of P.E. in basic schools in Ghana	4.177	2.241
40	The absence of parents and other bodies helping in the funding of P.E. and sport programmes in the basic schools in Ghana is a constraint to teaching and learning of P.E. in the schools	3.912	1.199
	Aggregate mean score	**4.034**	**.956**

The mean scores in Table 4.2.8 presents an obvious significant values to all the items under the variable, funding and budgetary allocation. All the mean scores were very high above the 3.50 and above threshold set for the significance of the variable. The aggregate mean score of 4.034 is an indication that funding or budgetary allocation to the first cycle schools is a constraint to teaching and learning of P.E. in basic schools in Ghana.

4.3 Test of Hypotheses

The hypotheses formulated to confirm the constraints to teaching and learning of physical education in first cycle public schools in Ghana were statistically tested in this section.

They consisted of one major hypothesis and eight null sub-hypotheses which tested the specific constraints to the teaching and learning of the subject in the schools.

Major Hypothesis:

Attitude of heads and classroom teachers, lack of trained personnel, the colleges of education programme, facilities and equipment, lack of external examination in P.E., large class sizes and budgetary allocation are not significant constraints to teaching and learning of P.E. in first cycle schools in Ghana.

This hypothesis was tested with the aggregate mean scores of the respondents on all the variables. The one sample t-test was the statistical tool used for the test. The summary of the test is presented in Table 4.3.

Table 4.3. Summary of one sample t-test on constraints to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	3.8612	.37859	.01044	34.594	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=34.514, df=1314, (P = .000 < 0.05)

The one sample t-test was used to compare the observed mean value of 3.8612 and the fixed mean of 3.50. This is to enable the determination of the significance of the variable as a constraint to teaching and learning of Physical Education in the first cycle schools in Ghana.

The text is summarized in Table 4.3 and the interpretation below it. The text revealed that, there is a significant constraint to teaching and learning of Physical Education in the first cycle public schools in Ghana. This is indicated in the table, by an observed t-value of 34.594,

at 1314 degree of freedom, with p value of 0.000 which is less than 0.05 alpha level. The observed level of significance of text is .000 (P< 0.05). Therefore the major hypothesis which states that attitude of heads and classroom teachers, lack of trained personnel, the colleges of education programme, facilities and equipment, lack of external examination at P.E., large class size and budgetary allocation is not a significant constraint to the teaching and learning of P.E. in first cycle schools in Ghana is rejected.

Sub-hypothesis 1

Attitude of heads and teachers of institutions is not a significant constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana.

This hypothesis was tested with the scores of the respondents on attitude of heads and classroom teachers as a constraint to teaching of P.E. in first cycle public schools in Ghana. The data is presented in the one sample t-test table in Table 4.3.1

Table 4.3.1: Summary of One sample t-test on attitude of Heads and Classroom teachers as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	3.8939	1.029	.01613	1.960	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=1.96, df=1314, (P = .000 < 0.05)

Information on the summary table of the one sample t-test shows the p value of .000 is less than the alpha level of 0.05. This means that the attitude of heads and classroom teachers is a significant constraint to teaching and learning of Physical Education, therefore the null hypothesis which states that attitude of heads and classroom teachers is not a significant constraint to teaching of Physical Education in first cycle schools in Ghana is rejected.

Sub-hypothesis 2

The lack of trained personnel in Physical Education is not a significant constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana.

The sub-hypothesis was tested with the mean scores of the respondents on lack of trained personnel in Physical education as a constraint to teaching and learning of P.E. in first cycle public schools in Ghana. The one sample t-test was used as the statistical tool to determine the possible significance of the variable, in the opinion of the respondents on the variable as a constraint to the teaching and learning of the subject in the first cycle schools in Ghana. The data is presented in the one sample t-test summary table in Table 4.3.2

Table 4.3.2: Summary of One sample t-test on lack of trained personnel in PE as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	3.9953	.65609	.01809	27.375	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=27.375, df= 1314, (P = .000 < 0.05)

The summary table 4.3.2 shows that the t value is 27.375 at 1314 degree of freedom with p value of .000 which is less than the alpha level of 0.05. This means a significant factor was observed on sub-hypothesis 2, in which the null hypothesis stated that, the lack of trained personnel in physical education in the first cycle schools is not a significant constraint to teaching and learning of Physical Education in the basic schools in Ghana. The null hypothesis therefore, is rejected.

Sub-hypothesis 3

The Physical Education programme in the colleges of education in Ghana is not a significant constraint to the teaching and learning of physical education in first cycle public schools in Ghana.

In the test of this sub-hypothesis, the one sample t-test was used to determine the significance of the opinion of the respondents on the nature of Physical Education programme, in the colleges of education in Ghana as a constraint to teaching and learning of the subject in first-cycle public schools in Ghana. The data is presented in the one sample t-test summary table in Table 4.3.3.

Table 4.3.3: Summary of One sample t-test on Physical Education programme in the colleges of education as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	3.9402	.82624	.02278	19.321	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=19.321, df= 1314, (P = .000 < 0.05)

The one sample t-test summary Table 4.3.3 shows the t value of 19321 at 1314 degree of freedom, with p value of .000, which is less than the alpha level of 0.05. This implies that a significant factor was observed on sub-hypothesis 3. The null hypothesis which stated that, the Physical Education programme in the colleges of education in Ghana is not a significant constraint to the teaching and learning of Physical Education in first cycle schools in Ghana is rejected.

Sub-hypothesis 4

Lack of facilities is not a significant constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana.

The respondents' opinion as expressed by their mean scores on lack of facilities as a constraint to teaching and learning of P.E. in first cycle public schools in Ghana was examined in Table 4.3.4. In the test of this sub-hypothesis, the one sample t-test was used to determine

the significance on lack of facilities as a constraint to the teaching and learning in first cycle public schools in Ghana. Table 4.3.4 presents the one sample t-test summary table on facilities as a constraint to teaching and learning of Physical Education in first cycle schools in Ghana.

Table 4.3.4: summary of One sample t-test on lack of facilities as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	4.4966	.49969	.01378	72.322	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=72.322, df=1314 (P = .000 < 0.05)

The one sample t-test summary on Table 4.3.4, show a t value of 72.332 at degree of freedom of 1314, with a p value of .000 which is less than the alpha level of 0.05. This means that a significant factor was observed on sub-hypothesis 4, which states that, the lack of facilities is not a significant constraint to teaching and learning of Physical Education in first cycle public schools in Ghana. The null hypothesis therefore is rejected. This implies that, the lack of facilities is a constraint to teaching and learning of Physical Education in first cycle public schools in Ghana.

Sub-hypothesis 5

Lack of equipment is not a significant constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

The opinion of respondents as expressed by their mean scores on lack of equipment as a constraint to teaching and learning of physical education in first cycle schools in Ghana was examined in Table 4.3.5. In the test of hypothesis, the one sample t-test was used to

determine the significance on lack of equipment as a constraint to teaching and learning of P.E. in first cycle public schools in Ghana.

Table 4.3.5. which follows, present a one sample t-test summary, on lack of equipment as a constraint to teaching and learning of Physical Education in first cycle public schools in Ghana.

Table 4.3.5: Summary of One sample t-test, on lack of equipment as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana.

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	4.1270	.64680	.01784	35.153	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=35.153, df=1314, (P = .000 < 0.05)

The one sample t-test summary Table 4.3.5 shows a t value of 35.153, at 1314 degree of freedom, with a p value of .000 which is less than the alpha level of 0.05. This implies a significant factor on sub-hypothesis 5, which states that, the lack of equipment is not a significant constraint to the teaching and learning of physical education in first cycle schools in Ghana. The significant factor means that the null hypothesis is rejected, implying that the lack of equipment is actually a constraint to the teaching of P.E. in basic schools in Ghana.

Sub-hypothesis 6

The non-externally examined nature of P.E. in the basic schools in Ghana is not a significant constraint to the teaching and learning of the subject in first cycle schools in Ghana

The opinion of respondents as expressed by their mean scores on the non-externally examined nature of P.E. in basic schools in Ghana as a constraint to the teaching and learning of the subject was examined in Table 4.3.6. The test for sub-hypothesis was conducted with

one sample t-test to determine the significance. The summary of data was presented in Table 4.3.6.

Table 4.3.6: Summary of One sample t-test on non-externally examined nature of PE in the basic schools in Ghana as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	4.2525	.67728	.01868	40.289	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t= 40.289, df= 1314, (P = .000 < 0.05)

The table above shows a t value of 40.289 at a degree of freedom of 1314, with a p level of .000 which is less than the alpha level of 0.05.This means the variable is significant, therefore, the null hypothesis which stated that the non-externally examined nature of physical education in the basic schools in Ghana, is not a significant constraint to the teaching and learning of the subject is rejected. The non-externally examined nature of P.E. in the basics schools in Ghana is therefore, a significant constraint to the teaching of the subject in the first cycle public schools in Ghana.

Sub-hypothesis 7

Large class size as a constraint to teaching and learning of physical education in first cycle public schools in Ghana

Table 4.3.7 presents a one sample t-test summary table on large class size as a constraint to the teaching and learning of Physical Education in the first cycle public schools in Ghana.

The opinion of respondents as expressed by their mean scores on the large class size of basic schools in Ghana, as a constraint to the teaching and learning of P.E. in the first cycle

public schools in Ghana was presented in Table 4.3.7. The test for sub-hypothesis was conducted with one sample t-test to determine the significance. The one sample t-test summary was presented in Table 4.3.7.

Table 4.3.7: One sample t-test summary table on large class size as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	3.6651	1.07546	.02966	5.567	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=5.567, df= 1314, (P = .000 < 0.05)

The one sample t-test summary table 4.3.7 indicates a t value of 5.567 and a degree of freedom of 1314, with a p value of .000, which is less than the alpha level of 0.05. Therefore, the sub hypothesis is significant. This implies that the null hypothesis which stated that, large class sizes is not significant constraint to the teaching and learning of physical education in the first cycle public schools in Ghana is rejected. Large class size in the basic schools in Ghana therefore, is a significant constraint to the teaching and learning of P.E. in the first cycle public schools.

Sub-hypothesis 8

Funding or budgetary allocation given to the first cycle public schools in Ghana is not a significant constraint to the teaching and learning of Physical Education in the basic schools in Ghana.

The opinion of respondents as expressed by the mean scores on funding or budgeting allocation given to first cycle public schools as a constraint to teaching and learning of P.E. in the first cycle public schools in Ghana were examined in Table 4.3.8 The test of hypothesis was conducted with one sample t-test to determine the significance of the

hypothesis. Table 4.3.8 presents a one sample t-test summary data on funding and budgetary allocation to the basic schools as a constraint to teaching and learning of P.E. in the first cycle public schools in Ghana.

Table 4.3.8: One sample t-test summary table on funding (budgetary allocation) as a constraint to the teaching and learning of Physical Education in first cycle public schools in Ghana

Variables	N	x	SD	SE	t-value	df	P
Constraints	1315	4.0344	.95559	.02635	20.278	1314	000
Fixed mean	1315	3.50	0.0	0.000			

t=20.278, df= 1314 (P = .000 < 0.05)

The one sample t-test summary table 4.3.8 shows a t value of 20.278 at a degree of freedom of 1314, with a P value of .000 which is less than the alpha level of 0.05. This implies the variable is significant. Therefore the null hypothesis which states that funding (budgetary allocation) to the basic schools in Ghana is not a significant constraint to teaching and learning of physical education in the first cycle public schools in Ghana is rejected. This implies that the type of funding and the budgetary allocation given to Physical Education is a significant constraint to the teaching and learning of the subject in the first cycle publi schools in Ghana.

4.3 Summary of Findings

The findings from the analysis of data collected for this revealed that all the variables tested were significant constraint to teaching and learning of physical education in first cycle schools in Ghana. ($t=34.594$, $df=1314$, $p<0.05$) They included, Attitude of heads and classroom teachers towards the subject,($t=1.96$,$df=1314$, $p<0.05$) the lack of trained physical education personnel in the first cycle schools to teach the subject,($t=27.375$,$df=1314$,$p<0.05$) the nature of Physical Education programme in the colleges of education in

Ghana,(t=19.321,df=1314,p<0.05) the lack of facilities to conduct Physical Education classes,(t=72.322,df=1314,p<0.05) the lack of equipment needed to teach physical education in the basic schools in Ghana,(t=35.153,df=1314, p=0.05) the non-externally examined nature of Physical Education in the basic schools in Ghana,(t=40.289,df=1314 p<0.05) the large class sizes that the first cycle public schools in Ghana possess.(t=5.567,df=1314 p<0.05) and the funding (budgetary allocation) to First cycle Public Basic Schools in Ghana.(t=20.278,df=1314, p<0.05)

4.4 Discussions

The study investigated the constraints to the teaching and learning of physical education in the first cycle public schools in Ghana. It concerned finding out if the variables selected for this study were constraints to teaching and learning of physical education in first cycle public schools in Ghana.

Major Hypothesis

This hypothesis took into consideration the variables selected for the study (attitude of heads and teachers, lack of trained personnel, the colleges of education programme, facilities and equipment, lack of external examination in P.E., large class sizes and budgetary allocation) as perceived constraints to the teaching and learning of Physical Education in the first cycle schools in Ghana. The variables tested were significant constraint to teaching and learning of physical education in first cycle schools in Ghana. .(t=34.594, df =1314, p<0.05)

According to DeCorby et al (2005), a range of barriers adversely affect the type and quality of PE programmes delivered by primary school teachers. For example, the lack of time, training and resource have resulted in the delivery of P.E. lessons resembling supervised play.

Hardman and Marshall (2000) also supported this finding when in a survey finding based on data collected globally, revealed that school physical education is in a perilous position in all continental regions of the world. They expressed concern on decreasing curriculum, time allocation, subject status and attitudes of head teachers, inadequacies in financial, material and human resources and teacher preparation, curriculum trends as well as skepticism about the subject's future are all sources of concern locally and internationally to sustain physical education in schools in the next millennium.

Attitude of Head Teachers and Classroom Teachers

The study revealed that attitude of heads and classroom teachers of first cycle institutions was a significant constraint to the teaching and learning of physical education in first cycle public schools in Ghana.

This finding agrees with Tabachnick and Zerchner, (1984), when they said that, teachers' beliefs and attitudes impact on the teaching and learning process and become evident in their behaviours. According to Brumbaugh, (1987), Portman (1996), Xiong, Lowy and McBride, (2002), many classroom teachers hold negative attitudes towards physical education and some teachers even question the value of Physical Education for the children.

Fancette and Hillidge (1989) believed that many classroom teachers do not believe participation in P.E. leads to any benefits for students. The researcher believes that since attitudes and values are subjects of beliefs (Kalinna and Silver, 2000) and many classroom teachers do not believe participation in P.E. leads to any benefits for the students (Faucette and Hillidge, 1989), this explains why attitude of the teachers is a constraint to teaching of P.E. in Ghana. Moreover, since just 5.5% of respondents actually specialized in P.E. as a subject area at the colleges of education (see table 4.1) the researcher believe that this has influenced their attitude towards the subject in the basic schools. According to Aicinena, (1991) and

Carlson (1995), teachers attitude may vary when teaching different subjects. A teacher's perception or affective disposition may have a profound effect on how the subject is taught. Silverman and Subramaniam, (1999), supported this when they said, attitude influences one's action in every activity and attitude permeates everything we do, including one's achievement in an endeavour.

Lack of Trained Personnel

The study found that lack of trained personnel to teach physical education at the first cycle institutions in Ghana is a constraint to the teaching and learning of Physical Education at that level.

This finding is not surprising since the demographic data of respondents indicate that just about 1% of the classroom teachers and their heads specialized in physical education as a subject (see table 4.1). Most of the teachers in the basic schools in Ghana are trained as general teachers and the contact hours of PE lessons they receive in the colleges of education does not empower them to impact the subject to the pupils they teach positively after passing out of the college. According to Hardmen and Marshall, (2001), despite the strong rationale for physical education, the quality of primary school P.E. has been seriously handicapped and criticized worldwide. According to these authors, PE at the basic level is generally delivered by classroom teachers or non-specialist and researchers have highlighted the difficulties primary school teachers face in delivering P.E. lessons.

The belief of many classroom teachers, as evident on the mean score in item 10, (table 4.3), tha they are not qualified to teach PE, adversely affect their level of PE teaching confidence. Fancette and Patterson, 1989; Morgan and Bourke, 2005), support this view. A research carried out by Senate Standing Committee on Environment, Recreation and Arts (SSCERA), 1992, indicated that many classroom teachers believe that P.E. is beneficial to the

pupils and PE is an important subject in the primary school curriculum, however, most of these teachers would prefer to teach other subjects than P.E., if given the choice because they are not well trained in the area of P.E. and therefore they would prefer specialist teachers teaching P.E. in primary schools. Many teachers believe that they do not possess the knowledge or skill to plan and implement developmentally appropriate and meaningful learning experiences in P.E. (Fancette, Nugent, Sallis & McKenzie, 2002).

Many classroom teachers are unable to teach PE or are refusing to teach PE in the first cycle schools because, according to Carney and Chedzey, (1998), Morgan and Bourke, (2008), they often struggle with the concepts of traditional P.E. which is skill based. The lack of confidence they feel in teaching skills and the teachers feeling of inadequacy with their own physical prowess, impact on their ability to provide quality teaching in the area of P.E. resulting in a constraint or barrier to the teaching of the subject in the basic schools.

Lack of specialized PE personnel at the first cycle schools was manifested clearly in this research when out of the 1315 respondents only 72 said they specialized in PE. Out of the 72 specialists, 60 of them were tutors of colleges of education, implying that only 12 respondents actually were specialised PE tutors teaching as classroom teachers. The 12 respondents who specialized in PE are just about 1% of the classroom teachers used for this research. This is actually the true reflection of the situation on ground in Ghana as far as the ratio of classroom teachers to specialist P.E. teachers in the first cycle schools is concerned. Carry (2011), argued that, this is a constraint to teaching PE when she said that primary school teachers often omit the mandatory PE hours from their week as a result of feeling pressurized by the extent of the curriculum and their lack of experience and ability to teach the practical component of the PE syllabus. She continued by saying that, a specialist PE teacher would be able to ensure that the importance of PE is not overwhelmed by these other emphasis.

Morgan and Hanson (2008) supported the finding when they said that, many primary classroom teachers, in recent study, were found unable to fit in the mandatory hours across all subject areas, with most participants admitting that physical education was the first to suffer. Hardman (2005) could not have supported this finding better, when he reported that, in some countries, the generalist teachers in primary schools is often inadequately or inappropriately prepared to teach physical education and initial teacher training presents a problem with minimum hours allocated for physical education teaching training.

The Nature of P E Programme in the Colleges of Education in Ghana

The nature of the PE programme run at the colleges of education in Ghana was found to be a constraint to teaching and learning of Physical Education in first cycle public schools in Ghana.

This finding agrees with Carney and Chedzoy, (1998), Morgan and Bourke (2008) when they said that, lack of expertise to develop and execute PE lessons is a great concern. They went further to say that on the average, primary school teachers complete about 10 hours of PE training in their initial teacher training. Therefore, many teachers are relying on their own school experiences with PE and hence their own teaching of PE is a reflection of their memories, both good and bad, rather than from the knowledge gained in professional pre-service training.

The finding is further in agreement with, Dewar and Lawson, (1984) when they said in their research that, teacher training programmes have been found to be ineffective for physical education recruits placed in poor teaching environments.

The researcher of this dissertation believes that, the nature of the PE programme at the colleges of education in Ghana is a major constraint to the teaching of the subject in the

basic schools. First, the student teacher does only 10-12 hours of physical education tuition throughout the duration of his or her training as a teacher trainee and then he or she is posted to the primary school to teach physical education. Student-teachers who enter into colleges tagged as science, technical or French bias colleges do not offer physical education at all throughout their training. Ironically majority of such students-teachers are posted to the first cycle schools as classroom teachers at the end of their training where they are supposed to teach P.E. as a subject. Morgan and Bourke, (2005). Said that

such teachers lack confidence, knowledge and expertise to deliver any quality PE lesson. The responses of P.E. tutors at the colleges of education in Ghana on questionnaire item 13, indicated that a very high mean of 4.67 out of 5.00 was scored on the statement "The content and skills student-teachers receive in PE at the training colleges is not adequate enough to equip them to teach the subject in basic schools in Ghana". These are the people who teach the students so if out of the total mean of 5.00, a derived mean of 4.67 respondents are saying the teachers they turn out are not in the position to deliver due to the nature of the programme they go through, then it confirms how major this constraint or barrier is.

Tremblay, Pella and Taylor (1996) in support of this finding indicated that, lack of teacher preparation was the greatest barriers to quality P.E. programmes. P.E. teacher education has been described as inadequate in many countries worldwide (Tremblay, Pella and Taylor 1996) and Ghana by this finding has come to add up to the list.

Lack of Facilities

The findings from this study indicate that so far as public first cycle schools in Ghana are concerned, lack of facilities is a constraint to the teaching and learning of physical education.

This finding support Hardman and Marshall (2010) who said that, quality of facility is below average and the quantity is very poor in most schools and countries and this makes it

impossible to teach any practical physical education. Also Green and Hardman (2005) said that inadequate facilities and their poor maintenance, makes the management of physical education classes difficult and the quality of the lesson provided can be less than adequate.

A lack of facilities for teaching of physical education is recognized both nationally and internationally as a constraint in implementing curricula and programme (Hardman and Marshall, 2000:2004). The researcher believes that this is not different from the situation in Ghana, where the only facility the basic schools can boost of are the outdoor playing fields which most schools don't have or had to share with other cluster of schools despite a law in Ghana that, before a school would be sanctioned to operate, there must be a provision of a playing ground for the children.

Indoor facilities like gymnasium, sports hall, swimming pool etc. are virtually non-existent in the basic schools in Ghana, a situation which make it impossible for schools to conduct any practical physical education class any time a harsh weather surfaces. The researcher believes that for a comprehensive development of any meaningful physical education programmes to take place in Ghana, it must begin in the basic schools and the provision of facilities must anchor such an initiative in other to eradicate this barrier to effective teaching of the subject in basic schools.

Lack of Equipment

Findings on equipment shows that lack of equipment for the first cycle public schools to use in teaching physical education, is a significant constraint or barrier to the teaching of the subject in these public basic schools in Ghana.

This finding support Green and Hardman (2005), who reported that all over the Central and Eastern Europe, as well as Asia and Africa, the quantities and qualities of

equipment in schools were said to be inadequate and this negatively affected the teaching of physical education in schools.

For a meaningful physical education lesson to take place, enough equipment should be available so that each individual benefit from maximum participation and practice. According to Daughtrey and Woods (1976) before any meaningful development can take place in sports and games, basic facilities and equipment should be provided to enhance the successful human participation, development and promotion. The researcher believes that, in a situation where a classroom teacher uses one soccer ball for a class of fifty pupils within a duration of 30minutes, means that if each child is to touch the ball for a minute in the class, then 20 pupils would not have a feel of the ball for the duration of that lesson. This scenario indicates how precarious the situation is when it comes to teaching and learning of PE with insufficient equipment in the first cycle schools in Ghana.

The prices of equipment for teaching physical education and sports are very expensive in Ghana. Head teachers are therefore, reluctant to release the few they are able to buy to the classroom teachers for practical P.E. classes, thus, making the availability of equipment a major constraint in teaching and learning of P.E. in the first cycle schools. Coulter and Woods (2007) noticed this in their research finding when they said, equipment in most basic schools are kept as decorative objects. Head teachers are constantly protecting these equipment from damage, because they are expensive and hard to come by. Also these equipment, are kept beyond the reach of the classroom teachers, therefore in many occasions the equipment are not there when the teacher needed them.

The use of poor and damaged equipment by the classroom teachers also at times results in injury to the children. Hardman and Marshal (2010) believe that the quality and quantity of equipment in most schools is very poor. Equipment might limit performance and

become a barrier or constraint by failing to perform its appropriate function during competition or practical class. From personal experience as a former Metropolitan PE Organiser for Shama-Ahanta East Metro in Ghana, the researcher observed that, most first cycle schools' teachers use soccer balls for volleyball classes. This often results in injuries to the pupils and eventually leads to pupils fearing the game or exhibiting the wrong skill. According to Davis, Kimmet and Auty (1993) athletes and teachers who do not use the appropriate safety equipment may limit performance through injury.

Non-Externally Examined Nature of PE in first cycle schools

On the non-externally examined nature of PE in the first cycle schools in Ghana, the study discovered that it is a significant constraint to teaching and learning of the subject.

This finding agrees with the Ofsted report (2002) which stated that without planned assessment and records, teaching tend to lack focus on what need to be done to improve. Cosmato (2009) also said, standardized testing gives teachers guidance to help them determine what to teach students and when to teach it. The net result is less wasted instructional time and a simplified way of timeline management.

Physical education in the first cycle schools in Ghana is supposed to be internally examined but most teachers knowing that the subject is non-externally examined do not teach it, let alone to examine it. The classroom teachers can still assess and evaluate their teaching effectiveness of PE internally if they feel it is a very important component to their teaching. According to Seedentop and Tannehill (2000) and Venkateswarlu (2006) assessment is used to evaluate teaching, effectiveness of the teacher.

Assessment in Physical Education is often categorized as both formal and informal (Tousignant and Siedentop, 1983 and Venkateswarlu, 2001) but in most cases formal

assessment influences grades directly and is determined by such areas of compliance (Matanin and Tannehill, 1994).

Some professional in the field of PE argue that since there is no formal assessment or standardized test (external examinations) in physical education in the first cycle schools in Ghana, the compliance of classroom teachers to the subject in the form of teaching PE would virtually not be adhered to. They feel the value of PE can only be strengthened through external examination or standardized test. The opinion of the respondents in this study on the issue is not different and the researcher agrees with them to some extent but has some reservations.

The researcher is of the view that children in primary grades are still developing motor skills, socialization and learning classroom etiquette. The teaching of quality physical education will help promote these skills and provide an excellent foundation for student's success in higher grades. The researcher believes that once teachers are selective of the well planned syllabus to help children achieve these goals and focus or gear their teaching towards external examination, they will only teach to the test and therefore children would not gain the real benefits of PE in the first cycle schools. According to Cosmato (2009), in environments where summative test have high visibility, teachers often feel compelled to" teach to the test", and students are encouraged to meet performance goal (to perform well on test) at the expense of learning goals.

Hardman (2009) reported on the European Parliament's resolution on the role of sports in education (2007/2086 N1). The report alluded to physical education as "the only school subject, which seeks to prepare children for a healthy lifestyle and focuses on their overall physical and mental development, as well as imparting social values such as fairness, self-discipline, solidarity, team spirit, tolerance and fair play.." and together with sport is

deemed to be among the most important tools of social integration. The researcher is of the opinion that the introduction of external examination (standardized test) may erode all these benefits of PE these kids tends to gain due to the fact that classroom teachers will be teaching for the kids to pass examinations and not for life benefits.

The view of the researcher notwithstanding, due to the fact that the ultimate aim of parents and teachers is to get these pupils to pass their Basic Education Certificate Examination (BECE), which is very competitive and standardised in Ghana, in order to get access to good secondary schools in Ghana, put the status of PE which is not externally examined very low. Teachers do not want to be associated with subjects which are perceived as low in status. This perception has become a major barrier to teaching PE in Ghana and many countries. Hardman and Marshall (2010), in support of this finding, made the following observations from three countries. “A government official in Jamaica placed the status of PE as of less value and less importance”. A PE teacher in South Africa said, “Priority is given to academic subjects. Physical education is treated as a non-subject and is of non- academic status”. They also quoted a PE teacher, in Kuwait as saying “Families do not understand the importance of PE for students; the school board has no interest in PE lessons; the grades do not count in the final examination certificate, thus, parents don’t encourage their children to take part in all PE lessons”.

The importance of external examinations as a motivator to both teachers and students in educational institutions in Ghana cannot be overemphasized especially in situations where schools and teachers are rated by the number of successful pupil they turn out during their terminal examinations which enable the pupils to gain admission to second cycle institutions. Therefore the non-externally examined nature of PE in the basic schools must be addressed by

stakeholders if this constraint to the subject in the basic schools is to be death with appropriately.

Large Class Size

The large class size of first cycle schools in Ghana is found to be a significant constraint to the teaching and learning of physical education in the first cycle public schools in Ghana.

This finding agrees with Hastie and Sanders (1991) when they said, the large class sizes with which physical educators are often confronted with are a key barrier to the implementation of quality physical education. Since the free compulsory universal basic education (FCUBE) concept came into enforcement in Ghana, coupled with the government's capitation grant to schools, free school feeding and the recent free uniforms to some needy school children, school enrolment have increased tremendously nationwide by 17%, and in some districts between 40% and 50% (Akyeampong, Dangmah, Oduro, Seidu & Hunt, 2007).

The increase in enrolment has resulted in large class sizes in first cycle public schools. One subject area which is at a disadvantage with respect to this policy is physical education. The non-availability of basic equipment for teaching, coupled with reduced time on the time table and non-specialist in charge of PE in the first cycle schools in Ghana, make the large classes teachers are faced with, a recipe for injury, indiscipline, idleness, lackadaisical attitudes and mediocrity. This is not just a constraint to the teaching and learning of P.E., but the situation further puts the subject in a precarious state nationwide.

Barroso, McCullum-Gomez, Hoelscher, Kelder and Murray (2005) asserted that, large class size is one of the major barriers to quality physical education. Sherman (2001) stated that, physical education specialist usually are required to teach large number of pupils in a small amount of time within a physical education lesson, limiting the amount of on-task time for the students. Neburka (1995) found out that smaller classes are likely to be most beneficial

for younger (elementary school) students, reduces teachers'; work loads per class, allowing more time for class preparation and student evaluation.

Governments and authorities always prefer large class to small class because it is expensive to operate small classes due to salary cost of greater number of teachers but the researcher believes that operating large class size in the first cycle schools in the long run is more expensive due to the products turned out as a result of constraints it put on the teaching and learning of the subject. The lack of facilities and equipment coupled with the minimal time allotted for PE on the time table and the practical nature of the subject in the basic schools in Ghana, makes the large class sizes the classroom teachers are confronted with, a major constraint to the teaching of the subject in first cycle schools in Ghana.

Funding or Budgetary allocation

Funding or budgetary allocation given to the first cycle public schools in Ghana was discovered to be a significant constraint to teaching and learning of Physical Education in the first cycle public schools in Ghana.

This finding is in line with the California Endowment (2008) report which states that low resource schools find it difficult to meet academic standards and also create barriers to quality physical education. Hardman (2005) stated that financial considerations have had a number of impacts on physical education in Europe, including failure to refurbish/construct/replace/maintain outdated and or provide new facilities: shortages of equipment, employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; and reduction in number of P.E. lessons on the time-table allocation.

These observations by Hardman and also the California Endowment Report are also somehow applicable to the Ghanaian situation. Currently the capitation grant paid to Ghanaian schools is $3.00 per child per year (Akyumpong, Djangmah, Oduro, Aseidu an & Hunt, 2007; Adamu-Issah, Elden, Forgen & Schrofer, 2007). Out of this amount forty cents (40 cents or 60GP) per child is allocated to physical education and sports. This fund set aside for promoting PE, is not enough and this affect how the subject is taught in schools.

The researcher is in agreement with the opinion of respondents that the capitation grants system of funding physical education and other subjects in Ghanaian public basic schools is a good idea, however, in reality it is " killing" physical education and sports in the basic schools because of the way it is run. The money is paid in two installments and at times the second installment may arrive when school activities for the year is almost ended. Head teachers at times have to pre-finance PE and sports programmes in their schools with their own money or borrow money for that purpose any time the realize of the grant is delayed. Due to this, the PE teachers do not have the moral right and courage to find out how much is going into the promotion of physical education in the schools. When the central government finally releases the grant to the schools, the heads would pay their debt, "the way they contracted them alone"

Secondly, since this money comes to the school as one entity, "school capitation grant", the heads at times misappropriate the money by directing what is meant for PE to other areas more pressing to them at a particular time. It must be noted however, that they at times also channel money meant for other subject areas to PE and sports programmes too. The way the funds are allocated to the schools by central government and how it is disbursed by the school authorities make accountability very difficult and also constraint the teaching and learning of the subject in the basic schools in Ghana.

The researcher believes that until the little money which the government releases to the schools are used for its intended purpose, the finding of this research that budgetary allocation to the first cycle schools in Ghana is a constraint to teaching of PE in the schools would remain an empirical fact in basic schools in Ghana.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The study was designed to assess the constraints to the teaching and learning of Physical Education in first cycle public schools in Ghana. Since some work has been done worldwide on the constraints or barriers to teaching and learning of P.E. in schools, the researcher wanted to find out about the trend in Ghana since little or no work has been done on the Ghanaian situation to the best of the knowledge of the researcher.

To achieve the purpose of the study one major hypothesis and eight (8) sub-hypotheses were formulated on variables perceived to be associated with constraints to teaching and learning of P.E. in first cycle schools in Ghana.

A self-made questionnaire was prepared with the help of the supervisory committee. A pilot testing was carried out to confirm the reliability and validity of the instrument and finally the questionnaire was administered on one thousand, five hundred and forty seven (1547) subjects – head teachers, classroom teachers and tutors of colleges of education. The respondents were from public first cycle schools in Ghana and the PE tutors in all the college of education in Ghana where the classroom teachers are trained. One thousand, three hundred and fifteen (1,315) questionnaire were duly completed and returned. The data collected were statistically analysed using the one sample t-test and the results revealed that all the variables tested were significant constraint to teaching and learning of physical education in first cycle schools in Ghana. .($t=34.594$, $df=1314$, $p<0.05$) They included, Attitude of heads and classroom teachers towards the subject,($t=1.96$,$df=1314$, $p<0.05$) the lack of trained physical education personnel in the first cycle schools to teach the subject,($t=27.375$,$df=1314$,$p<0.05$) the nature of Physical Education programme in the colleges of education in

Ghana,(t=19.321,df=1314,p<0.05) the lack of facilities to conduct Physical Education classes,(t=72.322,df=1314,p<0.05) the lack of equipment needed to teach physical education in the basic schools in Ghana,(t=35.153,df=1314, p=0.05) the non-externally examined nature of Physical Education in the basic schools in Ghana,(t=40.289,df=1314 p<0.05) the large class sizes that the first cycle public schools in Ghana possess.(t=5.567,df=1314 p<0.05) and the funding (budgetary allocation) to First cycle Public Basic Schools in Ghana.(t=20.278,df=1314, p<0.05)

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

5.2.1 The attitudes of heads of basic schools and classroom teachers show towards physical education as a subject, constitute a significant constraint to teaching and learning of physical education as a subject in the first cycle public schools in Ghana.

5.2.2 The lack of trained physical education personnel for the first cycle public schools in Ghana is a significant constraint to the teaching and learning of the subject in the first cycle public schools in Ghana. Physical Education as a subject is very technical and therefore teachers who are not adequately trained to handle the subject would always be constraint to teach it, especially in the basic schools.

5.2.3 The nature of the physical education programme student-teachers go through in the colleges of education before they are posted to schools as classroom teachers, is a significant constraint to teaching and learning of physical education in the first cycle public schools in Ghana. The ultimate destination for most of the teachers trained in Colleges of Education in Ghana is the basic schools where they are required to teach every subject on the time table. Their training must therefore be comprehensive enough. A situation where they don't go through acceptable contact hours in PE to

empower them to deliver as classroom teachers and in some cases where the student-teacher does not offer PE through the training period would definitely constitute a constraint to teaching the subject.

5.2.4 Lack of facilities to teach practical physical education in the basic schools in Ghana is a significant constraint to the teaching and learning of the subject in first cycle public schools in Ghana

5.2.5 Lack of equipment for the teaching physical education in the basic schools in Ghana is a significant constraint to teaching and learning of PE in first cycle public schools in Ghana.

5.2.6 The fact that physical education is not externally examined in basic schools in Ghana, constitute a significant constraint to the teaching and learning of the subject in first cycle public schools in Ghana.

5.2.7 The large class sizes, that the basic schools in Ghana possess is a significant constraint to the teaching and learning of physical education in the first cycle public schools in Ghana.

5.2.8 The way first cycle public schools in Ghana are funded by the central government through its budgetary allocation, is a significant constraint or barrier to the teaching and learning of physical education in the first cycle schools in Ghana.

5.3 RECOMMENDATIONS

Based on the findings of this study, the researcher came up with the following recommendations:

5.3.1 Heads of schools and classroom teachers should be encouraged to release the value and importance of physical education to the pupils they teach, through refresher courses and in-service training run by the Ghana Education Service so as to affect their

attitudes positively towards the subject. Head teachers should give the same level of supervision and attention they give to other examinable subjects to Physical Education, so as to prevent some classroom teachers from using the Physical Education periods as free periods. Head teachers should inspect the weekly teaching lesson notes of their teachers and ensure they teach the subject through constant supervision. The Metropolitan Education officers must also pay regular and unannounced visits to the schools to ensure that the head teachers are enforcing their supervisory role in teaching of the subject..

5.3.2 The colleges of education in Ghana should reintroduce the physical education bias programme which was phased out in 1994, in some selected colleges of education so as to train more physical education specialist teachers for the first cycle public schools to teach the subject in Ghana. Also the Ghana Education Service in corroboration with the Universities of Cape Coast and Winneba, should run refresher courses on PE for classroom teachers in the basic schools during school holidays so as to improve their teaching of the subject.

5.3.3 Every student-teacher who goes through a college of education in Ghana should be made to offer physical education as a core subject for the first two years since most of them would eventually end up as classroom teachers where they would have to teach the subject.

5.3.4 Every first cycle public school classroom teacher should utilize every little open playing space to teach physical education. The Ghana Education Service (GES) authorities, should make sure that the existing law that, before new schools are approved to operate, they must show evidence of a playing ground is enforced. Also new basic schools in Ghana must provide an evidence of an indoor practical room for physical

education with changing rooms for staff and students before they are authorized to operate.

5.3.5 The Ghana Education Service (GES) should revive all their sports shops in the regional and district capitals so that the schools can purchase basic sport equipment needed to teach the subject at a reasonable price. Also these equipment can be supplied to the schools by the (GES) so that any time the government release their capitation grants the money can be deducted at source by the various regional and district education offices from the budgetary allocation of the schools.

5.3.6 It is recommended that in addition to being made a core subject at the basic school level, physical education should also be made an elective subject by the Ghana Education Service so that, pupils who have the capacity to offer the subject at the Basic Education Certificate Examination (BECE) as an elective would be externally examined in it. Once a standardized test for the subject is allowed nationwide teachers negative perception and attitude about the subject would be minimized or change for the better and they would have no option but to teach the subject since the children would be examined in the subject.

5.3.7 More P.E teachers need to be employed by the schools in order to reduce the large classes at the basic schools. Although it is initially expensive for the government to employ more teachers for PE, eventually, it will be physically, socially, medically and financially cheaper for the nation.

5.3.8 The budgetary allocation to the basic schools should be timely else the schools would not benefit from its use. Also the education authorities should make follow -ups to be sure that the grants to the schools are being utilized for its purpose. When the schools are able to account for the proper utilization of the existing funds, the government

need to increase the amount from the present $3.00 to $6.00 per child a year and the allocation to Physical Education should also be increased from the present 40cents to $1.00 per child a year.

5.4 Recommendations for Further Studies

5.4.1 Assessment of constraints to teaching of Physical Education in Second Cycle Private Schools in Ghana.

5.4.2 A comparative study of classroom teachers and pupils perceived constraints to teaching and learning of physical education in basic schools in Ghana by gender and school type.

5.4.3 A comparative study of the barriers to teaching and learning of physical education in public and private first cycle schools in Nigeria.

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APPENDIX 'A'

QUESTIONNAIRE

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERA

The researcher is a postgraduate (Ph.D) Physical Education student of Ahmadu Bello University, Zaria in Kaduna State of Nigeria. In partial fulfillment for the award of Ph.D degree, he is conducting a research on constraints to teaching and learning of physical education in first cycle schools in Ghana.

The questionnaire is meant for teachers of basic schools, head teachers of basic schools and physical education tutors of colleges of education in Ghana. You are kindly requested to respond as candidly as possible and with firm assurance that your responses will be kept strictly confidential. Thank you very much for your co-operation.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (√) the option, or against the statement that is most appropriate to you.

1. **Gender**
   a. Male [ ]
   (b) Female [ ]
2. **Teaching position**
   a. Head teacher [ ]
   b. P. E. Tutor in a college of Education [ ]
   c. Classroom Teacher [ ]
3. **Teaching Experience**
   a. 1-5 years [ ]
   b. 6-10 years [ ]
   c. 11-15 years [ ]
   d. 16-20 years [ ]
   e. 21 and above [ ]

4. **Year of completion of College of Education**

a. Before 1990 [ ]

b. 1991-1995 [ ]

c. 1996-2000 [ ]

d. 2001-2005 [ ]

e. 2006-2010 [ ]

f. Not applicable [ ]

.5 **Area of specialization**

a. French [ ]

b. Science [ ]

c. Mathematics [ ]

d. Physical Education [ ]

e. Social Studies [ ]

f. Agriculture [ ]

g. General program [ ]

h. Arts [ ]

i. Any other ……..

6 **Teaching zone (Heads and Classroom Teachers)**

a. Western region [ ]

b. Ashanti region [ ]

c. Northern region [ ]

7 **The zone in which the College of Education you teach is located**:

a. Ashanti/Brong Ahafo regions [ ]

b. Central/Western regions [ ]

c. Greater Accra/Eastern region [ ]

d. Volta [ ]

e. Northern/Upper regions [ ]

8 **Do you have Physical Education on your school's Time Table?**

a. Yes [ ] b. [ ]

9. **Is Physical Education taught in your School?**

a. Yes [ ] b. [ ]

SECTION B: Please tick **(√)** the option against the statement that is most appropriate to you. Strongly Agreed is represented by '**SA',** Agreed by **'A',** Undecided by **'U',** Disagreed by **'D'** and Strongly Disagreed by **'SD'**

S/NO.	STATEMENTS	SA	A	U	D	SD
	ATTITUDES					
1	The supervision given towards teaching of other subjects by head teachers in the basic schools in Ghana is more serious than that given to physical education.					
2	Teachers of basic schools in Ghana, hold a stereotype about P.E, they do not feel that P.E. is a serious subject to be taught in the schools.					
3	Teachers in basic schools in Ghana consider P.E. only as an extra curricula activity which does not deserve a place on the time table.					
4	Teachers in basic schools in Ghana feel that, time allocated for P.E. on the time table should be given to other subjects which have more educational value.					
5	Teachers feel Physical Education should not be a classroom subject and does not deserve much attention to be learnt in the basic schools in Ghana.					
	LACK OF TRAINED PHYSICAL EDUCATION PERSONNEL					
6	Trained P.E. teachers are very few to teach physical education in the basic schools in Ghana.					
7	Training in P.E. provided in the Colleges of Education to classroom teachers is inadequate to teach P.E. in the basic schools in Ghana.					
8	P.E. is a subject that can be taught by any teacher in basic schools in Ghana irrespective of subject area of specialization.					
10	Physical education in the basic schools in Ghana, can best be handled by specialist subject teachers and not general classroom teachers.					
	PHYSICAL EDUCATION PROGRAMMES IN THE COLLEGES OF EDUCATION IN GHANA					
11	Student-teachers receive only two periods a week of training in P.E. for one semester, and that is all the training, classroom teachers at the basic schools in Ghana receive for the entire duration of their training in the colleges of education.					
12	The continuous reduction of P.E. on the training colleges curricula over the years make it difficult for classroom teachers to teach P.E. in the basic schools in Ghana.					
13	The content and skills, student-teachers receive in physical					

S/NO.	STATEMENTS	SA	A	U	D	SD
	education at the training colleges is not adequate enough to equip them teach the subject in basic schools in Ghana.					
14	The amount of time and contact hours P.E. tutors spend with student-teachers in the training colleges is not enough to prepare them to teach P.E. in basic schools in Ghana.					
15	Frequent changes in the P.E. programmes at the colleges of education in Ghana, result in reduction of contact hours, thereby affecting the content and skill training the student-teachers receive before graduating to teach in the basic schools.					
	FACILITIES AND EQUIPMENT					
	[FACILITIES]					
16	The basic schools in Ghana do not have enough facilities for effective teaching of physical education at the schools.					
17	Lack of adequate facilities is a major reason why P.E. is not well taught in basic schools in Ghana.					
18	Any time it rains, it become impossible to conduct a physical education practical class in my school because there is no indoor hall.					
19	There are no changing rooms and showers for teachers and students after physical education lessons in basic schools in Ghana.					
20	Teachers at the basic schools Ghana, would rather not go out for practical P.E. lesson, than to sit in class after a P.E. lesson with a uniform smelling of sweat, for the rest of the day.					
	EQUIPMENT					
21	There is not enough equipment for teaching practical physical education lessons in basic schools in Ghana.					
22	The insufficient equipment in the basic schools in Ghana, make the classroom teachers spend more time managing and organizing their classes instead of engaging the pupils in physical activity.					
23	Basic school teachers in Ghana don't like teaching P.E. because of lack of sufficient equipment.					
24	Sports equipment are very expensive for basic schools in Ghana to afford, so the schools hardly buy them and this affect teaching of P.E. in the schools.					
25	When teachers in basic schools in Ghana, even improvise, the equipment situation is so poor that classroom teachers are reluctant to teach practical P.E. lessons.					
	ASSESSMENT { EXTERNAL EXAM }					
26	Assessment in P.E. is a means to encourage and motivate Students and Teachers to take P.E. serious and add value to the subject in basic schools in Ghana.					
27	The Ghanaian public in general and school management at					

S/NO.	STATEMENTS	SA	A	U	D	SD
	large, judge the quality of teachers in basic schools, based on the outcome of the pupils performance in external examinations.					
28	Basic school teachers in Ghana are concerned with teaching the subjects which their pupils would write their final external exams in, than teaching P.E. which is not externally examinable.					
29	Teaching of P.E. in basic schools in Ghana, would have been taking more seriously by teachers if the subject was to be externally examinable.					
30	The lack of motivation to teach by basic school teachers in Ghana, is because P.E. is not externally examinable in Ghanaian basic schools.					
	CLASS SIZE					
31	Basic schools in Ghana have large class sizes and this discourages classroom teachers from teaching P.E. in the basic schools.					
33	Basic school teachers in Ghana find it difficult to teach organized P.E. practical lessons, due to the large class sizes.					
34	The large class size in basic schools in Ghana is far beyond the equipment supply capacity of the schools and this makes it difficult for classroom teachers to teach P.E. in the basic schools.					
35	The class size of basic schools in Ghana, limit classroom teachers ability to deliver specific positive feedback in physical education lessons.					
	FUNDING {BUDGETARY ALLOCATION }					
36	Physical Education and Sport programmes are expensive to fund and this affects the teaching and learning of P.E. in the basic schools in Ghana					
37	Running of P.E. and Sports in basic schools in Ghana is based on the capitation grant from government and this is a constraint to teaching of P.E. in the basic schools.					
38	The late release of funds from government to the basic schools in Ghana, affect the teaching and learning of P.E. in the basic schools.					
39	The budgetary allocation to the basic schools in Ghana is insufficient and this make it difficult to fund P.E. programmes, and this act as a barrier to teaching and learning of physical education in basic schools in Ghana.					
40	The absence of parents and other bodies helping in the funding of P.E. and sport programmes in the basic schools in					

S/NO.	STATEMENTS	SA	A	U	D	SD
	Ghana is a constraint to teaching and learning of P.E. in the schools.					

APPENDIX 'B'

Table 3.5 Distribution of Questionnaire for Pilot Study

S/No.	Schools	Respondents	
		Teachers	Heads
1	Okyeso Basic School, Cape Coast	14 +	2
2	Aboom Methodist Primary A and B, Cape Coast.	13 +	1
3	St. Augustine's Basic School, Cape Coast.	6 +	1
4	EJP Methodist Basic School, Cape Coast	6 +	1
5	OLA Presby Basic School, Cape Coast	5 +	1
6	Bakatsi Methodist Primary, Cape Coast	5 +	1
7	Michel Camp Primary Accra	6 +	1
8	Services Primary and J.S.S. Accra	6 +	1
9	Garison Primary and J.S.S. Accra	6 +	1
10	Aggrey Road Primary and J.S.S. Accra	6 +	1
11	Republic Road Primary Accra	6 +	1
12	St. Albans Anglican Primary	6 +	1
13	Sakumonu Community Primary School Complex	6 +	1
14	Cambridge College of Education Kumasi	5	
	TOTAL	11O	

APPENDIX 'C'

RELIABILITY TEST FOR QUESTIONNAIRE ITEMS ON CONSTRAINTS TO TEACHING AND LEARNING OF P.E IN FIRST CYCLE SCHOOLS IN GHANA

Intraclass Correlation Coefficient

	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	***.043***	-.168	.213	1.048	104	105	***.406***
Average Measures	***.764***	-.403	.351	1.048	104	105	***.406***

One-way random effects model where people effects are random.

Spearman-Brown Coefficient for Instrument I

Case Processing Summary

		N	%
Cases	Valid	78	74.3
	Excluded(a)	27	25.7
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.710
		N of Items	20(a)
	Part 2	Value	.867
		N of Items	20(b)
	Total N of Items		40
Correlation Between Forms			.593
Spearman-Brown Coefficient	Equal Length		***.745***
	Unequal Length		.745
Guttman Split-Half Coefficient			.730

APPENDIX 'D'

Table 3.2 Profile of Public Primary School Teachers for the Selected Regions

Region	Male		Female		Total
	Trained	Untrained	Trained	Untrained	
Western	2216	4700	2173	1236	10325
Ashanti	5907	5227	6325	1408	18867
North	3457	7638	1199	1208	13501
Total	11579	17565	9697	3852	42693

Source: Education Statistics 2010. Ministry of Education, Ghana

Table 3.3 Profile of Public Primary School Teachers for the Selected Districts/ Metropolis

District	Male		Female		Total
	Trained	Untrained	Trained	Untrained	
Sekondi/Takoradi Metropolitan District	166 (18.2%)	59	746 (81.8%)	53	1024
Kumasi Metropolitan District	703 (25%)	157	2183 (76.6%)	73	3116
Tamale Metropolitan District	978 (58%)	782	703 (42%)	118	2581
Total	1847	33749	3632	244	6721

Source: Education Statistics 2010. Ministry of Education, Ghana