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49/2185c. Identification et modification de comportements enthousiastes d'enseignants en éducation physique. (Identification and modification of enthusiastic physical education teachers' behaviors). Cloes, Marc, Dr.ed.phys, 1987. Université de l'Etat à Liège (Belgium). 333pp. Reference copy held at Institut Supérieur d'Education Physique, Université de Liège, Sart Tilman, Boit B-21, 4000 Liège, Belgium. In French.

From the analysis of 879 critical incidents gathered with secondary level students and 300 with secondary level physical education teachers, 19 categories of teacher behavior representing the construct of teacher enthusiasm and 10 categories of non-enthusiastic behaviors were developed. Many similarities have been observed between the categories identified in this study and categories provided by the North-American literature.

The objective of the second part of the study was to develop a training program that would enable three preservice physical education teachers at the University of Liège to increase the level of their enthusiastic behaviors. A multiple baseline design across behaviors was employed in order to study the changes of three target behaviors. These behaviors were selected from the enthusiastic categories identified in the first part of the study: hustles, feedback, and dynamism (gestures, changing position, voice inflections). An observation instrument was developed for the purpose of measuring the changes of these enthusiastic behaviors.

The results of the study showed that: (1) It was possible to train physical education student-teachers to increase specifically their level of enthusiastic behaviors; (2) It was possible to maintain the specific changes of enthusiastic behaviors until the end of the intervention phase; (3) Two thirds of the changes demonstrated a significant retention ($p < .05$) after six weeks interruption of the training program; (4) There was a positive relationship between the duration of the direct control of the dependent variables and the maintenance of the modifications; (5) There was a positive but non-significant effect ($p > .05$) of the recall intervention programed in the study; and (6) There was a positive relationship between the increase of enthusiastic behaviors and the increase of the students' motor activity level.