MANAGING TO TEACH PHYSICAL EDUCATION: FROM PRESERVICE TO INSERVICE

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ABSTRACT

Classroom management is the most common concern cited by preservice, beginning and experienced teachers as well as being the focus of media reports, professional literature and school staffroom conversations. Recent research has challenged this metaphor of the teacher as a manager and in particular the unrealistic expectations of preservice teachers' abilities to deal with the multiplicity of student behaviours whilst implementing multiple tasks often in different contexts and learning environments.

The aim of this paper is to investigate classroom management problems, strategies and influences as identified by a group of 75 preservice physical education teachers after the completion of a four week practicum experience and a group of 65 inservice physical education teachers with varying years of teaching experience. Variables such as gender and mastery of the teaching situation gained through years of teaching experience will be analysed to detect any significant differences or trends. Results of the study gained through quantitative and qualitative analysis will be given and interpreted. Recommendations will be made for the provision of more relevant pedagogical programs and strategies to assist future preservice physical education teachers develop classroom management competence.

BACKGROUND

Conversations with teachers and administrators indicate classroom management and discipline problems continue as a major concern in all systems and at all levels of teaching. Research has supported this view with teachers reporting student misbehaviour and classroom
discipline to be among the most difficult and disturbing aspects of
teaching as well as a major factor contributing to teacher discontent,
stress and burnout (Bain & Wendt, 1983; Martin & Norwich, 1991; Merrett & Wheldall, 1993; Putnam, 1985; Zeidner, 1988). Information gained from
this research has lead to a shift in the way teachers think about
classroom management. The focus has shifted from a primary concern with
discipline or control of individuals' behaviour through obedience to a
concern for effective classroom management through negotiation,
responsibility and creating supportive learning environments (Everston & Harris, 1992; McLaughlin, 1991, 1994; Putnam, 1985).

As teacher educators preparing preservice teachers to work in a rapidly
changing workplace with new models of learning, we must provide these
teachers with relevant models of management to assist them to cope and
become effective teachers. The transition from teacher training to the
classroom can be dramatic and traumatic. Veenmann (1984) referred to
this transition as 'reality shock' and described it as the collapse of
the missionary ideals formed during teacher training by the harsh and
rude reality of classroom life. Veenman (1984) completed an extensive
review of common problems of beginning teachers from an international
perspective by reviewing 83 studies and found classroom discipline
emerged as the most seriously perceived problem area for beginning
teachers. Other researchers have found labels like classroom discipline
and management may be regarded as code words for a whole host of
specific difficulties and point to kinds of skills that beginning
teachers usually fail to acquire in preservice training (McDonald and
Elias, 1983).

Some of the reasons put forward for this 'reality shock', relate to
their own differing school experiences, practicum experiences,
supervision and feedback, personal values, direction and quality of
teacher training, particular concerns of subject matter and situational
characteristics of the workplace. These combined with the personal
adjustments required to move from a student life to the
responsibilities and restrictions of a professional situation (McDonald
and Elias 1983) together with different contextual factors have been
found to account for the identified problems of preservice and
beginning teachers.

The training of preservice teachers often overlooks the importance of
these contextual factors by the presentation of generic pedagogical
and education subjects which are theoretically structured and have
very little practical components or direct link to the field
experiences undertaken. This is seen to create a gap between the
realities of classroom life and the content of teacher education
preparation programs (Martin & Norwich, 1991). For teachers of
physical education, who are often faced with varied physical,
environmental and practical constraints within their learning environment, the contextual factors are of upmost importance in the establishment of classroom management.

In this study the term classroom management refers to more than discipline or control but rather spans a broad range of activities such as arranging the physical environment, establishing and maintaining classroom procedures, monitoring pupil behaviours, dealing with misbehaviour and keeping students on task in a productive environment (Sandford, Emmer & Clements, 1983; Emmer, 1987). In physical education, the learning environment refers to the behavioural conditions in a gymnasium, outside field, pool or traditional class setting (Ratliff, Ratliff and Bie, 1991). Another contextual factor associated with the learning environment in physical education is class size (O'Sullivan & Dyson, 1994) which is often larger than other practical subjects and may include special education students with behaviour problems and learning disabilities who are mainstreamed into physical education classes. The physical education teacher has to establish control over students who may have been sitting at a desk for a long period and then often have difficulty controlling their behaviour in an open arena (Rimmer, 1989). Other physical factors of weather, noise, movement of equipment and large open spaces can also cause concern for teachers. It is therefore vital for physical education teachers to develop a cohesive pupil control ideology and corresponding repertoire of control techniques and management strategies to prevent undermining the teaching and learning environment (Henkel, 1989).

A review of literature in classroom management in the physical education setting reveals a number of studies concerning inservice teachers effective discipline and management strategies to deal with misbehaviour of students. According to Rink (1985), the management of learning in physical education has two aspects. The first involves teacher behaviours and strategies designed to influence and control student conduct and the second includes all the organisational aspects planned and implemented by the teacher, such as the time, space, equipment and students. In a physical education class, organisation may be the more important factor in determining overall class quality. Poor organisation has a negative impact on how and what students learn in sports skills teaching situations and encourages poor student behaviour (Belka, 1991).

Tinning (1987) viewed class control problems and concerns as inextricably linked to the curriculum and felt that it should be characterised by more student responsibility than by teacher-imposed control. He saw class control as the foremost concern of those who are beginning to teach physical education and class management as being recognised later as a necessary ingredient in maximising class control. Although some form of appropriate behaviour must be identified and observed by the class it should not be confined to a set of technical
processes used to achieve ends. He suggested a continuum with teacher
directed class control at one end and pupil self-control at the other
end.

Fink and Siedentop (1989) promoted a more authoritarian approach with
rules relating to safety, warm up routines, participating fully,
movement and use of equipment, appropriate dress and paying attention
as the most common rules and routines which must be enforced and
practised at the beginning of the year or time with classes to prevent
discipline problems beginning. Many other writers have expressed
concern about the increasing discipline and management problems
encountered in the physical education setting. One of the early
researchers of management methods in physical education was Kennedy
(1982) who conducted an extensive study and developed an elaborate
descriptive analytical system to monitor the verbal and physical
disciplinary episodes in the physical education classroom. Gallahue
(1985) also undertook research in this area and suggested that teachers
with effective discipline practices tend to be efficient planners, good
communicators, thorough assessors of behaviour and had consistent
expectations of students. Batesky (1986) made suggestions for improved
management in physical education classes by teachers developing a
planned discipline strategy, showing respect for students, and
correcting but not over-reacting to behaviour. He stated that overall
discipline goals should keep students on task, show them
responsibility, and teach good human relations.

The development of routines, rules and expectations at the start of the
school year or teaching session with students has been revealed as
highly predictive of the differential gains in achievement and attitude
across the entire academic year (Brooks, 1985; Brophy & Good, 1986;
O'Sullivan & Dyson, 1994; Sanford et al., 1983). Effective teachers
had room arrangements, equipment storage managerial and instructional
routines and class rules which were taught to students during the first
few days of the school year or class. These teachers also articulated
high yet realistic performance expectations and it was made clear that
learning was the focus of the class. While Siedentop suggested that
being an effective manager is more important than being a skilled
disciplinarian in physical education teaching, many teachers focus on
the conduct aspect of management and neglect the organisational aspect.

Studies involving preservice teachers perceptions of discipline and
misbehaviour indicate these teachers believed they were not responsible
for their students misbehaviour and often felt frustrated and
Fernandez-Balboa (1991) found preservice teachers, lacking the
experience needed to predict what will happen during lesson
implementation, often planned without giving enough consideration to
organisation of students and equipment. In addition, they had problems
establishing and reinforcing rules and routines for their classes. Gender differences in classroom management problems experienced by male and female teachers have also been documented in international studies (Wheldall & Merrett, 1988).

This study sought to investigate the classroom management problems, strategies employed and influences on a group of preservice and experienced inservice physical education teachers in an attempt to identify differences, perceived areas of weakness and gain information to develop relevant pedagogical programs for physical education teachers.

The following research questions guided the data collection:
1. What are the common classroom management problems preservice and inservice teachers encounter in the majority of their classes?
2. What classroom management strategies do preservice and inservice teachers most commonly use to manage their classes?
3. What factors have the greatest influence on preservice and inservice teacher's personal system of classroom management?
4. Are there any significant differences when the variables of gender and experience - preservice to inservice, are considered?

**METHOD**

The study sample consisted of 65 colleague inservice physical education teachers in the Hunter and Central Coast regions of NSW and 75 physical education preservice teachers who responded to a questionnaire after the completion of a 4 week field experience program. The preservice teachers were third year students in a four year Bachelor of Education (P & H.E.) degree at The University of Newcastle and represented two cohort groups.

The questionnaire employed contained four sections which required a response to a 4 point Likert scale. Part A sought background information relating to years of teaching, gender and gender composition of classes taught. Part B - Classroom Management Problems was based on the work of Wheldall & Merrett (1988) and was designed to determine the types and frequency of troublesome classroom behaviours experienced by teachers in secondary schools. Part C - Classroom Management Strategies instrument was compiled by the researcher to identify strategies commonly used by teachers for management in the classroom and finally Part D - Influences on Classroom Management, an instrument constructed by the researcher to investigate the level of influence a selected set of items had on teacher management systems.

The selection of the twenty strategies in Part C was based on those identified by Tierney (1990) as the preventative, supportive and corrective actions most used by secondary teachers in NSW schools and formed the basis of the undergraduate pedagogy preparation course studied by the preservice teachers in this study. The items selected for Part D were based on the most commonly cited sources of influence in a review of literature relating to classroom management and
effective teaching (Everston & Harris, 1992) together with the addition of some specific secondary contextual items. Parts B, C & D were trialled, validated and reliability checked in earlier research undertaken by the researcher (McCormack, 1993). In addition both the inservice teachers were given the opportunity to respond to an open ended response question asking them to comment on problems they faced and offer suggestions which may assist in the training of physical education preservice teachers in this area whilst the preservice teachers were invited to comment on any areas of concern relating to classroom management they had experienced in their practicum experience.

The quantitative data generated by this study was subjected to analysis using SPSS to calculate descriptive statistics. The qualitative data provided by the written responses to the open ended question at the end of the instrument were collated and analysed by the researcher to establish common themes or suggestions. Missing data was not a constraint in this study.

RESULTS AND DISCUSSION
Part A of the questionnaire provided background information relating to the sample group. The results (Table 1) indicate an even distribution of gender in the preservice group and 7% more males than females in the inservice sample group. 63% of the inservice group of teachers had between 5 and 20 years experience teaching physical education in secondary schools. This is characteristic of the age of teachers in the sample regions in which the study was conducted as these areas are considered desirable to teach in and therefore attract teachers who tend to remain and therefore represent the more experienced teachers. The majority of preservice and inservice teachers in the study were teaching co-educational physical education classes.

Table 1
PART A - Background Information

Part B (Table 2) Classroom Management Problems was designed to identify the common behaviours these teachers found most troublesome in the majority of their classes. The overall pattern of responses was similar for both preservice (m=3.03) and inservice teachers (m=2.71) who indicated "talking out of turn", "idleness and slowness" (m=2.6 and 2.45) as the main problems. These results are similar to those obtained by Wheldall & Merrett (1988) in Britain. One of the two contextual items added to the instrument in this study, "non participation"(M=2.40 and m=2.36) was the next most common problem or behaviour experienced by this group of teachers. There was no significant difference between the management problems experienced by preservice and inservice
teachers as a group. The low means for "verbal abuse" and "physical aggression" suggests that the most common problems experienced by the teachers in this study are relatively trivial and not as serious as the media often lead us to believe.

Table 2
PART B - Classroom Management Problems

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Item Description</th>
<th>PRESERVICE</th>
<th>INSERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verbal abuse</td>
<td>1.75</td>
<td>1.43</td>
</tr>
<tr>
<td>2</td>
<td>Non - verbal abuse</td>
<td>2.02</td>
<td>1.86</td>
</tr>
<tr>
<td>3</td>
<td>Disobedience</td>
<td>2.31</td>
<td>2.09</td>
</tr>
<tr>
<td>4</td>
<td>Talking out of turn</td>
<td>3.03</td>
<td>2.71</td>
</tr>
<tr>
<td>5</td>
<td>Idleness/slowness</td>
<td>2.60</td>
<td>2.45</td>
</tr>
<tr>
<td>6</td>
<td>Unpunctuality</td>
<td>2.00</td>
<td>2.01</td>
</tr>
<tr>
<td>7</td>
<td>Hindering others</td>
<td>2.12</td>
<td>2.08</td>
</tr>
<tr>
<td>8</td>
<td>Physical aggression</td>
<td>1.50</td>
<td>1.32</td>
</tr>
<tr>
<td>9</td>
<td>Out of seat/out place</td>
<td>1.74</td>
<td>1.50</td>
</tr>
<tr>
<td>10</td>
<td>Abuse of equipment</td>
<td>1.89</td>
<td>1.85</td>
</tr>
<tr>
<td>11</td>
<td>Disinterest/inattentive</td>
<td>2.37</td>
<td>2.14</td>
</tr>
<tr>
<td>12</td>
<td>Non participation</td>
<td>2.40</td>
<td>2.36</td>
</tr>
</tbody>
</table>

When the variable of gender was analysed (Table 3), the responses indicated although "talking out of turn" (m/m 2=2.65 & 2.60) remained the most commonly reported problem faced by the males from both groups, the female response indicated "lack of participation" (f/m=3.32 & 3.37) and "disinterest /inattentive" (f/m=2.65 & 2.55) to rank very highly. It is also interesting to note the difference between the mean scores for males and females in the "verbal abuse" (f/m=2.17 & 2.00) and "disobedience" (f/m=2.95 & 2.49) items. Again there was no significant difference between the preservice and inservice teachers in their responses to this part of the questionnaire.

Table 3
Classroom Management Problems by Gender

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>PRESERVICE</th>
<th>INSERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verbal abuse</td>
<td>1.41</td>
<td>1.56</td>
</tr>
<tr>
<td>2</td>
<td>Non - verbal abuse</td>
<td>1.72</td>
<td>1.56</td>
</tr>
<tr>
<td>3</td>
<td>Disobedience</td>
<td>1.89</td>
<td>2.95</td>
</tr>
<tr>
<td>4</td>
<td>Talking out of turn</td>
<td>2.65</td>
<td>3.10</td>
</tr>
<tr>
<td>5</td>
<td>Idleness/slowness</td>
<td>2.00</td>
<td>2.10</td>
</tr>
<tr>
<td>6</td>
<td>Unpunctuality</td>
<td>1.93</td>
<td>2.02</td>
</tr>
<tr>
<td>7</td>
<td>Hindering others</td>
<td>2.18</td>
<td>2.89</td>
</tr>
</tbody>
</table>
Part C of the questionnaire asked teachers to identify the strategies they most commonly use to manage their classes. The group responses (Table 4) indicate the preservice teachers used supportive strategies of "rules" and "commands and orders" together with preventative strategies of "clear expectations" and "clear directions" whereas the inservice teachers relied mostly on the preventative strategies of "positive relationships", "praise and encouragement", "being genuine", "clear expectations" and "clear directions". This supports the findings of a study by O'Sullivan & Dyson (1994) who found experienced teachers attributes were developing respect, showing interest and communication. The short time frame of the practicum teaching experience can explain the lack of opportunity for the preservice teachers to employ some of the strategies indicated by the experienced staff.

Results of the analysis of the variable of gender (Table 5) revealed the female preservice teachers tended to use more supportive and corrective strategies in comparison to the males. Items such as "rules", "proximity control", "desists" gained higher mean scores. There was little difference between the male and female inservice teachers who tended to use preventative strategies more often with items such as "clear expectations", "clear directions" and "positive relationships" scoring a higher mean response. However although not scoring a high mean, it was interesting to note the female teachers made more use of the corrective strategies of "detention", "timeout" and "parent referrals" than their male counterparts. These results support previous research which indicates that female teachers have greater concerns with classroom management than their male colleagues (McCormack, 1993). Factors such as co-educational classes, status within the school, physique/size and voice projection have been suggested as reasons to explain this situation.

Table 4
PART C - Classroom Management Strategies

<table>
<thead>
<tr>
<th>Item n</th>
<th>Item Description</th>
<th>PRESERVICE</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Positive relationships</td>
<td>2.89</td>
<td>.74</td>
</tr>
<tr>
<td>2</td>
<td>Effective communication</td>
<td>3.25</td>
<td>.50</td>
</tr>
<tr>
<td>3</td>
<td>Active listening</td>
<td>3.04</td>
<td>.53</td>
</tr>
<tr>
<td>4</td>
<td>Being genuine</td>
<td>3.12</td>
<td>.61</td>
</tr>
</tbody>
</table>
5 Clear expectations 3.22 .62 3.41 .56
6 Clear directions 3.27 .64 3.47 .53
7 Eff movement management 3.28 .67 3.30 .66
8 Praise & encouragement 3.21 .68 3.58 .52
9 Using logic consequences 3.05 .73 3.32 .59
10 Communicating 3.00 .64 3.12 .58
11 Humour 2.88 .77 3.10 .73
12 Withitness 3.30 .66 2.86 .89
13 Rules 3.61 .60 3.01 .58
14 Commands & orders 3.39 .84 2.59 .73
15 Proximity control 3.15 .75 3.10 .76
16 Desists 3.10 .76 2.20 .61
17 Contracts 1.19 .78 1.51 .64
18 Detention 2.32 .93 2.08 .73
19 Time out / exclusion 2.30 .93 2.26 .78
20 Parent referrals 1.20 .65 2.04 .63

Preventative strategies - 1, 2, 3, 4, 5, 6, 7, 8, 10  Supportive strategies - 9, 11, 12, 13, 14, 15, 16
Corrective strategies - 17, 18, 19, 20,

Table 5
Classroom Management Strategies by Gender

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>PRESERVICE</th>
<th>INSERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male / Female</td>
<td>Male / Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X  SD</td>
<td>X  SD</td>
</tr>
<tr>
<td>1 Positive relationships</td>
<td>2.58</td>
<td>.67</td>
<td>2.78</td>
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<tr>
<td>2 Effect communication</td>
<td>3.12</td>
<td>.58</td>
<td>3.26</td>
</tr>
<tr>
<td>3 Active listening</td>
<td>2.56</td>
<td>.78</td>
<td>2.84</td>
</tr>
<tr>
<td>4 Being genuine</td>
<td>2.78</td>
<td>.92</td>
<td>3.42</td>
</tr>
<tr>
<td>5 Clear expectations</td>
<td>3.46</td>
<td>.67</td>
<td>3.43</td>
</tr>
<tr>
<td>6 Clear directions</td>
<td>3.26</td>
<td>.63</td>
<td>3.75</td>
</tr>
<tr>
<td>7 Ef movement management</td>
<td>3.24</td>
<td>.78</td>
<td>3.18</td>
</tr>
<tr>
<td>8 Praise &amp; encouragement</td>
<td>2.67</td>
<td>.63</td>
<td>3.10</td>
</tr>
<tr>
<td>9 Using logical conseq</td>
<td>2.78</td>
<td>.62</td>
<td>3.21</td>
</tr>
<tr>
<td>10 Communicating</td>
<td>2.54</td>
<td>.54</td>
<td>2.21</td>
</tr>
<tr>
<td>11 Humour</td>
<td>3.42</td>
<td>.54</td>
<td>3.35</td>
</tr>
<tr>
<td>12 Withitness</td>
<td>2.96</td>
<td>.75</td>
<td>2.86</td>
</tr>
<tr>
<td>13 Rules</td>
<td>3.44</td>
<td>.51</td>
<td>3.21</td>
</tr>
<tr>
<td>14 Commands &amp; orders</td>
<td>2.54</td>
<td>.62</td>
<td>2.76</td>
</tr>
<tr>
<td>15 Proximity control</td>
<td>3.01</td>
<td>.64</td>
<td>2.73</td>
</tr>
<tr>
<td>16 Desists</td>
<td>3.20</td>
<td>.56</td>
<td>2.21</td>
</tr>
<tr>
<td>17 Contracts</td>
<td>1.02</td>
<td>.54</td>
<td>1.50</td>
</tr>
<tr>
<td>18 Detention</td>
<td>1.68</td>
<td>.79</td>
<td>1.98</td>
</tr>
<tr>
<td>19 Time out / exclusion</td>
<td>1.78</td>
<td>.65</td>
<td>1.70</td>
</tr>
<tr>
<td>20 Parent referrals</td>
<td>1.20</td>
<td>.51</td>
<td>1.38</td>
</tr>
</tbody>
</table>
Preventative strategies - 1, 2, 3, 4, 5, 6, 7, 8, 10
Supportive strategies - 9, 11, 12, 13, 14, 15, 16
Corrective strategies - 17, 18, 19, 20

The final Part D of the questionnaire asked the sample group to indicate the level of influence the items listed have on their personal classroom management system. Analysis of the group responses (Table 6) indicate for preservice teachers their "previous teaching experiences" (m=3.44), "colleague teachers" (m=3.42), "head teacher" (m=3.31) and "own school experiences" (m=3.15) to be of greater influence. This reinforces the impact of the practicum and the importance of role modelling and mentoring by the colleague teacher during these teaching experiences. The inservice teachers responded differently with "personal values and beliefs" (m=3.54) and "legal requirements" (m=3.33) identified as the items with the greatest influence on their management systems. It is of interest to note the large standard deviation recorded for both "deputy principal" (SD=1.09) and "head teacher" (SD=1.02) which indicates the impact different personalities and responsibilities have on the same teaching position in different schools.

Table 6
PART D - Classroom Management Influences

<table>
<thead>
<tr>
<th>Item</th>
<th>Item description</th>
<th>X</th>
<th>SD</th>
<th>X</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Persol values &amp; beliefs</td>
<td></td>
<td>3.00</td>
<td>.69</td>
<td>3.54</td>
<td>.67</td>
</tr>
<tr>
<td>2Own schl exper as studt</td>
<td></td>
<td>3.15</td>
<td>.85</td>
<td>2.24</td>
<td>.93</td>
</tr>
<tr>
<td>3Family background</td>
<td></td>
<td>2.50</td>
<td>.90</td>
<td>2.45</td>
<td>.81</td>
</tr>
<tr>
<td>4Preservice training</td>
<td></td>
<td>2.78</td>
<td>.72</td>
<td>2.65</td>
<td>.88</td>
</tr>
<tr>
<td>5Colleague teachers</td>
<td></td>
<td>3.42</td>
<td>.81</td>
<td>2.80</td>
<td>.69</td>
</tr>
<tr>
<td>6Head teacher</td>
<td></td>
<td>3.31</td>
<td>.76</td>
<td>2.36</td>
<td>1.09</td>
</tr>
<tr>
<td>7Deputy principal</td>
<td></td>
<td>1.89</td>
<td>.67</td>
<td>1.79</td>
<td>1.02</td>
</tr>
<tr>
<td>8Prev teach experiences</td>
<td></td>
<td>3.44</td>
<td>.66</td>
<td>3.27</td>
<td>.89</td>
</tr>
<tr>
<td>9Inservice training</td>
<td></td>
<td>1.80</td>
<td>.65</td>
<td>2.22</td>
<td>.85</td>
</tr>
<tr>
<td>10Personal study/research</td>
<td></td>
<td>2.18</td>
<td>.87</td>
<td>2.33</td>
<td>.86</td>
</tr>
<tr>
<td>11Sch welf/code condt sys</td>
<td></td>
<td>2.83</td>
<td>.83</td>
<td>2.80</td>
<td>.99</td>
</tr>
<tr>
<td>12Legl req &amp; regulations</td>
<td></td>
<td>2.25</td>
<td>.80</td>
<td>3.33</td>
<td>.84</td>
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</table>

Table 7
Classroom Management Influences by Gender

<table>
<thead>
<tr>
<th>Item</th>
<th>Item description</th>
<th>X</th>
<th>SD</th>
<th>X</th>
<th>SD</th>
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<tbody>
<tr>
<td>1Persl values &amp; beliefs</td>
<td></td>
<td>3.00</td>
<td>.79</td>
<td>2.87</td>
<td>3.63</td>
<td>3.41</td>
<td>.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2Own schl exper as student</td>
<td></td>
<td>3.15</td>
<td>.76</td>
<td>3.12</td>
<td>8.52</td>
<td>42.97</td>
<td>2.70</td>
<td>1.71</td>
<td></td>
</tr>
<tr>
<td>3Family background</td>
<td></td>
<td>2.46</td>
<td>.82</td>
<td>2.54</td>
<td>4.62</td>
<td>4.80</td>
<td>2.41</td>
<td>1.92</td>
<td></td>
</tr>
<tr>
<td>4Preservice training</td>
<td></td>
<td>2.00</td>
<td>.65</td>
<td>2.44</td>
<td>8.12</td>
<td>36.93</td>
<td>1.95</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>5Colleague teachers</td>
<td></td>
<td>3.21</td>
<td>.53</td>
<td>3.45</td>
<td>6.72</td>
<td>92.58</td>
<td>2.62</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>6Head teacher</td>
<td></td>
<td>3.05</td>
<td>.65</td>
<td>3.45</td>
<td>722.28</td>
<td>1.08</td>
<td>2.47</td>
<td>1.12</td>
<td></td>
</tr>
<tr>
<td>7Deputy principal</td>
<td></td>
<td>1.89</td>
<td>.54</td>
<td>1.96</td>
<td>63</td>
<td>76.82</td>
<td>1.98</td>
<td>1.03</td>
<td></td>
</tr>
<tr>
<td>8Prev teach experiences</td>
<td></td>
<td>3.41</td>
<td>.49</td>
<td>3.50</td>
<td>623.47</td>
<td>762.95</td>
<td>95.99</td>
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</table>
Analysis of the gender variable for Part D (Table 7) indicated there was very little difference between the influences experienced by male and female preservice teachers with "own school experiences", "colleague teachers" and "teaching experiences" identified as important influences for both groups. The female inservice teachers responses indicated "personal values and beliefs" and "legal requirements and regulations" were significantly more influential in their system of management than their male counterparts.

The preservice teacher responses to the open ended question highlighted the problems faced in practicum experiences and schools in general with comments such as:

"I found it very difficult to personalise my teaching as the classes were large and I did not see the students enough times to learn their names"

"My concern with managing and keeping the classes under control meant I covered very little of my planned lesson content"

"It was frustrating, as so many students were not interested and did not want to participate!!"

"The boys intimidated the girls continually!! I seemed to spend most of my time trying to give a fair go to all, it became easier to just let those not interested sit out"

"My last prac school had very little equipment, students had no respect for each other or the teachers or me, I did not know what to do!"

The comments also reinforced some of the limitations of the practicum experience:

"I finally felt I was starting to manage well and develop a good rapport with the kids when it was time to finish the prac and go back to uni"

"My prac colleague teacher told she had given me all of her more difficult classes. She said"
it would "teach me to sink or swim", I felt like I was slowly drowning for the entire 4 weeks!!

"In my second year prac I had to teach content we had not covered yet at uni and I was very nervous and unsure of myself, consequently the classes ran wild. This year was a little better"

"Although I went with my personal management plan as we had discussed in pedagogy the colleague teacher told me it was rubbish and all I needed to do was to be as tough as possible and refer any problems to him"

The responses from the inservice teachers were mostly directed at the tertiary preparation program with comments such as:

"Preservice teachers appear to enter the practicum with unreal expectations of behaviour standards. They must be encouraged to adapt their own expectations to each and every class and situation"

"I feel a lot more time needs to be spent in the classroom in both observation, team teaching and micro-teaching to build skills and confidence"

"Experience is always the best teacher, you can only get that on the job" "Trainee teachers need practice in practical discipline situations not theoretical models"

"The students need to be taught profesional responsibilities of teaching as many seem carried away with their image. They try to get too friendly with the kids and are not able to take control."

Others offered advice with statements like:

"They need to be consistent, firm and prepared in all ways !!"

"The school students need to think what they are doing is relevant to their lives, work needs to be fun, as well as educational"

"The prac students need to have a variety and challenging activities to offer students to motivate them"
"Students need to be made aware of your standards and the consequences of not maintaining these"

"Procedures and clear directions are important, students need to know what is expected and how to achieve it, be organised with routines, rules and equipment".

"As a young teacher arriving at an established school with older staff I felt very vulnerable but found support from colleagues and my head teacher have been invaluable, I was very firm at first and finally feel I am beginning to gain the satisfaction and rewards from my teaching".

CONCLUSION

It is important for teacher educators to understand the main problems, strategies and influences experienced by both preservice and inservice teachers in order to attempt to adequately prepare teachers of the future. This study identified the common areas of problems faced by both groups of teachers and indicated the need to provide preservice physical education teachers with knowledge of and experience in a range of preventative and supportive teacher behaviours and strategies as well as general organisational procedures (Belka, 1991; Rink, 1985; Tierney, 1991). The contextual factors impacting on the physical education classroom requires the teacher to be flexible and adaptable in their organisation methods. Results of analysis of the impact of gender supported other findings highlighting problems faced by some female teachers. Specific teaching strategies and the provision of a relevant and challenging curriculum to interest both male and female students and as Tinning (1987) suggests to encourage pupil self-control and participation needs to be encouraged. This type of curriculum needs to be accompanied by the opportunity for preservice teachers to gain further insights and experiences in student centred learning strategies (eg. cooperative and collaborative approaches).

Finally the study reinforced the value of field experiences, the important influence and role modelling provided by school personnel to preservice teachers and the need for continual relevant teaching opportunities. Exposure to the reality of teaching can be achieved through observation, peer teaching, video lesson reviews, team teaching, mentoring, practicum and extended internship placements in relevant classroom settings. This process must involve personal evaluation to allow preservice teachers the time to reflect and discuss
their experiences and plan for the future. These experiences also need close collaboration between the school personnel and teacher educators to allow for unity in feedback and an understanding of the contextual factors relating to individual school settings.

The results of this study are based on the questionnaire data which can be prone to misinterpretation because there are many other confounding variables in the physical education setting which were not considered. In addition although this questionnaire was completed anonymously, some teachers may have been reluctant to own up to questions relating to their professional adequacy. However, the findings of this study reinforce a universal need for both preservice and inservice teachers to manage their classrooms well in order to facilitate effective teaching and learning in physical education.

REFERENCES


