ATTITUDE TOWARD TEACHING OF PHYSICAL EDUCATION: A CASE STUDY OF STUDENTS IN ZARIA TEACHER TRAINING COLLEGES

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1980

APPROVAL SHEET

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
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The undersigned certify that they have read and recommended to the Faculty Board of Education for acceptance, a project entitled ATTITUDE TOWARD TEACHING OF PHYSICAL EDUCATION: A CASE STUDY OF STUDENTS IN ZARIA TEACHER TRAINING COLLEGES. Submitted by MOSES EKUNDAYO BABATUNDE in partial fulfillment of the requirements for the degree of Master of Education (Physical Education).

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ABSTRACT

Education of the Physical is one of the most important services which a school can provide and education through the physical is the real basis of all education. To carry out a desirable school programme in physical education, physical education teachers are necessary particularly those who are dedicated and display positive attitude, toward the subject. This was the basis of this study, "to find out the type of attitude, which students in the three Teacher Training Colleges in Zaria have toward teaching of physical education particularly those in the upper classes of their training colleges.

The survey approach was utilised to collect information from the students.

From the study, it was found that majority of students, not less than 75 per cent in the study showed positive attitudes, toward teaching physical education because of their positive responses to the questionnaires. Furthermore there were recommendations as to how their positive attitudes could be maintained.

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1980

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DEDICATION

This project is dedicated to the entire members of the family of BABATUNDE of IWO in Irepodun Local Government of Kwara State.

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I thank God for the opportunity, good health, ability and intelligence He gave me to be able to go through this course successfully and to climb a step higher on the ladder of education.

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M.E.Babatunde

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CHAPTER 1

1.1 RATIONALE OF THE STUDY

In Nigeria, a great number of people have indifferent attitude toward physical education because they do not understand its values and meaning. To many Nigerians, physical education is simply running and jumping about on the field. They feel that without these activities education can still be given to the child and it is not uncommon for parents to object to their children taking part in these activities. Such parents have forgotten to note that their children have right, of course, to physical as well as intellectual development and the qualities of movement and concentration which physical education encourages are necessary to learning as well as to play. This is the reason why the researcher feels that attitudes toward the teaching of physical education should be a positive one that calls for loyalty and dedication to physical education profession.

The first purpose of this study, therefore, is to find out about the feelings of students in teacher training colleges toward the teaching of physical education.

The second purpose will be to spell out reasons why students show negative or positive attitudes if the findings are negative or positive.

The third purpose will be to give recommendations of how negative attitudes could be erased and positive ones maintained and improved upon.

Furthermore the investigator will find out which the students prefer among the various careers to be listed in the questionnaires. In addition the information collected through the questionnaires will be analysed together finding the totals for each college, means, percentages and significance levels.

1.2 STATEMENT OF PROBLEM

The Federal Republic of Nigeria National Policy on Education (1977) calls for the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society and physical education will be emphasised at all levels of the education system.

Physical education in primary schools ~~are~~ is to be handled by students in teacher training colleges who will eventually become qualified Grade Two Teachers.

To be most successful, physical education must lay its foundation in the elementary school. Nixon and Jewett (1969), expressed that, Basic skills and attitudes are learned in this period and hence it is important that those in charge of the physical education programme secure special preparation to enable them to assist in building these essential attitudes and skills.

It is not only special preparation that is needed but the right type of attitude is necessary by the students in teacher training colleges.

It is disheartening to see the ways and manner in which physical education is being handled by teachers in primary schools. In her article, New Dimensions of Physical and Health Education in the Universal Primary Education, Dawodu (1976) expressed that:

> One goes into a primary school early in the morning (in some parts of the country) and during the physical education period, half the school population is out on an under-sized football field. About twelve teachers come chatting behind the children, ten of these teachers are women. Five are in the late stages of pregnancy while the other five are sure to be in different stages of it. Two male teachers are in trousers bringing a cane each as a necessary implement. The twelve classes are merged into six, with an average of about seventy to eighty children per class. The two male teachers and four female, teach. The five incapable ones discuss

> prices of various commodities while the extra one stand between the two groups to give a signal if need be. The children are made to run around, they jump up and down several times and in some 'good' schools they do forward roll and backward roll, run round again and that is the end of the lesson.

The above view was also expressed by Akinsanmi (1978),

> The teachers who are expected to teach Physical Education would either use the physical education period to teach another subject, ask the pupils to play on their own or, take them to the field in his or her baggy trousers and shoes of about fifteen centimeters above the ground. Their female counterparts would definitely have further things such as painted lips and finger nails and long ear rings. Ironically, their appearance would exactly show how not to appear for a practical physical education lesson.

In some schools in the past, physical education consisted of physical drills such as calisthenics, marching and so on. The pattern has not changed very much in some schools today. Kay (1958), supports this view:

> If the teacher was an ex-service man, the lesson consisted of marching backwards and forwards, with lots of stamping and turning to the accompanying bellows of the formidable instructor. Even infants were subjected to this treatment.

Although physical education appears on the time-table in schools yet such time is regarded as a waste by both parents and teachers alike. Unless there is a very important visitor around, the period of physical education

may be used for gardening or clean up. Kay (1958), further said:

> Physical training appeared on the timetable twelve years ago, but it was generally regarded as a waste of time by both parents and teachers-alike -- which was hardly surprising considering the way in which it was taught. When there was no inspecting officer in the vicinity, Physical Education was interpreted as meaning grass-cutting, and the whole schools set to work on the compound quite cheerfully.

These are the general patterns of physical education in primary schools except in extreme cases where either the children are not taken out for physical education at all or a little bit extra is done by way of athletics for end of year activities or tag games and local activities involving rhythmical activities.

The investigator feels that this attitude should change for a better and positive one.

1.3 NEED OF THE STUDY

The researcher feels that the study is necessary because students going out to primary schools need to develop positive attitude which will make them to want to teach physical education.

Attitude is usually determined by a whole set of influences, some of which are favourable and others

unfavourable. Because of this, authorities, particularly in our teacher training colleges have to create positive influences for area of physical education which will induce students to create positive attitude. Such influences will include good methods of teaching, available safe facilities and equipment, teachers positive behaviours, and teaching apparatus.

After acquiring the right attitude and knowledge, these will in no small way help the students to help the pupils they will go out to teach to acquire necessary knowledge and skills for necessary development physically, socially, emotionally and intellectually.

1.4 SCOPE AND LIMITATION

The scope of this study was limited to attitudes of students in Teacher Training College toward the teaching of physical education.

The study was limited to the forms four and five students in the Teacher Training Colleges in Zaria Township: Basawa Teacher's College, 537 students, Universal Primary Education Teacher's College, 287 students and Women Teacher's College 363 students. The total is 1,187 students.

1.5 LIMITATIONS OF THE STUDY

This project is limited by the instrument of investigation. Among specific limitations of questionnaire instruments are a misinterpretation of thequestionnaire, lack of sincerity by respondents, ambiquity in the frame of questions and poor returns of the instruments. These limitations were guarded against through a pilot test of the instrument designed to avoid ambiguity in the questionnaire items and also to bring the language of the questions to the level of the respondent.

The questionnaires were personally delivered by the investigator and collected after completion.

1.6 BASIC ASSUMPTIONS

In a study of this nature, there cannot but be some assumptions to guide both the design and interpretation of the data. The investigator has therefore built up certain assumptions based upon personal beliefs as well as evidence available from the Literature.

The assumptions for this study therefore can be listed as follows:-

1. Sartin (1973), expressed that attitude is usually determined by a whole set of influences

some of which are favourable and others unfavourable to the object.

2. Sartin (1973), furthermore says that favourable influences will bring about positive attitudes.
3. If colleges are able to provide equipment, facilities, encouragement and time for students in sports, they will develop positive attitude toward physical education, generally.
4. Adequate knowledge about physical education, acquisition of simple methods of teaching physical education and encouragement from higher authority will develop positive teaching attitudes to physical education in teacher training college students.
5. Students at this level should know that physical education is as important as any other subject on the timetable and so should develop a loving attitude toward knowing more about it and able to teach it well.
6. If strong, positive attitudes about teaching of physical education are created in students, they will likely resist changing their already acquired attitudes.

1.7 HYPOTHESES

The following hypotheses have thus been proposed for this investigation:

1 That students knowledge of Physical Education objectives will be significantly positive.

2. If students' knowledge of Physical Education objectives are significantly positive, thus attitudes towards Physical Education will also be significantly positive.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

Physical Education is the area of school learning in which the child has the greatest opportunity to express himself and develop his potentialities. It is a medium for self actualization and helps individual's personality, mental alertness and his "physical one." Through physical education it is possible to develop an awareness of one's physical strength, capabilities and limitations. This, however, leads to an appreciation for muscular efforts and for neuromuscular skills. In this review reference will be made to elementary physical education because students of Teacher Training Colleges will teach in elementary schools after their training.

Through physical education, the child develops good health, physical fitness, basic movement skill in athletics, sports and dance. In addition it develops an integrated individuals who can cope with problems facing them as individuals as well as coping with those facing their teams, neighbours, society, state and their nation at large.

The National Policy on Education (1977), places an important emphasis on physical education for the very beginning of primary education when it says: For Health

and Physical Education to be meaningful in primary education, government will, through the Ministries of Education, ensure that school authorities maintain a high degree of sanitation in the school environment.

This is an indication that the teaching of physical education is not a matter to be brushed aside plus the correct attitude.

To be most successful, physical education must lay its foundations in the elementary school where basic skills and attitudes are learned in this period and hence it is important that those in charge of the physical education programme should secure special preparation to enable them assist in building these essential attitudes and skills. Hence the need to create in our primary school teachers the right attitudes toward teaching the subject.

Furthermore, Nixon, (1974), expressed that:

> Educators have agreed to the necessity of fundamental training in physical education at the elementary school level but school administrators have not always insisted upon expert knowledge on the part of teachers. These administrators have not realised that the aims of physical education are for personality development, international cooperation, use of leisure, development of good physique, skills and endurance.

This should be an eye opener for our administrators that they too need to develop the right type of attitude

which our teaching staff can see and be encouraged. This type of positive attitude has to start from the teacher training colleges which form foundations of teaching profession for our would be teachers.

Several authors have defined the word teaching. Hornby (1972), defines it as to give instruction. Kirchner (1970), says teaching is a process of guiding the learner toward desirable change. Bucher (1975), makes his own contribution by saying that teaching is an expression of the educator's individuality in relation to stated philosophy and programme objectives. Bellack (1970), added that teaching is seeing that the individual does the operation that problem solving requires and finally James (1971), defines it as those acts teachers demonstrate that reflect their commitments to a particular philosophy of education.

Teaching is a very important sector of educational system for any nation. One of the most important rewards teaching offers is that of opportunity to help shape young people's lives. This is also important for the physical education as a subject and students in Teacher Training Colleges since they will be dealing with children who need a very sound foundation of physical education. This is one of the reasons why the National Policy on Nigerian Education

(1977), states that Teacher education will continue to be given major emphasis in all our educational planning because no education system can rise above the quality of its teachers.

Educational leaders have recognized that teaching the "whole child" entails the development of his motor skills and co-ordinations as well as his mental abilities. These educators have realized that it is important that great emphasis is placed on the teaching of motor activities which will insure physically fit as well as mentally fit children. This is why the products of Teacher Training students should take a positive stand towards the teaching of physical education. This is why Elizabeth (1948), observed that, this teaching involves a great responsibility and it falls upon the elementary teacher to start building an adequate activity programme in the earliest grades.

The inception of the Universal Primary Education,,UPE according to Fatile (1978),has increased the dimension of problems facing the teaching of physical education in our schools. The population has more than four times increased. The increase in the number of pupils per class has created its own problems in terms of discipline, facilities and play equipment.

Furthermore in large cities not only are playing areas not adequately available two or more periods of school are opened per day. The system whereby there are morning and afternoon or evening sessions of schools per day for different groups of children creates the problem of teacher not having time to take physical education either because of the time available is too short, or because the afternoons are too hot for physical education lessons outdoor. Indoor play facilities like gymnasium are not available as part of physical facilities in our schools.

Kirchner (1970), still expresses that a teacher therefore, must not only provide an environment which affords the nesessary direction and substance of learining but also gives children an opportunity to develop self direction commensurate with their experience and potential ability.

The realization that movement of man is an important contributor to his total development to make him function well, will enable one to view physical education and the teaching of it as an ideal tool for education in general. This tool makes major contributions to the broad aims of education. According to Vannier, (1973):

(a) enhancing the individual's development to his unique potential.

(b) educating the individual for the responsibilities of a democratic way of life.

The elementary physical education programme which the students in Teacher Training College will implement should be looked upon as an important contributing portion to the total school curriculum. It should never be viewed as an appendage that can be left out of the schools programme, because of this, physical education programmes should be well taught by dedicated teachers. The elementary school child is not a small adult as such his needs, interests, and capabilities are different from his adolescent counterparts. The elementary school physical education programme is not a recess, or free play period. According to Vannier, (1973), however, it is a learning laboratory in which the child is involved in the important task of learning to move and learning through movement about himself, others and life itself.

The programme of physical education and its teaching must, therefore, be one that provides for individual child because while children are alike, yet each, is different from all others in many respects.

Attitude plays an important part in a human being's life and teaching of physical education is not an exception.

Sartin (1973), defines attitude as a tendency to react positively or negatively toward an object. This reveals to one that an attitude is directed toward an object and in this case teaching of physical education which is an important phase of teacher training education. Furthermore it could be positive or negative and in this case the whole effort of teachers of physical education in teacher training colleges should be to see that students display positive attitude.

Kendler (1963), reveals that attitude is an individual predisposition to respond in a particular way to certain stimuli in his environment. The behaviour is either positive or negative towards a social institution, a person, a situation or an idea. One can regard the teaching of physical education in this sense to a situation in which we want students to develop a positive attitude.

Kenyon (1968), expressed that attitude toward physical activity is directly related to the degree of primary (active) and secondary (spectator) involvement in activity toward which the attitude is expressed. Generalizing from Kenyon's results, one expects that an increase in participation of sports would lead to more positive attitudes to teaching

of physical education, for this reason adequate sporting facilities need to be provided to encourage students participation in sports.

Fatile (1973),expressed that:

> Physical education in Nigeria has not been fully recognised as a field of learning worthy of scholarly activity. And the types of programme which the students were exposed to were not challenging enough to create intellectual curiosity, and physical education is probably the least appreciated discipline by scholars and others interested in school education in Nigeria.

The investigator sees this observation as an indication of the negative attitude by the public towards physical education. This situation has not changed much and this should not be so. The investigator feels that the attitude of the public will surely affect students who are to lay the foundations of physical education in the primary school.

Catherine (1972),investigated attitudes of physical education majors and those attitudes of their respective parents toward physical activities. She discovered that both groups expressed very positive attitudes toward physical education. This is an evidence that parents attitudes towards physical activity and teaching of physical education in particular will have some sociologience and psychologience

bearing on the attitude of their children to the teaching of physical education.

Ormerod (1973), contributes to what attitude is by saying that, attitude can be said to be a stage of preparedness where a person decides to learn or not to learn. If the teaching staff of teacher training colleges are very skilful in their work so as to induce students with various types of methods and proper planning plus adequate facilities, students will be prepared to learn the skills which will aid them in their teaching of physical education.

Staafs (1967), talking also on the use of reinformement observed that attitude formed toward a physical activity or motor task is learned in the classical conditioning/learning of paradigon when a stimulus is paired with another stimulus which elicits an emotional response. This is an indication that students need to be reinforced by authorities in charge of our various schools particularly with teaching materials which can help students who will teach physical education in their various schools. Words of encouragement and praises could be a sort of reinforcement. In addition adequate supervision which will let students know whether they are progressing or not is necessary.

Carr (1945), found three factors which were related to success in physical activities. She enumerated as motor ability, attitude and intelligence. She felt that intelligence and motor ability are dependent on heredity but attitude is learned. One can then conclude that positive attitude is an influencing factor to good teaching of physical education, and as such this should be developed from onset of teacher training college course.

Discussing attitude of physical education teachers to physical activity as a factor to the type of attitude to be developed by their students, Francis (1972), discovered that a positive relationship was found between physical education teachers attitude to physical activity and their students attitude to physical activity. This shows that the influence of the perception of the physical education teacher to physical activity on their students attitude to physical activity is very important and should be a positive one.

Attitudes are not formed overnight but gradually and systematically and over a long period. It therefore means that it is an acuumulation of individual responses. For this reason it is very necessary to let students in their earlier years of teacher training colleges be made to be familiar with what teaching is and even be made to watch

teachers of primary school teach so that they can be made to create deserving attitude to teaching.

It is also possible that our attitudes toward an object may not be uniformly favourable or unfavourable i.e. we may admire one aspect of an object and resent or avoid some aspects. Since the sole aim of teacher training colleges is to produce teachers who will deliver the necessary skills, it is therefore very necessary to make teaching an object which students will favourably enjoy. Attitudes once formed are difficult to change. This therefore demands that the attitudes should be the target that students in teacher training colleges want to develop from the beginning of their training since basic skills, habits and attitudes toward teaching are learned. Hence it is important that those in charge of the subject at these colleges at this level of education secure special preparation to enable them assist in building essential skills and attitudes. This can only be done by getting dedicated and committed teachers to teach these students who will help to shape the behaviour of the pupils they are going to teach in future.

What one learns depends partly on his attitude or prejudice. Which means attitude can change through

modification of attitude structure. The teacher therefore needs to alter the child's perception of the object relative to value goals. Teachers should seek to establish favourable attitude towards both the subject and themselves. Where apparatus, equipment and facilities are available they must be used judiciously because these can help the students to create positive attitudes toward the teaching of the subject and where the facilities and equipment are lacking they should be taught to improvise and make use of the available local materials.

However, Ajisafe (1977), states that:

> The development of attitudes toward physical activity could be positive or negative. That positive attitude toward physical activity is as a result of positive reinforcement leading to partial satisfaction of curiosity, drive and an increase in participation in the activity. While negative attitude toward physical activity result from non-reinforcement causing withdrawal from movement participation.

One cannot agree less with Ajisafe. If authorities in charge of education want our students from Teacher Training Colleges going out to Primary Schools to take up teaching and to uphold positive attitude to teaching of physical education, positive reinforcement in form of physical facilities, equipment, teaching aids, adequate supervision and aparatus are of great necessity.

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CHAPTER 3

DESIGN AND METHODOLOGY OF THE STUDY

3.1 RESEARCH INSTRUMENT

The methodology used for this study was based on survey method approach using questionn aires. After the title had been chosen and approved by the supervisor, questionnaires were drawn up. These questionnaires were proof read by physical education colleagues and the supervisor for suggestions, corrections, guidance and improvements.

The questionnaires were particularly centred around the students knowledge about physical education as a subject, what they felt the objectives of the subject should be and what the functions of physical education teacher should be.

The investigator felt that these information were very necessary because, to know the attitudes of these students, one should be able to find out what they actually know about the subject, physical education, which was one of the concerns of the study. Furthermore the investigator did find out if at all the students knew the objectives of teaching physical education and particularly what should be the functions of

a physical education teacher.

By collecting information on the above mentioned sub-titles, one was able to deduce what attitudes students would be able to display in teaching physical education.

3.2. STUDENT SAMPLE AND POPULATION

The investigator decided to collect information from the teacher training colleges in Zaria using the forms four and five students. These students were about to go out to teach after their course and they had experiences in teaching during their teaching practice in school.

In college A there were 537 students who took part in filling the questionnaires. In college B there were 287 students and in college C, 363 students and in all there were 1,187 students.

3.3. ADMINISTRATION OF THE QUESTIONNAIRES

The investigator personally distributed the questionnaires by hand to the students and where it was physically possible and time permitted, the investigator waited to collect the questionnaires after they had been filled by the students in order to give necessary explanations, and assistance, where it was not possible to wait, the physical education

teachers helped to get the students complete the questionnaires and collected them. The completed questionnaires were collected within three days.

3.4. STATISTICAL ANALYSIS OF DATA

After the questionnaires had been collected, the students responses were tallied. The investigator considered the first ten items with the highest number as been the positive responses in each section while the last ten for each section were considered as the negative responses. Both the mean and percentages were used to determine the positive and the negative responses where the responses were high and above 50% they were considered as positive attitudes, and where they were low particularly below 50% were considered as negative attitude.

CHAPTER 4

ANALYSIS OF THE DATA

4.1. Introduction:

The results and analysis of the survey investigation are presented. There was a section on general information which required background education of the students with which they entered their colleges, and their future expected career.

There was a section on students views on objectives of physical education, another on what students feel the functions of a physical education teacher are and students knowledge about physical education.

Statements from each section were analysed, the totals obtained for each statement, the means and the percentages worked out. Statements from each section were later grouped under positive and negative. Any statement ranked up to 50 per cent and above were regarded as positive responses while those below 50 per cent were regarded as negative responses. The mean of each of the positive and negative were obtained and their level of significance, using $\angle .01$ level of significance.

The following symbols were used in this chapter:

i.e. - that is

ΣX - sum total of a particular variable

$\bar{X}$ - mean of a particular variable

SD - standard deviation of the combined mean difference

SE - standard error of the mean difference

t - t- score

p - positive responses

N - negative responses

SN - statement number

4.2 Table 1A

Students Entry Qualifications Into The College

	College				Per-
	A	B	C	Total	cent
First School Leaving Certificate	348	250	293	891	75
West African School Certificate	28	14	13	55	4.6
Craft/Technical School	4	1	2	7	0.6
Grade III Teacher's Certificate	24	10	12	46	3.9
Others	25	-	4	29	2.4
Total				1028	

4.3 Table 1B

Expected Future Careers of Students

	College			Total	Percent
	A	B	C		
Teaching	339	206	156	701	59.1
Trading	22	10	8	40	3.4
Office Clerk	14	19	11	44	3.7
Not sure	88	43	165	196	24.9
Total				1081	

4.4 Table 2

Analysis of Students Objectives of Physical Education

	Statements	Frequency					Percentage.
		A	B	C	Total	Mean	
1.	To find a means of livelihood.	74	37	23	134	45	11.3
2.	To develop the child physically, mentally intellectually, morally and socially.	486	263	232	981	327	82.6
3.	To turn students to professional sports men and women.	203	123	160	486	162	40.9
4.	To exercise the body	418	229	290	937	312	78.9
5.	To develop recreational skills and attitudes.	319	173	205	697	232	58.7
6.	To underrate other school subjects.	59	26	28	113	38	9.5
7.	To gain popularity in the community.	113	66	85	264	88	22.2
8.	To let children become aware of rules of major games.	368	198	229	795	265	66.9
9.	To know the relationship of physical education to other subjects.	329	164	253	746	249	62.8
10.	To develop hand-eye and foot-eye coordinations.	106	113	61	280	93	23.5
11.	To contribute to all round development of the children.	393	192	218	803	268	67.6
12.	To appreciate good performance, excellence and agility in sports.	225	139	182	576	192	48.5
13.	To improve skill, mobility, endurance, and power.	323	189	210	722	241	60.8

Table 2 (contd.)

Statements	Frequency					Percentage
	A	B	C	Total	Mean	
14. To be able to play all sports and games.	328	164	218	710	237	59.8
15. To prevent disease, boredom, fatigue, and laziness.	381	194	255	830	277	69.9
16. To become a star athlete	135	102	77	314	105	26.5
17. To promote extramural, intramural outdoor, indoor and recreational activities.	192	90	159	441	147	37.2
18. To exercise all parts of the body	435	211	265	911	304	76.7
19. To be able to live with others peacefully.	96	65	91	252	84	21.2
20. To produce a loyal, ideal, reliable and trust-worthy citizen.	118	66	89	273	91	30

4.5 Table 3

Rank Order of Objectives of Physical Education

	Positive			Negative			
SN	Scores	X_1	X_1^2	SN	Scores	X_2	X_2^2
2	981	167.8	28156.84	12	576	262.7	69011.29
4	937	123.8	15326.44	3	486	172.7	29825.29
18	911	97.8	9564.84	17	441	127.7	16307.29
15	830	16.8	282.24	16	314	0.7	0.49
11	803	-10.2	104.04	10	280	- 33.3	1108.89
8	795	-18.2	331.24	20	273	- 40.3	1624.09
9	746	-67.2	4515.84	7	264	- 49.3	2430.49
13	722	-91.2	8317.44	19	252	- 61.3	3757.69
14	710	403.2	10650.24	1	134	-179.3	32148.49
5	697	116.2	13502.44	6	113	-200.3	40120.09
ΣX= 8132			ΣX=90751.60	ΣX=3133			ΣX=196334.10
$\bar{X}$= 813.2			Σx_1^2	$\bar{X}$=313.3			Σx_2^2

$$SD = \sqrt{\frac{\Sigma x_1^2 + \Sigma x_2^2}{(n_1 - 1) + (n_2 - 1)}} = \sqrt{\frac{9075.60 + 196334.10}{18}} = 126.29$$

$$SE = SD \sqrt{\frac{n_1 + n_2}{n_1 \quad n_2}} = 126.29 \sqrt{\frac{20}{100}} = 56.48$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{813.2 - 313.3}{56.48} = 8.85$$

The findings of the study regarding the responses of students statements objectives of physical education were presented in Table 3 above. The examination of the table revealed that a total of 8132 positive responses and 3133 negative responses on the objectives of physical education were given by the students. The mean difference between the positive and the negative was found to be significant at .01 level of confidence with 18 degrees of freedom.

The result thus showed positive attitude of students toward the objectives of physical education. Hence hypothesis one was accepted.

Furthermore the following points could be attributed to the positive response of the students to the objectives of physical education:

1. Students might have read what objectives of physical education are in their readings in the library and physical education literatures.
2. As these students were from teacher training colleges where physical education is a compulsory academic subject, involving both theory and practicals,

the students knowledge of objectives of physical education might be explained on the basis that these students had primary involvement in physical education programme. As Kenyon (1968),stated, it is this primary involvement that might have been responsible for their positive attitudes toward physical education.

3. The benefits that students might have gained through interhouse or intercollege competitions might have induced them to react to this section of the questionnaires positively.
4. The method by which the statements in the questionnaires for this section were framed which might be a weakness,/might be responsible for the positive reaction of the students.
5. Some students might have responded to the same type of statements as their friends did during the ticking of their questionnaires thus influencing their positive reaction.
6. Students might have decided to react positively to the objectives of physical education in order to be in opposition to their parents and general public's negative reactions to the values and what physical education is.

4.6 Table 4

Analysis of Functions of Physical Education Teacher

	Statements	Frequency					Percentage
		A	B	C	Total	Mean	
1.	To demonstrate activities before children participate.	458	244	288	990	330	83.4
2.	To observe and correct pupils fault	408	223	272	903	301	76.1
3.	To plan notes of lesson and teach physical activities.	461	119	233	813	271	68.5
4.	To be involved in recreational activities for his immediate community.	128	71	109	308	103	26
5.	To design his own physical education programme to suit his immediate environment.	287	127	186	600	200	50.5
6.	To be creative and resourceful	112	98	139	349	116	29.4
7.	To interprete physical education to the school and immediate community	247	184	186	617	206	52
8.	To provide safety and healthful environment for children in the total programme. of physical education.	387	223	253	863	288	72.7
9.	To supply equipment and apparatus for the school	217	115	103	435	145	36.6

4.6 Table 4 (contd.)

	Statements	Frequency					Percentage.
		A	B	C	Total	Mean	
10.	To plan and carry out activities which help children to work as individual and as group members as the case may be.	419	235	287	941	314	79.1
11.	To organize interhouse and extramural sports	331	161	183	675	225	56.9
12.	To know much about related subjects with physical education	204	108	173	485	162	40.9
13.	To ensure that pupils obey the rules of health and games.	354	200	223	777	259	65.5
14.	To compromise his own conviction with authority when he is sure of his goal.	75	60	55	190	63	16
15.	To eradicate old tradition with new and modern ideas	121	83	83	287	96	24.2
16.	To attend seminars, conferences, coaching clinics in order to be up to date	117	80	59	256	85	21.6
17.	To impart knowledge	201	107	198	506	169	42.6
18.	To dictate activities to pupils	184	82	92	358	119	30.2
19.	To treat all children equally with no regard for individual differences.	292	156	153	601	300	50.6
20.	To keep all pupils engaged	228	128	179	535	178	45.1

4.7 Table 5

Rank Order of Statements On Functions of Physical Education Teacher

	Positive Responses				Negative Responses		
SN	Scores	X_1	X_1^2	SN	Scores	X_2	X_2^2
1	990	212	44944	20	535	164.1	26928.81
10	941	163	26569	17	506	135.1	18252.01
2	903	125	15625	12	485	114.1	13018.81
8	863	85	7225	9	435	64.1	4108.81
3	813	35	1225	18	358	-12.9	166.41
13	777	-1	1	6	349	-21.9	479.61
11	675	-103	10609	4	308	-62.9	3956.41
7	617	-161	25921	15	287	-83.9	7039.21
19	601	-177	31329	16	256	-114.9	13202.01
5	600	-178	31684	14	190	-180.9	32724.81
Σ	ΣX=7780		Σ X²=195132		ΣX=3709		Σ X²=119876.90
	$\bar{X}$=778.0				$\bar{X}$=370.9		

$$SD = \sqrt{\frac{X_1^2 + X_2^2}{(n_1 - 1 + (n_2 - 1)}} = \sqrt{\frac{195132 + 119876.90}{18}} = 132.29$$

$$SE = SD\sqrt{\frac{n_1 + n_2}{n_1 \quad n_2}} = 132.29 \sqrt{\frac{20}{100}} = 59.16$$

$$t = \frac{\bar{x} \quad \bar{X}_2}{SE} = \frac{778 - 370.9}{59.16} = 6.88$$

The results regarding the response of students toward the functions of physical education teachers were presented in Table 5. The mean difference between the positive and the negative responses was found to be significant at .01 level of confidence with 18 degrees of freedom. Hence hypothesis two was accepted.

In addition the following points could explain further the reasons why students responded positively to the functions of physical education teacher:

1. Teachers in these colleges who are physical education specialists might have showed positive attitude to teaching of the subject. This attitude of teachers might have influenced the positive attitudinal formation of their students, Francis, (1972).
2. The students experiences during teaching practice might have contributed to their positive response to functions of physical education teacher.
3. Since students know that they can earn their living through teaching as future teachers, they might have responded positively to what the functions of physical education teacher should be.

4. Students might want to take a leadership role in their different communities after their course in recreational activities hence their positive response.
5. The students might be willing to contribute to the success of Universal Primary Education (U.P.E) scheme as future.teachers.
6. Physical education teachers in these colleges might have influenced the students to respond to certain questionnaires positively when the exercise was on in their various colleges.

Statements	Frequency											
	A		B		C		Total		Mean		%	
	P	N	P	N	P	N	P	N	P	N	P	N
10. Physical education should be daily on our time table.	216	369	141	137	152	182	509	688	170	229	43	58

Statements	Frequency											
	A		B		C		Total		Mean		%	
	P	N	P	N	P	N	P	N	P	N	P	N
3. In the "Method" courses, students are given adequate opportunity to acquire skills in the use of methods that will allow pupils to explore for themselves.	261	220	157	117	191	136	609	473	203	158	51.3	39.8
4. Physcial education is adequately taught so I prefer it to other subjects	218	252	151	127	137	193	506	572	169	191	42.6	48.2
5. Physical education is treated as a subject in relation to other subjects on the programme	326	151	181	103	209	129	716	383	239	128	60.3	32.3
6. Physical education should be taken only by lower classes.	84	398	17	265	45	299	146	962	49	321	12.3	81
7. Physical education practical should be taken in the morning and afternoon.	179	192	159	121	144	184	482	497	161	166	40.6	41.9
8. Physical education should be taken in the afternoon only.	75	405	111	169	41	226	227	800	76	267	19	67.4
9. Physical education should be made an external subject like English, Education and Arithmetic to be examined by West African Examination Council	230	323	120	160	161	183	511	666	170	222	34	56

Table 6

4.8 Analysis of Knowledge of Physical Education Course

The investigator treated the items of 3 to 1 as negative responses, i.e.

Number 3 - Undecided

Number 2 - Disagree

Number 1 - Strongly Disagree

Furthermore numbers 5 to 4 were treated as positive responses:

Number 5 - Strongly Agree

Number 4 - Agree

Statements	Frequency						Total		Mean		%	
	A		B		C							
	P	N	P	N	P	N	P	N	P	N	P	N
1. The teaching of growth, development and arising interest of children are adequately treated in physical education curriculum in my college.	393	96	231	48	241	92	865	236	288	79	72.9	19.9
2. In view of the fact that students will become teachers in Primary school, all students in teachers colleges should study physical education	395	96	256	29	285	63	945	188	315	63	79.6	15.8

Table 7

4.9 Statistical Means of Knowledge of Physical Education Course

	Positive Means				Negative Means		
SN	Means	X_1	X_1^2	SN	Means	X_2	X_2^2
1.	865	313.4	98219.56	1	236	-310.5	96410.25
2.	945	393.4	54763.56	2	188	-358.5	128522.25
3.	609	57.4	3294.76	3	473	- 73.5	5402.25
4.	506	-45.6	2079.36	4	572	25.5	650.25
5.	716	164.4	27027.36	5	383	163.5	26732.25
6.	146	-405.6	16451.36	6	962	415.5	172640.25
7.	482	69.6	4844.16	7	497	49.5	2450.25
8.	227	-324.6	10536.16	8	800	253.5	64262.25
9.	511	- 40.6	1648.36	9	666	119.5	14280.25
10.	509	- 42.6	1814.76	10	688	141.5	20022.25
$\Sigma X=5516$			$\Sigma X=320679.40$	$\Sigma X=5465$			$\Sigma X=531372.50$
$\bar{X}=551.6$				$\bar{X}=546.5$			

$$SD=\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{(n_1 - 1 + n_2 - 1)}} = \sqrt{320679.40 + 531372.50} = 217.57$$

$$SE= SD\sqrt{\frac{n_1 + n_2}{n_1 \; n_2}} = 217.57 \sqrt{\frac{20}{100}} = 97.3$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SE} = \frac{551.6 - 546.5}{97.3} = .0524$$

The results regarding the responses of students on knowledge of physical education course are presented in Table 7 above.

A careful examination of the table indicates that the mean difference between the positive and the negative responses of students on knowledge about the physical education courses was .052 which was found to be insignificant statistically with 18 degrees of freedom. It may be deduced then that unfortunately students are a little deficient about some courses taught to them in physical education lessons.

The response of the students might be attributed to:

1. The negative attitude of the public as stated by Fatile, (1973), toward physical education, even though they showed positive attitude toward objectives of physical education.
2. Part of the programme in which students were exposed to, might not be challenging enough to create very intellectual ability.
3. The instructional methods on the part of the physical education teachers might need some improvement.

4. More time might be needed on the time-table for physical education lessons in order to give the students time to learn more appropriate concepts of physical education.
5. Indifferent attitude displayed by school education authorities, Fatile, (1973), towards physical education as a subject of lack of serious academic pursuit.
6. Lack of adequate textbooks where students could learn and gather facts about the subject might be a contributing factor.
7. The whole programme of physical education might need replanning and the subject be examined externally by West Africa Examination Council.
8. Students might lack adequate incentives as given to other subjects from school authority.

Table 8

4.10 Summary of Statistical Findings

	Variables	Mean		Statistic			
		Positive	Negative	SD	SE	t	Significance
1.	Objectives of Physcial education.	813.2	313.3	126.29	56.48	8.85	$<.01$
2.	Functions of Physical education teacher.	778	370.9	132.29	59.16	6.88	$<.01$
3.	Knowledge of Physical education course	551.6	546.5	217.57	97.3	.0524	not significant at .01

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

After going through the data from the respondents, it may be useful to consider major findings and provide specific recommendations to maintain and improve positive attitudes of students in teacher training colleges towards teaching of physical education.

Two types of student teachers were presented in this study as the data of entry qualification indicated in Table 1A. Out of 1187 students, 1028 which respresented 86.6 percent of the total, responded to this section of the questionnaires. The qualifications were as follows:

First school leaving certificate - Primary six represented 75 percent.

Craft/Technical school 0.6 percent

West African School Certificate 4.6 percent

Grade III Teachers Certificate 3.9 percent

Others 2.4 percent.

The teacher training course lasts two years for the West African School Certificate and Grade III Teacher's Certificate holders and five years for all others.

However, they are all required to take and pass the same examination.

On the expected future of students, the data revealed that 91.1 percent responded to the section. Out of this, 59 percent hoped to make teaching as their career, 3.4 percent trading, 3.7 percent office work and 24.9 percent were not sure of what they would do after their course. The percentage for teaching as a career showed an indication of positive attitudes students showed toward teaching as a whole and teaching of physical education in particular.

5.1 Summary of Findings and Important Observations:

Important findings and observations from the investigation are summarized below:

Purposes and Objectives of Physical Education

It is important to state that answers to the questions on objectives of physical education are matters of attitudes about physical education based upon one's knowledge and experience of physical education factors. The investigation about students responses revealed that they have a wide range of beliefs about physical education such as for:

(a) all round development of an individual

(b) exercising the body

(c) recreational

(d) knowledge of rules of games

(e) relationship of physical education to other subjects

(f) improving skill, mobility, endurance and power

(g) playing sports

(h) preventing disease, boredom, fatigue and laziness

(i) exercising all parts of the body

The findings indicated that 75 percent of the students held a common view of the objectives of physical education which in deed will be a contributing factor to their attitudes towards teaching physical education.

5.2 Function of a Physical Education Teacher

According to the students, the important functions of the physical education teacher are:

(a) to plan notes of lesson and teach physical activities

(b) to demonstrate activities before children participate

(c) to observe and correct pupils fault

(d) to design his own physical education programme to suit his immediate environment

(e) to interprete physical education to the school and his immediate community

(f) to provide safety and healthful environment for children in the total programme of physical education

(g) to plan and carryout activities which will help children to work as individual and as group members

(h) to organize interhouse and extramural sports.

(i) to ensure that pupils obey the rules of health and games

(j) to treat all children equally with no regard for individual differences

In addition, the findings indicated that:

(a) students knew the functions of a physical education teacher

(b) their positive responses agreed with one of the assumptions earlier stated that attitude is usually determined by a whole set of influences which could be favourable and unfavourable.

(c) no indication to show that students have the knowledge of caring for individual differences in their class. Althought they favoured this statement positively, yet it ranked ninth position with 50 percent.

5.3 Knowledge of Physical Education Course

The students indicated the following in the courses they take in physical education.

(a) teaching of growth and development of children, and arising children's interest in a physical education lesson.

(b) all students in teacher training colleges should study physical education. 81 percent of the students indicated this. This is an indication of students interest in physical education

(c) the method of how pupils could explore on their own during physical education lesson

(d) physical education is taught in relation to other subjects

(e) 56 percent agreed that physical education should be examined externally by West African Examination Council. This, to the investigator, revealed the importance the students placed on physical education, in order to prove to the generality of the country's population that physical education is as important as any other subject in the school setting.

(f) about 67 percent of the students revealed that physical education lesson should be taken in the afternoon only. The investigator did not see any rationale behind this since there are a large number of students in any teacher training colleges. If all have to be out at once for physical education lesson, there will be shortage of facilities and equipment.

RECOMMENDATIONS

After going through the data and students responses to the questionnaires, it may be useful to provide specific recommendations to maintain positive attitudes of students and eliminate the negative ones. In the light of what is needed to maintain positive attitudes of students and eliminate negative ones recommendations will be focused on:

(a) Entry qualifications
(b) Expected Future career
(c) Maintaining positive attitudes
(d) Eliminating negative attitudes
(e) Teaching methods.

5.4 Entry Qualifications

As of now the primary school certificate is the least entry qualification for entry into the teacher training college programme. This is so because of many teachers needed to go into so many of the Universal Primary Education (U.P.E.) schools.

In furture, however, it may be necessary to note that:

1. Only those children who pass their primary school certificate examination very well and show the interest to become a teacher should be admitted into teacher training college.
2. Special common entrance examination which will reflect the aptitude needed for a teacher training student or peculiar to all teacher training colleges will be desirable.
3. Admission to teacher training college of secondary school leavers should not be based upon the simple fact that the candidates were not able to find employment in other sectors of the country's institutions or could not be admitted to any other post secondary institutions. The admission must be

based upon an objective analysis of the candidate's interests and needs.

4. Teacher training college should not be a dumping ground for students who could not proceed to senior secondary at the end of their third year in a secondary school or even those who do not pass the aptitude test for selection into arts or science groups. There should be a separate aptitude test for those who wish to go in for teaching profession at the end of their third year in the secondary school.

5.5 Expected Future Career

Not all the students trained as teachers do go to school to teach, some use the education they obtain as a stepping stone to go into other areas of occupation apart from teaching. In the light of this:

(a) students should be encouraged to make teaching their life ambition

(b) Teachers in teacher training colleges should portray good examples and enthusiasm to teaching which will encourage the students and be an inspiration to students after their training

(c) The employers of students after their training should

do all they can to maintain and retain teachers by bringing their conditions of service in line with those of their counter parts in the government services.

5.6 Maintaining Positive Attitudes

Evidences have shown through this study that the respondents of the study hold positive attitudes towards teaching of physical education. It is however necessary to maintain these positive attitudes, and let students carry such positive attitudes to their various schools after their course. It will be recommended that:

(a) The objectives of physical education need to be spelt out more clearly to students in terms of its uses to themselves, the children they hope teach, their immediate community where they will become teachers and to everyone they come in contact with.

(b) The students should be encouraged by college authority to give their view particularly on physical education concerning the type of treatment given to the subject in the college setting.

(c) Students should be allowed to participate in different activities relating to physical education.

They can become captains of teams, be in charge of games equipment, form supporters clubs when college teams are engaged in competitions and even organising interhall and intercollege sports under the games master's supervision.

(d) When on teaching practice, students should be treated by all teachers that go on supervision, not as students but as regular teachers assuming the full responsibilities of the regular teachers.

(e) Students should be guided and helped to develop personal style of teaching consistent with general philosophy of education.

(f) There should be guidance and counselling services particularly for physical education whereby students can be helped in any problems relating to the subject.

(g) The provision of adequate equipment, apparatus and facilities for teaching and practical purposes is very essential in all the phases of physical education in colleges.

(h) Students should be taught how to construct fields, courts and pitches and in addition be taught how to

make use of local available materials to produce and make some equipment which are not readily available on their own.

(i) Teacher training college authorities could organise public relation system through Parent Teacher Association meeting, Open Day, Speech Day and Interhouse competitions, whereby the general public could be made aware of what physical education is all about and biases of the public concerning physical education could be erased.

(j) Students need reinforcement particularly when they go on teaching practice where they are faced with reality of teaching activities.

(k) Since positive attitude is an influencing factor to good teaching, it is very necessary that as soon as a student enters teacher training college, he should be made aware of the importance of teaching thereby developing in him the right type of attitude to teaching.

(l) The teachers of physical education themselves should not show any indifferent attitude toward their work since they can be sources of inspiration to the students.

(m) Graduate and National Certificate of Education teachers (NCE) with speciality in physical education should be made available in sufficient number to teacher training colleges.

(n) It is very necessary for Ministries of Education particularly the section on schools sports or teacher training division to pay regular visits to teachers of physical education to know their problems and suggest solutions.

(o) Where refresher courses on physical education are available and professional meeting takes place like that of Nigeria Association of Physical Education and Recreation (N.A.P.H.E.R.) physical education teachers should be encouraged to attend such courses and conferences to gain first hand knowledge and experience on the job.

(p) There should be constant evaluation of physical education programme in all colleges for progress and improvement.

5.7 Eliminating Negative Attitudes

The view of the investigator to this study in eliminating negative attitudes will be based on what the

generality of Nigeria populace has toward aspects of teaching and physical education.

(a) Students should be made to understand that physical education is academic in nature like any other subjects at school setting. Furthermore they should be made to understand that physical education does not exist in isolation but it is related to areas of study like sociology, physiology, Biology philosophy, education, in fact all subjects in any learning situation.

(b) Students should be made to understand that teaching is a noble profession and as such it is as important as a medical doctor, a lawyer, an economist, an engineer or any other profession. If the students can understand this they will not take teaching as a stepping stone and so develop positive attitude.

(c) To eliminate negative attitude, teachers need to be innovative in their teaching and also be tactful.

5.8 Teaching Methods

Successful teaching largely depend upon the ways knowledge is imparted to students and since teaching is

a two - way traffic between the learner and the teacher, the line of communication between the two should be well established guided and clear and as such:

(a) Students should be adequately equipped with different types of methods which will ease their teaching.

(b) Types of method taught to students should reflect or be able to be adopted to any local background which students find themselves.

(c) Methods which make students to be self reliance and discover things for themselves which will be of benefits is very necessary.

(d) Students can be made to teach their classmates in order to put into practice what they have learnt in addition to any teaching practice they will do.

(e) The idea of competency-based type of teaching method can be adequate for the students.

Finally, all the recommendations in this study are directed toward the goal of developing and maintaining positive attitude in would-be-teachers of primary schools. It is one thing for a person to know how to perform a job and it is another thing for that

person to be willing to perform the job. The recommendations in this study have implications that are far beyond the scope of just teaching attitudes towards physical education. All the recommendations for maintaining positive attitudes are viewed as essential and realistic. Because of this it is important for teachers to develop positive attitudes towards teaching.

5.9 Future Research

As a result of the study, future research could be carried out on the following topics:

1. The relationship between attitude of educational authorities and students toward physical education.
2. Comparison of students attitude in various teacher training colleges towards teaching of physical education.
3. Comparison of female and male students attitude towards teaching of physical education.
4. Factors influencing the attitudes of teacher training college students towards teaching of physical education.

APPENLIX A

LIST OF TEACHER TRAINING COLLEGES PARTICIPATING IN THE STUDY

A - Basawa Teącher's College.

B - Universal Primary Education Teacher's College.

C - Women Teacher's College.

APPENDIX B

QUESTIONNAIRE

The teaching of Physical Education in Primary Schools is not very encouraging. This is because teachers do not show much enthusiasm and positive attitudes. The researcher feels that what ever attitudes these teachers show while on the field of teaching have their roots and foundations from various Teachers Training Colleges. This is why this questionnaire is designed to find out the type of attitude students in Teacher Training Colleges have toward the teaching of the subject and what is responsible for such attitude since eventually it is hoped they will go back to various Primary Schools to take up teaching/of the subject.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE:

The questionnaire is in four parts: the first part consists of the respondent's general information, the second about the objective of teaching Physical Education the third part consists of functions of Physical Education Teacher and the fourth part knowledge about Physical Education Course.

PART ONE

COMPLETE AS REQUIRED

1. Name of your college _____
2. Present class _____
3. Age _____
4. Sex _____
5. Marital status
   a. Married _____
   b. Single _____
6. Qualification for entering present college:
   First School Leaving Certificate.
   West African School Certificate.
   Craft School/Technical School.
   Grade III Teacher's Certificate.
   Others.
7. Expected future careers:
   (a) Teaching
   (b) Trading
   (c) Office Clerk
   (d) Not sure.

PART TWO

OBJECTIVES OF TEACHING PHYSICAL EDUCATION

Put a tick (✓) beside ONLY TEN statements you feel are most appropriate as objectives of teaching physical education.

The objectives of teaching Physical Education are:

1. To find a means of livelihood.
2. To develop the child physically, mentally, intelectually. morally and socially.
3. To turn students to professional sports men and women.
4. To exercise the body.
5. To develop recreational skills and attitudes.
6. To under rate other school subjects.
7. To gain popularity in the community.
8. To let children become aware of rules of major games.
9. To know the relationship of physical education to other subjects.
10. To develop hand-eye and foot-eye coordination.
11. To contribute to all round development of the children.
12. To appreciate good performance, excellence, agility in sports.

13. To improve skill, mobility, endurance and power.
14. To be able to play all sports and games.
15. To prevent disease, boredom, fatigue and laziness.
16. To become a star athlete.
17. To promote extramural, intramural, outdoor, indoor and recreational activities.
18. To exercise all parts of the body.
19. To be able to live with others peacefully.
20. To produce a loyal, ideal, reliable and trustworthy citizen .

PART THREE

FUNCTIONS OF PHYSICAL EDUCATION TEACHER

The following statements describe some functions of a physical education teacher. Put a tick (✓) beside ONLY TEN that you feel are most professional for a Physical Education Teacher:

1. To demonstrate activities before children participate.
2. To observe and correct pupils faults.
3. To plan notes of lesson and teach physical activities.
4. To be involved in recreational activities for his immediate community.

5. To design his own physical education programme to suit his immediate environment.
6. To be creative and resourceful.
7. To interprete physical education to the school and his immediate community.
8. To provide safety and healthful environment for children in the total programme of physical education.
9. To supply equipment and apparatus for the school.
10. To plan and carry out activities which will help children to work as individual and as group members as the case may be.
11. To organize interhouse and extramural sports.
12. To know much about related subjects with physical education.
13. To ensure that pupils obey the rules of health and games.
14. To compromise his own conviction with authority when he is sure of his goal.
15. To eradicate old traditions with new and modern ideas.
16. To attend seminars, conferences, coaching clinics in order to be up to date.

17. To impart knowledge.
18. To dictate activities to pupils.
19. To treat all children equally with no regard for individual differences.
20. To keep all pupils engaged.

PART FOUR

KNOWLEDGE ABOUT PHYSICAL EDUCATION COURSE

For this part, please place a circle around the number in the column which most closely represent your opinion about the statements. This is the key to the meanings of the numbers:

Number 5: Strongly Agree (SA)
Number 4: Agree (A)
Number 3: Undecided (UD)
Number 2: Disagree (D)
Number 1: Strongly Disagree (SD).

	SA	A	UD	D	SA
1. Teaching of growth, development and arising interest of children are adequately treated in physical education curriculum in my college.	5	4	3	2	1

SA A UD D SA

2. In view of the fact that students will become teachers in Primary School, all students in teacher colleges should study Physical Education.

5 4 3 2 1

3. In the "Method" courses, students are given adequate opportunity to acquire skills in the use of methods that will allow pupils to explore for themselvess.

5 4 3 2 1

4. Physical Education is adequately taught so I prefer it to other subjects in my school.

5 4 3 2 1

5. Physical Education is treated as a subject in relation to other subjects on the programme.

5 4 3 2 1

6. Physical Education should be taken only by lower classes. 5 4 3 2 1

7. Physical Education practical should be taken in the morning and afternoon. 5 4 3 2 1

8. Physical Education should be taken in afternoon only.

5 4 3 2 1

SA A UD D SA

9. Physical Education should be made an external subject like English, Education and Arithmetic to be examined by West African Examination Council.
5 4 3 2 1

10. Physical Education should be daily on our time table. 5 4 3 2 1

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