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Practical class management problem and teachers' coping strategies in physical education

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Abstract

The aim of this study was to assess practical class management problems and teachers' coping strategies in physical education in some selected public preparatory schools. The study was conducted through a descriptive survey design, and a purposive sampling technique was used to select three schools because of their experience of the schools, accessibility, and proximity to the researcher. A simple random sampling technique was also used to select participants from the population. Data was collected through a questionnaire, an interview, and observation. A total of 380 respondents participated as the source of data. 3 principals, 8 teachers, and 369 students were involved in the study. The data was collected, organized, analyzed, and interpreted using simple percentages, both quantitatively and qualitatively. The result obtained based on the data shows that the availability of playgrounds, sports fields, materials, and equipment is inadequate. The majority of teachers took many courses related to practical class management, and most teachers had rules and regulations for practical class that were set by only teachers. And reminding students of rules, having private discussions with them, communicating with their parents, and applying reinforcement were the mechanisms teachers used to deal with misbehaving students.

Key word: *Management, Physical education, Practical class*

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I. Introduction

1.1. Back ground of the Study

Management is a universal field of study that is applicable to all types of organizations, ranging from huge to small ones as most management theorists have stated. 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 manager's role 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. (Amare, 2011)

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 & Paul R. (2003), Arends (1997), and Bucher and Krotee (2003), classroom management is not an end by itself; it is merely one part of a teacher's 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.

Sport fields 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. As Classroom management is not an end in itself, but one part of a teacher's 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 clear rules and procedures and carefully orchestrated learning activities. The physical education class provides the student with a safe and supportive environment in which to learn the skills, strategies, 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 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, dress in uniform, and conduct each class period in a formal way. Because the nature of the subject gives room to conduct two types of teaching: first, conduct the teaching process inside the classroom, and second, conduct the class outside 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.

Misbehavior frequently occurs because the 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 practical class management problems and teachers' coping strategies in physical education in public preparatory schools at the study area.

1.2. Statement of the problem

Strategies used to manage student behavior, create a supportive classroom, and manage and facilitate instruction contribute to classroom safety and wellness. In addition, teachers sometimes need to take action 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 conflict resolution and anger management, to solve problems. (Burden 2003) This may imply that classroom management will result in and depend on the ability of the teacher's problem-coping strategies, knowledge, and experience to create an effective and smooth environment.

Hence, the researcher hypothesizes that there are different problems with the implementation and practice of good physical education practical class management in some selected public preparatory schools at the study area

The researcher's experience in the area encourages him to do the study. Even if the experience of the researcher perceived a lot of problems, like the skill and knowledge of the physical education teacher, the availability of sport facilities, the size of the students in practical lessons, and the disciplinary problems of students, to the knowledge of the researcher, there has been no study conducted in the study area or on this topic.

This problem initiated the researcher to study the practical class management problem in physical education and how to handle physical education teachers with this problem in some selected public preparatory schools at the study area.

Therefore, to fill this gap, the researcher tried to investigate the practical class management problems and coping strategies of physical education teachers to address the necessary recommendations based on the findings gained from the analysis of the data obtained from the respondents through three data collection instruments.

1.3. Research question

1.3. Research question

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

More specifically, the study tried to find answers to the following basic research questions:

1. Do teachers of physical education in 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?
3. What are the major coping strategies teachers employ to deal with misbehavior in physical education practical classes?
4. What are the possible recommendations that encourage proper implementation of practical class management techniques in physical education practical classes?

1.4. Objective of the Study

This study has general and specific objectives.

1.4.1 General Objective

The objective of this study is to assess and identify major problems in physical education, practical classroom management, and teacher strategies to cope with these problems in some selected public preparatory schools at the study area.

1.4.2. The specific objectives of this study are to:

1. Assess the physical education teacher's professional skills in the implementation of practical class management.
2. Assess the sort of disciplinary problems that arise during the implementation of physical education practical classes.
3. Investigate the teachers dealing mechanisms to cope with the disciplinary problems during the implementation of physical education practical classes.
4. To give feasible recommendations that encourages proper implementation of practical class management techniques in physical education practical classes.

1.5. 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.

II. Methods and materials

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

2.1. Study Design

This study is designed to investigate the physical education teacher's current practical class management problems and teachers' coping strategies in some selected public preparatory schools at the study area. Therefore, a descriptive survey method was employed on the grounds that it helps to enable the research to gather information concerning the problems teachers encounter in implementing classroom management techniques and the prevailing factors that constrain implementation. Survey studies provide information on large groups of people with very little effort and in a cost-effective manner (Dematteo et al., 2005). It also enables one to draw conclusions based on the facts obtained from respondents.

2.4. Sample size and Sampling Techniques

Among the six public preparatory schools above, three were selected through the purposive sampling method based on their experience of the schools, accessibility, and proximity to the researcher. To select all principals and physical education teachers in the school, the purposive sampling technique was employed because they are directly concerned with the issue under discussion and hence deliberately intended to involve them. To represent the student's sample by using stratified sampling, two sections from each selected school, from grades 11^{th} and 12^{th}, were selected by simple random sampling technique. This is to give an equal chance to all student populations through random sampling. To begin with, it was decided that 30 percent of the students would suffice for 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 Somer and B. Somer (1980). They posit that it is appropriate to have a sample size of 30% of the population (if the size of the population is known).

Table 1: Total population and sample size summary

2.5. Data Collection Instruments

The reliable data for the purpose of this study was collected using three data collection instruments.

2.5.1 Questionnaire

Self-prepared open-ended and closed-ended questionnaires were distributed to students and physical education teachers to collect reliable and primary data after conducting a pilot study to check the validity of the questionnaire by Cronbach's alpha (reliability). The researcher selected questionnaires as the main data gathering tools because respondents have an adequate amount of time to give well-thought-out answers (Kothari, 2004). In addition to this, questionnaires allow the researcher to collect a huge amount of information with a small amount of time and resources (Dornyei, 2007). Aside from this, it reduces bias in the result and allows respondents to answer a question in their own words.

2.5.2 Interview

The interviewer has the opportunity to clarify any issues raised by the respondent and to ask follow-up questions. Aside from this, to obtain unique information and to find out about something that the researchers are unable to observe themselves, conducting interviews is essential (Stake, 2010). Therefore, in order to get rich information and consolidate the data obtained from other data collection tools, the researcher conducted a structured interview with the schools' principals.

2.5.3. Observation

Observation was conducted in order to collect other facts that may not have been revealed with the questionnaire and interview. As Kothari (2004) noted, observation is useful to indicate how the lesson is divided into a variety of activities, such as individual work, group work, whole class activities, and others. Accordingly, the observation checklists were designed to examine the availability of classroom facilities, students and teachers' sportswear, the conduciveness and comfort of the playground, the usage of materials and equipment, the extent of classroom management problems, and the coping strategies that will be applied by teachers.

2.5.4. Data collection procedure

To investigate the practice of performance in classroom management in the selected public preparatory schools of the study area, the following procedures were used:

- First, the researcher assessed the schools and tried to observe the practical classes.
- Second, data-gathering tools were developed.
- A third pilot study was conducted to check the validity of the questionnaire.
- Fourth, the researcher had collected, classified, and analyzed all the data.
- Finally, a summary, conclusions, and recommendations were made based on the findings.

2.6. Methods of data analysis

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

III. Result and discussion

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire, interview and observation check list from the sample population of the study. A total of 377 questionnaires have been prepared and distributed to 369 students and 8 teachers and employ interview with 3 principals of the selected schools. Out of the total number of questionnaires distributed, 377 (100%) were properly filled out and returned. All the data gathered from the questionnaires was organized in tabular form and interpreted using percentages. The information collected through interviews and observation is also qualitatively described in order to give an appropriate answer to the basic questions set in the study.

The section is divided into two parts. The first part discusses the characteristics of the respondents. The remaining part deals with the analysis and interpretation of data obtained from questionnaires, interviews, and observation.

4.1. Characteristics of the study population

Table 1: Total population and sample size summary

No.	Study group	Total/Target/population			Sample population				
		Boroda	Karamile	Chelenko	Boroda	Karamile	Chelenko	Total	Total sample
1	Principas	1	1	1	1	1	1	3	
2	Teachers	2	3	3	2	3	3	8	
3	Students	210	546	472	63	164	142	369	380

The characteristics of the study population were examined in terms of gender, age, qualification, years of experience, and grade level based on the responses to the target for personal data in part one of the questionnaire, interview, and observation checklist.

As per the data collected from the respondents, 100% of the principals were male. This indicates that there is no female involvement and a greater dominance of males in the administrative sector. Almost similarly to this, in terms of the percentage of teacher respondents, most of them (75%) were female in terms of gender, and only 25% of the respondents were female. On the other hand, in the case of student respondents, 41.19% were male and 58.8% were female.

On the other hand, in the case of teacher respondents, the majorities (62.5%) were between 20 and 30, and the rest (37.5%) were between 31 and 40 years old. Whereas the age of student respondents is shown in the table, there is no student between 14 and 15 years, the majorities (69.37%) were between 18 and 19, 23% of students were 16–17, and the rest of respondents (7.58%) were above the age of 20. According to the educational qualification details shown in Table 2 above, the principal respondents consist of 66.6% first degree holders and 33.33% master's degree holders. In addition, the teacher respondents' qualifications were 100% first-degree. These shows, the qualifications they had and the demand that the position required in the case of principals was only 33.33% based on the Ministry of Education (MOE) policy, moreover, this, in the teacher's case, is a mismatch with the demand for qualifications and the educational status of the teacher. Because all teachers were in the first degree of their educational statuses

Furthermore, the respondent's years of experience are also shown in Table 2. The principal respondents (66.6%) had service years between 6 and 10, and the other 33.33% had service years between 1 and 5. In the case of teachers' experience, based on the respondents, 75% had service years between 6 and 10, and the remaining 25% had only experience of 1 to 5 years. Concerning the grade level of students, 49.86% are in grade 11 and the rest, 59.14%, are in grade 12. This indicates that both grade levels equally participate in the study.

4.2. Adequacy of Facilities, Equipment and play ground.

Table 2: Class size of schools under study

No.	Item		Principal		Teachers	
1	Class size	Number of student in one class	No.	%	No.	%
		31-40	-	-	-	-
		41-50	1	33.3%	2	25%
		51 -60	1	33.3%	4	50%
		61-70	1	33.3%	2	25%
		70 and above	-	-	-	-

Class size plays a major role in the learning and teaching process in physical education. Even though many teachers are applying different teaching approaches, large class sizes influence their methods in terms of material, playground, grouping, and repetition of drills. Table 3 deals with the class size. Accordingly, 33.33% of the principal and 25% of the teacher respondents explained that their normal practical class size is 41 to 50 students, whereas the majority of the teacher respondents (50%) and the same from the above 33.33% of the principal mentioned their class size is between 51 and 60. On the other hand, 33.33% of the principal and 25% of the teacher respondents responded that the class size is from 61 to 70; there is no class size from 31 to 40 students in one practical class. However, based on her observations, the researcher saw different kinds of class sizes in the three schools where the study took place. The following table was made based on the practical class observation

Table 3: Class size of each school based on observation

No.	Name of School	Class size
1	Boroda	61-70
2	Karamilie	51 -60
3	Chelnko	41-50
	Average	51-60

As can be observed from the table, all the schools included in the study had different class sizes, but the average class size in one practical class among the three sample schools is 51–60. So, it is difficult to manage classes and vulnerable to creating various problems. Class size has its own effect on the teacher's ability and experience to manage their physical education practical class without or with a less than tolerable amount of difficulty. According to Knapp and Hagman's (1953) suggestion, generally speaking, classes should be limited to thirty pupils, and forty should be regarded as the maximum. It is true, of course, that the type of program,

teaching methods, and available facilities affect the number of students that can be adequately provided for in one class. Moreover, 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.

Table 4: Adequacy of facilities, equipment and play ground of schools for physical education practical classes.

No.	Item	Respondents	Rating scale					
			Adequate		Inadequate		Not at all	
			F	%	F	%	F	%
1	Students dressing (sport wears)	Teachers	7	87.5%	1	12.5%		-
		Students	233	63.1%	96	26.1%	40	10.8%
2	Teachers sport wear, attendance ,whistle, stop watch etc.	Teachers	4	50%	4	50%		-
		Students	284	76.9%	69	18.8%	16	4.3%
3	Playground and sport fields	Teachers	3	37.5%	3	37.5%	2	25%
		Students	275	74.5%	94	25.5%	-	-
4	Materials and equipment (teaching aids)	Teachers	4	50%	3	37.5%	1	12.5%
		Students	203	55%	156	42.2%	10	2.8%

As the data collected from the respondents showed, facilities such as sportswear, equipment, and playgrounds are basic and very necessary to conduct a manageable physical education practical class, whether they are adequate, inadequate, or not at all in general. They respond as follows: 87.5% of the teacher respondents mentioned that their students used adequate sportswear, but 12.5% did not accept it. They said it was not adequate. On the other hand, student respondents (63.1%) accepted the idea of their teacher, 26.1% mentioned there were inadequacies, and the remaining 10.8% stated their opinion by saying not at all. In relation to the researcher's interviews with principals, all principals say that students used adequate sportswear in their physical education practical class. This shows that there is a great understanding gap between teachers, principals, and students based on the adequacy of sportswear. Based on my observation, most students wear sporting attire, which deserves. Dressing has a positive influence on better practical classes. As Bucher and Krotee (2002) point out, dress 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. Concerning the sport wears of teachers in addition to attendance, whistles, and stop watches, which are stated in item 2 on the above table, 50% of the teacher respondents and 76.9% of the student respondents confirmed that the teachers sport wears, attendance, and whistles were adequate. On the contrary, 50% of teacher respondents and 18.8% of student respondents explained they were adequate. Furthermore, only 4.2% of the student respondents confirmed that the teacher's equipment was not at all available. This shows that the majority of respondents agreed on the adequacy and that most schools provided the necessary equipment for the teacher; only a small number of student respondents mentioned that the equipment used by teachers was not adequate for the intended purpose. If the teachers are equipped and fulfill the appropriate attire, it would minimize the probability of exposing the teaching and learning problem. As can be seen in the above table, item 3, respondents were asked if the playground in their compound was adequate, inadequate, or not at all. 74.5% of student respondents stated that their schools had adequate playgrounds and sports fields. But only 37.5% of teacher respondents confirmed this idea. On the contrary, 37.5% of teacher respondents and 25.5% of student respondents answered that the playground and the sport field in comparison with the number of total students were adequate; rather, 25% of teacher respondents believed that it was better to say the playground and sport fields were not totally available in the schools.

It shows that the infrastructure and facilities that are necessary for physical education practical classes are not fully provided, which is also one cause of misbehavior and a limitation in supplying the recommended lesson.

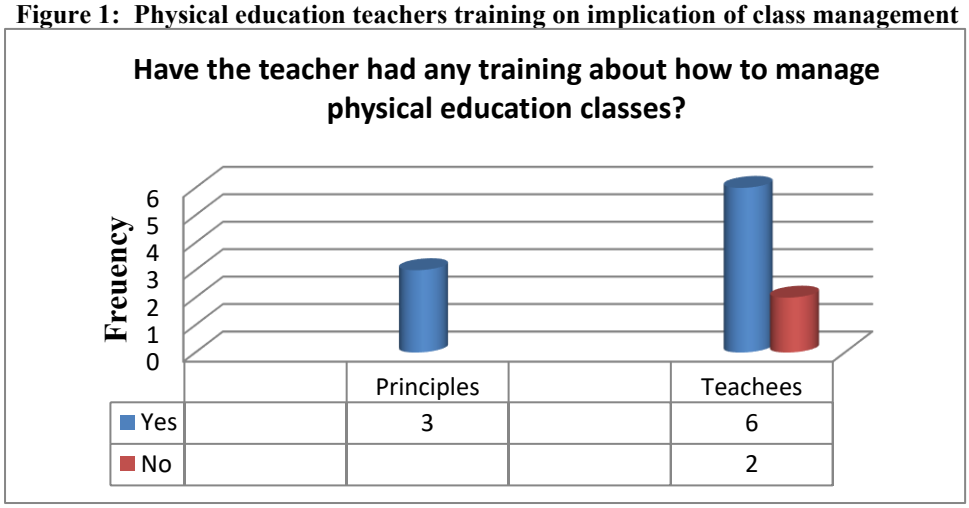
On the other hand, based on observation among those three schools included in the study, only one school had an adequate playground and field, whereas two of them had an adequate playground and field. This shows that the schools had places that were assigned as playgrounds and sports fields, but in terms of their conduciveness and size, they did not have enough space, and at least one of them did not fulfill an adequate playground and field. Based on this, we could conclude that all of them were in an adequate playground and sport field.

The success of the physical education teaching and learning process depends to a great extent on the adequacy of materials and equipment (teaching aids). Hence, schools should have available and adequate

teaching aids to teach the subject with the 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, 50% of teachers and 55% of student respondents confirmed that their schools provided adequate teaching aids. In addition to this, 37.5% of teacher respondents and 42.2% of student respondents said the teaching aids were adequate. Contrary to what 12.5% of teachers and 2.8% of student respondents said, the schools do not have any teaching aid at all. As the researcher observed, only one school has facilities, and through an interview with the principal, two principals said that they fulfill the requirements for facilities and teaching aids; the rest do not. So, physical education practical classes are impossible without the appropriate facility. Burden and Paul (2003) stated that one of the causes of misbehavior during practical class is the inadequacy of the school's facilities and teaching aids.

4.3. Teachers practice on application of classroom management techniques.

Figure 1: Physical education teachers training on implication of class management



According to the personal educational details shown in the above figure 1, the teacher respondent said that 75% of them had educational training about physical education class management, and 25% of them said there was no training about how to manage the class. In addition to this, principal respondents were asked about their physical education teachers training, which included class management, but 100% of them responded that all their teachers had training about it. This indicates there is a great gap between understanding classroom management and the nature of the courses taken in teacher training. Butcher (1975) Teachers who constantly seek to improve themselves through research, study, and participation in professional efforts are usually superior educators. Unless the teacher hasn't had training, the teacher themselves may be the cause of misbehavior. Teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. Burden & Paul.R. (2003), these inappropriate behaviors include 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. If teachers are to grow as professionals, they have to overcome these problems by learning to monitor their teaching as it occurs, to reflect on it afterward, and to engage in professional development activities with colleagues. Good and Brophy (1997)

Table 5: Organization of students during physical education classes

No.	Item	Respondents	Rating scale					
			Adequate		Inadequate		Not at all	
			F	%	F	%	F	%
1	Students dressing (sport wears)	Teachers	7	87.5%	1	12.5%		-
		Students	233	63.1%	96	26.1%	40	10.8%
2	Teachers sport wear, attendance ,whistle, stop watch etc.	Teachers	4	50%	4	50%		-
		Students	284	76.9%	69	18.8%	16	4.3%
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4	Materials and equipment (teaching aids)	Teachers	4	50%	3	37.5%	1	12.5%
		Students	203	55%	156	42.2%	10	2.8%

The success of conducting a physical education class's teaching and learning process depends to a great extent on the teacher's ability to organize the students when they participate in practical sessions. Hence, teachers need to know much about how to organize students to conduct a manageable class. In this regard, principals, teachers, and students were asked whether the teacher organized the students in small groups and pairs for practical practices (Amare, 2011). Accordingly, 100% of teacher and 81.8% of student respondents believed that he or she organized students in practical activities. On the contrary, only 18.2% of student respondents did not believe in the teacher's organization. In general, this shows that most of the teachers used paired and small group organization. In addition, according to item 1 of the figure, the majority of the respondents said teachers organize students, but their organization base is different. So, the respondents gave their opinion accordingly: 25% of teachers and 37.3% of student respondents said it was based on interest, while 11.1% of students (respondents) responded that it was based on their class room order (line up). But the majority of respondents, 75% of teachers in addition to 51.6% of students, said the groups organized without any base; they formed randomly. This shows that the organization of students is mostly based on random grouping.

More than this, the participants were asked whether the majority of the students had an interest in practicing the activities in groups or not. Based on the data obtained, 62.5% of teachers and 80.2% of students expressed interest in practicing activities in groups. On the other hand, 37.5% of teacher respondents and 19.8% of student respondents said students did not have an interest in practicing in groups. Besides this, the participants were asked if the teacher gave different practical activities, drills, and tasks for each group or not. The respondents report that 75% of teachers and 74.7% of students believed that the teacher gave different practical activities. Only 25% of teachers and 25.3% of students stand on the opposing side. Furthermore, the respondents were asked if the group member participation in the activities was equal or not. 50% of teachers and 33.8% of students believed that the participation was equal, whereas 50% of teachers and 66.2% of students believed that the participation in the group was not equal. This indicates that the participation of group members in different practical activities is poor.

Table 6; Physical education teacher's communication skill with students

No.	Statements	Alternative	Respondents			
			Teachers		Students	
			F	%	F	%
1	Does the teacher attentively listen and communicate with his/her students?	Yes	7	87.5%	262	71%
		No	1	12.5%	107	29%
2	Does the teacher use nonverbal Communication during practice?	Yes	5	62.5%	114	30.8 %
		No	3	37.5%	255	69.2 %

Physical education is one of the few educational experiences in which students are usually actively engaged in situations requiring social interactions and communication skills. As can be seen in Table 6 above, when asked if the teacher attentively listens and communicates with the students or not, 87.5% of teacher and 71% of student respondents confirmed that the teacher listens and communicates with students. On the other hand, 12.5% of teacher respondents and 29% of student respondents said the teacher never listens or communicates with students. In a related vein, the respondents were also asked whether the teacher used nonverbal communication or not. Accordingly, 62.5% of teacher and 30.8% of student respondents observed that the teacher used nonverbal communication. On the contrary, 37.5% of teachers and 69.2% of student respondents said teachers of physical education never used nonverbal communication during practical classes. Aronson (1958) has touched on many important ingredients in the communicative process. Teaching is certainly concerned with the communicative process. Over the years, many models of communication have been presented. Each contains the essential ingredients of two-way communication: receptivity, respect for communicative time, and perception ability. "Listening skills," says Amidon, "are as important to the learner as reading and writing skills". If Amidon is right, then a great deal of the emphasis in public education has been misguided.

Table 7: Physical education teachers and students motivation towards the subject

No.	Statements	Alternative	Respondents			
			Teachers		students	
			F	%	F	%
1	How do you rate student's motivation to learn the subject?	High	5	62.5%	152	41.2%
		Moderate	3	37.5%	147	39.8%
		Low	-	-	70	19%

2	Does the teacher use varied instructional met hods during presentation?	Yes	8	100%	242	65.5%
		No	-	-	127	34.5%
3	Does the teacher use verbal encouragements on practical classes?	Yes	8	100%	223	60.4%
		No	-	-	142	39.6%

Motivation: A desire to learn, coupled with an interest in the activity, increases the student's chance of success (Amare, 2011). Table 7 discusses the 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, 62.5% of teacher respondents and 41.2% of student respondents rated it as high. Besides this, 37.5% of teacher respondents and 39.8% of student respondents rated it as moderate. Contrary to this, 19% of student respondents rated it as low. This shows that most of the students had a high interest in learning the subject, and teachers and administrators should give more emphasis to motivation. In relation to this, the usage of various instructional methods during the conduct of a physical education class had their own role in achieving the objectives of the subject. Concerning these participants, it was asked if the teachers used various methods or not. Based on respondents' reports, 100% of teachers and 65.5% of students responded that they used various methods, and on the other hand, 34.5% of student respondents believed that the method used was not various.

As can be observed from the same table item 3, the usage of the teacher's verbal encouragement in practical classes was raised with the participants, and they responded. According to the data obtained, 100% of teachers and 60.4% of students said the teacher used verbal encouragement when he or she conducted a physical education class, whereas 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 have good motivation, which they should maintain and improve in different ways. Singer and Dick (1974) place more emphasis on motivation. The learning of skills, attitudes, and information in physical education can be influenced by a variety of circumstances, and the effective teacher realizes and uses those motivational techniques appropriate for the class as a whole as well as for individual students.

Table 8: Teacher's implementation of monitoring and recording

No.	Statements	Alternative	Respondents			
			Teachers		students	
			F	%	F	%
1	Does the teacher constantly take students attenda nce?	Yes	4	50%	254	68.9%
		No	4	50%	115	31.1%
2	Does the teacher monitor and provide feedback for students while doing their activities?	Yes	6	75%	253	68.5%
		No	2	25%	116	31.5%
3	Does the teacher go round the rows, line ups an d groups to motivate and control students?	Yes	8	100%	228	61.8%
		No	-	-	141	38.2%

Table 8 deals with the implementation of rules and procedures in physical education classes. Accordingly, 50% of teacher and 68.9% of student respondents said the teachers of physical education constantly take students attendance, but on the contrary, 50% of teacher and 31.1% of student respondents said the teacher never takes attendance constantly. In addition to this, the respondents were asked about the teacher's monitoring and feedback giving while his or her students were performing activities; 75% of teachers and 68.5% of students believed that the teacher monitored and gave feedback for the students. On the other hand, 25% of teacher respondents and 31.5% of student respondents believed that their teacher never gave feedback when the students performed the activities. Moreover, in practical classes, the teachers movements around the rows, line-ups, and groups to motivate and control students were also asked of the participants, and 100% of teachers 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 or she never did this activity while teaching. Daughtrey and Lewis (1979) mentioned that recording attendance is important because it has administrative implications in most places. Students are required by law to attend. The school and teachers are legally responsible for the students enrolled in their classes.

Table 9: Implementation of physical education class rules and procedures

No.	Statements	Alternative	Respondents					
			principal		Teachers		Students	
			F	%	F	%	F	%
1	Do physical education classes h ave rules and procedures?	Yes	3	100%	8	100%	295	80%
		To some extent	-	-	-	-	2	0.5%
		No	-	-	-	-	72	19.5%
2	If your answer for the proceedin g item is "yes" who set the rules and procedures?	Teacher	2	66.7%	3	37.5%	148	40.2%
		Students	-	-	-	-	33	8.9%
		Teachers and students	-	-	3	37.5%	68	18.4%
		School's administrative	1	33.3%	2	25%	120	32.5%
3	Does the teacher teach the stude nts about rules and expected ap propriate behaviors of physical education classes during the beg inning of the new academic yea r?	Yes	3	100%	8	100%	283	76.7%
		No	-	-	-	-	86	23.3%
4	Do teachers prepared special ph ysical education rules and proce dures?	Yes		100%		100%	230	62.3%
		No	-	-	-	-	139	37.7%
5	How do you evaluate teacher's f irmness and consistency in appl ying the set rules and procedure s?	High		100%	2	25%	82	22.2%
		Moderate	-	-	-	-	256	69.4%
		Low	-	-	6	75%	31	8.4%

Table 9: Exhibits responses on the implementation of physical education class rules and procedures. According to the collected data for the question shown in table 9 above in item 1, when respondents asked whether the physical education classes had rules and procedures or not, all (100%) of the principals, all (100%) of the teachers, and 80% of the student respondents confirmed that their physical education class had its own rule and procedure. But only 0.5% of student respondents respond that it is to some extent only. Contrary to that, 19.5% of student respondents said there were no special rules and procedures for physical education classes. Based on the established rules and procedures, as stated in Table 1, all participant principals and teachers, in addition to 80% of the student respondents, said that there is a special rule for physical education class, but when asked who set the rules and procedures, 66.7% of principals, 37.5% of teachers, and 40.2% of students mentioned the rules were established by the teacher, and only 8.9% of student respondents said the rules were established by the student. On the other hand, 37.5% of teacher and 18.4% of student respondents said the rules and procedures are settled by the teacher and student together. More than this, 33.3% of principals, 25% of teachers, and 32.5% of student respondents responded 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 all the physical education classes at the school. Furthermore, regarding the teachers of physical education and whether they teach the students about the rules, procedures, and expected behaviors of physical education classes at the beginning of the new academic year, 100% of the principal, 100% of the teacher, and 76.7% of the student respondents said physical education teachers taught it at the beginning of the new year, but 23.3% of the student respondents reflected their idea by saying no.

In the same table, the respondents were asked to indicate whether the teachers prepared special physical education class rules and procedures. Thus, 100% of principals, 100% of teachers, and 62.3% of student respondents said that they prepared. On the contrary, only 37.7% of the student respondents said they were not prepared. Furthermore, participants were asked to report the consistency and firmness of teachers in applying established rules and procedures. Thus, 100% of principals, 25% of teachers, and 22.2% of student respondents evaluated their firmness and consistency as high. However, 69.4% of student respondents evaluated its consistency and firmness as moderate. On the contrary, the great number of teachers (75%), and a few students (8.4% respondents evaluated as low. This indicates that the preparation of special 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.

4.4. Students Disciplinary problems

Table10: Student's disciplinary problems in physical education class and field

No.	Item	Respondent	Rating scale		
			Agree	Undecided	Disagree
1	Disturbing in the fields (t alking & shouting)	Teachers(No.=8)	(5)62.5%	-	(3)37.5%
		Students(No.=369)	(162)43.9%	(41)11.1%	(166)45%
2	Coming late to the class	Teachers(No.=8)	(5)62.5%	-	(3)37.5%
		Students(No.=369)	(164)44.5%	(47)12.7%	(158)42.8%
3	weak or No participation in the class	Teachers(No.=8)	(2)25%	-	(6)75%
		Students(No.=369)	(108)29.3%	(13)3.5%	(248)67.2%
4	Failure to prepare and brin g sport wears	Teachers(No.=8)	(2)25%	(1)12.5%	(5)62.5%
		Students(No.=369)	(129)35%	(56)15.2%	(184)49.8%
5	Absenteeism	Teachers(No.=8)	(3)37.5%	-	(5)62.5%
		Students(No.=369)	(111)30%	(84)23%	(174)47%
6	Unnecessary interference in the classroom	Teachers(No.=8)	(3)37.5%	(1)12.5%	(4)50%
		Students(No.=369)	(122)33%	(45)12.3%	(202)54.7%
7	Cheating	Teachers(No.=8)	(2)25%	(2)25%	(4)50%
		Students(No.=369)	(151)40.9	(24)6.5%	(194)52.6%
8	Inattentiveness in the class	Teachers(No.=8)	(2)25%	(2)25%	(4)50%
		Students(No.=369)	(134)36.4%	(61)16.6%	(174)47%
9	Disobeying teachers	Teachers(No.=8)	(2)25%	(2)25%	(4)50%
		Students(No.=369)	(101)27.3%	(13)3.5%	(255)69.2%

When a physical education teacher conducts a practical class, the major problems mentioned in the table above might be faced. According to the student's disciplinary problems in the class and field shown in Table 10 item 1 above, the disturbance of students in practical class time by talking or shouting was seen as follows by respondents: 62.5% of teacher respondents and 43.9% of student respondents agreed on it. Only 11.1% of student respondents said they were undecided about their disturbance. 37.5% of teachers and 45% of students disagree. This shows that disturbing behavior through talking and shouting was among the major observed behavioral problems. Concerning the students' lateness in coming to the practical class, 62.5% of teachers and 44.5% of student respondents agreed that the students have come to class lately. On the other hand, 12.7% of students did not have a clear decision about it, whereas 37.5% of the teachers and 42.8% of students strongly disagreed on lateness as a disciplinary problem.

According to the student's participation in physical education practical classes, 25% of teachers and 29.3% of student respondents responded that they agreed on weak or no participation as a disciplinary problem, and only 3.5% of student respondents did not decide on the issue; moreover, 75% of teachers and 67.2% of student respondents did not confirm weak participation as the major disciplinary problem. This shows the majority of the respondents did not accept no or weak participation as a major source of disciplinary problems.

To attend physical education practical classes, preparing and bringing sport wear are among the most important factors that are basic to a student's participation in different activities. In this regard, respondents were asked to decide whether preparing and bringing sportswear were among the major disciplinary factors; 25% of teachers and 35% of students agreed on that, and only 12.5% of teacher and 15.2% of student respondents were undecided on it. But the majority, 62.5% of teacher respondents and 49.8% of student respondents, disagreed on the factor as a means of disciplinary problem. As depicted in the table above, item 5, 37.5% 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 (62.5% of teachers and 47% of student respondents) strongly oppose this idea. This shows absenteeism is not a great behavioral problem in schools.

Interference between classes has its own negative role in the teaching and 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, 37.5% of teachers and 33% of students confirmed that it is one of the commonly observed disciplinary problems of students, and in addition, 12.5% of teacher and 12.3% of student respondents

were undecided. But the greater number of respondents—50% of teacher respondents and 54.7% of student respondents—strongly disagree that unnecessary interference is a means of disciplinary problem solving. This shows the majority of respondents did not face unnecessary interference in the field as well as in the class. As per the data collected from respondents, about 25% of all teachers and 40.9% of students agree that cheating is an observed disciplinary problem, and 25% of teacher and 6.5% of student respondents did not decide on it. Rather, 50% 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 as the field, 25% of teachers and 36.4% of student respondents confirm inattentiveness as an observed problem, but 25% of teachers and 16.6% of student respondents are undecided on it, whereas the remaining 50% of teachers and 47% of student respondents disagree on inattentiveness as a disciplinary problem.

Disobeying is one of the most common disciplinary problems, especially in preparatory schools, which have students in the fire-age area. Based on this idea, respondents were asked their opinion on students disobeying teachers in their school, and 25% of teachers and 27.3% of students agreed that disobeying teachers is one of the observable disciplinary problems of students, whereas 25% of teachers and 3.5% of students were undecided on the issue. Contrary to this, a large number of respondents—50% of teachers and 69.2% of students—strongly disagree that disobeying teachers is not among the disciplinary problems of their students.

4.5. Teachers coping strategies of disciplinary problems in the classroom.

Table 11: Teacher's mechanisms for responding misbehaviors

No.	Item	Respondent	Rating scale		
			Agree	Undecided	Disagree
1	Remind the rules and the procedures of practica l class	Teachers(No.=8)	(7)87.5%	(1)12.5%	
		Students(No.=369)	(246)66.7%	(49)13.3%	(74)20%
2	Private discussion with students learner	Teachers(No.=8)	(6)75%	(2)25%	-
		Students(No.=369)	(229)62.1%	(42)11.4%	(98)26.5%
3	Communicate with students' parents	Teachers(No.=8)	(6)75%	-	(2)25%
		Students(No.=369)	(155)42.1%	(82)22.2%	(132)35.7%
4	Ignoring the misbehavior if it is not serious	Teachers(No.=8)	(1)12.5%	(5)62.5%	(2)25%
		Students(No.=369)	(155)42%	(61)16.6%	(153)41.4%
5	Remove the misbehaved student out of class	Teachers(No.=8)	(1)12.5%	(2)25%	(5)62.5%
		Students(No.=369)	(234)63.3%	(10)2.8%	(125)33.9%
6	Send the learner to the office	Teachers(No.=8)	(1)12.5%	(6)75%	(1)12.5%
		Students(No.=369)	(163)44.2%	(57)15.5%	(149)40.3%
7	Applying positive reinforcement (Providing Re ward)	Teachers(No.=8)	(7)87.5%	(1)12.5%	-
		Students(No.=369)	(179)48.4%	(64)17.3%	(126)34.3%
8	Suspension for continuous classes	Teachers(No.=8)	-	(2)25%	(6)75%
		Students(No.=369)	(124)33.6%	(74)20.1%	(171)46.3%
9	Apply physical punishment	Teachers(No.=8)	-	(2)25%	(6)75%
		Students(No.=369)	(99)26.9%	(30)8.1%	(240)65%

As a result, Table 11 depicts the type of teacher's mechanism for responding to misbehaviors that 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 agreed on the mechanism of reminding rules and procedures to students of physical education practical classes, and 12.5% of teachers and 13.3% of student respondents never decided on the reminding. From the total respondents, only 20% of student respondents disagreed with the reminder rules and procedures mechanism. As most scholars in education have 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 for responding to different misbehaviors. Based on this, 75% of teachers and 62.1% of student respondents agree that private discussion with the learners is one of the observed mechanisms, whereas 25% of teachers and 11.4%

of student respondents are undecided on the idea. Only 26.5% of student respondents stand on the opposing side in disagreement over the mechanism. This shows that the teacher's private discussion plays a great role in solving misbehavior. 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 the mechanism of communication with students' parents, which is stated in item 3 of the table, 75% of teachers and 42.1% of student respondents confirmed that it is one of the commonly used mechanisms to respond to misbehaviors of students. 22.2% of student respondents did not decide on the mechanism. But 25% of teacher respondents and 35.7% of student respondents did not agree on students' parents communication mechanisms. This shows that most of the principals and teachers accepted this mechanism, but in the case of the student respondents, less than half accepted it.

Item 4 of the above table exhibits responses based on ignorance of the misbehavior if it is not serious. According to the collected data and remarks obtained from the respondents, 12.5% of teachers and 42% of students agree on the mechanism; on the other hand, 62.5% of teachers and 16.6% of teacher respondents are undecided on the mechanism. But 25% of teacher respondents and 41.4% of student respondents disagree on the mechanism. This shows that the respondents have different understandings of the mechanism. According to one of the mechanisms stated on item 5, removal of the misbehaved student out of class, none of the principals agreed on the mechanism, but 12.5% of teachers and 63.3% of student respondents confirmed removing the student out of class as a mechanism, with 25% of teachers and 2.8% of student respondents undecided. On the other hand, 62.5% of teachers and 33.9% of student respondents disagree about the mechanism. This indicates that a greater number of respondents never accept the mechanism of removing students from class**.** As it could be seen in the above table item 6, when respondents were asked to respond about sending the student to the office, 12.5% of teachers and 44.2% of students confirmed that was among the mechanisms their school's physical education teachers used, whereas 75% of teacher and 15.5% of student respondents were undecided on it. More than this, 12.5% of teachers and 40.3% of student respondents disagree with accepting it as a mechanism. Based on the respondents' opinions about applying positive reinforcement (providing reward), 87.5% of teacher and 48.4% of student respondents agree by supporting the mechanism, and 12.5% of teacher and 17.3% of student respondents never decided about the mechanism. Only 34.3% of student respondents disagreed on the mechanism that applied to responding to misbehaviors. This indicates that most of the respondents agreed on positive reinforcement. As shown in the above table item 8, the participants asked about suspension from continuous class as a mechanism, and 33.6% of student respondents agreed on that, but none of the teachers supported the idea. On the other hand, 25% of teachers and 20.1% of students never decide their opinions. More than this, the majority (75% of teacher and 46.3% of student respondents disagree on the mechanism of continuous suspension from class). Today, physical (or corporal) punishment is not accepted throughout the world. But some individuals, at their own risk, use it as a mechanism for responding to misbehavior. Based on this fact, when the participants were asked about physical punishment, 26.9% of student respondents agreed on it as a mechanism, and 25% of teachers and 8.1% of students never decided on it. But the majority of the participants—75% of teachers and 65% of student respondents—strongly disagree that physical punishment should not be taken as a mechanism for responding to misbehavior. This in general indicates, not only based on the indications of different authors research but also the legal law of the country, that taking physical punishment as a means of responding to misbehavior is not accepted.

4. Conclusion and recommendations

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

4.1. Conclusions

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

- The implementation of practical class management requires effective teachers who have knowledge, dedication, emotional stability, and personal qualifications. Without fulfilling these essential elements, achieving the expected objective is difficult. In relation to this, the effectiveness of class management strategies highly depends on the adequacy of well-trained teaching staff.
- Discipline is essential for the teaching and learning process. Physical education classes include students of various temperaments, abilities, and lifestyles. 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.
- Concerning play grounds and sports fields, the results of the study reveal that almost all of them were not adequate and conducive to implementing effective class management. Regarding the implementation of class management components, the findings of the study depict that the majority of the teachers were applying rules,

motivating students, and providing feedback. But the teacher's organization of students randomly without any basis should be considered.

- With regard to teachers mechanisms for responding to misbehavior (disciplinary problems), there were few applications of physical (corporal) punishment. This implies that applying physical punishment is not accepted in any way; teachers should apply more psychological treatment than physical treatments.
- With regard to the major problems that hinder the implementation of practical class management, the results of the findings confirmed that the inadequacy of playgrounds, sports fields, teaching aids, lack of teaching skills, large class size, organizational methods, settlement and application of rules, and students' disciplinary problems are the major factors.
- It is better to have a field without a school than to have a school without a field. The school condition relates to the availability of playgrounds and facilities, which need to be considered seriously for the effective implementation of practical class management strategies.
- As a result of observation, most schools under the study use a physical education period as a play time for students rather than a normal class for a subject.

4.2. Recommendations

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

- In order to prevent the students' disciplinary problems, teachers need to spend much of their time setting the rules and procedures of the practical class with the participation of students and administrators rather than only at the beginning of the new academic year. Moreover, teachers need to teach the set rules and procedures with the participation of students and develop an active chain of communication with students and school administrators.
- The result of the study revealed that the conduciveness of playgrounds and sports fields to implementing practical class management was found to be inadequate. Therefore, it would be recommended that administrative bodies give significant attention so as to alleviate the problems.
- The result of the study demonstrated that the majority of the schools under study had inadequate instructional resources and facilities (teaching aids for the subject). Therefore, the concerned bodies of education, subject teachers, students, and parents should show unreserved effort to fill this gap. Moreover, teachers need to be equipped with the necessary knowledge and skills so as to prepare and utilize instructional materials wisely for the implementation of class management components.
- The observation of the study reveals that most of the school's physical education classes spend only time playing instead of the time allotted for the subject. Therefore, concerned bodies of education (especially administrative bodies (the government)) should fill the infrastructure and equipment that are necessary to perform practical education, and subject teachers, by teaching the objectives of physical education practical classes, should give more emphasis to alleviating these problems.

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