DESCRIPTIVE ANALYSIS OF MANAGEMENT TECHNIQUES EMPLOYED BY GHANAIAN PHYSICAL EDUCATION TEACHERS

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ABSTRACT

The purpose of this study was to examine the managerial skills employed by Ghanaian physical education teachers focusing on the senior secondary school level to determine the time for management of the lessons. The instrument used in collecting the data was the University College of Education of Winneba Instrument for Collecting Managerial Data (UCEW-ICOMAD) adapted from existing instruments by Siedentop and Siedentop and Rife.

The subjects for the study comprised eleven senior secondary school teachers from Winneba and Tamale and their students. Thirty-six lessons were observed and analyzed using percentages and mean scores.

The results indicated that the mean managerial time for all the observations was 22%, a figure that confirms previous research findings

CHAPTER 1

INTRODUCTION

Background

One of the most ubiquitous research concerns of the teaching-learning process is classroom management. Classroom management is important machinery that sustains the teaching of physical education by utilizing managerial skills. As a major concern in teaching there is the need to have on-going research to seek new ways of improving the managerial skills of teachers so as to make them more efficient and to increase students' opportunity to learn. This study therefore, tries to describe by analyzing the classroom management techniques employed by Ghanaian physical education teachers in the Second Cycle Institutions (High Schools).

Physical Education as a school subject uniquely contributes to the lives of students through engagement in various forms of physical activities. It is one avenue for the development of movement through the acquisition of basic as well as complex movement patterns. It is therefore necessary to critically look at the teaching of the subject to observe what teachers and students do during their interactive process.

A recent study by Macdonald and Brooker (1997), was initiated because literature suggest that secondary school physical education is in crisis due to uncertainties about focus, status and accountability which is an important tool in establishing management procedures. It cannot be gainsaid the fact that managing physical education lesson is probably one of the

most difficult obstacles for the inexperienced teacher or the novice especially in handling students' problematic behavior. Generically the difficulty is managing learning environments of large groups of students with diverse needs. Ballenger (1993), observes that many physical educators are being required to teach more (more students, more content) with less class time (less space, less equipment). Such class size, as Ballenger (1993) observes, is typical of most Ghanaian schools where some classes contain over 70 students with less space and few or no equipment, a situation that relates directly to how teachers manage their classes. One wonders how the density of the class and what is termed the 'synomorphy' enables teachers to teach effectively.

In a physical education environment, according to Siedentop (1991), teachers manage physical education lessons, give instructions, then monitor and supervise while students are either waiting, doing managerial tasks, receive information or are engaged in motor activities. This connotes similar description by Kounin (1970), referring to the teacher's role as those of instructor, manager and person. Siedentop (1991), further stresses that within these roles, the physical educator can learn and practice specific skills to increase effectiveness in the classroom.

Classroom management has a lot of underpinnings. It is perceived by many educationists as having direct relationship with discipline, order, control and authority. Many published books on classroom management are titled as discipline, for example, "Discipline: A Shared Experience," and "Toward Positive Classroom Discipline." Doyle (1986) referenced that classroom discipline continues to be one of the most difficult problems confronting teachers. He further asserted that classroom management has always been one of the foremost problems for teachers. A more recent study (Elam, Rose and Gallup, 1994) reveals that poor

discipline is considered by the public to be the most serious problem facing U.S. schools today. The problem of discipline has long been argued. Smith (1936, pp. 8,9), had this to say:

> "It must be admitted, however, that the failure of the old disciplinary regime,
>
> not ineptly styled 'beneficent tyranny' has left the situation somewhat chaotic.
>
> Many have described the authoritative type of control without developing any
>
> adequate system to take its place."

In fact, old as this observation is, discipline continues to be a problem.

In the background to their survey, Volger and Bishop (1990), also observed that the perception of the public is that the average classroom is disruptive enough to have significantly impaired student progress. Researchers on classroom management are of the opinion that good classroom management is essential to learning. As Doyle (1986) referenced, adequate control of a class is a prerequisite to achieving instructional objectives and to safe-guarding the psychological and physical well-being of students. Similarly, Harrison and Blackmore (1992) and Siedentop (1991) all reiterate that orderly student behavior contributes to a classroom environment conducive to learning.

Classroom management has been defined by several researchers. A definition by Duke (1979), referenced by Doyle (1986) says management refers to the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. From a different perspective, managing, according to Siedentop (1991), refers to verbal or non-verbal teacher behavior that is emitted for purposes of organizing. Transitions are management episodes that deal with movement of students among activities within a lesson.

These definitions connote what Doyle (1990), contend about management in terms of order that an orderly classroom means that students are cooperating in the program of action

defined by the activity a teacher is attempting to use. He expatiated that classroom management refers to the actions and strategies teachers use to solve the problem of order in classrooms. The ideas expressed by these researchers seem to explicate management in terms of authority, power, control, order and cooperation. Even though the term is equated to discipline, that is the treatment of misbehavior in classrooms, management goes beyond. The definitions suggest that management covers a wider range of teachers' duties, from distributing resources to students, accounting for students' attendance and school property, enforcing compliance with rules and procedures to grouping students for instruction. With such an enormous task, Allington (1983), and Brophy (1982), cautioned that teachers often appear to subordinate instruction to management concerns, thus taking care of management at the expense of instruction.

Recent research by Perron and Downey (1997) and Patrick, Ward and Crouch (1998) have made the attempt to expatiate on management in physical education and managing students in learning environment. According to Volger and Bishop (1990) and Walker (1979), the physical education environment in which students are free to move about poses more unique problems in managing disruptive behavior than the regular classroom. This notion is echoed by Kennedy (1982) and Zander (1994), that in such an environment, unique problems in managing disruptive behavior arise.

With such situations occurring in the classroom, it can be deduced that the classroom becomes full of complexities (giving instruction, taking attendance, distributing equipment, attending to off-task behavior which are disruptive, giving attention to students) which the teacher has to orchestrate so that the teaching of activities would go on smoothly to enable students to have more opportunities to respond. Management is therefore, seen as a necessary

component of the interplay of both teacher and students' characteristics on the playground where physical activities go on. Since students need models of caring adults or teachers who can provide a sense of order and safety in their lives, it becomes increasingly necessary to blend caring and controlling in the classroom (Jones, 1996). It must be noted that students enter the classroom feeling disempowered, confused and with private agenda but the decisions the teacher takes may either revert, ameliorate, aggravate or put everything into confusion (Jones, 1996). Ames (1992) espoused that the perception of control appears to be a significant factor affecting children's engagement in learning and quality of learning. The question, therefore, relates to how teachers manage such large classes during physical education lessons and whether students' behavior congruent teachers managerial directions?

To answer this question, researchers are continually pursuing research to find solution to management problems as they keep unfolding in the ever changing world. In view of this, there are a lot of instruments which have been developed in an effort to realizing this outcome.

Research in classroom management in Ghana is negligible if not non-existent. One of the five teacher skills and general functions which serves as the basis of comprehensive classroom management postulated by Jones and Jones (1986), stipulates that an understanding of current research and theory in classroom management and students psychological and learning needs is needed for an effective management. Institutions that train pre-service teachers in the light of this should therefore have the singular task of using research results in teaching methods in classroom management.

Studies by Wesley and Vocke (1992) and Goodland (1990), report that pre-service teachers feel poorly prepared in the area of classroom management. Volger and Bishop (1990), allude that criticism has been leveled at educational practices which leave teachers

lacking in the skills necessary to successfully implement the strategies for instruction and that consequently teachers have been entering the workforce unprepared to organize what Volger and Bishop (1990) referenced as the "hidden curriculum," a prerequisite to the primary goal of teaching basic skills and subject matter. In Ghana, data from research on management skills of students in physical education lesson as produced by researchers from other countries are not available.

There are basically three institutions in Ghana which train pre-service physical education personnel. Wesley College, at a lower level which is a 'training college' and two others: University College of Education of Winneba and University of Cape Coast, which are universities offering courses in physical education up to masters level. It cannot be ascertained how much research has been done in management by these institutions because Goodland (1990) opined that, " training institutions teach methods in classroom management as bit and pieces of good counsel" (p. 248).

With lack of available data on management in physical education in Ghana, one may conclude that pre-service teacher education in classroom management in Ghana is quite limited and is perhaps infused throughout a teachers pre-service preparation program (Wesley and Vocke, 1992). There is the need for teachers to understand that management is a vital aspect of teaching.

Today, research on teaching and learning is among the popular research areas in the world with the use of systematic observation instruments. A good number of researchers have used such instruments for valuable descriptions of classroom events and for visible gains. Physical Education has not been left out in this direction.

Responding to the trend of issues in the contemporary body of knowledge on research into teacher effectiveness, there is a new focus for the Physical Education Department at the University of Education of Winneba to research teacher effectiveness. It is incumbent on physical educators in Ghana, therefore, to make the subject well accepted through research publications.

Statement of the Problem

Most of the research on classroom management have been conducted mainly in elementary and junior high classrooms while a few throw light on management in high schools (Jones, 1996). Most of the findings show that a large chunk of time is devoted to managerial episodes, for example, Siedentop (1991) makes reference to Luke (1989), that about 15 - 35% of class time is devoted to management with the average being 25% for elementary classes and 22% for secondary classes. The figures quoted were obtained using students with different cultural background, socio-economic and cognitive skill level compared to students from Ghana but Ballenger (1992) and Diaz-Rico (1993) contend that research on management in classrooms should take into consideration context-variables such as students' ages, socio-economic level, cultural norms and cognitive skills among others. This notion supports the idea of conducting research into management in Ghana quite important.

A series of interviews were conducted with ten physical education teachers in the Winneba elementary schools in Ghana utilizing an interview guide (Appendix A). The central focus was to discuss the management techniques (procedures i.e., rules/routines) used in their physical education classes. Since knowing about what already exists sets the foundation for improvement, there is the need to know about management in Ghanaian schools to help

enhance teacher effectiveness and efficiency and to have some sort of guide on management or reference.

Thus the purpose of the study is to examine the management techniques employed by Ghanaian physical education teachers in the senior secondary schools.

Research Questions

The study seeks to answer the following questions:

1. What managerial behaviors do teachers employ during physical education?

2. How do students respond to teachers' managerial behaviors?

Assumptions

With the central theme of the study focusing on teachers' managerial skills and student responses, the following assumptions were made:

1. That the teachers are representative of teachers in the secondary schools in Ghana.

2. That the students are representative of students in the schools in Ghana.

3. That the curriculum taught in the schools are the same in all secondary schools in Ghana.

4. That the presence of the observer did not affect the behavior of the teachers and students.

5. That the video taken of the lessons did not affect the behavior of the students.

Delimitations

The study was delimited to seven schools in the Central Region and four in the Northern Regions of Ghana. These two areas were selected for convenience.

Limitations

The following limitations were noted.

1. The selection of schools for the study was by convenience.

2. All the teachers involved were male physical education personnel.

Definition of Terms

1. Behavior Dynamism: the constantly changing and aggressive behavior of the youth of today.

2. Density: the closeness in terms of formations in activity due to population which may increase dissatisfaction and aggression and decrease attentiveness (Weinstein, 1979).

3. Hidden Curriculum: the teaching of responsible and effective social behavior which is directly not part of the subject matter in the curriculum (Volger and Bishop, 1990).

4. Preventative classroom management: refers to the proactive (rather than reactive) strategies teachers use to develop and maintain a positive, on-task climate in which minimal time is devoted to managerial issues (Siedentop, 1991).

5. Synomorphy: refers to the compatibility between the program of action in an activity and physical aspects of the setting (Gump, 1982).

6. With-it-ness: teacher's ability to know what is going on in the classroom (Kounin, 1970). The teacher is aware of the problem, thus he/she is with the problem.

CHAPTER 2

REVIEW OF LITERATURE

The central theme of this study was to examine the management techniques employed by Ghanaian secondary school physical education teachers and the response of the students. The purpose of this chapter is to provide literature relevant to this study. The literature is organized under historical perspective, the task of teaching, research perspectives and what effective teachers do.

Historical Perspective

Tracing the history of the study of classroom management research Doyle (1986), draws attention to the fact that it lurked in the shadows of research in teaching despite widespread concern for management. He further brings to focus that many researchers had been interested in ways to help individuals with behavior problems rather than how to manage classroom groups. From the perspective of Jones (1996), since the 1960s approaches to dealing with student behavior problems have included three major trends. He makes reference that during the 1960s and 1970s the emphasis in the area of student management was on what to do when students misbehaved. Because education in that period was influenced by humanistic psychology, a major emphasis was placed on enhancing students self esteem and methods to assist students who were behaving inappropriately; during the late 1970s and early 1980s, this changed to how to prevent or reduce unproductive student behavior, which in effect was initiated by Kounin (1970) and expanded thereafter as another trend by both humanistic and counseling traditionalists as to how to achieve discipline with dignity in the classroom.

As a reflection, it is observed that the beginnings of research into classroom management has not been smooth sailing and there has been continuous attempts to find solutions to behavior problems of students. This is probably due to the increasing social uneasiness regarding youth and the greater emphasis on serving a wider range of children in American public schools which as is noted by Jones (1996), led to such works by O'Leary and O'Leary (1972) and others. They discuss in their first chapter that children have always had behavioral or emotional problems but not until early part of twentieth century the problems were not considered worthy of any special attention. However, the approach to the treatment of behavioral problems has gone through metamorphosis, the intent of trying to control disruptive behavior and creating an atmosphere conducive to learning. These have led to landmarks which were conceptualized as undignified to a more humanistic treatment, from psychoanalytical conceptualization to behavior modification approach.

Consequently, in the United States there has been a surge of interest in classroom organization and management stemming from such factors as school discipline and racial desegregation which became important public concerns. Specialists in teaching effectiveness research started including classroom management categories to collect data and sharply led to the increase in the number of qualitative studies of classroom life.

The task of teaching

Gump (1967) in a study on teacher behavior espoused that no teacher employed less than 1,000 acts for the two days of observation. His conviction was that teachers respond at a rate of four acts per minute and approximately one half of the acts involved instruction (questions, feedback, imparting knowledge etc) while the rest of the time (23% average) the

teachers were involved in organizing and arranging students for instruction and orienting them to tasks.

Directly related to the teacher's task, the ecological model first described by Doyle (1977) postulated the task systems (instructional task system and managerial task system) as having its main argument that classroom events are not unidirectional but are the result of a dynamic interplay between two interdependent task systems. He expatiated that while teachers certainly do affect student work in classroom student behavior also has a significant impact on teacher decision-making and action even to the extent that students' behaviors were often a cause of teacher behavior.

A later development of this task system by Tousignant and Siedentop (1983) opened up to the Task System Paradigm in physical education. The student social task system which was thus postulated in 1983 together with instructional and managerial task systems combine to create the classroom ecology which opens up for empirical investigation. The interplay of these task systems directs the teachers attention to attempt to achieve set objectives. Doyle (1979) reflects that many students are inclined to socialize, fool around and attempt other mild forms of misbehavior but many of these actions are done surreptitiously and do not typically have major consequences for classroom order. Nevertheless, such behaviors potentially create a pregnant atmosphere for disorder or misbehavior and students need to be taught social skills in order to maintain an atmosphere conducive to learning.

With the problem of inadequate social skills being acknowledged in physical education, there has been little effort to empirically examine efforts to remedy it (Hellison, 1995; Sharpe, Brown and Crider, 1995). Sharpe et al (1995), used an intervention design to teach conflict resolutions and leadership skills in physical education and reported that these behaviors

generalized to classroom settings. Patrick, Ward and Crouch (1998) refer to the study as particularly significant because of evidence of generalization of social skills to classroom settings as well as providing an empirical validation of a social skills curriculum. At least three other social skills curricula have been developed but one conclusion is that unless planned for and taught by the teacher, appropriate social skills often remain undeveloped. If one accepts that improving social skills ought to be part of the functional curriculum, then teaching social skills becomes one of the tasks of teaching.

While the teachers task seem to be well defined to entail a lot of actions, from planning and organization to distributing resources, to creating and sustaining order, without question, school level policies, practices and beliefs affect classrooms in variety of ways (Cohen, 1979). A direct relationship of school level situations is that they affect or influence discipline or the behavior of the students directly or indirectly.

Research Perspectives

Macdonald and Brooker (1997), referenced in the Journal of Teaching Physical Education (p. 156) that there is a paucity of literature on the specific issues of high school physical education and how those who do the job manage to create quality programs. Rink (1992) also gives an affirmation in a way that "there is an unwritten assumption in our field that secondary physical education programs are not good and are endangered." The prevailing view is that most programs are not meeting students' needs and in general are an irrelevant, negative educational experience for many of the youth they serve." This suggests serious problems that must be looked into. However, there is the need to report a few of such literature in this research.

In a recent study by Perron and Downey (1997) to describe the management techniques used by High School physical education teachers looking at practice and reactive student behavior, and using the 22 categories of Henkel's (1991) Physical Education Pupil Control Inventory (PEPCI), twenty-three observed techniques were classified in the preactive (anticipatory) and reactive (tutorial, punitive) time frames. In addition to this result the teachers in an interview described five more techniques. This suggests that the instrument used did not cover all the managerial techniques but the interview did bring out the fact that teachers may use their own technique in trying to control students to achieve their goal or objectives.

In the preactive time frame anticipatory techniques were used to prevent the occurrence of misbehavior on 632 occasions, stop-and-go signals (247 and 119 uses respectively) accounted for 58% of these. It was reported that most of the teachers had well-defined stop-and-go signals to which students responded relatively quickly. The teachers explained that they relied on the whistle (193 stopping) as an important voice-saver and rarely used other attention signals, such as raising a hand or clapping. Other frequently used techniques included locating (94), positioning (62), gaining attention (34) and stating rule (43). In all 1,200 management actions were exhibited. It is evident from this report that teachers use innovative techniques which are convenient to them and suitable to their situation.

In the reactive time frame using tutorial and punitive techniques, teachers used 624 (98%) of the reactive techniques to control misbehavior. Of these, 73% (454) were verbal desists as postulated by Siedentop (1991): amending, correcting, gaining attention, calling name, immobilizing, stopping, redirecting and stating rule. Siedentop (1991) indicated that

verbal desists are the most common strategy for dealing with disruptive behavior. Kennedy (1982) espouses that these strategies are expedient techniques that quickly regulates behavior problems. Perron and Downey (1997) confirm that desist frequently occurred simultaneously with techniques such as looking at or moving closer to the misbehaving students. Similarly, O'Sullivan (1986) supports the idea that combining verbal desists with eye contact and teacher proximity increases effectiveness and also indicate that the teacher means business. Additionally, Fernandez-Balboa (1990) refers to such strategies as effective technique in the regulation of misbehavior.

O'Sullivan (1986), Woolfolk and Brooks (1985), all imply that the teacher takes a position closer to the students in anticipation of or in reaction to a behavior problem. With the study in question, teachers walked over to students who were off-task, not paying attention or not working seriously and quietly addressed the behavior without including the rest of the class in the altercation. The technique was perceived as non-confrontational, involving a low risk of retaliation.

Another technique used by the teachers in the study was teacher-student conferencing which they claimed was reserved for fairly serious situations (only 15 uses) usually with repetitive offenders. Perron and Downey (1997) indicated that an individual conference is recommended as an effective way to regulate misbehavior. Barth (1980), Harrison and Blackmore (1992), O'Sullivan and Dyson (1994), state that conferences are used frequently in the high school physical education setting reflecting that students' maturity level and ability to dialogue seem to facilitate productive teacher-student interactions.

The use of exercising (10 push ups) used by two teachers as tutorial by getting students' attention was however rejected as punishment for inappropriate behavior by eight of

the teachers for the reason that it might make students dislike physical education. This belief is supported by O'Sullivan and Dyson (1994). It was also revealed that some teachers used warnings to get misbehaving students to alter their behavior. Tenoschok (1985) stated that threats that cannot be enforced are ineffective and should be avoided but should be used only if teachers intend to follow through as supported by Harrison and Blackmore (1992). Perron and Downey (1997) again indicated that five teachers discussed having students physically write a composition, the objective to reflect on topics such as: 'what is responsible behavior? Or 'how can I change my behavior'. Kennedy (1982), observed a similar technique 'assigning extra work' which may or may not imply that the work is written. They claimed that punitive techniques were less than 1% (10), thus removing student from an activity in Henkel's (1991) PEPCI was the only punitive technique observed. Detention was among the techniques used by five teachers in variety of situations and the use of this technique has been observed in other studies of High School Physical Education (Kennedy, 1982; O'Sullivan and Dyson, 1994).

Other techniques which appeared minimally were praising and rewarding as behavior-modification techniques for reinforcement and encouraging appropriate behavior while discouraging potential inappropriate behavior (Kennedy, 1982, Siedentop, 1991; Wurzer and McKenzie, 1987). Ignoring was also observed but as it is not easily identified as it occurs, it was confirmed with the help of teachers involved. Two global techniques endorsed by teachers as complement to the other practice and reactive techniques were preventative management techniques (effective in establishing and maintaining appropriate student behavior), and the second being 'teacher modeling'. Role modeling is supported by literature (Jansma, French and Hovart, 1984; Westcott, 1979).

The study by Perron and Downey (1997) showed that none of the teachers used reprimand but this seems to be contended by other researchers. Researching into how to use verbal reprimands in a positive manner, Volger and Bishop (1990) referenced that there are times when inappropriate student behaviors that interfere with learning cannot be prevented and the physical educator must resort to techniques such as verbal reprimands that decrease or eliminate these behaviors. They contend however, that despite its effectiveness verbal reprimands attack the student rather than the behavior. This could make the student feel guilty about the behavior and conjure up negative feeling about himself or herself as a person.

A critical component of a teaching-learning ecology in both classroom and sport setting is that of accountability. In a study by Patrick et al, (1998) using a semi-formal accountability intervention on the occurrence of appropriate/inappropriate social behaviors and appropriate skill attempts during a twenty-lesson volleyball unit concluded from the multiple baseline design across students that the intervention was effective in reducing inappropriate social behaviors and increasing appropriate skills performed. Siedentop (1991) expatiates on the importance of accountability that there is little evidence to suggest accountability for subject matter outcomes, for instance, sport skills, fitness and so forth, but there is accountability for attendance, dress and non-disruptive behavior.

There seem to be a high correlation in the understanding of researchers about students' behavior in the classroom which has direct effect on the outcome of learning. So far, the following from various researchers allude to classroom management:

Doyle (1986) postulates that disruptive behavior interferes with student academic learning time which correlates highly to student achievement;

Kounin (1970) stated that disruptive behavior makes well behaved students feel uncomfortable when teacher reprimands disruptive ones;

Volger and Bishop (1990) directs attention from other research that it prevents teachers from implementing curriculum; enhances perception of teacher incompetence; and that disruptive behavior contributes to teacher burn out.

. Even though strategies in handling disruptive behavior exist on a continuum the range along the continuum have been moderately to highly successful in modifying disruptive behavior (Volger and Bishop, 1990, Walker, 1979). Volger and Bishop (1990) further contend that there are criticism against educational practices which leave teachers lacking in the skills necessary to successfully implement the strategies and also teachers enter the workforce unprepared to organize what is termed the "hidden curriculum," a prerequisite to the primary goal of teaching basic skills and subject matter. Since classroom management is of importance to the teacher, proponents of teaching effectiveness through research have come out with ideas from the ground about what effective teachers do to curb, control or treat disruptive behaviors and procedures used to have a better classroom management.

What Effective Teachers Do

The approach by teachers to meet and solve students' behavior problems as reported by researchers show a lot of diversified treatment. However, there seem to be some understanding that teachers use methods which are educationally acceptable. Ballenger (1993), discussed the issue that effective managers do more than blow a whistle and give out orders and suggested that they must be attuned to all aspects of the environment, ensuring that the needs of the students are met, for example, the environment allows: students who are

thirsty opportunities to get drinks; students who are afraid of risky skills to be challenged at a level where they feel safe or obese children who physically cannot run safely to work at a pace which meets their personal needs, work load reduction when the temperature is too hot or cold and allowing students to use rest rooms. He further suggested that in meeting some of the needs which take off class time procedures should be established and where possible posted which afford minimal disruptions for the teacher and class.

From another perspective Grossman (1990) comments that teachers seen as 'in charge' have fewer behavior problems than those whom students perceive as not being 'in charge.' With a similar view, Goss and Ingersoll (1981) explain that 'in charge' teachers are described as authoritative but not authoritarian and are leaders who know how to intervene when necessary allowing students input into the decision-making process as a sign of warmth and genuine concern for the well-being of students. While McCaslin and Good (1992) are of similar opinion, this approach is somehow contrasted by Gnagey (1981) that authoritative and authoritarian managers are only concerned with maintaining order, and he perceives such teachers as irresponsible and having difficulty in establishing personal relationship with students expecting rules to be without question.

According to Siedentop (1991), it is clear from research that effective teachers are, first of all, effective managers of their classrooms and their students. He refers to what Kounin (1970) calls "with-it-ness" as a quality that makes students believe that the teacher has "eyes in the back of the head." Johnston (1995) refers to "with-it-ness" as one of the most important classroom management skill. "With-it" teacher behavior, Kounin (1970) explicates, is the teacher's ability to know what is going on in the classroom and to target desist behavior accurately and in a timely way. By using desist, the teacher employs any method to stop a

misbehavior and it has been labeled an important classroom management skill (Johnston, 1995).

Brophy (1986) made an observation about effectiveness of classroom management that effective classroom managers ignored minor, fleeting incidents of inattention, but they responded quickly to disruption because they monitored the class regularly, stationing themselves where they could see all of the students and scan the room continuously. This continuous monitoring let the students know that the teacher was "with-it". This disposition drives home the idea that for a manager to be effective it is not necessary to respond to all behaviors emitted by students except those which are potentially disruptive, therefore, the teacher should develop a proactive measure instead of waiting always to solve the management problems after they have occurred.

Emphasizing the need for "with-it-ness," Copeland, (1987) and others add that teachers who display "with-it-ness" will not only use good timing and good targeting during a desist, but will also use good monitoring and good reacting. From what research has postulated, monitoring is seen as an important management skill and Siedentop (1991), reflects on this that monitoring and supervising account for 20-45 percent of teacher time in physical education. He further contends that "the managerial task system establishes the structures through which the physical education class becomes a predictable and smoothly operating system. The system establishes the limits for behavior and the expectations the teacher has for students." He explicates that a managerial task system should not be ambiguous for student and students should know what to do, how to do it and when to do it.

Many of the studies or literature as has been revealed, directs attention to such practices relating to preventative management skills, for example, establishment of rules and

routines, which is supported by Perron and Downey, 1997; O'Sullivan and Dyson, 1994; Rink, 1998; Siedentop, 1991, and Doyle, 1986. What effective managers do generally include: establishment of rules, routines and expectations at the beginning of the school year; maintaining high rates of on-task behavior; responding to inappropriate student behavior; problem solving and conflict resolution (Doyle, 1986); social skill training to help students learn important behaviors; self monitoring and self instruction; developing contracts with students; use of punishment and sanctions; and last but not the least, teachers developing comprehensive plans, for instance, working in a team or collaboratively for interventions regarding students with persistent behavior problems.

Summary

Attempt has so far been made to put across some of the views and approaches postulated or espoused by researchers on what effective management entails. The chapter started with the historical perspective to show the difficulty and how problematic the studies in classroom management has been as well as solutions to classroom management problems which have come through treatments from psychoanalytical conceptualization to behavior modification approach. The importance of classroom management as a necessary part of teaching and learning has also been exposed. A typical research into classroom management in high school was presented and some of the practices of good and effective management techniques from research perspective highlighted.

If teachers are to respond to the increasing demands of controlling or curbing students' behavior, it seems obvious that they must be provided with effective training in a variety of management techniques. With the issue of control and authority in the classroom, all teachers,

without let or hindrance, must care about students and work with them to develop a safe and orderly classroom climate, establishing a philosophy and supporting strategies related to classroom management, for example, the obedience model or the responsibility model.

CHAPTER 3

METHODS AND PROCEDURES

The purpose of the study was to examine managerial techniques employed by Ghanaian secondary school physical education teachers and students' responses in Physical Education Lessons. The following topics will be addressed: (a) selection of subjects, (b) description of setting, (c) instruments and apparatus, (d) description of components of instrument: category definitions, how to use the instrument, decision logs, construction of instrument validity, reliability (e) analysis procedures.

Selection of Subjects

The subjects comprised 11 senior secondary school teachers, 7 from Winneba area and 4 from Tamale municipality, all of them males; and 1000 students, 350 from Winneba area and 650 from Tamale municipality. Out of the 350 students from Winneba, 130 were boys and 220 girls. With the 650 students from Tamale, 390 were boys and 260 girls. The total number of boys involved were 520 boys and 480 girls, a ratio of 13:12, thus 52% boys and 48% girls. The average number of students in a class was 50 with an average age of 16 years.

Description of Setting

The study was conducted in Senior Secondary Schools in the Winneba District and the surrounding schools in the Central Region and from the Tamale Municipality of the Northern Region of Ghana.

The schools involved from both areas were co-educational with boarding facilities even though some of the students were non-residential. All the schools were not in the center of the towns. There are playgrounds for physical education even though some were not big or large enough. Each of the schools had physical education on their timetable either once a week or twice a week.

In all, 36 practical lessons were observed. The observations took place in the mornings between 9:00am. and 10:00am. and none was interrupted. The teachers were given prior information of the intent but no specific discipline or game was discussed. All topics taught were arbitrarily selected at the discretion of the teachers without any influence from the observer. A variety of activities were taught in track and field as well as soccer and volleyball.

Instruments and Apparatus

The University College of Education of Winneba-Instrument for Collecting Managerial Data (U.C.E.W.-ICOMAD), which was adopted and modified by the researcher from Darst, Mancini and Zakrajsek (1983) and Siedentop (1991) was used to generate data pertaining to the teacher's management.

The U.C.E.W.-ICOMAD focuses on the management components of physical education classes. It takes into consideration the interplay of teachers and students' managerial behavior and outcomes. This instrument uses both event and duration recording techniques. Event recording tallies the type of managerial instruction the teachers employ during each lesson while duration recording describes the time frame within which students respond to the teacher's managerial instruction (Appendix B).

Description of Components of Instrument

The following will describe the components of this instrument: purpose, rationale, technique, format, category definitions, time component decision, how to use the instrument, decision logs, construction of the instrument, validity and reliability.

The top part rubrics records the name of the teacher, the observer, date, class, time lesson started and time lesson ended; duration of lesson and the class activity or skill. The body of the instrument is divided into four columns and three rows. The topmost column in the first row contains the most important headings of the instrument. These are: lesson focus which depicts the various phases or segments of the lesson: preparatory, main content, culminating activity and closure; signals which subdivides into type, high, low and context; time taken by students to respond; nature of students' response which also subdivides into prompt and delayed.

Underneath the table are behavior categories which are grouped under a broad heading: signals which cover context--routines (R), set induction (S), stoppages (ST), attention (A), and equipment (E), gather (GT), disperse (DS); type--whistle (W), voice (V), gestures (G), drums (D), clap (cl), Maracash (PM), tambourine (PT), and PX as a stand-by prefix for any other percussion instrument not included but may be observed in use during a lesson for managerial purposes; focus--preparatory phase (PP), main content (MC), culminating activity (CL),and closure (CS); total time, percentages of duration, tallies--total prompt, total delayed, total high and total low. At the end of it all, a space is provided for general comments where the observer can give his general evaluation of the lesson.

Category Definitions

Routines (R) : Specific behaviors that occur as procedure which students follow throughout the lesson, for example, when students enter the field at a single blast of the whistle they form two lines and warm up without teacher talk.

Set Induction (S): An orientation given to students as to what skill they would be learning for the lesson either at the beginning of lesson or after warm-up.

Stoppages (ST): The interruptions that occur during the whole lesson which call for teachers attention to stop the whole class, for example, stopping the whole class due to off-task behavior or to attend to only one person for correction other than for a whole class corrective feedback.

Attention: This includes transition and teacher's signal for the attention of the class (using a whistle, voice etc.) to change activity or for class feedback, and teacher attending to student's call (if a student needs teacher's attention).

Equipment (E): The collection and distribution of equipment either by teacher or students from the start of lesson till the end when student put equipment away and off the field. The use of any signal (voice, whistle, clapping etc.) starts the management for equipment.

Disperse (DS): Students moving from a central location to a more scattered or spacious formation when teacher uses any signal.

Gather (GT): Students moving from scattered locations into a centralized formation for instruction from teacher when any signal is used.

Whistle (W): Teacher use of whistle for students' managerial behavior, for example, whistle for a routine for students to gather or disperse.

Voice (V): Teacher use of the voice for students' managerial behavior, for example, use of voice to gather or disperse students into other formations.

Gestures (G): Teacher use of gestures, for example, the hand for managerial behavior like using the hand to inform students to form a circle or widen a circle.

Drums (D): Varied ways of drumming for organizational purposes, either for students to disperse or to gather for an activity, for example, one beat or several to gather or disperse students to begin activity, stop or gather for instruction or even for attention.

Clap (cl): Clapping being used as a signal to reflect a context, for example, used to call students to go into formations.

Preparatory phase (PP): This is the first segment of the lesson where students either by routine or under teacher's instruction start some activities. It comprises set induction and warm-up sections of the lesson.

Main content (MC): This segment begins with the introduction of skill and isolated skill practices, for example, teacher putting students into formation to demonstrate the skill for the day and the formations for initial practice of skill.

Culminating activity (CL): This is the segment of the lesson where there is scrimmage, thus combination or extensions, or refinement and application as well as game setting. For example, combining previous skills of passing and receiving in basketball with current skill in a drill to give feedback and continuing with a small game where there is no feedback.

Closure (CS): This segment is the period after the game when teacher by signal calls students together to close the lesson. There could be a recapitulation of the lesson or collection of equipment. Managerial episodes end when students leave the area.

Time Decision (Time component)

Time coding: The time segment begins when teacher displays the first managerial behavior and continues while other episodes unveil themselves until closure. The duration of time to be coded starts with the managerial behavior and ends when all the students have appropriately responded to the signal and teacher's managerial directions. The criterion here is when all the students start a new, non-managerial activity which may be any of the following:

(1) The teacher begins to explain or give instruction of an activity, for example,

explanation of a game or instruction about a skill to be learned.

(2) The teacher gives group or individual feedback for skill performance.

(3) Students begin practicing a skill.

(4) Students begin playing a game.

How to Use the Instrument

The UCEW-ICOMAD is basically a managerial recording instrument. The technique used in recording are event and duration procedures employing tallying in certain columns and using stop watch. These techniques are justified in the sense that managerial episodes occur as events which teachers respond to or emit in order to get the lesson going smoothly. To use the instrument the coder should know the definitions and understand them, thus being conversant

with them, the coder determines managerial episodes occurring from the start of the lesson to the close. The following steps are used in the coding:

(1) The headings at the top of the instrument should be completed before the actual teaching begins to facilitate faster coding or tallying.

(2) Under lesson focus the coder enters 'PP' for Preparatory Phase so that as events unfold coding is facilitated.

(3) Coding is carried across first for a single managerial episode, for example, if teacher uses a low voice to gather students into formation for set induction which is a routine, code under Type to start the first managerial episode, thus 'V' under Type for voice, a tally under Low, then R/GT/S under context.

(4) When the managerial episode ends, stop the watch and record time taken to respond.

(5) If time taken is more than 15 seconds or less tally delayed or prompt respectively to end one episode of managerial behavior.

(6) This procedure is repeated for as many managerial episodes that occur under the preparatory phase.

(7) Immediately this lesson focus changes a time-line is drawn across and the next phase 'MC' written under lesson focus for coding to continue.

(8) Coding follows same procedure until lesson ends at Closure (CS) when students leave the area.

(9) At the end of it all, the coder makes a total of all tallies and time taken to respond for every segment of the lesson focus before the grand total for the whole lesson. This would allow detail analysis of the lesson.

(10) The total frequency of the tallies and the total for time are computed in percentages and recorded.

(11) The space for general comments is completed by the coder taken into consideration the impression about each of the lesson focus looking at the result across, totals for various columns, the number of routines and on delay and prompt.

Decision Logs

Since objectivity and consistency in coding are needed the following decisions were made after several coding practices.

1). If signals are used in succession, the coder should identify the one which was purposely emitted for management, for example, if teacher uses voice to call students to gather, followed by whistling, clapping or using gestures for students to hurry, voice should be coded. .

(2) Tallying of either High or Low follows how the coder who is further away from the teacher hears the managerial command or signal. If the sound is audible enough to the coder, high should be tallied but if it is not audible enough judging the distance from teacher to coder and from teacher to student, then low should be tallied.

3). A time duration of students' response of up to 15 secs should be tallied under prompt and more than 15 secs under delayed.

4).Coding should be done across to complete each episode under various headings in the columns before the next managerial episode.

5).A prefix PX to be added to instrument under 'type' as a stand-by to cater for any other percussion instrument not included but may be observed in use during a lesson.

Construction of Instrument

Teachers' managerial behavior and students' responses which were observed for a period of time were listed, planned and put into a format referencing Darst et al. (1983). Initial trials were made using the instrument to capture some episodes. This revealed a lot of loopholes, therefore, several modifications were made to bring the instrument into proper perspective and to make coding easy. The draft was used to record several episodes to establish validity and reliability. Finally, the instrument was named: The UCEW-ICOMAD.

Validity

The instrument was first and foremost adapted from Darst et al (1983), Data Collection for Managerial Efficiency in Physical Education (DACOME-PE) constructed by Siedentop and Rife (1983) with few category addition from Siedentop (1991). The initial completion of the adaptation was scrutinized by an expert, professor in teacher education who is credited with construction of instruments for teacher effectiveness observations. After several trials two other experts also in teacher education validated the instrument and approved of it.

Reliability

To establish reliability, training sessions were organized using three professional teachers who have completed courses in Analysis of Teaching and Supervision of Student Teachers at the graduate level. This covered a period of three weeks.

1. The first day was used to explain the definitions and answers were given to questions.

2. The trainees were given four days to study the definitions thoroughly.

3. One day was used for explanation of coding sheet and observation procedures.

4. Open discussion of scenarios and appropriate coding sheet followed.

5. Observation of video tapes on several practical lessons and discussions for clarification on identification of managerial episodes using the coding sheet for interpretation where needed.

6. Observation of real practical lessons and discussions.

7. Individual practice of personal coding and compares results for several lessons with discussion after each coding to iron out differences towards inter observer agreements (IOA).

8. Practice continued until disparities were negligible. A constant agreement levels of more than 83%. Since there were three coders, after coding episodes by observing each lesson, coders compared the results and checking was done between any two in a commutative process, thus A&B, A&C, B&C., until constant range was maintained during the last four observations.

The number of coded managerial episodes or events were used to check the reliability. The method used to calculate inter observer reliability as reported by Darst et al. (1983), was used. This involved the number of agreements and disagreements of coded events under context. Thus:

$$\underline{\text{Agreements}} \qquad \text{X} \quad 100$$
$$\text{Agreements} + \text{Disagreements}$$

A reliability check for two of the coders A and B

| A and B. | Total number of agreements | = 10 |
| | Total number of disagreements | = 2 |

Working it out: $\underline{10}$ X 100

10 x 2   Answer = 83.3%

The figures obtained from the last four days reliability checks are in Table 1.

Table 1

Inter-observer Agreement (IOA) for UCEW-ICOMAD

DAY	1	2	3	4
% of IOA	83.45%	85.45%	90.10%	92.5%

A reliability score of above 80% was constantly obtained.

Analysis Procedures

The nature of the research called for descriptive analysis. The quantitative data was collected from the events that were observed throughout the 36 lessons. Frequency of events were calculated/converted into percentages for easy analytical descriptions. The analysis covered the following:

1. The managerial time in percentage of class time

2. The total percentage time for each of the lesson focus relating to the total time spent on management.

3. The percentage time for prompt and delayed.

4. The percentage occurrence of low and high signals.

5. The percentage of which type of signals were used most.

6. Frequency of routines calculated in percentage of the managerial behaviors emitted by teacher.

Summary

The chapter exposed the methods and procedures used for data collection and treatment. The population involved in the study were chosen from Winneba District and Tamale municipality. The choice of these two areas was by convenience. The teachers numbered eleven and the students thousand with five hundred and twenty as boys and four hundred and eighty as girls.

The University College of Education of Winneba Instrument for Collecting Managerial Data (U.C.E.W-ICOMAD) which was adapted and modified from Darst et al. (1983) was used for data collection. For the validity of the instrument, three experts who are professors in teacher education approved the validity of the instrument. A mean reliability score of 87.9% was achieved.

The quantitative data was analyzed using percentages with reference to managerial time, total time for each of the lesson focus, time for prompt and delayed, low and high signals, the type of signals used most and the frequency of routines.

CHAPTER 4

RESULTS AND DISCUSSIONS

The purpose of the study was to examine the management techniques employed by Ghanaian physical education teachers in the senior secondary schools and the responses of the students. To collect data for the purpose of description, the University College of Education Instrument for Collecting Managerial Data (UCEW-ICOMAD) which was adapted and developed from the Data collection for Managerial Efficiency in Physical Education (DACOME-PE) instrument by Siedentop and Rife in Darst et al. (1983) and Siedentop (1991) was utilized.

This chapter dealt with the results and discussion of the data collected considering the research questions. The data is arranged to cover the managerial behaviors teachers employed during the lessons as well as the time component of how the students responded to the teachers' managerial behaviors.

Results

Tables have been provided under the following captions to help explicate the data: managerial signals by teachers from Winneba and Tamale schools; time taken by students to respond to managerial signals in Winneba; time taken by students to respond to managerial signals in Tamale; nature of teachers signals and students' response; signals at each lesson focus; percent distribution of frequency of signals. Table 2 shows teachers managerial behaviors (use of signals) in 21 observations from Winneba District and 15 from Tamale Municipality. A total number of 296 signals for all the lessons were observed in the Winneba out of which 227 (76.7%) were high in pitch and 69 (23.3%) low. The figure obtained from

Tamale for the 15 observations was 229 signals, 84 (36.7%) being high and 145 (63.3%) low.

The total observations for the whole study were 36, and the number of signals recorded were

525 with 311 high pitched and 214 low, thus 56.7% of signals were high and 43.3% low.

Table 2

Managerial Signals (Behaviors) by Teachers from Winneba and Tamale Schools

	Observations	Signals	High	Low	Percent High	Percent Low
Winneba	21	296	227	69	76.7%	23.3%
Tamale	15	229	84	145	36.7%	63.3%
Total	36	525	311	214	56.7%	43.3%

The results from the two areas show differences in the high and low signals which

suggest that teachers differ in the way they give signals for management.

Table 3a

**Time Taken by Students to Respond to Teachers' Signals
in The Tamale Municipality Schools**

Observations	Time in sec.	Mean Percent	Prompt	%	Delayed	%
1	588	7.0	4	6.8	18	10.6
2	648	7.8	3	5.1	13	7.6
3	570	6.8	4	6.8	13	7.6
4	690	8.3	3	5.1	12	7.1
5	522	6.3	4	6.8	11	6.5
6	486	5.8	4	6.8	8	4.7
7	408	4.9	3	5.1	10	5.9
8	726	8.7	5	8.5	15	8.8
9	642	7.7	3	5.1	12	7.1
10	492	5.9	4	6.8	12	7.1
11	600	7.2	5	8.5	9	5.3
12	432	5.2	4	6.8	11	6.5
13	426	5.1	8	13.6	8	4.7
14	546	6.5	2	3.4	8	4.7
15	564	6.8	3	5.1	10	5.9
Total	8340	100	59	25.8	170	74.2

Data from Table 3a shows time taken by students to respond to teachers managerial signals (behaviors) in the Tamale Schools in seconds and how prompt or delayed the responses using the criteria of more than 15 seconds response as delayed and up to 15 seconds as prompt. The total number of observations were 15 and out of the 229 signals (table 2), 59 (25.8%) were prompt and 170 (74.2%) delayed. The total management time for all the observations was 8340 seconds and the percentage managerial time for each observation in relation to the total management time was indicated. The percentages indicate that apart from two observations which had the same management time, all the rest of the 13 observations had different management times.

Table 3b

Mean Time Taken by Students to Respond to Teachers' Signals (Behaviors)

in The Winneba District Schools

Observations	Time in sec.	Mean Percent	Prompt	%	Delayed	%
1	638	6.0	4	3.8	11	5.8
2	461	4.4	5	4.7	8	4.2
3	476	4.5	14	13.2	11	5.8
4	419	4.0	5	4.7	10	5.3
5	468	4.4	5	4.7	8	4.2
6	511	4.8	5	4.7	9	4.7
7	401	3.8	4	3.8	9	4.7
8	370	3.5	3	2.8	9	4.7
9	306	2.9	3	2.8	12	6.3
10	543	5.2	6	5.7	8	4.2
11	455	4.3	4	3.8	10	5.3
12	521	4.9	3	2.8	8	4.2
13	494	4.7	6	5.7	9	4.7
14	509	4.8	4	3.8	11	5.8
15	590	5.6	6	5.7	7	3.7
16	543	5.1	6	5.7	9	4.7
17	556	5.3	6	5.7	8	4.2
18	538	5.2	2	1.9	10	5.3
19	420	4.0	7	6.6	6	3.1
20	694	6.6	5	4.7	10	5.3
21	637	6.0	4	3.8	7	3.7
Total	10550	100	106	35.8	190	64.2

Table 3b shows time taken by students to respond to teachers' managerial signals (behaviors) in the Winneba District Schools in seconds and how prompt or delayed the responses using the criteria of more than 15 seconds response as delayed and up to 15 seconds as prompt.

In all there were 21 observations and out of the 296 signals (Table 2), 106 were prompt and 190 delayed, thus 35.8% and 64.2% respectively. The total management time for all the observations was 10550 seconds and the percentage managerial time for each observation in

relation to the total management time was indicated. But for the percent times which have

some approximations and therefore same percent figures appear for some of the observations,

the raw scores still depict differences in each of the time-spent for the various observations.

Table 4a

Percent Time Taken by Students to Respond to Teachers' Signals

in The Tamale Municipality Schools for Each Observation

Observation	Time in Sec.	Percent Time
1	588	24.4
2	648	25.1
3	570	23.7
4	690	28.8
5	522	21.7
6	486	20.2
7	408	18.0
8	726	26.9
9	642	26.8
10	492	20.5
11	600	26.3
12	432	18.1
13	426	17.8
14	546	28.5
15	564	21.9
Total	8340	348.7

The distribution in Table 4a shows the percent of management time in relation to the

engaged time for each lesson. The distribution indicate that only 3 observations (20%) had

management time less than 1/5 of the engaged time for each lesson while as many as 12

observations (80%) of the lessons took 1/5 or more of the engaged time for management. This

data therefore reveals that many lessons in Tamale area took more time for management.

Table 4b

Percent Time Taken by Students to Respond to Teachers' Signals in The Winneba District Schools for Each Observation

Observation	00Time in Seconds	Percent Time
1	638	27
2	461	19
3	476	20
4	419	18
5	468	19
6	511	21
7	401	17
8	370	15
9	306	12
10	543	23
11	455	19
12	521	22
13	494	21
14	509	21
15	590	25
16	543	23
17	556	23
18	538	22
19	420	18
20	694	29
21	637	27
Total	10 550	441

The data in Table 4b show percent of management time in relation to the management time for each lesson in the Winneba schools. The data under percent time indicate that out of the 21 observations only 8 had percent management time less than 20% of the class time.

Table 5

Signals for Each Lesson Focus

Showing Equivalent Percentage Time

	Observation	PP	%	MC	%	CL	%	CS	%
Winneba	21	78	26.4	109	36.8	85	28.7	24	8.1
Tamale	15	57	24.9	64	27.9	78	34.1	30	13.1
Total	36	135	25.7	173	33.0	163	31.0	54	10.3

Table 5 contains data for total observations for the two areas, the various lesson focus with the total number of signals and equivalent percent time for each focus as well as total for observations with total of signals and corresponding percent of the management time.

For the total 36 observations, Preparatory Phase (PP) had 135 signals corresponding to 25.7% of total management time; Main Content (MC) had 173 signals with 33.0% time; Culminating Activity (CL) had 163 signals with 31.0% time and Closure (CS) had 54 signals with 10.3% time. Main Content had the highest signals and percent of management time followed by culminating activity.

Table 6

Percent Distribution of Frequency of Signals

from Winneba and Tamale

Signals	Winneba	%	Tamale	%	Total
whistle	24	8.1	12	5.2	6.9
voice	270	91.2	215	93.9	92.3
gesture '	2	0.7	2	0.9	0.8
drum	-	-	-	-	
clap	-	-	-	-	
percussion	-	-	-	-	
tambourine	-	-	-	-	
Total	296	100	229	100	100

The data in Table 6 depict the frequency in the use of the signals for management. From the total of 21 observations in the Winneba area schools which attracted 296 use of signals, the whistle was used on 24 occasions (8.1%); voice 270 times (91.2%); and gestures on 2 occasions (0.7%). The 15 observations from Tamale municipality had 12 use of whistle (5.2%) for management; then 215 use of voice (93.9%); and 2 uses of gestures (0.8%).

Considering the whole observations for the study which attracted 525 signals for management, whistle was used for 36 times (6.9%0; voice 485 times (92.3%) and gestures 4 times (0.8%). No other signal was used for management episodes.

Table 7

Percentage Routines to Signals

in the Observations from Winneba and Tamale

	Observation	Signal	Routine	%
Winneba	21	296	21	7.1
Tamale	15	229	15	6.5
Total	36	525	36	6.9

The number of routines for the observations from the two areas have been indicated with the corresponding percentages in Table 7. For the Winneba data, 21 observations were completed, 296 signals and 21 (7.1%) routines recorded while the other 15 observations from Tamale with 229 signals had 15 (6.5%) routine events. Thus from the total of 36 observations for the study, there were 525 signals for managerial episodes and out of this 36 (6.9%) were routinized. All the routines were recorded during the preparatory phase of the lesson.

Table 8

Percent Time Taken by Student to Respond to

the Managerial Episodes for all Observations

	# of Observation	Class Time In Minutes	Time Taken To Respond	Percent Time For Management
Winneba	21	840	176	21
Tamale	15	598	139	23
Total	36	1438	315	22

Mean Percent = 22%

The data shown in Table 8 represents the class time for the physical education lessons observed from both Winneba and Tamale, the corresponding time taken by students to respond to managerial signals and the mean percent of the time for management. For all the 21 lessons observed in the Winneba schools, the total time for the lessons was 840 minutes and out of that management time was 176 which is an average of 21% of the class time. The observations in the Tamale area schools were 15 with a total time of 598 minutes out of which students used 139 minutes for management, thus a mean percent of 23 of the total class time. In all 36 observations for the study which had a total of 1438 minutes and 315 minutes for management, the mean obtained was 22 percent.

Discussion

The purpose of the study was to examine the management techniques employed by Ghanaian Physical Education Teachers in the Senior Secondary Schools. The focus was therefore to find out what managerial behaviors teachers employ and how students respond to those behaviors.

There were 36 observations which revealed 525 managerial signals employed by the teachers for the managerial episodes recorded. The data revealed that teachers employed only three signals: voice, whistle and gestures. From the total number of signals for the whole observation, voice was used 92.4%, whistle 6.8% and gestures 0.8%. This indicates that the predominant signal was the voice. Comparing this to the study by Perron and Downey (1997), describing the management techniques used by High School teachers, a contrary view is portrayed by the teachers concerning the use of voice. The teachers explained that they relied on the whistle (193 stopping) as an important voice-saver and rarely used other attention signals such as raising a hand or clapping. Again, while that study revealed other innovative techniques used by the teachers, this study did not reveal such techniques even though the observation instrument used provided for additional use of signals.

Considering how high or low the pitch or sound of the signals to determine whether teachers' managerial time was result of the behavior revealed that 56% as against 43% of the signals were high and low respectively. This gives the notion that the teachers' signals were audible enough for students to hear and respond. While this notion may be taken as true yet comparing their responses it was revealed that only 31.4% of the signals met prompt response

and as high as 68.6% were delayed using the criteria of more than 15 seconds as delayed response. This suggests that management time could be affected.

The number of routines revealed by the study were 36 out of 525 managerial signals. These routines were all at the beginning of the lesson during the preparatory phase for students to gather for the start of the lesson or the set induction which in certain cases did not start the lesson until after warm up. The figure seems too low and it is seen that the teachers did not seem to know much about the importance of routines. As Rink (1993) echoed, one of the first steps in establishing good management in class is to establish class routines. Talking about effective teachers, Siedentop and Tannehill (2000), summing up results from research, emphasized that managerial tasks are typically a set of routines which become established structures and require less teacher attention especially in classes of effective teachers. The implication seen here is that the routines are necessary to control the class and have the lesson run smoothly. Possibly, the managerial time could be reduced if the teachers learn to use more of routines in their classes.

For managerial time to reduce, research emphasize that rules, routines and expectations are as important preventative management skills as well as cutting on organizational time (Perron and Downey, 1997; O'Sullivan and Dyson, 1994) but the few observed might be attributed to the fact that the teachers preparation lacked management skill development. This idea is supported by research that pre-service teachers are poorly prepared in the area of classroom management (Wesley and Vocke, 1992) and secondly management methods are not taught exclusively but as bits and pieces of good counsel (Goodland, 1990).

A look at the focus of the lessons which are the Preparatory Phase, Main Content, Culminating Activity and Closure indicated different number of signals for each phase. The

The Main Content and Culminating Phase had the highest number of signals. This may be due to the fact that these two phases have more activities and therefore need more organizational effort from the teachers. On the average it was revealed that the Main Content had the highest number of signals (173) giving a figure of 33% followed by Culminating Phase which had 163 thus a percentage of 31, Preparatory Phase, 135 (25.7%) and Closure had 54 (10.3%). Directly related to this discussion is the response by student to these signals.

Students' response to teachers' managerial behaviors as a component of the study aimed at the time factor of their response. With regards to the signals which show that the Main Content phase of the lessons attracted the highest number of signals for the possible reason that more activities took place within that frame, it becomes imperative that more time was spent at this phase. It may be argued that the time distribution for management would follow the order in which the signals were used. It is evident from the findings that more than 70% of the observations had management time more than one fifth of the class time.

Previous research indicate that 15%-35% of class time is devoted to management episodes (Luke 1989; McLeish, 1981; Placek and Randall, 1983; 1989; Kounin 1970) and others, the average being 25% for Elementary Schools and 22% for Secondary (High) Schools. According to the study, a total of 315 minutes were recorded for all responses against the total time of 1438 which represented the class time for the 36 observations. The observations from Winneba and Tamale when computed gave the results of 21% and 23% respectively for managerial time. These figures fall within what research has postulated. By further computing, the average of 22% was obtained for students responses to teachers' managerial behaviors. This figure of 22% for management time falls within research result and

confirms what research has espoused that managerial time for physical education in High School (Senior Secondary) is 22%.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the study enumerates conclusions and provides recommendations reflecting on the results.

Summary

The purpose of the study was to examine the management techniques employed by Ghanaian Physical Education Teachers in the Senior Secondary Schools (High Schools).

Chapter one focused on a brief background information of the study elucidating some views on management by researchers and culminating in the establishment of the statement of the problem. The chapter also specified the research questions, assumptions, the delimitations of the study, the limitations and finally, definition of some important terms as used in the study.

The second chapter covers the review of literature with sub-captions (a) historical perspective which looks at the development of research into classroom management; (b) the task of teaching which reviews some actions of teachers in trying to teach students; (c) research perspectives which draws on what the literature say about some specific research on classroom management; (d) what effective teachers do, which is an epitome of some literature on how teachers effectively manage their classes.

In the third chapter, the methods and procedures used for the study were outlined. The focus was on (a) selection of subjects (b) description of setting (c) description of components of instrument which sub-divides into category definitions, how to use the instrument-decision logs, construction of instrument, validity and reliability; and analysis procedures.

The subjects comprised senior secondary physical education teachers and students from schools in the Winneba District and Tamale Municipality. A total of 11 teachers and 1000 students (520 boys and 480 girls) were involved. A short description of the setting exposed the importance for selecting the two areas for the study.

The instrument used was the UCEW Instrument for Collecting Managerial Data (UCEW-ICOMAD) adapted from Siedentop (1991) and from Darst et al (1983). The data collected were analyzed using raw figures and mean percentages on the time management component of the lessons observed.

The results and discussions are presented in chapter four reflecting the research question from tables on managerial behaviors by teachers from Winneba and Tamale schools; time taken by students to respond in both areas; signals for each lesson focus; distribution of frequency of signals; percent routines to signals; and percent time taken by students to respond to managerial episodes.

Conclusions

A critical reflection on the results and analysis of the study presents the following conclusions:

(1) The mean percent of management time (time taken by students to respond to teachers' managerial signals) was 22% which confirms existing finding of management time (Siedentop, 1991).

(2) Management time differs from segment to segment of the lesson focus.

(3) The figures of 56.7% and 43.3% for high and low signals respectively indicated that teachers' signals were audible enough to attract students' attention for a quick response.

(4) The mean results of 35.8% prompt responses and 64.2% delayed responses indicate that even though signals were audible on the average students did not respond to teachers' managerial signals quickly.

(5) The use of routines has a low percentage (6.9%) in the management behaviors of teachers in Ghana.

(6) The Main Content phase of the lessons have high percentage of management time.

(7) Teachers use the voice at a surprising percentage.

Recommendations

The following recommendations are put forward based on the findings and conclusions of the study:

(1) Teachers in the field need refresher courses and in-service training to improve their managerial skills.

(2) Rules, routines and expectations should be taught as a vital and integral component of management.

(3) Since class sizes are very large and there is insufficient equipment and facilities, teachers should use other signals to reduce the frequent use of the voice for management.

(4) Teachers should make accountability part of their management programs so that students know they are accountable for their own behavior.

(5) Management directions should be explicit and short for students to understand and respond quickly.

(6) Future research into management skills of pre-service physical education teachers to ensure the level of management skills is highly recommended.

Suggestions

(1) Teachers in the field need refresher courses or in-service training to improve the managerial skills.

(2) The period of student teaching should be increased from 3-4 weeks to 10-12 weeks as research support so that pre-service teachers could have more time to practice.

(3) Teachers should be supervised using instruments which capture managerial skills so that data would be collected for concrete evidences which the teacher would try to work at.

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APPENDIX A

MANAGERIAL TASK INTERVIEW GUIDE

1. How do you characterize your relationship with your students?

2. Do you take roll before you start lesson?

3. Do you know about routines in teaching?

4. Is there any specific warm up students engage in without you supervising?

5. If 'yes' what are students supposed to do if they arrive on the field before your arrival?

6. Do you set boundaries within which students work?

7. Are students familiar with this?

8. What happens if students go beyond the boundaries?

9. How do you start students to do activities? (Signals)

10. When students disturb/talk during lesson how are they controlled to keep quiet?

11. Are they familiar with the signal for attention?

12. How do you react to behaviors that recur frequently and are likely to disrupt/delay the pacing of the lesson?

13. What routine do you have for the class to follow when changing activities?

14. What do you do to make sure students are always attentive and working?

15. Are students aware of any laid down rule for disruptive behavior?

16. What rules are there far disruptive behavior?

17. What do you do for students to obey rules?

18. How do you organize students for instruction? (Any special way?)

19. Do students belong to any special grouping when it comes to group activity?

20. When you organize formations in lines do students already have such lines they join?

21. How do you often/normally disperse students into `more scattered formations?

22. How do you regroup students for the instruction?

23. If students need your attention during lesson how is it done (often/normally/occasionally).

24. Is that behavior stabilized for the whole class?

25. Are students responsible for carrying equipment?

26. What procedure do you use to distribute equipment?

27. What do students know about use of equipment?

28. How often do you remind them about misuse of equipment?

29. What do students know about misuse of equipment?

30. What do you do when students misuse equipment?

31. Are students aware of/familiar with consequences when they misuse equipment?

32. How are students' interactions like in relation to the following:

    a) Respect for others.

    b) Encouraging themselves.

    c) Sharing.

    d) Insulting.

    e) Supporting.

33. How do you react to any of the above situations?

34. Are students conscious enough of your reactions in such situations to be prompted for change in behavior?

APPENDIX B

THE UNIVERSITY COLLEGE OF EDUCATION INSTRUMENT
FOR COLLECTING MANAGERIAL DATA (UCEW-ICOMAD)

Teacher: Date: Time Started: Duration:

Observer: Class: Time Ended: Class Activity:

LESSON FOCUS	S I G N A L S				TIME TAKEN BY STUDENTS TO RESPOND	NATURE OF STUDENT RESPONSE	
	Type	H	L	Context			

FOCUS
Preparatory Phase (PP)
Main Content (MC)
Culminating Activity (CL)
Closure (CS)

CONTEXT
Gather (GT), Disperse (DS)
Routines (R), Stoppages (ST)
Set Induction (S), Attention (A)
Equipment (E)

TYPE
Drums (D), Clap (cl)
Whistle (W),
Maracash (PM)
Voice (V)
Tambourine (PT)
Gestures (G), PX

TOTAL TIME: % of Duration:

High (H)
Low (L)

TALLIES
Total Prompts:
Total Delayed:
Total High:
Total Low:

GENERAL COMMENTS: