
MANAGING STUDENTS' AGGRESSIVE BEHAVIOUR IN PHYSICAL EDUCATION PRACTICAL LESSONS; THE TEACHER'S ROLE

¹Prince Addai-Tuffour || ²Richard S. K. Abieraba || ³Munkaila Seidu

^{1&2}Offinso College of Education, Offinso, Ghana.

³University of Education, Winneba, Ghana.

ABSTRACT: *The study examined the managerial approaches towards the aggressive behaviour exhibited by the Basic School Pupils in the Offinso South municipality of Ghana. The stratified and purposive sampling techniques were used to sampled (21) Teachers, and thirty two (32) pupils over a period of four weeks from four (4) Primary Schools. Anecdotal Record technique and questionnaires were the instruments used to gather data on the various respondents. The research revealed that there were some Aggressive Behaviours keep increasing in the physical education practical lessons. Evidence from the data suggested that a total of seven (7) aggressive behaviours were exhibited by pupils. Behaviours such as kicking, biting, verbal attacks, and Noise making were recorded as the most frequently occurring aggressive behaviours. Punishments and redirection of children's attention were the most approaches used by teachers. It is recommended that teachers should enforce the Ghana Education Service code of discipline for Primary Schools but in some situations, they have to be allowed to use their own discretions to decide the type of punishments to be meted out to pupils.*

KEYWORDS: Aggressive behaviour, approaches, kicking, biting, and verbal attacks, Ghana.

INTRODUCTION

Aggression is unquestionably a major concern for parents and teachers' (Evans and McCandless 1978). (Curvin & Mendler, 1984), Aggression is frequently pointed out as the biggest cause for boredom and frustration' (Curvin & Mendler, 1984), teachers require specific models and strategies that invite appropriate learner behaviour and create productive learning environments. They need strategies that move school and classrooms away from traditionally punitive methods learner aggression towards approaches that promote learning and encourage positive discipline. Education theorists and strategists have introduced an array of models and techniques to encourage discipline in schools to satisfy this 'how to' need of teachers, head teachers and parents. But strategies and methods alone may not be sufficient. Simply knowing the learners' aggression and how to discipline without recognizing the value of the learner in the process will not provide the consistent and dependable outcomes. 'Recognizing the value and worth of learners enables teachers to establish a professional stance from which a positive approach to discipline can be developed' (Veenman, Kenter & Post,2000:281). Children sometimes exhibit aggressive behaviour as a pre-requisite to satisfying their developmental needs; Sometimes they fight over things, objects territory and in the process may get themselves hurt or others, many of these children become physically aggressive until they gradually learn to use words instead of fists; this

is possible because language skills and environmental control are both maturing. While children get better at getting what they want, they are also better at controlling what they do at the same time, unfortunately some parents and teachers fail to appreciate this developmental task of the child. A prolonged pattern of aggressiveness over the developmental years may indicate that parents tolerate, or even approved of and reward, their children aggressive behaviour (Steinberg, Belsky & Meyer, 1991). Parents and teachers often see it as a danger to their children, a threat to themselves, or both. Most often than not teachers also consider aggressive behaviour as disruptive, a threat to their effort to maintain order and group control and some which usually requires direct action. This behaviour is exhibited either intentionally or unintentionally through physical means such as hitting, biting, pinching, kicking, hair pulling, biting, pushing, spitting and verbal attacks such as name calling, making verbal threats respectively. Others are destruction of property of other children or attacks on play materials including picture: snatching and grabbing; bullying, teasing, interfering, scuffling and rough display of affection. Whichever way it is exhibited, physically or emotionally, hurts, destroys property and interferes with learning (Catherine, 1990). Some parents and teachers inability to appreciate aggressive behaviour by children as a developmental phenomenon hence communicate effectively with their children to find out their problems, resort to the use of punishment, abusive language and threat as the means to controlling aggressive behaviour in children. The above measures rather make children feel neglected. They see their environment as uncondusive and unsafe to live in, and try to adjust by resorting to aggressive behaviours to satisfy their needs. According to Baron, Byne and Kantowitz (1980) aggressive behaviour is an important practical problem in children life; it has been the subject of careful study for many years. It is for this reason that the researcher hopes to look into the approach of teachers with regards to managing children's aggressive behaviour in the Basic schools of the Offinso municipality. Aggressiveness is said to be a normal human phenomenon. It becomes a problem when it occurs frequently with provocation (Darwin, 1958). Basic school teachers would love to control such behaviour since it interferes with learning; hurts, destroy property and reflect in later lives of children. children exhibit aggressive behaviour in various forms, according to Catherine (1990), aggressive behaviour in children is physical attack on other children or adults, such as hitting, spitting, verbal attacks such as threats, calling names, abuses, chattering, noise making, destruction of property of other children's work or attack on play materials including pictures snatching, others are grabbing, bullying, teasing, interfering, scuffling and rough display of affection. These behaviours, affect teaching and learning in schools. Teaching and learning in school aim at ensuring that students' overall and development are achieved. Any behaviour of student which is considered inimical to the attainment of academic goals must therefore be identified. Such behaviour must be corrected or managed with the view of redirecting pupils' energy to productive activities to promote acceptable behavioural change. In recent times, there had been upsurge in child aggressive behaviour in Ghanaian schools, discussion on City FM on the 23rd April, 2011 on the effects of child aggressiveness, cited the case of a class two (2) child in Kalpohin SDA Primary School in the Northern Region, who stabbed a colleague with a pencil in school which nearly cost the life of the victim. The discussion also has it that in Kumasi a school boy committed suicide after being rebuked by his parents for exhibiting aggressive behaviour. These cases of child aggressiveness in recent times point to the fact that, aggressive behaviours exist in Ghanaian schools and Offinso municipality Primary Schools are no exception, hence the research. The purpose of the study was to identify the types, causes, and teachers' approaches with

regards to managing pupils' aggressive behaviour in physical education practical lessons using Offinso Municipality Primary Schools as a case study.

Research Objectives

The study seeks to:

1. Find the types of aggressive behaviours Pupils exhibit?
2. Study the causes of aggressive behaviours among Pupils in Offinso municipality Primary Schools?
3. Find the approaches teachers use in dealing with pupils' aggressive behaviour in physical education practical lessons?

Research Questions

4. What are the types of aggressive behaviours Pupils exhibit?
5. What are the causes of aggressive behaviour among Pupil in Offinso municipality Primary Schools?
6. What approaches do teachers use in dealing with pupils' aggressive behaviour in physical education practical lessons?

METHODOLOGY

The Descriptive research design was used to present findings on the managerial approach of teachers with regard to pupils' behaviour in physical education practical lesson. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. The research design was specifically that of observational and the survey methods. The researchers used observational instrument (anecdotal records) to observe some pupils' aggressive behaviour in physical education practical lessons and questionnaire for the teachers to respond to a closed ended questionnaire.

Population and Sampling

The target populations for the study consisted of pupils and teachers in the public primary schools in Offinso municipality. This was made up of a sampled size of thirty (32) pupils, and twenty one (21) class teachers. In total fifty three (53) subjects were selected from a target population of six hundred (600) respondents from schools A, B, C, and D. The distribution of the sampled population is presented in the table below:

Table 1: Distribution of sample population

Pupils	32
Teacher	21
Total	53

Source: Field data, , (2017)

The research was carried out under the descriptive type of research, in selecting the sample for the study, purposive and stratified sampling techniques were adopted since it has a high degree of showing representativeness as well as a high rate of generalizing the results. Since the population of the study was made up of different groups with different levels and characteristics, then it became necessary for the researchers to use stratified sampling technique. In this case, the researchers had to use his own discretion to select the category of people in the schools to be observed and gave out questionnaires to teachers to answer in order to obtain the available data for the research work.

Instrumentation

The study involved the evaluation of students' behaviour in physical education practical lessons and approaches used by teachers to manage them. Questionnaires and anecdotal records technique were used to collect data from teachers and pupils. The questionnaire set and the anecdotal record sheets used for the study were first vetted and approved by two experienced research professors. The questionnaire was based on closed ended questions part of it being Likert's scale type which were administered by the researchers. The questions were such that they were easy to fill out, the respondents took less time to complete, and it kept the respondents on the subject, and were relatively more objective, more acceptable and convenient to the respondents.

Administration of instruments

The questionnaire was administered to elicit teachers' views to establish the various forms and causes of aggressive behaviour exhibited by children at school and their managerial approaches with regards to their pupils' aggressions. The anecdotal records were collected by three (3) teachers and three (3) class assistance. A teacher who doubled as a participant observer and an assistant who is permanently assigned to the class observed a subject at a time. Eight students were observed at each level per day by teachers who taught the subject including the researchers. In order to eliminate biases, an observation chart was purposely designed to spread observations evenly within the period of the study. The observer reliability training of observers was ensured. Subjects to be observed were made known to the observers just before the lesson began. The aggressive behaviour exhibited by the pupil under observation was recorded spontaneously or soon thereafter. All the observations were systematically done during physical education practical lesson classes; the observations made at the end of each session were compared to check inconsistencies in the results obtained by two observers. When a wide variation existed between the observed behaviour, another session of observation was made to confirm or reject the previous data. Direct quotes of the respondents were used as far as possible in this research. Permission to conduct the research was sought from the head-teachers of the various primary Schools in Offinso municipality in the Ashanti Region of Ghana concerning managerial approaches of teachers towards pupils'

aggressive behaviour in physical education practical lessons. The classes that the research covered were B.S '3 through B.S 5' in the selected primary schools, only one class (eight pupils from a class) represented each School was selected for the study. This was used in order to get a fair representation of the various schools sampled, a study of fifty three (53) subjects was chosen. Details of the sample were as follows: In all, twenty (20) boys, twelve (12) girls, and twenty one (21) teachers constituted the sample. The ratio of almost three to two (3:2) boys to girls reflects the slightly higher number of boys to girls in each class, the ratio of teachers was two is to one (2:1), twelve (14) men (six) 7 women. In order to ensure confidentiality of the samples pseudonyms were used. The researcher prepared 32 questionnaires for distribution to the selected teaching staff of the schools involved. The distributions of questionnaire were as follows: 32 to the identified categories of respondents. In School A; 7 in School B; 5 in school C; 6 and in D; 3. In all, 32 questionnaires were sent to respondents in the schools sample. Out of 8 questionnaires sent to School A, 7 questionnaire were returned, while out of 8 questionnaires sent to School B, 5 were returned. At school C, out of 10 questionnaires sent 6 were returned, out of 6 questionnaires sent to school D, 3 questionnaires were returned accurately. The breakdown of the respondents who received questionnaire sent and the number of questionnaire returned to the researcher is shown in Table 2.

Table 2: Questionnaire administered

Rank	Questionnaire Sent	Questionnaire Returned	Percentage
School A	8	7	87.5
School B	8	5	62.5
School C	10	6	60
School D	6	3	50
Total	32	21	65.6

Source: Field data, 2017

The table above shows that 65.5% of the 21 questionnaire were returned. This suggests that the some of the schools visited were responsive to the questions. The questionnaire was administered personally by the researchers. They gathered data directly from the respondents. The data was collected through a four-week period. The four weeks provided opportunities for continual data collection, observation of the respondents in their natural setting using anecdotal records technique during physical education practical lessons. The questionnaires and anecdotal record technique were used to collect data from class teachers, and pupils respectively. The data was treated according to the various groups of respondents. Pupils of primary School, and Physical education teachers at the Basic Schools were involved in this study. The analysis of data was of two folds. The first looked at physical education practical lessons where pupils were observed by the researchers and their trained observers on pupils' aggressive behaviour. The second fold was based on questionnaire that was responded to by the teachers in the Basic Schools in Offinso Municipality of the Ashanti Region of Ghana. The research analysis was also done based on the

three research questions and were discussed accordingly. Specifically, data was analyzed in terms of emergent categories of entire data base. For the purpose of anonymity and to protect those involved, *pseudonyms* were used for the respondents in the schools.

Characteristics of Respondents

Table 3: Sex of Respondents (pupils)

Sex	frequency	percentage
Male	20	62.5
Female	12	37.5
Total	32	100

Source: Field data, 2017

Table 3 shows the gender distribution of respondents. Sixty two and half percent (62.5%) of the respondents were males while thirty seven and half percent (37.5) were females. This figure is significant in our analysis considering the age of the children under study.

Table 4. Ages of Respondents

Age	Frequency	Percentage
9-10	17	50
11 -12	10	33.3
13 and above	5	16.7
Total	32	100

Source: Field data, 2017

The age of the respondents as indicated in Table 4 shows the age range of the subjects to be between 9 and 13 years. It further shows that 50% of the respondents are between the age ranges of 9 and 11years, 33.3 % are between the age range of 11 and 12 years and 16.7 % are between the age range of 13 years and above.

Table 5: Sex of Respondents (Teachers)

Sex	Frequency	Percentage
Male	14	66.7
Female	7	33.3
Total	21	100

Source: Field data, 2017

Table 5 shows the gender distribution of respondents. Sixty six point seven percent (66.7%) of the respondents are males while 33.3% are females. This figure is significant in our analysis considering the age of the teachers under study.

Table 6: Ages of Respondents/ teachers

Age	Frequency	Percentage
20-25	3	14.2
26-33	3	14.2
34-39	11	52
40 and above	4	19.6
Total	21	100

Source: Field data, 2017

Table 6 shows the age range of the respondents to be between 20 and 40 years. It further shows that about 52% of the respondents are between the age range of 34 and 40 years. This figure indicated that majority of the respondents are beyond the youthful age and are considered well experienced in studying children behaviour.

Table 7: Educational Background of Respondents (Teachers)

Education	Number
Post secondary (Cert 'A')	11
Diploma	7
Degree	3
Total	21

Source: Field data, 2017

Table 7 shows the educational level of respondents (teachers). With the high number of respondents who had some form of formal education, it is believed that they might have had some knowledge of children behaviour out of their studies hence give accurate information.

Statistical Presentation of Research Questions

Research Question 1: *What are the types of aggressive behaviour children Exhibit?*

In order to answer this question, five main items were posed to respondents, to ascertain the types of aggressive behaviour children exhibit. The first item employed the respondents to indicate the types of aggressive behaviour children exhibit. The responses are presented in Table below.

Table 8: Types of Aggressive Behaviour Children exhibit

Source: Field data, 2017

Behaviour	Frequency	Percentage
Kicking	10	47.6
Biting	5	23.8
Bullying	3	14.3
Insulting	3	14.3
Total	21	100

Fig:

1:

Types of aggressive behaviour exhibited by pupils

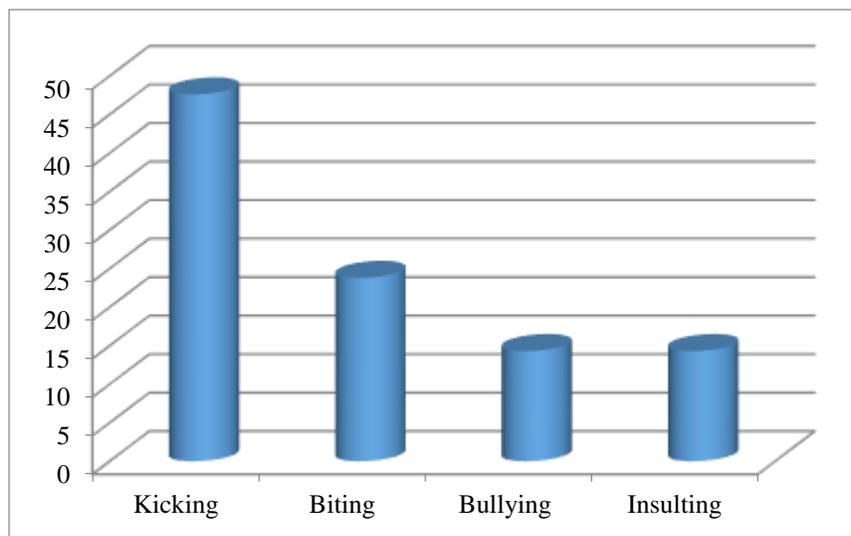


Figure 1 shows the types of aggressive behaviour exhibited by pupils in physical education practical lessons. From figure 1, we notice that 47.6% of the respondents indicated that kicking is a common aggressive behaviour among children, other respondents also argue that biting, crying and insulting are the other aggressive behaviour children exhibit. This finding is consistent with that of Minett (1987) who explain acts such as kicking, insulting, biting and bullying as aggressive behaviour exhibited by children. The second item that sought to answer the research question asked the views of the respondents on whether in the course of play their children provoke other children. The respondents' responses are captured in Table 9.

Table 9: Opinion of respondents on whether or not children in the course of playing with their peers provoke them

Item	Frequency	Percentage
Yes	14	66.7
No	7	33.3
Total	21	100

Source: Field data, 2017

The responses in Table 9 shows that majority, that is, 66.7% of the respondents answered in the affirmative to the question whilst 33.3% answered in the negative. These responses suggest that children exhibit aggressive behaviour. This finding is a healthy development and significant to our study since it throws more light on the behaviour of children under study. The respondents were further quizzed on how their pupils relate with other children. Table 10 shows the responses of the respondents.

Table 10: How children relate with other children in P.E practical lessons

Item	Frequency	Percentage
Friendly	6	28.6
Hostile	15	71.4
Total	21	100

Source: Field data, 2017

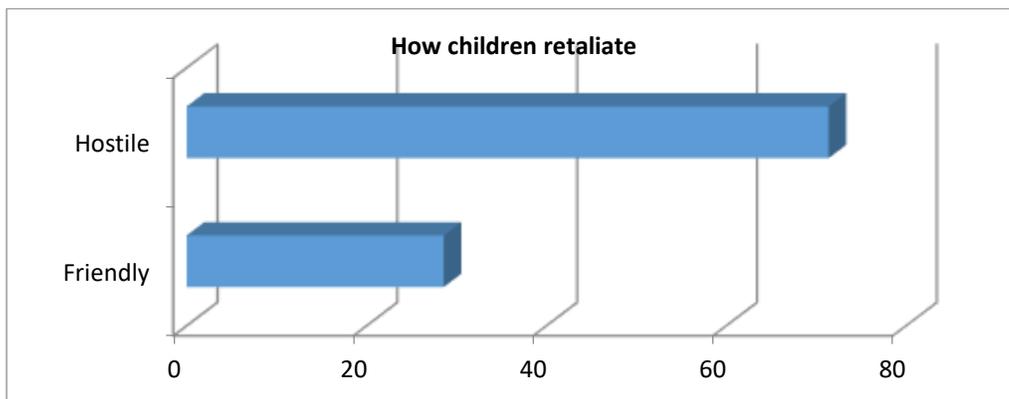
Fig. 2: How children relate with other children

Figure 2 reveals that as much as 71.4% of the respondents said their pupils relate hostilely towards other children, despite the sensitive nature of the question. This also indicates that the hostile behaviour mostly exhibited by the children during the practical lessons is not surprising since most

of the teachers agree that it is a common phenomenon at school. The view of respondents was also sort on whether or not their children retaliate when angered by their peers. Table 11 presents the responses of the respondents.

Table 11: Opinion of respondents on whether or not children retaliate when angered by other children

Item	Frequency	Percentage
Yes	14	66.7
No	6	33.3
Total	21	100

Source: Field data, 2017

When the question as to whether the children retaliate when angered by other children was posed, 66.7% of the respondents responded in the positive while 33.3% answered in the negative. This finding confirms findings of scholars such as Astor (1994), Crick and Goldge (1996) cited in (Shaffer, Wood & Willoughby 2002) who posit that retaliatory behaviour constitute a type of aggressive behaviour exhibited by children. Finally, the respondents were asked to indicate ways their children use to get whatever they wanted from other children. Table 12 presents their responses.

Table 12: Ways children use to get what they want from other children

Item	Frequency	Percentage
Fighting	4	20
Bullying	5	25
Seizing of items	6	30
Kicking	5	25
Total	20	100

Source: Field data, 2017

Figure 3: Ways children use to get what they want from other children

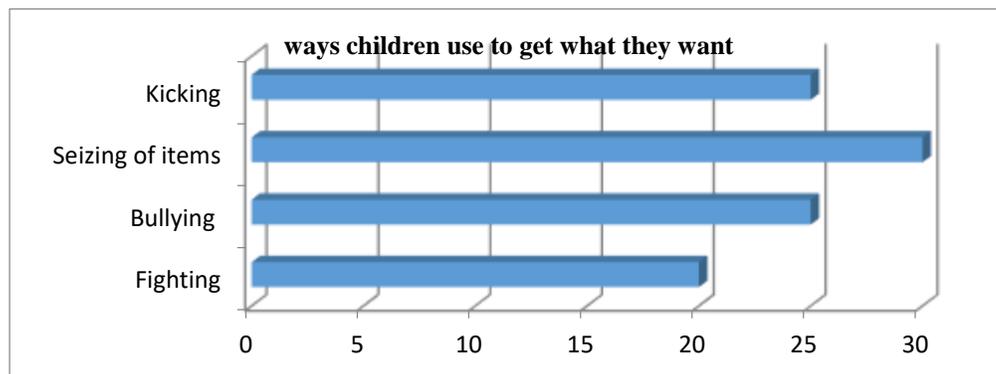


Figure 3 revealed that as much as 30% of the respondents said their children seize items that they want from other children. It can also be observed that 25% each agree that their children use bullying and kicking as a means to get what they want from other children. About 20% of the respondents revealed that their pupils fight in order to get what they want from other children. In conclusion, as an answer to research question 1, it was observed that the types of aggressive behaviour exhibited by children of Offinso municipality Primary Schools included the following: kicking, biting, insulting, bullying, provocation, hostility, hitting of friends, anger, fighting, and seizure of items etc.

Discussion of Research Question 2:

What are the causes of aggressive behaviour among Pupils in Offinso Municipality Primary Schools?

Research question 2 was carried out by observing pupils in their natural way taking part in physical education practical lessons. This was intended to establish the causes of aggressive behaviour among children. The results of the respondents are in the table below;

Table 13: shows the distribution of some aggressive behaviour of pupils in P.E practical lessons

Aggressive Behaviour	Freq.	%	Rank
Noise making	206	18.6	1
Name calling and teasing	201	18.1	2
Copying of aggressive behaviour	198	17.8	3
Shouting to catch attention	194	17.5	4
Hitting friends	118	10.6	5
bullying	98	8.8	6
Retaliate when angered by other children	92	8.6	7
Total	1107	100%	

Source: field data, 2017

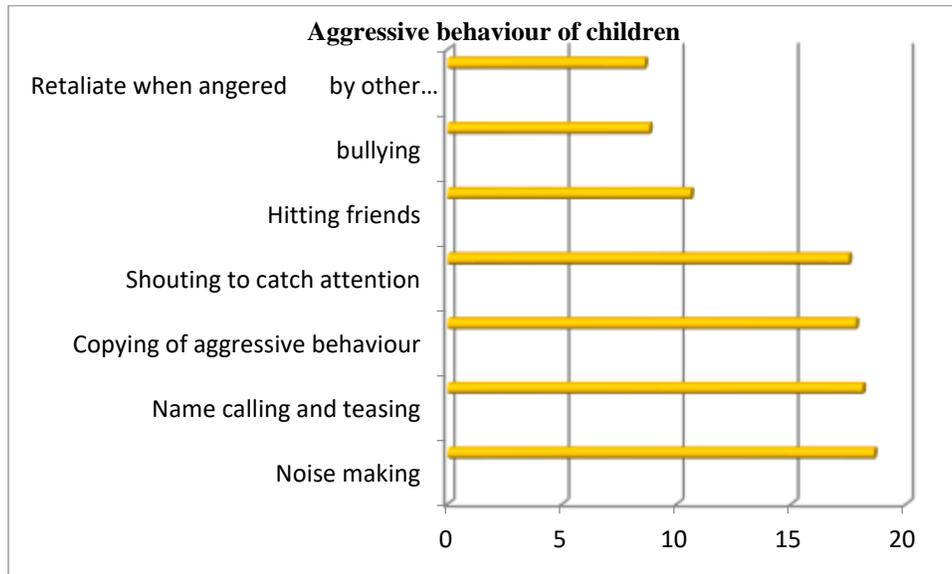


Figure 4 showing some of the causes of aggressive behaviours of pupils in P.E practical lessons

It can be deduced from figure 4 above that, noise making was highly ranked (18.6%) among the aggressive behaviours observed. This behaviour occurred during all the phases of the physical education practical lessons. This exposes the challenges faced by the observers. The difficulty in identifying this behaviour stemmed from the fact that most of the aggressive behaviours were concomitant with noise making. Name calling and teasing was the second ranked (18.1%) behaviour observed in the sample. This behaviour was usually related to making known to the class what was perceived to be a love relationship that was suspected by pupils in the class. This behaviour occurred anytime issues of gender roles and groupings were mentioned. A typical situation occurred several times anytime a girl or a boy was asked to demonstrate a skill. There was loud screaming and laughter in the class with names calling especially the girls.

Copying of aggressive behaviour was third highly ranked behaviour (17.8%). The responses in figure 5 indicate that 17.8% shows that pupils behave as a result of copying or imitating aggressive acts put by other children or adults. It is said that human aggressive behaviour is primarily the result of learning, especially social learning. It is further argued that children who observe aggressive behaviour in others are more likely to act aggressively in imitation of that behaviour, especially if model is rewarded for being aggressive. This finding is in line with what (Bandura, Ross & Rose, 1963 cited in Dworetzky, 1996 & Fry, 1998). According to Evans and McCandless (1978) aggression is unquestionably a major concern for parents and teachers. Parents often see it as a danger to their children, a threat to themselves, or both. Most often than not teachers also consider aggressive behaviour as disruptive, a threat to their effort to maintain order and group control and some which usually requires direct action. This behaviour is exhibited either intentionally or unintentionally through physical means such as hitting, biting, pinching, kicking, hair pulling, pushing, spitting and verbal attacks such as calling names, making verbal threats

respectively. Others are destruction of property of other children or attacks on play materials including: snatching and grabbing; bullying, teasing, interfering, scuffling and rough display of affection. Whichever way it is exhibited, physically or emotionally, hurts, destroys property and interferes with learning (Catherine, 1990). According to Baron, Byne and Kantowitz (1980) aggressive behaviour is an important practical problem in children life; it has been the subject of careful study for many years. It is also significant to note that 20% of the respondents tended to guide against their possession and possession from others which is cause of aggressive behaviour. This finding is in relation to the postulation by Catherine (1990) that aggression in children comes about as a result of the need to guide against their possession and possession from others. Shouting to catch attention was the fourth ranked behaviour which constituted 17.5 %. On most occasions pupils who seemed to know the correct response to questions but were denied the opportunity were guilty of this behaviour. Hitting friends as an aggressive behaviour ranked among the lowest behaviour recorded and constituted a little over ten percent (10.6%) of the total. It was exhibited during introduction stage and class activity stage in which pupils had difficulty in listening and concentrating on the activity and they appeared intimidated by others as a lot of social behaviours were exhibited. Bullying was one of the least ranked aggressive behaviours and represented 8.8% it was exhibited most by boys than girls. The victims were weaker boys and girls in the class. Most of the behaviour centered on harassing rival groups for materials assigned undertaking the execution of the various skills. Although it was often done with minimal force and lots of wits, it hardly constituted a serious infringement of the rules. Retaliate when angered by other children was least ranked behaviour observed and recorded, it constituted 8.6%. The children retaliate when angered by other children. This finding confirms findings of scholars such as Astor (1994), Crick and Goldge (1996) cited in (Shaffer, Wood & Willoughby 2002), who posit that retaliatory behaviour constitute a type of aggressive behaviour exhibited by children.

Analysis of Research Question 3:

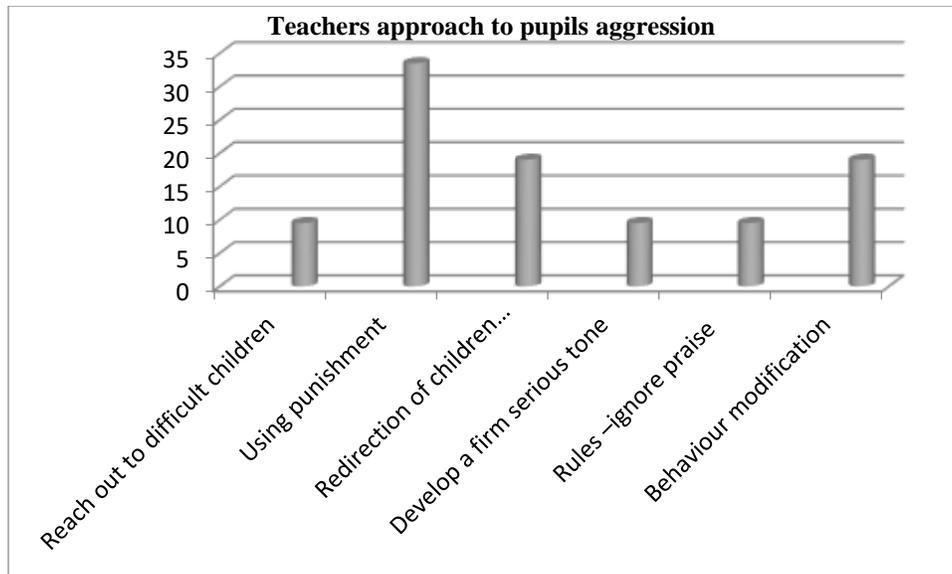
What approaches do teachers use in dealing with pupils' aggressive behaviour in physical education practical lessons?

Table 14: shows Teachers' approaches with regards to managing pupils' aggressive behaviour in P.E practical lessons.

APPROACH	FREQUENCY	%	RANK
Reach out to difficult children	2	9.5	4
Using punishment	7	33.5	1
Redirection of children attention	4	19	2
Develop a firm serious tone	2	9.5	3
Rules –ignore praise -	2	9.5	3
Behaviour modification	4	19	2
TOTAL	21	100%	

Source: field data, 2017

Figure 5: depicts Teachers' approach towards pupils' aggressive behaviour in P.E practical lessons.



From figure 5, it could be deduced that using punishment was highly ranked approach of teachers with regard to managing pupils aggressive behaviour, 33.5% of the respondents were of the view that actions and inactions such as punishment meted out to children by their teachers and elders in the class contribute significantly to aggressive behaviour in children. Researchers such as Strassberg, Pettit and Bates (1994) contended that punishment meted out to children by adults has the tendency to make children behave aggressively, especially, if the punishment is harsh and frequent. This view is not different from that of Brian, Cortney, Barnes, Kevin (2011) and Dodge, Pettit and Baucum (2002). On the other hand, we should not allow the negative features of our culture to prevent us from introducing sound and firm action plans for curbing aggressions in our classrooms. For example, we must recognize that while punishment may be necessary, it can generate serious problems, if not properly applied. Some writers caution that punishment does not teach the student alternative ways of behaving or how to behave positively in future. They argue that disruptive students should be given instruction as to how to behave in socially acceptable ways.

Behaviour modification, from the data, behaviour modification was the second highly ranked (19%) it can further be noticed that the teachers answered by indicating that, they, provide children needs, taking children away from activities that interest them and developing a solid basis of trust and respect respectively are the various ways they use to control aggression among children. This confirms the steps outlined by Canter (1996) as possible steps to developing good approach of dealing with pupils' aggressive behaviour. Redirection of children's attention, it was observed that about 19% of the teachers identified certain behaviours that are effective in decreasing the occurrences of inattentive and disruptive behaviours as: signal interference. E.g. hand gestures, proximity control, e.g. standing by a disturbing student, tension release, e.g. using schedules.

Teachers have to be very clever to use more favourable ways that will divert the attention of the pupils on how the teacher is handling the situation.

Develop firm and serious tones, it can also be recorded that about 9.5% of the respondents argued that developing firm and serious tones is the answer to aggressive behaviour of children. This finding is consistent with that of Canter (1996,) which outlined developing a firm and serious tone as a step to controlling aggressive behaviour among children. Reach out to difficult children was also among the least ranked teachers' managerial approach. The responses revealed that 9.5% of the respondents opined that reaching out to difficult children in a loving manner, giving positive rewards for good behaviour, and setting firm and consistent limits for children are the best ways to control aggressiveness among children. The issue of setting firm and consistent limits for children as espoused by Scherer et al. (1992) is however contested by Canter (1996) who argued that good discipline does not depend on more rules and harsh consequences. This according to Canter have no effect on students who see rules as meaningless and have no fear for breaching them, hence the consequence. Rules- ignore- praise (RIP 9.5% of the teachers maintained that they watch for pupils who follow the rules, learners who do so receive praise, and every learner is praised as when necessary. It was noticed that 9.5% of the teachers ignore pupils who go contrary to rules in the class and praise those who abide by the rules. This means that no direction was given to those learners. Instead the teacher immediately found a learner who is following the rules and praises that learner. In conclusion, it can be observed that respondents were of the view that the following are the approach with regard to managing aggressive behaviour among children of Offinso municipality Primary Schools. These are: using behaviour modification, using punishment, developing firm and serious tone, redirection of children attention, rules- ignore-praise, and reach out to difficult children in class.

DISCUSSIONS OF FINDINGS AND RESULTS

THIS SECTION PRESENTS THE FINDINGS OF the work and discussed as found from the respondents and the observations made based on the managerial approach of teachers with regards to pupils' aggressive behaviour in physical education practical lessons. The discussions also went to align the findings under the three research questions.

Types of Aggressive Behaviour among Children

Discussions on some of the types of aggressive behaviour exhibited by pupils' in physical education practical lessons and responds from respondents based on a closed ended questionnaire to professional teachers. The following findings were made and discussed. With reference to the responses from respondents, we can draw some findings for the types of pupils' aggressive behaviour that is put up by children in physical education practical lessons that from figure 1, kicking was 47.6% indicating highest among children. Other respondents also argued that biting, bullying and insulting are the other aggressive behaviour children exhibit. This finding is consistent with that of Minett (1987) who explain acts such as kicking, biting and bullying, insulting and hitting as aggressive behaviour exhibited by children. The second item that seeks to

answer the research question asked was the views of the respondents on whether in the course of play their children provoke other children.

On table 9, respondents gave their opinions on whether or not children provoke their peers in the course of play 66.7% of the respondents answered in the affirmative to the question whilst 33.3% answered in the negative; these responses suggest that children exhibit aggressive behaviour. This finding is a healthy development and significant to our study since it throws more light on the behaviour of children under study. Table 10 espoused how children relate with other children as 71.4% of the respondents said their children relate hostilely toward other children, despite the sensitive nature of the question. This also indicates that the hostile behaviour mostly exhibited by the children in during P.E practical lessons is not surprising since most of the teachers agreed that it is a common phenomenon at school. On table 11, the respondents expressed their opinion on whether or not children retaliate when they are angered by other children. When the question as to whether their children retaliate when angered by other children was posed, 66.7% of the respondents responded in the positive while 33.3% answered in the negative. This finding confirms findings of scholars such as Astor (1994), Crick and Goldge (1996) cited in (Shaffer, Wood & Willoughby 2002) who posit that retaliatory behaviour constitute a type of aggressive behaviour exhibited by children.

Table 12 reveals that as much as 30% of the respondents said their pupils seize items that they want from other children. It can also be recorded that 25% each agreed that their pupils use bullying and kicking as a means to get what they want from other children. About 20% of the respondents revealed that their children fight in order to get what they want from other children. In conclusion as an answer to research question 1, it was observed that the types of aggressive behaviour exhibited by children of Offinso municipality Primary Schools included the following: kicking, biting, insulting, bullying, provocation, hostility, hitting of friends, anger, fighting, and seizure of items etc.

What are the Causes of Aggressive Behaviour among Children in Offinso Municipality Primary Schools?

Discussions on some of the causes of aggressive behaviour exhibited by pupils' in physical education practical lessons, the responds were based on the observations made by the observers on the pupils a their own natural settings in a physical education practical lessons. The following findings were made and discussed. On table 13, noise making was highly ranked (18.6%). Most of this behaviour occurred during all the phases of the physical education practical lessons. This exposes the challenges faced by the observers. The difficulty in identifying this behaviour stemmed from the fact that most of the aggressive behaviours were concomitant with noise making. It was observed that, pupils tend to make noise when they were asked to form groups, demonstration and executing a skill. On table 13, Name calling and teasing was the second ranked (18.1%) behaviour observed in the sample. This behaviour was usually related to making known to the class what was perceived to be a love relationship that was suspected by pupils in class. This behaviour occurred anytime issues of gender roles and groupings were mentioned. A typical

situation occurred several times anytime a girl or a boy was asked to demonstrate a skill. There was loud screaming and laughter in the class with pupils calling some of the boys and girls names. Copying of aggressive behaviour was third highly ranked behaviour (17.8%). The responses in Table 13 indicate that 17.8% of the respondents behaved aggressively as a result of copying or imitating aggressive acts put by other children or adults. It is said that human aggressive behaviour is primarily the result of learning, especially social learning. It is further argued that children who observe aggressive behaviour in others are more likely to act aggressively in imitation of that behaviour, especially if model is rewarded for being aggressive. This finding is in line with what (Bandura, Ross & Rose, 1963 cited in Dworetzky, 1996 & Fry, 1998). According to Evans and McCandless (1978) aggression is unquestionably a major concern for parents and teachers. Parents often see it as a danger to their children, a threat to themselves, or both. Most often than not teachers also consider aggressive behaviour as disruptive, a threat to their effort to maintain order and group control and some which usually requires direct action. This behaviour is exhibited either intentionally or unintentionally through physical means such as hitting, biting, pinching, kicking, hair pulling, pushing, spitting and verbal attacks such as calling names, making verbal threats respectively. Others are destruction of property of other children or attacks on play materials including pictures, snatching and grabbing; bullying, teasing, interfering, scuffling and rough display of affection. Whichever way it is exhibited, physically or emotionally, hurts, destroys property and interferes with teaching and learning (Catherine, 1990). Some teachers inability to appreciate aggressive behaviour of children as a developmental phenomenon hence communicate effectively with their children to find out their problems, resort to the use of punishment, abusive language and threat as the means to controlling aggressive behaviour in children. They see their environment as not conducive and unsafe to live in, and try to adjust by resorting to aggressive behaviours to satisfy their needs. According to Baron, Byne and Kantowitz (1980) aggressive behaviour is an important practical problem in children life; it has been the subject of careful study for many years. Shouting to catch attention was another pupils' aggressive behaviour which constituted 17.5 %, on most occasions pupils were observed screaming and shouting to catch the teacher's eye to give him or the opportunity to participate or to gain recognition. Teachers divert and redirect students' unfavourable behaviour into more useful channels is a challenge to everyone. Hitting friends as an aggressive behaviour was ranked among the lowest behaviour recorded and constituted a little over ten percent (10.6%) of the total. It was exhibited during introduction stage and class activity stage in which pupils had difficulty in listening and concentrating on the activity and they appeared intimidated by others. Bullying was one of the least ranked aggressive behaviour (8.8) was exhibited more by boys than girls. The victims were weaker boys and girls in the class. Most of the behaviour centered on harassing rival groups for materials assigned undertaking the execution of the various skills. Although it was often done with minimal force and lots of wits, it hardly constituted a serious infringement of the rules. On table 13, it can be seen that, pupils retaliate when angered by other children was least ranked behaviour observed and recorded, it constituted 8.6%. This finding confirms the findings of scholars such as Astor (1994), Crick and Goldge (1996) cited in (Shaffer, Wood & Willoughby 2002), who posit that retaliatory behaviour constitute a type of aggressive behaviour exhibited by children.

What Approaches do Teachers use in dealing with Pupils' Aggressive Behaviour in Physical Education Practical Lessons?

Discussions on approach that teachers use in dealing with pupils' aggressive behaviour in physical education practical lessons based on a closed ended questionnaire to professional teachers. The following findings were made and discussed. On table 14, Using Punishment was highly ranked as one of the approaches of teachers with regard to managing pupils aggressive behaviour, 33.5% of the respondents were of the view that actions and inactions such as punishment meted out to children by their teachers and elders in the class contribute significantly to aggressive behaviour of children. Researchers such as Strassberg, Pettit and Bates (1994) contended that punishment meted out to children by adults has the tendency to make children behave aggressively, especially, if the punishment is harsh and frequent. This view is not different from that of Brian, Courtney, Barnes, Kevin (2011) and Dodge, Pettit and Baucum (2002).

We must recognize that while punishment may be necessary, it can generate serious problems, if not properly applied. From the table 14, behaviour modification was the second highly ranked (19%) it can further be noticed that the teachers answered by indicating that, they provide children needs, give counseling to them when necessary this confirms the steps outlined by Canter (1996) as possible steps to developing good discipline strategies of dealing with students' behaviour. Redirection of children's attention, on table 14, it was observed that about 19% of the teachers identified certain behaviours that are effective in decreasing the occurrences of inattentive and disruptive behaviours as: signal interference. E.g. hand gestures, proximity control, e.g. standing by a disturbing student, tension release etc., pupils put up behaviours of which teachers have to manage. (Ornstein, A. and Levine, D., 1981, April). Teachers stated that, is instead of focusing on the misbehaving children, praise those children nearby who are doing the correct thing. This sometimes enables the misbehaving children to model that appropriate behaviour. Develop firm and serious tones, it can also be recorded that about 9.5% of the respondents argued that developing firm and serious tones is the answer to aggressive behaviour in children. This finding is consistent with that of Canter (1996,) which outlined developing a firm and serious tone as a step to controlling aggressive behaviour among children.

Reach out to difficult children was the least ranked teachers' managerial approach with regard to pupils' aggressive behaviour in physical education practical lessons. The responses revealed that 9.5% of the respondents opined that reaching out to difficult children in a loving manner, giving positive rewards for good behaviour, and setting firm and consistent limits for children are among the ways to control aggressiveness among children. The issue of setting firm and consistent limits for children as espoused by Scherer et al. (1992) is however contested by Canter (1996) who argued that good discipline does not depend on more rules and harsh consequences. This according to Canter have no effect on students who see rules as meaningless and have no fear for breaching them, hence the consequence. Rules- ignore- praise (RIP), 9.5% of the teachers maintained that they watch for pupils who follow the rules, learners who do so receive praise, and every learner is praised as often as possible. It was noticed that 9.5% of the teachers ignore pupils who go contrary to rules in the class and praise those who abide by the rules. This means that no direction was given to those learners. Instead the teacher immediately found a learner who is following the rules and

praises that learner. In conclusion, it can be observed that respondents were of the view that the following are the approaches with regard to managing aggressive behaviour among children of Offinso municipality Primary Schools. These are: using behaviour modification, using punishment, developing firm and serious tone, redirection of children attention, rules- ignore-praise and reach out to difficult children etc.

CONCLUSIONS

The study was conducted in the Offinso municipality of the Ashanti region. The subjects were made up of teachers and pupils of selected primary schools of Offinso municipality. The sample size was 32 pupils (20 males 12 females) and 21 teachers (14 males and 7 females). In selecting the sample for the study, purposive and stratified sampling techniques were used. The instrument used for the study was the anecdotal records technique and questionnaire. The questionnaire was made up of twenty one (21) items. Section "A" of the questionnaire comprised three items which seek the personal data of the respondents while section "B" consists of 12 items which measured the types of child aggressive behaviour. Section "C" and six (6) questions on teachers' approaches to managing aggressive behaviour among children in the Basic Schools in the Offinso municipality. The items in the questionnaire were all closed ended questions. The data for the study was analyzed using descriptive statistics involving frequency counts and percentages. Chi-square was used to test the hypotheses that seek to find relationships. There are varied causes of children aggressive behaviour. Some of the causes are: noise making copying of aggressive behaviour, bullying, retaliate when angered by other children, frustrations, hitting friends, teasing, shouting to catch attention, biting etc. There are varied steps to discipline approach in managing children's behaviour in Primary Schools of Offinso municipality. Again, these are redirection of children attention, using punishment, developing firm and serious tone, rules-ignore-praise and behaviour modification. Surprisingly the respondents argue that using punishment was also a step they consider appropriate. Lastly, there is significant relationship between the teachers managerial approach with regard to pupils' aggressive behaviour in Offinso municipality Primary Schools. There are varied managerial approaches of teachers with regard to managing children's aggressive behaviour among Offinso municipality Primary Schools. This approach has a number of steps, these are redirection of children attention, developing firm and serious tone, using punishment, rules –ignore- praise, reach out to difficult children and behaviour modification.

Recommendations

It is recommended that, teachers must adopt the skills to divert and redirect students' unfavourable behaviour into more useful activities. Also, in- service training programmes should be organized for teachers teaching P.E to help equip them with children managerial skills. Similarly, Educational materials such as books devoted to learner behaviour problems must be distributed to P.E. teachers. Again, *proximity praise* should also be adopted by class teachers, that is, instead of just focusing on the misbehaving children, praise those children nearby who are doing the correct thing as this sometimes enables the misbehaving children to model that appropriate behaviour. In conclusion, punishments should not be used as a means of controlling aggressiveness among children in basic schools. Moreover, physical education teachers should read more on aggression

management skills. When teachers read extensively on aggression management; their approach to learner with aggressive behaviours would be effective. Ultimately, effective communication in the classroom should be adopted in order to build a healthy relationship with the children.

Suggestion for further Study

In the future, studies could be conducted on a larger sample population since the study was limited to only the Basic Schools in the offinso Municipality of Ghana. Again, the role of physical education lessons in improving student's social skills could be explored.

REFERENCES

- Adrian Raine (2002). *Journal of child Psychology and Psychiatry*, 43 (4), 417– 434,
- Brian, B. B, Cortney, A. F., Barnes, J.C. and Kevin, M.B. (2011). Physical punishment and childhood aggression; *the role of gene-Environment interplay*, 37(6) 559-46
- Brophy, J. (1986). *Classroom Management Techniques, Education and Urban Society*, 18(2):182-19
- Brophy, J. (1998). *Motivating students to learn*. New York McGraw-Hill.
- Brophy, J. & Good, T. (1985). Teacher behaviour and student achievement. *Handbook of research on teaching*. (Ed). New York: Macmillan.
- Brophy, J. & Good, T. (2003). *Looking in the classroom*. (9th edition). USA: Pearson Education Inc.
- Brophy, J. (2006). History of research in classroom management. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp 17-43). Mahwah, NJ: Erlbaum.
- Catherine, L. (1990). *The Growth and Development of the Child*. (4TH Ed . New York USA
- Chin, V.K (2000 September) *parents must play active role in tackling indiscipline* (extracts), Malaysia, Star Publications. <http://www.corpun.com/index.htm>
- Colvin, G. & Fernandez, B. (2000). Sustaining effective behaviour support systems in An elementary school: Keeping the plan operating for almost a decade. *Journal of Positive Behavioural Intervention*. 2(4).
- Cotton, K. (2001) *School wide and Classroom Discipline*. Retrieved on June 8th, 2005 at: <http://www.nwrel.org/scpd/sirs/5/cu9.html>
- Doyle, W. (1985). *Classroom organization and management*. In W. Wittrock (Ed). *Handbook of research on teaching* (3rd Ed). New York: McMillan.
- Driekurs R, Grunwald BB, Pepper FC (1998). *Maintaining sanity in the Classroom*. Philadelphia: Accelerated Development
- Duke, D.L and R.L. Canady (1991), *School Policy*. New York: McGraw-Hill, Inc
- Earthman, G. I., & Lemasters, L. (1996). Review of research on the relationship between School buildings, student achievement, and student behavior. Paper presented at the Annual Meeting of the Council of Educational Facility Planners

- Eggert, L.L.; Nicholas, L.J.; Owen, L.M (1995). *Reconnecting Youth: A peer group Approach to building life skills*. Bloomington, IN: National Educational Service.
- Evertson, Carolyn M. and Alene H. Harris, Classroom Organization and Management Program. Vanderbilt University, Nashville, TN. 1994.
- Feldman, R.F.S. (1996). *Understanding Psychology* (4th. ed.). New York: McGraw-Hill, Inc.
- Gary, F. R, Jenell M. P And Mark, H. K. (1989). *A Critical Review And Analysis* 90 (4) 607-630
[Http://Www.Tcrecord.Org](http://www.tcrecord.org)
- King, J., & Marans, R. W. (1979). The physical environment and learning process (Report No. 3290ST2). Ann Arbor, MI: University of Michigan Architectural.
- Koki, S. Broekhuizen, L. D.v & Uehara, L.D. (2000). Prevention and intervention for Effective classroom organization and management in pacific classrooms.
- Kosar, J., & Ahmed, F. (2000). Building security into schools. *School Administrator*, 57(2), 24-31
- Kounin, J. S. (1970). *Discipline and Group Management in Classrooms*. New York: Holt, Rinehart and Winston
- Kounin, J. (1977). *Discipline and group management in classroom*. Milbourne, FL: R.E.Krieger..
- McManus. M (1995). *Troublesome Behaviour in the Classroom* 2nd ed. London: Routledge SS4-SS6. 111
- Metzler, M. (1989). A review of research on time in sport pedagogy. *Journal of teaching in physical education*, 8, 87-103.
- National Association School Principals Bulletin, 57(370), 92-94.
- Nelson J and Lott L. *Positive Discipline for Teenagers*, rev 2nd ed. Prima Publishing, 2000, p. 54.
- Niebrand, Chris, Elizabeth Horn, and Robin Holmes, *The Pocket Mentor: A Handbook for Teachers*. J. Weston Walch, Portland, ME. 1992
- O'Neill, D. (2000). The impact of school facilities on student achievement, behavior, attendance and teacher turnover rate at selected Texas middle schools in Region XIII ESC. Unpublished doctoral dissertation, Texas A&M University, College Station, TX
- Ornstein, A., and Levine, D. (1981), April). Teacher behaviour research: Overview and outlook. In *Phi Delta Kappan*. 562
- Pangrazi, R.P. and Darst, P.W. (1985). *Dynamic physical education curriculum and Instruction for secondary school students*. Minneapolis, MN 55435. Burgess Publishing Company
- Pangrazi, R.P. and Dauer, V.P. (1989). *Dynamic physical education for elementary school children*. New York: Macmillan Publishing Company.
- Passer, W. M. Smith, E. R, Atkinson, L. M, Mitchell, B. J, Muir, W. D. (2005). *Psychology: Frontiers And Applications / Michael W. Passer...[Et Al.]*. -2nd Canadian Ed.
- Rigby k. (2000). *Bullying in Schools and what to do about it*: London; Jessica Kingsley
- Rowley, James B., *High Performance Mentoring*. Crowin Press, Thousand Oaks, CA. 2000.
- Schon, D. (1983). *The Reflective Practitioner. How Professionals Think in Action*. New York: Seifert TH, Vornberg JA (2002). *The New School Leader for the 21st Century*. Oxford: Scarecrow Press
- Siedentop, D. and Tannehill, D. (2000)...London Mayfield Publishing Company, Mountain
- Slavin, R.E. (2003). *Educational Psychology: Theory and Practice* (7th. ed.). Boston: Allyn & Bacon.

- Soar, R. and Soar, R.M. (1979). Emotional climate and management. Berkeley, C.A. McCutchan Publishing
- Stiggins, Richard J. (1997) Student Centered Classroom Measurement, New Jersey: Prentice Hall
- Sternberg, R.J. & Williams, W.W. (2002). Educational Psychology. Boston: Allyn & Bacon.
- Szdzsz Cotton K. (2001) School wide and Classroom Discipline. Retrieved on June 8th 2005 at:
<http://www.nw.rel.org/scpd/sirs/5/cu9.html>
- Wiggins, D. (n.d.) *Classroom Management Plan*. Retrieved on June 8th, 2005 at:
<http://www.geom.uiuc.edu/~dwiggins/plan.html>
- Wong, Harry K. and Rosemary T. Wong, the First Days of School. Harry K. Wong Publications, Inc., Mountain View, CA. 1998
- Zindi F (1995). An Analysis of the Arguments for and against the use of Corporal Punishment in Zimbabwe's Secondary Schools. *Zimbabwe J. Educ. Res.*, 7: 69-83
- Wiggins, D. (n.d.) *Classroom Management Plan*. Retrieved on June 8th, 2005 at:
<http://www.geom.uiuc.edu/~dwiggins/plan.html>