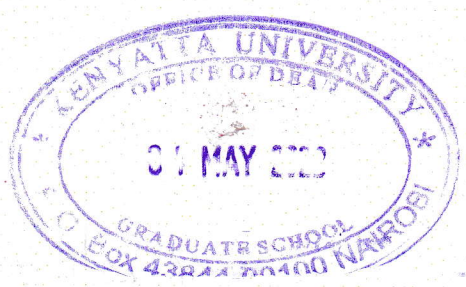


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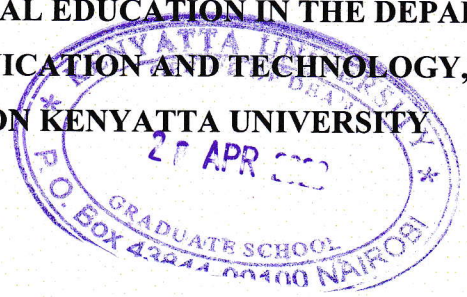
INFLUENCE OF TEACHERS' PEDAGOGICAL SKILLS ON SENIOR HIGH SCHOOL STUDENTS' PRACTICAL PERFORMANCE IN PHYSICAL EDUCATION IN KUMASI METROPOLIS, GHANA

PRINCE ADDAI-TUFFOUR

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN PHYSICAL EDUCATION IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, SCHOOL OF EDUCATION KENYATTA UNIVERSITY



Addai-Tuffour, Prince
Influence of teachers' pedagogical skills on



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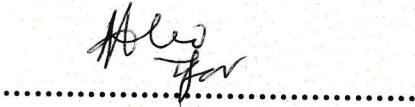
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Supervisors: This thesis has been submitted for appraisal with our approval as University Supervisors.



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ABSTRACT

The issues of teachers' pedagogical skills have not been exhaustively considered critical to enhancing students' practical performance. This study sought to investigate the influence of teachers' pedagogical skills on senior high school students' practical performance in physical education in Kumasi metropolis, Ghana. The study was guided by the following six specific objectives and the same was reviewed in the related literature: to establish the significant relationship between teachers' demographic characteristics and their pedagogical skill competency; to assess the nature of pedagogical skills use by physical education teachers; to explore the influence of teachers' pedagogical skills on students' practical performance; to determine the ability of physical education teachers to demonstrate physical activities in teaching; to evaluate physical education teachers' ability to use teaching and learning resources; to establish the challenges confronting teachers in teaching physical education at the senior high schools. The study employed a convergent parallel mixed method design. The study used duration recording, interviews, questionnaires, observation schedule, and checklist for data collection. The study targeted all form three (3) students in the public senior high schools in Kumasi metropolis. Simple random sampling technique was used to sample 384 students, purposive sampling technique was employed to select 16 physical education teachers and 5 school heads arriving at 405 participants for the study. A Pre-test involving 28 students, 5 physical education teachers, and 1 school head was conducted. Member check, Inter-rater reliability, and Cronbach coefficient alpha formula were the validity and reliability instruments used respectively. The data collection was analyzed using frequencies, percentages, Rate per Minute, means, standard deviations, and tables. Inferential statistics such as the chi-square test of the quantitative research approach was employed to test the null hypotheses at $p < 0.05$ alpha level of significance. The qualitative data was analyzed thematically. The findings revealed that there was a positive significant relationship between teachers' demographic characteristics and their pedagogical skill preferences and competency ($M = 4.55$ and $SD = 0.688$). The hypotheses testing using chi-square revealed that the pedagogical skills predominantly used by the teachers included; the Command, Demonstration/Practice, and the Inclusion skills ($\chi^2 = 96.000$, $p\text{-value} = 0.031 < .05$) Further, the results indicated that physical education teachers' pedagogical skills had positive significant influence on students' practical performance ($\chi^2 = 88.111$, $p\text{-value} = 0.022 < .05$), physical education teachers' demonstrative ability significantly facilitated students' practical performance ($\chi^2 = 42.000$, $p\text{-value} = 0.037 < .05$), physical education Teachers' use of teaching and learning resources significantly facilitated students' skill acquisition ($\chi^2 = 96.000$, $p\text{-value} = 0.030 < .05$). The results revealed that PE teachers face plethora of challenges in teaching and learning of physical education such as the inadequate provision and supply of equipment and facilities, physical education lessons cut and being used for other subjects, and large number of students per class. The study concluded that teachers' demographic characteristics such as age, gender, work experience, qualification and the institutions they attend influence their pedagogical skill preferences and competency. The study recommended that to improve physical education teachers' pedagogical skills, periodic workshops are required for teachers to enhance students' practical performance.