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EDUCATION

INFLUENCE OF TEACHERS' PEDAGOGICAL SKILLS ON STUDENTS' ABILITY TO PERFORM MOTOR APPROPRIATE SKILLS DURING P.E INSTRUCTION IN KUMASI METROPOLIS, GHANA

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ABSTRACT

The Purpose of the study: The purpose of this study was to explore the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction in senior high schools in Kumasi metropolis, Ghana.

Statement of the Problem: There have been strong criticisms that the pedagogical skills PE teachers use does not help learners to acquire the requisite knowledge and skills making it difficult to achieve the curriculum objectives and there exist studies in support of these reproaches. The literature on PE teachers' pedagogical skills are also relatively sparse within physical education setting, the little studies that have been done on pedagogy concentrate mainly on influence of PE teachers' pedagogical content knowledge (PCK) in elementary schools.

Research Methodology: The study employed non-experimental descriptive survey design, using the mixed method approach (both quantitative and qualitative approaches). The rationale for collecting both quantitative and qualitative data simultaneously was to neutralize the weaknesses of both quantitative and qualitative form of data to sustain the strengths of the two designs. The study was conducted in the public Senior High Schools in the Kumasi metropolis, Ghana. The target population for this study was in four groups and these included; the population of public senior high schools in Kumasi metropolis of Ghana, population of third year SHS students, population of Physical Education teachers and the population of school heads of the selected schools. The study used Yamane's sample size determination formula to obtain a sample size of 320 students. SPSS was used to analyze the data collected and the results presented using tables.

Study Result: The findings indicated that most of the students had the feeling that their teachers were demonstrating skills and allowing them to imitate and demonstrate the same during PE lessons as indicated by (M= 4.04 and SD= 1.153). The findings revealed that the mean time spent by students being motor inappropriate was 7.10 minutes; the maximum time spent by motor inappropriate students was recorded as 19.50 minutes while the minimum time spent by students being motor inappropriate was recorded as 0.00 minutes.

Conclusion: The study concluded that the teachers' pedagogical skills have influence on students' ability to perform motor appropriate skills.

Recommendation: Based on the findings and the conclusions, the study recommended to the P.E teachers that it is important to understand the ability of their students and not compel them to perform activities that are beyond their abilities as learners.

Key Words: Teachers' *Pedagogy kills, Students' Ability, Motor Appropriate Skills, Performance, P.E Instruction, Kumasi Metropolis, Ghana.*

1.1 BACKGROUND TO THE STUDY

Indeed the development of any nation or community depends largely on the quality of education available to its citizens. It was based on this reasoning that the Free Compulsory Universal Basic Education (FCUBE) was proposed by the United Nations (UN) to bridge the human resource gap and to ensure upward social mobility of citizens of member states, Akyeampong (2009). A further push for the need for education ''for all'' was made through the Millennium Development Goals (MDGs), where the second goal stipulates that all children, girls and boys alike are expected to go through the full course of Basic schooling by the year 2015, (UN, 2006). Understandably, Education is a robust agent in the realization of this vision, and more particularly in promoting the development of the citizenry by educating every child of school going age (Akunu, 2014).

Kakar, Khiliji & Khan (2011) on the link between education and development indicate that in human endeavour, schooling has long correlation with fiscal improvement and human development. Collins (1993) opines that, education is the systematic instruction and training that is given especially to the young ones in preparation for life. This means that Education is said to be the knowledge and training and skill that one gains from being taught at school, college, university or a society. Also it can be said to be a process or training that has an outcome or purpose which includes acquiring skills, building mental capacity, emotional stability and making the individual socially wholesome. Aziz (2012) maintains that quality of education has a direct connection to the quality of instruction that learners receive. Similarly, Châu (1996) shares the views of Aziz (2012) and maintains that quality of education depends on the quality of teachers, particularly in the initial stages of education where learners are at early ages. Indeed, the quality of teachers that is both academic and professional cannot be over emphasized so far as the teaching of learners are concerned.

In America Green (2008) states that it has been largely agreed that Physical Education must be made a focal point that is a starring role in the quest to address health issues among the youth and health promotion being regarded as the panacea to many students' health issues in schools. Understandably, policies promoting physical activities in schools are important in combating the supposed obesity and other health issues. Mir (2013) opines that schools in the United States of

America have been progressively encouraging teachers to use learner-centred pedagogical skills since the beginning of the 20th century. Mir (2013) continues to state that in United States of America, there is a solid emphasis on student-centred pedagogies where learners are placed at the centre of teaching and learning process as the role of the teacher is shifted from being a source of knowledge to a facilitator.

In India, teachers' pedagogical skills are mostly teacher-centred hence there is minimum use of the demonstration/practice and activity methods where learners are denied of the opportunity to decide on what, how and when to do the activity on their own, Ward (2015). In Singapore, Yancy (2013) states that teachers demonstrated more content knowledge than pedagogical skills as rote learning remains the most predominant strategy compared to learner-centred and other pedagogical approaches. In considering what constitutes teacher quality Fwu and Wang (2002) state that, Physical Education teachers should use good pedagogical skills, possess content knowledge and have the ability to reflect on their work to contribute to the society at large (Audu, 2014). They further suggest that the quality of a teacher should ultimately be evaluated in terms of the quality of students' outcome.

Fonseca and Conroy (2006) maintain that teachers' pedagogical skills facilitate or inhibit students' performance in school. In Nigeria, Fafunwa (2018) posits that, physical education as a subject lacks the prominence and the respect it commanded some years back since the course is conspicuously missing on the Basic and the secondary schools time tables. Amosa, Folasayob and Oluwatoyinc (2015) identified that teachers do not select suitable teaching methods to be used let alone plan on how to use them for effective teaching and learning of physical education to materialize. Clearly it can be deduced that it is imperative to tackle the drawback of teachers' pedagogical skills by placing the spotlight on the physical education interactions with learners during lesson delivery since there is overwhelming evidence for the notion that physical activities have a positive impact on our health as humans by preventing; obesity, coronary heart diseases, type 2 diabetes, different cancers as well as psychological diseases like anxiety and depression (Adediran, 2014).

In Ghana, Mensah (2009) intimates that the pedagogical skills that teachers use at all levels of education need to be revisited and structured so that teachers' experiences, knowledge and skills in relevant field would be consolidated to help learners to understand, retain and pass to others. Ankomah, Koomson, Bosu and Oduro (2005) postulate that a basic indicator of teacher effectiveness is found in the quality of teachers' preparedness to teach, which is vouched in their preparation of scheme of work, lesson notes and the pedagogical skills they use during instruction. Mutwiri, Kafwa and Kyalo (2017) states that effective teaching is usually a function of the inner drive of the faculty to guide students learning and equipped them with the mastery of subject matter and teachers' competence in utilizing appropriate pedagogical skills. In essence, the correct use of teachers' pedagogical skills in physical education lesson is critical in a healthy educational system (Government of Ghana, 2018). Unfortunately, Ankomah et al (2005) observe that a large swath of secondary school teachers in Ghana lack adequate academic qualifications, using wrong pedagogical skills compromising on students' practical performance. It was against this background that the study was carried out to explore the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction in Kumasi metropolis, Ghana.

1.2 STATEMENT OF THE PROBLEM

It is incumbent upon PE teachers to demonstrate competency using appropriate pedagogical skills that will seek to motivate students to embrace exercise regimen in and out of school; set individual goals and participate in physical activities since PE is for life and not a nine day wonder. The issues of teachers' pedagogical skills have not been exhaustively considered as critical to enhance students' practical performance; hence needing important review, because PE and its related activities are important to the emotional, social, mental and physical growth of the young people. It is sad and regrettable to note that, with all the incentives packages instituted by the government of Ghana to motivate teachers, in most of the senior high schools PE is in limbo as most of the teachers have indirectly ignored teaching the subject by concentrating only on the theory aspect leaving the practical aspect ajar while some of them have turned themselves into sports coaches. This phenomenon is a worrying trend since there is a lacuna as to whether the students are getting what they really need to acquire in PE, whether the subject is well taught or not, whether the teachers lack the appropriate pedagogical skills to teach the practical aspects of the subject or it is because the teachers themselves are not competent in handling the practical aspect of the subject.

There have been strong criticisms that the pedagogical skills PE teachers use does not help learners to acquire the requisite knowledge and skills making it difficult to achieve the curriculum objectives and there exist studies in support of these reproaches. The literature on PE teachers' pedagogical skills are also relatively sparse within physical education setting, the little studies that have been done on pedagogy concentrate mainly on influence of PE teachers' pedagogical content knowledge (PCK) in elementary schools. There is therefore a gap in knowledge to establish whether PE teachers compromise on the pedagogical skills they use in teaching and also the available literature is silent on whether it is the sparse studies done on teachers' pedagogical skills that is making the teachers have the appetite in teaching only the theory aspect of the subject while relegating the practical aspects to the background. It was against this background that the study was carried out, with the sole aim of exploring the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction in Kumasi metropolis, Ghana.

1.3 RESEARCH OBJECTIVES OF THE STUDY

To explore the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction in Kumasi metropolis, Ghana

1.4 HYPOTHESIS

H_0: P.E teachers' pedagogical skills have no influence on students' practical performance during PE instruction in Kumasi metropolis, Ghana.

1.5 Theoretical Framework

This work was grounded on constructivist theory of learning, Cooper (1993). This theory argue that teaching and learning should be structured or planned in such a way that learners are given the opportunity to interact with the learning environment to construct knowledge based on their own experiences therefore knowledge is constructed instead of received. Children interact among themselves, they interact with teaching/learning resources and then they interact with the teacher to construct knowledge based on their own experiences. Learners formulate their knowledge, ideas and understandings before coming to a lesson situation. This relevant previous knowledge

is the raw material for the new knowledge they will create. Constructivists believe that the teacher's role is shifted from being an initiator to a facilitator where the student is the person who creates new understanding for him or herself. Existing cognitive structures or schemas are what the individual learners actively explore their environment to build on where teachers are supposed to provide discussions coaching and demonstrations to help learners perform certain tasks.

The theory of constructivism according to Cooper (1993) could be held to be universal, applicable within a variety of contexts, imparting knowledge and skills acquisition into learners, are both cost- and time-efficient and require resources, including demanding qualified and skilled teachers who have the technical know-how. In the application of this theory, Constructivist learning theory is equally important for senior high schools physical education because it supports learner-centred approach of teaching where the practical activities revolve around active participation of learners which makes the learner the centre of teaching learning process. Pleasure, interest playfulness, fan and enjoyment are seen as central to the learner within physical education lesson in which the learner cooperate freely with environment and have some control over their own learning.

With Constructivist learning theory, teachers' pedagogical skill enhances children's knowledge and practical performance by helping them to imitate, demonstrate and practice the activities for easy acquisition of the skill in physical education lesson. It was noted from the students that discussion alone doesn't help them in learning creative physical education is a practical oriented subject hence any discussions and explanation of the activities must be followed with demonstration and practical instructions for better understanding and acquisition of the concept. In this study therefore, the constructivist theory of learning model serves as a reference framework for viewing the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction in Kumasi metropolis, Ghana.

1.6 CONCEPTUAL FRAMEWORK

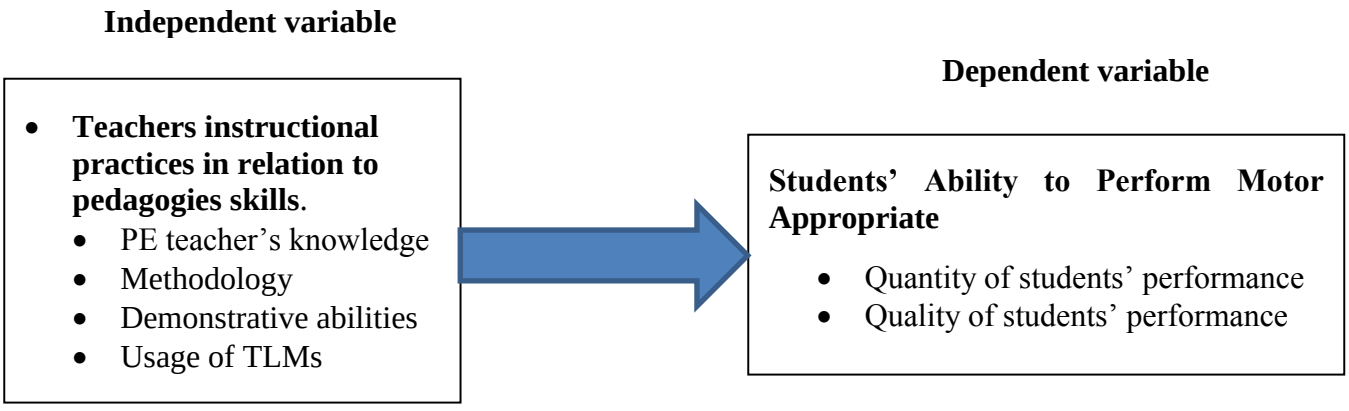

Figure 1.0: Conceptual Framework

3.0 RESEARCH METHODOLOGY

The study employed non-experimental descriptive survey design, using the mixed method approach (both quantitative and qualitative approaches). The rationale for collecting both quantitative and qualitative data simultaneously was to neutralize the weaknesses of both quantitative and qualitative form of data to sustain the strengths of the two designs, Creswell (2014). The study was conducted in the public Senior High Schools in the Kumasi metropolis, Ghana. The target population for this study was in four groups and these included; the population of public senior high schools in Kumasi metropolis of Ghana, population of third year SHS students, population of Physical Education teachers and the population of school heads of the selected schools. According to statistics from Ghana Education Service (GES 2018/2019), there were 10 public Senior High Schools in Kumasi metropolis, the schools were categorized into grades A and B in this case the study targeted 5 senior high schools with the population of 1625 (2 grade A and 3 grade B schools on an assumption that grade A schools in Ghana are always well resourced than the grade B schools), the study targeted all the 16 physical education teachers and 5 school heads from all the sampled schools. The researcher adopted Hut lottery technique to randomly sample 5 SHSs for the study. 5 Yes and 5 No were written on pieces of papers, kept in a basket and was shuffled. School heads were then asked to pick one each, all those who picked Yes were sampled for the study. The study used Yamane's sample size determination formula as cited by Israel (1992) at a 95% confidence level and p= 0.05, to take care of sample error and degree of variability to obtain a sample size of 320 students. This study used questionnaires, interview guides and observation check lists to obtain primary data.

The researcher used Statistical Package for Social Sciences (SPSS) for data analysis of the quantitative raw data collected from close-ended questionnaires and structured part of the interview schedule. The qualitative data was analyzed using content analysis.

4.0 RESULTS AND DISCUSSION

The study sought to explore the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction.

Table 1: Students Perception of the Influence of Teachers' Pedagogical Skills on their Performance

Teachers' Pedagogical Skills	N	M	SD
My teacher demonstrates skills and allow me to imitate and demonstrate same	352	4.04	1.153
Teacher uses appropriate teaching methods to help me practice physical education activities well	352	4.16	0.959
Teacher has a good relationship with students; demonstrate competence for effective students' practical performance.	352	4.32	0.861
Teacher informs us of the competencies we will be expected to acquire	352	4.20	0.942
Teacher uses clear, practical demonstrations when teaching	352	4.24	0.941
Teacher's skill demonstration influence my performance during PE lessons	352	4.02	1.067
My teacher uses a variety of teaching and learning resources in teaching physical education	352	3.87	1.088
Teacher attends and responds clearly to questions asked in class	352	4.40	0.849
Teacher maintains an objective and respectful position with the students	352	4.32	2.715
Teacher promotes teamwork	352	4.18	0.985
Teacher promotes individual work	352	3.97	1.094
My teacher does new and interesting things to help me perform well in PE lessons	352	4.08	1.079
My teacher's competence in teaching PE makes me find PE activities interesting and exciting	352	4.37	0.931
Teacher presents his or her maximum skill and tailored it to help me perform well in PE	351	4.17	1.015

NB: *M= Mean, SD= Standard Deviation*

The results in Table 1 show that most of the students had the feeling that their teachers we're demonstrating skills and allowing them to imitate and demonstrate the same during PE lessons as indicated by (M= 4.04 and SD= 1.153). The results are consistent with the findings of Elder, Lytle, Sallis, Young, Steckler, Simons-Morton and Lohman (2007) which indicated that teachers' behaviour and decisions they make in the class with respect to their pedagogical approaches have influence on students' performance in physical education. Students' knowledge and skills acquisition truly influenced by the teachers' quality in terms of content knowledge and pedagogical skills they use than the students' previous academic record or the schools students

once attended. The results in addition show that majority of the students were convinced their teachers were using appropriate teaching methods to help them practice physical education activities well during PE lessons as indicated by (M= 4.16 and SD=0.959). The results imply that the pedagogical skills of most teachers had positive impact on the perception and performance of students in SHSs in Kumasi Metropolis.

Further, the results show that majority of the students agreed that their teachers had a good relationship with them and also demonstrated competence for effective students' practical performance as indicated by (M= 4.32 and SD= 0.861). In addition, the results show that majority of the students were strongly in agreement with statement that their teachers were properly informing them of the competencies they would be expected to acquire as indicated by (M= 4.20 and SD= 0.942). The results imply that the pedagogical skills of most of the teachers in SHSs in Kumasi Metropolis area had positive influence on the performance of students. The results also show that majority of the students agreed that their teachers were using clear, practical demonstrations when teaching them during PE lessons as indicated by (M= 4.24 and SD= 0.941).

The results similarly show that majority of the students were very positive about the fact that their teachers' skills demonstrations influenced their performance during PE lessons as indicated by (M= 4.02 and SD= 1.067). The results concur with the recommendation made by Witte and Jansen (2015) that, there is the need for countries in Africa to enact policies designed to improve teacher quality giving the fact that teachers' pedagogical skill are the basis of knowledge and skills acquisition of students who passed through their hands since it is the recipe for students' performance.

The results further show that majority of the students agreed with the fact that their teachers were using variety of teaching and learning resources in teaching Physical Education as shown by (M= 3.87 and SD= 1.088). The results similarly show that majority of the students were in agreement with the statement that their teachers were attending classes and could respond clearly to questions asked in class as demonstrated by (M= 4.40 and SD= 0.849). The results in addition show that majority of the students indicated that their teachers were at all times maintaining objectives and respectful positions with them as indicated by (M= 4.32 and SD= 2.715). Further, the results show that majority of the students had the perception that their teachers were promoting teamwork among the students during PE lessons as indicated by (M= 4.18 and SD= 0.985).

In addition to teamwork, the teachers were also found to promote individual work among their students as indicated by majority of the students (M= 3.97 and SD= 1.094). Further the results show that majority of the students were in agreement with the fact that their teachers were doing new and interesting things to help them perform well in their PE lessons as indicated by (M= 4.08 and SD= 1.079). Similarly, the results reveal that majority of the students had the feeling that their teachers' competence in teaching PE was making them find PE activities interesting and exciting is shown by (M= 4.37 and SD= 0.931). Finally, the results show that majority of the students agreed with the fact that their teachers were presenting their maximum skills and tailored them to help the students perform well in PE as indicated by (M= 4.17 and SD= 1.015).

Table 2: Students' Performance in PE

Performance Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Motor Appropriate	352	3.00	23.80	15.15	3.26
Motor Inappropriate	352	0.00	19.50	7.10	3.21
Motor Support	352	0.00	14.00	5.17	2.73
Not Motor Engaged	352	0.00	12.20	3.86	2.56
Waiting	352	1.10	29.00	8.73	3.42

Based on the results in Table 2, the mean time for motor appropriate time was found to be 15.15 minutes, the maximum time recorded by motor appropriate student was 23.80 minutes and the minimum time recorded for motor appropriate students was 3.00 minutes. The results show that most students were motor appropriate and spent less than 50% of the scheduled time of 40 minutes even though some spent up to 23.80 minutes. The results imply that most of the students were motor appropriate and were able to handle the tasks given them during PE lessons on their own for a very long time. The results also show that the mean time spent by motor inappropriate students was 7.10 minutes; the maximum time spent by motor inappropriate students was recorded as 19.50 minutes while the minimum time spent by motor inappropriate students was recorded as 0.00 minutes. The results had a standard deviation of 3.21 showing that the time recorded for the students was varied throughout the period.

Further, the results show that the mean time spent by students in motor support was 5.17 minutes meaning that for those students who were asked to withhold equipment or give human support to their colleagues, they each spent approximately 5.17 minutes in doing so. The maximum time spent in motor support was 14.00 minutes which was way less than 50% of the time scheduled. This shows that the students were performing very well. In addition, the results show that the mean time spent by motor not engaged students was 3.86 minutes showing that at any given time during the PE lessons, the average time spent by students who were not motor engaged was only 3.86 minutes indicating better performance since most of the time the students were motor engaged. The maximum time spent not motor engaged was 12.20 minutes while the minimum time spent by motor not engaged students was 0.00 minutes. The results had a standard deviation of 2.56 minutes showing how much the time recorded was spread about the mean time. Finally, the results show that the mean time spent by students waiting to be engaged was 8.73 minutes with the maximum time of waiting being 29.00minutes. The result show that some students waited for more than half the scheduled time. This was attributed to lack of enough facilities to engage all the students at the same time, so some students had to wait for the longest time before their colleagues were able to complete their tasks and gave them the equipment.

Table 3: Students' Practical Performance in PE by Gender

Performance Indicators	Male		Female	
	M	**SD**	**M**	**SD**
Motor Appropriate	15.0880	3.20802	15.2085	3.31781
Motor Inappropriate	6.7695	3.33772	7.4251	3.05363
Motor Support	5.3559	2.78094	4.9782	2.67646
Not Motor Engaged	3.8921	2.37167	3.8235	2.73919
Waiting	8.8945	3.15892	8.5647	3.67153
Average	**8.000**	**2.971454**	**8.000**	**3.091724**

NB/: *M= Mean, SD= Standard Deviation*

Based on the results in Table 3, female students were found to be more motor appropriate as compared to male students as indicated by (M= 15.0880 and SD= 3.20802) for male students and (M= 15.2085 and SD= 3.31781) for the female students. The results imply that more female students in SHSs in Kumasi Metropolis are motor appropriate than male students. The results in the table on the other hand shows that more female students were motor inappropriate compared to male students as indicated by (M= 6.7695 and SD= 3.33772) for the male students and (M= 7.4251 and SD= 3.05363). However, the results were more spread for the male students than for the female students as indicated by the standard deviations of 3.33772 for male students and 3.05363 for female students respectively.

The results further show that male students were more motor support as compared to female students as indicated by (M= 5.3559 and SD= 2.78094) for the male students and (M= 4.9782and SD= 2.67646). The results imply that more male students in SHSs in Kumasi Metropolis are able to offer assistance to their colleagues than their female counterparts. The results further show that more male students at any given time were motor unengaged than female students as shown by by (M= 3.8921 and SD= 2.37167) for the male students and (M= 3.8235 and SD= 2.73919). However, the results were more varied among the female students than among the male students. The results imply that at any given time during PE lessons in SHSs in Kumasi, there are higher chances that a male student is not motor engaged than a female student. This implies that the chances of a male student being unengaged are higher than those of a female being motor unengaged.

Finally, the results show that more male students were more unengaged than female students as indicated by (M= 8.8945 and SD= 3.15892) for the male students and (M= 8.5647and SD= 3.67153). However, the results were more spread about the mean among female students than among male students. In general, the performance was the same across gender; however the results were more spread among the female students than among the male students.

Testing null hypothesis for this study:

P.E teachers' pedagogical skills have no significant influence on students' practical performance during PE instruction.

Table 4: Chi-Square Tests on Influence of P.E Teachers' Pedagogical Skills on Students' Practical Performance during P.E Instruction

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.111[a]	66	.022
Likelihood Ratio	43.628	66	.985
Linear-by-Linear Association	14.723	1	.000
N of Valid Cases	16		

a. 84 cells (100.0%) have expected count less than 5. The minimum expected count is .06.

Based on the results presented in Table 4, the chi-square value was 88.111 and the p-value was found to be 0.022 which was less than 0.05. The null hypothesis that P.E teachers' pedagogical skills have no significant influence on students' practical performance during PE instruction was rejected and the alternative hypothesis adopted that P.E teachers' pedagogical skills have significant influence on students' practical performance during PE instruction. The results imply that the pedagogical skills used by P.E teachers in SHSs in Kumasi have an effect on the practical performance of their students during P.E lessons.

This implies that teachers who have better pedagogical skills in teaching P.E have the ability to improve the practical performance of students in P.E. The results are consistent with the findings of Elder, Lytle, Sallis, Young, Steckler, Simons-Morton and Lohman (2007) which indicated that teachers' behaviour and decisions they make with respect to their pedagogical approaches have influence on students' performance in physical education; teachers' pedagogical skill has the possibility of playing a significant in imparting knowledge and skills into learners. Similarly, Sarpong, Howard and Amankwah (2012) are of the opinion that teachers were very much aware of what, how and when to use a particular pedagogical skill to teach in Ghana and it helped learners to acquire the necessary skills they needed. However, the focus of teacher effectiveness has been on the student as a mediator of instruction.

5.0 CONCLUSION

The aim of this study was to explore the influence of teachers' pedagogical skills on students' ability to perform motor appropriate skills during PE instruction. Based on the findings it is concluded that the teachers' pedagogical skills have influence on students' ability to perform motor appropriate skills. It is also concludes that the quality of PE teachers' pedagogical skills in teaching PE especially at the senior secondary education level in Ghana cannot be compromised. If the goal is to encourage students to develop interest in PE lesson in particular, this can only happen if teachers have adequate content knowledge and pedagogical content knowledge of PE which might result in good performance of students in PE.

6.0 RECOMMENDATION

This study recommends that teachers in SHSs in Ghana use a range of approaches in their PE lessons and unit plans as one particular style may best suit particular tasks during PE lessons. For example a command style of teaching may be deemed safest and best practice for teaching

students how to throw a javelin. Whereas, guided discovery approach may be more advantageous if the learning objective is to develop social skills. It has been suggested that pupil-centered approaches are more beneficial as they require students to be more independent and involved in the decision-making process. However, if students haven't developed independent learning skills previously in PE lessons it would be beneficial to lead them through the spectrum of teaching skills, starting with the teacher-centered approaches and then progressing on to the pupil-centered skills.

The study has established that students in SHSs in Kumasi metropolis, Ghana had different abilities in understanding and performing in motor appropriate skills. The study therefore, recommends to the PE teachers that it is important to understand the ability of their students and not compel them to perform activities that are beyond what they can accommodate as learners. The study recommends to the school managements of the SHSs in Ghana that they should ensure they offer PE teachers support in dealing with the very weak students.

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