

**“PHYSICAL EDUCATION PRACTICAL CLASS MANAGEMENT
PROBLEMS AND TEACHERS COPING STRATEGIES IN THE CASE
OF SOME SELECTED PRIVATE AND PUBLIC PREPARATORY
SCHOOLS OF KIRKOS SUB CITY.”**

BY

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

JUNE 2011

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Acronyms

MOE- Ministry of Education

NO- Sequential number

P.E- Physical Education

Abstract

The aim of this study was to identify physical education teacher's practical class management problems and their coping strategies in selected private and public preparatory schools of Kirkos sub city. Data was collected through questionnaire and observation checklist. A total of 297 respondents participated as the source of data. 4 Principals, 10 teachers and 283 students were involved in the study. The data collected were organized, analyzed, tabulated and interpreted using simple percentage. As far as major findings of the study are concerned, significant majority of the respondents stated their view that physical education teachers were not effective in employing classroom management components such as applying classroom rules, motivating learner, organizing students for various instructional task, monitoring and providing feed back. Besides, some major problems that affect the implementation of classroom management were also found. The major identified problems were inadequacy of instructional resources and facilities, lack of comfortable play ground, lack of teacher's skill to promote classroom management, problem of large class size, applying classroom rules and student's disciplinary problems. Finally, the last section of the study deals with recommendations that are sought to practical in solving the problems identified in the study.

CHAPTER ONE

INTRODUCTION

1.1. Back ground of the Study

As most management theorists state, management is a universal field of study which is applicable in all types of organization ranging from huge to small ones. Management practices help to ensure that the class functions as a coordinated group in order to effectively and efficiently accomplish the goals and tasks that have been established. The modern managers make up, which may be characterized as dynamic, continuous, fluid, and tempered by the manager's personality, capability, training, and experience, as well as the environment and culture in which the organization must function.

However, the application of managerial methods and skills in education is much more complex than others. This is due to the nature of the subject to be managed in schools, particularly in classrooms. Classroom management has different thoughts. According to Burden (2003), Arends (1997), and Bucher and Krotee (2003): Classroom management is not an end by itself; it is merely one part of a teachers overall instructional and leadership role. Classroom management involves teacher action to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

It cannot be separated from the other functions of teaching. For example, teachers who plan their lessons carefully and thereby ensure a well placed and engaging lesson are doing much to assure good classroom management. When teachers plan ways to allocate time to various learning activities or consider how classroom space should be used, they are making important decisions that will affect classroom management. Similarly, all the strategies for building positive learning environments; such as helping a class develop into a learning community and attending to student motivation, are also important components

of classroom management. Quality management leads to enjoyable, satisfying, safe and worthwhile experiences.

Classrooms are very familiar places; the average college senior has spent 16 years lectures, doing seat work, taking tests, and cringing at the smells in the lunchroom and biology labs. They have watched teachers “read, talk, and scold” over and over again. (Arends, 2003)

Classrooms everywhere are extremely busy places, characterized by a variety of simultaneous activities, individual and group instruction, socializing, conflict management, evaluation activities, and in flight adjustments for unanticipated events. In addition to being a specially designed learning environment, classrooms are social settings where friendships form and conflicts occur. The classroom is a setting for parties, visits, and a myriad of other activities.

Murray and Hussey (1967) states that: “Everything that happens in a class is the teacher’s responsibility. You are in charge during the class period.” in addition to this: Arends (1997) also said: “Learning to be a good teacher in today’s world is a long, complex, and exciting journey.”

Classroom management is not an end in itself, But one part of a teachers overall leadership role. Managerial and instructional aspects of teaching are highly interrelated and, in actual teaching, cannot be clearly separated. Unless classroom management issues are solved, the rest of teaching is wasted.

A large portion of disruptive student behavior can be eliminated by using preventive classroom management measures such as having clear rules and procedures and carefully orchestrated learning activities.

The physical education class provides the student with a safe and wholesome environment in which to learn the skills, strategy, appreciation, understanding, knowledge, rules, regulations, and other material and information that are part of the program. It is not a place for free play, intramurals, or varsity practice.

It is a place for proactive and dynamic instruction. The class period should be devoted to teaching students the skills and content matter of physical education.

According to Foster (1964): The well organized, specialized physical educator, who usually teaches on the secondary level must conduct a well managed classroom, dresses in uniform and conducts each class period in a formal way. Because the nature of the subject gives room to conduct two types of teaching ways: first; it gives room to conduct the teaching process inside the classroom and second conducting the class out side classrooms in the field, gymnasium or track. What the students learn, feel, or think about their physical education classes are concepts gained outside as well as inside the class instructional period on the gymnasium floor.

Secondary school physical educators should establish a positive learning environment. Preventive discipline not only affords students as much freedom of behavior as they can handle without infringing on the rights of others but also minimizes conflicts between teachers and students. I threat is minimized and levels of tolerance are maximized, discipline problems will be greatly reduced. Misbehavior frequently occurs because lesson content is not relevant, the student is not involved in the learning process, or the mode of presentation is uninteresting.

Thus, this study tries to assess how physical education teachers in private and public preparatory schools are managing their classrooms, and investigates the major problems that hinder the implementation of effective classroom components.

1.2. Statement of the problem

Students need to feel physically and emotionally safe before they can give their full attention to the instructional tasks. Strategies used to manage student behavior, create a supportive classroom, and manage and facilitate instruction all contribute to classroom safety and wellness. In addition, teachers sometimes

need to take actions to solve problems and conflicts that threaten classroom order and the learning environment. For that reason, it is helpful to have a set of tools such as dealing with conflict resolution and anger management to solve problems. (Burden 2003)

This may imply that classroom management will result and depend on the ability of the teacher problem coping strategies knowledge and experience to create an effective and smooth environment.

In relation to this, Arends (1997) cited Dunkin and Biddle (1974) pointed out this important fact as management of classroom forms a necessary condition for cognitive learning and if the teacher cannot solve problem in this sphere, we can give the rest of teaching away.

Hence, physical education class management is the most important task for practical class instruction and there are also certain actions that teachers often take at the beginning, middle, and end of a lesson that affect the order of the class. These include actions such as taking attendance, giving directions, distributing materials, handling transitions, and summarizing the lesson, these instructional management skills helps manage and facilitate instruction which also influencing classroom order.

Thus, the main concern of this paper is analyzing the major physical education practical class problems and management strategies of teachers to cope these problems in private and public preparatory schools.

1.3. Objective of the study

The objective of this study is to deal with the extent application of practical class management components and the conduciveness of classroom environment to implement proper classroom management principles and practices. It also assesses major factors that affect the implementation of classroom management and teacher strategies to cope with these problems in the selected private and public preparatory schools of Kirkos sub city.

The specific objectives of this study are to:

1. Assess physical education teacher's professional skills on the implementation of practical class management.
2. Identify major problems (factors) that affect the application of practical class management.
3. Investigate the adequacy of facilities and equipments to employ practical class management.
4. Assess sort of disciplinary problems and teachers dealing mechanisms to cope with it.
5. Give feasible recommendation that encourage implementation of practical class management techniques in physical education classes.

In order to achieve the above stated objectives, the following basic questions are raised to be examined in the course of study.

Research questions:

More specifically the study tried to find out answers for the following basic research questions.

1. Do teachers of physical education in kirks sub city preparatory private and public schools have basic professional training and skills in implementing class management components?
2. What are the major disciplinary problems that affect the implementation of practical class management? And coping strategies do teachers employ to deal with misbehaviors in physical education practical classes?
3. Do the practical classes have comfortable play ground and sport fields, and adequate facilities and equipments to implement effective class management?
4. What are the major factors that hinder the implementation of practical class management?
5. Do the practical classes of physical education affected by class size?

1.4. Significance of the study

It is believed that the study could be significant in the following ways

1. It will give the real picture of the implementation of practical class management techniques to physical education teachers and help to identify the problems.
2. It creates better understanding and awareness of the problems associated with the implementation of practical class management components for the teachers so that they can appropriately use the classroom management techniques.
3. It helps as a reference to concerned policy makers and educational practitioners.
4. The findings of this study may provide specific information for those who are interested in carrying out research on related issues.

1.5. Delimitation of the study

Currently, there are eight private and three public high schools in Kirkos sub city. Involving all these schools in the study is too large to manage, and the study is limited to one public and three private schools in Kirkos sub city. Even though, there are other personnel management related problems in the schools, the study is also limited in its scope to the assessment of the application of practical class management components. The study considers the major problems that hinder the implementation of practical class management.

1.6. Limitation of the study

The researcher had encountered to the following limitations

- Shortage of time
- Shortage of budget
- Dependency on individual's opinion and some of the respondents were found to be negligent in feeling the questionnaire.

1.7. Operational Definition of Terms

- Adequate:** fully and clearly representing its object; sufficient, satisfactory.
- Aggression:** Behavior intended to injure another person.
- Disobeying:** act in violation of the orders of (a person, a law).
- Facilities:** the physical means or equipment required in order to do something.
- Inadequate:** Not adequate; insufficient; incompetent, unable to deal with a situation.
- Inattentiveness:** neglecting to show courtesy; not paying attention.
- Interference:** the action or fact of interfering or meddling.
- Management:** the judicious of means to accomplish an end.
- Physical education:** programs related to physical fitness, motor skill development, social development and knowledge. Especially - Kinder garden to 12th grade.
- Practical class:** A physical education class conducted through mainly physical activities.
- Tardiness:** coming late to classroom.

CHAPTER TWO

REVIEW LITERATURE

2.1. Concept of physical Education

What does physical education mean? How should this field's content be defined? It is more difficult to define physical education than to define either sport or fitness. Even though, introducing basic concepts of physical education is somewhat different from introducing basic concepts of sport and fitness, many theories were presented by different authors. Siedentop (2001) also raised questions about its definition: Is it human movement? Is it play? Is it fitness? Is it sport? Is it social development? Is it risk and adventure? Is it general human development? Instead, is it all of these things together? Although the definition and the outcomes seem specific, there is little agreement within physical education about how to achieve them; thus, ideas about what physical education should be vary widely. But, in all cases three major forces have helped to shape physical education in the past hundred years. These forces are:

1. Concerns about health and fitness
2. Progressive-education theory, and
3. The growth of sport.

So, among the definitions stated about physical education by different authors, for the purpose of this thesis the researcher takes the following:

“Physical education an integral part of the total education process, is a field of endeavor that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes.” (Bucher, 1975)

2.1.1. Education through the Physical

Siedentop (2001) cited Weston (1962), The most important model for physical education was the developmental model, education through the physical; the idea that motor activities might be used as a means of reaching developmental educational goals. Thomas Wood, one of the great leaders of American physical education, played the role of prophet as early as 1893:

The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education. (Weston, 1962, p.151)

As the progressive education movement grew, this basic premise was generally accepted as the cornerstone of physical education theory. Based on Weston (1962, p.160); Hetherington (the father of modern physical education) in 1910 described both the scope and the categories of the new physical education in four phases. These four phases were organic education, psychomotor education, character education, and intellectual education; finally they become the four primary objectives of the new physical education. Wherever education through the physical has been promoted and applied, chances are excellent that it has been explained and justified by reference to the four objectives and the goals began to shape the purpose of programs of physical education in schools, even the extent that teachers were supposed to aim at some goal development. Although the goals have been defined somewhat differently by different leaders, these differences are minimal. Bucher's definitions of the four goals were remarkably similar to the original concepts:

1. Physical development objectives: the objective of physical development deals with the program of activities that builds physical power in an individual through the development of the various organic systems of the body.

2. Motor development objective: the motor development objective is concerned with making physical movement useful and with as little expenditure of energy as possible and being proficient, graceful, and aesthetic in this movement.
3. Mental development objective: the mental development objective deals with the accumulation of body knowledge and the ability to think and to interpret this knowledge.
4. Social development objective: the social development objective is concerned with helping an individual in making personal adjustments, group adjustments, and adjustments as a member of society. (Bucher, 1964, p.155)

A typical physical education lesson included fitness, skill development, knowledge, and social development.

2.2. Concept of Classroom Management

Burden (2003) viewed classroom management as all teachers actions performed in classroom to create a positive learning community, and then to take steps to maintain that positive environment by guiding and correcting student behavior. According to this view successful teachers are open very effective managers of the classroom environment. They create a positive learning community where students are actively involved in their own learning and the management of the class room. They organize the physical environment, manage student behavior, create a respectful environment, facilitate instruction, promote safety and wellness, and interact with others when needed. All of this issue relate to classroom management.

Arends (1997) stated that classroom management is not an end itself. It is merely one part of a teachers over all instructional and leadership role. It can not be separated from the other functions of teaching. In addition each teaching model has its own unique classroom management demands that influence the behaviors of both teachers and learners. In short, the appropriateness of

particular classroom management action is determined by circumstances surrounding particular lessons and particular students.

2.3. Importance of practical class Discipline (management)

The implications of any teaching methods are determined by several factors. Physical education programs in schools and colleges have played a prominent role in educational system. Physical education programs exist at preschool, elementary, junior, high, middle, and senior high schools levels as well as at the college and university educational level. The physical education class provides the student with a safe environment. To make the environment suitable teacher does not strictly focus on teaching only. He/she should carries out tasks that make the learning process easier and more enjoyable for the students.(Daughtrey and Lewis, 1997)

Sound management does not just happen. It requires careful thought, good judgment, and planning before the class begins. Management practices help to ensure that the class functions as a coordinated group in order to effectively and efficiently accomplish the goals and tasks that have been established. Quality management leads to enjoyable, satisfying, safe and worthwhile experiences.

Researcher Julie Sanford (1981) cited on Arends (1997), in her classroom management studies found strong relationships between student on task behavior and a number of teacher behaviors. Specifically, when she compared the best and poorest classroom managers, she found the following:

- The more effective classroom managers had procedures that governed student talk, participation, movement, turning in work and what to do during instructional down times.
- Classroom activities in the effective managers' classrooms run smoothly and efficiently. Instructions were clear and student's misbehavior was handled quickly.

- Effective managers had very clear work requirements for students and monitored students progress carefully.
- Effective managers give clear presentations and explanations and their directions about note taking were explicit.

According to Arends (1997) teachers are now viewed as professionals who are expected to master a large knowledge base that covers the subject matter they teach, the methods they use to teach it, and the students to whom it is taught.

More over, Discipline is an essential part of education. According to Kozman, Cassidy and Jackson (1980) self discipline requires, not response to command, but increasing understanding and acceptance of responsibility for self and others. The way a class is managed has as much or to do with helping boys and girls develop responsibility for self and others as the methods used in any other aspect of the teaching process.

Careful planning, efficient ordering of materials, and time saving procedures amount to little as judicious means for achieving objectives if students reject the learning's planned and are disorderly, unruly, uncooperative, passively resistant or inert.

In addition to this, Daughtrey and Lewis (1979) in their view said: discipline problems are basically of two orders: real and perceived.

A real discipline problem arises from a students infringing on the freedoms of the teacher on other members of the class.

A perceived discipline problem is caused by the teachers imagining a problem when there is none. Far too many so-called discipline problems are wrongly interpreted as such by the teacher. A perceived discipline problem, however, is no less real to the teacher than the actual ones. The teacher may err in either direction: by failing to perceive real discipline problems, or by perceiving problems that do not exist. Secondary school educators should establish a positive learning environment. Preventive discipline not only affords students as much freedom of behavior as they

can handle without infringing on the rights of others but also minimizes conflicts between teachers and students. If threat is minimized and levels of tolerance are maximized, discipline problems will be greatly reduced.

2.4. Components of physical education class management

Physical education practical class management has several components. According to Knapp and Hagman (1953), Miller and Chaffers (1972), Singer and Dick (1974), and Bucher and Krotee (2002) components of physical education classroom management includes planning, organization, communication, motivation, reinforcement, Leadership, monitoring and rules and procedures.

2.4.1. Planning

According to Bucher and Krotee (2002), planning defines where the organization wants to be in the future and how to arrive there. Planning is the process of logically and purposefully outlining the work to be performed, together with the methods to be used and the time allotted for the performance of this work. The total plan including setting goals will result in the accomplishment of the purposes for which the organizations established. Of course this planning requires a clear conception of the mission and aims of the total organization. To accomplish this planning, the manager must have vision to look into the future and prepare strategy for what is seen.

2.4.1.1. Planning a physical education program

The physical educator has the responsibility for planning and administering a program in the light of its objectives. This means that interests and needs of individuals whom, it will serve as well as other consideration such as the prevailing philosophy of education will be taken into consideration. (Bucher, 1975)

It means that a varied program of activities will be selected. The percentage of program time devoted to these various activities will depend on the age and grade

level concerned. Further more, such factors as facilities, equipment, and size of class, time allotment, and climatic conditions will be taken into consideration. Provision also is made for the physical, social, skill and intellectual development of the participant. In planning physical education program, an effort should also be made to utilize the latest research and scientific findings in the teaching methods that are used.

In addition to this Arends (1997) in the idea of teacher planning also said successful classroom learning nearly always is the result of considerable planning prior to actual instruction. Teacher planning sets the conditions for allocating the use of time, choosing an appropriate method of instruction, creating student interest in the lesson, and building a productive learning environment. Planning also helps control, the unpredictability and the fast moving pace of classroom life.

According to Knapp and Hagman (1953) and Daughtrey and Lewis (1979), teacher- pupil planning and planning facilities are the other views of physical education planning.

Pupils represent the most important consideration in planning any school activity. Sound educational practice demands that teachers function as guides and aids to pupils, as they engage in projects and activities which are meaningful to them. To be meaningful to a learner an activity must be understood, accepted, and regarded as valuable. When teachers permit pupils a voice in determining what is to be done how accomplishment is to be pursued, then understanding, acceptance and concepts of value are enhanced tremendously. In addition, just as adequate facilities are needed for effective instruction and goal fulfillment in other subjects, so are they needed for successful teaching in physical education? Lack of sufficient teaching stations and play areas is one reason that poor programs in physical education still exist throughout. It does not imply that at least enough space should be available in which to teach a class effectively.

In addition Bucher and Krotee (2002) focused on four ideas that gave emphasis on management matters related to physical education instructional programs. They are:

1. **Scheduling** – physical education is more meaningful for participants when the schedule reflects their interests rather than administrative convenience. Physical educators should make a point of presenting to central administration their plans for scheduling physical education classes. Facility availability, equipment, supplies, weather, and student interest and attention span should be taken into consideration when preparing a master scheduling plan.
2. **Dress** – *dress does not have to be elaborate, but it should be comfortable, safe, and appropriate.* An important concern is that the clothing ensures safety. When students are engaged in physical activity. For both males and females, simple washable shorts and T-shirts or sweatshirts are suitable and most comfortable.
3. **Time allotment** – on the secondary level, it is recommended that sufficient time be allotted for dressing and showering in addition to the time needed for participation in physical education activities.

2.4.2. Organizing

According to Butcher and Krotee (2002), Organizing refers to the development of the formal structure of the organization whereby the various management coordinating centers and subdivisions of work are arranged in an integrated manner with clearly defined lines of authority. The purpose behind this structure is the effective accomplishment of established objectives through a coordinated marshalling of human and physical resources.

Physical education classes are open vastly over crowded. The ideal number of pupils per class is high. Lack of sufficient time, poor facilities, and inadequate equipment coupled with large numbers of pupils present gigantic problems to the

teacher. Careful planning for the best type of class organization possible will ensure the most fruitful result.

According to Daughtrey and Lewis (1997), effective instruction is the purpose of education. Although many factors are involved, the most influential is the actual teaching situation. It is during the instructional period that physical education must serve the need of the students.

Based on Daughtrey and Lewis, there are two organizations for effective instruction.

1. Internal organizational procedure and
2. External organizational procedures.

In internal organizational procedures, the teacher is solely responsible for the various organizational procedures that exist within physical education class.

The most common formation to be used in teaching movement exploration is one which is scattered. This is consistent with the somewhat informal approach used in teaching and the desire for expressiveness, individuality, and creativity among the children in their responses.

A whistle may occasionally be used to stop action, as well as the word “freeze /stop”. As in the teaching of other activities verbal commands should be employed to give instructions and to start the action.

Knapp and Hagman (1953) suggested that squad organization should be one of the ways for class organization.

A squad or subgroup organization of physical education classes is highly recommended probable advantages include:

1. Increased acceptance of pupil responsibility for ventures which they regard as their own.
2. Ease and order lines of class operation.

3. More homogeneous groupings.
4. Heightened morale.
5. Greater attention to individual differences.
6. Better use of facilities and
7. A convenient and effective organization for intra class competition.

Bases for determination of squad or subgroup membership include:

1. height, weight, age
2. strength tests
3. physical fitness tests
4. skill tests
5. interests
6. friendship on social factors
7. selectee by teachers and
8. choice of pupil leaders

Moreover this, according to Bucher and Krotee (2002) the following reasons for good organization should be recognized by every teacher and administrator:

- It ensures the participants health, safety, and maximal performance outcome.
- It helps eliminate discipline problems.
- It gives meaning and purpose to instruction and to the assigned activities.
- It results in efficiency, provides proper focus, and allows the best use of precious time.
- It ensures meaningful progression and continuity in the program.
- It helps conserve the teacher's time and energy and provides the teacher with a sense of accomplishment.

2.4.3. Communication

Aronson (1958), has touched up on many important ingredients in the communicative process. Teaching certainly is concerned with communicative process. Teaching certainly is concerned with communication, and learning appears to be also where the learner is seeking new information or experiences. Over the years many models of communication have been presented. Each contains the essential ingredients of two way communication, receptivity, respect of communicative time and perception ability.

Amidon (1956) makes a point that is perhaps the most relevant in the process of interpersonal communication. Where two people are involved in conflict, immersed in self justification and thinking ahead to the next point of reputation, communication is virtually non existent. The two people are so defensive that they are talking at each other rather than to each other. "Listening skills," says Amidon, "are as important to the learner as reading and writing skills". Amidon further emphasizes the most of our information comes from interpersonal communication and interpersonal observation rather than from texts or classrooms. If Amidon is right, then a great deal of the emphasis in public education has been misguided.

According to Butcher (1975), there are many ways in which teachers can involve students in physical education programs. Teachers and administrators alike should stress communication with their students and create situations in which open dialogue can occur. Students should be included on advisory committees that discuss school athletic programs, scheduling, new activities, and the need for additional facilities or equipment. In addition, students should be encouraged to form sport clubs, participate in community sponsored athletic activities, and to work on independent study programs in physical education areas. Students should participate in evaluation programs designed to ascertain student as well as teacher performance. Evaluation should also include student appraisal of curriculum and suggestions for change.

2.4.4. Motivation

Central to all learning, motivation is a key condition that determines effectiveness in any learning experience, desires, incentives, pressures, tensions, urges, interests, abilities and anxieties all affect motivation. Intrinsic motivation (learning carries its own reward) is superior to extrinsic (external to or apart from the basic essence of the learning activity itself). Extrinsic motivation is a necessary starting point for much learning.

Intrinsic motivation is most desirable and should be sought and worked for. However, physical education teachers frequently find it necessary to resort to extrinsic devices (outside the activity itself) especially during early stage of learning.

According to Knapp and Hagman (1953) rewards, such as teacher approval, prizes, and good grades, may set the stage for more real interests in the activity. Fear of punishment and desire to avoid criticism, manipulated as incentives by some teachers, are unfavorable motives. They tend to say “do not” instead of “do”, thus directing attention to the undesirable. Also they are likely to result in poor relationships and emotional tensions.

Any consideration of the preparatory state of the student must include his level of motivation. The sensitive and knowledgeable teacher realizes that the student performs most readily and skillfully when ideally motivated. Motivation can be influenced by many variables and in turn can affect the learning and performance of a variety of tasks.

How a teacher does encourages the student want to demonstrate some behavior, and then keep him motivated? Sometimes the learning situation itself contains enough challenge, satisfaction, and rewards to stimulate the students in the desirable direction.

Singer and Dick (1974) give more emphasis on motivation. The learning of skills, attitudes, and information in physical education can be influenced by a variety

circumstances, and the effective teacher realizes and uses those motivational techniques appropriate for the class as a whole as well as for individual students.

If the student is demonstrating an ideal level of motivation as he enters the physical education class, the problem is to maintain it. A favorable learning situation that leads to achievement to satisfaction will increase the likelihood of sustained motivation. The entering student who demonstrates a poor attitude toward physical education will require a different approach. The teacher can control a variety of practice conditions, with the result that appropriate learning experiences will lead to desired ends.

In general, to motivate students and to be successful in managing their behavior Daughtrey and Lewis (1979) stressed on the need of strategies for developing motivation. As teachers plan programs of physical education, they should include strategies that motivate students to learn. Principles that teachers must remember are:

1. Motivation is the key to all learning
2. Motivation is a continuous process, and
3. Different strategies should be used since each student reacts differently to learning situations.

Many strategies may be involved in motivating students to learn. The more common techniques include:

- Capturing interest
- Including a culminating activity
- Avoiding over motivation and
- Avoiding failure.

2.4.5. Reinforcement

Why do we persist in some behaviors and abandon others? Our actions produce either positive or negative reinforcement. Positive reinforcement tends to increase the likelihood that the action, or at least some similar action, will be repeated. Negative reinforcement is obviously used with the intent of fading out, or eliminating, undesirable responses.

According to Good and Brophy (2000), A reinforce is an event or consequence that increases the strength or future probability of the behavior it follows. Reinforcement is used to strength behaviors that are valued and to motivate students to do things that will benefit them. Behaviors that are reinforced will be retained; behaviors that are not reinforced will be extinguished. You need to consider carefully whom to reinforce, under what conditions, and with what kinds of reinforcement.

Reinforces can assume a variety of shapes, events, and conditions, praise and criticism being two of the most often used types. In physical education classes, high grades, prizes, teacher comments, scoring a basket, and the like are potential positive reinforcers. They inform the student that he is expressing appropriate behaviors. When the student is criticized, punished, or given a poor grade, he will tend to stop his negative reinforced behaviors. (Singer and Dick, 1974)

Physical education activities often have built in reinforcers (a form of feed back, also called knowledge of results) when dealing with reinforcers, the instructor must always consider the following variables:

1. The presence of internal and the need for external reinforcers
2. The use of appropriate kinds of reinforcement
3. Schedules of reinforcement
4. Individual perceptions of the reinforcement

2.4.6. Leadership

Based on Butcher and Krotee (2002), Leading is a responsibility that follows to the manager as head of organization. The manager must lead positively motivate and influence the individuals who make up the organization and therefore will affect the operations and conduct of the program. This means implementing and carrying out approved plans through work of employees and staff to achieve or exceed the organization objectives.

Good leadership is vital to any physical education program. The teacher who is well prepared and creative is vastly more effective than the well equipped gymnasium or the most expensive equipment.

According to Arends (1997), there is aspect of leadership in teaching. Means providing students with face to face instruction is the most visible and perhaps the most glamorous aspect of teaching. Equally important, however, is the job of providing leadership to motivate students to accomplish the academic and social goals of schooling. There are three the most important leadership functions of teaching. Planning, managing classroom life, and assessing and evaluating student's progress. In real day to day teaching, the various leadership functions overlap and interact with one another. Performing leadership tasks is no easy matter. Learning to read specific classroom situation in order to provide effective leadership is one of the most difficult, yet most rewarding, challenging of teaching.

Bucher (1975), gives more emphasis on leadership in physical education with the involvement of students is more effective. Students in high schools and colleges want to be involved in what is happening around them. They believe that total involvement is necessary because of the following reasons:

1. They are not understood as individuals by their teachers and administrators

2. They should be involved in the decision that directly affect their lives as students
3. They think many courses are irrelevant to their present or future life and find these courses are often boring and defeating
4. They believe that their school curriculum has not kept pace with the rapidly changing society around them

2.4.7. Monitoring and recording of Attendance

According to Fait (1965) monitoring involves consistent checking of whether every one attends activities in the classroom, and it also encompasses consistently taking of student's attendance to avoid student tardiness and absenteeism. Moreover, it also targets in correcting student behavior.

In addition, Daughtrey and Lewis (1979) mentioned; recording of attendance is important because it has administrative implications in most places. Students are required by law to attend. School and teachers are legally responsible for the students enrolled in their classes. Checking attendance is one of the most difficult and time consuming elements in the organization of physical education class.

Moreover, Emmer et al (1994) in his view said: To be an effective monitor of classrooms behavior the teachers must know what to look for. Hence two categories of behavior are important.

1. Students involvement in learning activities and
2. Student's compliance with classroom rules and procedures.

2.4.8. Rules and procedures

Rules

Rules refer to general behavioral standards or expectations that are to be followed in the classroom. According to Burden (2003) rules are general codes of conduct that are intended to guide individual behavior in an attempt to promote positive interaction and avoid disruptive behavior. Rules guide the way students interact with each other, prepare for class, and conduct themselves during class.

Rules are necessary to have teaching and learning take place, and they need to be realistic, fair and reasonable, rules that are selected should meet the following purposes.

- The teacher's right to teach is protected
- The student's rights to learning are protected
- The student's psychological and physical safeties are protected. And
- Property is protected (Levin and Nolan, 2000)

You need to examine the way you teach and the type of classroom environment you would like to maintain when considering rules.

Fait (1965) said that, the establishment of classroom rules alerts the student to what is appropriate and inappropriate behavior. Successful teachers realize that rules must be well defined so that students will know what is expected of them. Many authorities suggest that students be allowed to take part in formulating the rules. It shows confidence in the student's ability to cooperate by setting reasonable rules, and it increases the likelihood that students will adhere to the rules since they helped formulate them.

Procedures

Procedures are approved ways to achieve specific tasks in the classroom. They are intended to help students accomplish a

Particular task, rather than prevent inappropriate behavior as in the case of rules. The use of procedures or routines has several advantages (Leinhardt, Weidman, and Hammond, 1987) they increase the shared understanding of an activity between you and students, reduce the complexity of the classroom environment to a predictable structure, and allow for efficient use of time.

2.5. Misbehaviors in physical Education class

2.5.1. Behavior

Based on Knapp and Hagman (1953) explanation, behavior is mentioned as one's action result from needs that exist as tensions. Tensions are normal and desirable; they are entirely necessary to progress. The extremely placid person

who has few needs that express themselves as tensions accomplishes little. Tension results in abnormal behavior only when they become extreme and unsatisfied over long periods of time.

Moreover this, Knapp and Hagman gave more idea concerning with behavior. Everyone has problems, but the number of real “problem children” is relatively small and would be much smaller if parents and teachers better understood the reasons why boys and girls behave as they do, like human beings. It is important to face reality, to face problems and attack them intelligently. Teachers should help pupils to analyze their problems and to plan solutions.

Aggression in various forms represents common and normal behavior. Direct aggression, when possible and socially approved, provides a rapid means of relieving tension. But direct aggression frequently is not possible.

Hence, behavior has the above definition according to Knapp and Hagman, Burke (1992), in his view states behavior as follows:

“Before implementing the program, defining the target behavior is vital as knows how often the student shows the behavior”.

In addition Burke on his view gives more emphasis on defining target behaviors. Precisely defining target behavior involves forming an operational or behavioral definition. A behavior definition is a statement that specifies exactly what behavior is to be observed and targeted in the intervention. A definition should meet three criteria.

It should be 1, objective 2, clear and 3, complete

Objectivity- the definition should refer to observable characteristics of the behavior or environment in which the behavior occurs observable characteristics include movement by the student, such as running in the classroom or knocking off a table, making disruptive noise, or inappropriate physical contact with others.

Clarity –the definition should not be ambiguous.

Completeness -should delineate the boundaries of the target behavior.

Thus, the good definition of target behavior should be objective, clear and complete.

Sample definition

Negative classroom behaviors-

- *Aggression* - Billy pushes other students in a rough manner, although he does not hit them with a closed fist.
- *Tantrums*- sally stamps her feet and screams in a loud voice.
- *Non compliance*- Carol frequently ignores the request and continues with her previous activity.

Positive classroom behaviors

- *Social skills* – may will pause often making a comment or asking a question and allow other students an opportunity to talk.
- *Remaining to task* – Mark will work for a 15 minutes period without interrupting other students.
- *Getting help* – Tarsal will say “excuse me” when she would like to signal the teacher she needs help.

2.5.2. Misbehavior

It is important first to recognize that the best way to deal with discipline problem is to avoid them in the first place. According to Burden (2003) one should develop challenging, interesting, and exciting lessons and treat students with dignity and respect for effective classroom environment.

Students who are off task are not performing the planned instructional activity. They may be pausing to think about an issue, day dreaming, or doing other things that are no disruptive but prohibit them from being engaged in the

instructional activities. Students who are off task need to be addressed differently than students who are purposely misbehaving and interfering with the academic activities.

Daughtrey and Lewis (1979) also said: Misbehavior frequently occurs because lesson content is not relevant, the student is not involved in the learning process, or the mode of presentation is uninteresting.

Some student actions are clearly misbehavior and require teacher intervention. In many case, however, the situation is not quite so simple. Some student's action that appear to be quite similar are reacted to differently by teachers when the actions are performed by different students at different times or different contexts. (Doyle, 1986)

2.5.3. Types of Misbehavior

Based on Burden (2003), inappropriate behavior by individual students can be classified in to four general categories.

1. **Hyper active:** *high level of activity and non aggressive contact, often due to neurological dysfunction*
2. **Inattentiveness:** *the inability to complete work and activities, a high level of distractibility.*
3. **Conduct disorder:** *the inability to accept correction, the tendency to tease others, and a high level of defiance.*
4. **Impulsivity:** *has constant demand for attention, has an orientation to the present, and is unpredictable.*

Wolfgang (2005), in his side mentioned about behavioral objectives when dealing with misbehavior. Wolfgang expressed behavior that you wish to change in order to be clear about the target behavior. This behavior may be selected because the current behavior is:

1. A behavioral deficit, something lacking in the students daily activities or

2. A behavior that is correct in form and function but is displayed excessively or at the wrong time.

Moreover this, to decrease an inappropriate target behavior exhibited by a student who fails to respond to your initial efforts and to increase his use of desirable behaviors, you must begin by choosing and defining behavioral objectives for this student and committing these objectives to writing.

2.5.4. Causes of Misbehavior

2.5.4.1. Student's cause

One way to understand classroom control is to determine why students misbehave. Based on Burden (2003) the following are major factors:

1. **Health factors:** *student behavior problems may be related to health factors, lack of sleep, an allergy, illness, or an inadequate diet greatly affect the student's ability.*
2. **Physical impairments:** *physical impairment such as a vision or hearing loss, paralysis, or severe physiological disorder may also contribute to behavior problems.*
3. **Neurological conditions:** *some student may have a mental disorder (attention deficit) that affects their behavior in some way. Such students may be inattentive (easily distracted, do not follow directions well, shift from one unfinished task to another, and seem not to be listening).*
4. **Medication or drugs:** *whether legal or illegal, may also be a factor. Alcohol or drug abuse also may contribute to unusual behavior at school.*
5. **Influence from the home or society:** *conditions in the student's home may be related to behavior problems. Student's behavior problems may be associated with a lack of adequate clothing or housing, parental supervision and types of discipline, home routines, or significant events such as divorce or the death of a friend or relative.*

6. **School and classroom factors:** this include factors such as the curriculum, effectiveness of teachers, administrators, and staff, school routines; adequacy of facilities, and even other students in the classroom. Students crowding may also be involved.

2.5.4.2 Teacher's cause

Teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. Burden (2003) These inappropriate behavior includes being overly negative, maintaining an authoritarian climate, overreacting to situations, using mass punishment for all students, blaming students, lacking a clear instructional goal, repeating or reviewing already learned material, pausing too long during instruction, dealing with one student at length, and lacking recognition of students ability levels. While few teachers can avoid all of these behaviors all of the time, effective teachers recognize the potentially damaging effects of classroom order and discipline. It is useful periodically to reflect upon your own teaching behavior to determine if you are taking actions that are contributing to in attention or misbehavior.

Moreover this, Good and Brophy (1997) believed that, causes of misbehavior are complex. Teachers in secondary schools may have interaction with 150 different students a day. Yet teachers must interpret and respond to student behavior on the spot. It is not surprising that most teachers are hard pressed to keep track of the number and substance of the contacts they have with each student. Because teachers constantly respond to immediate needs while they teach, they have little time, during teaching to consider what they are doing or planning to do. Unless they look for signs of student's boredom or difficulty, they may not see them.

If teachers are to grow as professionals, they have to overcome these problems by learning to monitor their teaching as it occur, to reflect on it afterward, and to engage, in professional development activities with colleagues.

Good and Brophy (1997) also suggested the following as problems caused by teachers:

1. Teacher domination of classroom communication
2. Lack of emphasis on meaning
3. Few attempts to motivate students
4. Not cognizant of effects of seat location
5. Overreliance on repetitive seatwork

In general, causes of misbehaviors are various. So that before managing any type of misbehavior it is better to study on the causes and trying to apply different preventing mechanisms that are essential to promote classroom environments which are conducive to teaching learning process.

2.6. Factors that influence the implementation of classroom components

The realization of effective teaching is influenced by different factors. Some of them will be discussed below:

2.6.1. Physical education teacher's instructional program and methods

According to Daughtrey and Lewis (1979), the implications of any teaching methods are determined by several factors. Methods are dependent up on age level, ability, classification, type of activity, purpose of activity, special problem of discipline, goals of the teacher, and the extent of federal legislation concerning race, sex, and accommodating the handicapped. What the teacher expects to teach and what the students expect to learn necessitate not only a variety of teaching methods but also a basic understanding of classroom and gymnasium discipline, a genuine appreciation of the culturally disadvantaged, and a sound foundation in the guiding principles of the learning process.

Daughtrey and Lewis stressed on their view and said: teachers view motivation, or the lack of it, as the key to student success or failure in physical education. In some school, chief administrators have adapted innovative methods in instruction that affect the total school system. Educators continue to search for more effective systems, teaching methods, and techniques to improve the quality of the school program. Methods include a variety of educational experiences such as lectures, demonstrations, or independent study that motivate, produce results, and modify behavior.

When classes meet for the first time, a teacher student rapport is established that last for a long time. New teachers should never minimize the importance of developing a positive relationship with students during the first few days of instruction. Instructions must always maintain their status with dignity. At the same time, they must be friendly and firm, informal and forceful.

Again according to Daughtrey and Lewis (1979): there are two strong deterrents to class disorder, careful organization and quality instruction if classes are planned properly and the program provides instruction for students achievement, teachers prevent confusion in the gymnasium.

However, despite all the efforts made by teachers in class control, there are always some students who develop attitudes that are disruptive and demands direct action by the teacher. For years many teachers have resorted to the use of aversive controls such as physical punishment, sarcasm, and ridicule for disciplinary purposes, educators feel that this approach should be avoided, Instead positive approach that attempts to develop better communication and understanding between the student and the teacher.

In addition Singer and Dick (1974), in instructional matter said; if a teacher or a school program is to be held accountable for its actions, with the burden of proof on the teacher rather than on the student, than the teacher must not only state his objectives but must sequence his instruction so as to reach those stated outcomes. It is no longer acceptable for grab as they can, memorize, and

regurgitate at specified moments. Nor is it satisfactory for an instructor to throw out a ball to students in the gymnasium in the hope that they will acquire skill, change their attitudes, and develop fitness without his effectively mediating the learning process.

Based on Singer and Dick (1974): in order to organize his instructional sequence in a systematic way, the teacher must:

1. Know the activities (content) to be taught.
2. Be aware of students entry characteristics their aptitudes, abilities, and skills.
3. Know how to formulate and evaluate instructional objectives.
4. Be familiar with research and theory in learning that are applicable to instructional methods in the form of guiding learning principles.
5. Know various forms of instructional media.
6. Be able to organize strategies systematically.
7. Be aware of available human and other resources.

These are essential if teachers and students are to share any kind of meaningful experience.

In relation to this Butcher (1975) stressed the need of effective teaching, and suggested effective teachers should to have the following:

1. **Dedication:** unless teachers are dedicated, it is difficult for them to maintain enthusiasm and aggressiveness necessary for teaching. Students do not respond to a teacher who neglects the many little details involved in classroom management and teaching.
2. **Knowledge:** teachers of physical education must be familiar with all the skills and techniques that are necessary for satisfactory instruction.
3. **Personality:** successful teachers are friendly, extroverted, and able to relate to students. The ability to establish harmonious relationships and rapport with differing individual. Student, co-worker, administrator, and

parent are highly desirable characteristic for a physical education instructor.

4. **Emotional stability:** a nervous, irritable teacher will create disciplinary problems and will compound the seriousness of an otherwise trivial class incident.
5. **Individual differences:** although it is generally understood that the students in physical education class vary physically, mentally, and emotionally, teachers rarely consider this fact in planning their daily programs.
6. **Professional interest and Dignity:** teachers who constantly seek to improve themselves through research, study, and participation in professional efforts are usually superior educators. Awareness of the advanced base of knowledge in sport psychology, sport sociology, exercise physiology, kinesiology, and perceptual motor skill should bring about a new emphasis in professional interest and dignity.
7. **Leadership:** good leadership is vital to any physical education program. The teacher who is well prepared and creative is vastly more effective than the well equipped gymnasium or the most expensive equipment.
8. **Personal qualification:**
 - *Health*- the teacher of physical education must be in shape, because the nature of the work necessitates excellent health at all times.
 - *Appearance*- sometimes physical education teachers, in their efforts to relate to their students, disregard good taste in dress and mannerism.
 - *Voice* – the tone in which a teacher addresses students is of extreme importance.
 - *Character*- the teacher must be a role model of conduct related to this are the elements of fair play, integrity, and honesty in all teacher-student relationship.
 - *Creativity*- creative teachers are innovative, imaginative.

- *Enthusiasm*- creating enthusiasm within oneself is a characteristic in teacher behavior that keeps a teacher a live and productive as the year's progress.
- *Humor*- humor can minimize friction in a faculty meetings it can relieve tension in the classroom.
- *Professional relationship*- maturity, good judgment, and a professional manner enhance the ability of function properly as a teacher in relationships with students, faculty, and the community at large.

In addition Daughtrey and Lewis (1979) suggested that: by making teaching interesting a teacher can reach effectiveness. This implicate that the teacher domination method of instruction that is prevalent in today's school does not motivate students. However, it is possible for teachers to give instruction in what they feel is important without becoming boring. Interest may be developed by:

1. Allowing students to gain a feeling of accomplishment
2. Basing the activity on student needs
3. Using effective teaching procedures
4. Creating challenging situations
5. Teaching life time activities
6. Providing competition in skills and
7. Recognizing achievement.

Generally, the above all ideas of teacher's instructional programs and methods tell us that the teacher is the core for effectual education. If student's behavior imitates teacher behavior, and most research indicates that it does, then to become a more aware individual with an integrated self, a positive self concept, and a warm personality, should be the goal of the teacher. An atmosphere of trust, warmth, freedom, and enthusiasm is essential for the meaningful experience in the teaching learning atmosphere in secondary school physical education. Consequently, new approaches to teaching and fresh theories on the

way students learn are constantly emerging, making education in our present culture an ever changing, dynamic function. Physical educators, therefore, must not only be familiar with the traditional theories of learning and their applications and their shortcomings but must also be alert to improved concepts and new applications in learning mechanisms.

2.6.2. Availability of instructional materials and facilities

Skillful organization and wise planning will assure that each period of instruction is meaningful to the learner, educationally sound and fruitful. But the classes should be conducted with available instructional materials and facilities especially in teaching physical education.

A good environment is essential for effective teaching. To ensure this environment, a certain amount of planning and organization is required. Although physical education by its very nature engenders a more spontaneous and relaxed atmosphere than most other classes, the teaching of physical education must still be an orderly process. The kind and extent of the facilities and equipment available and the time allotment must necessarily influence the content and organization of the program. (Fait 1965)

Even more important, however, is the use to which the equipment, facilities and time are put, intelligent, imaginative, well organized use of these is extremely important to good teaching.

Moreover this Fait (1965) suggests that physical education programs are dedicated in part by the areas available for conducting the classes. Ideally the school would have a gymnasium for indoor use and a play field for outdoor use. But many school teachers must conduct physical education in corridors, rooms, and on the stage of the auditorium. That the physical education is as successful as it is under these circumstances is a great credit to the teachers who have applied their imagination and ingenuity to planning a balanced program of activities which can be performed in the play space available to them.

Daughtrey and Lewis (1979), stated additional idea about planning and facilities; just as adequate facilities are needed for effective instruction and goal fulfillment in other subjects, so are they needed for successful teaching in physical education. Lack of sufficient teaching stations and play areas (ground) is one of the reasons that poor programs in physical education still exist throughout. It does imply that at least enough space should be available in which to teach a class effectively.

2.6.3. Class size

Class size is a survey of the number of children supposed to be in a class at one point at a time. An accurate account of the number of pupils for whom a teacher has responsibility might seem to be the closest one could get to a class size figure. (Peter 2003)

According to Knapp and Hagman (1953) suggestion, generally speaking, classes should be limited to thirty pupils, and forty should be regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class. An undesirable lock step program which pays little or no attention to individualization of instruction can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.

Some school and college administrators contend that physical education activity classes can accommodate more students than so-called academic content classes. According to Butcher and Krotee (2002), this is a misconception that has developed over the years and needs to be corrected. Butcher and Krotee said classes in physical education should be approximately the same size as classes in other subjects offered in the schools. Such as a class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education contributes to educational objectives on an equal basis with

other subjects in the curriculum. Therefore, the class size should be comparable. So that it's educational objectives can be attained.

In addition to the above ideas Singer and Dick (1974) stated that; the instructional procedures and individual considerations used in teaching an individual student do not apply with a group of thirty students. In large cities class may contain more than 70 students. A possible solution is the formation of subgroups. Groups of various sizes, within the context of available facilities and equipment, will place unique demands on the teacher. The larger the group, the greater the challenge to the teacher to mediate effectively the learning processes of individual students.

Moreover that Daughtrey and Lewis (1979) gave an idea about classroom management when classes are large. That is teachers are often faced with the problem of teaching fundamental skills to large classes in small spaces. Sometimes the situation becomes so untenable that teachers abandon desirable activities and resort to informal play, with undesirable results. Leaders must constantly seek effective and interesting ways of teaching skills to motivate the students. They must also keep in mind certain principles of organization, which apply to all activities, whenever they are working with large classes.

1. Teach skills – play should take place after school.
2. Divide the class into as many small groups as possible; use all equipment or tools available; get more if possible
3. Classify groups according to ability. Place the more gifted students together.
4. Use small groups to simulate actual game situation.
5. Always emphasize the value of the activities to the students.
6. Use the over flow plan

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The following research design and methodology were used for the successful completion of the study.

3.1. Research Design

This study was planned to investigate on the physical education teachers current practical class management problems and teachers coping strategies in selected private and public preparatory schools in kirkos sub city. Therefore, a descriptive survey method was employed on the ground that it helps to enables the research to gather information concerning the problems teachers encounter in implementing classroom management techniques and the prevailing factors that constrain implementation. It also enables to draw conclusion based on the facts obtained from respondents.

3.2. The source of data

Primary data were obtained from the school principals (vice principals), physical education teachers and students of four schools namely Assai, Future Talent, Saint Joseph and Dandi Boru.

3.3. Population and Sampling Techniques

According to kirkos sub city monthly published news magazine which published in the month of May 2011 there are eight private and three public high schools. Among them, four of the private and only one from public is preparatory; the study selected four schools, three from private and one (the only) public preparatory using systematic random sampling method and based on their accessibility and proximity to researcher.

To select all principals, physical education teachers and students in the schools purposive sampling technique is employed because they were directly concerned

with the issue under discussion, and hence deliberately intended to involve them. To represent the student's sample, two sections from each selected school, from grade 11 and 12 were selected by stratified random sampling technique; both male and female were selected from each section. This was to give equal chance for the proportion of student population. But in the case of Saint Joseph school all students were males then its total sample population percentage varies. To begin with, it was decided that 30 percent of the schools would suffice the study in light of the time and financial constraints. The consideration of such factors in determining sample size is accepted by many scholars such as Sommer & B.sommer, 1980. They posit that it is to be appropriate that a sample size of 30% of the population (if the size of the population is known).

Concerning practical class observation, it seemed practically unmanageable to observe each and every teachers class. Therefore, simple random sampling was employed for the mentioned data gathering instrument. Accordingly, the class observation was conducted in a total of five practical classes with five teachers.

Table 1. Sampling of the study groups

No	Study group	Total population				Sample population			
		Assai	Dandi Boru	Future Talent	Saint Joseph	Assai	Dandi Boru	Future Talent	Saint Joseph
1	Principals	2	2	1	2	2	1	-	1
2	Teachers	4	5	3	2	3	3	2	2
3	Students	343	294	37	234	100	84	19	80

3.4 Data gathering Instruments

The reliable data for the purpose of this study were collected by using Likert scale written in English. Observation was conducted in order to collect other facts that might not be revealed with the questionnaire. As Lewy (1977) noted observation is useful to indicate how the lesson is divided in a variety of activities such as individuals work, group work, whole class activity and others.

Accordingly, the observation checklist was designed to examine the availability of classroom facility; students and teachers sport wears conduciveness and comfort of the play ground, usage of materials and equipments, for the extent of application of classroom management components.

3.5. Procedure of data collection

To investigate the practice of performance in classroom management in the private and public preparatory schools of Kirkos sub city the following procedures were used.

- ❖ First the researcher assesses the schools and tried out the practical class observation check list. Thus, some improvements were made on the instruments.
- ❖ Second, data gathering tools were developed.
- ❖ Third, the researcher collected, classified and analyzed all the data.
- ❖ Finally, summary, conclusions and recommendations was made based on the findings.

3.6. Methods of data analysis

In this study, both the quantitative and qualitative analytical procedures were employed. Accordingly, percentages and frequency counts were used to analyze the rating scale and close ended questionnaire and observation. Information generated from open ended questions presented and described qualitatively.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire and observation check list from the sample population of the study. A total of 320 questionnaires have been prepared and distributed to 300 students , 12 teachers and 8 principals and vice principals of the selected schools, namely Assai, Future Talent, saint Joseph and Dandi Boru.

Out of the total number of questionnaires distributed, 313(97.8%) were properly filled in and returned, the rest 7 questionnaires not returned and 16 questionnaires were discarded because of they were incomplete and incorrectly filled in. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages. The information collected through observation checklist is also qualitatively described in order to give appropriate answer for the basic questions set in the study.

The chapter is divided in to two parts. The first part discusses about the characteristics of the respondents. The remaining part deals with the analysis and interpretation of data pertinent to the problem of the study.

4.1. Characteristics of the study population

The characteristics of the study population were examined in terms of Gender, Age, Qualification, and Years of experience based on the response to the target for personal data in part one of the questionnaire.

The analysis and interpretation of the data are presented in the following table:

Table 2. Characteristics of study population

Category			Types of Respondents					
			Principals		Teachers		Students	
			No	%	No	%	No	%
1	Gender	a. Male	4	100	9	90	182	64.3
		b. Female	0	0	1	10	101	35.7
2	Age	a. 20-30 /14- 15	1	25	8	80	22	7.8
		b. 31-40/ 16-17	1	25	2	20	184	65
		c. 41-50/18-19	1	25	-	-	77	27.2
		d. 51 and above/ 20 and above	1	25	-	-	-	-
3	Qualification	a. Diploma	-	-	2	20	-	-
		b. Degree	3	75	8	80	-	-
		c. Any other (M.A)	1	25	-	-	-	-
4	Years of experience	a. 1-5	-	-	4	40	-	-
		b. 6-10	1	25	5	50	-	-
		c. 11-15	1	25	-	-	-	-
		d. 16-20	-	-	1	10	-	-
		e. 21-25	-	-	-	-	-	-
		f. 26 and above	2	50	-	-	-	-

As per the data collected from the respondents, 100% the principals and vice principals were male. This indicates that there is no involvement of females and a greater domination of males in the administrative sector. Almost similarly to this the percentage of teacher respondents most of them (90%) were male in terms of gender and only 10% of the respondents were female. More over this, in the case of student respondents 64.3% were male and 35.7% were female. The main reason for this is that one of the schools (Saint Joseph) included in the study had only male students that increase the amount of male students to seem greater in number.

Concerning the age of principals their age varies from age of 20 to 51 and above, 25%--20 to 30, 25% --31to 40, 25% --31to 50, and the remaining 25% also 51 and above, and they reached all the categories mentioned by the study. On the other hand, in the case of teacher respondents the majorities (80%) age were between 20 and 30, and the rest (20%) were in between 31 to 40 years. Where as the age of student respondents as shown in the table: 7.8% between 14 and 15

years, the majority (65%) were between 16 and 17, and the rest of respondents (27.2%) were between the age of 18 and 19. But, there was no one whose age is 20 or greater.

According to the educational qualification details shown in table 2 above, the principal respondents consists 75% first degree and 25% masters degree. In addition, the teacher respondents qualification were only 20% were diploma and the majority 80% had first degree. These shows, the qualification they had and the demand that the position required in the case of principals is based on the ministry of education (MOE) policy, but in the teacher’s case even most were with suitable qualification the remaining should upgrade their educational status.

Further more, the respondent’s years of experience also shown in table 2. The principal respondents 50% had a service years of 26 and above, the other 25% had a service years of between 11 and 15, and the remaining 25% had only an experience of 6 to 10 years.

Table 3. Class size of schools under study

<i>No</i>	<i>Items</i>	<i>Principals No</i>		<i>Teachers No</i>		
		No	%	No	%	
1	Class size	a. 20-30	-	-	3	30
		b. 31-40	1	25	3	30
		c. 41-50	2	50	2	20
		d. 51-60	1	25	2	20

Class size has its main role in the teaching learning process of P.E. Even though, many teachers are applying different teaching approach, large class size influences their methods in terms of material, play ground, grouping and repetition of drills. Table 3 deals with the class size. Accordingly, 25% of the principal and 30% of the teacher respondents explained that their normal class size is 31 to 40 students, whereas majority of the principal respondents (50%)

and 20% of the teachers mentioned their class size is between 41 and 50, on the other hand 25% of the principal and 20% of the teacher respondents respond the class size is from 51 to 60, more over this there were 30% of teacher respondents who respond there class size was between 20 to 30. However, based on the observation the researcher saw different kind of class sizes in the four schools that the study took place. The following table was made depend on the practical class observation:

Table 4. Class size of each school based on observation.

No	Name of the school	Class size
1	Future Talent	20-30
2	Dandi Boru	31-40
3	Assai	41-50
4	Saint Joseph	51-60
	Average	35-45

As can be observed from the table, all the schools included in the study had different class size, and it has its own effect on the teachers ability and experience that he/she could manage their physical education class with out or with a less and tolerable amount of problem.

Table 5. Adequacy of Facilities, equipments and play ground of schools for physical education classes.

No	Items	Respondents	Rating scale		
			Adequate	inadequate	Not at all
1	Students dressing (sport wears)	a. Principals (No = 4)	4 (100%)	-	-
		b. Teachers (No=10)	9 (90%)	1 (10%)	-
		c. Students (No=283)	175 (61.8%)	74 (26.2%)	34 (12%)
2	Teachers sport wear, check lists, whistle, stop watch etc.	a. Principals (No = 4)	4 (100%)	-	-
		b. Teachers (No=10)	5 (50%)	5 (50%)	-
		c. Students (No=283)	218 (77%)	53 (18.8%)	12 (4.2%)
3	Play ground and sport fields	a. Principals (No = 4)	4 (100%)	-	-
		b. Teachers (No=10)	4 (40%)	4 (40%)	2 (20%)
		c. Students (No=283)	211 (74.6%)	72 (25.4%)	-
4	Materials and equipments (teaching aids)	a. Principals (No = 4)	3 (75%)	1 (25%)	-
		b. Teachers (No=10)	5 (50%)	4 (40%)	1 (10%)
		c. Students (No=283)	156 (55.1%)	120 (42.4%)	7 (2.5%)

As per the data collected from the respondents about facilities: sport wears, equipments and play ground which are basic and very necessary to conduct a manageable physical education class whether they were adequate, inadequate and not at all in general. They respond the following: 100% of the data obtained from principal respondents stated that students used adequate sport wears in their physical education practical class, in the same manner 90% of the teacher respondents mentioned there students used adequate sport wears, but 10% did not accepted it. They said it was not adequate. On the other hand, student respondents of 61.8% accepted the idea of their teacher and principal, 26.2% mentioned there were inadequacies, and the remaining 12% stated their opinion by saying not at all. This shows that there is a great understanding gap between teachers and principals and the students based on the adequacy of sport wears.

Concerning sport wears of teachers in addition to check list; whistle and stop watch, which is stated in item 2 of the table, 100% of principal respondents, 50% of teacher respondents and 77% of the student respondents confirmed that the teachers sport wears; check lists and whistles were adequate. In the contrary 50% of teacher respondent's and 18.8% of student respondents explained they were in adequate. Further more, only 4.2% of the student respondents confirmed that teacher's facilities were not at all available. This shows that the majority of respondents agreed on the adequacy and most schools provided the necessary facilities of the teacher, only a few number of student respondents were mentioned that the facilities used by teachers were not adequate for the designed purpose.

As it could be seen in the table item 3, respondents asked if the play ground in their compound was adequate, inadequate or not at all. All of principal respondents (100%) and 74.6% of student respondents state that their schools had adequate play ground and sport field. But only 40% of teacher respondents confirm this idea. In the contrary 40% of teacher respondents and 25.4% of

student respondents answered the play ground and the sport field in comparison with the number of total students was in adequate, rather 20% of teacher respondents believed that it was better to say the play ground and sport fields were not totally available in the schools.

On the other hand, based on observation among those four schools included in the study, only one school had a status of adequate play ground and field, whereas two of them were at the status of having inadequate play ground and field, more over this the remaining one was in the status of not at all having play ground and field. This shows that the schools had a places which assigned as play ground and sport field but, In terms of their conduciveness and size they did not have enough space and at least one of them did not fulfilled the three in one (Hand ball, Basket ball and Volley ball fields in one place) play court. Based on this could conclude that all of them were in the position of in adequate play ground and sport field.

The success of physical education teaching learning process depend a great extent on the adequacy of materials and equipments (teaching aids). Hence, schools should have available and adequate teaching aids to teach the subject with appropriate method without problem. In this regard, principals, teachers and students were asked whether their school had adequate teaching aids or not at all. Accordingly, 75% of principal, 50% teacher and 55.1% of student respondents confirmed that their schools provided adequate teaching aids. In addition to this, 25% of principal, 40% of teacher and 42.4% of student respondents said the teaching aids were inadequate. Contrary to that 10% teacher and 2.5% of student respondents said, the schools not have any teaching aid at all.

Table 6. Physical education teachers training on implication of class management.

No	Items	Alternatives	Respondents			
			Principals		Teachers	
			F	%	F	%
1	Have the teacher had any training about how to manage physical education classes?	a. Yes	4	100	7	70
		b. To some extent	-	-	-	-
		c. No	-	-	3	30
		Total=	4	100	10	100

According to the personal educational details shown in table 6 above, teacher respondent said that 70% of them had an educational training about physical education class management and 30% of them said there was no training about how to manage the class. In addition to this principal respondents was asked about their physical education teachers training did include about class management but, 100% of them were respond all their teachers had a training about it. This indicates there is a great gap between understanding of classroom management as well as the nature of the courses taken in teachers training.

Table 7. Organization of students during physical education classes.

No	Statements	Alternatives	Respondents					
			Principals		Teachers		Students	
			F	%	F	%	F	%
1	Does the teacher organize students in pairs and small groups for practical practice?	A. Yes	4	100	10	100	230	81.2
		B. No	-	-	-	-	53	18.8
2	If "yes" on what base does he/she organize?	A. Based on interest	-	-	2	20	88	31.1
		B. Based on line ups (Classroom number)	-	-	-	-	34	12
		C. Randomly	4	100	8	80	108	38.2
3	Do the majority of students have interest to practice the activities in groups?	A. Yes	4	100	6	60	227	80.2
		B. No	-	-	4	40	56	19.8
4	Does the teacher give different practical activities, drills and tasks for each group?	A. Yes	4	100	8	80	212	74.9
		B. No	-	-	2	20	71	25.1
5	Do group members equally participate in the group activities?	A. Yes	-	-	5	50	96	33.9
		B. No	4	100	5	50	187	66.1

The success of conducting physical education class teaching learning process depends to a great extent on the teacher's ability to organize the students when they participate in practical session. Hence, teacher needs to know much about how to organize students to conduct manageable class. In this regard, principals, teachers and students were asked whether the teacher organize the students in small groups and pairs for practical practices. Accordingly, 100% of principal, 100% of teacher and 81.2% of student respondents were believed that he/she organizes students in practical activities. In the contrary, only 18.8% of student respondents did not believed on teacher's organization. In general, this shows most of the teachers used paired and small group organization. In addition, according to item 1 of the table majority of the respondents said teachers organize students, but their organization base is different. So, the respondents gave their opinion accordingly, 20% of teacher and 31.1% of student respondents said it is based on interest, where as 12% of the respondents respond it is based on their class room order (line up). But majority of respondents 100% of principal and 100% of teacher in addition to 38.2% of students said the groups organized without any base, they formed randomly. This shows that the organization of students is mostly in the base of random grouping.

More over this, the participants were asked whether the majority of the students have interest to practice the activities in groups or not. Based on the data obtained, 100% of principal, 60% of teacher, and 80.2% of students had interest to practice activities in groups. On the other hand, 40% of teacher and 19.8% of student respondents said students did not have interest to practice in groups. Besides this, the participants were asked about that the teacher give different practical activities, drills and tasks for each group or not. The respondents report that, 100% of principal, 80% of teacher and 74.9% of student believed that the teacher gave different practical activities. Only 20% of teacher and 25.1% of students stand on the opposing side. Further more, the respondents were asked about the group members participation in the activities is equal or not. None of

the principals, 50% of teacher and 33.9% of students believed that the participation is equal, whereas 100% of principals 50% of teachers and 66.1% of students believed that the participation in the group is not equal. This indicates that, the participation of group members in different practical activities is poor.

Table 8. Physical education teacher’s communication skill with students

No	Statements	Alternatives	Respondents					
			Principals		Teachers		Students	
			F	%	F	%	F	%
1	Does the teacher attentively listen and communicate with his/her students?	A. Yes	4	100	9	90	201	71
		B. No	-	-	1	10	82	29
2	Does the teacher use non verbal communication during practice?	A. Yes	2	50%	6	60	87	30.8
		B. No	2	50%	4	40	196	69.2

Physical education is one of the few educational experiences in which students usually engaged actively in situations requiring social interactions with skill of communication. As it could seen in table 8 above, respondents when asked if the teacher attentively listen and communicate with the students or not, 100% of principal, 90% of teacher and 71% of student respondents confirmed that the teacher listens and communicates with students. On the other hand, none of principal, 10% of teacher and 29% of student respondents said the teacher never listen and communicate with students. In related idea, the respondents were also asked whether the teacher used non verbal communication or not. Accordingly, 50% of principal, 60% of teacher and 30.8% of student respondents observed that the teacher used non verbal communication. In the contrary, 50% of principal, 40% of teacher and 69.2% of student respondents said teacher of physical education never used non verbal communication during practical classes.

Table 9. Physical education teachers and students motivation towards the subject.

No	Statements	Alternatives	Respondents					
			principals		Teachers		Students	
			F	%	F	%	F	%
1	How do you rate student's motivation to learn the subject?	A. High	3	75	6	60	117	41.3
		B. Moderate	-	-	4	40	113	39.9
		C. Low	1	25	-	-	53	18.8
2	Does the teacher use varied instructional methods during presentation?	A. Yes	4	100	10	100	186	65.7
		B. No	-	-	-	-	97	34.3
3	Does the teacher use verbal encouragements on practical classes?	A. Yes	4	100	10	100	171	60.4
		B. No	-	-	-	-	112	39.6

Motivation; A desire to learn, coupled with an interest in the activity, increases the students chance of success. Table 9 discussed major motivational factors that teachers of physical education and students show when they attend a physical education class. As per the data collected from the respondents about the rate of motivation of students to learn the subject, 75% of principal, 60% of teacher and 41.3% of student respondents rated that it is high. Besides this, 40% of teacher and 39.9% of student respondents rated it as moderate. Contrary to this, 25% of principal and 18.8% of student respondents rated it as low. This shows that most of the students had high interest to learn the subject and teachers and administrators should give more emphasis to motivation. In relation to this, the usage of various instructional methods during conducting a physical education class had their own role to achieve the objectives of the subject. Concerning these participants was asked that did the teachers use various methods or not. Based on respondents report, 100% of principals, 100% of teachers and 65.7% of student respond that they used various methods, and on the other hand 34.3% of student respondents believed that the method used is not various.

As can be observed from the same table item 3, the usage of teacher's verbal encouragement on practical classes was raised to the participants and they

respond it. According to the data obtained, 100% of principals, 100% of teachers and 60.4% of students said the teacher used verbal encouragement when he/she conducts a physical education class, where as the remaining 39.6% of student respondents expressed that the teacher did not use any verbal encouragement during class hours. This indicates that many teachers had good motivation and they should maintain and improve by different ways.

Table 10. Teacher’s implementation of monitoring and recording.

No	Statements	Alternatives	Respondents					
			Principals		Teachers		Students	
			F	%	F	%	F	%
1	Does the teacher constantly take students attendance?	A. Yes	4	100	5	50	195	68.9
		B. No	-	-	5	50	88	31.1
2	Does the teacher monitor and provide feedback for students while doing their activities?	A. Yes	4	100	8	80	194	68.5
		B. No	-	-	2	20	89	31.5
3	Does the teacher go round the rows, line ups and groups to motivate and control students?	A. Yes	4	100	10	100	175	61.8
		B. No	-	-	-	-	108	38.2

Table 10 deals with the implementation of rules and procedures in physical education classes. Accordingly, 100% of principal, 50% of teacher and 68.9% of student respondents said the teacher of physical education constantly take students attendance, but in the contrary 50% of teacher and 31.1% of student respondents said the teacher never take attendances constantly. In addition to this, the respondents were asked about the teachers monitoring and feedback giving while his/her students performing activities; 100% of principal, 80% of teacher and 68.5% of students were believed that the teacher monitor and gave feed back for the students. On the other hand, 20% of teacher and 31.5% of student respondents believed that their teacher never gave feed back when the students perform the activities. More over, in practical classes the teachers movement around the rows, line ups and groups to motivate and control students were also asked to the participants and 100% of principal, 100% of teacher and 61.8% of student respondents believed that the teacher round,

motivate and control students but, the remaining 38.2% of student respondents believed that he/she never did this activity while teaching.

Table 11. Implementation of physical education class rules and procedures

No	Statements	Alternatives	Respondents					
			principals		Teachers		Students	
			F	%	F	%	F	%
1	Do physical education classes have rules and procedures?	A. Yes	4	100	10	100	226	80
		B. To some extent	-	-	-	-	1	0.3
		C. No	-	-	-	-	56	19.7
2	If your answer for the proceeding item is “yes” who set the rules and procedures?	A. The teacher	3	75	4	40	101	35.6
		B. The student	-	-	-	-	4	1.4
		C. Teachers & students	-	-	4	40	25	8.8
		D. School administration	1	25	2	20	97	34.2
3	Does the teacher teach the students about rules and expected appropriate behaviors of physical education classes during the beginning of the new academic year?	A. Yes	4	100	10	100	217	76.7
		B. No	-	-	-	-	66	23.3
4	Do teachers prepared special physical education rules and procedures?	A. Yes	4	100	10	100	177	62.6
		B. No	-	-	-	-	106	37.4
5	How do you evaluate teacher’s firmness and consistency in applying the set rules and procedures?	A. High	4	100	2	20	63	22.2
		B. Moderate	-	-	-	-	197	69.6
		C. Low	-	-	8	80	23	8.2

Table 11. exhibits responses on implementation of physical education class rules and procedures. According to the collected data for the question shown in table 11 above in item 1, when respondents asked whether the physical education classes had rules and procedures or not, all (100%) of principal, all (100%) of teachers and 80% of student respondents confirmed that their physical education class had its own rule and procedure. But, only 0.3% of student respondent responds that it is to some extent only. Contrary to that 19.7% of student respondents were said there were no especial rules and procedures for physical education classes.

Based on the established rules and procedures, this was stated in the table item 1, all participant principals and teachers in addition to 80% of the student respondents said that there is especial rule for physical education class but, when asked who set the rules and procedures 75% of principals, 40% of teachers and 35.6% of students mentioned the rules were established by the teacher and only 1.4% of student respondents said by the student. On the other hand, 40% of teacher and 8.8% of student respondents said the rules and procedures are settled by the teacher and student together. More over this, 25% of principal, 20% of teacher and 34.2% of student respondents respond that the rules were settled by the school administrators. This shows that the teacher had more power and responsibility in terms of establishing rules and procedures in the physical education classes of all the school. Further more, regarding to the teachers of physical education whether they teach the students about rules, procedures and expected behaviors of physical education classes during the beginning of the new academic year; 100% of principal, 100% of teacher and 76.7% of student respondents said physical education teachers taught it at the beginning of the new year, but 23.3% of the student reflected their idea by saying not at all.

In the same table the respondents were asked to respond whether the teachers prepared special physical education class rules and procedures. Thus, 100% of principal, 100% of teacher and 62.6% of student respondents rated that they prepared. In the contrary, only 37.4% of the student respondents said they did not prepared. Further more, participants were asked to report the consistency and firmness of teachers on applying established rules and procedures. Thus, 100% of principals, 20% of teacher and 22.2% of student respondents evaluated their firmness and consistency as high. However, 69.6% of student respondents evaluated its consistency and firmness moderate. But in the contrary great number of teacher 80%, and few student 8.2% respondents evaluated as low. This indicates that the preparation of especial rules and procedures,

participation of the school administrators and students in the establishment of rules are very important for conducting a manageable physical education class.

Table12. Student’s disciplinary problems in physical education class and field.

No	Items	Respondents	Rating scale		
			Agree	Undecided	Disagree
1	Disturbing in the fields (talking & shouting)	a. Principals (No =4)	3 (75%)	-	1 (25%)
		b. Teachers (No=10)	6 (60%)	-	4 (40%)
		c. Students (No=283)	125 (44.2%)	31 (11%)	127 (44.8%)
2	Coming late to the class	a. Principals (No=4)	3 (75%)	-	1 (25%)
		b. Teachers (No=10)	6 (60%)	-	4 (40%)
		c. Students (No=283)	126 (44.5%)	36 (12.8%)	121 (42.7%)
3	weak or No participation in the class	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	3 (30%)	-	7 (70%)
		c. Students (No=283)	83 (29.3%)	10 (3.6%)	190 (67.1%)
4	Failure to prepare and bring sport wears	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	2 (20%)	1 (10%)	7 (70%)
		c. Students (No=283)	99 (35%)	43 (15.2%)	141 (49.8%)
5	Absenteeism	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	4 (40%)	-	6 (60%)
		c. Students (No=283)	85 (30%)	65 (23%)	133 (47%)
6	Unnecessary interference in the classroom	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	3 (30%)	2 (20%)	5 (50%)
		c. Students (No=283)	94 (33%)	38 (13.4%)	155 (54.6%)
7	Cheating	a. Principals (No=44)	-	2 (50%)	2 (50%)
		b. Teachers (No=10)	3 (30%)	3 (30%)	4 (40%)
		c. Students (No=283)	117 (41.4%)	17 (6%)	149 (52.6%)
8	Inattentiveness in the class	a. Principals (No=4)	1 (25%)	2 (50%)	1 (25%)
		b. Teachers (No=10)	3 (30%)	3 (30%)	4 (40%)
		c. Students (No=283)	103 (36.4%)	47 (16.6%)	133 (47%)
9	Disobeying teachers	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	2 (20%)	2 (20%)	6 (60%)
		c. Students (No=283)	77 (27.3%)	10 (3.5%)	196 (69.2%)

When a physical education teacher conducted a practical class the above major problems mentioned in the table might be faced. According to the student’s disciplinary problems in the class and field shown in table__ item 1 above, the disturbance of students in class time by talking or shouting was seen as follows by respondents. 75% of principal, 60% of teacher and 44.2% of student respondents agreed on it. Only 11% of student respondents said undecided on

their disturbance. 25% of principal, 40% of teacher and 44.8% of students disagree. This shows that, disturbing by talking and shouting was among the major observed behavioral problems.

Concerning on the students late coming to the practical class 75% of principals, 60% of teachers and 44.5% of student respondents agreed that the students come to class lately. In the other hand, 12.8% of students did not have clear decision about it. Where as, 25% of principal, 40% of teacher and 42.7% of student respondents strongly disagree on late coming as a means of disciplinary problem.

According to the student's participation in physical education practical classes, 25% of principals, 30% of teachers and 29.3% of student respondents respond that they agreed on weak or no participation as a disciplinary problem and only 3.6% of student respondents did not decided on the issue. More over that, 75% of principals, 70% of teachers and 42.7% of student respondents did not confirm weak participation as the major disciplinary problem. This shows majority of the respondent did not accepted no or weak participation as a major source of disciplinary problem.

To attend physical education practical classes preparing and bringing of sport wears are among the major important factors, which are basic to participation of a student in different activities. In this regard respondents were asked to decide whether preparing and bringing of sport wears were among the major disciplinary factors; 25% of principals, 20% of teachers and 35% of students agreed on that and only 10% of teacher and 15.2% of student respondent's undecided on it. But the majority number, 75% of principal, 70% of teacher and 49.8% of student respondents disagreed on the factor as a means of disciplinary problem.

As depicted in the table item 5, 25% of principals, 40% of teachers and 30% of student respondents confirmed that, it is one of the commonly observed disciplinary problems of students and only 23% of student respondents

undecided their idea. Contrary to that, the majority 75% of principals, 60% of teachers and 47% of student respondents strongly oppose this idea. This shows absenteeism is not the great observed behavioral problem in schools.

Interference between classes has its own negative role in the teaching learning process. It disturbs the teacher as well as the student. In order to gather information about the unnecessary interference of students when classes are conducted, 25% of principals, 30% of teachers and 33% of students confirmed that it is one of the commonly observed disciplinary problems of students and in addition, 20% of teacher and 13.4% of student respondents undecided. But the greater number 75% of principals, 50% of teacher and 50% of student respondents strongly disagree that unnecessary interference as a means of disciplinary problem. This shows the majority of respondents did not faced with unnecessary interference in the field as well as the class.

As per the data collected from respondents, 30% about all teachers and 41.4% of students agree cheating as an observed disciplinary problem and 50% of principal, 30% of teacher and 6% of student respondents did not decided on it. Rather, 50% of principal, 40% of teacher and 52.6% of student respondents disagree on cheating as a disciplinary problem.

According to the students inattentiveness in the class as well field, 25% of principals, 30% of teacher and 36.4% of student respondents confirm inattentiveness as an observed problem, but, 50% of principals, 30% of teacher and 16.6% of student respondent's undecided on it. Where as, the remaining 25% of principals, 40% of teacher and 47% of student respondents disagree on inattentiveness as a disciplinary problem.

Disobeying is one of the most disciplinary problems especially in high and preparatory schools, which have students in fire age area. Based on this idea respondents were asked on their opinion towards students disobeying of teachers in their school and 25% of principal, 20% of teacher and 27.3% of student agree that disobeying of teachers is one of the observable disciplinary problem of

students, where as 20% of teacher and 3.5% of student undecided on the issue. Contrary to this, the great number of respondents 75% of principals, 60% of teachers and 69.2% of student strongly disagree that disobeying teachers is not among disciplinary problems of their students.

Table 13. Teacher’s mechanisms for responding misbehaviors

No	Items	Respondents	Rating scale		
			Agree	Undecided	Disagree
1	Remind the rules and the procedures of practical class	a. Principals (No =4)	4 (100%)	-	-
		b. Teachers (No=10)	9 (90%)	1(10%)	-
		c. Students (No=283)	189 (66.7%)	35 (12.4%)	59 (20.9%)
2	Private discussion with students learner	a. Principals (No=4)	4 (100%)	-	-
		b. Teachers (No=10)	8 (80%)	2 (20%)	-
		c. Students (No=283)	175 (62%)	33 (11.5%)	75 (26.5%)
3	Communicate with students parents	a. Principals (No=4)	4 (100%)	-	-
		b. Teachers (No=10)	7 (70%)	-	3 (30%)
		c. Students (No=283)	121 (42.8%)	61 (21.5%)	101 (35.7%)
4	Ignoring the misbehavior if it is not serious	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	2 (20%)	5 (50%)	3 (30%)
		c. Students (No=283)	119 (42%)	47 (16.6%)	117 (41.4%)
5	Remove the misbehaved student out of class	a. Principals (No=4)	-	-	4 (100%)
		b. Teachers (No=10)	1 (10%)	2 (20%)	7 (70%)
		c. Students (No=283)	179 (63.3%)	8 (2.8%)	96 (33.9%)
6	Send the learner to the office	a. Principals (No=4)	2 (50%)	-	2 (50%)
		b. Teachers (No=10)	2 (20%)	6 (60%)	2 (20%)
		c. Students (No=283)	125 (44.2%)	44 (15.5%)	114 (40.3%)
7	Applying positive reinforcement (Providing Reward)	a. Principals (No=4)	2 (50%)	2 (50%)	-
		b. Teachers (No=10)	9 (90%)	1 (10%)	-
		c. Students (No=283)	137 (48.4%)	49 (17.3%)	97 (34.3%)
8	Suspension for continuous classes	a. Principals (No=4)	1 (25%)	-	3 (75%)
		b. Teachers (No=10)	-	3 (30%)	7 (70%)
		c. Students (No=283)	95 (33.6%)	57 (20.1%)	131 (46.3%)
9	Apply physical punishment	a. Principals (No=4)	-	-	4 (100%)
		b. Teachers (No=10)	-	3 (30%)	7 (70%)
		c. Students (No=283)	76 (26.9%)	23 (8.1%)	184 (65%)

Table 13 depicts the type of teacher’s mechanism for responding misbehaviors which were commonly observed in the class and field. According to responses in the table in item 1, about reminding the rules and procedures of the physical education class; the greater percentage of respondents: 100% of principals, 90%

of teachers and 66.7% of students agree on the mechanism of reminding rules and procedures to students of physical education practical classes and 10% of teachers and 12.4% student respondents never decided on the reminding. From the total respondents only 20.9% of student respondents disagree on the reminding rules and procedures mechanism.

As most scholars in education said in different books, communication plays an important role in the process of solving individual problems. In the above table item 2, private discussions were presented as the mechanism of responding different misbehaviors. Based on this 100% of principal, 80% of teachers and 62% of student respondents agree on private discussion with the learners as one of the observed mechanism, where as, 20% of teacher and 11.5% of student respondent's undecided on the idea. Only 26.5% of student respondents stand on the opposing side with disagreement of the mechanism. This shows that the teacher's private discussion plays a great role in solving misbehaviors.

Teachers should communicate with parents at every opportunity and should interpret the physical education program in a way that gives parents at least an overview of what goes on in class. Concerning mechanism of communication with student's parents, which is stated in item 3 of the table, 100% of principals, 70% of teachers and 42.8% of student respondents confirmed that it is one of the commonly used mechanisms to respond misbehaviors of students. 21.5% of student respondents did not decide on the mechanism. But, 30% of teacher respondents and 35.7% of student respondents did not agree on students parents communicating mechanism. This shows that most of the principals and teachers accepted this mechanism but in case of student respondents below half accepted the mechanism.

Item 4 of the above table exhibits responses on ignorance of the misbehavior if it not serious. According to the collected data and remarks obtained from the respondents 25% of principals, 20% of teacher and 42% of students agree on the mechanism, on the other hand 50% of teacher and 16.6% of teacher

respondent's undecided on the mechanism. But, 75% of principal, 30% of teacher and 41.4% of student respondents disagree on the mechanism. This shows that the respondents have different understanding about the mechanism.

According to one of the mechanisms stated on item 5, removal of the misbehaved student out of class none of the principal agreed on the mechanism but, 10% of teachers and 63.3% of student respondents confirmed on removing the student out of class as a mechanism but, 20% of teacher and 2.8% student respondents undecided. On the other hand 100% of principals, 70% of teachers and 41.4% of student respondents disagree about the mechanism. This indicates that the greater number of respondents never accept the mechanism of removing the students out of class.

As it could be seen in the above table item 6, respondents asked to respond about sending the student to the office, 50% of principals, 20% of teachers and 44.2% of students confirm that is among the mechanism their school physical education teachers did, where as, 60% of teacher and 15.5% of student respondents undecided on it. More over this, 50% of principals, 20% of teachers and 40.3% of student respondents disagree to accept it as a mechanism.

Based on the respondents about applying positive reinforcement (providing reward), 50% of principal, 90% of teacher and 48.4% of student respondents agree by supporting the mechanism and 50% of principal, 10% of teacher and 17.3% of student respondents never decided about the mechanism. Only 34.3% of student respondents disagree on the mechanism that applied on responding to misbehaviors. This indicates that most of respondents agreed on positive reinforcement.

As shown in the above table item 8, the participants asked about suspension from continuous class as a means of mechanism, 25% of principals and 33.6% of student respondents were agree on that but none of the teacher supported the idea. On the other hand, 30% of teacher and 20.1% of students never decide their opinion. More over this, the majority: 75% of principal, 70% of teacher and

46.3% of student respondents disagree on the mechanism of suspension from class for continuous time.

Now a day's physical (corporal) punishment is not accepted through out the world. But some individuals by taking their own risk take it as a mechanism of responding to misbehavior. Based on this fact the participants were asked about physical punishment, 26.9% of student respondents agree on it as a mechanism and 30% of teacher as well as 8.1% of student never decide on it. But the majority of the participants 100% of principals, 70% of teachers and 65% of student respondents strongly disagree that physical punishment should not be taken as a mechanism for responding misbehavior. This in general indicates, not only based on the indication of different authors research but also the legal law of the countries prohibition taking physical punishment as a means of mechanism for responding to misbehavior is not accepted.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of major findings of the study, the conclusions drawn and recommendations given.

5.1. Summary

The overall objective of study was to assess the major physical education practical class management problems and teachers coping strategies in Kirkos sub city. To meet the objective in detail, the following research questions were raised.

1. Do teachers of physical education in kirks sub city private and public preparatory schools have basic professional training and skills in implementing class management components?
2. What are the major disciplinary problems that affect the implementation of practical class management? And coping strategies do teachers employ to deal with misbehaviors in physical education classes?
3. Do the practical classes have comfortable play ground and sport fields, and adequate facilities and equipments to implement effective class management?
4. What are the major factors that hinder the implementation of practical class management?
5. Do the practical classes of physical education affected by class size?

In order to answer the above questions, data was collected through questionnaire and checklist observation. The data was collected from 297 participants by the questionnaire and by checklist observation when five teachers conducted classes. Questionnaire consisting of five set of questions, including characteristics of the respondents with close ended and a few open ended types was prepared in English and filled by 10(83.3 %) of the teachers, 4(50%) of the principals and ,

283(94.3%) of the students. The information obtained through these data gathering tools was analyzed using percentages and the major findings were summarized as follows.

1. According to the result of the analysis, which is obtained from observation and questionnaire revealed that the usage and availability of sport wears of teachers and students, in addition to check list, whistle and stop watch of the teacher, it is adequate. But, the availability of play ground, sport fields, materials and equipments (teaching aids) is inadequate. Even if the respondents mentioned that they are available, the observation found that they were a great problem.
2. The results of the findings confirmed that majority of the teachers took many courses related to class management. On the other hand, based on observation the contribution of training to class management is low.
3. In the category of practical class organization, the result of the study reveals that most of the teachers organize the students in pairs and small groups for practical activity, but the class organization is with out any systematic base, mostly they organize students randomly. Regarding the interest of students to participate in different practical activities in groups, the result shows that it is high; in the contrary the member's participation equality in a group is weak.
4. Concerning communication skill of students with their teacher, the results of the study shows that there is high communication skill in between, whereas in case of non verbal communication during practice it is not satisfactory.
5. According to the majority of teachers, principals and students response the motivation of students to learn the subject is high. Based on the findings the result of their high motivation is usage of teachers various instructional methods and verbal encouragements while they perform activities.

6. Regarding the monitoring and recording of the teacher, the study reveals that there is system of taking constant attendance and monitoring of students by giving feed back.
7. Concerning establishment and application of rules and procedures in physical education class, the result of the study shows that most of the teachers had rules and procedures that students must follow and their firmness and consistency for its application is high. In addition to that they also teach students at the beginning of the academic year but, mostly the rules and regulations are settled by teachers only.
8. According to observation and the majority of principals, teachers and students the major disciplinary problems exhibited are, talking, shouting and late coming.
9. As far as the mechanisms of dealing with misbehaviors are concerned, the result of the study indicates the following are the major ones: reminding rules and procedures, private discussion with the learner, communicate with parents and applying positive reinforcement (providing reward).

5.2. Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The implementation of practical class management requires effective teachers; who have knowledge, dedication, emotional stability and personal qualification. Without fulfilling these essential elements achieving the expected objective is difficult. In relation to this the effectiveness of class management strategy highly depends on the adequacy of well trained teaching staff.
2. Discipline is very essential for teaching learning process. Physical education classes include students of various temperaments, abilities and life styles. These students approach the physical education class anticipating the release of inhibitions unless teachers are able to control

this situation positively, the teaching process may be adversely affected. The findings of the study however indicate that there are various types of disciplinary problems in the class under consideration.

3. Concerning Play grounds and sport fields the results of the study reveal that, almost all of them were not adequate and conducive to implement effective class management. Regarding the implementation of class management components, the findings of the study depicts that majority of the teachers were applying, rules, motivation, and providing feed back. But, teacher's organization of students randomly with out any base should be considered.
4. With regard to teachers mechanisms for responding misbehavior (disciplinary problems) there was few application of physical (corporal) punishment. This implies that applying physical punishment is not accepted in any way so; teachers should apply more psychological treatment than physical treatments.
5. With regard to the major problems that hinder the implementation of class management, the results of the findings confirmed that the adequacy of play ground, sport fields, teaching aids, lack of teaching skills, problem of large class size, organizational methods, settlement and applying rules and student's disciplinary problems are the major factors.
6. It is better having a field without school rather than having a school without a field. The school condition relates to availability of play ground and facilities need to be considered seriously for effective implementation of practical class management strategies.
7. As a result of observation, most schools under the study use a physical education period as a play time of students rather than a normal class of a subject.

5.3. Recommendations

Based on the findings and conclusions of the study the following suggestions are forwarded:

1. In order to prevent the student's disciplinary problems, teachers need to spend much of their time on setting rules and procedures of the class with the participation of students and administrators rather than only during the beginning of the new academic year. Moreover, teachers need to teach the set rules and procedures with the participation of students and develop active chain of communication with student parents.
2. The result of the study revealed that the conduciveness of play ground and sport field to implement practical class management was found to be inadequate. There fore, it would be recommended that concerned bodies give significant attention, so as to alleviate the problems.
3. The result of the study demonstrated that the majority of the schools under study had no adequate instructional resources and facilities (teaching aids of the subject). Therefore, the concerned bodies of education, the owners of the schools, subject teachers as well as students and parents should show unreserved effort to provide and fulfill this gap. More over teachers need to be equipped with necessary knowledge and skills so as to prepare and utilize instructional materials wisely to the implementation of class management components.
4. The observation of the study reveals that, most of private school physical education classes spend only for play instead of time allotted for the subject. Therefore, concerned bodies of education (especially department physical education), the owners of the schools, subject teachers as well as students and parents should give more emphasis to alleviate this problem.

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Appendix A

Addis Ababa University
School of Graduate study
Faculty of life Science
Department of sport science

Questionnaire to be filled by Teachers of Physical Education:

The purpose of this questionnaire is to collect information on physical education teacher's classroom management problems and teachers coping strategies in some selected private preparatory schools of Addis Ababa. The information gathered through this questionnaire will be used only for the purpose of academic study and will be keeping confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B There is no need to write your name

Thank you in advance for your cooperation.

Part One: General Information

1. Sub city _____
2. Name of the school _____
3. Sex M _____ F _____
4. Age 20-30 _____ 31-40 _____ 41-50 _____ 51 and above _____
5. Qualification a, Diploma _____ b, Degree _____ c, any other, specify _____
6. Years of experience: 1-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ 21-25 _____
26 and above _____
7. Average number of students in the class 20-30 _____ 31-40 _____ 41-50 _____
51-60 _____
8. Grade and section you teach _____

Part Two: Adequacy of Facilities, Equipment and play ground.

Indicate your response by putting a tick mark (✓) under one of the alternatives given

No	Classroom facilities	Adequate	Inadequate	Not at all
1	Students dressing (sport wears)			
2	Teachers Sport wears, check lists, whistle, stop watch etc.			
3	Play ground and sport fields			
4	Materials and equipments (teaching aids)			

Part Three: Teachers practice on application of classroom management techniques.

Indicate your response by circling the letter of your choice and writing on the space provided.

1. Have you had any training about how to manage physical education classes?
 A, yes B, to some extent C, No
2. Do your physical education classes have rules and procedures?
 A, yes B, to some extent C, No
3. If your responses for the proceeding item is “yes” who set the rules and procedures
 A, the teacher C, the teachers and students
 B, the student D, the school administration
4. Do you teach the students about rules and expected appropriate behaviors of physical education classes during the beginning of the new academic year?
 A, yes B, No
5. Do rules and procedures posted for the students? A, yes B, No
6. How do you evaluate your firmness and consistency in applying the set rules and procedures? A, high B, moderate C, low
7. How do you rate your student’s motivation to learn the subject?
 A, high B, moderate C, low

8. Do you use varied instructional methods during presentation? A, yes B, No
9. Do you use verbal encouragements on practical classes? A, Yes B, No
10. Do you organize students in pairs and small groups for practical practice?
A, yes B, No
11. If “yes” on what bases do you organize them?
A, based on interest B, based on seating C, randomly
12. Do the majority of your students have interest to practice the activities in groups? A, yes B, No
13. Do you give different practical activities, drills and tasks for each group?
A, yes B, No
14. Do group members equally participate in the group activities?
A, yes B, No
15. Do you constantly take your students attendance? A, yes B, No
16. Do you monitor and provide feedback for your students while doing their activities? A, yes B, to some extent C, No
17. Do you go round the rows, line ups and groups to motivate students?
A, yes B, No
18. Do you attentively listen communicate with and your students?
A, yes B, No
19. Do you use non verbal communication during practice? A, yes B, No

Part Four: *Students Disciplinary problems.*

Please give your opinion by putting a tick mark (✓) under one of the representative number of the given alternatives.

3= agree

2= undecided

1= disagree

No	Types of Disciplinary problems	3	2	1
1	Disturbing in the class & fields (talking and shouting)			
2	Coming late to the class			
3	No or weak participation in practical class			
4	Failure to bring or prepare sport wears			
5	Absenteeism			
6	Unnecessary interference in the classroom			
7	Cheating			
8	In attentiveness in the class			
9	Disobeying teachers			

10. If you encounter any other disciplinary problems, please mention

11. What are the major causes of student's disciplinary problem in the classroom?

Part Five: Teachers coping strategies of disciplinary problems in the classroom.
Please forward your opinion by putting tick mark (√) under the representative number of the given alternatives.

3= agree

2= undecided

1= disagree

No	Mechanisms of responding to misbehaviors	3	2	1
1	Remind the rules and procedures of the classroom			
2	Private discussion with the learner			
3	Communicate with students parents			
4	Ignoring the misbehavior if it is not serious			
5	Remove the misbehaved student out of class			
6	Send the learner to the office			
7	providing reward (apply positive reinforcement)			
8	Suspension for continuous classes			
9	Apply physical punishment			

10. If you use any other coping mechanisms please, specify

Appendix B

Addis Ababa University
School of Graduate study
Faculty of life Science
Department of sport science

Questionnaire to be filled by Principals:

The purpose of this questionnaire is to collect information on physical education teacher's classroom management problems and teachers coping strategies in some selected private preparatory schools of Addis Ababa. The information gathered through this questionnaire will be used only for the purpose of academic study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B There is no need to write your name

Thank you in advance for your cooperation.

Part One: General Information

1. Sub city _____
2. Name of the school _____
3. Sex M _____ F _____
4. Age 20-30 _____ 31-40 _____ 41-50 _____ 51 and above _____
5. Qualification a, Diploma _____ b, Degree _____ c, any other, specify _____
6. Years of experience: 1-5____ 6-10____ 11-15____ 16-20 __ 21-25____ 26 and above____
7. Average number of students in the class 20-30 _____ 31-40 _____ 41-50 _____ 51-60 _____

Part Two: Adequacy of Facilities, Equipments and play ground.

Indicate your response by putting a tick mark (✓) under one of the alternatives given.

No	Classroom facilities	Adequate	Inadequate	Not at all

8. Do physical education teachers use verbal encouragements on practical classes? A, Yes B, No
9. Do physical education teachers organize students in pairs and small groups for practical activities? A, yes B, No
10. If “yes” on what bases do you organize them?
 A, based on interest B, based on seating C, randomly
11. Do the majority of students have interest to practice activities in groups?
 A, yes B, No
12. Do the teachers give different practical activities, drills and tasks for each group? A, yes B, No
13. Do the teachers constantly take students attendance? A, yes B, No
14. Do the teacher monitor and provide feedback for students while doing their activities? A, yes B, No
15. Do the teacher go round the rows, line ups and groups to motivate students?
 A, yes B, No
16. Do the teacher attentively listen students? A, yes B, No
17. Do the teacher use non verbal communication during practice?
 A, yes B, No

Part Four: *Students Disciplinary problems.*

Please give your opinion by putting a tick mark (√) under one of the representative number of the given alternatives.

3= agree 2= undecided 1= disagree

No	Types of Students Disciplinary problems	3	2	1
----	---	---	---	---

1	Disturbing in the class and field (talking, shouting)			
2	Coming late to the class			
3	No or weak participation in practical class			
4	Failure to bring or prepare sport wears			
5	Absenteeism			
6	Unnecessary interference in the classroom			
7	Cheating			
8	In attentiveness in the class			
9	Disobeying teachers			

10. If the teacher encounters any other disciplinary problems, please mention

11. What are the major causes of student's disciplinary problem in the physical education classrooms? _____

Part Five: Teachers coping strategies of disciplinary problems in the classroom.
Please forward your opinion by putting tick mark (√) under the representative number of the given alternatives.

3= agree

2= undecided

1= disagree

No	Mechanisms of teachers responding to misbehaviors	3	2	1
1	Remind the rules and procedures of the classroom			
2	Private discussion with the learner			
3	Communicate with students parents			
4	Ignoring the misbehavior if it is not serious			
5	Remove the misbehaved student out of class			
6	Send the learner to the office			
7	providing reward (apply positive reinforcement)			
8	Suspension for continuous classes			
9	Apply physical punishment			

10. If the physical education teachers use any other coping mechanisms please, specify

Appendix C

Addis Ababa University
School of Graduate study
Faculty of life Science
Department of sport science

Questionnaire to be filled by Students:

The purpose of this questionnaire is to collect information on physical education teacher's classroom management problems and teachers coping strategies in some selected private preparatory schools of Addis Ababa. The information gathered through this questionnaire will be used only for the purpose of academic study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B There is no need to write your name

Thank you in advance for your cooperation.

Part One: General Information

1. Sub city _____
2. Name of the school _____
3. Sex M _____ F _____
4. Age 14-15 _____ 16-17 _____ 18-19 _____ 20 and above _____

Part Two: Adequacy of Facilities, Equipments and play ground. Indicate your response by putting a tick mark (√) under one of the alternatives given.

No	Classroom facilities	Adequate	Inadequate	Not at all
1	your dressing (sport wears)			
2	Teachers Sport wears, check lists, whistle, stop watch etc.			
3	Play ground and sport fields			
4	Materials and equipments (teaching aids)			

Part Three: Teachers practice on application of classroom management techniques.

Indicate your response by circling the letter of your choice and writing on the space provided.

1. Do your physical education classes have rules and procedures?

A, yes B, No

2. If your responses for the proceeding item is “yes” who set the rules and procedures

A, the teacher C, the teachers and students
B, the student D, the school administration

3. Do the teachers teach you about rules and expected appropriate behaviors of physical education classes during the beginning of the new academic year?

A, yes B, No

4. Do rules and procedures posted? A, yes B, No

5. How do you evaluate your teacher’s firmness and consistency in applying the set rules and procedures?

A, high B, moderate C, low

6. How do you rate your teacher’s motivation to teach the subject?

A, high B, moderate C, low

7. If your answer for the preceding item is “low” what are the possible reasons?

8. Do your teachers use varied instructional methods during presentation?

A, yes B, No

9. Do your teacher give you any kind of reward for students?

A, yes B, No

10. Do your teacher use verbal encouragements on practical classes?

A, Yes B, No

11. Do your teachers organize you in pairs and small groups for practical practice?

A, yes B, No

12. If “yes” on what bases does the teacher organize you?

A, based on interest B, based on seating C, randomly

13. Do the majority of you have interest to practice the activities in groups?

A, yes B, No

14. Do the teacher give you different practical activities, drills and tasks?

A, yes B, No

15. Do all group members equally participate in the group activities?

A, yes B, No

16. Do the teacher constantly take your attendance?

A, yes B, No

17. Do the teacher monitor and provide feedback for you while doing activities?

A, yes B, No

18. Do the teacher go round the rows, line ups and groups to motivate you?

A, yes B, No

19. Do the teacher attentively listen you?

A, yes B, No

20. Do the teacher use simple languages that can be easily understand by you?

A, yes B, No

21. Do the teacher use non verbal communication during practice?

A, yes B, No

Part Four: *Students Disciplinary problems.*

Please give your opinion by putting a tick mark (√) under one of the representative number of the given alternatives.

3= agree

2= undecided

1= disagree

No	Types of Disciplinary problems	3	2	1
1	Disturbing in the class and field (talking & shouting)			
2	Coming late to the class			
3	No or weak participation in practical class			
4	Failure to bring or prepare sport wears			
5	Absenteeism			
6	Unnecessary interference in the classroom			
7	Cheating			
8	In attentiveness in the class			
9	Disobeying teachers			

10. If you observe (show) any other disciplinary problems, please mention

11. What are the major causes of student's disciplinary problem in the classroom?

Part Five: *Teachers coping strategies of disciplinary problems in the classroom.*

Please forward your opinion by putting tick mark (✓) under the representative number of the given alternatives.

3= agree

2= undecided

1= disagree

No	Mechanisms of responding to misbehaviors	3	2	1
1	Remind the rules and procedures of the classroom			
2	Private discussion with the learner			
3	Communicate with students parents			
4	Ignoring the misbehavior if it is not serious			
5	Remove the misbehaved student out of class			
6	Send the learner to the office			
7	providing reward (apply positive reinforcement)			
8	Suspension for continuous classes			
9	Apply physical punishment			

10. If you use any other coping mechanisms please, specify

Appendix D

Addis Ababa University
School of Graduate study
Faculty of life Science
Department of sport science

Classroom observation check list to be completed by the researcher

I. General information

1. Sex _____
2. Age _____
3. Sub city _____
4. Name of school _____
5. Grade and section _____ Date _____ Time _____
6. Subject _____ Topic _____
7. Number of students in the class M ____ F ____ Total _____
8. Starting time _____ Finishing time _____

II. Adequacy of facilities, equipments and play ground.

A Direction: indicate your observation about adequacy of facilities by putting a tick mark (✓) in the space provided under “Adequate” or “not all”

No	Classroom facilities	Adequate	Inadequate	Not at all
1	Students dressing (sport wears)			
2	Sport wears and check lists of teachers (whistle, stop watch etc.)			
3	Play ground and sport fields			
4	Materials and equipments (teaching aids)			

B. Classroom physical environment, line up arrangement and play ground

Direction: indicate your observation against the statement by using a tick mark (✓) under the representative numbers.

3= agree

2= undecided

1= disagree

No	Statements	3	2	1
1	The organization and availability of materials and equipment is compatible with instructional objectives			
2	There is enough play ground (sport field) in the school			
3	The students are in a position where they can be easily seen by the teacher			
4	The line up (standing) arrangement of students allow them to see the demonstration as well as the teacher without problem			

C. Teachers practice on application classroom management components.

Indicate your response for the following questions by putting tick mark (√) in front of each item under space provided.

No	Items	yes	No
1	Posted classroom rules and procedures		
2	Teachers organization of students in groups to discuss and learn each other		
3	Teacher uses varied instructional methods while teaching		
4	Teacher employs various instructional strategies		
5	Teacher uses verbal encouragement to motivate learners		
6	Teacher reminds rules when students misbehave		
7	Teacher encourages students to express their own views and feelings		
8	Teacher explanations and demonstrations		
9	Teacher uses non-verbal communication		
10	Teacher goes round the line ups, rows and groups and provide feedback while students do their activities		
11	Teacher arouse students interest to practice in group		

Declaration

I here by declare that this thesis s my original work and all relevant sources used for the thesis are acknowledged.

Name _____

Signature _____

Date _____

This thesis has been submitted for examination with my approval as university advisor.

Name _____

Signature _____

Date of approval _____