Pre-service Teachers’ Assumption of Responsibility for the Academic Successes and Failures of their Students in Physical Education

Kaduabu S. Ajongbah

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PRESERVICE TEACHERS' ASSUMPTION OF RESPONSIBILITY FOR THE ACADEMIC SUCCESSES AND FAILURES OF THEIR STUDENTS IN PHYSICAL EDUCATION

A THESIS PRESENTED TO THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORT STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT BROCKPORT, NEW YORK

In Partial Fulfillment Of the requirements for the Degree Master of Science in Education [Physical Education]

by

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Title of Thesis: Pre-service Teachers' Assumption of Responsibility for the Academic Successes and Failures of their Students in Physical Education.

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Date: ___________________________  Chairperson, Department of Physical Education and Sport
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# Table of Content

<table>
<thead>
<tr>
<th>Acknowledgement</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Content</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vi</td>
</tr>
<tr>
<td>List of Figures</td>
<td>vii</td>
</tr>
<tr>
<td>Abstract</td>
<td>viii</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>Assumptions</td>
<td>7</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>8</td>
</tr>
<tr>
<td>Summary</td>
<td>9</td>
</tr>
<tr>
<td>2. Review of Literature</td>
<td>10</td>
</tr>
<tr>
<td>Functions of the Teacher</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Behavior and Student Achievement</td>
<td>11</td>
</tr>
<tr>
<td>Teacher Concerns</td>
<td>12</td>
</tr>
<tr>
<td>Summary</td>
<td>15</td>
</tr>
<tr>
<td>3. Methods and Procedures</td>
<td>16</td>
</tr>
<tr>
<td>Selection of Subjects</td>
<td>16</td>
</tr>
<tr>
<td>Selection of Instrument</td>
<td>17</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Administration of Instrument</td>
<td>19</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>4. Analysis of Data and Discussion</td>
<td>22</td>
</tr>
<tr>
<td>Presentation of Data</td>
<td>22</td>
</tr>
<tr>
<td>Data Analysis and Discussion</td>
<td>23</td>
</tr>
<tr>
<td>Group data analysis</td>
<td>23</td>
</tr>
<tr>
<td>Analysis by GPA categories</td>
<td>44</td>
</tr>
<tr>
<td>Summary of Data Analysis</td>
<td>61</td>
</tr>
<tr>
<td>5. Summary, Conclusion, and Recommendations</td>
<td>65</td>
</tr>
<tr>
<td>Summary</td>
<td>66</td>
</tr>
<tr>
<td>Conclusion</td>
<td>68</td>
</tr>
<tr>
<td>Recommendations</td>
<td>69</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>71</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>75</td>
</tr>
<tr>
<td>Student Achievement Questionnaire</td>
<td>76</td>
</tr>
</tbody>
</table>
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender and Status of Physical Education Majors in SUNY-Brockport</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Grouping of Students According to Grade Point Average</td>
<td>45</td>
</tr>
</tbody>
</table>
List of Figures

<table>
<thead>
<tr>
<th>Fig.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student success as function of natural ability and teacher encouragement</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Student failure as a function of teacher explanation</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Student success and teacher emphasis</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>Teacher emphasis and student failure</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>Student teacher success as a function of supervisor's praise</td>
<td>29</td>
</tr>
</tbody>
</table>
ABSTRACT

Effective teachers communicate their expectations to students and hold them responsible for accomplishing tasks. Expectations of teachers for their students can greatly influence student learning.

The purpose of the study was to examine the extent to which pre-service teachers assumed responsibility for the academic success and failures of their students in the classroom or gymnasium.

A total of seventy subjects (N=70) participated in the study. The subjects enrolled in the student teaching program of the Department of Physical Education and Sport at the State University of New York, College at Brockport.

The Responsibility for Student Achievement Questionnaire was administered before and after student teaching. A t-test was conducted to find out whether there was any significant difference in their responses. A comparison of means indicated that females (50.44%) accepted responsibility for student failure. The male pre-service teachers (54%) stated that the teacher should take the credit for student success.

The results of this study are in consonance with similar findings by Schempp (1985), Guskey (1981), Brawdy and Byra (1995), and Behets (1995) who concluded that pre-service teachers must be held responsible for the learning outcomes of their students. The acceptance by teachers of the responsibility for the academic successes or failures of students might encourage a greater initiative for promoting positive learning outcomes.
CHAPTER 1

INTRODUCTION

In general, schools serve a number of functions in a society. A school is primarily responsible for bringing about literacy in a community and ensuring academic success of its students. In addition to this, a school is expected to provide a wide variety of opportunities for and enable each child as much as possible to reach his or her best potential (Mand, Siedentop, & Taggart, 1986).

Schooling is geared at developing its pupils physically, mentally, emotionally and socially so that they can be useful citizens in their communities. Thus schooling has been conceived by several writers as having much more impact on children than merely transmitting the skills of "readin, writin, and ‘rithmetic" (Jackson, 1965). An essential purpose of school is to bring about change in the society. The notion that schooling brings about change in society was reiterated by Gingrich (1985) who acknowledged that an optimistic future was reachable but would require change in the current behavior by institutions.

An important responsibility of any teacher is finding ways to contribute to the overall goals of the school. The goals of good physical education programs are compatible with the overall goals of good schools, that is, helping children to learn and feel positive about themselves and
school and working cooperatively with others towards common purposes, (Davis & Thomas, 1989).

Student achievement represents a thread in the goals of schooling and as such, teachers are expected to establish success-oriented environments to foster achievement. With the establishment of an appropriate environment in the teaching-learning process the teacher employs a variety of teaching strategies to provide the students more experience to draw upon when they are faced with motor-oriented problems. If children are to solve problems in their everyday lives, then the educational experiences provided by the school should enable them to solve their own problems. The ability of the students to orchestrate their experiences into active problem solving is a manifestation of learning having taken place. In the teaching-learning process, the teacher is not only concerned that learning does take place, but is also concerned with what is learned.

Learning in physical education is defined as a relatively permanent change in observable behavior that is inferred from performance and can be attributed to practice and experience rather than maturation (Davis, 1993). Learning is said to occur when there is a permanent modification of one's behavioral potential through experience (Barrow, 1983). According to Rink (1993), learning is commonly thought to be a relatively permanent change in behavior resulting from experience and training and interacting with biological processes. Since learning is not observable but
it can only be inferred from a person's behavior or performance, for
learning to take place, there must be consistent observable performance
by the learner (Rink, 1993). This consistent observable performance of the
learner is of significance to the teacher so as to enable him or her to
constantly modify the lesson to meet the needs and performance levels of
the students. This method of assessing the level of learning in the student
may be conducted during or, at the end of a single activity that has been
taught; or it may be done at the end of a whole unit.

Where the students succeed in a given task, the teacher proceeds
to the next stage by adding a new dimension to the task thus making it
more complex than before. In a situation where feedback from the
students signifies a difficulty in comprehending the task at hand, a
modification of the task may be necessary to ensure student success.
Periodic evaluation of each student is necessary because learning that
takes place at a lower level may not be usable in a situation that demands
a higher level of learning (Rink, 1993).

Many research studies (Doyle, K.O., 1975; Doyle, W., 1977; Rink,
1993; Siedentop, 1991) have provided a wealth of information regarding
the characteristics of effective teaching; however, relatively few
researchers (Guskey, 1981; Schempp, 1986) have examined the
responsibilities pre-service teachers assume for the academic success
and failure of pupils in physical education during student teaching.
Success and failure are a natural phenomenon; they occur in many aspects of life including the gymnasium. In circumstances where students succeed or fail to achieve a goal, they choose themselves or somebody else to attribute their failure or success. In practical life situations the teacher, coach, or school is usually culpable for the student’s failure; nevertheless, the credit is taken by the student himself or herself when success is accomplished. When success is achieved the student perceives himself or herself as being able to influence the outcomes in academic learning (Guskey, 1981).

The degree to which students believe they are able to influence the outcomes of academic and school-related situations has been an area of great interest to researchers (Guskey, 1981). A number of previous studies conducted in this field have been based on the premise that personal beliefs of children could be essential determinants of the reinforcing effects of many classroom experiences. Guskey (1981) gives credit to Crandall, Katkovsky, and Preston for their pioneering work in developing and testing the Intellectual Achievement Responsibility Questionnaire (IAR) for classroom settings. A few other studies (Cooper & Weber, 1972; Tinning & Siedentop, 1985; Schempp, 1985) contend that teachers who believe they have control over student learning inspire their students to greater academic achievements than those who perceive less control.
Statement of the problem

Based on the intellectual Achievement Responsibility Questionnaire, pre-service teachers in the Department of Physical Education at SUNY-Brockport were to determine the extent to which they influenced learning in their students. If these pre-service teachers perceived themselves as having a strong influence over learning in their students, it would be appropriate to find out if the same teachers hold themselves accountable for student failure in learning. The purpose of this study therefore, was to determine the extent of pre-service teachers’ assumption of responsibility for the academic success and failure of their students in the classroom or gymnasium.

The study is also expected to address the following important questions:

a) What teacher behaviors are more able to bring about success?

b) What are the differences in pre-service teachers' perceptions of successes and failures of their pupils during student teaching?

(i) Do student teachers assume high responsibility for the successes of their pupils before student teaching?

(ii) Do student teachers feel less responsible for the successes of their pupils prior to student teaching?

(iii) During student teaching, do student teachers' perceptions of their responsibility for the successes of their pupils change?
c) Do female student teachers assume high responsibility for the successes of their pupils?

d) Do male pre-service teachers assume more responsibility for the successes of their pupils than their female counterparts?

According to Rink (1993) the goal of teaching is student learning. Learning can be greatly enhanced when the teacher is able to motivate the students and to transmit accurate, appropriate information regarding the performance of a skill. It is the responsibility of the teacher to provide a suitable environment in the classroom to make learning successful.

**Significance of the study**

Achieving success in the classroom would require the teacher to assume many roles. Kounin, (1970) defined three aspects of a teacher in relationship with students as those of instructor, manager, and person. As a successful instructor, the teacher is expected to create a positive, warm and accepting learning environment, ensuring that the needs of students are met (Grossman, 1990). In consonance with the ideals of Grossman, this study was important for its emphasis on a high quality of instruction and student achievement in the classroom. The study was also important because it reminded pre-service teachers of the multi-functions of the classroom teacher as stated by Kounin.(1970).

The new knowledge to be derived from this study can be used by

the teacher certification program at the State University New York, College
at Brockport: It is expected to awaken pre-service teachers about their responsibilities towards the academic success and failure of their students. If these pre-service teachers are held accountable for the performance of their students, it is expected that pre-service teachers would perceive themselves as being solely responsible for successful learning of their students in the gymnasium, and would consequently approach their teaching tasks with more seriousness.

Finally, the study would be a source of information for teacher-preparation personnel in Physical Education and Sport about pre-service teachers' perceptions of themselves in relation to the academic successes and failures of their students in the classroom. Teacher-preparation institutions, in light of these perceptions would therefore be motivated to design training programs that would reflect pre-service teachers' responsibility for learning in their students.

Assumptions

Based on the theoretical formulations and previous research, the following assumptions were derived:

1. Belief in self-responsibility constitutes a great motivational influence upon the classroom performance of pre-service teachers.

2. Teachers who believe they are responsible for student success or failure are usually more responsive to the academic needs of their students.
3. Students tend to work more vigorously when they are held accountable for their own actions.

4. Students are less motivated when learning is teacher-centered.

Limitations of the Study

The number of students considered for the study was not representative of the population because the population from which the sample was chosen was small. In addition to this, there was no randomization in selection of the sample as the samples selected were those who qualified to participate in the teacher certification program. Students in this category had to obtain a grade point average of 2.5 or better. This criterion for selection affected the number of students considered for the study.

Definition of Terms

For the purpose of clarity, the following definitions were assumed as operational for the following terms in the course of this study:

**Pre-service teachers:** These are student-teachers who are yet to be employed as full time teachers.

**In-service teachers:** Teachers already in the field of teaching.

**Behaviorist orientation (model):** An orientation that stresses environmental factors playing a role in shaping behavior.
Information processing: This refers to the internal cognitive processing of the learner, how the learner selects uses, interpret and stores information.

Cognitive model (theorists): Cognitive theorists are generally interested in how people learn, and their ability to transfer what they have learned.

Task: This is a set of implicit or explicit instructions about what a person is expected to do to cope successfully with a situation.

Teacher concerns: Teachers' perceived apprehension, distress, or interest regarding the interrelationship of themselves and the element of their work environment (Conkle, 1996). These have been classified as impact, self, and task phases.

Summary
This chapter provided some brief background information about the study. Also stated were the significance of the study, assumptions, limitations and definition of terms. It identified the main purpose of the study and the research focus. It is hoped that the new knowledge to be derived from this study would awaken pre-service teachers to their responsibilities towards promoting positive learning outcomes of the students they teach.
CHAPTER TWO

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of literature on the responsibility pre-service teachers assume for the academic success and failure of their students in the gymnasium. Specifically, this chapter reviews: (a) Functions of the teacher, (b) Teacher behavior and student achievement, (c) Teacher concerns. The chapter closes with a brief summary.

Functions of the Teacher

The future of every nation depends on the amount of time and resources invested in education. For general education to be meaningful, there has to be maximum cooperation among pupils, teachers and parents. The role of the pre-service teacher is no exception in the search for academic success of students. Of the various roles played by the teacher, some roles may contribute directly to lesson objectives while others may not (Rink, 1993) One role that contributes to student success is the teacher’s ability to establish an environment which is conducive to learning. On the playing field or in the gymnasium the teacher must maintain safety by keeping away unwanted material that may cause injury to students.

Another function of the teacher is that of developing and presenting tasks to learners. It has been proposed that the teacher can achieve a
high rate of academic learning time if he or she makes expectations clear, concrete and attainable (Rink, 1993). Other functions played by the teacher include observing student performance and providing feedback to learners. In time of injury, the teacher may assume the role of a nurse. On the whole, the teacher is a supervisor in the classroom setting.

**Teacher behavior and student achievement**

There is a growing concern about responsibility for students' academic performances in institutions of learning. This concern has necessitated the need for teacher preparation colleges/universities to prepare efficient teachers to salvage the present situation. Some studies by Davis and Thomas (1989), Schempp (1986), Gusthart and Sprigings (1989), Masser (1987), and Parker (1989) have been conducted to elicit teaching behavior of teachers in relation to student learning. Another group of researchers (Martinek, 1991; Crowe, Martinek, & Rejeski, 1982; Tinning, 1983; Kneer, 1986; Docheff, 1987) postulated that students achieve more when teachers believe they can achieve and found a relationship between student achievement and teacher expectations for achievement. Since 1970, several researchers have established significant relationships between teaching and learning processes and achievement outcomes on products.

In trying to find out about teachers' perceptions of successful teaching, Brawdy and Byra (1995) discovered that most teachers
overwhelmingly defined success in terms of their own behaviors, others’ reactions or administrative concerns. In a similar study, Tinling and Siedentop (1985) found that most classroom teachers project the student as the primary sources of success perceptions.

The behavior of the teacher in the gymnasium can influence the performance of the student. A student will be willing to attempt a skill when a teacher is more encouraging than hostile. It is therefore necessary for the teacher to maintain a favorable environment in the gymnasium to enable students perform well. Some categories of teacher behavior include answering questions, asking questions, giving answers, giving directions, initiating, listening, officiating, setting expectations and participation. The rest of the effective pedagogical behaviors the teacher is expected to exhibit are observation, encouragement, giving feedback, management, instruction, modeling, and guidance. During observation the teacher generally watches the students or individuals engaged in any category of student behavior.

Supervision is an important aspect of teaching, and is frequently used by teachers to check off-task behaviors in students. It also seems to enable the teacher find out the performance levels of the students.

Teacher Concerns

Placek (1983), Griffey (1991), and Gusthart and Sprigings (1989) defined “teacher concerns” in relation to teachers perceived apprehension,
distress, or interest regarding the interrelationship of themselves and the elements of their work environment. They conceptualized the three stages of concern as self, task, and impact. In the self-stage, feelings of one's self-adequacy, how others perceive one's teaching, and survival in the teaching ecology are described. The task aspect of teachers' concerns encompasses one's feelings of how the various teaching duties to be performed will be achieved at the work site. The impact stage deals with empathetic feelings for students and how well instruction affects their achievement and performance. In the classroom situation, teachers are ultimately concerned with achievement and learning and their primary focus is on tasks that maintain student involvement.

In an earlier study, Schempp (1985) noticed that pre-service teachers seem to focus on student compliance and enjoyment when assessing their teaching. Other studies by Conkle (1996) and Graham (1992) revealed that impact concerns were greater than task concerns, and that task concerns were greater than self-concerns. According to Conkle (1996), pre-service teachers are more preoccupied with task concerns while in-service teachers and veteran teachers are concerned with the impact they have on their students.

In the same study, Conkle (1996) indicated that teachers had very strong concerns for their students, and they wanted the students to receive instruction. The teachers were also concerned about guiding the students towards a sound emotional and intellectual state of being as well
as being physically sound. Teachers in overloaded classes showed concern about meeting the needs of diverse students. Since students possess different characteristics, teachers showed strong concern for assisting unmotivated students to perform and achieve to their fullest. An additional concern expressed by teachers for their students was diagnosing student-learning problems.

An essential attribute of an effective teacher is the ability to instruct well. This is consistent with the findings of Boggess, Griffey and McBride (1985) on the concerns of pre-service teachers about how effectively the pre-service teachers can teach, or how much control they have over student learning.

Successful teaching can be affected by differences in children. Primary age children differ greatly in motor skills. As a result of these differences, pre-service teachers have to make a special effort to meet individual needs by working to improve the children's concept and promote self-direction, allow students to progress at their own rate while learning psychomotor skills, and promote helping, caring behavior during the physical education class. Placek (1983) using a critical incident technique examined the success and nonsuccess conceptions of non-graduate Physical Education majors. Student enjoyment, student learning, and student participation were the categories identified as indicators of success. Nonsuccess was attributed to problems beyond the teacher's control. Schempp (1986) elicited responses from pre-service teachers
indicating that progress towards better teaching was defined as successful teacher-planned lessons with socially-appropriate class response.

Summary

There is the need for teachers to assume many roles in the teaching-learning situation. A teacher is responsible for setting up and maintaining a conducive environment for learning. For learning to take place, the learner must have the basic prerequisites needed to perform a particular motor skill. Thus maturation is important in learning motor activities. Teachers can encourage their students to achieve high goals if these teachers set high, realistic and attainable goals.

Teachers express some concerns about learning. These concerns are classified as self, task, and impact. Experienced and veteran teachers are usually concerned with the impact aspect of teacher concerns. Pre-service teachers are concerned with student compliance and enjoyment.
CHAPTER 3

METHODS AND PROCEDURES

The purpose of this study was to determine the responsibility pre-service teachers assume for the academic success and failure of their students in the gymnasium.

Selection of Subjects

The subjects (N=70) selected for the study were students enrolled in the practicum or student teaching at SUNY - Brockport.

Table 1.

Gender and Status of Physical Education Majors in SUNY-Brockport

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<tr>
<th>GENDER</th>
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</tr>
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<td>11</td>
<td>19</td>
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<tr>
<td>MALE</td>
<td>14</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>48</td>
<td>70</td>
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All subjects for the study were physical education majors whose qualification for enrollment in the student teaching program are based on all of the following criteria: a) the student must have a cumulative grade point average (GPA) of 2.5 or better in all the three required components, namely the major, the professional core, and the performance courses, b) in addition to these prerequisites, the student must show satisfactory
completion of all components of the Brockport Health-Related Fitness Test, c) potential pre-service teachers are expected to have demonstrated a level of personal and social maturity that would justify their inclusion in student teaching, d) apart from the academic prerequisites in course work, readiness to enroll in the student teaching program can be determined by the student's satisfactory performance in both secondary and elementary field teaching experience.

Nineteen of the students were females, and 51 were males. The average age of the group was 24 years, and its grade point average was three point zero (3.00). The first phase of the administration of the questionnaire was done before the students started student teaching. After a period of fourteen weeks, the second questionnaire (posttest) was administered to the pre-service teachers.

Of the 70 students who participated in the study, 19 of them were females (8 native, and 11 transfer students). There were a total of 51 males, 14 of whom were native and 37 were transfer students from other institutions. In all there were 22 native students and 48 transfer students.

Selection of Instrument

In this study, a modified version of the Responsibility for Student Achievement was employed to determine the extent to which pre-service teachers assumed responsibility for academic successes and failures in their students. The Responsibility for Student Achievement Questionnaire
(RSA) attempts to measure beliefs in internal versus external responsibility. There is a similarity between the RSA and the Intellectual Achievement Responsibility questionnaire (IAR) in that the former aimed at assessing teachers' beliefs in responsibility exclusively in academic achievement and school-related situations (Guskey, 1981). According to Guskey (1981), the RSA scale was developed so that in addition to the total interest in self-responsibility score, separate sub-scores are obtained for beliefs in internal responsibility for classroom successes (R+ score) and for classroom failures (R- score).

The responsibility for student achievement scale for teachers, in this context, for pre-service teachers, is composed of 30 alternative weighting items. Each item describes either a positive or negative student achievement experience that routinely occurs in classroom life. This stem was followed by one alternative, which stated that the pre-service teacher caused the event, and another stated that the event occurred because of factors outside of the teacher's immediate control. The respondents were asked to assign a percentage to each response numbered (a) or (b). The sum of the percentages in (a) and (b) should be equal to 100%. For example, if a student performed well in class the pre-service teacher might assign 60% to the student's own ability, and 40% to the assistance offered by the teacher. In question 1 of the questionnaire, the response would be stated as R1 (40%) and ST.1 (60%). R1 represents the score for the teacher and ST.1 (40%) for the student.
Administration of Instrument

The instrument, the Responsibility for Student Achievement Questionnaire (RSA), was administered to students enrolled in the teachers' certification program in the State University of New York, College at Brockport. As a prerequisite for the program, these students had to obtain a grade point average (GPA) of at least 2.5 to participate in the program. Prior to proceeding on student-teaching, all the students were gathered in one lecture room where the instrument was explained to them before they responded to the questionnaire. The questionnaire was then completed and returned to the instructor.

The post-test was administered after the students returned from a fourteen-week student teaching practice in various districts in New York State. In either case the pre-test and post-test contained the same test items. This second test was necessary to establish any significant changes in opinion between the pre-test and post-test results. Since students were to assign only two parts of a percentage the sum of which would be 100%, any score more than two parts of a percentage for a particular question was treated as null and void. The two sets of test scores, pre-test and post-test was be analyzed by classification based on grade point average (high GPA as opposed to low GPA), gender (males versus females), native students vis-à-vis transfer students. The term "native students" referred to students who started the program at SUNY,
College at Brockport. Similarly, transfer students were those students who moved into SUNY Brockport from other colleges.

For the purpose of this study, the researcher arbitrarily set a grade point average of 2.01 to 2.80 to constitute the low GPA group. A second group with GPA of 2.81 to 3.20 was considered as average students, while the high GPA category applied to students who obtained a GPA of 3.21 and above. In terms of classification by GPA, the study excluded the responses of students in the average class and concentrated on a comparison between the low and high GPA groups. The mean and standard deviation scores for each variable were determined based on the number of respondents to that variable. In addition to this, a t-test was performed for both the pre-test and posttest for each variable.

Summary

The study aimed at determining the extent to which pre-service teachers assumed responsibility for the academic successes and failures of their students in the physical education gymnasium. The subjects (N=70) selected for this study were students who had enrolled in the practicum or student teaching program in SUNY Brockport, and who had a grade point average of 2.5 or better.

The instrument employed in the study was the Responsibility for Student Achievement Questionnaire (RSA). This instrument was
developed to elicit total interest in self-responsibility and beliefs in internal responsibility for classroom successes (R+) and failures (R-).

A pretest and posttest were administered to the subjects before and after student teaching. The questionnaire consisted of 30 items; the respondents were to determine a percentage for the R+ and R- scores, the sum of the figures assigned to each question should add up to 100%. The scores were analyzed according to the following variables: gender (male, female), and grade point average, that is, low and high grade point average. The mean, standard deviation, and the number of respondents for each variable were calculated.
CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION

The purpose of this study was to find out the responsibilities pre-service teachers assumed for the academic successes and failures of their students in the gymnasium. The chapter has been divided into three sections under the following captions: a) presentation of data, b) Analysis and discussion of data, and c) summary.

Presentation of Data

The data were collected using the Student Achievement Questionnaire. The questionnaire was distributed in two stages to Physical Education majors (N=70) in the teachers' certification program at the State University of New York, College at Brockport.

The results of items on the questionnaire have been presented on the basis of gender and grade point average (low and high). Under gender, the students have written each item on the questionnaire followed by analysis of the responses. The analysis in this first part of the chapter was arrived at by comparing the means of the total scores at the pretest and posttest for both females and males. The items of the Responsibility for Student Achievement questionnaire have been presented in the order in which they appeared on the test instrument. Following each research question are the responses from the subjects and a brief discussion of the data obtained. It was realized that this approach would enhance a better understanding of each concept under investigation. A holistic portrayal of
the phenomenon under investigation would be done in the summary as part of the deductive process.

**Analysis and Discussion of Data**

**Group data analysis**

1. If a student does well in your class, would it probably be: (a) because that student had natural ability to do well, or (b) because of the encouragement you offered?

Nineteen female pre-service teachers responded to this question. The mean of the pretest for the group in terms of the alternate statement (Factor A) was 43.95 while that of the second factor (Factor B) was 56.05. The posttest mean for the first and second factors (A and B) of the same question was 46.84 and 53.15 respectively. There was an increase of 2.89 in the mean score of Factor A (R-). By inspecting the mean score of the Factor B (R+) in the pre-test and posttest it was concluded that the female

![Fig. 1: Student success as function of natural ability and teacher encouragement](image-url)
respondents favored the view that, when a student performed well in class it was because of the encouragement from the teacher (Factor B).

The male respondents in the pretest obtained a mean score of 45.83 for the alternate response (Factor A). Factor B (R+ factor) accounted for a mean of 53.23 of the total score. The posttest score of 54.86 for Factor B, an increase of 1.63, confirmed the belief of the male pre-service teachers that the teacher's encouragement was necessary in order for a student to do well in the gymnasium or classroom.

2. When your class is having trouble understanding something you taught, is it usually, (a) because you did not explain it very clearly, or (b) because your students are just slow in understanding difficult tasks and concepts?

Majority of the female respondents (mean = 71.53) agreed that the teacher was to be responsible if the class had difficulty in understanding what was taught; the Factor B (R+ factor) obtained a mean score of 28.47. The result changed slightly after the students returned from student teaching. The mean score on Factor A (that is, failure of the teacher to explain clearly) or R- factor decreased from a pre-test score of 71.53 to a posttest score of 61.32; however, there was an increase in the mean score of Factor B (R+ factor) from 28.47 to 38.68.

The male respondents attributed failure of the class to understand difficult tasks or concepts to inability of the teacher to explain clearly.
(mean score = 73.69). However, the posttest mean of 64.89 seemed to suggest that some of the pre-service teachers also blamed the pupils to some extent for not understanding difficult tasks and concepts. Despite this, both males and females subjects unanimously agreed that the teacher's explanation played a vital role in influencing the understanding of the class.

The chart below shows the perceptions of the pre-service teachers when the class had trouble understanding what had been taught:

![Fig. 2: Student failure as a function of teacher explanation](image)

3. When most of your students do well on a test, is it more likely to be (a) because the test was very easy, or (b) because you let them know what you expected?
The pretest results for both male and female groups showed some consistency. Those who believed that the students did well on the test because it was easy (R- factor) had a mean score of 21.89. In the posttest, the same group obtained a mean score of 25.31%. The rest of the students (Mean = 78.11%) attributed this success on the test to the Factor B, which stated that the teacher made the pupils aware of his or her expectations (R+ factor). The posttest result remained nearly the same (mean = 73.21%) in favor of the R+ factor (because you let them know what was expected). From these results, the researcher observed that there was no significant change in opinion of both groups in the pre-test and posttest on Factor B.

Fig. 3: Student success and teacher emphasis
4. When your class can not remember something you said or demonstrated just moments before, is it usually (a) because you did not stress the points strong enough, or (b) because some students just don't pay attention?

The female pre-service teachers attributed the problem to some students not paying attention (R+ factor). The mean for Factor A (R- factor) was 56.32. In the posttest this notion was supported by more of the respondents as the mean score increased from 56.32 % to 61.58%.

The results also indicated a slight increase in the beliefs about the pupils' inability to remember what their teacher demonstrated minutes ago. The respondents interpreted this behavior as lack of attention on the part of the pupils.

![Student success and teacher emphasis](chart.png)

Figure 4. Teacher emphasis and student success
There was a marked change in opinion in the pre-test and posttest results for the male respondents. In the pre-test, the male pre-service teachers (mean = 57.29%) agreed that if pupils did not remember something either said or demonstrated just moments ago, it was because the classroom teacher did not stress the points strongly enough (R-factor). This view changed after the respondents were exposed to student teaching. A mean score of 53.67% was obtained in favor of the Factor B which stated that if the students couldn't remember something demonstrated or said moments ago by the teacher, then the students were not paying attention (R+ factor).

5. Suppose your cooperating teacher or university supervisor says you are doing a fine job, is it likely to happen (a) because you have been successful with most of the students, or (b) because your cooperating teacher and the university teacher say that sort of thing to motivate student teachers?

Both groups agreed in the pretest and posttest that if their cooperating teacher or university teacher remarked that they were doing a fine job, it was because they were successful with their students (R+). Seventy six percent (mean =76.05%) of the female respondents endorsed the R+ factor in the pretest as accounting for the statement by the
cooperating teacher and the university supervisor. The alternate factor (Factor B) attained a mean of 21.95. During the posttest, the R+ factor statement increased in mean to 85.79%. It would seem evident that the exposure to student teaching greatly influenced their response as this can be seen in the mean differential.

The pre-test mean of the males for the R+ factor statement (Factor A) was 79.71%; the alternate statement (Factor B) had a mean of 20.29%. In the posttest, there was a slight decrease in the mean score of the alternate factor (R- factor) while a slight increase occurred in the mean of the R+ factor. An examination of the means revealed that both male and female pre-service teachers would more readily accept the R+ factor as a compliment to their successful achievements with the students.
6. Suppose you are particularly successful with one class, would it probably happen: (a) because you helped them overcome their learning difficulties, or (b) because these students usually do well in school?

There was no significant difference in the pre-test and posttest responses of the female pre-service teachers. In the pre-test a mean score of 59.74% in support of the notion that the teacher was successful because he helped the class to overcome its learning difficulties (R+ factor) was obtained. The rest of the females (Mean = 40.26%) said the teacher was successful because the students usually did well in school (R- factor).

The male respondents, like their female counterparts, accepted that success with a class in this context, could mainly be attributed to the effort of the teacher in helping the students overcome their learning difficulties. However, during the pre-test their perception was modified after they were exposed to student teaching. The mean score for the Factor A in the pre-test for the males was 55.67% and 44.33% for the Factor B. In the posttest, there was a slight decrease to 54.90% in the mean of R+ factor. On the other hand, the mean for the R- factor increased to 45.10%. In either case, the changes were insignificant to have any serious effect on the results. Thus, both groups endorsed the notion that teachers would be considered as successful with classes if there were evidence that they had helped the students to overcome their learning difficulties.
7. If your students learn a skill quickly, is it: (a) because you were successful in encouraging their learning efforts, or (b) because your students were basically intelligent or skillful?

The mean scores of the females for Factors A and B in the pre-test were 62.63 and 37.37% respectively. The respondents believed that if students learned a skill quickly, this was because the teacher encouraged the learning efforts of the students (R+ factor). They maintained this view even in the posttest with an increased in mean score from 62.63 to 72.78%. The mean score for the male pre-service teachers in the pre-test was close: while the Factor A (R+ factor) had a mean of 57.22%, the mean of Factor B (R- factor) was 42.78%. An increase in the mean score for the R+ factor from 57.22 to 64.73% indicated that there was a positive change in attitude about who should take the credit when students learned a skill quickly. The results showed that the teacher assumed responsibility for student success in learning new skills.

8. If your cooperating teacher and supervisor suggests you change your class procedures, is it more likely: (a) because of his/her personal ideas about teaching methodology, or (b) because your students haven't been doing well?

The female students could not arrive at a specific reason for the question as indicated by the results. In the pre-test, the mean scores of the first and second factors (Factors A & B) were 50.53 and 49.47%,
respectively. The female subjects appeared to have changed their mind as they switched from an R- factor choice in favor of the R+ factor response. A mean score of 49.4% and 50.52% was recorded for Factor A (R+ factor) and Factor B (R- factor), respectively. The same subjects considered both statements as equally weighted, and so could not decide which of the two factors was more important.

The result of the male respondents was average. Mean scores of 46.72 and 53.28% were obtained in the pre-test for Factors A and B respectively. In the posttest, 47.53% of the students concluded that the cooperating teacher and supervisor suggested a change in class procedures because of his/her personal ideas about teaching methodology (R+ factor). The rest (Mean = 52.47%), believed the suggestion was a result of the students' inability to do well (R- factor).

9. When a large percent of students in your class are doing poorly, does it usually happen: (a) because they have done poorly before and don't really try, or (b) because you haven't had the time to give them all the help they need?

An examination of the responses from the female pre-service teachers showed they favored the R+ factor (Factor A), which states that the students had performed poorly before and did not try really hard enough. The pre-test mean for Factor A (R+ factor) was 43.42%. The mean score of 56.58 % for the R- factor (Factor B) was the choice of the
group. In the posttest 58% of respondents attributed the problem of students' poor performance to failure of the students to study hard (R+ factor). The male students consistently blamed poor performance by the students on the teacher’s inability to provide students with all the help they needed (R- factor). With a mean score of 58.02% for the Factor B in the pre-test and 50.40% in the post-test, the male pre-service teachers held the teacher responsible for students' failure. However, the decrease in the post-test mean score seemed to indicate that the respondents did not only put the blame entirely on the teacher; but also thought that the students should take responsibility for their own failures as well as successes.

10. When your students seem to learn something easily, is it usually (a) because they were already interested in it, or (b) because you have helped them organize the elements of the task?

Both groups favored Factor B (because the teacher helped to organize the elements of the task). In the pre-test the females obtained a mean score of 50.56% for the second factor (R+ factor), and 54.47% in the post-test on the same factor. The slight increase in mean score could be attributed to the practical experiences obtained by subjects during the student teaching practicum where they realized that learning is facilitated when the environment is well prepared by the teacher. The male subjects had pre-test and post-test mean scores of 45.96% and 42.62% respectively in favor of the R- factor. In the post-test, the group had a mean
score of 54.04 and 57.38% for the R+ factor (because you helped them organize the elements of the task).

11. When students in your class forget something that you explained before, is it (a) because most students forget new skills and concepts quickly, or (b) because you didn’t get them actively involved in learning the skill?

Before the pre-service teachers engaged in student teaching, the answer of the female subjects to this question (mean score = 54.74%) was that pupils would forget something if the teacher did not involve them in learning the skill (R- factor). Following the student teaching program, the females changed their choice to R+ factor (because most students forget new skills and concepts quickly). The means of the male students in both pre-test and posttest (56.08% and 50.71%) showed a preference for the R- factor (Factor B). Mean scores of 43.92 and 49.21% were obtained for the R+ factor (most students forget new skills and concepts quickly). The male subjects disagreed with their female counterparts on this issue.

12. When you find it hard to get a lesson across to particular students, is it (a) because you have not insisted on their learning in earlier lessons, or (b) because they are just slow in understanding and learning?

The mean scores for the pre-test in the female subjects’ responses to this question were 52.11 and 47.89% for Factors A and B respectively.
They agreed that it was difficult to get a lesson across to a class because the teacher did not insist on their learning in earlier lessons (R+ factor). In the posttest, the female subjects chose Factor B (because they are just slow in understanding and learning) as responsible for the difficulty in getting the lesson across to the students. The mean score for this statement (R+ factor) was 51.58%. This decision was probably influenced by the exposure of the female respondents to student teaching. The male respondents, in the pre-test and posttest, chose the R- factor as being completely responsible for the teacher having problems in getting lessons across to particular students. The mean scores for this factor were 51.45 and 52.16% in the pre-test and posttest respectively.

13. Suppose you present a new skill or idea to your students and most of them remember it, is it likely to be (a) because you reviewed and re-explained the difficult parts, or (b) they were interested in it before you explained?

The females were consistent in accepting Factor A (R+ factor) as being accountable for students being able to remember a new skill. The mean scores for Factors A and B were 65 and 35% respectively. In the posttest the mean score of Factor A (R+ factor) increased to 69.74% while the score of Factor B (R- factor) dropped to 30.26. The female pre-service teachers contended that if most of the students in a class remembered a
skill it was because the teacher reviewed and re-explained the difficult parts of it (R+ factor).

The results of the male students were similar to their female counterparts. A pre-test mean score of 63.41 was obtained in favor of the R+ factor as opposed to 35.60% obtained by the female subjects. In the posttest subjects still maintained their view although with a slight decrease in score for the R- factor (Mean = 62.85%). Although the male subjects agreed that for students to remember a skill the teacher had to review and re-explain the difficult parts, they did however also acknowledge the fact that the pupils must have some amount of interest in the skill before they could remember it well.

14. When your students do poorly on a test, is it (a) because they did not really expect to do well, or (b) because you did not insist they prepare adequately?

In the pre-test the females attributed the poor performance on the test to inadequate insistence on their preparation for the test (R- factor). This factor obtained a mean score of 53.47%. During the posttest the female subjects (Mean = 57.11%) attributed the poor performance of students in a test to the students' low expectation of themselves to do well (R+ factor). One of the scores was cancelled because the respondent presented factors not related to the options on the questionnaire.
In the pre-test, a mean score of 51.86% was recorded for the male respondents in favor of the R- factor; but in the posttest their choice favored the R+ factor. Thus, in their contention, students did not perform well in class because they had a low expectation of themselves. This factor obtained a mean score of 52.98%. Both female and male respondents admitted that students, and not the teacher, should be responsible for their own failure in learning in the classroom or gymnasium.

15. When parents commend you on your work as a student teacher, is it usually (a) because you have made a special effort with their child, or (b) because their child is generally a good student?

The mean scores were consistent in both the pre-test and posttest. The female subjects observed that parents would commend a teacher because he/she had made a special effort with their child. Their mean scores for both the pre-test and posttest were 73.42 and 81.05% respectively. The male subjects had mean scores of 75.05% and 75.97% in the pre-test and posttest respectively for the R+ factor (Factor A). It still remains however that a significant number of respondents believed that some parents commend student teachers on their hard work usually on the basis of Factor A.
16. If a child does not do well in your class, would it probably be (a) because he did not work very hard, or (b) because you did not provide the proper motivation for her?

In both the pre-test and posttest, the female respondents indicated that for a child not to do well in class it meant that child did not work very hard (Factor A). The mean scores for the pre-test and posttest on the same factor were 59.47 and 68.79% respectively. Failure of the teacher to provide the proper motivation for the student (Factor B) accounted for 44.62 and 37.04% in the pre-test and posttest respectively. As with similar items, the pre-service teachers again apportioned more blame to the students for their own failure to perform well in class.

17. Suppose you do not have as much success as usual with a particular class, would it be (a) because you did not plan as carefully as usual, or (b) because these students just had less ability than others?

As observed in the female subjects' pre-test mean of 64.74%, it was obvious that failure with a particular class by any student teacher can be attributed to lack of careful planning on the part of the teacher (R-factor). Following their exposure to the student teaching program, this category of subjects changed their decision in favor of Factor B (R+ factor) in their posttest response. The posttest mean for Factor A (R- factor) was 55.26%. The pre-test and posttest results for the male category of subjects indicated that nonsuccess with a particular class could only be
attributed to insufficient or less careful planning by the teacher (R- factor).
The mean scores for this first factor in the pre-test and posttest in this
category were 57.57% and 51.20% respectively.

18. If one of your students say, "Ya know, you're a pretty good teacher," is it probably (a) because you make learning interesting for that student, or (b) because students generally try to get on a teacher's good side?

Most of the subjects agreed that in most cases students who found lessons interesting and obtained good grades were susceptible to accepting the teacher. The R+ factor (Factor A) received an average high percentage rating (Mean = 78.2%) in the pre-test as well as in the posttest (Mean = 80.38%) from both groups of subjects.

19. Suppose you find that many students are eager to be in your class. Do you think this would happen (a) because most students feel you have a nice personality, or (b) because you have encouraged most of your students to learn well?

Many students would be eager to join a class in which the teacher encouraged them to learn well (R+ factor). This observation had the support of the female pre-service teachers as evidenced in both their pre-test and posttest scores. The mean scores for this R+ factor was 57.89 and 60.26% on the two occasions. The personality of the teacher (R- factor), though an important attribute, was regarded as far less important in the classroom situation. In both pre-test and posttest results the male
category of respondents obtained the same scores as the female category.

20. Suppose you are trying to help a student solve a particular problem but she is having great difficulty with it, would that happen a) because you may not be explaining and/or demonstrating it her level, or b) because she is not used to being helped by adults.

The two groups of respondents expressed the opinion that a teacher who had difficulty helping the student understand a concept would not be explaining or demonstrating it appropriately to her level (R+ factor). The female subjects obtained mean scores of 66.58 and 64.74% while their male counterparts obtained 66.35 and 67.47% for this factor in the pre-test and posttest respectively. They did acknowledge the presence of a few students who felt a little uncomfortable in the presence of adults as a result of their upbringing and therefore, have difficulty seeking help from their teachers.

21. When you find it easy to get a lesson across to a class, is it (a) because you could get most of the students to participate in the lesson, or (b) because the lesson was an easy one to teach?

Maximum participation was the factor to take into consideration when getting a lesson across to a class (R+ factor). Most respondents expressed this view before and after the student teaching experience. The
mean scores for the female subjects in the pre-test and posttest were 66.59 and 64.74% respectively. The male subjects, on the other hand, obtained almost similar results by returning mean scores of 66.35 and 67.47% in both the pre-test and posttest respectively.

22. When a student in your class remembers something you talked about weeks before, is it usually (a) because some students have the potential to remember things well, or (b) because you made the task interesting for that student?

Both groups observed that students tended to remember tasks that were made interesting in the learning process (R+ factor). In the pre-test and posttest, the mean scores for the female category of respondents, for this test item, were 67.89 and 69.68% while the male category had mean scores of 72.95 and 71.10% in favor of the R+ factor (Factor B).

23. If you are working with a student who can not remember a skill or concept and he suddenly gets it, is that likely to happen (a) because you gave him regular feedback on each learning step, or (b) because he usually works on something until he gets it?

Majority of the student teachers chose Factor A, because they gave regular feedback to their students on each learning step (R+ factor). In the pre-test, the mean score of the female category of subjects for Factor A (R+ factor) was 71.05%. This score increased to 76.05% in the posttest.
The male category of subjects obtained a mean score of 71.54% in the pre-test and 72.46% in the posttest for the R+ factor. From the result above, it was observed that the mean differential between the pre-test and posttest scores was greater for the female category than the male one, showing a positive influence of the student teaching program on the change in preferences of some of the subjects.

24. When you are having a hard time getting your students interested in the lesson, is it usually (a) because you didn't have the time to plan the presentation well, or (b) because your students are generally hard to motivate?

Both factors were giving almost equal ratings. The male category of subjects hardly changed their opinion even after the student teaching practicum although the pre-test and posttest means of 51.22% and 52.78% for the R- factor (Factor A) showed their willingness to accept responsibility for the problem created. The female subjects posted a slightly higher percentage score for Factor A (Mean = 54.81 & 55.12% in the pre-test and posttest respectively).

25. If you were to discover most of the students in your class doing very well, would it probably be (a) because their parents were supporting the school's effort, or (b) because you had been able to motivate them to work hard?
Seventy percent of the female responses in the pre-test indicated that the teacher's motivation was the major factor responsible for the students' academic improvement (R+ factor). Probably as a result of the experiences obtained during student teaching the significant increase in the mean score of the R+ factor (Factor B) of this test item from 70.0 to 78.05% indicates the significant role played by motivation in the learning process. The influence of the parents in the accomplishment of their children does not reside merely in the support they give to sustain the school's effort (R- factor). This factor obtained a relatively low mean score of 30.0 and 21.95% in the pre-test and posttest respectively.

The male subjects obtained mean scores of 71.89 and 74.55% in the pre-test and posttest in favor of Factor B. The R- factor (Factor A) obtained low mean scores of 28.11 and 25.45% on both occasions. This suggests that although parental assistance is important in the education of the child, it is the teacher's motivation that can influence the student to work very hard.

26. On those days when you are depressed about teaching, is it (a) because learning is a difficult activity for many students, or (b) because you just were not able to motivate students to work as hard as they should?

Both groups chose Factor B as the more appropriate answer to the question. The female category of respondents obtained mean scores of
66.58 and 55.0% in the pre-test and posttest respectively. The mean score for the male category in the pre-test was 63.91%. In the posttest the score decreased slightly to 62.34%. The two groups agreed that they were sometimes depressed about teaching because they were not able to motivate their students to learn as hard as they should (R-factor).

**Analysis by GPA categories**

This aspect of the study was examined in terms of the grade point average obtained by the student teachers who constituted the subjects of the study (Table 2). For the purpose of this study, the low grade point average group consisted of all grades ranging from 2.26 to 2.80. A grade point average of 3.21 and above constituted the high grade point average (high GPA). Students who obtained a grade point average between 2.81 and 3.20 were considered as the intact group. The GPA of this intact group was not compared with any other group.

The low grade point average group (N=17) consisted of two females and 15 males. In the high grade point average group, there were a total of 19 students: five females and 14 males. The intermediate group (N=34) consisted of 12 females and 22 males. The means obtained for the pre-test and posttest was compared based on the grade point averages obtained by the students.
Table 2. Grade Point Average of Students

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1. If a student does well in your class, would it probably be (a) because that student had the natural ability to do well, or (b) because of the encouragement you offered?

A total of 17 pre-service teachers in the low GPA group responded to this question. In the pre-test, the group obtained a mean of 45% for Factor A (because the student had the natural ability to do well) and 55 for factor B. The posttest mean was 32.12 and 67.88% for factors A and B respectively. The positive mean differential of 12.88 (from 55.0 to 67.88%) in favor of Factor B (R+ factor) is an indication that the group viewed the encouragement offered by the teacher as the underlying factor enhancing student performance in the classroom or gymnasium. Prior to student teaching, the High GPA group had a mean score of 48.68% for Factor A (R- factor) and 51.31% for Factor B (R+ factor). During the posttest, the mean scores reversed with 51.84% in favor of the R- factor (because the student had the natural ability to do well) while Factor B
dropped to a mean score of 48.16%. Though the two groups of pre-
service teachers chose Factor B (the R+ factor) as the cause of the
students doing well in class, those in the Low GPA category had a higher
mean differential than their counterparts in the other categories.

2. When your class is having trouble understanding something you have
taught, is it usually (a) because you did not explain it very clearly, or (b)
because your students are just slow in understanding difficult tasks and
concepts?

The pre-test and posttest results of the Low GPA group for Factor A
were 72.53 and 62.29% respectively. Factor B obtained 27.47% in the
pretest and 37.71% in the posttest. The High GPA group had a mean of
77.58% in the pre-test and 65.0% in the posttest for Factor A. The mean
scores for Factor B (because your students are just slow in understanding
difficult tasks and concepts) was 22.42 and 35.0% respectively. The low
scores for Factor B seem to suggest that when an entire class has
difficulty understanding something that the teachers have taught, then, the
fault must not be attributed to the students' slow understanding of
concepts, but rather to the teacher's inability to explain the concept clearly
to the students.
3. When most of your students do well on a test, is it more likely to be (a) because the test was very easy, or (b) because you let them know what you expected?

Those in the Low GPA category obtained mean scores of 76.18 and 81.76% on Factor B in the pre-test. The High GPA category of pre-service teachers obtained a mean of 70.0 and 65.53% for Factor B in the pre-test and posttest respectively. The decrease in the mean of the High GPA group on the R+ factor indicates the belief that when students do well on a test, it might not only be because you let them know what you expected but that the test could also have been very easy.

4. When a student in your class can not remember something you said or demonstrated just moments before, is it usually: (a) because you did not stress the points strong enough, or (b) some students just do not pay attention?

The two groups had similar results in the pre-test. The Low GPA group recorded 58.53% for Factor A (the R-factor). The second group obtained a mean of 55.89% on R-factor. In the pre-test, the Low GPA group maintained 53.24% as mean on the R-factor (because you did not stress the points strong enough) and 41.47% on the R+ factor (Factor B). The pre-service teachers who constituted the High GPA group obtained a mean of 53.42% for Factor B, and 46.58% for Factor A.
5. Suppose your cooperating teacher or university supervisor says you are doing a fine job, is that likely to happen (a) because you have been successful with most of your students, or (b) because your cooperating teacher and advisor say that sort of thing to motivate student teachers?

In the pre-test, the responses of the pre-service teachers in the Low GPA category indicated that 83.12% of them were in favor of the notion that the university supervisor would praise the teacher because he/she has been successful with most of the students (the R+ factor). The students in the High GPA group obtained a mean of 76.47% in the pre-test. During the posttest the Low and High GPA groups had means of 84.29 and 79.95% respectively, in favor of Factor A. The low scores obtained for Factor B suggests that both groups did not consider it a very important reason for which the supervisor would praise the teacher.

6. Suppose you are particularly successful with one class, would it probably happen (a) because you helped them overcome their learning difficulties, or (b) because these students usually do well in school?

The Low GPA students had a mean score of 58.53% for the R+ factor (because you helped them overcome their difficulties in learning) in the pre-test. Factor B had a mean of 41.47%. In the posttest, the same group obtained a mean of 57.06% on this factor. The High GPA group obtained a pre-test mean score of 52.16% for the R+ factor and 47.84% as the mean for the alternate factor (R- factor). The same group had a...
mean of 51.84 and 48.16% on the R+ and R- factors respectively in the posttest.

7. If your students learn a skill quickly, is it (a) because you were successful in encouraging their learning efforts, or (b) because your students are basically intelligent or skillful?

The Low GPA group obtained a pre-test mean of 56.18% on the R+ factor (Factor A). In the posttest, the same group had a mean of 66.06 on the same factor. The High GPA students obtained a mean of 53.32 that increased to 63.95% for Factor A in the posttest. The increase in mean score for the two groups indicated that if students learned a skill quickly, it was because the teacher was successful in encouraging their learning efforts.

The group means of 45.53 and 46.32% for Factor A lie in the same range as the mean for the Low GPA students. It could be concluded that the two groups placed equal importance on Factor A.

8. If your cooperating teacher and supervisor suggest you change your class procedures, is it more likely (a) because of his or her personal ideas about teaching methodology, or (b) because your students have not been doing well?

The teacher would be advised to change his class procedures because the students have not been doing well (R- factor). This answer
mean of 51.84 and 48.16% on the R+ and R- factors respectively in the posttest.

7. If your students learn a skill quickly, is it (a) because you were successful in encouraging their learning efforts, or (b) because your students are basically intelligent or skillful?

The Low GPA group obtained a pre-test mean of 56.18% on the R+ factor (Factor A). In the posttest, the same group had a mean of 66.06 on the same factor. The High GPA students obtained a mean of 53.32 that increased to 63.95% for Factor A in the posttest. The increase in mean score for the two groups indicated that if students learned a skill quickly, it was because the teacher was successful in encouraging their learning efforts.

The group means of 45.53 and 46.32% for Factor A lie in the same range as the mean for the Low GPA students. It could be concluded that the two groups placed equal importance on Factor A.

8. If your cooperating teacher and supervisor suggest you change your class procedures, is it more likely (a) because of his or her personal ideas about teaching methodology, or (b) because your students have not been doing well?

The teacher would be advised to change his class procedures because the students have not been doing well (R- factor). This answer
was the choice of both the Low and High GPA groups. The Low GPA group had a mean of 52.94 and 60.0% respectively in the pre-test and posttest. The High GPA group's mean scores for Factor B (R-factor) in the pre-test and posttest were 54.47 and 53.68% respectively. The pre-test mean for Factor A (because of his/her personal ideas about teaching methodology) obtained by the Low GPA group was 47.06%. The pre-test mean for the High GPA group was 76.47% (Factor B) while the posttest mean was 79.95% for the R-factor and 20.05% for the R+ factor.

The scores for the Low GPA students in the pre-test for Factors B and A were 83.12 and 16.88% respectively. After student teaching this group's mean increased by one point (84.29) in favor of Factor B. ..

9. When a large percent of students in your class are doing poorly, does it usually happen (a) because they have done poorly before and do not really try hard, or (b) because you have not had the time to give them all the help they need?

Both groups in the pre-test selected Factor B as the factor responsible for the poor performance of the students. A pre-test and posttest mean scores of 62.94 and 52.35% were obtained from the students in the Low GPA group. In the pre-test, the High GPA group (Mean = 54.16%) chose Factor B (R-factor) as the source of the students' poor performance. The posttest means of 55.53% in favor of Factor A (R+ factor) indicated the change from Factor B to A. The pre-service teachers
in the High GPA group believed that if any pupil performed poorly in class, they might not have tried as hard as they ought to do.

10. When your students seem to learn something easily, does it usually happen (a) because they were already interested in it or (b) because you have helped them organize the elements of the tasks?

During the pre-test the Low GPA students selected Factor B (R+ factor). The mean score for this factor was 56.76%. In the posttest the same group increased its mean score from 56.76 to 59.41%. The mean for the second group in the pre-test and posttest was 53.42%, in favor of Factor B. Both groups agreed that although students have interest in the lesson, easy learning resulted from the teacher's ability to organize learning tasks appropriately for the students.

11. When students in your class forget something that you explained before, is it usually (a) because most students forget new skills and concepts quickly or (b) because you did not get them actively involved in learning the skill?

In the pre-test the students in the Low GPA category considered forgetfulness in this context not as the main consequence of students inability to learn new skills quickly but rather the teacher's lack of pedagogical skill to actively involve the students in learning process. This group in the pre-test attained a mean of 60.88% for Factor B. In the
posttest the group had a near-split decision between Factors A and B. The mean scores were 50.88% for Factor A (most students forget new skills and concepts) and 49.12% for Factor B (because you did not get them actively involved in learning the skill). The High GPA group was more consistent with its choice of options as it maintained a score of 58.08 and 56.32% in favor of Factor B (the R-factor).

12. When you find it hard to get a lesson across to particular students, is it usually (a) because you have not insisted on their learning in earlier lessons, or (b) because they are slow in understanding and learning?

The Low GPA students assigned 60.35% in the pre-test to the teacher not insisting on students learning (R-factor), and 39.71% to the student being slow at understanding and learning (R+ factor). In the posttest the mean scores for the teacher's insistence on learning in earlier lessons were 52.35% (Factor A) and 47.65% was allotted to the students slowness in understanding and learning (Factor B). The High GPA students at the pre-test attributed the problem to Factor B (they are slow in understanding). Factor B had a mean of 50.63% in the pre-test and 55.23% in the posttest.

13. Suppose you present a new skill or idea to your students and most of them remember it, is it likely to be (a) because you reviewed and re-
explained the difficult parts, or (b) because they were interested in it even before you explained?

The pre-test mean for the Low GPA group was 62.94% in favor of the teacher reviewing and explaining the difficult parts of a skill or concept as a prerequisite for learning (Factor A) while 37.06% was recorded for Factor B, that is, the students remember a skill or concept because they were interested in it before the teacher explained it to them. In the posttest, a mean score of 64.74% was obtained by the High GPA group for Factor A. The preferred posttest option for the group was Factor A (R+ factor) that had a mean of 58.95%. From the two groups, a new skill was easy to remember if the difficult parts were reviewed and re-explained by the teacher.

14. **When your students do poorly on a test, is it (a) because they did not really expect to do well, or (b) because you did not insist they prepare adequately?**

Students would perform poorly on a test if the teacher did not insist they prepare well (R- factor). This factor obtained a mean score of 63.82% and represented the pre-test choice for the Low GPA group. In the posttest, this category of students switched to select Factor A (because they did not really expect to do well) as the more favored option (R+ factor). The mean for this factor was 53.18%, while R- factor obtained a mean of 46.82. The High GPA students recorded 54.21% in the pre-test
for Factor B, and 45.79% for Factor A. During the posttest the High GPA students obtained a score of 53.68% (R- factor) and 46.32% for Factor A (R+ factor). Though the results indicated that the students do poorly on a test because they do not expect to do well, in the general opinion of the researcher subjects, the teacher was to bear the blame for not insisting that students should prepare adequately for a test.

15. When parents commend you on your work as a teacher, is it usually because (a) you have made a special effort with their child, or (b) their child is generally a good student?

The response "you have made a special effort with their child" (R+ factor) recorded a mean of 73.37 percent and 75% by the High GPA category of students in the pre-test. The Low GPA students had a mean of 76.71 and 73.06% in the pre-test and posttest respectively. This follows a general trend of acceptance that the effort of the teacher is much appreciated by parents when they observe positive learning outcomes of their children.

16. If a child doesn't do well in your class, would it be: (a) because he did not work very hard, or (b) because you didn't provide the proper motivation for him?
The pretest response for the Low GPA students was 53.88% in favor of the fact that the child did not work hard (R+ factor). The High GPA group had a mean of 60.26% on Factor B (R- factor).

17. Suppose you don’t have as much success as usual with a particular class, would this happen (a) because you did not plan as carefully as usual, or (b) because your students just had less ability than others?

In the pre-test the Low GPA students got 60.88 for Factor A (little planning by the teacher). In the post-test, Factor B had a mean of 51.47% while Factor A had 48.53%. In both the pre-test and post-test, the High GPA students preferred Factor A (R- factor).

The mean for this factor was 55.0 and 50.26% respectively. The low scores tended to suggest that the other factor (Factor B) was of equal importance.

18. If one of your students says ”you’re a rotten teacher”, is it probably because: (a) many of your students have learning problems, or (b) you haven’t been able to give that student enough individual attention?

The score of the Low GPA students in the pre-test was 64.71% indicating that many of the students have learning problems Factor A). The High GPA students assigned 32.89 to the teacher for not giving enough attention to the student (R+ factor), and 67.11% for the students having learning problems (R- factor). In the posttest, the High GPA
students had 70% for the R+ factor (teacher's inability to provide individual attention to the student).

19. Suppose you find that many students are eager to be in your class. Do you think this would happen (a) because most students feel you have a nice personality, or (b) because you encourage most students to learn well?

In the pre-test the low GPA students had a mean score of 60.29% supporting the notion that students would be eager to join a class because the teacher encouraged them to learn well (R+ factor). The alternate response (R- factor) had a mean of 39.71%. In the posttest the same group of students obtained a mean of 59.76% for teacher encouragement, and 40.24% for teacher personality. The High GPA students obtained 58.95% as the pre-test mean for Factor A, and 41.05% for Factor B. Their posttest mean for the R+ factor (teacher's personality) was 48.68%, and 51.32% for the R+ factor (students who would like to join a class because the teacher encouraged them to learn well).

20. Suppose you are trying to help a student to solve a particular problem but she is having difficulty with it. Would it happen because: (a) you may not be explaining it at her level, or (b) she is not used to being helped by adults?
In the High GPA group 68.95% was assigned to this factor as a pre-test score for Factor A. In the posttest the same group had a mean of 70.47%. The Low GPA respondents obtained 64.41% and 65.53% for the Factor A in the pre-test and the posttest respectively. Both groups blamed the teacher for his/her inability to explain skills and concepts well to the understanding of their students.

21. When you find it easy to get a lesson across to a class, is it (a) because you could get most of the students to participate in the lesson, or (b) because the lesson was an easy one to teach?

The Low GPA students said this would happen because you could get most of the students to participate in the lesson (Factor A). The mean for this response was 66.47 and 33.53% for Factor B (the lesson being an easy one to teach). The posttest result of the same group was 75.59% for the R+ factor (class participation) and 24.41% for the R- factor (because the lesson was easy). In the pre-test the High GPA students obtained a mean of 55.0% in favor of Factor A and 45.0% for Factor B. The posttest score increased from 55.0 to 68.68% for the R+ factor while the R- factor had a mean of 31.32%. Class participation is therefore the main criteria to look for when a teacher gets a lesson across to a class.

22. When a student in your class remembers something you talked about weeks before, is it usually (a) because some students have the potential
to remember things well, or (b) because you made the task interesting for the student?

A mean score of 75.59% was obtained by subjects in the Low GPA group for Factor B (because the teacher made the task interesting for the student). In the posttest they had 71.71% for the same response. The mean for the alternate factor (Factor A) was 24.41 and 29.47% in the pre-test and posttest respectively. The High GPA students had 70.53 and 62.37 as their mean scores in the pretest and posttest respectively for R+ factor.

23. When you are having hard time getting your students interested in a lesson, is it usually (a) because you did not have the time to plan the presentation well, or (b) because your students are generally hard to motivate?

In the pre-test the Low GPA students said it was because the teacher did not plan his presentation well (Factor A); but in the posttest they attributed the problem to the students being hard to motivate (Factor B). The mean score of the pre-test for Factor A was 58.24%, and 53.53% for the posttest. The High GPA category of students had 52.37% as the mean score for the R+ factor (the students being hard to motivate). In the posttest, the mean score of the High GPA group for the R+ factor even increased to 62.5%, buttressing the fact that the teacher had a hard time
getting the students interested in the lesson because it was generally hard to motivate the students to learn.

24. When your students seem interested in your lessons right from the beginning, is it because: (a) the topic is one which students generally find interesting, or (b) you are able to get most of the students involved?

The students’ attitude towards your lessons is a clear manifestation that most students find your lessons interesting. Pre-service teachers’ response to this statement within the High GPA group showed that 50.53% of the respondents agreed with Factor A, while 49.47% think that it is because the teacher is able to get them involved (R+ factor). The Low GPA students in the posttest obtained a mean of 60.53% on Factor A. More of the respondents (60.53%) in the Low GPA group agreed that getting the students involved in the lesson accounts for their apparent interest in your lesson.

25. If you were to discover most of the students in your class doing very well, would it be because: (a) their parents were supporting the school’s effort, or (b) you had been able to motivate them to work?

In the pretest, both Low (74.88%) and High (63.16%) GPA students said that most students in the class would do well as a result of the teacher’s ability to motivate the students (R+ factor). In the posttest, the Low GPA students recorded 68.71% while the High GPA group obtained a
mean score of 75.53% on this factor. Exposure to student teaching might have greatly influenced the views of both groups as can be seen from the increase in mean percentage.

26. When your students seem to have difficulty learning something, is it usually because: (a) they are not willing to really work at it, or (b) you weren’t able to motivate them to work hard?

The responses from the pre-service teachers indicated that 75.79% of the High GPA group agreed that the students had learning problems because the teacher did not motivate them to work hard (R+ factor). The Low GPA category of students assigned 62.88% and 54.12% respectively in the pre-test and the posttest, apportioning blame to Factor A (the teacher for not motivating the students to work hard).

27. If a parent is critical of you as a teacher, is it likely to be because: (a) you have difficulty getting that parent’s child to do the work you require, or (b) that parent’s child is developmentally not ready to do well in your class?

In the pre-test and posttest, the Low GPA group recorded 61.12% and 57.35% respectively for Factor A. The High GPA group had a mean score of 70% and 60.63% respectively in the posttest for both factors. Both groups agreed that a parent would be critical of a teacher because the teacher has difficulty getting that parent’s child to do the work required.
28. On those days when you are depressed about teaching, is it because (a) learning is a difficult activity for many of your students, or (b) you just weren't able to motivate students to work as hard as they should?

Both groups selected the Factor B (you were not able to motivate the students to work as hard as they should). The Low GPA group had a mean of 63.24% while the High GPA group obtained a mean of 65.27% in the pre-test. In the posttest, the groups still maintained the same response with the High GPA respondents obtaining a mean of 64.3% while the Low GPA pre-service teachers had a mean of 60.88%. In either case there was a slight drop in score. The decrease in the score could be the result of participation in the student teaching program.

**Summary of Data Analysis**

An inductive approach to the presentation and analysis of data was applied to provide a more holistic understanding of the phenomena under investigation. Data obtained from each test item were presented and discussed briefly and then, as part of the deductive process, summarized and presented so as to present a holistic view of the entire research focus.

In the first instance, data were analyzed for the entire group of respondents (N=70). Another aspect of the study was to examine the phenomena in terms of the academic grade levels obtained by the student teachers. In the latter case, subjects were grouped into Low and High
GPA levels (GPA between 2.20 - 2.80, and 3.21 and above respectively). Those with GPA between 2.81 and 3.20 (N=36) were considered the intact group, and therefore not subject for discussion. In both categories of analysis, subjects were categorized according to their sex.

The major factors for analysis were classified as Factor A or B on the basis of whether a response was considered positive (R+ factor) or negative (R- factor).

There was a general trend towards acceptance of the R+ factors. Subjects were convinced, from both the pre-test and post-test results, that when students do well in class it would most probably be because of the encouragement offered by the teacher (R+ > 50%). As a consequence, if students had trouble understanding something taught in class it would most probably not be because they are slow in understanding difficult tasks and concepts but because the teacher had failed to present them clearly (R- > 70%). The corollary of this was that if students did well on a class test it would most probably be because the teacher let them know what was expected (R+ > 55% and 60% in the pre-test and post-test respectively).

A good demonstration or explanation of concepts and skills by the teacher to the students helped them to remember (R- > 57% in the post-test), overcome their learning difficulties (R+ > 54%), and encouraged students' learning efforts (R+ > 62%). What teachers have to do is to take time to give students all the help they need (R- > 50%), help them to
organize the elements of a task so as to promote learning (R+ > 54%), review and re-explain difficult parts of a skill or concept (R+ > 65%) and insist that they prepare well for class tests (R- > 52%). These were considered major responsibilities of the student teacher in determining the learning outcomes of their students.

The influence of the cooperating teacher or university supervisor over the successful execution of teaching tasks by the student teacher received a positive rating. Subjects felt that their interaction must be a sort of encouragement to the student teacher. Motivating the student teacher through praise (R- < 25%) was not considered a major outcome of such interactions. Identifying successful student outcomes (R+ > 76%) was the major motivating factor for most student teachers and should be the focus for changing or maintaining class procedures.

The active involvement of students in the learning of skills and concepts (R+ > 54%), providing the proper motivation for students (R+ > 68%), planning carefully for lessons (R- > 60%), encouraging students to learn well (R+ > 60%), getting most students to participate in lessons (R+ > 64%), making learning tasks interesting for students (R+ > 70%), and giving them regular feedback on each learning step (R+ > 74%) were considered some of the essential factors that can promote positive learning outcomes.

In a few cases, some R- factors were given positive ratings by subjects. Some student teachers were frustrated when their students
could not remember skills and concepts taught previously. They felt that the students were inattentive (R- > 40%), they did not really make an effort to try hard (R+ > 43%), they were uninterested in the lesson (R- > 45%), or they were slow in understanding and learning (R+ > 47%). These were significant observations that need to be demystified and eliminated since they can become a substantial impediment to both the teacher and the learner. Student teachers need to accept responsibility for the failures of their students and resist the temptation to "pass the buck" when learning outcomes are negative.

In the second category of analysis, some minor and insignificant differences were observed between the Low and High GPA groups. The general tendency has been for those in the latter category to exude confidence in accepting full responsibility for their students' learning outcomes (R factors ranging between 55 - 79%). Female student teachers (Mean = 54.2%) were more confident in accepting their responsibility for learning outcomes of their students than their male counterparts (Mean = 45.7%).

The Low GPA group manifested a tendency towards accepting a lot of the R- factors (ranging between 22 - 48%) enumerated above. Although these figures declined after the student teaching practicum as a result of the real life experiences obtained, nonetheless, such factors should be deemed significant enough to hamper the development of a teacher's pedagogical skills.
The purpose of this study was to determine the extent to which pre-service teachers assumed responsibility for the academic successes and failures of their students in the gymnasium.

Research on teachers and teacher education has attempted to explain the different kinds of perceptions and teacher behaviors in the gymnasium. Some of these studies have been conducted to attempt to explain the mechanics of student teaching, the way student teaching works, and why it works the way it does (Tinning, 1983). Unfortunately, very little has been done in the perceptions of pre-service teachers regarding their perceptions about the responsibilities they assume for the academic successes and failures of their students in the gymnasium. Pre-service teachers' perceptions about their roles toward learning are crucial as the future of the students is hinged on these teachers.

This chapter has been divided into the following sub-headings: Summary, Conclusion, and Recommendations.
Summary

The first chapter of this study was mainly concerned with introduction of the research. It highlighted the role of schooling in society, and the role of the teacher as a key player in the teaching learning process. In addition to presenting the problem, the chapter also discussed the need for the study.

In chapter two, a review of related literature was presented under these captions: Functions of the teacher, Teacher Behavior and Student Achievement, and Teacher Concerns. Teachers perform a number of functions in the classroom, some of these include maintaining a safe environment for learning, developing and presenting tasks, and providing feedback.

Teacher behaviors that were found to promote student learning included; giving prompt feedback, encouraging students learning, good instruction and supervision. The stages of concern (teacher concerns) were classified as self, task, and impact. Teachers generally focus on task concerns because their primary focus is student achievement. Pre-service teachers focus on task concerns while in-service and veteran teachers concentrate on impact concerns (Conkle, 1996).

Chapter three was devoted to methods and procedures of the study. Sub-headings in this chapter were: selection of subjects, selection
of instrument, and administration of instrument. The subjects (N = 70) were students in the Department of Physical Education of the State University of New York, College at Brockport. In addition to obtaining a grade point average of at least 2.5 to participate in the study, each subject was also to have satisfactorily completed all components of the Brockport Health-Related Fitness Test. A modified version of the Responsibility for Student Achievement questionnaire was used. The instrument contained thirty alternative weighting items, with each item being followed by either a positive or negative student achievement experience.

The instrument was administered to the students and the responses were compared based on gender and grade point average. Students with a grade point average of 2.01 to 2.80 constituted the low grade point group; a grade point average of 3.21 and above was termed the high group.

Analysis of data was treated in chapter four. The mean and standard deviations for the various scores were obtained, and a comparison of the means was made. A t-test was conducted to establish any significant difference (p ≤ .05) between the pretest and posttest. Differences in responsibility for academic failures were not significant. Students with a high grade point average assumed more self-responsibility than their counterparts in the low grade point average group. A summary of the study, conclusion and recommendations is presented in chapter five.
Conclusion

Based upon the findings of this study, it was concluded that while many studies have been conducted on students' beliefs in their locus of control in academic and school-related situations, little attention has been paid to assessing similar dimensions on classroom teachers. Guskey (1981) expressed a similar opinion when he advocated for more research to be conducted in attitudinal variables of classroom teachers.

A slight difference in the responses was noticed between the female and male pre-service teachers. The female respondents (54.26%) agreed to be responsible for the learning outcomes of their students. Only 45.74% of the male pre-service teachers accepted responsibility for their students' outcomes. Several researchers (Behets, 1995; Kounin, 1970; etc) have discovered that female students scored higher than male students in measures of responsibility for positive achievement events.

Self-responsibility may be linked with the motivational influence of teachers' performance in the classroom. A teacher who accepts responsibility for the academic successes and failures of his/her students might show greater initiative in working with students toward the achievement of learning outcomes. Brawdy and Byra (1995) suggest a close relationship between belief in self-responsibility and expectations for learning. Since belief in self-responsibility is closely related to teacher expectations, responsible teachers would have high expectations for their
students. The study also revealed that students who had a high grade point average (3.21 and above) assumed more responsibility for the academic achievement of their students than did their counterparts in the low grade point average group.

**Recommendations**

On the basis of the findings of this study, the following recommendations were made:

1. Educational authorities should design training programs to directly enhance teachers' beliefs in self-responsibility for student learning.

2. An alternative to the above recommendation would be to design programs that focus upon ways in which teachers can have a stronger influence upon the learning of their students and, thereby attain greater sense of responsibility.

3. Pre-service teachers and beginning teachers should be held accountable for using best practice throughout their careers, and they should demonstrate their knowledge of pedagogy and subject matter prior to certification.

4. Competency in academic subject matter should not be the main criterion for teacher certification. Curricular for training teachers should assist teachers to attain various knowledge bases (academic, pedagogical, social and cultural).
5. Pre-service teachers should be trained to develop the attitudes and skills necessary for reflection and problem solving.
REFERENCES


APPENDIX
Student Achievement Questionnaire

NAME: ___________________ SEX: M F SS#: ________________

Placement Site(s) ___________________ Grade Level(s) _________

Composition of Classes: _____ All Males _____ All Females Mixed DATE: __________

DIRECTIONS

For each of the following questions, please give a weight or percent to each of the two choices according to your preferences. For example:

If most students complete a home assignment you make, is it usually

a. because of their personal motivation, or

b. because you were very clear in making the assignment?

You may feel that students complete assignments more because of personal motivation than because of your clarity in making the assignment. In this case, you might answer:

85% a.

15% b.

Or you may feel quite the opposite. The percentage may vary according to how strongly you feel about each alternative. You may see choice (b) almost totally responsible for students completing assignments and might give it 99%. Choice (a) would then get 1%. THE TOTAL MUST ALWAYS ADD TO 100%.

1. If a student does well in your class, would it probably be

R+ a. because that student had the natural ability to do well, or

b. because the encouragement you offered?

2. When your class is having trouble understanding something you have taught, is it usually

R- a. because you did not explain it very clearly, or

b. because your students are just slow in understanding difficult tasks and/concepts?

3. When most of your students do well on a test, is it more likely to be

R+ a. because the test was very easy, or

b. because you let them know what you expected?

4. When your class can't remember something you said or demonstrated just moments before, is it usually

R- a. because you didn't stress the points strongly enough, or

b. because some students just don't pay attention?

5. Suppose your cooperating teacher or university supervisor says you are doing a fine job, is that likely to happen

R+ a. because you have been successful with most of your students, or

b. because your cooperating teacher and supervisor say that sort of thing to motivate student teachers?

6. Suppose you are particularly successful with one class, would it probably happen

R+ a. because you helped them overcome their learning difficulties, or

b. because these students usually do well in school?

7. If your students learn a skill quickly, is it

R+ a. because you were successful in encouraging their learning efforts, or

b. because your students are basically intelligent or skillful?
8. If your cooperating teacher and supervisor suggest you change some of your class procedures, is it more likely
   a. because of his/her personal ideas about teaching methodology, or
   R- b. because your students haven't been doing well?

9. When a large percent of your students in your class are doing poorly, does it usually happen
   a. because they have done poorly before and don't really try, or
   R- b. because you haven't had the time to give them all the help they need?

10. When your students seem to learn something easily, is it usually
    a. because they were already interested in it, or
    R+ b. because you have helped them organize the elements of the task?

11. When students in your class forget something that you explained before, it is usually
    a. because most students forget new skills and concepts quickly, or
    R- b. because you didn't get them actively involved in learning the skill?

12. When you find it hard to get a lesson across to particular students, it is
    a. because you haven't insisted on their learning in earlier lessons, or
    R- b. because they are just slow in understanding and learning?

13. Suppose you present a new skill or idea to your students and most of them remember it, is it likely to be
    a. because you reviewed and re-explained the difficult parts, or
    R+ b. because they were interested in it even before you explained?

14. When your students do poorly on a test, is it
    a. because they didn't really expect to do well, or
    R- b. because you didn't insist that they prepare adequately?

15. When parents commend you on your work as a student teacher, is it usually
    a. because you have made a special effort with their child, or
    R+ b. because their child is generally a good student?

16. If a child doesn't do well in your class, would it probably be
    a. because he did not work very hard, or
    R- b. because you didn't provide the proper motivation for her?

17. Suppose you don't have as much success as usual with a particular class, would this happen
    a. because you didn't plan as carefully as usual, or
    R- b. because these students just had less ability than others?

18. If one of your students say, "Ya know, you're a pretty good teacher," is it probably
    a. because you make learning interesting for that student, or
    R+ b. because students generally try to get on a teacher's good side?

19. Suppose you find that many students are eager to be in your class. Do you think this would happen
    a. because most students feel you have a nice personality, or
    R+ b. because you encourage most of your students to learn well?

20. Suppose you are trying to help a student solve a particular problem but she is having great difficulty with it, would that happen
    a. because you may not be explaining and/or demonstrating it her level, or
    R- b. because he is not used to being helped by adults?
21. When you find it easy to get a lesson across to a class, is it
R+ ______ a. because you could get most students to participate in the lesson, or
______ b. because the lesson was an easy one to teach?

22. When a student in your class remembers something you talked about weeks before, is it usually
R+ ______ a. because some students have that potential to remember things well, or
______ b. because you made the task interesting for that student?

23. If you are working with a student who can't remember a skill or concept and he suddenly gets it, is that likely to happen
R+ ______ a. because you gave him regular feedback on each learning step, or
______ b. because he usually works on something until he gets it?

24. When you are having a hard time getting your students interested in the lesson, is it usually
R- ______ a. because you didn't have the time to plan the presentation well, or
______ b. because your students are generally hard to motivate?

25. If one of your students says, "You're a rotten teacher!" is it probably
R- ______ a. because many of your students have learning problems, or
______ b. because you haven't been able to give that student enough individual attention?

26. When your students seem interested in your lessons right from the beginning, is it
R+ ______ a. because the task/activity or topic is one which students generally find interesting, or
______ b. because you were able to get most of the students involved?

27. If you were to discover most of the students in your class doing very well, would it probably be
R+ ______ a. because their parents were supporting the school's efforts, or
______ b. because you had been able to motivate them to work hard?

28. When your students seem to have difficulty learning something, is it usually
R- ______ a. because you are not willing to really work at it, or
______ b. because you weren't able to make it interesting for them?

29. If a parent is critical of you as a teacher, is it likely to be
R- ______ a. because you have difficulty getting that parent's child to do the work you require, or
______ b. because that parent's child is developmentally not ready to do well in your class?

30. On those days when you are depressed about teaching, is it
R- ______ a. because learning is a difficult activity for many of your students, or
______ b. because you just weren't able to motivate students to work as hard as they should?