

Teachers' Pedagogical Beliefs about Teaching Physical Education in Tanzanian Secondary Schools

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Abstract

This paper presents the findings of the study about teachers' pedagogical beliefs in teaching Physical Education (PE) in secondary schools. The study employed qualitative research approach and case study research design. Data were collected through interview with eight PE teachers from Dar es Salaam and Ruvuma regions. The study found that PE teachers believed on the learner-centred teaching approach, discussion teaching method, summative assessment as the best teaching approaches in teaching and assessment methods in teaching PE. It was further found that verbal warning, oral questioning, column and row as well as semicircle seating arrangement were the best way of enhancing students' obedience to school rules and regulations. It is concluded that teachers believed on learner-centred teaching approaches but their reported beliefs about assessment methods and teaching context reflect teacher-centred teaching approaches.

Keywords: *learners' competency, lesson assessment, teaching approach, teaching context, teaching methods*

Introduction

Many studies connect teachers' pedagogical beliefs to effective teaching practices in the classroom setting (Guerra & Wubbena, 2017; Uddin, 2014). In most cases, thinking about effective teaching has been approached from the learners' outcome view. According to Wright and Grenier (2018), effective teaching results in student learning. Learning outcome is determined by the teaching principles that teachers believe to be true. Although teachers pedagogical beliefs are significant in improving teachers' practices and student learning in the classroom, many studies ignored their importance in teaching PE. As a result, some stories on the effective teaching of PE have remained untold. This formed the rationale for the current study.

Teachers' pedagogical beliefs are one of the important aspects of teaching and learning process in the classroom. According to Five (2003), teachers' pedagogical

beliefs reflect teachers' understanding of the teaching and learning process. Similarly, Uddin (2014) supports the view that teachers' pedagogical beliefs influence students' actions, the way of thinking and behaviour, as well as the way knowledge is acquired. Donaghue (2003) also contended that teachers' decisions and behaviour regarding the employment of various teaching approaches, methods and activities are influenced by their pedagogical beliefs. In addition, teachers' pedagogical beliefs may have an impact on lesson plans, ideas, judgments of students' behaviours in the classroom and students learning outcomes (Xiang, Lowry & Bridge 2002).

Previous studies have further shown variation in teachers' pedagogical beliefs about teaching approaches (Mansour, 2009). Some teachers believe that discipline and good results of the test are the most important factors for a lesson (Mansour, 2009). In respect to this belief, they opt for the teacher-centred teaching methods. In contrast, there are teachers who believe in students as discoverers and look at students as people who are responsible for their learning process through teachers and fellow students. Such teachers opted for the learner-centred teaching approach.

For instance, in the United States of America, pedagogical beliefs that PE teachers hold determine the teaching approaches used in teaching PE. Kullina and Cotharan (2003) found that the use of the productive teaching approach was lower compared to the reproductive teaching approach in teaching PE. The reproductive teaching approach comprises the teaching styles as command, practice and reciprocal teaching styles while the productive teaching approach comprises guided discovery, convergent discovery, divergent production and self-teaching. Teachers may intentionally not choose the productive teaching approach due to the fact that they value class control over class learning. The reproductive style offers more class control because all students perform the same task and are expected to produce similar outcomes.

Likewise, majority of PE teachers in Kenya hold beliefs on teacher-centred teaching approach in teaching PE in secondary schools. For instance, Mary, Jackson and Nabwire, (2017) found that teachers in North Rift Valley County in Kenya use the teacher-centred teaching approach in teaching PE. On the other hand, the Kenyan PE syllabus for secondary schools demanded use of learner – centred teaching approach in teaching PE. The PE and sports policy for basic education in Kenya also demand use of learner – centred teaching approach in secondary schools (Ministry of Education, Kenya Republic, 2021). Despite the fact that Kenyan PE syllabus for secondary education as well as PE and sport policy for basic education insisted the use of learner-centred teaching approaches in teaching PE, teachers in secondary schools were still using teacher-centred teaching approach. Large class sizes and

need to quickly cover the PE syllabus were the main drivers behind teachers using teacher – centred teaching approach in teaching PE in secondary schools.

The PE syllabus for ordinary secondary schools in Tanzania categorically requires teachers to use participatory teaching approaches. However, most of the available literature in Tanzania indicates the dominance of the teacher-centred teaching approach in teaching PE in secondary schools (Kazungu, 2016; Marwa, 2015). None of these studies has explained what causes such a discrepancy between the teaching approach indicated in the syllabus and teaching approach frequently used in the classroom.

As an ideal situation, PE teachers in Tanzania are supposed to use the teaching approaches indicated in the syllabus in order to teach PE effectively. Despite the fact that the PE syllabus requires teachers to use participatory teaching approaches in teaching PE, studies have shown teachers frequently use teacher-centred teaching approaches. This practice leads to partial engagement of students in the PE lessons. However, little is known on whether such discrepancy between recommended and implemented teaching approaches is a result of teachers' pedagogical beliefs about the teaching of PE in secondary schools. This is what this paper attempts to demonstrate. Hence, a need to establish the teachers' pedagogical beliefs in teaching PE in Tanzanian secondary schools.

Conceptual framework

The teachers' pedagogical beliefs act as the cornerstone for promoting effective teaching of PE lessons in secondary schools. The conceptual framework for this study synthesized ideas from Thomas (2013) and Alexander's (2001) works. The focus was to establish the pedagogical beliefs that teachers hold when teaching PE in the class. Thomas (2013) addressed the relationship between teachers' beliefs and teaching approaches. Thomas' (2013) study confined its focus to teacher-centred and learner-centred teaching approaches. In order for this study to capture other teaching approaches such as facilitation teaching approach in relation to their pedagogical beliefs, the action-based framework designed by Alexander (2001) was adopted. Action-based framework comprises the frame, form and action. The frame constitutes of space, student organization and habits. Similarly, form constitutes the lesson carried in the class while act of teaching includes interaction, tasks, activities and judgement in the class. The combination of these two conceptual frameworks aids researchers to establish teachers' pedagogical beliefs in teaching PE in secondary schools. The focus was on teaching approaches and methods, lesson assessment, learners' diversity and the teaching context.

Research Methodology

The study employed qualitative research approach and case study research design. Data were collected from eight purposively selected PE secondary school teachers in Dar es Salaam and Ruvuma regions. Teachers were involved by virtue of their experiences in teaching PE in secondary schools for more than two years. Teachers were given pseudo names like AZ, KB, JU, and MT. The primary data were collected through in-depth face-to-face interviews with teachers and analysed thematically. Each interview session took about forty minutes. The interview guide contained open-ended questions and probing questions. Conversations from each interviewed teachers were recorded using audio recording and note taking. The researchers transcribed the audio recorded interview conversations, familiarised with the data and subsequently read all transcripts. After thorough reading of the transcripts, researchers then generated codes such as words or phrases as used by participants, identified themes in appropriate categories, reviewed the themes, and reported the findings as discussed in subsequent sections.

Results and Discussion

Results are organized under PE teachers' beliefs on teaching approaches and methods, lesson assessment, learners' competency and teaching contexts.

Teachers' pedagogical beliefs about teaching approaches

Findings from the interviewed PE teachers indicated that teachers believed that the learner-centred teaching approach is the best teaching approach in teaching PE. In order to elicit more details about pedagogical beliefs, teachers were asked to explain the best teaching approaches that can be used in teaching PE. Six teachers responded that the learner-centred teaching approach was the best teaching approach in teaching PE lessons. Teacher KB had this to say during interview:

I think learner-centred teaching approach is a good approach in teaching our PE students. It is the best approach because students share their ideas, own their learning experiences and build confidence as they present what was discussed in their respective groups in front of other members of the class.

As indicated in the above quote, teachers believed on the learner – centred teaching approach. Teachers believed that the learner-centred teaching approach encouraged students' engagement in a lesson and minimized students' boredom when lesson is in progress. In elaborating the reasons for believing on the learner – centred teaching approach, teacher AZ expounded that:

I believe the learner-centred teaching approach minimizes students' boredom during PE lesson. Let us imagine, a teacher explained the topic from A to Z, non-stop, just talking, let us say for 40 or 80 minutes. Do you think students will not be bored? Trust me, they will really be bored. That is why I say the learner-centred teaching approach is the best approach in teaching PE because it allows students' engagement in all classroom activities.

As shown in the above quote, the students' engagement was the major reason for teachers' belief about learner-centred teaching approach. Similarly, another reason was to minimize students' boredom when the lesson is in progress. Teachers may have mentioned the learner-centred teaching approach because the PE syllabus for ordinary level secondary school requires teachers to adopt participatory teaching approach. This finding counters with the constructivist perspective that insists students to construct knowledge in the class. According to Sympras, Digelidis, Watt and Vicars (2017), teachers' beliefs about learning are based on constructivism rather than a transmissive teaching approach. PE teachers in this study expressed students' engagement and activeness only during PE lesson but were quite on knowledge construction.

On the other hand, two teachers believed on application of mixed teaching approach (learner-centred and teacher-centred teaching approaches) in the classroom. In elaborating the teachers' belief about mixed teaching approach, teacher JU clarified:

To me, the mixed teaching approach is more useful in teaching PE. You know, there is a situation where the number of students becomes high and time is too short. In cases like ours where we have 120 Form One students in the class, it is better to use the teacher-centred approach as it helps me to serve all students within a short period at once. In Form Three where we have 25 students the learner-centred approach is suitable because I can have time to attend all students closely either in groups or individually.

Therefore, teachers believed that the mixed teaching approach helped teachers to change teaching approach according to the number of students. It is obvious from this teacher's perspective that teachers dominated choices of the teaching approaches regardless of the recommended teaching approaches prescribed in the PE syllabus for secondary schools in Tanzania.

Teachers' pedagogical beliefs about teaching methods

The findings from the interviewed PE teachers indicated that teachers believed that

discussion and demonstration teaching methods were the best methods that could be best used for teaching PE lessons in the class. In explaining the best teaching methods for teaching PE lessons, teacher KB narrated:

I believe in group discussion because it simplifies the teacher's work in the classroom. The teachers' responsibility in using group discussion in teaching is to set appropriate tasks and give them to students for them to discuss in their respective groups. Since students have their own ideas, they share in each group and then present in front of other students in the classroom. If there is an idea that goes beyond the required responses, the teacher will guide them to correct after group representatives have presented what they have discussed for the benefit of the whole class.

The teacher's response suggests that majority of the teachers believed that discussion and demonstration teaching methods were the best teaching methods for teaching PE. The main reason given by teachers was that the discussion method developed teamwork spirit, sharing of learning activities in the class and enabling students to work themselves in the classroom. In line with the conceptual framework, the finding insisted interaction and students' engagement to learning tasks and activities. This finding indicated that the discussion teaching was a suitable method of teaching the PE theoretical lessons. Based on this finding, it is obvious that the discussion method helped teachers to stimulate critical thinking among students in the classroom. Larson (2000) found that the purpose of the discussion teaching method was to develop higher order thinking. Despite the fact that teachers reported discussion as the best teaching method, one might argue that teachers mentioned the discussion teaching method because it was one of the teaching methods recommended in the PE syllabus since year 2005. Thus, it is imperative to conduct classroom observation to appraise the practical implementation of discussion teaching method in the classroom.

Teachers' pedagogical beliefs about lesson assessment

Lesson assessment is the basis for ascertaining the students' level of mastery of the subject matter during the teaching of the PE lesson. Findings from majority of the interviewed PE teachers indicated that the purpose of assessment was to prepare students to pass their final examination. Teacher AZ commented:

I believe there are two purposes of assessment when teaching PE. The first purpose is to prepare students to pass their final examination. The second purpose is to prepare students to perform well in sport

competition for sports of their own choice in school. Therefore, we look more on pass mark and partially on the execution of a given skill in order to know the learners' capability.

It can be deduced from the above response that teachers believed that assessment helped teachers to prepare students to pass their final examinations. Although teachers outlined two purposes of lesson assessment, the emphasis was on enhancing students' performance in the final examinations rather than enhancing students' performance of the practical skills of a given game.

Moreover, a few teachers expressed that the purpose of lesson assessment was to measure levels of students' understanding of the lesson. In explaining the way the lesson assessment helped teachers to measure the level of students' understanding of the lesson, teacher MT opined that:

I believe that the lesson assessment has the purpose of helping a teacher to know whether students have understood what was taught in the class. For instance, you may ask students 'how did you find the lesson?' They may respond '*Teacher, the lesson was good*'. In case I discover that they have not understood a particular concept, I ask them more questions. If most students answer the questions correctly, I know that a certain percentage has understood the lesson well.

Teachers used oral questions to elicit students' understanding level of the lesson. If most students responded to the asked questions correctly, teachers concluded that there was high level of understanding of the lesson. This finding implies that a big number of students who provided correct responses in the class reflected students' understanding level of the lesson. With respect to a great number of correct responses, teachers concluded that a certain percentage of the students understood the content taught in the classroom. This implies that teachers had to prepare the learning environment that would facilitate students' readiness and confidence to sit as well as pass the final examination. Salemai (2017) found that teachers had negative attitude toward assessment procedures used in the learner-centred approach due to low rate of application and unfamiliarity with learner-centred assessment procedures. Teachers involved in this study believed that assessment should focus more on preparing students to pass their final examinations. In other words, the teachers believed that assessment is for grading and certification rather than for measuring or determining the level of learning achievement that may be used to guide the adoption of appropriate strategies of improving teaching methods in the class.

In eliciting details about lesson assessment, teachers were asked to describe the time at which assessment could be best conducted when teaching PE lessons. Three of eight teachers explained that assessment could be best carried at each stage of the lesson development. In explaining the time for conducting the lesson assessment in the class, teacher AZ suggested:

What I believe is that assessment is part of the lesson. For a keen teacher like me, assessment is done at each stage of the lesson. As I teach, I also assess what I am teaching. The responses given from each stage of the lesson provide me with the hints on whether students have understood the lesson or not. What I can say here is that you cannot separate assessment from the teaching process in the classroom.

From this finding, it is implied that teachers used the feedback from one lesson development stage to improve other stages of the lesson development. The stages of lesson development included introduction, new knowledge, reinforcement, reflection and consolidation. Teachers specifically identified the strength and weakness of students' learning at each stage of lesson delivery such as introduction, reinforcement, reflection, application and consolidation. Yambi (2018) found that the purpose of lesson assessment in the class was to assist teachers to evaluate the effectiveness of their teaching process, refining their teaching methods and monitoring student learning. This finding unfolded that teachers considered lesson assessment as an appraisal for the effectiveness of their teaching methods and class management.

In contrast, five of eight teachers expressed that assessment could be best carried at the end of the lesson. In the following quote teacher KB elaborated the time to provide assessment in the PE class:

The act of teaching as one of the important parts of the lesson is normally followed by assessment. In fact, I believe assessment can be best done after teaching a given topic or subtopic. In testing whether students understood the lesson or not they should be given a quiz or a test after teaching a selected topic. I say this because at this stage there is enough stuff to test whether they have mastered the topic or not.

The quote above indicates that teachers believed that assessment could be best carried out at the end of the lesson. In particular, teachers asked students to state whether the lesson was understood or not. Teachers depended more on students' responses at the end of the lesson. This finding reveals that teachers equated lesson

assessment with lesson evaluation. The assessments conducted at the end of the lesson reflected learners' preparation for final examinations rather than measuring the strengths and the weaknesses of the lesson. However, it is likely that some learners might have not mastered the content covered because teachers focused on syllabus coverage rather than learners' understanding of the tasks.

Teachers' pedagogical belief about learners' competency

Learners' competency is one of the criteria used in the class for enhancing the effective teaching of PE lessons. Learner's competency entailed the ability of the learner to explain or perform a given task. Naturally, one's ability is an inborn character although it can be affected by external factors such as poverty and hunger. Findings in this study reveal that PE teachers believed that success in PE depended on learners' ability or intelligence level whereby students born with high ability are more successful in learning the PE subject matter. Success in learning PE is based on learners' ability as teacher JU argued:

When we talk of success in PE class, it is mostly for those students who are fast learners. The student being a fast or slow learner is due to their nature. It is the innate character inherited from their parents. Of course, we enjoy when majority of the students in the class are fast learners, but there is a big challenge when majority of the students are slow learners. I believe slow learners lack something and in fact, we have to invest a lot of time to help slow learners.

In this matter, teachers believed that teaching a PE class with fast learners unlike slow learners was easy, interesting and yet successful. Teachers invested minimal effort to meet such learners' needs. Contrary to the inclusion principle of facilitating student learning regardless of their ability levels, the finding reflects exclusion of some students from learning on the basis of their learning abilities. On this basis, teachers ascribed their beliefs about success of a PE lessons to fast learners rather than to slow learners.

Moreover, findings indicate that few teachers believed that slow learners could not learn quickly. For slow learner to learn quickly, teachers need to use more effort and time to teach PE lessons. In explaining the idea of slow learners to learn quickly, teacher KB recommended:

I believe that for slow learner to learn quickly, there is extra effort needed. Students have to work hard and the teachers have to support learners during and after lesson hours. Students should revise the

learnt skills frequently after the class hours. If other students (fast learners) are using one hour, the slow learners have to use up to three hours more for revisions. Of course, they also need more hours for extra support from their teachers.

The quote above indicated that teachers showed some resistance on assisting slow learners in PE classes. They believed that slow learners could never learn quickly. The implication of this finding is that teachers may show readiness to teach the PE lesson in class with the fast learners rather than the slow learners. Teachers lacked readiness to teach slow learners in PE classes. According to Tarmo's (2015) findings, science teachers believed that one's inborn intelligence determined learning and success in examination results and hence teachers considered themselves to be helpless in improving the learning of the students they called 'unintelligent'. Similarly, in this study, teachers demonstrated their feelings that they were helpless in improving the learning of slow learners in PE classes. The finding was counter to requirement of the PE syllabus for secondary schools in Tanzania that puts emphasis on learners' engagement in PE lesson regardless of their levels of learning abilities (MoEC, 2005). Teaching PE to students with different abilities, however, involves creativity, time and desire to understand how student can learn best.

Teachers' pedagogical beliefs about teaching context

A teaching context may mean different things to different people in the education system. In this study, teaching context covers space, habits and student organization in the classroom or playground. Teachers' belief about teaching context has a direct link to an effective teaching. This means that teaching impacts students learning of PE subject matter. On this basis, the following subheadings present the findings about teachers' beliefs about the teaching context.

- a) Space:** In this study, space stands for availability and arrangements of sports facilities and equipment during PE lessons. Findings from the interviewed PE teachers indicate variation in teachers' beliefs on availability of teaching facilities and equipment. Five of eight teachers believed that there were few sports facilities and equipment for the teaching of PE lessons in schools. In elaborating the availability of sports facilities in school, teacher MT revealed:

In my view, facilities are still a problem to us. For instance, there is one volleyball court in my school. If we want to organize many sports activities or PE lessons, we are obliged to hire from our neighbour school teachers' college. Our neighbours have a basketball court, a volleyball court, a handball court and others I believe unavailability

of sports facilities in our school influences the teaching of PE in terms of time and the effort we use to teach skills for long time and hence we sometimes lag behind in coverage of topics as per planned time.

The foregoing quote means teachers believed that the teaching facilities in some of the selected secondary schools were inadequate. In order to rescue the shortage of the teaching facilities such as playgrounds, teachers hired the facilities from nearby educational institutions. Nevertheless, the finding indicates that three of eight PE teachers believed that the facilities used in teaching PE were no longer a big problem in their schools. Teacher MP elaborated:

Facilities here in our school are not a problem. In case of shortages, we often construct some playgrounds for team games locally so long as our school has enough open space. May be for sports like swimming really we have no swimming pool in our school but we always go to our neighboursecondary school's swimming pool. They allow us to use their swimming pool although it accommodates a few students per session. Generally, PE teaching facilities have never been a big problem here at our school.

Therefore, some teachers considered that sports facilities in their schools were adequate. In case of shortage, teachers used the available open spaces to construct temporary playing pitches around their schools. In the same vein, the standard of the playing pitches depended on the intention of the teachers to meet the demand of the given PE lessons.

Moreover, teachers were asked to explain how equipment could be best arranged during PE lessons. Teachers responded that arrangement of sport equipment during a PE lesson depended on the number of available equipment and the type of game being taught. In elaborating the arrangement of equipment during the PE lesson, teacher MT described:

Arrangement of equipment during the PE lesson depends on the number of available equipment in relation to the game type. For example, one soccer ball for a group of four students, and for basketball, one ball for two students is suitable. As I am talking, we do not have enough balls for the games I have mentioned here. Thus, I believe the solution is to improvise the equipment including balls. For instance, in my class, apart from one ball that I have, I also do improvise other balls made of used materials such as socks for teaching chest pass and some few other skills in handball. Then,

I distribute the ball to each group and continue with the lesson as usual.

The finding suggests that teachers believe that arrangement of sports equipment in a class depended on number of available equipment and type of the game intended to be taught at a given time. Some games like soccer needs at least one ball for four students while basketball needs one ball for each student in the playground. Teachers believed more on straight line or semi-circular arrangement in relation to skills taught during the PE lesson.

Generally, the findings on teachers' beliefs about adequacy of teaching facilities and equipment vary. Some teachers believed that there were insufficient sports facilities and equipment while others believed that there were sufficient facilities and equipment in their schools. The latter group of teachers also believed that teachers could improvise facilities and equipment in case of insufficient standard facilities and equipment. These findings suggest that teachers might overcome lack of teaching facilities and equipment through improvisation only under the presence of open spaces in schools and other related sports equipment. The findings disagree with those by Marwa (2015) and Kazungu (2016) which focused on the influence of shortage facilities in teaching process. This study revealed that improvisation of the teaching facilities depends on availability of open space for constructing playgrounds around the school campuses. In contrast to the conceptual framework, the findings indicated that a few teachers believed in improvisation of the teaching facilities and equipment.

b) Habits: A habit stands for obedience of school rules, routine and regulations. Findings indicated that teachers used punishment and questions to control students' behaviour including expecting the learners to obey schools rules and regulations. When teachers were asked to explain how students could be best controlled in the class, they responded that teachers can use verbal warning. In this situation, teachers can talk with students about misbehaviour that occurred when teachers were teaching PE rather than direct infliction. In elaborating the teachers' beliefs on students' verbal warning during the PE lesson, teacher MT reflected:

When students misbehave in the class, I believe the best way is to talk with them friendly about the misbehaviour shown. For instance, when teaching in the classroom, I had never chased any student out of the class just because they misbehaved. I rather asked them to stay quiet or I take them to my office and tell them the impact of the behaviour they displayed in the classroom.

As shown in the above quote, teachers believed that verbal warning was the best way for students to obey school rules and regulations. Teachers can just talk with students in a friendly manner when students breached school rules and regulations. Majority of the teachers believed on verbal warning as a means for making students obey the school rules and regulations. It has also been revealed that there are teachers who used punishment as a means of controlling students' misbehaviour during PE lessons. In line with the conceptual framework, the verbal warning in the classroom is an alternative way of punishment to infliction of students during the PE lesson. The findings confirmed that positive verbal warning enhanced a user-friendly teaching context in the classroom.

Moreover, findings indicated that teachers believed on extra assignments as tool for controlling students' misbehaviour in the class. Teacher MP elaborated how extra assignment is used in controlling learners' misbehaviour:

The best way to control misbehaviour is to give them extra exercise as part of warning. For instance, you can assign them to do a quiz of four questions for 10 minutes and if they get below 10 of 20 points they have to receive three strokes. This kind of punishment adds something to their mind.

The common tasks given to misbehaving students included quick quizzes, tests and or any other physical exercises such as push ups and running short distances. It was obvious that the exercises given were intended to add some lessons to the students understanding.

Furthermore, the finding indicates that teachers believed that oral questions were the best way of asking questions during PE lessons. In order to elicit details of teachers' beliefs on the mode of asking questions in the class, teachers were asked to explain the best way questions can be best asked during PE lessons. Majority of the teachers responded that oral questioning is the best way of asking questions during PE lessons. Teacher MT elaborated as follows:

Oral questioning is the best way for asking questions in the classroom. I believe that the questions asked orally elicit students' understanding of the lesson and give immediate feedback to the teacher. When I am teaching in the classroom, I always begin with brainstorming them with questions in order to look for their ideas and views. I ask questions to the whole class. Anyone who knows the answer raises the hand and explains what they know. I take the correct ideas and use them in the lesson.

The above response indicated that teachers used oral questions to elicit learners' understanding of the lesson and enforcing students to obey school rules and routines. However, teachers used oral questions because it offered quick responses from learners on teachers' questions asked in the class.

On the contrary, few teachers believed on written questions. They advocated that learners might refer to such kind of questions even after the lessons. For instance, teacher MP advocated that:

Asking questions during the lesson is necessary. Written questions, I believe they are nice when assigning tasks for group discussion. When group 'A' is presenting to the whole class on what they have discussed, I may probe by asking other questions orally. I prefer written questions because students can refer to them even when they are away from their classroom.

As shown in the foregoing sections, oral and written questioning was the main way by which teachers asked questions during lesson. Teachers would begin the lesson by asking questions orally. It has been claimed that oral questions provided immediate feedback to teachers at any stage of the lesson. The finding suggests that teachers used oral questions as a means to control students' behaviour during PE lessons. The findings are in agreement with the existing literature that shows that oral questions keep students' attention to the lesson. Melawati and Suryati (2019) conducted a study on English as a Foreign Language and found four oral questioning strategies: redirecting, rephrasing, probing and reinforcement. Their conclusion was that teachers frequently used redirecting and reinforcement strategies to control students' behaviour in the classroom.

c) Student Organization: Student organization stands for interaction and class formation during a PE lesson. Findings from teachers' interviews indicate that majority of the teachers believed in user-friendly interaction between teachers and students during lessons. When teachers were asked to describe the best way to interact with their students in the classroom, majority of them responded that they used various user-friendly interaction strategies with students. As such, students become free and confident to express their issues to teachers all the time. Teacher MT explained the best way to interact with students:

I just make close interaction with students in the classroom. If you are close to them, they start regarding you as a friend to such an extent that if there is any issue, it becomes easy to contact them. They are not afraid to see me in the office or anywhere whenever they have problems. I listen to them.

Teacher-student interactions help teachers to understand students' details closely and design measures for supporting the learners. The discrepancy of teachers' responses in relation to whether classroom interaction between a teacher and an individual learner or a teacher with the whole class is due to teachers' differences in perspectives. Interaction with individual students needs more time to solve individual learners' problems, often using the learner-centred interaction while interaction with the whole class needs less time to solve individual learners' problems.

Findings from the interviewed PE teachers indicate that teachers believed on normal (rows and columns) and semicircle class formations. When teachers were asked to describe the best class arrangement/formation for facilitating effective teaching of PE, they responded that normal and semicircle class arrangement were the ideal ones. Teacher MT clarified:

In a lesson that involves practical, I believe arranging students in a semicircle is the best way for enhancing performance of learning activities in the class. I say this because all students can see the teacher and the teacher can also see them. On the other hand, normal (4x11) seating arrangement is good for teaching theoretical lessons.

It can be inferred from the excerpt above that teachers believed on semicircle and normal (column and row) class arrangement as the best way to arrange the class during lessons which were practical and theoretical lessons respectively. Teachers believed that these two kinds of class formation increased interaction, visibility to the teachers' activity and controlling the learners' behaviour during PE lessons. Teachers may have mentioned normal and semicircle class formation because they are the common formations that are used on daily basis or because it was recommended in the PE syllabus. The PE syllabus for ordinary secondary schools demanded the use of participatory teaching approaches (MoEC, 2005). However, teachers need to be informed about other types of class formation such as line formation, circle formation, scattered formation, file and relay formation.

Conclusions

This paper has shown that the teachers' pedagogical beliefs continuously contribute to teachers' choices and decision-making about teaching approaches and teaching context. In Tanzanian secondary schools, teachers' pedagogical beliefs are imperative to close the gap between the teaching approaches recommended in the syllabus and implemented in the classroom. PE teachers believed that the learner-centred teaching approaches are the best teaching approach in teaching PE. In order to reveal the learner-centred teaching approaches in the classroom, teachers believed that discussion method was the best method for teaching PE theoretical lessons.

Moreover, it has been shown that teachers believed more in summative assessment which is usually conducted at the end of a lesson and used for determining students' achievement level. Furthermore, teachers were resistant in helping slow learners because they believe success in PE is associated with fast learners. Nevertheless, for learners to obey school rules and regulations, teachers believed more on verbal warning and frequent oral questioning. PE teachers believed this approach keeps students attentive to the learning activities in the classroom without breaching the school rules and regulations. In addition, teachers believed that teacher-learner interaction, normal (four rows by eleven columns) and semicircle are the best class formations in PE classrooms. Although teachers reported to believe on the learner-centred teaching approaches yet their beliefs about lesson assessment and teaching context reflected the teacher – centred teaching approaches.

Recommendations

Findings revealed that teachers believed that the learner-centred teaching approaches and discussion methods were the best teaching approaches that can be used in teaching PE. On this basis, PE teachers are advised to use games for understanding, guided discovery and convergent discovery teaching methods in addition to discussion teaching methods.

Apart from teaching approaches and methods, findings further revealed that teachers believed more in summative assessment than the lesson formative assessment. This gap may cause different assessment practices in the classroom. On this basis, there is a need for emphasizing PE teachers to use formative classroom assessment. Therefore, for teachers to recall the application of lesson assessment in the class, they should be offered a short in-service training about use of classroom assessment in enhancing better learning outcome of the learners.

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