

# Measuring Teacher Classroom Management Skills: A Comparative Analysis of Distance Trained and Conventional Trained Teachers

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## Abstract

Many researchers and educationist remain skeptical about the effectiveness of distance learning program and have termed it as second to the conventional training method. This perception is largely due to several challenges which exist within the management of distance learning program across the country. The general aim of the study is compare the classroom management skills exhibited by distance trained teachers to that of conventional trained teachers in their field of work. Teacher classroom management was classified into two multidimensional constructs consisting of effective behavior management skills and instructional learning format skills. A quantitative design strategy was adapted for the study. Primary data was collected using a questionnaire from 500 teachers-consisting of 250 conventional and 250 distance trained teachers - and 60 head teachers selected from basic schools across 10 regions in Ghana. Head teachers assessment of teachers served as a means of triangulating results obtained. Data obtained during survey was coded and entered into a SPSS statistical software and subsequently analysed using both descriptive and inferential methods. Results from the study reveal that there were no significant differences in all nineteen (19) items used in measuring teacher classroom control mechanism. Recommendations were made based on the findings of the study.

**Keywords:** Distance training; conventional training, effective behavior management, instructional learning.

## 1. Introduction

Many conventional universities and other higher educational institutions around the world have introduced distance education, to run parallel with the conventional programme in the same institution giving rise to dual mode institutions and Ghana is no exception. The constitution of the Republic of Ghana under Article 38 makes it mandatory for the Government to provide Free, Compulsory, Universal Basic Education (FCUBE) for all children of school going age. Although this policy has contributed significantly towards an increase in enrolment rates in Ghanaian schools it has come along with its own challenges. One of such challenges has to do with the burden of managing large number of students imposed on the few teachers, which many educators believe is with the potential of compromising on quality of education. It is on record that classrooms are usually overcrowded with up to sixty or more students receiving instructions in classrooms designed for thirty students Opoku-Agyemang (2012). In order to overcome the challenge associated with the implementation of the FCUBE programme there was a need to recruit the services of a large number of qualified teachers who are competent in teaching, particularly in primary methodology. It is believed that only quality teachers can effectively manage the challenges of large class size in basic schools without compromising the quality of education they deliver. Furthermore the need to produce more qualified teachers in recent times has also become even more demanding as a result of meeting Millennium Development Goals (MDG) and the target of Education for all (EFA) by 2015.

A major setback however is faced. Issues including unattractive salaries have led to high attrition rate in the teaching profession and has led to the employment of untrained personnel to fill teaching vacancies. Although teaching has been described as a profession, the practice of recruiting untrained pupil teachers have contributed to the unattractive nature of the job and as a result other professionals look down upon the teaching career as open to all. People who are not able to continue with academic work after the senior high level gain employment as non-professional teachers in basic schools. Opoku-Agyemang (2012) mentioned that due to comparatively poorer conditions of service of teachers in Ghanaian society, many teachers leave teaching for greener pastures and this she noted has led to the problem of instability at the primary level of education. The Daily guide (2012) also noted that an astounding number of teachers were not properly trained with requisite skills to groom children at the basic education level. The author also mentioned that about thirty eight percent of teachers in the primary schools were not trained to teach in these institutions. In addition Adeniran (2012) mentioned that the Child's Right International (2012) have reported that the high rate of failure rate at the basic Education Certificate Examinations (BECE) was symptomatic of the deplorable foundation of the basic level of education in the country.

The lack of adequate numbers of qualified teachers and the inability of conventional face-to-face training institutions to fill the gap of teacher attrition adequately, had compelled many other countries to adopt distance training in addition to the conventional mode to solve the problem of teacher shortage. The Ghana Education Service (GES) in collaboration with the Institute of Education, University of Cape Coast in 2004 also implemented the Untrained Teachers Diploma in Basic Education (UTDBE) programme by distance learning, to help improve upon the competencies of these untrained teachers. The UTDBE or distance teacher training programme was aimed at providing serving untrained teachers with accessible profession which will help them qualify as professional teachers. Diploma in Basic Education (DBE) for trained and untrained teachers was aimed at upgrading competencies and improve quality teaching and learning in basic schools, throughout the country. Consequently, Untrained Teachers Diploma in Basic Education was aimed at assisting all untrained teachers to have access to professional teacher training and upgrade their competencies especially in deprived areas.

The distance teacher training programme however has been met with various perceptions about the quality of the output. Braimoh (2010) and Lockwood and Latchman (2004) highlighted some concerns with the distance teacher training programme as they mentioned that, the fact that not all the conventional institutions have the facilities to successfully deliver

distance education, due to factors such as lack of competently trained human resource, adequate infrastructural facilities professional expertise and managerial acumen in distance education and open education, raises some ethical and social questions. Other researchers have outlined some challenges associated with the distance education which could compromise effectiveness of delivery and also affect the quality of teachers produced. Some of these challenges they mentioned include student-related challenges, faculty-related challenges, organisational-related challenges and course-related challenges (Galusha, 1997 and Keegan, 1993) and inadequate distance materials UNESCO (2002). Although quality of the two methods have been evaluated in literature using student performances during training, there remains a gap in literature as no study compares the quality rendered by the two groups of graduate teachers in the field of work, which the present study sought to address.

Researchers such as Greenberg et al. (2013) mentioned in their study that research have shown that student learning depends to a large extent on the ability of the teacher to properly manage classroom. It may be inferred that a teacher's ability to effectively manage classroom towards learning is a major indicator of a teacher's quality. In an earlier study by Kyriacou (1995) the researcher also noted that what makes teaching a particularly demanding activity is the need to monitor the whole variety of concerns that need to be taken account of, if pupils' attentiveness and receptiveness and the appropriateness of the learning experience are to be maintained. A teacher classroom management can be classified into two multidimensional constructs consisting of effective behavior management skills and instructional learning format skills. An effective behaviour management is defined in the study as teacher-pupil interactions intended to promote positive behaviour and prevent misbehavior in the classroom. An Instructional learning format on the other hand is a dimension of interaction which focuses directly on the extent to which teachers provide interesting activities, instructions and materials and also facilitate these activities so that pupils are actively engaged through various modalities.

Classroom management skill of teachers may differ depending on the importance placed by teacher training programmes on the subject of class room management. Greenberg et al. (2013) iterated that while virtually all teacher training programs have coursework that claim to teach classroom management, many in practice only give the subject short shrift. The question that arises for enquiry is, do the quality of teacher produced by the distance learning programme match the quality of teachers produce? The current study, thus seeks to evaluate and compare teachers trained by the conventional and distance learning programmes. The findings of the study add to knowledge in academia by providing empirical evidence which will impact upon effective teacher development, teaching and learning, hence serve as a means of assessing quality. It will also resolve long standing issues about whether distance trained teachers add quality to teaching and learning or just fill in vacancies in the basic school classroom.

## 2. Statement of the Problem

Policies in the last two decades including the FCUBE programme have aimed at providing free and accessible basic education to Ghanaians. Although the policies have contributed to the increasing enrolment rates especially at the basic level of education, it has also come with the burden of having few qualified teachers to manage large class sizes. Adding up to this disturbing trend is the high teacher attrition levels recorded, especially at the basic level of education in the country, which have been due to unattractive salaries and lack of respect for the profession. These issues have raised serious concerns as many educators believe the lack of teachers would compromise the quality of delivery in class as well as performances of students. As a measure to address the problem of huge vacancies created untrained teachers are often hired by the District Assemblies, communities or Ghana Education Service. These untrained teachers begin teaching at schools with minimal or no formal training in pedagogy and the practice has also raised concerns from researchers and educators. Adadzi (2006) argued that the lack of formal training may constitute not only less training in teaching practices, but also lower overall educational attainment. There was therefore a need to offer training not only to these untrained teachers but also provide continuing education to trained teachers through the distance teacher training program.

Although significant enrollments have been made in distance learning program across the country, many researchers and educationist remain skeptical about the effectiveness the distance learning program and one researcher Peterson (2001) emphasized that the distance training program is second to the conventional training method. Bates (2005) also attested to this fact, as the researcher posited that policy-makers, educationist, researchers and planners remain skeptical about the legitimacy and quality of open and distance learning in recent years. These researchers and educationist have largely premised their arguments on the problems which exist within the distance learning program. Researchers including Braimoh (2010), and Lockwood and Latchman (2004) added that, the fact that not all the conventional institutions have the facilities to successfully deliver distance education, due to factors such as lack of competently trained human resource, adequate infrastructural facilities professional expertise and managerial acumen in distance education, raises some ethical and social questions.

The question that guide this paper therefore include; are conventionally trained teacher better in managing their classroom for effective learning than teachers trained in the distance learning programme?

## 3. Research Objective

The General Objective of the research is to contribute to the general body of knowledge and research work in the quality assurance in teacher training by evaluating the quality of work of teachers in their field of work. More specifically, the paper seeks to:

- Compare behavior management skills of conventional and distance trained teachers.
- Compare the instructional learning formats of conventional and distance trained teachers.

## 4. Review of Relevant Literature

Classroom management can be defined as the teacher's ability to deal effectively with students interruptions during lessons

presentations. Effective class management involves keeping all of your pupils actively involved in all of your lessons. According to Alorvor (2012) in managing the class teachers should be skillful in order that he/she does not become disruptive. Researchers such as Greenberg et al. (2013) mentioned in their study that research have shown that student learning depends to a large extent on the ability of the teacher to properly manage classroom. The researcher reiterated that while virtually all teacher training programs have courseworks that claim to teach classroom management, many in practice only give the subject short shrift.

According to Carrie Oakley (2010) some classroom management skills every teacher must learn include authority, Knowledge, Individualization, Time management and Patience. The greatest challenge to distance education 'is to set in place effective arrangements to support students and in particular to suspenge their classroom practice' (Perraton, 2001). Student behaviors like shouting out, not paying attention, task avoidance, disrespect, refusal, and engaging in power struggles take your focus away from teaching and students' focus away from learning. Crisis Prevention Institute (2016) suggests that techniques a teacher can employ in order to create and maintain a productive classroom setting and bring the focus back to teaching and learning include use these classroom management strategies to such as understanding your students, be patient, set classroom's rules, keep to the schedule you set, be aware of the causes of behavior, walk around and consistent in your practice of these classroom management techniques

The choice of classroom management approach should be dictated by the characteristics of both the teacher and the pupils. Teachers must also manage the pupils, resources and the environment of the school for the school's specific purpose. A teacher may use coercion through commands and punishment for the fear of punishment, to get pupils and things to work together. But this leads to a feeling of oppression, and resentment is likely to follow. Another way is by ensuring that there are material rewards for the co-operation the teacher receives from the pupils. However when control is associated with material reward it becomes less easy for pupils to develop the ability to look forward to the satisfaction that they ought to gain from doing the right thing but rather look for reward before they do anything. Another way of controlling pupils is based on the prestige that the teacher has earned for himself, because the pupils have learnt to trust and love him to accept his judgment. This is normative control. Pupils like to work the way suggested by the teacher, and they will put their best into whatever it is they are supposed to do. In fact they learn to understand the teacher and refrain from doing what they know the teacher would disapprove of. They also learn not to wait for instructions but they themselves do what they know or guess the teacher would want them to do. This is self-discipline. The pupils do things without anyone having to tell them and without the use of reward or punishment Balogun et al. (1984). "Generally speaking, if teachers like children, respect them as individuals, and are willing to take time and trouble understand them they will have the basis for a good teaching relationship and the problem of discipline will very likely take care of itself" (Lindgreen, 1962).

Some commonly known approaches to class management are the authoritarian, instructional and behaviour modification approaches. The authoritarian approach to classroom management involves the establishment of a set of clearly stated rules to guide pupil's behaviour and their consequences for the violation. The role of the teacher is to control the pupils' behaviour since he/she is seen as knowing the best and being in charge of pupils learning. The instructional approach is based on the assumption that most classroom management problems can be overcome through well-planned and well-executed lessons. The teacher's role, therefore is to plan and prepare good lessons that meet the needs, interest and abilities of pupils. The Behaviour Modification Approach is predicated on the assumption that the behaviour of a pupil is learned through his/her constant interaction with his or her environment.

Some researchers have compared the effectiveness of the conventional method and other modes of teaching. In a study which looked at conventional (face-to-face) methodology and compared it with distance education of pre-service teacher education on the video conferencing method, Thomerson (1995) revealed that the conventional groups had higher ratings. In another prior study Friel and Larboni (2000) examined a video based pedagogy in a mathematics methods class. The researchers noted that the method was more of student centered approach. Duffy et al. (2000) however questioned: Is the quality of the distance education offered in higher education, equivalent to the quality of its classroom-based education? The researchers in their study sought to compare the assessment results achieved by distance learning students and classroom-based students under taking the same module in a degree course. The purpose was to provide some objective measurement of the quality of the two modes. All the students under comparison studied the same module material and undertook identical assessments. They however studied in different modes and in different locations in the world. Findings of the study revealed that though all the groups were successful in their studies the students studying by distance learning obtained significantly higher end of module results than their classroom-based colleagues. A finding of the study was limited as it focused only on one module in the degree programme and there was the recommendation that there should be a comparison of students who have undertaken the whole degree programme.

The equivalency theory indicates that education at a distance should be built on the concept of equivalency of learning experiences. That, the more equivalent the learning experiences of distant learners are to those of local learners, the more equivalent will be the outcomes of the educational experiences for all learners. This theory is based on the definition which states that 'formal, institutionally-based educational activities where the learner and teacher are separated from one another, and where two-way interactive telecommunication systems are used to synchronously and asynchronously correct them for the sharing of video, voice, and data-based instruction (Simonson et al., 1999). Explaining further, Simonson et al. (1999) stated that it should not be necessary for any group of learners to compensate for different, possibly lesser, instructional learning experiences. He continues that students should have learning experiences that are tailored to the environment and situation in which they find themselves. There should be equivalency in the learning experiences of all students, regardless of how they are linked to the resources or the instruction they require.

## 5. Research Methods and Design

A quantitative design strategy was adapted for the study. Primary data was collected using a survey questionnaire from 500

teachers and 60 head teachers selected across ten (10) regions in Ghana. The reason for using both teacher's assessment and head teachers' evaluation of teacher was to ensure triangulation of approach which should lead to reliable results. The reliability survey instrument was ensured by the researcher as printed copies were to a panel of experts to judge relevance of instrument. The reliability and validity of survey questionnaire was also ensured by the researcher. Items of the initial questionnaire were selected based on the information gathered from literature including items from Osei-Kofi (2001) and Baiden et al. (2007). The initial questionnaire was given to colleagues who were also experts to comment on the representativeness and suitability of the questionnaire. The step was taken to establish both face validity and content validity and also help researcher to make necessary amendments before the pilot study. The researcher provided a covering letter from the University of the Researcher to all schools involved in the study. The letter included the name and the address of the researcher. The introductory letter requesting access outlines in brief account of purpose and type of access required so that participants were fully aware of what was required from them. These steps were necessary to establish the credibility of researcher. Two dimensions of teacher's management or control of class - classroom behavior management and instructional learning formats skills- were measured during the study. Class room behaviour was measured using nine items and instructional learning formats skills comprises of ten measured items. Sampling of respondents during the survey employed a multi-stage sampling techniques. Data obtained during survey were coded and entered into a SPSS 21. Data was screened for missing responses, normality and subsequently analyses conducted. The Mann-Whitney U test and the Independent Sample T-Test were the main analytical tools, was employed in the study.

## 6. Findings and Discussions

### 6.1 Sample Demographics

The section presents result from analysis of data obtained during the study. The gender distribution of participants during the survey is summarized in figure 1.

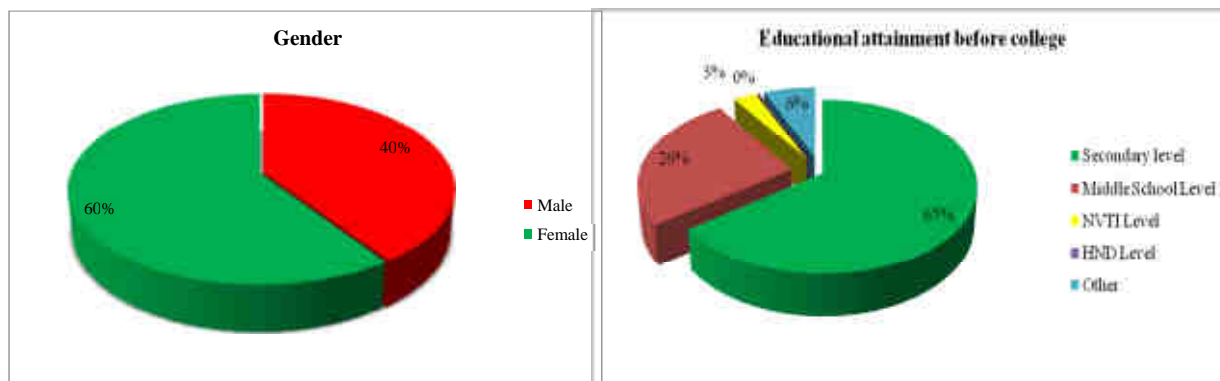


Figure 1a: Gender of teachers during survey

Figure 1b: Educational attainment before teacher training college

It was found that most participants (59.6%) selected during the study were females. This percentage was representative of 298 female teacher of the total 500 teachers sampled during the study. It was also observed that most teachers had who attended teacher training college, irrespective of the mode of training, had only attained a secondary school level education. This was evident in a frequency of 324 participants representing 64.8% of 500 participants in the study (Figure 1b). This was followed by teachers who had earlier attained a middle school level education (26%). This finding suggests that most teachers at the basic school level did not have sufficient training since they only had secondary school education. The result confirms a report by the Daily guide (2012) which noted that an astounding number- thirty eight percent- of teachers in the primary schools are not trained with requisite skills to groom children at the basic education level.

### 6.2 Teachers' Self-assessment of classroom management

As mentioned earlier, teacher's classroom management was classified into two dimensions namely: classroom behavior management and instructional learning formats skills. Nine items (see table 1) were used to measure Classroom behavior. Instructional learning formats on the other hand was measured using ten items (see table 1). These items were selected from various sources in literature. Participant included 250 distance trained teachers and 250 conventional trained teachers from selected schools observed during the survey. Teachers self -evaluated all 19 items which were measured using a five point Likert scale ranging from 5 – strongly agree to 1 – strongly disagree. Summaries on measurement items for each construct will be presented in terms of the mean and standard deviation. Summaries for various items are presented in table 1.

**Table 1: Test Statistics for classroom management among teaching training modes**

Source: Survey Data

Responses provided generally suggests that teachers always employ class control measures during their lesson presentation in class. It is evident in an estimated overall mean of 3.56 and average standard deviation of 0.617.

Comparing the general adherence to class control guidelines among Conventional and Distance teachers, the general means for the two groups were estimated. The mean of views on all class control items for conventional trained (RDBE) teachers was estimated to be 3.58 with standard deviation of 0.571, while the general mean for the UTDBE teachers was 3.54 with standard deviation of 0.659. The findings first suggest that both RDBE and UTDBE always adhere to the class control guideline. Secondly the finding also suggests the RDBE teachers tend to have a better control of the class during lesson periods than UTDBE teachers.

In comparing items across the table 1 the highest mean ratings for both RDBE and UTDBE were observed for *I stand where I can see all pupils clearly* with means on 3.77 and 3.73 respectively. This finding imply that the most practiced class control mechanism by both RDBE and UTBE was to *positioning themselves during delivery of instruction* so that they can see all students. The lowest rated item from table 1 was observed within UTDBE teachers for the *item I use humour whenever necessary* (Mean = 3.34). The finding implies that although UTDBE teachers do not always, they often do use humour whenever necessary to maintain control of students during lessons. The standard deviation for the item (SD = .822) was relatively high suggesting a substantial amount of variability in the responses to *I use humour whenever necessary*.

This finding was followed by the lowest rating for the RDBE teachers observe for the item: *I use questions to stop misbehaviour as soon as it is noticed* (Mean = 3.38) and next by the item: *I use questions to stop misbehaviour as soon as it is noticed* (Mean 3.38 group = UTDBE).

Generally although higher means are observed in the trend of RDBE teacher the trend does not differ much from that of UTDBE.

Inferential Analysis using Mann-Whitney U Test was conducted to determine whether there are significant differences in the mean rates on items of teacher class control mechanisms within the two teacher training modes: RDBE and UTDBE. The distributions of items were found to be skewed (Table A3) which violates the assumption underlying the t test hence the Mann Whitney U technique is employed to address the research question. The analytical tool was employed to test the formulated hypothesis:

**H<sub>0</sub>1:** Teachers' self-assessment on class control mechanisms for the conventional trained teacher will not differ significantly from that of a distance trained teacher.

**H<sub>a</sub>1:** Teachers' self-assessment on class control mechanisms for the conventional trained teacher will significantly differ from that of a distance trained teacher.

The mean and sum of ranks for all items within the teacher mode category are presented in appendices. The results of the Mann-Whitney U test for these items are presented in Table 2.

*Table 2 Mann-Whitney statistics on teacher rating on classroom management skills*

|                        | I maintain discipline in classroom | I show care and concern for students | I know the names of pupils in my class | I know trouble makers and sit them apart from each other | I question pupils whose attention is wandering | I treat any offence in a calm and firm manner | I praise good work but do not use that practice indiscriminately | I use eye gestures to stop misbehaviour once noticed | I satisfy the needs of difficult pupils in an acceptable manner |
|------------------------|------------------------------------|--------------------------------------|--|--|--|---|--|--|---|
| Mann-Whitney U         | 30411.500                          | 30923.500                            | 29720.000                              | 30734.500  | 29274.500                                      | 30561.000                                     | 31216.000  | 30076.000  | 29663.500   |
| Wilcoxon W             | 61786.500                          | 62298.500                            | 61095.000                              | 62109.500  | 60649.500                                      | 61936.000                                     | 62591.000  | 61451.000  | 61038.500   |
| Z                      | -.682                              | -.268                                | -1.201                                 | -.368  | -1.458   | -.487   | -.024  | -.836  | -1.108  |
| Asymp. Sig. (2-tailed) | .495                               | .788                                 | .230                                   | .713   | .145   | .626  | .981   | .403   | .268  |

Source: Author

*Table 2 Cont'd Mann-Whitney statistics on teacher rating on classroom management skills*

|                | I provide conducive atmosphere for Teaching and learning | I motivate students to work hard | I stand where I can see all pupils clearly | I keep pupils properly occupied all the time | I use a variety of teaching methods teaching/ learning. | I use humour whenever necessary | I do not start a lesson until I have the attention of everyone | I speak steadily in a clear, convincing tone of voice | I use clear simple language that pupils can understand. | I try to discover the underlying cause of continuous misbehaviour of pupils |
|----------------|--|----------------------------------|--|--|---|---------------------------------|--|---|---|---|
| Mann-Whitney U | 29382.500  | 29231.500                        | 30643.000                                  | 30144.000                                    | 31183.000   | 30692.500                       | 31057.000  | 30067.500   | 30120.000   | 29811.500   |
| Wilcoxon W     | 60757.500  | 60606.500                        | 62018.000                                  | 61519.000                                    | 62558.000   | 62067.500                       | 62432.000  | 61442.500   | 61495.000   | 61186.500   |

|                        |        |        |       |       |       |       |       |       |       |        |
|------------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|--------|
| Z                      | -1.512 | -1.559 | -.516 | -.784 | -.051 | -.385 | -.884 | -.884 | -.890 | -1.005 |
| Asymp. Sig. (2-tailed) | .130   | .119   | .606  | .433  | .959  | .700  | .893  | .377  | .373  | .315   |

Source: Author

With regards to effective behavior management skills, results from the Mann-Whitney test presented in Table 2 shows no statistical significant exists among RDBE and UTDBE teachers for all nine items including: I maintain discipline in the classroom (Mann-Whitney U =30411.500, p value = .495), I show care and concern for students(Mann-Whitney U =30923.500, p value = .788), I know the names of pupils in my class(Mann-Whitney U =29720.000, p value =.230), I know trouble makers and sit them apart from each other(Mann-Whitney U =30734.500 p value = .713), I question pupils whose attention is wandering(Mann-Whitney U =29274.500,p value = .145), I treat any offence in a calm and firm manner(Mann-Whitney U =30561.000 p value =.626), I praise good work but do not use that practice indiscriminately(Mann-Whitney U =31216.000 p value =.981), I use eyes gestures to stop misbehaviour as soon as it is noticed(Mann-Whitney U =30076.000 p value =.403), I try to discover the underlying cause of continuous misbehaviour of pupils(Mann-Whitney U =29811.500, p value =.315), and I satisfy the needs of difficult pupils in an acceptable manner(Mann-Whitney U =29663.500, p value = .268).We therefore do not have sufficient evidence to reject the null hypotheses. These test results imply that both RDBE and UTDBE similarly employ the use of all control mechanisms items.

With regards to instructional learning format skills, results from the Mann-Whitney test presented in table 2 shows no statistical significant exists among RDBE and UTDBE teachers for all items including: I provide conducive atmosphere for Teaching and learning(Mann-Whitney U =29382.500, p value = .130), I motivate students to work hard(Mann-Whitney U =29231.500, p value = .119), I stand where I can see all pupils clearly(Mann-Whitney U =30643.000, p value = .606), I keep pupils properly occupied all the time(Mann-Whitney U =30144.000, p value =.433), I use a variety of teaching methods and teaching/learning.(Mann-Whitney U =31183.000, p value =.959), I use humour whenever necessary(Mann-Whitney U =30692.500 p value =.700), I do not start a lesson until I have the attention of all the class(Mann-Whitney U =31057.000, p value =.893), I speak steadily in a clear, convincing tone of voice(Mann-Whitney U =30067.500 p value =.377), I use clear simple language that pupils can understand (Mann-Whitney U =30120.000. p value =.373), I try to discover the underlying cause of continuous misbehaviour of pupils(Mann-Whitney U =29811.500, p value =.315).,We therefore do not have sufficient evidence to reject the null hypotheses. These test results imply that both RDBE and UTDBE similarly employ the use of all control mechanisms items.

### 6.3 Headteachers' Assessment of Teacher's classroom management

Headteachers' evaluation of teachers was examined during the study. This was also done to ensure triangulating of assessment results obtained from the study. According to Diamond, (2004) department heads, in this study headteachers, can evaluate faculty or teachers for annual merit review according to criteria for teaching. Participant included 30 headteachers from 30 randomly selected schools observed during the survey. Participant were asked to evaluate the classroom management techniques of distance trained and conventional trained teachers using a five point Likert scale ranging from 5 – strongly agree to 1 – strongly disagree. Summaries on measurement items for each construct will be presented in terms of the mean and standard deviation and presented in table 3.

**Table 3: Headteachers' ratings for both groups on teacher's classroom management skills**

| <b>Instructional learning formats</b>   |              | Mean   | Std. Deviation |
|---|--------------|--------|----------------|
| Provides conducive atmosphere for Teaching and Learning   | conventional | 3.5143 | .70174         |
|   | Distance     | 3.6000 | .50000         |
| Motivates students to work hard   | conventional | 3.5714 | .55761         |
|   | Distance     | 3.5600 | .76811         |
| He/She stands where he/she can see all pupils clearly   | Conventional | 3.4000 | .73565         |
|   | Distance     | 3.4800 | .58595         |
| Keeps pupils properly occupied all the time   | conventional | 3.4000 | .65079         |
|   | Distance     | 3.3200 | .90000         |
| Uses a variety of teaching methods and teaching/learning materials to make lessons interesting        | conventional | 3.2000 | .63246         |
|   | Distance     | 3.4400 | .58310         |
| Teachers use humour when necessary  | conventional | 3.3429 | .59125         |
|   | Distance     | 3.2000 | .76376         |
| Does not start a lesson until he/she has the attention of all the class                               | conventional | 3.7428 | .44344         |
|   | Distance     | 3.6400 | .56862         |
| Speaks steadily in a clear, convincing tone of voice  | conventional | 3.0857 | .61220         |
|   | Distance     | 3.4000 | .50000         |
| Tries to discover the underlying cause of consistently misbehaviour which becomes difficult to handle | conventional | 3.2571 | .78000         |
|   | Distance     | 3.2800 | .61373         |
| <b>Average</b>  |              | 3.4205 | .63387         |
| <b>Behaviour Management</b>   |              |        |                |
| Maintains discipline in the classroom   | conventional | 3.4857 | .70174         |
|   | Distance     | 3.6400 | .56862         |
| Shows care and concern for students   | conventional | 3.3714 | .68966         |
|   | Distance     | 3.5200 | .58595         |
| Knows the names of pupils in my class   | conventional | 3.3714 | .80753         |
|   | Distance     | 3.3600 | .81035         |
| Knows trouble makers and sit them apart from each other and where they can be seen                    | conventional | 3.5429 | .74134         |
|   | Distance     | 3.6400 | .48990         |
| Questions pupils whose attention are wandering  | conventional | 3.2571 | .65722         |
|   | Distance     | 3.2400 | .59722         |
| Treats any offence in a calm and firm manner  | conventional | 3.4286 | .60807         |
|   | Distance     | 3.4400 | .58310         |
| Praises good work but does not use that practice indiscriminately                                     | conventional | 3.4286 | .55761         |
|   | Distance     | 3.2000 | .81650         |
| Uses eyes gestures to stop misbehaviour as soon as it is noticed                                      | conventional | 3.2000 | .71948         |
|   | Distance     | 3.3200 | .55678         |
| Satisfies the needs of difficult pupils in an acceptable manner                                       | conventional | 3.2286 | .54695         |
|   | Distance     | 3.5600 | .50662         |
| <b>Average</b>  |              | 3.4205 | .63387         |

Source: Survey Data

The overall mean suggest that head teachers generally believe that teachers always employ class control measures during their lesson presentation in class. It is evident in an estimated overall mean of 3.42 and average standard deviation of 0.634. It can also be seen that the general mean shown in table 3 was very close to that of

teacher evaluation results (Table 1). It can be observed that mean ratings of headteachers' ratings on teacher classroom management activities, regardless of the type of teacher training received, appear to be lower than mean ratings of teachers' self-assessments on the same items.

A critical comparison of headteachers' assessment and teacher self-assessments also reveal that, on the contrary, headteachers tend to rate distance trained teachers higher than conventionally trained teachers for a number of classroom control items including: teachers provides conducive atmosphere for Teaching and Learning (Conventional = 3.5143, Distance = 3.6000), Maintains discipline in the classroom (Conventional = Distance = 3.6400), Inculcates positive moral values through his/her teaching (Conventional = 3.4286, Distance =3.4800). Motivates students to work hard (Conventional = 3.571, Distance = 3.5600), Shows care and concern for students (Conventional = 3.3714, Distance =3.5200), Student activeness in class is good (Conventional = 3.7429, Distance =3.7600).

A further comparison across table 3 reveal that that both Distance and Conventionally teacher scored the highest headteachers average rating for the item "Student activeness in class is good" (conventional = 3.7429, Distance = 3.7600). The lowest rated items for conventional trained teachers was observe for the item Speaks steadily in a clear, convincing tone of voice (mean = 3.0857) while that for distance trained teacher was observed for the item Uses questions to stop misbehaviour as soon as it is noticed (mean = 3.2000).

Inferential Analysis using the Mann-Whitney U test was conducted to determine whether there are significant differences in the mean rates on items of teacher class control mechanisms within the two teacher training modes:

RDBE and UTDBE. The analytical tool was employed to test the formulated hypothesis:

**Ho2:** Headteachers' evaluation on class control mechanisms for the conventional trained teacher will not differ significantly from that of a distance trained teacher.

**Ha2:** Headteachers' evaluation on class control mechanisms for the conventional trained teacher will significantly differ from that of a distance trained teacher.

The results of the Mann-Whitney U test for these items are presented in Table 4.

Table 4: Mann-Whitney Test Statistics for headteachers' rating of teacher Control Mechanisms among teaching training modes

|                        | I maintain discipline in the classroom for students | I show care and concern for students | I know the names of pupils in my class | I know trouble makers and sit them apart | I question pupils whose attention is wondering | I treat any offence in a calm and firm manner | I praise good work but do not use that indiscriminately | I use eyes gestures to stop misbehavior as soon as it is noticed | I satisfy the difficult pupils in acceptable manner |
|------------------------|---|--------------------------------------|--|--|--|---|---|--|---|
| Mann-Whitney U         | 318.5   | 332.5                                | 348.5                                  | 366.5                                    | 343.5  | 379   | 354.5   | 324  | 288   |
| Wilcoxon W             | 1059.5  | 1073.5                               | 1089.5                                 | 1107.5                                   | 574.5  | 1120  | 1095.5  | 1065   | 1029  |
| Z                      | -1.502  | -1.19                                | -0.89                                  | -0.621                                   | -0.986   | -0.357  | -0.784  | -1.345   | -2.019  |
| Asymp. Sig. (2-tailed) | 0.133   | 0.234                                | 0.209                                  | 0.373                                    | 0.887  | 0.721   | 0.433   | 0.179  | 0.044   |

Table 4 cont'd: Mann-Whitney Test Statistics for headteachers' rating of teacher Control Mechanisms among teaching training modes

|                        | I provide conducive atmosphere for teaching and learning | I motivate students to work hard | I stand where I can see all pupils clearly | Keep pupils properly occupied all the time | I use a variety of teaching method | I use humour whenever necessary | I do not start a lesson until I have their attention | I speak steadily in a clear, convincing tone of voice | I use simple language that pupils can understand | I try to discover the underlying cause of continuous misbehavior of pupils |
|------------------------|--|----------------------------------|--|--|------------------------------------|---------------------------------|--|---|--|--|
| Mann-Whitney U         | 385.5  | 386                              | 366.5                                      | 391  | 308.5                              | 373                             | 345.5  | 313   | 309  | 351  |
| Wilcoxon W             | 1126.5   | 1127                             | 1107.5                                     | 622  | 1049.5                             | 1114                            | 576.5  | 1054  | 1050   | 1092   |
| Z                      | -0.25  | -0.245                           | -0.621                                     | -0.143                                     | -1.647                             | -0.461                          | -  | -1.578  | -1.567   | -0.827   |
| Asymp. Sig. (2-tailed) |  |                                  |  |  |                                    |                                 | 1.076  |   |  |  |



|         |       |       |       |       |     |       |       |       |       |       |
|---------|-------|-------|-------|-------|-----|-------|-------|-------|-------|-------|
| tailed) | 0.802 | 0.806 | 0.373 | 0.535 | 0.1 | 0.644 | 0.282 | 0.114 | 0.117 | 0.408 |
|---------|-------|-------|-------|-------|-----|-------|-------|-------|-------|-------|

Source: Author

Results from the Mann-Whitney U test presented in Table 4 shows that there were no statistical significant differences among RDBE and UTDBE teachers for the following items: he/she provide conducive atmosphere for Teaching and learning(Mann-Whitney U =385.5, p value = .802), he/she maintain discipline in the classroom (Mann-Whitney U =318.5, p value = .133), he/she motivate students to work hard(Mann-Whitney U = 386, p value = .806), he/she shows care and concern for students(Mann-Whitney U = 332.5, p value = .234), he/she knows the names of pupils in my class(Mann-Whitney U = 348.5, p value = .209), he/she knows trouble makers and sit them apart from each other and where they can be seen (Mann-Whitney U =366.5, p value =.373), he/she stands where he/she can see all pupils clearly (Mann-Whitney U =.391, p value = .535), he/she questions pupils whose attention are wandering (MannWhitney U =.343.5, p value = .887), he/she keeps pupils properly occupied all the time (Mann-Whitney U =303.5, p value = .324), he/she uses a variety of teaching methods and teaching/learning materials to make lessons interesting (Mann-Whitney U = 308.5, p value = .100), teachers use humour when necessary ( Mann-Whitney U =.373, p value = .644), he/she treats any offence in a calm and firm manner (Mann-Whitney U =379, p value = .721), he/she praises good work but does not use that practice indiscriminately (Mann-Whitney U =354.5, p value = .433), he/she uses eyes gestures to stop misbehaviour as soon as it is noticed (Mann-Whitney U =.324, p value = .179), does not start a lesson until he/she has the attention of all the class (Mann-Whitney U =345.5, p value = .282), he/she speaks steadily in a clear, convincing tone of voice (Mann-Whitney U = 313, p value =.114), he/she uses clear simple language that pupils can understand (Mann-Whitney U =309, p value =.117), he/she tries to discover the underlying cause of consistently misbehaviour which becomes difficult to handle (Mann-Whitney U =351, p value =.408), he/she satisfies the needs of difficult pupils in an acceptable manner(Mann-Whitney U =288, p value =.044).

These test results imply that both behavior management skills of conventional and instructional learning formats of conventional and distance trained teachers are comparable. Kyriacou (1995) argued that the teacher skills in managing the classroom is very critical as the researcher noted the need to monitor the whole variety of concerns that need to be taken account of, if pupils' attentiveness and receptiveness and the appropriateness of the learning experience are to be maintained makes teaching a particularly demanding activity. The results of no significant difference between the modes is in line with the equivalence theory which implies that the "appropriate application" was employed through the provision of suitable needs on the bases of the different learning situations to equip teaching with the appropriate professional skill.

The findings confirms the survey results of Sam-Tagoe (2000) where majority of the respondents in a study conducted to find out whether distance education is a good programme held the view that distance education is a good programme. Bampo (2008) also stated that most Ghanaian teachers perceive distance education to be a good programme due to the quality of course structure and effective organisation of tutorial sessions. In contradiction to Greenberg et al. (2013) study the result of the current study suggests that although institutional structures may differ, both teacher training programmes in Ghana do extensively teach classroom management in class.

Balogun et al. (1984) also indicated that pupils are far more difficult to manage and this puts a heavy task on the teacher. They added that when you take pupils into your confidence and allow them to talk a full part in making decisions, the more you will succeed with them. Again, if pupils are seen as thinking, reasonable feeling individuals, though not as mature as the teacher, managing them becomes easier. The study shows that the teachers of both modes exhibit skills that make the management of their class interactive. Binns and Wrighton (2006) advised that, for distance education to be successful it must provide materials of the highest quality, be cost effective, should use local resources, involve the community (social, school and college), develop human resource in the district education offices and involve the education authorities at all level. They added that it must have excellent formal and informal student support mechanisms.

## 7. Recommendations

The findings of the study and discussion above inform the following recommendation:

- To sustain the improved achievement in teacher professional development through distance learning of untrained teachers the Governments should come out with clear policies to keep to the quality of training of teachers by distance making sure that there is equity in the curriculum of the two modes.
- The ministry of education should give serious attention to the distance education programme and provide the necessary support services to keep up to the quality of teaching and learning.
- Once teacher training institution have adopted the distance education mode as an educational delivery method, the Untrained Teachers Diploma In Basic Education programme should be sustained by the education service and they should be encouraged to provide students with the best training.
- Management of the training institutions should make conscious effort to provide the different needs in the training modes and should be encouraged to invest in distance learning programmes to provide

trainers with the best training.

- The Ghana education service should organize frequent in-service professional development programmes for teachers to afford them the opportunity to acquire new and effective skills to improve upon their lesson delivery.
- The training institution should organize tracer programmes to find out how their products are performing and follow it up with corrective sessions on deficiencies identified where necessary.

## 8. Conclusion

The study has established that there are more similarities between the classroom management skills of the conventional and the distance trained teacher than there are differences which suggests that irrespective of the mode of training the output of the teacher is identical. Because no important differences were found in the function of the teachers in the two modes, teachers trained by distance learning could be employed without reservations to help improve teaching and learning in basic schools. Therefore despite the debate of low standard, the knowledge and professional skills acquired by teachers trained by distance can be of great use to improving teaching and will contribute to quality education.

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