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INSTRUCTIONAL MANAGEMENT: SMEN OF COMPETENCIES
OF SECONDARY HEALTH OCCUPATIONS TEACHERS

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Abstract: Health occupations teachers are facing many challenges which necessitate development of new competencies in order to facilitate a viable Health Occupations Education program. An important teacher competency is instructional management which entails obtaining instructional resources; projecting resource needs; managing budgeting and reporting responsibilities; developing and maintaining a filing system; providing for student safety and first aid needs; assisting students in developing self-discipline; and planning, organizing, managing, and maintaining the physical facilities of the laboratory. To address these challenges, data were collected in Alabama concerning Health Occupations Education teachers' perceptions of their educational needs relative to instructional management. Overall the majority of teachers rated their competence as above average in all areas of instructional

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management. The highest need was combatting problems of student
chemical use. The highest competency rating was providing for
student safety. Further research is recommended to monitor these
competencies.

Vocational teachers should be competent in management of instruction. Relevant **competencies** from the literature for a viable program included: (a) obtaining instructional resources (equipment, facilities, etc.) needed for the program; (b) projecting resource needs; (c) managing, budgeting, and **reporting** responsibilities; (d) arranging facilities for improvement; (e) developing and maintaining a filing system; (f) providing for student safety and first aid needs; (g) assisting students in developing self-discipline essential to a productive, efficient, and safe learning environment; (h) planning, organizing, managing, and maintaining physical facilities of vocational laboratories; and (i) solving day-to-day problems of laboratory management (Hamilton, Norton, **Fardig**, Barrington, & Quinn, 1978, Module E-1, Instructional Management).

Literature Review

The literature confirms the necessity of competence in instructional management for vocational educators. Better classroom and program management were 2 of 20 performance areas deemed necessary for vocational teachers in Mississippi by **Handley** and Shill as early as 1973. Three years later, Ingersoll (1976) developed a needs assessment instrument identifying 43 teaching skills; and, classroom management and discipline were determined as two of seven factors accounting for 95% of the identifiable common variance in the study.

In a similar study, McKibbin (1978-79) reported one of two areas of needs for teachers concerned classroom management and was identified as either managing problem students or arranging more productive classes. Later, Elliott and Steinkellner (1979) discovered that teachers had difficulty managing large amounts of time because, as student teachers, they were responsible only for a small amount of time and materials. The lack of management skills and the lack of knowledge of normal behavior appeared to handicap the teachers so that they were ineffective. Acquisition of management skills should lessen this burden and produce more effective instruction.

Zirkel and Albert (1979) identified three areas of classroom management in their Preliminary Log for Assessment of Needs (PLAN) instrument: (a) individualized instruction, (b) team working, and (c) other areas. Cooke (1981) also reported two competencies required of vocational teachers: maintaining accurate student records and identifying students with chemical dependency impaired performance.

Baker and Trussell (1981), in identifying competencies needed by vocational teachers, used an instrument including nine competency grouping/statements related to instructional management. Later, four activities associated with planning, implementing, and evaluating secondary programs were cited by Way and Dougherty (1983) in the area of management: (a) managing financial and student records for the program, (b) planning and adequately utilizing facilities, (c) determining and securing funds and other resources for the program, and (d) completing applications for vocational funding. Stine (1986) reported that one of four important unmet preservice and inservice needs for vocational teachers was classroom management. Four management competencies necessary

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for health occupations educators were also identified by Witmer (1989):

(a) evaluating performance in the laboratory, (b) developing student laboratory experiences, (c) motivating students to assume responsibility for their own growth, and (d) providing articulation between health occupations programs. According to Halpin, Ley, and Simpson (1989), the professional knowledge base of teachers (to manage instructional activities effectively) should include knowledge of learning and learners and their characteristics. As reported, prospective teachers should acquire knowledge of the following competencies:

1. Learning theory explanations of why students sometimes deliberately get into trouble (Hergenhahn, 1988);

2. Tactics of discipline in the classroom (Good & Brophy, 1974, 1984, 1986);

3. Roles of vicarious reinforcement and punishment in the classroom (Bandura, 1977; Brophy, 1983);

4. Ways of preventing misbehavior based on research of Kounin (Biehler & Snowman, 1986); and

5. Major changes in schools based on Skinner's view on punishment (Skinner, 1971).

In addition, Halpin, et al. (1989) cited (Emmer, Sanford, Evertson, Clements, & Martin, 1981) the following competencies as adaptations of those evaluated in state teacher assessment programs for effectively managing instruction:

1. Establishing a set of rules and procedures that govern the handling of routine administrative matters,

2. Establishing a set of rules and procedures that govern student talking during different types of activities,

3. Monitoring the behavior of all students during different types of activities, and

4 **Managing** inappropriate behavior, yet maintaining student dignity.

Effective methods of classroom discipline and control were **reported** by Ingersoll (1976) as **competencies** necessary for teachers. Moore's (1981) instrument to identify professional competencies of health occupations education (HOE) teachers contained 13 of 155 in the area of management. **TWO** specific discipline competencies were teacher ability to (a) formulate acceptable standards of student behavior, and (b) encourage student self-discipline.

In PBTE Module E-7, Assisting Students in Developing Self-Discipline, Hamilton, et al. (1978) stated:

Teachers can be brilliant in their subject areas and conscientious in following good education techniques, but if their students are not listening, all their preparation is wasted. This **is** where the concept of discipline comes in. In order for . . . **[a] classroom** to be a productive place, an environment conducive to learning must be maintained. The teacher is responsible for establishing this environment, either externally or by developing self-discipline within the students. . . . If a teacher fails to overcome student resistance, the student is failed. In other words, the failure of the teacher to maintain an environment conducive to learning is transferred, unfairly, to the students. (pp. 36-37)

Purpose of Study

The purpose of this study was to research HOE teachers' perceptions of their educational needs relating to instructional management. Data from this research could provide information on what teacher educational

activities should be scheduled for professional and occupational updating.

Since HOE teachers need to be directly involved in this decision process and in development of their educational programs, this data could provide essential information for state teacher educators and the HOE Specialist of the Alabama State Department of Education.

Methodology

Population

The population included all secondary HOE teachers in the state of Alabama. The entire population of 78 teachers was selected in the sample since the number of HOE teachers was small.

Instrumentation

In order to collect the data, a 15 item questionnaire was developed. Three of the items were designed to determine selected demographic information: (a) number of years of teaching, (b) educational level, and (c) teacher certification. Twelve items were related to instructional management competencies. These items were obtained through a literature review to determine secondary HOE teacher perceptions of their instructional management competencies. Ten items were obtained from the Center for Vocational Education at The Ohio State University (Cotrell, Bennett, Cameron, Chase, Molnar, & Wilson, 1971). These competencies were developed by the center when charged with responsibility for finding ways to improve vocational teacher preparation. Research at the Center determined these competencies to be necessary for a valid vocational teacher educator program. In addition, one specific and one overall competency statement regarding discipline were identified from other sources to complete the 12 items.

Instrument Validity

Validation procedures for the list of **competencies** obtained for the research study from the Center for Vocational Education at the Ohio State University included three major phases: "(a) identification of important teaching competencies (research base), (b) development of curricular materials, and (c) testing and revision of materials" (Hamilton & Quinn, 1977, p. 43).

The instrument was submitted to a panel of peers for review and consensus to establish face validity. The researchers reviewed the data from the panel of peers in order to revise the instrument. Once the instrument was revised, the panel was provided a second opportunity to review the instrument for clarity, relevance, importance, and to offer further suggestions. The final instrument received 100% agreement from all members of the panel.

Reliability of Instrument

The reliability of the 10 **competencies** developed by the Center for Vocational Education at the Ohio State University was determined by a test-retest method using Pearson Product-Moment Correlation Coefficients. The correlation of test-retest scores was .45.

Data Collection

In order to collect the data for the present study, the researcher **distributed** a packet of materials **including** the questionnaire (Table 1), a consent form, and a stamped, **pre-addressed** return envelope. **The** teachers were asked to rate their perceived competence on each skill by using the following competency rating **scale**. Each rating scale clearly is an **ordinal** scale and thereby **could** be transformed to ordinal values from 1 to 5 according to Figure 1.

Table 1

Instructional Management

1. Project instructional resource needs	a b c d e
2. Manage your budgeting and reporting responsibilities	a b c d e
3. Arrange for improvement of your vocational facilities	a b c d e
4. Maintain a filing system	a b c d e
5. Provide for student safety	a b c d e
6. Provide for the first aid needs of students	a b c d e
7. Assist student in developing self-discipline	a b c d e
8. Organize the vocational laboratory	a b c d e
9. Manage the vocational laboratory	a b c d e
10. Combat problems of student chemical use	a b c d e
11. My perceived competence in providing discipline is:	a b c d e
12. Based on the factors above, my overall rating of competence in Instructional Management is:	a b c d e

Data Analysis

Data were analyzed statistically using descriptive statistical procedures. Frequency and percentage distribution of teacher responses to the competency statements are reported.

COMPETENCY RATING SCALE	
(a)	1 = MINIMAL: Minimal level of competency
(b)	2 = BELOW AVERAGE: Below average level of competency
(c)	3 = AVERAGE: Average level of competency
(d)	4 = ABOVE AVERAGE: Above average level of competency
(e)	5 = HIGH: High level of competency

Figure 1. Competency Rating Scale

Results and Discussion

The findings are reported by section. These sections include reliability, demographic data, and competency items.

Reliability

To assess in part, the suitability of the instrument for the present study, an inter-item reliability was computed. The reliability was .70.

Demographic Data

From the population of 78 HOE teachers, 75 (96%) responded to the questionnaire. Fifty (66.7%) of the teachers had 8 to 15 years of teaching experience. Sixteen percent of the teachers had a degree in Health Occupations Education. The balance had teacher certification based on (a) licensure or certification as a health care practitioner, (b) work experience, and (c) only four teacher certification courses.

Competency Items

In every case, the majority of responses to the instructional management items (identifying the teachers' level of competency) fell

into the average or high level of competency categories (Table 2).

However, **the** highest levels of need areas were:

1. Combat problems of student chemical use.
2. Maintain a filing system.
3. Manage your budgeting and reporting responsibilities.
4. Project instructional resource needs.
5. Provide discipline.

Possibly, these areas of need were identified as a result of the majority of teachers not having had formal course work in the HOE curriculum beyond the four teacher education certification courses required for health care practitioners.

The lowest rated **levels** of need or highest levels of competency were:

1. Provide for student safety.
2. Provide for the first aid needs of students.
3. Organize the vocational laboratory.

These high competency ratings could be the result of direct experience as a health care practitioner in the work **world** of a health care agency. In relation to the overall rating of competency in instructional **management**, 57% of the HOE teachers perceived themselves at the **above** average or high level of competency.

Conclusions

A majority (50 or 66.7%) of HOE teachers had 8-15 years of teaching experience, enough to be indicative of competence in instructional management for **implementing** a viable HOE program. This is reflected in the high scores on the majority of responses in the **above** average and high level of competency categories. Teachers, however, may provide

Table 2

Frequency and Percentage Distribution of Teacher Responses to Competency Statements

Item	Minimal		Below Average		Average		Above Average		High	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	1	1.3	4	5.3	30	40.0	30	40.0	10	13.3
2	2	2.7	3	4.0	30	40.0	28	37.3	12	16.0
3	2	2.7	4	5.3	26	43.7	33	44.0	10	13.3
4			2	2.7	34	45.3	26	34.7	13	17.3
5					12	16.0	36	48.0	27	36.0
6					18	24.0	31	41.3	26	34.7
7			3	4.0	24	32.0	36	48.0	12	16.0
8					24	32.0	36	48.0	15	20.0
9			1	1.3	25	33.3	34	45.3	13	17.3
10	1	1.3	3	4.0	33	44.0	28	37.3	10	13.3
11			4	5.3	30	40.0	28	37.3	13	17.3
12					31	41.3	35	46.7	8	10.7

competent self ratings, when in fact, their objective competence (when evaluated) is less than satisfactory.

Even though the majority of teachers perceived themselves competent in instructional management, 12 (Item 5) to 37 (1 +3 + 33 for Item 10) teachers perceived their level of competency as, average, below average, or minimal. These needs should be addressed through inservice or continuing education programs.

safety" (Item 5), "provide for the first aid needs of students" (Item 6) and "organize the vocational laboratory" (Item 8). Competence in these areas could be due to teachers being health care professionals who have developed these skills through experience in health care settings.

Recommendations

Based on the results and conclusions, it is recommended that inservice and/or continuing education programs should be developed for teachers in the following areas of instructional management:

(a) combating problems of student chemical use, (b) maintaining a filing system, (c) managing budgeting and reporting responsibilities, (d) projecting instructional resource needs, and (e) providing discipline. Additional periodic research should be conducted to determine educational needs and interests of teachers as a continuing process.

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