

Students' Perception of Teacher's Personality as a Determinant Of Student's Interest in Physical Education at the Senior Secondary School Level

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Abstract

This study was carried out to assess students' perception of teacher's personality as a determinant of students' interest in physical education at the senior secondary school level. Participants were four – hundred (400) students from twenty (20) schools arranged into two (2) groups as Group I: Schools offering physical education and Group II: Schools not offering physical education. The research instrument used was Awopetu Students Perception of Teachers Personality Questionnaire (ASPTQ). The result of the study shows that students' perception of teachers' personality is a determinant of students' interest in physical education at the senior secondary school level. The study however notes that other contributory factors not controlled for by the study could also be responsible for low enrolment of students in physical education.

Keywords: interest, determinant, elective, students' perception, teacher's personality

INTRODUCTION

Teaching is viewed as a complex set of actions and conjunctions, which take place in two main dimensions communications and personalization. Communication is the process of transmitting the information from the teacher to the student, personalization is the process by which the teacher in this case is individually represented in the life of the student and appears in the students' personality.

The theory of personalization conceptualized personality as an ability of an individual to call for changes in the personality of other people. This approach describes personality as a subject of interpersonal relationship which exists in three psychological spheres

Intra – Individual Space: Character temperament, abilities individuality

Inter Individual Space: Space which appears in the group with mutual relation and interaction

Meta Individual Space: Aspect of ideal representation of an individual in the life of other people (Novojenova, Rima, Sawilowsky, Shlomo, 2011)

Igwe, (2002) submits that teachers in the world over are very significant in any educational endeavour. Teachers make the school curriculum work; they participate from initiation to institutionalization. They are the greatest motivators and also role models of the children and adults in the society who either get influenced positively or negatively. A teacher can make or mar his pupils, hence the saying that like teacher, like pupils. A teacher is a very significant figure in the school environment where he works and

so his attitude to work tends to have significant implications (Omoegun, 2000)

Teacher's attitudes to work influences the students, pupils and entire society, as the saying goes the teacher is seen as a sole manager of his classroom. If a teacher exhibits good moral and social behaviour there is high probability that his students will imitate him (Igwe, 2002)

Akinteye, (2011) writing on the code of conduct for teachers opines that one should be mindful that a profession exists for the best interest of the client, the teacher shall practice the profession with genuine interest, concern and consideration for the student. The teacher shall work to stimulate the understanding and thoughtful formulation of worthy goals. A students' perception of the school climate depends on his previous experiences, what has happened at the time he is in contact with the particular school, how he interpretes events or what meaning events have for him (Isangedighi, 2003)

Some students seem naturally enthusiastic about learning but may need or expect their teachers to inspire, challenge and stimulate them. Effective learning in the classroom depends on the teachers' ability to maintain the interest that brought students to the class in the first place (Akinteye, 2011)

Akinteye, (2011) states further that, unfortunately there is no single magical formula for motivating students. Many factors affect a given students motivation to work and to learn, such as interests in the subject matter, perception of its usefulness, general desire to achieve and interest in the teacher.

Most students respond positively to a well organised course taught by an enthusiastic teacher who has a genuine interest in students and what they learn. Thus the activities the teacher undertakes to promote learning will also enhance students' motivation. One of the specific aims of secondary education as stated in the National Policy on Education is to equip students to live effectively in our modern age of science and technology. To achieve the objectives it is planned that secondary education would be six years duration and given in two (2) stages (Junior and Senior Secondary school) (FGN, 1981 revised in 1998 & 2004).

Physical education as an integral part of total education process is a field of endeavour which has its aim: the development of physically, mentally, emotionally and socially fit individuals. Not only has the 3-3 system of secondary education made provision for the teaching of physical education among other subjects as an elective subject at the senior secondary school level, physical education has finally become an examinable subject at the school certificate level (Ajiduah, 1988).

STATEMENT OF THE PROBLEM

Physical education became an examinable subject at the senior secondary school level in 1988, at the junior secondary school level physical education is a compulsory subject for all students. Since 1988 little progress if any has been recorded in terms of the relative number of physical education students at the senior secondary schools compared to other subjects like biology, chemistry or health science. Some senior secondary schools do not offer physical education at all, others who offer the subject have very minimal student enrolment. If all the students offered physical education at the junior secondary school level because it was compulsory, what is responsible for the unencouraging enrolment numbers of physical education students at the senior secondary school level. What role does the physical education teacher's personality play in determining the seemingly lack of interest of students at the senior secondary school level

RESEARCH QUESTION

Is teacher's personality a determinant of students' interest in physical education at the senior secondary school level?

RESEARCH HYPOTHESIS

Teacher's personality will not be a determinant of students' interest in physical education, at the senior secondary school level.

PURPOSE/SIGNIFICANCE OF THE STUDY

This study will help professionals in physical education and policy makers in education to address and correct the noticeable low enrolment figures in

physical education at the senior secondary school level.

Operational Definition of Key Terms

- i. Determinant:** Deciding factor in the choice of elective subjects
- ii. Elective:** Subjects students can make voluntary choice from
- iii. Interest:** A show of preference to choose one elective subject from several other elective subjects
- iv. Students' Perception:** The way students view the teachers attributes and behaviour and how it shapes their attitude to his subject
- v. Teachers' Personality:** The totality of the physical education teacher in the school environment, his appearance, attitude to work, his cognitive attributes, his relationship with his students and other members of the school community, his view and beliefs.

METHODOLOGY

The survey research method was adopted for this study

Population: The population comprised all senior secondary school students in twenty (20) senior secondary schools drawn from four (4) local government areas of Lagos state, Nigeria. This was made of ten (10) senior secondary schools offering physical education and ten (10) secondary schools that were not offering physical education. The schools were drawn from Lagos Mainland, Oshodi/Isolo, Ikorodu and Ojo Local Government Areas.

Sample: The sample was made up of four hundred (400) participants, twenty (20) per school. The sampling was done using random sampling in schools where physical education was not offered. In schools where physical education was offered opportunities were given primarily to students offering physical education from SSS I to SSS III

Research Instrument: A twenty (20) item questionnaire termed Awopetu students perception of teachers personality questionnaire (ASPTQ) was the instrument used in the study. The questionnaire items require respondents to rate their opinion of each of the items on likert type five (5) point scale of strongly agree, agree, undecided, disagreed and strongly disagreed. The questionnaire items were validated by experts in Education Psychology, Curriculum and Physical Education. A pilot study group consisting of forty (40) students from schools within the four (4) local governments but not included in the final study was used to determine the reliability of the instrument.

The questionnaire items required responses from students on teachers appearance, teachers attitude to work, teachers relationship with students, teachers mastery of its subject matter, teachers sports skill

level or lack of it. Four hundred (400) copies of the questionnaire were administered on the participants from twenty (20) sampled schools.

Data Analysis: The data collected from the study were analysed using mean, standard deviation and ‘t’

test as statistical tools. The hypothesis was tested at 0.05 level of significance.

RESULTS

Table 1: Physical Education Enrolment Figures in the Sampled Schools

Group I					Group II				
N	SSSI	SSSII	SSSIII	Total	N	SSSI	SSSII	SSSIII	Total
1	148	42	11	201	11	-	-	-	-
2	1	1	1	3	12	-	-	-	-
3	94	42	37	173	13	-	-	-	-
4	41	25	-	66	14	-	-	-	-
5	73	28	19	120	15	-	-	-	-
6	65	30	14	105	16	-	-	-	-
7	56	22	10	88	17	-	-	-	-
8	84	40	26	150	18	-	-	-	-
9	41	27	16	84	19	-	-	-	-
10	34	20	11	65	20	-	-	-	-
Total	637	287	145	1055					

The table above shows the enrolment figures of the schools: Group 1 are the schools where physical education is offered at the senior secondary school level. Group II schools do not offer the subject at the

senior secondary school level. The table shows that even in schools where the subject is offered the enrolment figures decrease from SSSI – SSSIII

Table 2: Number of Physical Education Teachers in the Sampled Schools

Group I		Group II	
Number of Schools	Number of Teachers	Number of Schools	Number of Teachers
1	3	11	1
2	1	12	1
3	2	13	-
4	2	14	1
5	2	15	1
6	2	16	1
7	2	17	1
8	2	18	1
9	1	19	-
10	1	20	1
Total	18	Total	18

Mean (x) = 1.8

Mean (x) = 0.8

Table II above show the number of physical education teachers per school in all the sampled schools. The table shows an average of 1.8 approximately two (2) teachers per schools in group 1

and 0.8 approximately one (1) teacher per school in the group II schools.

Table III

‘t’ test table on students perception of the physical education teachers knowledge of subject matter and attitude to work.

Schools	N	M	SD	T – Cal	df	P
Group I	200	14.4	1.10	1.403	398	0.761
Group II	200	12.8	1.14			

Not significant at 0.05 level.

The table shows that there is no significant difference between, the perception of group I schools students

who offer Physical Education and group II students who do not. The student perception of their teachers’ attitude to work and knowledge of the subject matter is not significantly different

Table IV

't' test comparing students perception of Physical Education Teachers relationship with students.

Schools	N	M	SD	T – Cal	df	P
Group I	200	16.8	1.10	2.39	398	0.761
Group II	200	4.40	1.04			

Significant at 0.05 level

Table IV above shows a significant difference in students' perception of the physical education teacher's relationship with students

Table V:

't' test on students perception of Physical Education Teachers on all variables (appearance, knowledge of subject matter, relationship with students and attitude to work)

Schools	N	M	SD	Df	T Tab	T Cal	Remarks
Group I	200	68.3	10.94	358	1.96	158.81	Significant
Group II	200	52.3	14.50				

Significant at 0.05 level.

The table above shows that there is a significant difference in the students' perception of the physical education teacher on all the variables (appearance, knowledge of subject matter, student – teacher relationship and attitude).

DISCUSSION OF RESULTS

The results in table 1 shows that the enrolment figures in the sampled schools in group 1 were highest at the SSS1 637 → 287 → 145. The enrolment decreases as the students proceed to the higher classes. The least figure in enrollment is at SSS III which is the terminal class where students sit for the West African Senior Secondary School Certificate Examination

Table 2 shows the number of physical education teachers in each of the sampled schools, in schools where physical education is not taught at the senior secondary schools level (group II schools) the mean number of teachers per school is 0.8 (approximately 1.0). This is grossly inadequate. Ivowi, (1998) notes that the indices of school quality relate to adequately trained teachers, well equipped workshops laboratories classrooms, provision of appropriate infrastructure, healthy Organisation and effective leadership.

Table 3 shows that there is no significant difference in the perception of students in schools where physical education is offered and schools that do not offer physical education. Students' perception of the physical education teachers' knowledge of subject matter and attitude to work is not significantly different between the two groups.

Omoegun (2000) submits that there is a dynamic interaction between the teacher, subject and pupils hence the teacher's attitude to his/her work is bound to affect the students' perception of him/her and the subject he/she teaches.

Table 4 shows a significant difference between the two groups of schools on students' perception of the

physical education teachers, relationship with students. Akinteye, (2011) asserts that student may forget what you said but they will never forget how you make them feel. A positive relationship between the physical education and his/her student could influence the students' attitude to the subject positively

Table 5 shows a significant difference between the two groups of schools on student perception of all the variables tested. It could be inferred that student's perception of the physical education teachers' personality is significantly different between schools offering physical education and schools not offering physical education. The one very important ingredient in the network of positive influence is the teacher's attitude to work. It is the teacher's attitude to their work that makes the school's academic environment purposeful and businesslike and shapes a student's positive feeling and behaviour towards the teacher. A devoted, conscientious and serious teacher inspires interest and seriousness in his subject. Similarly, a teacher who forms the habit of staying away from or coming late to lessons creates a situation for students to develop lack of interest in, and dislike towards the teacher and his subject (Nenty, 1990)

Based on the results of table 4 and 5 the hypotheses formulated for this study that teachers' personality will not significantly determine students' interest in physical education at the senior secondary school level is hereby rejected. It should however be noted that there could be other contributory factors to poor student enrolment in physical education at the senior secondary school level. Awopetu, (2002) notes that at the senior secondary school level the availability and effectiveness of qualified physical education teachers is questionable.

Provision of equipment for laboratory work, field work, skill acquisition and measurement of physical fitness traits are inadequate. Physical education though a science subject stands isolated in its use as a requirement for admission to study professional science and technology courses in the universities. A credit in physical education is neither required to read medicine nor for engineering courses.

Omoegun, (2000). Teachers Attitude to Work and Implications, Professional Teachers Forum Vol 1 No 2 Pp 126 – 133

CONCLUSION

This study concludes that the physical education teachers personality contributes to a large extent to determine the interest or otherwise of students in the subject. There is a continuous interaction between the teacher, the taught (student) and the body of knowledge to be taught (subject). The study also acknowledges the fact that other factors not covered by this study like poor infrastructure, availability of teachers and nature of the subject could also influence students enrolment and interests in physical education at the senior secondary school level.

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