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**ASSESSING THE CONTENT KNOWLEDGE OF THE PHYSICAL EDUCATION TEACHERS ON STUDENTS' BEHAVIOUR MANAGEMENT IN PHYSICAL EDUCATION PRACTICAL LESSONS****<sup>1</sup>Hilary Kupour <sup>2</sup>Prince Addai-Tuffour & <sup>3</sup>Medina Srem-Sai**<sup>1</sup>Physical Education Department, St. Vincent College of Education, Ghana.<sup>2</sup>Physical Education Department, Offinso College of Education, Ghana.<sup>3</sup>Physical Education Department, Agogo College of Education, Ghana.Email: [Kupouryaw@rocketmail.com](mailto:Kupouryaw@rocketmail.com)

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**ABSTRACT:** *The research study was conducted to find out how professional physical education teachers use their content knowledge on managing students' behaviour in practical physical education lessons. The study specifically was conducted in the seven Senior High Schools in the Techiman Municipality in Brong Ahafo Region, Ghana. The research study employed the descriptive observational and survey methods to collate results for discussions and recommendations by the use of duration recording instrument and open ended questionnaires to physical education teachers. The research covered form one and two classes in each school. The total classes that the student population covered were forty-six (46) comprising twenty-three (23) each for forms two and three. This constituted two-thousand, seven hundred and sixty (2760) students with an average class size of sixty (60) students including boys and girls with the girls' forming about forty percent of each class. Out of the 46 classes, four were selected randomly for the students' behaviour management observation. Seven out of nine teachers responded to open ended questionnaires while four of them taught for observation on some managerial episodes, namely Game, Roll taking, Waiting, Lateness, and Disperse. The simple random sampling technique was used to select the classes for observation for data collection. The results revealed that physical education teachers use managerial techniques to manage their student behaviours in the class. However, it came to light that physical education teachers do not conduct roll call on their students to check absenteeism which can be researched into to come with the reason. It is recommended that further research study could be carried out on the conduct of physical education teachers' towards the management of practical physical education lessons.*

**KEYWORDS:** physical education, content knowledge, behaviour management, game.

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**INTRODUCTION**

The ultimate aim of teaching is to bring about a relative permanent behavioural change in students or pupils in the classroom. What brings about this relative permanent change in students or pupils is the content knowledge of the educational curriculum. Teachers, therefore, must have good content knowledge and use it to bring about the needed behavioural change. However, class management has an indirect influence on behavioural change of the students. To achieve the relative permanent change in students or pupils, teachers must have good managerial skills in order to become effective teachers. The term classroom management covers the whole spectrum of management issues that a teacher has to contend with in his classroom. Classroom, for the purpose

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of this study, is a place where the teachers meet the pupils and lead the pupils to interact with subject matters and materials in order to cause learning to happen. The way a teacher manages all the different aspects of classroom will have a powerful influence on how effectively the children learn and also on how well they behave. Most teachers have a pattern of setting up classroom in the way that best facilitates learning so that they instinctively manage the classroom environment and classroom routines without too much thinking or stress. One of these is the knowledge of how to manage students' behaviour during practical physical education lessons. Managing the classroom environment is a responsibility of every teacher. The way a teacher manages his classroom will dictate the stress he may pass through, his pupils' achievement, behaviour and the tone of the class.

Management in teaching has come as a term which is for almost everything the teacher does that is indirectly related to the content taught. Content knowledge is also paramount to teaching and must be held as such in teaching. This implies that teachers should bring relative permanent behavioural change in students or pupils; they must have high content knowledge in the subject and the needed classroom managerial skills. These managerial skills need to go hand in hand with the content knowledge of the teacher to accomplish this behavioural change in students. There are managerial episodes that need to be managed in the classroom which the researcher wanted research into how physical education teachers manage their student behaviours in their practical physical education lessons. Misbehavior, as Doyle (1986) contends, is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behavior held by the teacher, the students, or the school's staff (Doyle, 1986; p. 396).

### **Statement of the Problem**

For a practical physical education lesson to be successful, two aspects of teaching must be considered. First is the content knowledge of the skill or major unit that is to be taught and second is how the teacher manages the students based on the students' behaviour. Very often emphasis is on the content knowledge of the skill or unit of the day but equally important is the knowledge of how students are managed based on the behaviours they put up during practical physical education lessons. There are several schools of thought about how teachers should manage their classes. On teachers paying much attention to management in class, "considerable evidence exists that physical education teachers spend far too much time in management activities". (Metzler, 1989, p.87-103). On improving student behaviour management in class, There are a number of techniques for dealing classes a day-to-day basis. Rules are clearly posted and consequences are clear to comprehend. It should be approach of choice when problems are not severe. Behaviour games and contacts require a greater amount of teacher monitoring and should be used only when necessary (Pangrazi and Dauer., 1992).

From what Pangrazi and Dauer said, we can confidently say that classroom rules and routines need to be developed with students and posted in the class for students to read and understand the consequences involved when a rule is broken. The researcher's personal observations on physical education teachers managing students' behaviour in class has not been encouraging as students put up behaviour such as absenteeism, lateness to class, and improper dressings for physical education lessons. Meanwhile these students are handled by professional physical education teachers.

Therefore, it is against this background that the researcher tried to find out how professional physical education teachers manage students' behaviours in their practical physical education lessons.

### **Purpose of the Study**

The purpose of teaching is to bring about a relatively permanent change in the students of which the content knowledge of the teacher is paramount. But student behaviour management which is indirectly to the content taught is needed to bring about this relative permanent change in the students. The purpose of the study was to identify how professional physical education teachers managed their classes in Ghana. These teachers were those with degree(s) in physical education. Pangrazi. and Darst (1985) confirmed that teachers need to identify rules with their students to make the students learn these rules and practice them to make instructions in the class flow freely from one segment to the other.

### **Significance of the Study**

It was the researcher's view that this study would help to come out with the link between content knowledge and student behaviour management, which is the physical education teacher, had gone through training and had been stocked with a lot of knowledge to teach his or her students in the class. Identify ways of managing student behaviours in the physical education class. That is to come out with the various approaches used by physical education teachers to manage their students' behaviours in their practical physical education class. Identify the mechanisms that are needed to be put in place to check student behaviours, which are the things or materials that are put in place to check students' behaviour in practical physical education lessons. These mechanisms would help other teachers to manage their lesson as such.

### **Objectives**

The objectives of the research project were to:

1. Identify the link between content knowledge of student behaviours of the teacher and student behaviour management in a practical physical education lesson.
2. Examine how student behaviours were managed in the practical physical education lesson.
3. Establish mechanisms that were needed to manage student behaviours in a practical physical education lesson.

### **Research Questions**

1. What is the physical education teacher's content knowledge of student behaviour during practical physical education lesson?
2. How do the physical education teachers use the content knowledge of student behaviour during practical physical education lessons?
3. What are the best practices of dealing with students' behaviour during practical physical education lesson?

## LITERATURE REVIEW

### **Physical education teacher content knowledge on student behaviour management during practical physical education lessons.**

Foutz (2005) said that 'effective classroom management begins with the teacher. The teacher must plan so that the students will be able to meet their learning and behaviour objectives' (Foutz., 2005, p. 3). This implies that the teacher is a manager of the class. The teacher's plans leads to student's behaviour objectives achievement. Good planning leads to better delivery of content and understanding by students. According to Hill (2003), 'another integral aspect of classroom management is discipline; Discipline is an instrument that molds, shapes, corrects and inspires appropriate behaviour. Indiscipline is misbehaviour, which students intentionally exhibited and such should be punished'. (Hill. 1997, April 20. (2003).

What this assertion is about is that teacher's must in steal discipline in their students, putting up appropriate behaviour that molds and shapes students and rules are broken the culprit must be punished accordingly.

Pangrazi and Dauer (1992), see punishment as Contrary to what many teachers think, punishment does work and is very effective at stopping undesirable behaviour. In fact, just as reinforcement increases the occurrences of behaviour, punishment will decrease undesirable behaviour in similar manner. The principle of reinforcement can be transferred to the use of punishment. Just as reinforcement should be given immediately, punishment should be administered as soon as after the behaviour as possible. (Pangrazi. and Dauer., 1992, p. 120). From what Pangrazi and Dauer have said it is appropriate to use punishment in the class to improve good behaviour and this must be done immediately after the behaviour is put up.

Harrison, Blackmore and Buck (2001), opined that Punishment is negative contingency contracting-'if you do x, you will get y,' y being undesirable. Punishment involves external control over a student by the teacher. It usually implies mental physical pain or discomfort. Unfortunately, too many school personnel see punishment as the only recourse in dealing with a student's misbehaviour. They use the most potent negative consequences available to them in a desperate effort to control an individual and make it clear to others that acting in such a fashion is not tolerated. (Harrison., Blackmore. and Buck., 2001, p. 361-62).

As said by Harrison, Blackmore and Buck, punishment is an undesirable reward to students and must be applied for other students who have not misbehaved to refrain from doing so or to tell others that such fashions are not tolerated. Doyle (1986), opined that In a preventive classroom, the bottom line is not curtailing student misbehavior but setting the stage so that such problems do not occur. Instead of focusing entirely on what the teacher can do to control students, researchers are exploring methods of creating, implementing, and maintaining a classroom environment that supports student learning (Doyle. 1986, p.392). For a good class to take place as said by Doyle in order to avoid misbehaviour, plans (management) must be put in place so that misbehaviours do not occur in the process of teaching. Also Mayeski (2005) said 'Creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning

environment for students. In that regard the role of the teacher as leader is also very crucial' (Mayeski. 2005, p.1). From Mayeski, the teacher is a pivotal material to bring about optimum learning through managing the class. Therefore classroom management to the teacher is very crucial. There are a lot of strategies to use in teaching in order to be effective teachers which Siedentop, Mand and Taggart (1986) numerated as: Devote a large percentage of time to content. Minimize management/wait/transition time to practice. Devote a high percentage of content time to practice. Keep students on task. Assign tasks that are meaningful and matched to student abilities. Keep the learning environment supportive and set high but realistic expectations.

From what Siedentop, Mand and Taggart had, then the teacher must manage the class to increase instructional time and minimizing managerial time and take individual differences of the students into consideration. He/she must also have good pacing (transitional) techniques in teaching.

In keeping managerial routines in place, Emmer, Evertson, and Anderson (1980), have it that 'In classrooms with this type of system in place, there is improved student task engagement, less inappropriate behavior, smoother transitions between activities, and generally higher academic performance' (Emmer., Evertson. and Anderson, 1980, p. 219-31). Emmer, Evertson and Anderson have confirmed that with good management in the class by the teacher and the students, transitions are smoothed, inappropriate behaviours are reduced and students are always on task. On students success Cummins (1998), says In any professionally responsible educational setting, the assumption is that all related variables must be considered in choosing interventions to facilitate student success. Vision, hearing, general health, nutrition, and family case history should be reviewed in order "not to overlook any historical or contemporary determinants of behavior (Cummins. 1998). We can, therefore, conclude as said by Cummins that to facilitate students' success, many interventions must be put in place of which management is one of them.

On classroom management Fazalurl, Nabi, Abdul, Ajmal, and Saeed (2010), quoted Solis (2005, p.1) that 'Ideally, classroom management should be a common understanding between the teacher and the student. It should be an agreed upon model that everyone abides by' (Fazalurl., Nabi., Abdul., Ajmal., and Saeed. 2010, p. 97). From Fazalurl, Nabi, Abdul, Ajmal, and Saeed there should be a behaviour contract between the teacher and the students. Teachers should include students in formulating rules and routines for their classes.

Ramsey's (1999), opinion is that 'the role of an effective leader is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving' (Ramsey 1999, p.15). A very good rapport with students in the class has been buttressed upon by Ramsey that creating a good climate by a leader brings about innovative thinking and problem solving in the class.

To put systems in the class, Koki (2000), Says The classroom is often likened to a set of systems. Organizing, managing, and maintaining these systems requires a process in which a learning environment is constructed, complex parts are brought together into a coherent whole, and norms are established and revised to maintain ongoing classroom life (Koki., 2000, pp. 2-4). Conclusion could be drawn from Koki's assertion that the various complex parts of the lesson must be integrated to bring about successful teaching and learning in the classroom. Management does all these.

In the opinion of Lewis (2000), Setting limits for students make them behave better and know what

to do. The rules will show the expected behaviours in the classroom such as how pupils interact with peers and teacher while procedure will spell out how things are done. The rules are best made by both teachers and students. Teachers should also encourage the pupils to see the need for the activities in which they are involved and that of others (Lewis, 2000, p. 307-19). Setting rules and routines as supported by Lewis confirms that it makes students put up good behaviour in the class. Students know the consequences of any behaviour put up and therefore avoid putting up undesirable behaviours.

Putting dual responsibility to control behaviour in class, Pangrazi (1998), says A well-managed class occurs when teachers and students assume dual responsibility for learning toward target goals. Presentation and instructional strategies used are appropriate for the capabilities of students and the nature of activity sequences. How teachers teach, more than the characteristics of a particular teaching style determine what students learn (Pangrazi, 1998. p.80). It could be concluded, from Pangrazi, that a good management emerges when both the teacher and the student take dual responsibility of the class. If students know what to do likewise the teacher knowing his/her students capabilities, enhances free flow of instructions.

He (Pangrazi, 1998) again opined that ‘many class management and discipline problems can be prevented through anticipation and planning. It is important to anticipate the type(s) of problems that management occurs and to have a plan for dealing with them when they do’ (Pangrazi, 1998, p. 80). Being proactive in teaching as opined by Pangrazi, physical education teachers need to be proactive to overcome behaviour problems put up by students in the class. Being proactive means being a good manager and avoids mismanagement of contact periods.

In dealing with students’ misbehaviour, Evertson’s (1989), view is That most misbehaviour can be handled unobtrusively. Minor inattention or inappropriate behaviour should be dealt with immediately without disrupting or stopping the flow of instruction. Stopping a lesson in response to student misbehaviour is usually self-defeating and decreases time-on-task. Minor behaviors can easily be handled through eye contact, a touch or gesture, moving closer to the student, or calling on him (Evertson, 1989). From Evertson, this means that misbehaviours must be dealt with immediately they occur in order to make instruction flow. That is stopping a class to deal with a misbehaviour reduces time-on-task to students. Siedentop and Deborah (2000), emphasize that Effective management of transitions is the best place to save overall management time and also likely to be the best way to increase chances for disruptions behaviour that occurs during ‘dead times’ in class. Well-managed transitions also send a clear message to students that what happens in physical education is important and requires their attention, cooperation, and enthusiasm. (Siedentop. and Deborah. 2000. P. 259).

Siedentop and Deborah have attested to the fact that management of transitions is quite important in teaching in physical education. If this is not done, ‘dead times’ will be used by student to do something else apart from what is being taught. Again Siedentop and Deborah (2000), view that Lesson should be viewed as arrangement of tasks. This is a useful way to view lessons because it focuses on what students do in the lesson. Every lesson has managerial and instructional tasks; the teachers should never forget that students always have social tasks to accomplish. Students will never enter the gymnasium or need to move to an outdoor space (transition tasks). They will have

to be informed as what content will be practiced from the lesson (informing, refining, extending and applying instructional tasks) (Siedentop and Deborah, 2000. P. 259). Instructional and managerial episodes are interwoven in teaching as confirmed by Siedentop and Deborah. If arrangement of tasks is not done well, students will compromise with their social tasks instead of the task ahead to be learnt. Harrison (2001) says Classroom management in physical education involves 1. Preparing the environment, 2. Distributing and collecting equipment, 3. Planning pre-class activities, 4. Calling roll, 5. Leading warm-ups and fitness activities, 6. Getting students attention and giving directions, 7. Teaching and utilizing class formations, 8. Organizing groups or teams, 9. Supervising class activities, 10. Adapting to interruptions, 11. Using student leaders, and 12. Increasing motivation through classroom management (Harrison, 2001, p. 330).

From Harrison, teaching in physical education class involves a lot of which the physical teacher should sit down to plan managerial strategies needed to adopt in order to reduce misbehaviours in the class. Additionally, Harrison (2001), opined that Interventions for such problems begin with major program changes. From a motivational perspective, the aims are to (a) prevent and overcome negative attitudes toward school and learning, (b) enhance motivational readiness for learning and overcoming problems, (c) maintain intrinsic motivation throughout learning and problem solving, and (d) nurture the type of continuing motivation that results in students engaging in activities away from school that foster maintenance, generalization, and expansion of learning and problem solving. (Harrison. 2001, p.361-62).

He, Harrison buttressed to the fact that for effective teaching to take place, interventions must be put in place to reduce misbehaviour. Demonstration is a necessity in teaching in physical education, Pangrazi and Dauer (1992), view this On the need for demonstration in physical education lessons, 'the teacher should be sure that all the children can see and hear the performance. When exploring techniques, the teacher should bring out the reasons behind key performance points. Teacher demonstration should show proper starting position and be accompanied by verbal instructions from that point to assure a complete, point-by-point demonstration'. (Pangrazi, and Dauer, 1992, p. 101-02). Management involves how the teacher presents his lessons to his/ her students to comprehend of which demonstration cannot be done away with. Poor demonstration will bring about misbehaviour in the class. This can be deduced from what Pangrazy and Dauer had opined.

To involve students' activity, Pangrazi and Dauer (1992), say It is easy to become engrossed in instruction and lose sight of student interest. Most students enter the activity area expecting to be involved in movement. If a teacher immediately sits the class down and talk for 3-4minutes, students may lose interest and motivation. In most cases, instructional episodes should be kept to 30seconds or less. When episodes are longer, they are filled with more information than students can internalize in one seating. (Pangrazi. and Dauer, 1992, p.105).

This is to say that teachers must manage their class by not engaging themselves with too much talking but manage his/her instructional periods into least minutes of episodes as confirmed by Pangrazi and Dauer.

Good and Brophy (2002), reiterated the need for management as classroom management could pose a problem to the teacher, if he lacks the competence to create the setting, decorate the room,

arrange the chairs, speaking to children and listen to their responses, putting routines in place and then executing, modifying and reinstating them, developing rules and communicating those rules to pupils (Good. and Brophy, 2002). As stated by Good and Brophy, the competence level in management of the teacher is paramount to teaching. If the teacher fails to manage the class, problems are likely to occur. In Brophy's (1998) view, 'Teacher should always be attentive to students' individual behaviour and learning needs. This means that for a teacher to maintain a learning environment, he needs to actively monitor the activities of the pupils' (Brophy, 1998). Management or monitoring of students in the class puts students on task and makes the classroom environment conducive as confirmed by Brophy. From the foresaid views of the various authors of the content knowledge of the teacher, there is the need for physical education teachers to instill discipline in students by using appropriate punishments. The desired punishment must be instituted immediately after the undesirable behaviour. Teachers should start the school year by setting rule and routines with students concerning behaviour and its consequences. The set routines are the contract between the teacher and the students and a breach of any leads to its corresponding consequences. The various tasks in the class must be arranged in order for instructions to flow from one stage to the other without delay during transitions. All these strategies said have been taught to the teacher as methodology of teaching in physical education at the University. The teacher therefore has this content knowledge before going to the class to deliver.

### **The use of teacher content knowledge on student behaviour during practical physical education lessons.**

In their opinion, Pangrazi and Dauer (1992), stated that A behaviour contract is a written statement specifying certain student's behaviours that must occur in order to earn certain reward or privilege. The contract is usually signed by the teacher and the student involved, and is drawn up after a private conference to decide on the appropriate behaviours and rewards. Letting students make some decisions dealing with the contract is often useful. (Pangrazi. and Dauer, 1992, p.118). Pangrazi and Dauer have affirmed to the fact that for every behaviour, there should be a corresponding reward either positive or negative. Positive rewards go with good behaviours and the vice versa. Students must be involved in the formation of these rules for students get to obey rules when they were part of the rule formulation. Pangrazi and Dauer (1992), again have it that Effective class management and organizational skills create relaxed environment that offers students freedom of choice in harmony with class order and efficient teaching procedures. Management techniques include the mechanics of organizing a class, planning meaningful activities, and enhancing the personal growth of students. Effective teachers plan experiences to meet the needs of all students. (Pangrazi, and Dauer, 1992, p.109). What Pangrazi and Dauer mean is that teachers must be proactive. Teachers should not wait for a problem to occur before an antidote is found and when these are off prepared, the activities in the class go on smoothly for students' comprehension.

Pearson Educational Development Group (2006) viewed that 'One key to nipping behavioral problems in the bud is to promote positive behaviour before problems arise' (Pearson Educations Development Group, 2006). According to these groups of authors, teachers need to prepare for the lesson to be taught before getting into the classroom. That is teachers need to be proactive in all their dealings in the teaching process. Ill prepared teacher will fail in his or her delivery in the class. Harrison (2001) quoted Kounin, whose work was reaffirmed by Paul Gump, a noted

ecological psychologist in Kansa in the 1980s, identified several strategies that teachers use to elicit high levels of work involvement and low level of misbehavior. These strategies are: (1) with-it-ness (communicating awareness of student behaviour), (2) overlapping (doing more than one thing at once), smoothness and momentum (moving in and out of activities smoothly, with appropriate paced and sequenced instruction), and (4) group alerting (keeping all students attentive in a whole-group focus) (Harrison, 2001, p.329-330). From Harrison a teacher in the class uses a lot of strategies to control misbehaviour when teaching. These managerial techniques are taught at the teacher preparatory phase and are applied when teaching.

Students put up behaviours in the class which teachers of physical education must reduce to the barest minimum in order to increase student attention in the class as indicated by Ornstein and Levine. The various body gestures must be used to prevent misbehaviours that will disrupt the flow of the content to be taught. On promotion of rules and routines in the classroom, Brophy (2006), has it that Classroom rules and routines are established, strategies to acknowledge and encourage students' appropriate use of these rules and routines must be incorporated into the classroom management plan. Arranging consequences in order to increase desired behaviour is a critical component of effective classroom organization and management. A large number of behavioural strategies are effective (Brophy, 2006, p.17-43). For effective organization and management as from Brophy, physical education teachers must have behaviour contracts with their students to reduce misbehaviour in the class. Student knowing the consequences of behaviour helps to manage the class. There should be a variety of strategies of managing students' behaviours. That is the teacher must be a versatile in all his/her managerial approaches.

It is the duty of every teacher, including physical education teachers, to apply all what has been learnt during training as a teacher. Effective teachers use their content knowledge without undue fatigue because there is free flow of instructions from one level to the other with little transitional time. The teachers use the content knowledge to establish behaviour contract (routines) with the students which binds both the teacher and the students. They (teachers) get to know that they are managers of the class and therefore become proactive in planning to teach. Teachers use the content knowledge to break the class time to various allocated time. For example, when to pick equipment, when to report to class, when to stop a class for information, and when to change into physical education kits for practical lessons. Physical education teachers use the content knowledge to know whatever is going on in the class at any time. For example, they use 'overlappingness' and 'withitness' to manage student behaviour. Various communication skills learned are used. Both verbal and non-verbal communications are used to communicate to students in order to manage them in the class like the use of whistle and clapping of the hand to indicate an action from the students which help to reduce management time but to increase academic learning time.

### **The best practices of dealing with students' behaviour during practical physical education lessons.**

Rink's (1985), view is that 'Class control and management has been a primary concern of teachers. Management refers to the ability of the teacher to organise learning environment and maintain appropriate behaviour' (Rink, 1985, p. 270). It could be concluded, from Rink, that management is not any other thing but to organize the learning environment and to maintain appropriate

behaviour. In the opinion of Pangrazi and Darst (1985), Effective teachers are efficient managers of students. Teachers should strive to help students develop the ability to manage themselves. Management policies need to be planned carefully for every aspect of the learning environment. The term management time refers to the class time when no instruction or practice is taking place (Pangrazi. and Darst, 1985, p. 102). As seen from Pangrazi and Darst, there is the need for students to be involved in classroom management for them to manage themselves even if the teacher is not around. All aspects in teaching should be planned well to avoid time wasting when teaching but to maximize practice time. Talking about management time, they Pangrazi and Darst have seven (7) categories of management time activities as:

1. Students dressing for class.
2. Teachers taking class roll.
3. Teachers explaining and directing the rotation format for skill work.
4. Students rotating from station to station.
5. Students picking up equipment and moving to a practice area.
6. Students forming a circle or an open formation for exercises, and
7. Students returning equipment and returning to the locker room.

From Pangrazi and Darst again, all activities that take place in the class must be scheduled in such a way that students know when to do what. The procedure for each of these managerial episodes should become a routine to the students and when know what to do at any time will reduce management time. Additionally, Harrison (2001), opined that Classroom management is essential to quality instruction in physical education. In fact it is even more vital than in the academic classroom. This is partly due to the variety of activities provided, often in different facilities and with different equipment, and partly due the large numbers of students in physical education classes (Harrison, 2001, p. 330). For physical education class instruction to be successful as stated by Harrison, classroom management must be paramount in all the planning stages since the class size in physical education is always great. He, Harrison (2001), says Research has demonstrated that management skills can be improved by systematic interventions. Teach students self-management skills and provide practice in using them, just as other skills are practiced. On first day of class, teach procedures for assembly, dismissal, roll call, excuses, tardies, collecting and distributing equipment, organizing teams, and getting into formations. (Harrison, 2001, p. 330). Harrison has again confirmed that there should be the involvement of students in planning rules and routines for the class. Time should be allowed for the students to practice these routines and rule as they practice other skills in the class. Different researchers have defined the concept of classroom management in a different way: Solis (2005) and Fazalurl (2010) say, Ideally, classroom management should be a common understanding between the teacher and the student. It should be an agreed upon model that everyone abides by. In order for classroom management to work effectively,' According to Teaching tips (2005, p.1), 'Classroom management refers to the procedures and routines that are used to keep the daily business of the classroom running smoothly. 'Good classroom management is really a challenge for a teacher. (Solis 2005, p.1, and Fazalurl. 2010, p. 97). This is also emphasizing on the fact that rules and routines must be drawn by the teacher and students as attested by Solis and Fazalurl. This behaviour contract helps classroom business to flow smoothly. This is a challenge to the teacher for him/her to overcome as a teacher.

In general, from the above research works from the various authors, it could be deduced that in maintaining appropriate behaviour in the class, the physical education teacher needs to organize the class environment for effective learning to take place. Students must be taught self-management skills. Students must be trained, for example, to take class roll even before the teacher comes to class. The behaviour contracts must be put in place and this must be posted at a place where every student can see and read and understand. The content must be readable and understandable by all students. Students must know the consequences of misbehaviour. This will help to check indiscipline in the class. Class rules and routines, when prepared by teacher and students, will minimize misbehaviour since that is the behaviour contract between the teacher and them (students). This rules and routines must be posted in the classroom for the students' comprehension. They use it to interpret the consequences of misbehaviour in the class. Student behaviour management can, therefore, be said to be an important ingredient in classroom instructions. Without managing students' behaviour, the classroom instructions will come to not.

## **METHODOLOGY**

The research design was a descriptive type which studied the content knowledge of physical education teachers on student behaviour management. The research was carried out under the descriptive type of research. The simple random sampling technique was adopted to select classes in Senior High Schools (SHS) in the Techiman Municipality (Akumfi Ameyaw SHS, Techiman SHS, Buoyam SHS, Tuobodom SHS, Guakro Effah SHS, and Mt. Carmel Girls' SHS). Forms two and three classes were used for this research in the six Senior High Schools in the municipality. Out of these classes, one class was selected from each form for the four observations making 4 classes in all. One 'yes' and the rest being 'no' were placed in an opaque container for the captains from each form to pick. The 'yes' classes were considered while the 'no' classes were not considered. In total two hundred and forty (240) subjects were selected from a targeted population of about two thousand, seven-hundred and sixty (2760) students in the six Senior High Schools in the Municipality.

The study employed purposive sampling techniques to select physical education teachers who possess first degree in physical education. The data was collected by the use of a duration recording instrument for some managerial episodes and through open ended questionnaire of 15 questions in all. The first 5 were on research question 1, second 5, for research question 2 and the last 5 for the research question 3. The discussions and presentation of results were based on frequency count and percentages.

## **DISCUSSIONS AND PRESENTATION OF RESULTS**

### **Research Question One (1)**

*What is the physical education teacher's content knowledge of student behaviour during practical physical education lesson?*

Discussions on some managerial episodes (game, roll taking, waiting, lateness, and disperse) and responds from respondents based on an open ended questionnaire to professional physical

education teachers who have completed University with Bachelors' degree in physical education. The following findings were made and discussed.

From the forgone observation and responses from respondents, we can draw some findings for the content knowledge of the physical education teacher of student behaviour management during practical physical education lessons as the total time spent by students on actual practice or learning the skill was 62.25% indicating an above average time for skill acquisition. Though 22.91% was on waiting, this is quite significant a time students could keep waiting for instructions from teachers instead of practicing a skill. Students also spent 5.66% of the class time for reporting late to classes which could be the time students used to change for the lessons since they cannot go for practical physical education lessons in their school attire but in physical education kits. Students spent 9.43% of their time on disperse where they moved from one area to a gathered format or to a disperse format. Meanwhile teachers did not consider conducting of roll to check absentees or lateness to class. There could be some of the students are regular absentees or habitual absentees but the teachers ignored this totally. There could be another research on why this particular episode (lateness) was ignored by all the physical education teachers.

It could also be concluded that 100% of the teachers said students could come to class late, 14.29% spend 5 minutes to come to class late, 42.86% could report late for class in 10 minutes, and 42.86% also confirmed 15 minutes late to class by students. All (100%) physical education teachers approved of punishing latecomers to class. Also all respondents approved on the fact of allowing latecomers to take part in class activities and gave out some type of punishments that could be meted on misbehaved students as Jogging, Spot running, Lying on the floor, Weeding, Press-ups, Duck-walk, Preparation of improvised materials, Sweeping of classroom for 2 or 3 days, Cleaning of chalk board, Filling of potholes with gravels, Digging of stamps, Digging holes for rubbish, Deduction of marks from end of term examination, Sending of equipment to store, Kneeling with hands up, Standing on the balls of feet for some time. The type of punishment suggested by the teachers indicates that punishment is needed in teaching to cattail misbehaviours in the class. This is buttressed by Harrison, Blackmore and Buck (2001), that Punishment is negative contingency contracting- 'if you do x, you will get y,' y being undesirable. Punishment involves external control over a student by the teacher. It usually implies mental physical pain or discomfort. Unfortunately, too many school personnel see punishment as the only recourse in dealing with a student's misbehaviour. They use the most potent negative consequences available to them in a desperate effort to control an individual and make it clear to others that acting in such a fashion is not tolerated. (Harrison., Blackmore. and Buck., 2001, pp.361-62). From Harrison, Blackmore and Buck, punishment is an undesirable reward to students and must be applied for other students who have not misbehaved not do so or to tell others that such fashions are not tolerated this was buttressed as from 4.1.1

## **Research Question Two (2)**

### ***How do the physical education teachers use the content knowledge of student behaviour during practical physical education lessons?***

From the various responses the following confirmations could be made on how physical education teachers use their content knowledge on practical physical education lessons. The responses to factors physical education teachers consider in preparation towards their lessons go a long way to

the fact that they are professional teachers. These were all learnt back at the teacher preparatory phase at the University.

The responses from the respondents indicated that practical physical education class should be held in the morning as this represents 100% as no respondent went in for afternoon or evening representing 0%. Teachers at the same time use students to demonstrate in time of need. This represents 100% indicating that all physical education teachers use their good students in demonstration in practical physical education lessons. In a whole, this goes to confirm the usage of the content knowledge of the teacher gotten from the teacher preparatory phase at the University and apply it on the field of practice.

Conclusions could be drawn that the responses from the respondents which tell us that the practical knowledge of the physical education teacher is not forgotten but is been applied in order to manage their classes well. All the responses enumerated as forms of why students should be used for demonstration confirm the use of content knowledge on class management in a practical physical education lessons. Some of the responses were not in line with the research question (2). It could be a mistake of the researcher of not putting the question to the understanding of the respondents. This portion was therefore not analyzed. It could be concluded that the various points enumerated by the respondents go a long way to motivate students to take part in the class. Including students in the class activities brings everyone in the class on board to bring about good class management.

### **Research Question Three (3)**

#### ***What are the best practices of dealing with students' behaviour during practical physical education lesson?***

The following finding or observations were made from the respondents on the best practices of dealing with students' behaviour management during practical physical education lessons.

It could be stated that 85.71% of physical education teachers use set routines while 14.29% do not have set routines for their class. Several reasons were enumerated as basis of setting class routines for practical physical education lessons. We can also infer from that 85.71% of physical education teachers in Ghana use their students in managing their classes while 14.29% indicates non usage of students in class management. In contrary to the 85.71% of the use of students in class management is what the observation came out with by the researcher by the use of the duration recording instrument. It came to light that no teacher conducted roll on his/her class for all observations made. It was found that the work of the teacher could be supported by one of his well-behaved students to managing the class of which roll call is one confirmed by the respondents. We could also make confirmations that the physical education teachers have enumerable measures to manage their classes as a lot of these measures were mentioned like putting up class routines and calling students by their names.

## **FINDINGS**

To come out with the procedures physical education teachers manage their practical physical education lessons, there was the need to use the descriptive observational and the descriptive survey methods to come out with these procedures. The researcher used duration recording instrument to observe some managerial episodes and as well used open ended questionnaire to

respondents to respond to. The research, though for all physical education teachers in Ghana, the research work was limited to Senior High Schools in the Techiman Municipality in the Brong Ahafo Region of Ghana. All professional physical education teachers in the municipality were involved in the research. All questionnaire sent to respondents were retrieved by the researcher to the nine teachers but two of them could not respond to delay on the part of delivery.

### **Summary of the main Findings**

Based on the research study, the following findings were made.

- ✓ Physical education teachers spend 62.25% of their class time on skill practice or game play.
- ✓ Students spend 22.91% of waiting for instructions from teachers.
- ✓ Students come for practical physical education late which represents 5.66%.
- ✓ Students spend 9.43% of the time for a lesson on moving from a gathered or a dispersed format to dispersed format and vice visor.
- ✓ All teachers confirm that students come for practical lessons late.
- ✓ 14.29% teachers said students spend 5 minutes late to come for a lesson.
- ✓ 42.86% teachers responded 10 minutes late for students coming for practical lessons.
- ✓ 42.86% teachers also responded 15 minutes late for students coming to practical lessons late.
- ✓ All teachers accepted that latecomers for practical lessons be allowed to take part in lessons.
- ✓ All teachers said latecomers should be punished.
- ✓ Teachers do not conduct roll on students during practical physical education lessons.
- ✓ All practical lessons should be held in the morning.
- ✓ Students can be used to demonstrate in the class.
- ✓ Teachers need to motivate their students to minimize misbehaviour.
- ✓ 85.71% of physical education teachers approved on the usage of class routines.
- ✓ 14.29% of teachers did not approve on the usage of class routines.
- ✓ All teachers responded on taking class roll during lessons.
- ✓ Teachers attested to the fact that there is the need for class management.

### **CONCLUSIONS**

From the findings of the study, the following conclusions were made:

The study came out that physical education teachers use 62.25% of the total time allotted to their lessons on game and skill practice which is much encouraging. It was also revealed that physical education teachers do spend approximately 38.00% on class management where there the need for an improvement to reduce further.

It could be concluded that time spent on lateness should be looked at since averagely students spend 10 minutes out of 30 minutes period practical lessons.

It further came to light that most physical education teachers have set routines for their classes while only few responded with no routines for their lessons.

It was also obvious that most physical education teachers use various means of managing their classes which they learnt from the teacher preparatory phase at the University.

### Recommendations

The researcher having critically studied and analyzed the data gathered on the topic therefore saw it necessary to give some recommendations aimed at improving on the way physical education teachers manage their practical lessons.

- ✓ The physical education teachers need to put much managerial mechanisms that can enable them reduce much time on managing students' behaviour in order to increase the time allocated to game or skill practice increase from it observed percentage of 62.25% to much better percentage.
- ✓ Effective class management implies that the teacher puts all managerial episodes in control all the time, before and during lessons. Inferring from this physical education teachers need to delegate part of their managerial duties to some of the students who he knows are good to perform such duties for him even before the lesson begins.
- ✓ The current level of physical education teachers not setting routines for their class must be reduced to the barest minimum in order to maximize discipline in the lessons.
- ✓ It could also be recommended that practical physical education lessons should be held in the morning to reduce absenteeism on the part of the students since most of them dislike the scorching sun on the afternoon.
- ✓ It could be further recommended that appropriate punishments must be meted up to misbehaved students in order to bring discipline in the class.

### Recommendations for further Studies

Since research study is to solve a problem from an iota of a larger problem, there are bound to make mistakes on the part of the researcher or the study could also reveal some areas that need some further action to take on. The following were some recommendations made for further studies.

- ✓ Further studies could be carried on a larger sample population since the study was restricted to only the Senior High Schools in the Techiman Municipality.
- ✓ Further research could be conducted to unearth the reason why physical education teachers do not conduct roll on their students during practical lessons.

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