

UNIVERSITY OF EDUCATION, WINNEBA

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION RECREATION AND
SPORTS**

**MANAGERIAL APPROACHES OF TEACHERS TOWARDS PUPILS'
AGGRESSIVE BEHAVIOUR IN PHYSICAL EDUCATION PRACTICAL
LESSONS: A CASE STUDY OF BASIC SCHOOLS IN OFFINSO**

MUNICIPALITY



PRINCE ADDAI-TUFFOUR

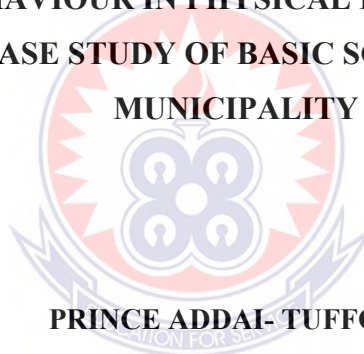
2013

UNIVERSITY OF EDUCATION, WINNEBA

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION RECREATION AND
SPORTS**

**MANAGERIAL APPROACHES OF TEACHERS TOWARDS PUPILS'
AGGRESSIVE BEHAVIOUR IN PHYSICAL EDUCATION PRACTICAL
LESSONS: A CASE STUDY OF BASIC SCHOOLS IN OFFINSO**

MUNICIPALITY



PRINCE ADDAI- TUFFOUR

7100090009

**A Dissertation in the Department of HEALTH, PHYSICAL EDUCATION,
RECREATION and SPORTS, Faculty of SCIENCE EDUCATION submitted to the
School of Graduate Studies, University of Education, Winneba in partial fulfillment
of the requirements for award of Master of Education in Physical Education
Degree.**

FEBRUARY, 2013

DECLARATION

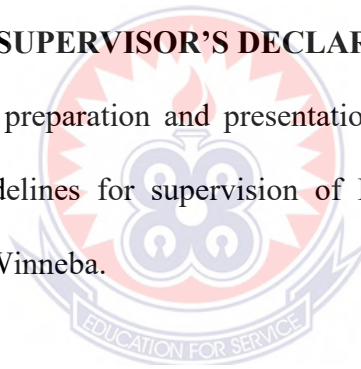
I, Prince Addai-Tuffour, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.



NAME OF SUPERVISOR: Dr. W.W Agbeko

SIGNATURE:

DATE:

ACKNOWLEDGEMENT

In the course of preparing and undertaking the research towards the writing of the work, I benefited greatly from a lot of people whose contributions I cannot in any way or by any means repay.

In the first place, I thank the Almighty God whose unfailing love, grace and protection has brought me to the end of my course of study in this university.

Furthermore, this study could not have been materialized without the concern and countless assistance of Dr. W.W. Agbeko, who managed to squeeze precious time of his tight schedules to attend to this piece of work. I do thank him for his precious innovations and constructive suggestions and guidance.

Moreover, special appreciation is expressed to all the lecturers in HPERS Department, for their encouragement, comments and suggestions. Again, I owe my facts to various sources and people I have consulted.

Notwithstanding, my sincere thanks go to my wife Mrs. Comfort Agyemang for her moral and financial support.

Finally, I am indebted to Miss Mary Anderson who took the trouble to type the scripts.

DEDICATION

I dedicate this research work to my lovely daughters Princess Mary-Ann Addai-Tuffour,
and Blessing Naana Addai- Tuffour



TABLE OF CONTENTS

TITLE PAGE	PAGE
Declaration	i
Acknowledgments	ii
Dedication	iii
Table of Contents	iv
List of Tables	vii
List of Figures	ix
Abstract	x

CHAPTER ONE – INTRODUCTION

1.0 Background to the Study	1
1.1 Statement of the Problem	3
1.2 Purpose of the Study	4
1.3 Research Questions	4
1.4 Research Hypotheses	4
1.5 Objectives	5
1.6 Significance of the Study	5
1.7 Delimitation	6
1.8 Limitations of the Study	6
1.9 Definition of terms	7
1.10 Organization of the Study	7

CHAPTER TWO – REVIEW OF RELATED LITERATURE

2.0 Introduction	9
2.1 Types of Pupils Aggression	9
2.1.1 Accidental Aggressive Behaviour	11
2.1.2 Expressive Aggressive Behaviour	11
2.1.3 Hostile Aggressive Behaviour	12
2.1.4 Instrumental Aggressive Behaviour	12
2.1.5 Relational aggressive Behaviour	12
2.1.6 Reactive Aggressive Behaviour	13
2.1.7 Proactive Aggressive Behaviour	13
2.2 Causes of Pupils’ Aggressive Behaviour	14
2.3 Teachers Managerial Approach to Pupils’ Aggression	17

CHAPTER THREE-METHODOLOGY

3.1 Research Design	26
3.2 Setting	26
3.3 Population	26
3.4 Sample and Sampling Techniques	27

3.5 Instrumentation	27
3.6 Validity of the Instrument	27
3.7 Reliability of the Instrument	28
3.8 Administration of Instrument	29
3.9 Data Collection Procedure	30
3.10 Treatment of Data	31
3.9 Data Analysis	31

CHAPTER FOUR RESULTS, FINDINGS AND DISCUSSIONS

4.1.1 Gender Composition of Respondents	32
4.1.2 Age of Respondents	32
4.1.3 Educational Level of Respondents	34
4.2 Analysis of Research Question 1	35
4.3 Analysis of Research Question 2	41
4.4 Analysis of Research Question 3	45
4.5 Hypotheses Testing	49
4.5.1 Hypothesis 1	50
4.5.2 Hypothesis 2	52

4.6 Discussions	53
-----------------	----

CHAPTER FIVE- SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings	62
5.2 Summary	62
5.3 Summary of main findings	63
5.4 Conclusions	64
5.5 Recommendations	64
5.6 Recommendations for Further Research	65

REFERENCES	66
-------------------	----

APPENDICES

Appendix A	71
Appendix B	76



LIST OF TABLES

TABLE	TITLE	PAGE
Table 1	Distribution of Sample Population	27
Table 2	Questionnaire Administered	29
Table 3	Gender Composition of the Respondents	31
Table 7	Educational Background of the Respondents	35
Table 8	Types of Aggressive Behaviour Children Exhibit	35
Table 9	Opinion of Teachers when their Pupils Are Provoked	36
Table 10	How Children relate with themselves during P.E Practical Lessons	37
Table 11	Opinion of Teachers on their Pupils' Retaliation	38
Table 12	Ways Children use to get what they want from others	39
Table 14	Teachers' Approaches with regards to Pupils' Aggression	41
Table 15	Pupils' Aggression to the Teachers' Managerial Approaches?	45
Table 16	Chi- Square Goodness of Fit Test	50
Table 17	Do Children Inherit Aggression from their Parents?	51
Table 18	Chi- Square Goodness of Fit Test	54

LIST OF FIGURES

FIGURES	TITLE	PAGE
Figure 1	Types of Pupils' Aggressive Behaviour	35
Figure 2	How Children Relate at P.E Practical Lessons	37
Figure 3	Ways Children use to get what they want	38
Figure 4	Causes of Pupils' Aggressive Behaviour	39
Figure 5	Teachers' Approaches towards Pupils Aggressions during P.E Practical Lessons	45



ABSTRACT

The study examined the managerial approaches towards the aggressive behaviour exhibited by the Basic School Pupils of the Offinso municipality. The respondents were sampled using stratified and purposive sampling techniques. They were chosen from four basic schools (B.S.3 through B.S.5) and was made of twenty (20) boys, twelve (12) girls, and twenty one (21) teachers. Anecdotal Record technique and questionnaires were the instruments used to gather data on the various respondents which included, (21) Teachers, and thirty two (32) pupils were selected over a period of four weeks. Correlation between frequencies of aggressive behaviours and teachers' approaches with regards to managing them were determined. The research revealed that there were some Aggressive Behaviours that were serious and kept occurring in the physical education practical lessons. Evidence from the data suggested that a total of seven (7) aggressive behaviours were exhibited by pupils. Noise making, Name calling and teasing were recorded as the most frequently occurring aggressive behaviour, using punishment 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 Basic Schools but in some situations, they have to be allowed to use their own discretions to decide the type of punishments they mete out to the pupils.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

‘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, headteachers 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 physical 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 calling names, 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 teaching and 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.

1.1 Statement of the Problem

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 S D A 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.

1.2 Purpose of the Study

The purpose of the study was to identify the types, the 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.

1.3 Research Questions:

Answers were sought to the following research questions

1. What are the types of aggressive behaviours exhibited by pupils?
2. What are the causes of aggression among pupils in physical education practical lessons
3. What approaches do physical education teachers use in dealing with pupils' aggressive behaviour in physical education practical lesson?

1.4 Research Hypotheses

The following research hypotheses were tested

- 1 There is no significant relationship between the managerial approach of teachers and children aggressive behaviour in Offinso municipality Primary Schools.
- 2 There is no relationship between aggressive behaviour in children and hereditary

1.5 Objectives

This study is aimed at:

- i. Examine the approaches with regard to pupils' aggressive behaviour in physical education practical lessons.
- ii. Identify whether approaches will help improve pupils' behaviour in physical education classrooms.
- iii. To suggest remedial measures to deal with problems identified
- iv. Examine how student behaviours were managed in the practical physical education lesson.

1.6 Significance of the Study

It is the researcher's view that this study will help;

Come out with the link between teachers approach to pupils' aggressive behaviour management.

Help teachers modify the physical education classroom setting as well as method of instruction to handle pupils' aggressive behaviour.

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.

1.7 Delimitation of the Study

There are several approaches towards pupils' aggression in the classroom however; this study focused on the Managerial approaches of teachers towards pupils' aggressive behaviour in physical education practical lessons using Primary School Pupils in Offinso municipality, as a case study.

1.8 Limitations of the Study

Schools are wide spread in the country and the researcher could not visit all schools to collect data due to financial constraints and work schedules. The research was, therefore, restricted to professional teachers, at Basic schools in offinso municipality

The anecdotal records technique is time consuming. It is time consuming to analyse the data, because written or type text is involved. Costs are high, owing to the nature of the face-to-face interactions with the subjects (respondents). With regard to the data-collection technique, only 53 key respondents from four (4) public primary schools in the Offinso municipality of Ashanti Region were sampled to obtain an in-depth understanding of the research topic. It may appear to some that the data collected through the questionnaire and anecdotal records from such a small sample is inadequate. Since a

purposive sample of 53 key respondents was selected, it became unnecessary for the researcher to use a large number of Pupils and teachers

1.9 Definition of Terms

Aggressive Behaviour. This could be characterized as getting hostile, arrogant, having abrupt reactions (occasionally over-reactions), getting insensitive to others

Behaviour The actions of children in relation to their environment.

Classroom management that aspect of teaching that focuses on creating an environment and establishing conditions that facilitate learner success in achieving academic and social goals.

Discipline a process by which children learn, through experience, the morals and the values of their culture.

Learner any person receiving education or obliged to receive education

Punishment a painful penalty inflicted on an individual by another person.

1.10 Organization of the Study

The research study was organized and entailed five chapters:

Chapter one entailed an introduction to the study, background of the study, statement of the problem, purpose of the study, significance of the study, objectives of the study, definition of terms, research questions, hypothesis and limitations.

Chapter two contained an introduction to the literature review, and the three research questions;

Types of aggressive behaviour among children

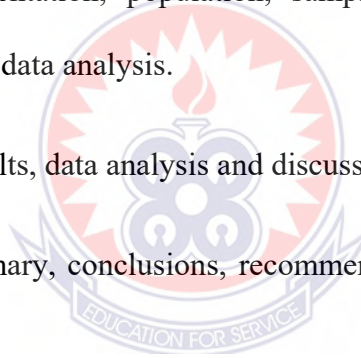
Causes of pupils' aggressive behaviour in physical education practical lessons

The managerial approaches of teachers in dealing with pupils' aggressive behaviour in physical education practical lessons.

Chapter three entailed the methodology under introduction to the methodology used, research design, instrumentation, population, sample and sampling technique, data collection instrument, and data analysis.

Chapter four contains results, data analysis and discussions.

Chapter five entails summary, conclusions, recommendations and recommendations for further studies



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher searched for literature from various sources, which included school libraries, the libraries in the University of Education, Winneba, Kwame Nkrumah University of Science and Technology, Kumasi, public/ community libraries, as well as private libraries of physical education lecturers and friends and on the internet.

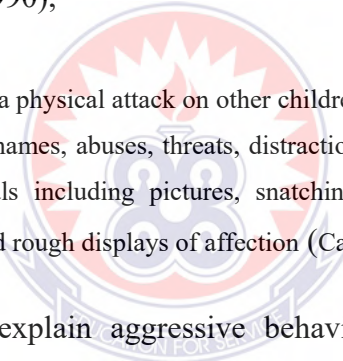
Darst and Pangrazi (1985.) commented on the effectiveness of a P.E. teacher that, ‘effective teachers are efficient managers of students’ Darst and Pangrazi (1985. Pp120). Pangrazi accepts that, teachers should strive to help students develop the ability to manage themselves. Management policies need to be planned carefully for every aspect of the learning environment. The literature review was divided to go alongside the research questionnaires reflects the following perspectives: as follows;

2.1 Types of Aggressive Behaviour among Children

Behaviour refers to the action of a system or organism, usually in relation to its environment which include the other systems or organism around, as well as the physical environment. It is the response to the system or organism to various stimuli ([http://en.wikipedia.org/wiki/behaviour.](http://en.wikipedia.org/wiki/behaviour)) In the other hand, Charles 1998 describes behaviour as ‘whatever one does, whether good or bad, right or wrong, helpful or useless, productive or wasteful’ (Charles 1998 pg128).

Aggressive behaviour is an act or any form of behaviour designed to harm or injure a living being who is motivated to avoid such treatment (Baron, Bryne, 1994) cited in (Sheffer, Wood, & Wolloughby, 2002). According to them 'aggressive behaviour includes the intention of the actor and not the consequences of the acts'. In other words any act in which act was intended but not done could be termed aggressive. They concluded that a violent kick that misses its target or undetected snub are clear exhibition of aggressiveness, while excluding accidental harm or rough-and tumble play in which participants are enjoying themselves with no harmful intent.

In the view of Catherine (1990),



aggressive behaviour is a physical attack on other children or adult, such as hitting, spitting, verbal attacks such as calling names, abuses, threats, distraction of property of other children's work or attack on play materials including pictures, snatching, others are grabbing, bullying teasing, interfering, scuffling and rough displays of affection (Catherine, 1990).

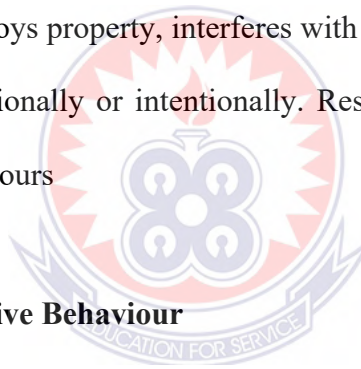
Similarly, Minett (1987) explain aggressive behaviour as 'an extreme quarrelsome behaviour exhibited by a child and frequently attack others by hitting, biting, kicking or shouting as a result of jealousy or imitation' (Minett 1987).

Carlson (1942) on the other hand added a different dimension to the concept of aggressive behaviour. According to him, 'aggressive behaviour can be expressed physically or verbally'. Carlson also pointed out that, 'a person's and for that matter a child's silence, could be aggressive, if the child knows that the silence will frustrate and in frustrate other person'. According to him, aggressive behaviour need not be restricted to the production of physical bodily harm. Nor should all behaviours that intentionally

result in harm to another person be interpreted as aggressive behaviour. Certainly a Surgeon is not expressing aggression by cutting a patient's abdomen open.

Cahn (1996) like Carlson, explain aggressive behaviour as 'any behaviour that results in physical or emotional injury to a person or animal that led to property damage and interferes with learning' (Cahn 1996). According to Cahn, aggressive behaviour is thus exhibited verbally or physically and intentionally or unintentionally. He also added that whichever way it is exhibited, tend to hurt emotionally or physically.

On the whole the various perspectives on the concept of aggressive behaviour drum home the idea that it hurts, destroys property, interferes with learning and carried out physically or emotionally and intentionally or unintentionally. Research has shown the following as types of aggressive behaviours



2.1.1 Accidental Aggressive Behaviour

(Shaffer, Wood & Willoughby, 2002) have it that it is an 'exhibition of aggressive behaviour as a result of accident, without a child trying to harm another child in an essential way, stepping on someone's foot whiles playing a tag is an example of such aggressive behaviour' (Shaffer, Wood & Willoughby, 2002).

2.1.2 Expressive Aggressive Behaviour

Shaffer, Wood & Willoughby (2002) indicated that

This type of aggressive behaviour is committed by a child because he or she feels good. The child however does not intend to hurt. They said child may be so much involve in a play that, he may not notice that the other isn't happy. This is also unintentional aggressive behaviour. It can affect or interferes with learning if the victim is not attended to. (Shaffer, Wood & Willoughby, 2002).

2.1.3 Hostile Aggressive Behaviour

Dworetzky (1996) explain hostile aggressive behaviour as an 'act aimed at hurting another either, for revenge or to established dominance especially when they feel someone is sabotaging what they are doing' (Dworetzky 1996). Dworetzky accepts that Victims of such behaviour see their environment as unsafe and insecure hence develop a negative attitude during teaching and learning

2.1.4 Instrumental Aggressive Behaviour

(Shaffer, Wood & Willoughby, 2000) put it that

This occurs when children wants to satisfy their needs. Sometimes they fight over toys, objects territory and in the process may get themselves hurt or others. Since they lack language skills, they may hit, grab or bit to get what they want, and all these can disrupt teaching and learning since children feel rejected when they are unable to satisfy their needs (Shaffer, Wood & Willoughby, 2000).

Shaffer and friends believe that children subjected to abuse or intimidation tend to protect themselves and property as a result of their safety, lack of sense of dignity at school, intense feelings of anger, humiliation or shame, isolation and depression.

2.1.5 Relational Aggressive Behaviour

Crick and Grotpner (1975) cited in Micheal, Sheile, and Cole, (1996) said this type of aggressive behaviour is ‘mostly exhibited by girls; they added that girls exhibit such behaviour by harming other friends and expelling them from the social group’ (Crick and Grotpner 1975).

2.1.6 Reactive Aggressive Behaviour

(Astor, 1994; Crick & Godge, 1996) cited in (Shaffer, Wood & Willoughby, 2002) opine that

Children with this type of behaviour display high level of hostility retaliation. These youngsters are quiet suspicious and wary of other people, often viewing them as belligerent adversaries who desire to be dealt with in a forceful manner (Astor, 1994; Crick & Godge, 1996) cited in (Shaffer, Wood & Willoughby, 2002).

2.1.7 Proactive Aggressive behaviour

(Crick & Dodge, 1996) content that ‘these are highly aggressive children, who find aggressive acts easy to perform, and who rely heavily on aggressive behaviour as a means of solving social problems or achieving other personal objectives’ (Crick & Dodge, 1996)

2.2 Causes of Pupils' Aggressive Behaviour in Physical Education Practical Lessons

Catherine (1990) said, 'in dealing with children aggressive behaviour we need to show interest in the motive behind children aggressiveness' (Catherine 1990). She attributed some of the causes to curiosity and experimentation, insecurity, frustration and the need to guard against their possession and possession from others. These, thus lead children to grapping, hitting, screaming and quarrelling. She added that children sometime become aggressive for no immediate reason and that it is always the hardest thing some adult can accept. Aggression could be occasioned by the exposure to a wide range of aversive stimuli such pains, provocation, crowding and heat. Many researchers such as Bandura, Ross and Rose (1963) cited in (Dworetzky, 1996 & Fry, 1988) opine that, 'human aggressive behaviour is primarily the result of learning, especially social learning' (Dworetzky, 1996 & Fry, 1988). They believe 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. They arrive at this conclusion after studying children from two neighboring communities in India with significant different levels of adult aggressiveness. They found that children from the group in which aggressive behaviour was less often modeled were considerably less aggressive, where children from the group in which adult model aggressive behaviour more often become aggressive. Fry reported that adults in more violence prone towns sometimes directly encourage their sons and daughters to be aggressive, and did not always break up a fight between their children. Considering these two views our capacity to be emotional is innate but the situation that makes us emotional may depend on great deal on our learning experiences.

Punishment according to Strassberg, Dodge, Pettit and Bates (1994), maintain that, ‘punishment has the tendency to make children behave aggressively, especially, if the punishment is harsh and frequent’ (Strassberg, Dodge, Pettit and Bates 1994). With this they argued that children who receive spanking at home become more aggressive than children who did not. Brian, Cortney, Barnes and Kevin (2011) agree with Strassberg, Dodge, Pettit and Baucum (2002) on the effects of spanking on children aggressive behaviour. They however, cautioned that Brian, Cortney, Barnes and Kevin (2011) ‘ despite evidence concerning the association of spanking with antisocial behaviour, not all children who are spanked develop antisocial traits’ Brian, Cortney, Barnes and Kevin (2011). He added that given the heterogeneous effects of spanking on behaviour, it is possible that a third variable may condition the influence of corporal punishment on child’s development.

Medrick, Palock, Volavka and Gabrielli (1982) in their physiological determinant theory, hold the view that ‘aggressive behaviour manifest as a result of different level of hormones or neurotransmitters in the brain’ (Medrick, Palock, Volavka and Gabrielli 1982). Similarly, an ethnological theorists (Hinde, 1975; & Lorenz, 1996) argued that ‘aggressive behaviour in human is related to a fixed- response pattern of aggression found in lower animals’ (Hinde, 1975; & Lorenz, 1996). These theories embody the argument that aggressive behaviour is a natural response to specific situation rather than a learning response.

Adrian (2002) intimated that

Low resting heart rate is the best-replicated biological correlate of antisocial and aggressive behaviour in child and adolescent populations resulting from prefrontal structural and functional deficits. In addition birth complications and minor physical anomalies, Cigarette smoking during pregnancy disrupts noradrenergic functioning and enhancement of cholinergic receptors that inhibit cardiac functioning. Adrian (2002)

Adrian is of the view that Malnutrition during pregnancy contributes significantly to physical abnormalities' antisocial behaviour as a result of protein deficiency.

Boucharyd p. (1990), Coccaro et al. (1997) argue that hereditary partly determines why some people are more aggressive than others. They were of the view that identical twins are more similar in their aggressive behaviour patterns than are fraternal twins, even when they are raised in different homes with presumably different social environments.

Many researchers have concluded that exposing children to large dosage of casual violence on the Television screen teaches them to think of aggression as a common place and acceptable way of dealing with frustration and anger. Others have taken the opposing view, arguing that viewing violent acts on television may serve as a substitute for overt aggression. Many subsequent studies have shown that exposure to televised violence produce a significant increase in the aggressiveness on of viewers (Huston et al., 1989).

2.3 Teachers' Managerial Approaches in Dealing with Aggressive Behaviour.

(Skiba & Rausch, 2004) states that

When dealing with aggressive behaviour Teachers must show patience. When an offence is committed educators should allow learners to choose their sanctions. By doing this a democratic climate is created. Hence, when Teachers allow for choice, the outcomes are usually favourable- the learner becomes more responsible (Skiba & Rausch, 2004:p.55).

(Gardner, 2000) had it that,

Teachers must understand the purpose i.e. why is the learner misbehaving? It's important for Teachers to understand the purpose to readily support it. For instance, if Teachers know that a learner is frustrated and feeling like a failure, then they will have to change their programming to ensure that the learner is set up to experience success. (Gardner, 2000:p.4).

(Skibba, Micheal, Nardo & Peterson, 2000). 'Teachers must avoid power struggles. Avoiding power struggles really comes down to exerting patience. (Skibba, Micheal, Nardo & Peterson, 2000:p.25). Here the researcher agrees with Skibba et al that, when educators show patience, they are modeling good behaviour learners' behaviour is most often influence by educator behaviour'

(Gardner, 2000) maintained that,

When learners misbehave, they often anticipate a response from the teacher. Do the opposite of what they expect. For instance, when teachers see learners playing with cards or playing in an area that is outside of the boundaries, they expect educators to "shout" however, try saying something positive first' (Gardner, 2000:p.5).

Gardner is of the view that, for learners who regularly misbehave, they wait for teacher to redirect him/her in other words coach him/her on what to do.

(McEwan, 1998) stated that, teachers must note the misbehaving learners often lack belief in their own ability (McEwan, 1998:p.140). McEwan believes that teachers need to help them see that they are capable of.

Harrison (2001), reiterated that teachers should

Come out that establish clear rules, communicate them to students, and teach students how to follow them. Rules for each type of activity should be explicit and posted for everyone to see if possible. Behaviour skills can be taught in the same manner as psychomotor skills-by modeling the skill and by practice, followed by positive reinforcement. Deviations from the rule might mean a misunderstanding, requiring a review. (Harrison. 2001, p.330).

Harrison opines that, teachers presented clear directions and instructions in logical, step-by-step sequences at an appropriate level of vocabulary. Effective teachers hold learners accountable for their work.

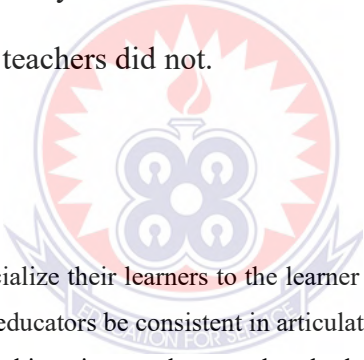
When dealing with aggressive learners, teachers must always express a strong desire and strong interest to have a good relationship with the learner. (Skibba et al., 2000) maintain that, teachers must avoid being bossy as this is bad modeling: punishment usually ends up with learners seeking revenge (Skibba et al., 2000:p.26). Rink (1985) observed that ‘class control and management has been a primary concern of teachers’. (Rink 1985). Management refers to the ability of the teacher to organise learning environment and maintain appropriate behaviour Rink 1985).

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.

Ineffective teachers spend less time on rules and were not clear on consequences. In the elementary schools this time seemed to be consistently important. Effective teachers consistently enforced rules and explain the rationale for rules. The ineffective teacher ignored a lot and enforced few of what was designated as rules. Effective teachers presented clear directions and instructions in logical, step-by-step sequences at an appropriate level of vocabulary. Effective teachers hold students accountable for their work, where as ineffective teachers did not.

(Fields, 2000) stated that,



Effective managers socialize their learners to the learner role through instruction and modeling. It is important that these educators be consistent in articulating demands and monitoring compliance, but the most important things is to make sure that the learners know what to do in the first place (Fields, 2000:p.26).

Fields believes that, Children sometimes exhibit aggressive behaviour as a pre-requisite to satisfying their developmental needs; Sometimes they fight over toys, 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. 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). According to Evans and McCandless (1978)

‘aggression is unquestionably a major concern for parents and teachers’ McCandless (1978)’. 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 calling names, 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.

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 important to anticipate the types of problems that management occurs and to have a plan for dealing with them when they do. (Baron, Byne and Kantowitz, 1980).

It is clear that students at the basic school need to have their behaviour corrected so that behaviors will align with the teacher’s objectives.

(Canter & Wright, 2005) stated that,

implementation with sufficient intensity and precision to produce behaviour gains that have a significant and durable impact on the academic, social and living options available to the learner (Canter & Wright, 2005:p. 2).

(Shawer, 2006) view was that ‘Classroom management strategies involve: (a) organizing, (b) teaching management, (c) teacher-student relationship, and (d) teacher sanctions/ reward (consequences) strategies’ Shawer, 2006). (Some of these strategies are concerned with administrative rules, while others target actual classroom pedagogical activities. Classroom organizing strategies guide teachers to use and develop behavioural classroom protocols, including arriving in and exiting classroom, seating students, turning in homework, and going to the restroom. Without training in various management strategies, teachers make the mistake of punishing rather than managing (Burden, 2003; Cangelosi, 2004; Charles, 2001).

Siedentop, Mand and Taggart (1986), view class management as

Routines save time and minimize disruption. They form the cornerstone of good preventive management in the gymnasium. Students should have a chance to practice the routines and to get feedback on how well they are performing them. Teachers should prompt often when they show improvement (Siedentop, Mand and Taggart, 1986 p. 377).

It can be accepted as a fact from Siedentop, Mand and Taggart that class management is all about routines which save time and minimizes disruptions or misbehaviour. Students should be made to practice for it to become automatic to them.

When teachers ignore students' needs, they cannot expect them to comply or attend to learning activities. Further, teachers must make tasks realistic, meaningful, manageable, and achievable (task suitability to student schemata). Trivial tasks fail to engage students

in learning or keep them silent. Classroom management requires teachers to use activities that defuse attention-seeking behaviours, like group- and pair-work because these keep students busy working rather than side-talking. (Victor, 2005). 'Teachers can also use positive recognition to reward those who stick to the rules and a punitive system to punish those who violate them' (Victor, 2005). Victor believes that punishment being meted out to learners for misbehaving or going contrary to the rules will help modify the individual's behaviour.

(Reyes, 2006). Also had it that,

Consequently, in the field of child development, discipline refers to methods of modeling character and of teaching self control and acceptable behaviour, To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure (Reyes, 2006).

From the above, Reyes contends, enforcement of discipline that is, ensuring that instructions are carried out is often regulated through punishment.

(Pangrazi and Dauer, 1995), also had it that teachers of physical education should:

Determine the consequences of Breaking Rules. When rules are broken, students should realize the consequences of the behaviour. Consequences should be listed and posted within the teaching area and discussed with the class. If students are going make conscious decision about their behaviour, they must know clearly what consequences occur. Rules and consequences should be applied consistently to all students. (Pangrazi. and Dauer. 1995, p.124-25).

Pangrazi and Dauer have accepted that consequences of misbehaviour must be determined with students to know that breaking of rules and routines go with a certain type of punishment which should be posted in the class for the students to read and comprehend.

Teachers, in making rules for individual classroom behaviour, should constantly be reminded of this principle. In schools where the head teacher's emphasized punishments rather than rewards, pupils' progress tends to be inhibited; the greater the number of

punishments listed, the more negative were the effects. In contrast, whenever the number of rewards exceeded the number of punishments, progress was greater (Duke & Canady, 1991). Smart and Smart (1972) is of the view that teachers are 'expected to discipline students, the extent of their efforts irrespective of their cultural background' Smart and Smart (1972.p.147). Kronowitz (1992) has suggested that the 'other variable of instruction that can be used to prevent behaviour problems in our schools is the teacher' Kronowitz (1992:p.65-66). Kronowitz accepts that, divert and redirect students' unfavourable behaviour into more useful channels is a challenge to everyone. Sometimes, the teachers have to be very clever to use more favourable ways that will divert the attention of the students on how the teacher is handling the situation.

To change inappropriate behaviours, (Charles 2005) stated that 'educators need to look at previous behaviours as well as the learners' developmental stages' (Charles 2005: p.183). (Lewis 2006) Suggests that,

the techniques and approach used to help a learner change his or her behaviour must be designed to fit each learner's problem and must help the learner adjust and cope-not just control the individual (Lewis 2006: p. 3).

(Ryan and Patrick 2001) list the first step in the process of changing behaviour as 'the careful and controlled observation of the behaviour as it is occurring' (Ryan and Patrick 2001: p. 438). This means that, accurate assessment of inappropriate situations and behaviours are important. (Fenstermacher 2001) stated that, 'problem identification is a logical place to begin when attempting to change behaviour' (Fenstermacher, 2001 p. 639). Here the researcher believes that, assessing the problem requires the teacher to

decide if the problem belonged to the learner or the teacher; then a decision must be made how to proceed with the situation.

Hansen (2001) opined that,

Often both have a problem- the child, an inappropriate behaviour that needs to be changed- the educator, the responsibility to do something about changing it. Creating within learners the desire to change is a major issue. Hansen (2001:p.735)

Hansen continues to suggest, that a 'problem should receive direct attention and analysis, including how a learner perceives the payoff for his or her behaviour' (2001:p.735). With this, the researcher is of the view that, developing this desire behaviour appears to be important in the process of changing behaviour.

According to Pring (2000),

the establishment of a behaviour contract with learners that clearly identifies joint areas of responsibility and structural contingencies is the best method for improving learner behaviour' Pring (2000:p.102).

Van Wyk (2000) reports that 'learners need to be helped to establish the capacity to stay with a task by using contracts with structural contingencies such as rewards and punishments' Van Wyk (2000:p.126).

(Covell & Howe, 2001) maintain that.

Researchers have stated the stage of growth, moral development and appropriate mental health provide the cornerstone for learner's learning and their ability to respond to situational factors (Covell & Howe, 2001:p.40).

The authors argue that learners should react to situational factors by assuming personal responsibility. Learners should make judgments and decisions based on their own feeling of justice.

Piaget (in Charles, 2005) had it that,

Educators to design educational opportunities that help learners learn to do things not because obedience is demanded or because others will approve, but because they have their own standards of what is appropriate and inappropriate. Piaget (in Charles, 2005:p.59)

Osler and Starkey (2001) suggest that a 'learner's conceptual level is the key factor to consider in determining the instructional approach toward discipline' Osler and Starkey (2001:p.305). The authors maintain that 'learners need a structured and directed approach; whereas other can learn appropriate behaviour through a little direction and guidance.



CHAPTER THREE

RESEARCH METHODOLOGY

This section presents an overview of the methods used in the study. Areas covered were the research design, Instrumentation population, sample and sampling techniques procedure for data collection and analysis. The research design was a descriptive type which studied the managerial approach of teachers with regard to pupils' behaviour in physical education practical lesson.

3.1 Research Design

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 researcher 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

3.2 Setting

The research took place in the Offinso municipality of the Ashanti Region of Ghana.

3.3 Population

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, February, (2013)

3.4 Sample and Sampling Techniques

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 researcher to use stratified sampling technique.

In this case, the researcher 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.

3.5 Instrumentation

The study involved the evaluation of teacher/student behaviour in physical education practical lessons. On this, pupils' aggressive behaviour, the researcher used anecdotal records technique. Questionnaires were also used for the teachers to respond to gather data.

3.6 Validity of the Instrument

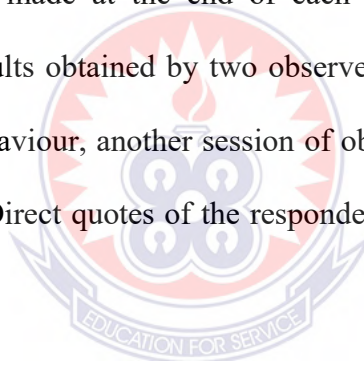
The questionnaire set and the anecdotal record sheets used for the study was first vetted and were approved by two research professors and the supervisor of this research work who is also a PhD holder for necessary corrections and suggestions. Adjustments to the instruments were based upon suggestions of the expert panel. The questionnaire was based on closed ended questions part of it being Likert's scale type which were administered by the researcher. The questions were such that they were easy to fill out, the respondents took less time to complete, it kept the respondents on the subject, and were relatively more objective, more acceptable and convenient to the respondents. 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 researcher. In order to

eliminate biases, an observation chart was purposely designed to spread observations evenly within the period of the study.

3.7 Reliability of the Instrument

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



3.8 Administration of instruments

Permission to conduct the research was sought from the headteachers of the various Primary Schools in Offinso Municipality in the Ashanti Region of Ghana concerning the 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 is to two (3:2) boys and girls reflects the slightly higher number of boys to girls in each class, the ratio of teachers was two is to one (2:1), fourteen (14) men (seven) 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 questionnaires were as follows: 32 to the identified categories of respondents. In School A; 7 in School B; 5 in school C; 6, and in school D; 3

In all, 32 questionnaires were sent to the respondents in the schools sampled. Out of the 8 questionnaires sent to School A, 7 questionnaires 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 questionnaires sent and the number of questionnaires 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

Field data, February 2013

The table showed that 65.5% of the 21 questionnaire were returned. This suggests that the some of the schools visited were responsive to the questions.

3.9 Data Collection Procedure

The questionnaire was administered personally by the researcher and trained assistance. The researcher 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.

3.10 Treatment of Data

The data was treated according to the various groups of respondents.

1. Pupils of Primary Schools in Offinso Municipality
2. Physical Education Teachers at the Basic Schools in Offinso Municipality

3.11 Data Analysis

The frequency distribution counts, tables, percentages and bar charts were used. These were computed using the Statistical Package for the Social Sciences (SPSS) and chi-square. The SPSS was used to convert the descriptive statistics into frequencies and percentages for further analysis which consisted of the approach that teachers use in

dealing with ' aggressive behaviour in physical education practical lessons, the types of aggressive behaviour exhibited by pupils and the causes of pupils' aggressive behaviour in physical education practical lessons. Chi-square value of 0.05 was established indicating a significant correlation based on all the variables presented.



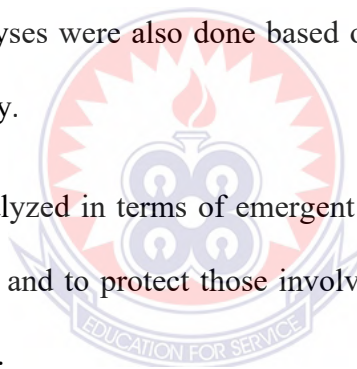
CHAPTER FOUR

RESULTS, FINDINGS AND DISCUSSIONS

This chapter seeks to analyze the various approaches teachers use to deal with pupils' aggression in physical education practical lessons.

The analysis was of two folds. The first looked at physical education practical lessons where pupils were observed by the researcher and his 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 analyses were 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.



4.1 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 February,, 2013

Table 3 showed 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 February, 2013

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 11 years, 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 February, 2013

Table 5 showed 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 February, 2013

The age of the respondents as indicated in 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 February, 2012

Table 7 showed 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.

4.2 Analysis of Research Questions

Analysis 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

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

Source: Field data February, 2013

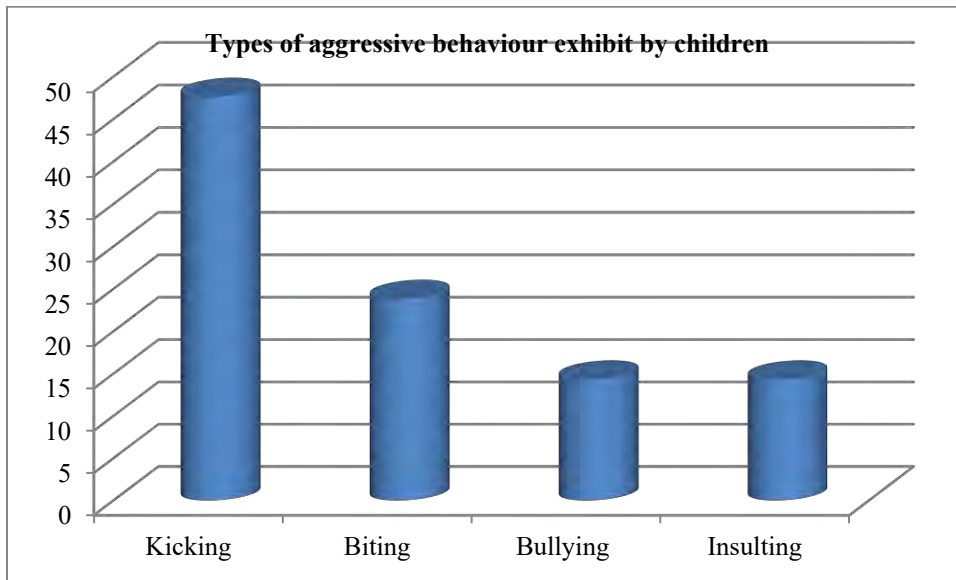


Figure 1 showed the types of aggressive behaviour exhibit by pupils in physical education practical lessons

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 February, 2013

The responses in Table 9 showed 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 February, 2013

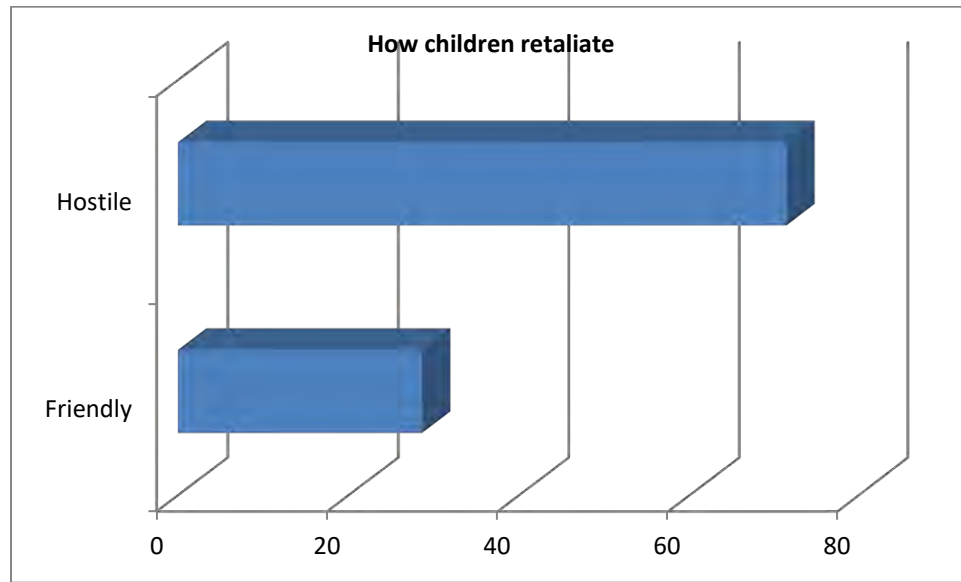


Figure 2 shows how children relate with other children

Figure 2 revealed 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 February 2013

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 present 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 February, 2013

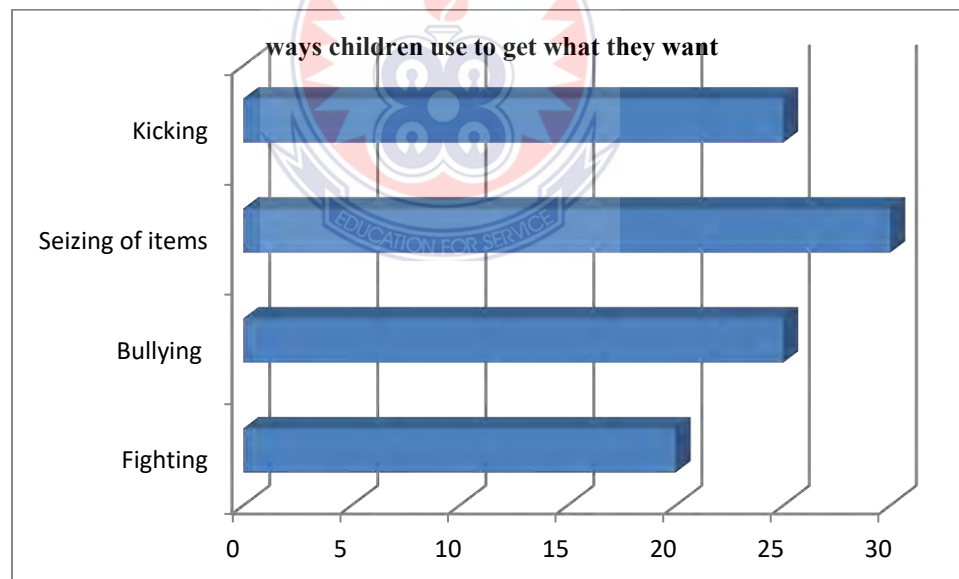
Figure 3: Ways children use to get what they want from other children

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.

4.3 ANALYSIS OF RESEARCH QUESTION 2:

What are the causes of aggressive behaviour among children 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 showing 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, February 2013

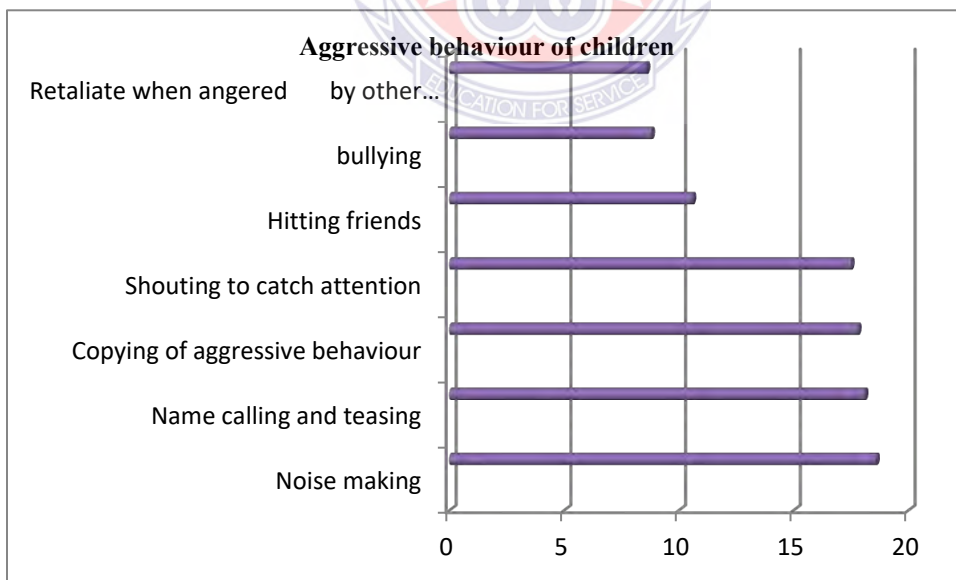


Figure 4 showing some of the causes of aggressive behaviours of pupils in P.E practical lessons

It can be deduced from figure 4 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 forth 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.

4.4 Analysis of Question 3: What approach do teachers use in dealing with pupils' aggressive behaviour in physical education practical lessons?

Table 14 showing Teachers' approaches with regards to 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	4	19	2

children attention			
Develop a firm serious tone	2	9.5	3
Rules –ignore praise - Behaviour modification			
Rules –ignore praise - Behaviour	2	9.5	3
Behaviour	4	19	2
modification			
TOTAL	21	100	

Source: field data, February 2013

Figure 5 showing Teachers’ approach towards pupils’ aggressive behaviour in P.E practical lessons.

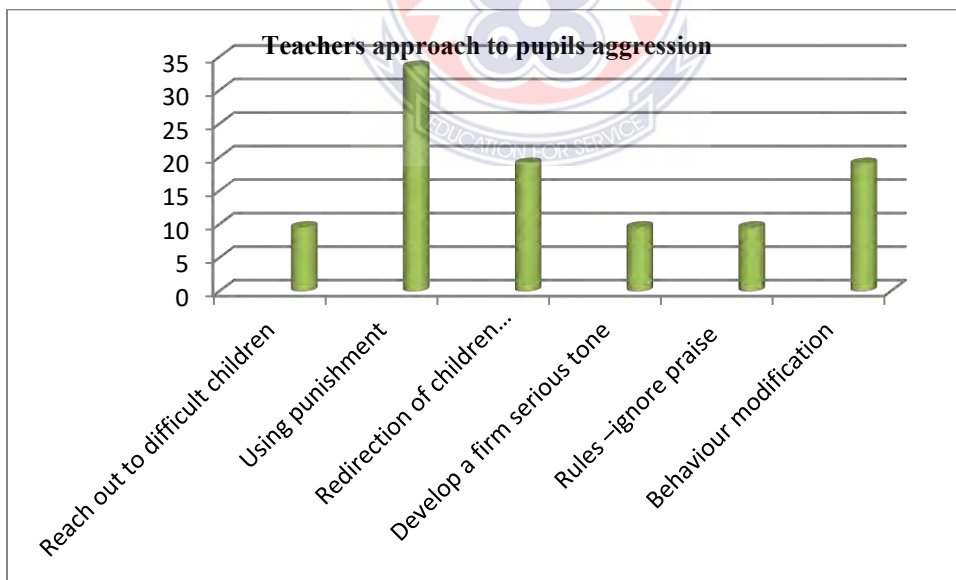


Figure 5 showing Teachers' approach towards pupils' aggressive behaviour in P.E practical lessons.

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.

4.5 Hypotheses Testing

Chi-square goodness of fit was used to determine the significance of the relationship between the independent and dependent variables, at a significance level of 0.05. Where chi-square critical value is less than the significant level of 0.05 ($X^2 < 0.05$) at a particular degree of freedom (df), and the probability of the observed value (p) is less than the significant level 0.05 ($p < 0.05$), then the relationship between the independent variable and the dependent variable is significant. On the other hand, where chi-square critical value is greater than the significant level of 0.05 ($X^2 > 0.05$) at a particular degree of

freedom (df), and the probability of the observed value (p) is greater than the significant level 0.05 ($p > 0.05$), then the relationship between the independent variable and the dependent variable is not significant.

4.5.1 Hypothesis 1:

Null Hypothesis (H₀) - There is no significant relationship between teachers' managerial approach and children aggressive behaviour in physical education practical lessons.

Alternative Hypothesis (H_A) - There is significant relationship between the managerial approach of teachers and children aggressive behaviour in physical education practical lessons.

Table 15: Would you attribute the aggressive behaviour of children to the managerial approaches of teachers?

	Observed N	Expected N	Residual
Yes	7	10.0	-3.0
No	13	10.0	3.0
Total	20		

Test Statistics

Table 16: chi-square goodness of fit test for the relationship between the teachers' managerial approach and children aggressive behaviour

Would you attribute the aggressive behaviour of children to the managerial approach nature of teachers?

Chi-Square	1.800 ^a
Df	1
Asymp. Sig.	.180

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

Interpretation of results

Table 15 showed that 13(65%) of the respondents disagreed that managerial approaches used by teachers do impact on children aggressive behaviour. The results of the chi sq. goodness of fit test (see Table 16) gave a chi-square value of 1.800, at a degree of freedom of 1 and Asymp. Sig. (p) of 0.180 ($X^2(1) = 1.80, P < 0.05$). With these results the Null Hypothesis (H_0) that there is no significant relationship between the behaviour of teachers and children aggressive behaviour is rejected.

4.5.2 Hypothesis 2:

Null Hypothesis (H_0) - There is no relationship between aggressive behaviour in children and hereditary

Alternative Hypothesis (H_A) - There is a relationship between aggressive behaviour in children and hereditary

Table 17: Do you agree that children inherit aggressive behaviour from their Parents?

	Observed N	Expected N	Residual
Yes	12	10.0	2.0
No	8	10.0	-2.0
Total	20		

Test Statistics**Table 18: Chi-square Goodness of Fit Test for the relationship between children Aggressive behaviour and hereditary**

	Do you agree that children inherit aggressive behaviour from their parents?
Chi-Square	.800 ^a
Df	1
Asymp.Sig.	.371

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

Interpretation of Results

Table 17 showed an overwhelming 12 (60%) of the respondents agreeing that children inherit aggressive behaviour from their parents. The results of the chi -square. Goodness of fit test. (See Table 18) gave a chi-square value of 0.80, an Asymp. Sig. (p) of 0.371

and a degree of freedom of 1 ($X^2 (1) = 1.80, P > 0.05$) This shows that, the chi-square value of 8.0 is greater than the significance level of 0.05 and probability value 0.371 is also greater than the significance level of 0.05.

With these results, it shows clearly that there is no significant relationship between aggressive behaviour in children and hereditary. On the basis of this the Null Hypothesis (H_0) is sustained. This finding contradict the findings of Boucharyd et al. (1990), Coccaro et al. (1997) and Beatty et al. (2002) who posit that hereditary determines why some people are more aggressive than others. They were of the view that identical twins are more similar in their aggressive behaviour patterns than are fraternal twins, even when they are raised in different homes with presumably different social environments.

4.6 Discussions

This section of the research study 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.

4.6.1 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 revealed 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.

4.6.2 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 at 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.

4.6.3 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, Cortney, 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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with a summary of the findings of the study and the conclusions drawn from the findings and the recommendations made out of it.

The study, aims at investigating the teachers managerial approach towards pupils' aggressive behaviour in physical education practical lessons in primary schools of Offinso municipality.

5.1 Findings

To come out with the approaches that teachers use to manage their physical education practical lessons, there was the need to use the descriptive observation and the descriptive survey methods to come out with these approaches. The researcher used anecdotal records technique to observe pupils in physical education practical lessons and as well used open ended questionnaire for respondents to respond to. The research, though for all teachers in Ashanti Region, the research work was limited to Basic Schools in the Offinso Municipality in the Ashanti Region of Ghana. 21 teachers in the municipality were involved in the research.

5.2 Summary

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.

5.3 Summary of Main Findings of the Study

1. 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.
2. There are varied steps to discipline approach in managing children’s behaviour in Primary Schools of Offinso municipality. 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.
3. There is significant relationship between the teachers managerial approach with regard to pupils’ aggressive behaviour in Offinso municipality Primary Schools.

5.4 Conclusions

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.

5.5 Recommendations

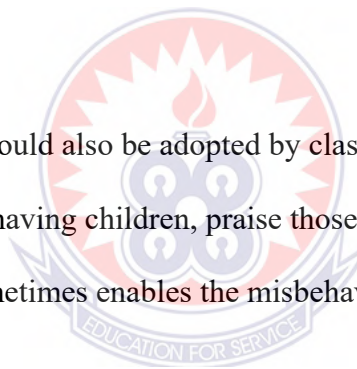
Further research should include parents as participants and record their perceptions and comments concerning pupils' aggression on physical education practical lessons.

1. This research concentrated on B.S 3 through B.S 5. Further research should include a broader base.
2. 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 academic learning time
3. 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 professionally handled.
4. Affective communication in the classroom should be adopted in order to build a healthy relationship with the children.

5.6 Recommendations for Further Study

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.

1. Further studies could be carried on a larger sample population since the study was restricted to only the Senior High Schools in the Offinso Municipality.
2. In-service training programmes should be organized for teachers teaching P.E and should include relevant modules that are devoted to learner behaviour problems.
3. 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. This sometimes enables the misbehaving children to model that appropriate behaviour.
4. Punishment should not be used as a means of controlling aggressiveness among children in basic schools.



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) 559-468
- 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](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, MN55435.

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.

Szdszdsz Cotton K. (2001) School wide and Classroom Discipline. Retrieved on June 8th 2005 at: <http://www.nw.rel.org/scpd/sirs/5/cu9.html>

The Master Teacher (2002) *Discipline Help: You Can Handle Them All*. Retrieved on

June 8th, 2005 at: <http://www.disciplinehelp.com>

Thompson, Julia G., *Discipline Survival Kit for the Secondary Teacher*. Center for Applied Research in Education, West Nyack, NY. 1998.

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>



APPENDICES

Appendix A

TEACHER QUESTIONNAIRE

The research is purely for academic purposes; therefore the confidentiality and anonymity of the respondents are assured in all phases of the study. This questionnaire is being used by a Post graduate student of the Department of Health, Physical Education, Recreation and Sports, Faculty of Science University of Education, Winneba. Its purpose is to determine the types of child aggressive behaviour, causes of aggressive behaviour and teachers' approaches with regards to child aggressive behaviour, among pupils of Offinso municipality primary schools. It is meant solely for academic purposes. You are requested to answer all the questions as frankly as you can. For the purposes of confidentiality, please do not write your name.

Thank you in advance.

PERSONAL DATA

Please tick [] against the one which applies and kindly provide short answers to questions with no alternatives given.

1. Sex:

1. Male { }

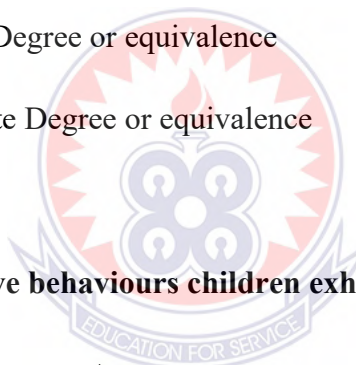
2. Female { }

2. Age

- 1. 18-25 { }
- 2. 26-32 { }
- 3. 33-39 { }
- 4. 40 and above { }

3. Educational level or qualification

- 1. Secondary { }
- 2. Post Secondary (below Bachelor's Degree) { }
- 3. Bachelor's Degree or equivalence { }
- 4. Post graduate Degree or equivalence { }



Types of aggressive behaviours children exhibit

Please indicate by a tick (✓) in the appropriate box, the extent to which you agree or disagree

1. How do your pupils behave when angry?

Aggressive behaviour	Agree (A)	Strongly Agree (SA)	Disagree (D)	Strongly disagree (SD)	Uncertain U
1. shouting to catch attention					

2. Biting					
3. Hitting friends					
4. bullying					
5. Calling names					

2. Does your child in the course of playing with his/her peers provoke them?

1. Yes

2. No

3. How does your child relate with other children?

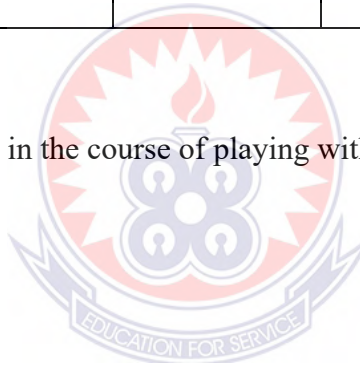
1. Friendly

2. Hostile

3. I don't know

4. Does your child retaliate when angered by other children?

1. Yes



2. No

5. What ways do children use to get what they want from other children?

Please indicate by a tick (√) in the appropriate box, the extent to which you agree or disagree etc.

Variable	Agree (A)	Strongly Agree (SA)	Disagree (D)	Strongly Disagree (SD)	Uncertain U
1. Fighting					
2. Crying					
3. Seizing items					
4. Kicking					

How to deal with aggressive behaviour among children

Please indicate by a tick (√) in the appropriate box, the extent to which you agree or disagree

b. Which of these managerial approaches do you think can help manage aggressive behaviour among pupil? Tick the Appropriate Answer.

Approach of teacher	Agree (A)	Strongly Agree (SA)	Disagree (D)	Strongly Disagree (SD)	Uncertain U
1. Redirection of the attention of children to a different activity					
2. Punishing them when they show aggressive behaviour					
Rules- ignore-praise					
Reach out to difficult children					
Develop a firm and serious tone					
Behaviour modification					

APPENDIX B

Anecdotal Recording Form

Name of School.....

Observer

Observation Date.....

Student Name.....

Observation Time.....

Description of Incident/Behaviour

.....
.....
.....

Description of the Location/ Setting.....

.....

Notes/ Recommendations/Actions.....

.....

Signature.....

