

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE



**FACTORS THAT AFFECT CLASS MANAGEMENT AND ITS
UTILIZATION OF PHYSICAL EDUCATION IN TEACHING LEARNING
PROCESS OF SELECTED SECONDARY SCHOOLS OF HOROGUDURU
WELLEGA ZONE, IN OROMIA REGIONAL STATE**

BY:-

ADUNA BOGALE WAKJIRA

**A RESEARCH PAPER PRESENTED TO COLLEGE OF NATURAL
SCIENCE IN PARTIAL FULFILLMENT OF DEGREE OF MASTERS OF
EDUCATION IN TEACHING PHYSICAL EDUCATION (MEd)**

DECEMBER, 2018
JIMMA, ETHIOPIA

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Abbreviation and Acronyms

CRCM	Culturally responsive class management
CM;	Class management
PE:	Physical education
SS:	Secondary school
HPE:	Health and physical education
SPSS:	statically package for social science
ITE	Institute of Teacher Education
ALT-PE	Academic Learning, Time Physical Education,

Abstract

The main objective of this study was to assess factors that affect class management and its utilization of physical education in teaching learning process of Goben, Wayu, Babala, Shumbo and Gebate secondary schools. Descriptive research method was used with quantitative and qualitative approaches. In this approach quantitative data were collected from 370 sample respondents. The qualitative data were collected from five physical education teachers and five principals. The collected data were analyzed by descriptive statistical in percentages, mean, standard deviation and analyzed to give meaningful conclusions for the result of this study. On the basis of the analysis made of this study the findings of this study were identified. The findings of this study were: the student discipline, the absence of standard class facilities, the lack of well organized systems in addressing standard class, the teachers attitude, lack of preparation in side of teachers, the student discipline affected the class through disturbing each other so that the class become disturbed this in turn affecting the teaching learning atmosphere and the solution suggested to reduce the factors affecting class management were supplying sufficient and standard class materials, managing the behavior of students and adequate preparations of teachers in the class management strategies. The points that suggested as recommendations were: the number of students in the single class should be at standard; student discipline should be managed through participating teachers, students and the concerned bodies and standard class facilities should be fulfilled through mobilizing the community and the concerned stakeholders.

Key words: class management, students' behavior. Environment. *Discipline*

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Class management is a term teachers use to describe the process of ensuring that class lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens (Pangrazi, & Beighle 2010).

It is a difficult aspect of teaching for many teachers with factors that have been affecting the class management. Problems in this area cause some to leave teaching in the side of teachers and leave learning in the side of students. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again in the case of factors that had been affecting the class management made the teachers to exhaust to teach. A Major reasons for leaving teaching in the side of teachers were negative student attitudes and discipline (Brophy & Good 1986).

Class management is crucial in class because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Class management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Soheili, Alizadeh, Murphy, Bajestani, Ferguson and Dreikurs). In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in class management (Ibid).

Teachers do not focus on class management, because higher education programs do not put an emphasis on the teacher attaining class management; indeed, the focus is on creating a conducive learning atmosphere for the student (Eisenman, Edwards, and Cushman). These tools enable teachers to have the resources available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Moskowitz & Hayman (1976), once a teacher loses control of their class, it becomes increasingly more difficult for them to regain that control (Bear, G.G. 2008).

The class is a vehicle for getting students from where they are when they enter the schoolhouse door to where they need to be an academic year later. Utilizing the class management skills are a prerequisite to effective instruction. Most students enjoy and appreciate a learning environment that is organized and efficient allowing for the maximum amount of time to be devoted to learning skills. The utilization of effective class management techniques allows for increased productivity from both students and the teacher (Kauchak and Eggen, 2008).

Class management refers to the efficient movement and organization of student activity along with the efficient utilization from one activity to another. It includes utilizing the rules, procedures, and protocols that facilitate an orderly and structured environment in which children can be productive and safe. It includes the ongoing interactions between children and their teacher (Evertson et al, 2006).

Skills which allow utilizing the good class management should be taught to children in a manner similar to teaching physical skills. All skills need to be learned through practice and repetition until they become almost automatic Pangrazi, & Beighle (2010).

When class management is viewed as a set of skills, these set of skills to be taught and practiced, and then it is much easier to have empathy for students who do not perform well. Some students will perform management skills incorrectly, just as some students make mistakes when performing physical skills. A focus on correcting management problems by practicing the skill (spacing, stopping signal etc.) is much more constructive than lectures or accusations of a class for not doing things according to expectations(Barbetta etal, 2005).

The time you utilize in managing student behavior is time well spent. The time you spend now managing student behavior is time that you will save down the road or in the long run. Effective management systems tend to cause disruptive behavior to self-eliminate. At the same time management is an ongoing and never ending process (Ibid).

The class environment is influenced by the guidelines established for its operation, its users, and its physical elements. Teachers often have little control over issues such as temperature and leaky ceilings, but they greatly influence the operation of their classes. Effective teachers utilize their expertise to manage and organize the class and expect their students to contribute in a positive and productive manner. It seems prudent to pay careful attention to classes' climate, given that it can have as much impact on student learning as student aptitude (Wang, Haertel, & Walberg, 1993). Effective teachers take time in the beginning of the year and especially on the

first day of school (Emmer, Evertson, & Anderson, 1980; Emmer, Evertson, & Worsham, 2003) to establish class management, class organization, and expectations for student behavior. Utilization is the action of using something, i.e., making practical and effective use of it. Put simply; the term refers to the use of something or the process of using it effectively (Ibid).

Class utilization is key measures to understanding the relationship between student enrollment, course and learning program development, and facility availability. The utilization of instructional class space is considered as class room space utilization (Ibid).

In the class management different techniques have been utilized by the teachers. The most common techniques that have been utilized by the teachers for the class management are get the students to choose their seats, give incentives to do their best on assignments, establish a positive relationship with the class, Create a safe learning environment and Use Praising is which can be used to transform a student's image, uplift the entire class, and reinforce the values you seek to promote in your class or school community Bear (2008).

Preventive techniques have been used in the class management Preventive approaches to class management involve creating a positive class community with mutual respect between teacher and student.

Teachers using the preventive approach offer warmth, acceptance, and support unconditionally – not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a class contract. The contract should be created by both students and the teacher.

In the contract, students and teachers decide and agree on how to treat one another in the class. The group also decides on and agrees to what the group will do if someone violates the contract. Rather than a consequence, the group should decide how to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation (Ibid).

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. To use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward.

Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that earn rewards (Ibid).

1.2. Statement of the problem

A teacher's most important activity in a typical class environment is the one related to class management. Learning and teaching cannot take place in a mismanaged classes and inappropriate utilization of class management components (Marzano, 2003). In limited terms, class management is the management of the class by utilizing the appropriate components of class management techniques.

Contemporary understanding of class management approach calls for conceiving class in utilizing appropriate a system (Aydõn, 2005). Class in educational system is a subsystem of educational management and at the same time a formal organization. Within this framework, class management could be defined as the process of arranging and its utilizing the class environment and its physical structure under the laws in order to satisfy the expectations of the educational system, the curriculum (of the lesson), the school, the lesson, the teacher and of the students; constituting the rules, relation patterns and administration of class order; planning, presenting and evaluating educational activities; recognizing students' assets; providing student motivation; arranging class communication pattern; attaining class discipline; and of effective and productive employment of time, human and material resources in order to prevent students' undesired behavior (Ibid).

The human resources mentioned here do not only imply teachers and students but instead they address all the people indirectly contributing to the learning and teaching process (administrators, other teachers, janitors, officers, parents etc.). Material resources are physical structure of classes, laboratories and other educational spaces, educational tools and equipment, education technology, graphics, panels, posters, pictures, maps etc. The most striking dimension of class management is its direct effect on learning. From this perspective, class management can be defined as the organization of learning (Sabancõ, 2008).

On the other hand, discipline has two meanings with regard to behavior. The first one refers to undesired behavior. For example, we say "The discipline of these classes is poor". The second is the procedure in which the teacher seeks to discover the acceptable student behavior (Charles, 2005). In this research, the concept of "students' disciplinary behavior" refers to the students'

undesired behavior, as stated by Charles in the first definition, in other words, the undesired disciplinary behavior of the student in the class.

Preventive techniques have been used in the class management. Preventive approaches to class management involve creating a positive class community with mutual respect between teacher and student.

(Rachel et al 2012) on junior secondary school student misbehaviors in class had showed that the most common and disruptive problem behavior was talking out of turn, followed by no attentiveness, daydreaming, and idleness, unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression, teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the class settings and upsetting teaching and learning, which mainly required intervention from teachers.

Class organization is evident in classes even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all part of organization. Effective teachers decorate the with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working (McLeod et al., 2003).

Class management is very important to run the effective teaching - learning process in the physical education in the secondary schools. Previous studies were not conducted in five selected secondary schools of Horo Guduru wellegga zone. The researcher was motivated to conduct on the factors that affecting class management and its utilization of physical education in teaching-learning process of selected secondary school to identify the factors and to cross-check factors that identified through previous research with the current study as well as the find out the other factors.

Therefore, this study was aimed to assess the factors that affect the class management and its utilization in teaching learning- process in Physical Education in selected secondary schools of Horo Guduru wellegga zone. So that following that research questions were answered.

1. What are the factors that have been affects the class management and its utilization in the secondary school?
2. Which factor is more affecting the class management and its utilization in teaching physical education in the secondary schools?
- 3 What are solutions that was propose minimize the factors that affect the class management and its utilization in teaching Learning process of physical education in the secondary schools?

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was to investigate factors that affect class management and its utilization in teaching learning process of physical education in the some selected secondary schools of Horo Guduru wollega zone.

1.3.2. Specific objectives:

- To examine the factors that have been affects the class management and its utilizations of physical education in teaching learning of secondary school.
- To identify the factor that more affecting the class management and its utilization in teaching physical education
- To assess the solutions that was proposed minimize factors that affect the class management and its utilization in teaching of physical education of the secondary schools

1.4. Significance of the study.

This study is expected to have a number of significances. Among, these are:

- ✚ For the result of this study were important for students, physical education teacher and school principals of secondary schools as source of information.
- ✚ It may give feedback to the physical education teachers as they prepare themselves for utilization of practical and class room management.
- ✚ Depending on this study, the teacher was plan on how to reduce the factors that affect the class management and its utilization in teaching-learning process.
- ✚ Lastly the study may use as references for other researchers wish to conduct on this topic

1.5. Delimitation of the study

The scope of this study is delimited to factors that affect class management and its utilization in teaching learning process of physical education at Goben,Wayu, babala,shumbo and Gebete secondary school in Horo Guduru wollega zone, Oromia regional state. This study also confined to the major factors that affects the class management and its utilization in the secondary school, These main factors had conducted were: the school related factors, the teachers' related factors that have and the student related factors that have been affected the class management and its utilizations was delimitation of the Study

1.6 .Limitation of the study

Although the researcher has tried his best to design the study as properly as possible some limitations were identified in the process of conducting this research.

- ❖ The Physical education school teachers busy to answer the questions and return timely..
- ❖ Time constraint
- ❖ Lack of reference materials.The above limitations may affect the generalization of the research.

1.7. Definitions of Operational terms

Class management: Class Management is “the actions and strategies teachers use to solve the problem of order in classes” (Doyle, 1986, p. 397). Class management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Factors: A constituent or element that brings about certain effects or results, or indicates a specific multiple, number, or quantity. a circumstance, fact, or influence that contributes to a result. Element, part characteristic component, ingredient strand, constituent, point, detail, item, feature, face aspect, consideration, influence, circumstance, thing, determinant (<https://en.>)

Secondary schools: the grade level that ranged between grade 9 and 10.

Physical education: instruction that have been given as the subject in the development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games
(<https://www.collinsdictionary.com/dictionary/.../physical-education>)

Utilization is the action of making practical and effective use of something. ‘*steps to increase the utilization of resources*’ ‘efficient use of available resources and manpower
(<https://en.oxforddictionaries.com/definition/utilization>)

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Class management in physical education

Physical educators are concerned with how to manage their class effectively to be able to have increased student participation at Institute of Teacher Education (ITE). The number of students in physical education was much higher than in a general educational class. Therefore, the demand for effective class management was much greater. Within class management there were many areas that were important to focus on such as communication, behavior challenges, routine and discipline. All of these skills must have some variable within the management of the physical education class, without any one of these skills the instructor could lose control of such a large number of students. It was imperative to be able to effectively manage a class this size. Participation in physical education was a key for students' growth and development. Physical Education offered a broad range of benefits for students, including character building the prevention of obesity, and self-confidence. (Siedentop, Tousignant, & Parker, 1982)

Physical education taught students to think critically about movement and movement contexts such as considering an issue from different points of view, identifying what was influencing the issue, and explaining how the influences were affecting the issue. Learning to think critically encouraged students to participate in social action for a fairer more equitable and just society by reducing barriers to participation. In this article, the authors, who were physical education teacher educators themselves, discussed the five management practices, which they have found to be the most essential techniques for physical education teachers to maintain a well-managed, productive learning environment. (Berliner, D. 1988).

According to Owens (2006), Physical education teaches students to critically inquire into the social and cultural significance of movement, so that they can better understand what influences people to engage and participate in physical activity. The articles in this review suggest that physical activity can have an impact on cognitive skills and academic behavior, all of which are important Components of improved academic performance. These include enhanced concentration and attention as well as

Improved class behavior. Besides, Zahidi and Akbar (2013) used their knowledge of student and teacher behavior to explain why teacher radar was important to the educational benefit of

students. Even though there was no indication within this article or its source that data collection occurred, the author used constant comparison throughout. The article charts “Student Signals and Meanings” without indicating how or where the signals and meanings were developed.

The results of this article indicated that teachers need to have internal radar that focused on the mentality of each student to be able to create an environment to help the student who wanted to participate.

Teachers should have a positive, pro-active approach to each student and class, utilizing good class management skills which the students were well aware of prior to any expectations. Clark (2007) clearly stated that most students would participate and did well within the physical education class if the teacher was verbally aggressive. The students indicated that they did not learn the material, but would participate to avoid the repercussions of the teacher. The participants were a random sample of 265 students (131 boys and 134 girls) ages 13-17 years from secondary schools in Greece. Based on the study, the more verbally aggressive a teacher was with the students the less the students value the lessons learned. The author warned that this study was conducted using student voices only. To obtain clearer point of view regarding verbal aggressiveness within the physical education class, one should include questionnaires for the teacher.

The results stated that the participants viewed physical fitness testing, wellness assignments, instructional techniques, and meeting people positively. There were 63% of the positive responses were related to the curriculum. Students viewed the assignments administered in class as beneficial because it related closely to their homework assignments and shed light on their own personal fitness and wellness. Class activities were also viewed positively by students. Students felt the activities gave them information unique to their body type and allowed them to evaluate their individual fitness level.

According to Zahidi and Akbar (2013), negative perceptions were included class meeting times, class management and lack of team cohesion. Students identified the early class time of 8:00a.m. or 9:00a.m. Negatively because they worried about being late to their next class. Some students reported a lack of variety of in class activities lead to boredom. Some participants felt that the exercise class was not challenging enough. These students would have liked the teacher to modify their workouts to meet their individual needs. Students stated that attendance taking could have been modified. Tardiness needed to be addressed and teachers talk during play time

could have been minimized. A few students felt that they were not accepted by their team but for the most part students viewed the team dynamics positively.

Next, Zahidi and Akbar (2013) stated that to present a successful lesson you must set time aside for planning and organizing the flow of the lesson before the school year begins. This was crucial for both the teacher and the students. When a teacher developed a lesson well in advance they became familiar and comfortable with the content, made it easier to deliver. Becoming familiar with the school,

Community and class were essential to having success with class management. According to the article the class space can have a significant effect on class management. For example, facilities for dance vary from specific studio space, to multi-use auditoriums, to trailers.

The nature and size of the space will affect lesson planning and class management. Another essential component to having successful class management was how the material was introduced. Class procedures were addressed during the introductions well as key components of the physical education lesson. The introduction stated what the students will learn that day and it also reviews what was taught in the previous lesson. It was important for the teacher to notice students that were off 62 Mohd Taib Harun *et al.*: Effective Class Management Skills in Physical Education at Institute of Teacher Education task and made changes that address the behavior before it was intensified.

Transition times can be the most difficult time during lesson. Intervals between tasks can be problematic if the teacher was not organized. The article stated that reviewing rules, transition procedures and policies with the students on the first day of class can help smooth out transition difficulties. Addressing transition issues immediately will eliminate future behavior issues. The teacher needs to be consistent with their transition expectations, which will help with class management.

The results of this study were that physical education teachers will benefit from good planning, well designed instruction, focusing on smooth transitioning from one task to the next, organized performance times and being prepared for unexpected events. When a teacher focused on these areas they will have a more successful class with less class management challenges

2.2. Classroom management and related activities

Classroom Management is “the actions and strategies teachers use to solve the problem of order in class” (Doyle, 1986, p. 397). Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano, Marzano, & Pickering, 2003).

In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher, & Hoover, 2003).

Class Organization focuses on the physical environment. Effective teachers organize a safe class environment (Educational Review Office, 1998).

They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions.

Expectations for Student Behavior are a key element in setting expectations for students. (Note: A second key, Expectations for Achievement, is discussed in Chapter 4 of the *Handbook*.) Effective teachers know that student behavior is not only about rules and consequences (McLeod et al., 2003); they also know that a larger component is the development of a class climate that influences how students perceive their environment and behave (Woolfolk-Hoy & Hoy, 2003). Thus, effective teachers expect students to act in a manner that contributes to a positive class environment. Effective teachers create focused and nurturing class that results in increased student learning (Marzano et al., 2003; Shellard & Protheroe, 2000).

They use a minimum number of rules to ensure safety and productive interaction in the class, and they rely on routines to maintain a smoothly running class (McLeod et al. 2003). In fact, it has been noted that class management skills are essential in a class for a teacher to get anything done (Brophy & Evertson, 1976). In some ways, class management is like salt in a recipe; when it is present it is not noticed, but when it is missing, diners will ask for it.

Class management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective

teachers tend to display strong class-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly class filled with students who are not working or paying attention.

While a limited or more traditional interpretation of effective class management may focus largely on “compliance “rules and strategies that teachers may use to make sure students are sitting in their seats, following directions, listening attentively, etc. more encompassing or updated view of class management extends to everything that teachers may do to facilitate or improve student learning, which would include such factors as *behavior* (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.), *environment* (for example, a welcoming, well-lit classroom filled with intellectually stimulating learning materials that’s organized to support specific learning activities), *expectations* (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave toward other students, the agreements that teachers make with students), *materials* (the types of texts, equipment, and other learning resources that teachers use), or *activities* (the kinds of learning experiences that teachers design to engage student interests, passions, and intellectual curiosity). Given that poorly designed lessons, uninteresting learning materials, or unclear expectations, for example, could contribute to greater student disinterest, increased behavioral problems, or unruly and disorganized classes, classroom management cannot be easily separated from all the other decisions that teachers make. In this more encompassing view of class management, good teaching and good class management become, to some degree, indistinguishable.

2.3. Class Organization

Class management and organization are intertwined. While rules and routines influence student behavior, class organization affects the physical elements of the class, making it a more productive environment for its users. How the class environment is organized influences the behavior in it. For example, actions as simple as color-coding folders, establishing fixed locations for lab supplies, maintaining folders for students to pick up missed work after being absent, keeping extra copies of “Back to School Night” items to share with new students, and designating specific places for other class supplies can have a dramatic effect on class organization and, consequently, on student learning. While these procedures and a multitude like them are simple matters, they nonetheless can be essential components for a smoothly operating class (Kohn, 1996).

Class organization is evident in even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all part of organization. Effective teachers decorate

the with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working (Kohn, 1996).

They also consider student needs in arranging the by leaving space for wheelchairs to maneuver; having walkways so students can access materials, pencil sharpeners, and the trashcan with minimal disturbance to others; and organizing in such a way as to allow the teacher to freely move in fields to monitor student progress (McLeod et al., 2003).

Teachers are observers of behavior and understand the rhythm of the class. Placing materials near the pencil sharpener may seem like a good idea, until one considers that at the start of a lesson this area may become congested with some students are retrieving materials for their group and others waiting to use the pencil sharpener. However, the pencil sharpener and the trashcan may be a good pairing if the pencil sharpener tends to break regularly, spilling its contents on the floor; this way shavings fall into the trash instead. Effective teachers think about the little details that enhance the use of available space in the class as well as the big issues.

2.4. Knowledge and Time Use

Given that management is context specific, this section presents information about the physical education environment and recommended best practices with regard to maximizing student learning time and minimizing student task behavior. How teachers learn those practices and their use of class time are also discussed. Context Understanding context is a key to management, and the context of physical education is unique and variable. Beyond the obvious factor of students moving in a large space, the context is influenced by variability in teaching sites, poor acoustics, a diverse student population, large class sizes, and the need to safely incorporate simultaneously moving bodies, implements, and objects. For these and other reasons, class management in physical education may be more difficult than in the classroom (Chepyator- omson & Liu, 2003).

Physical educators must have flexible skills that are adaptable to different teaching spaces. Note the use of the plural, “spaces,” because physical education occurs in a wide variety of settings.

Teachers at well resourced secondary schools might rotate their class through a classroom, weight room, pool, gymnasium, and outdoor teaching sites throughout the year. In contrast, at the elementary level, schools have a single multiuse facility, sometimes jokingly called a “cafe gymnasium” that serves many roles. Result is that the teacher ends that the is used for a special event and today’s lessons are need to take place on a stage or in the hallway. Each of those settings presents a unique set of challenges for management and the need to develop clear and

consistent, yet flexible rules and routines for the varied settings.(Ibid) Common teaching sites in physical education are likely to suffer from poor acoustics and/or high noise levels making effective teaching and management difficult. Sometimes those noise levels are a function of the educational activity as forty bouncing balls make a great deal of noise. Contributing to the high noise level is the design of the space with the typical gymnasium having a large area, hard surfaces, high ceilings, and no soundproofing. Whether indoors or outside, physical education settings have high levels of noise that affect both student learning and teacher health (Ryan & Mendel, 2010).

In addition to environmental challenges, physical education is also unique in that teachers may be assigned a wide range of student grade levels to teach. Teacher licensure is kindergarten through twelfth grade with some states and university programs also offering preschool certification. In addition to the wide range of students' ages and skill levels, physical educators must also deal with large class sizes. It is not unusual for a physical education teacher to have double or even triple classes at one time. Both teachers (O'Sullivan & Dyson, 1994) and students (Dyson, Coviello, DiCesare, & Dyson, 2009) report problems with large class sizes.

Hastie and Sanders (1991) found that in addition to curricular limitations created by large class sizes, there were significantly more students' task in large classes (over 44 students) and that less time was devoted to academic tasks. One possible explanation for the larger class sizes in physical education is that principals and teachers disagree on acceptable class sizes in physical education, with principals believing larger classes are acceptable (Heitman, Kovalski, Pugh, & Vicory; 2007).

Given the challenge and variability in the physical education context, recommended best practices in physical education are more a list of principles than pre-script ions. Effective managers take time to develop and practice rules and routines, start class on time with an engaging task, plan equipment use as well as transitions, and carefully manage the challenge and pace of the lesson (Siedentop & Tannehill, 2000).

As is true with many management practices, the devil is in the details of how a teacher accomplishes these tasks. For example, what is a good start and stop signal in an acoustically challenging space like a soccer field, and will those same signals be used when the class rotates

to the weight room? Some teachers will choose to use the same signals while others will develop outdoor and indoor signals (Ibid).

Building on this basic concept of teacher use of time and student behavior, Hastie (1994) analyzed the teaching behaviors of three teachers to determine specific teacher behaviors that were linked with higher levels of appropriate practice. He found the most effective teacher was always “busy” offering encouragement, clarifying task expectations, and holding students accountable for their performance. Least effective teacher spent more time in observation, was less interactive with students, and rarely carried tasks or held students accountable.

Behets (1997) found similar results of the importance of actively observing students and reported that more effective teachers provided more activity time and less instructional time.

With regard to rules and routines, Fink and Siedentop (1989) observed seven elementary teachers at the start of the school year to learn how routines and rules were established. One of the goals of class management is to maximize student opportunity to learn; thus understanding how teachers use their time to create those student opportunities can provide insights into both learning and management practices.

Vander Mars, Vogler, Darst, and Cusimano (1995) suggest those examining teachers’ behaviors like transition time can illustrate their organizational and managerial ability. Much of what is known about teacher use of time is from systematic observations using the

Academic Learning, Time - Physical Education, (ALT-PE) instrument, (Siedentop, Tousignant, & Parker, 1982). At one level, ALT-PE is a direct measure of teacher use of time. Instrument begins with the available class time and then subdivides that available time into managerial and organizational activities and activity time. Each of those categories has subcategories. Efficient use of time in management duties (e.g., equipment distribution, grouping students) logically leads to more available activity time.

2.5. Expectations for Student Behavior

Attending to issues of class management and organization provides the foundation for having high expectations for student behavior. Effective teachers have higher expectations for how students are to conduct themselves in the class than their less effective colleagues (Stronge et al., 2003). They are better managers of student behavior (Emmer et al., 1980).

They establish relationships with their students in which high levels of cooperation and dominance (i.e., giving students a sense of purpose and guidance) are balanced, resulting in an optimal relationship (Marzano et al., 2003).

Effective teachers teach expectations to students and reinforce the desired behaviors with their verbal and nonverbal cues. Another characteristic of effective teachers is that they hold students individually accountable (Kohn, 1996) and, if necessary, use intervention strategies to help students learn the desired behavior (McLeod et al., 2003).

An exploratory study of effective and ineffective third-grade teachers found that ineffective teachers had five times as many disruptive events in an hour when compared with their more effective counterparts (Stronge et al., 2003).

Through fair and consistent discipline, teachers reinforce their expectations of students and create a class that is focused on instruction.

One fundamental need for understanding class management is to understand what behaviors are actually occurring in the class. At seems like a relatively simple question but the complexity of the physical education environment means that an accurate description of student behaviors is a challenge. One challenge is the sheer volume of events happening in a large space at any one time. Overlapping nature of class events means it is nearly impossible for any individual, whether that is a teacher, observer, or student, to be aware of every behavior (Suppapun, 2000). Add those overlapping events to the large and varied spaces that must be monitored, and one begins to envision the difficulty of observing accurately what is happening at any one time. A second challenge to accurately describing student behavior is that students can and do conceal their behaviors from their teachers (Hastie & Siedentop, 1999; Stork & Sanders, 2002a).

A third challenge is the (investing time, classroom discipline& rules conduct) ring perspective of teachers and students on the same class events (e.g., Cothran & Ennis, 1997; Stork & Sanders, 2002b) makes it hard to even done what is a misbehavior when viewed by different participants. Students may not even agree on when a student action is merely a different behavior or a misbehavior, particularly when a teacher's management system has not clearly denned acceptable actions (Suppapun, Dodds, & Grin; 2003).

Four ways students Respond to tasks Students exhibit a wide range of behaviors in class, some that support the learning environment and some that do not. Tousignant and Siedentop (1983)

Secondary students reported more misbehavior than elementary students with the largest number of misbehaviors being with students in grades 7–10 (Cothran & Kulinna, 2007).

Teacher reports also indicated the most misbehavior at the secondary level and the fewest at the elementary level. Although there are likely many reasons for the increased misbehaviors at the secondary level, one key consideration is the failure of the curriculum to meet student needs. Instead of engagement, alienation may be the norm in some settings (Carlson, 1995; Cothran & Ennis, 1999; Dyson, Coviello, DiCesare, & Dyson, 2009).

Teachers in urban settings reported more misbehaviors than their suburban or rural counterparts. Female students perceived more misbehaviors in their class than did male students, a pattern also true for the teachers; female teachers reported more student misbehaviors. Working with preservice and in-service teachers in Australia, McCormack (1997) similarly found a range of student misbehaviors with the most common misbehaviors being “talking out of turn” and “idleness and slowness.” McCormack also found gender differences with these teacher reports. Fernandez-Balboa (1991) focused on preservice teachers and found they reported mostly individually deviant students (86%) with the three main types of misbehavior being task, nonparticipation, and aggression.

Given the frequency and effects of misbehaviors, teachers clearly have a responsibility for intervention. Following Doyle’s (1986) lead of defining discipline as a subset of order focused more on curbing student misbehavior than on promoting engagement and order, this section examines teacher discipline strategies for student misbehavior and ways in which teachers might design their programs to teach and motivate students to exhibit more positive behaviors.

Some teachers complained about violence and lack of discipline and collaboration of students. Teacher 5 commented that some students arrive late, some want to use mobile phones, others want to lie down, and others cannot wait and try to kick the ball when it is still in the teacher’s bag. These situations disturb the classes and impair the development of significant lesson content in PE classes. This teacher added that the lack of interest of students, family and school is upsetting to him (Silva, 2013).

Indiscipline is not unique to PE classes or to the studied institution, but it is a situation experienced in many different disciplines and schools. According to Garcia, it has been a source of stress in educational interpersonal relationships between the actors of the school community,

and transcends the behavioral issue, relating to the current historical context. It is expressed in different ways, is more creative than in the past, and became for teachers a difficult matter of confronting and resolving. 'The school indiscipline does not have a single cause, or even a main one. Disruptive events, even involving a single person, usually come from a number of different causes, and very commonly reflects a complex combination of causes (Ibid).

The author points ways to tackle this problem: 1) schools' investment in continuing education programs for teachers; 2) creation of more opportunities for dialogue to improve the relationship with students; 3) sharing of discipline responsibility with the students so that they participate in the problem solution; and 4) reinforcement of positive behavior Santini and Neto(2005).

From this explanation that undisciplined behaviors evolved and diversified on the basis of socio-cultural changes, what was considered indiscipline in the past is no longer applicable. This process is natural, ideas and behaviors change over time and the school cannot stagnate, it needs to keep up with changes in society. Dialogue and co-participation of students are valuable in facing the problem of indiscipline. In fact, all actors of the school community should be heard. Efficient management is one that values diverse views, because everybody has a right to express opinions and participate, as well the duty to collaborate.

As it occurs with indiscipline, lack of interest seems to be the result of a combination of extrinsic and intrinsic factors. The first concerns, for example, actions and social relationships established by the school and society, and the latter relates to inner motivations and personal desires. To minimize indiscipline and lack of interest, the researchers recommend a path of more democratic coexistence, which stimulates dialogue, participation, co-responsibility, creativity, critical thinking and being in tune with current society context (Ibid).

In this discussion about indiscipline and lack of interest, the issue of violence is also present. Teacher 6 is upset by violence and lack of values; he notes that students 'naturalize violence' and not see themselves as violent beings, whether verbal or physical violence (Ibid)

Regarding this naturalization of violence, Silva affirms that because people are immersed in a violent society, many of the perpetrators feel no responsibility or guilt for their actions. The author blames the capitalist society, because it overly values the materialistic side of life and power, not giving deserved importance to human beings. Violence is everywhere, on the street,

at home, at school, in the media, and in the world. Although people believe that violence is far from them, it is present in various environments in which they live and within them Santini and Neto(2005).

Different expressions of violence are present daily in schools: interference of violent external groups such as, for example, drug dealers; school depredation that is a public property; fights between students; disagreements between teachers and students; and domestic violence. The main type of violence at school is domestic, consisting of the main concern in school meetings. It has several faces: abandonment because of a guardian's absence; the lack of basic care; physical violence by adults; psychological violence, expressed by threats and yelling; and sexual abuse infringed by the adult to the child Santini and Neto(2005). Considering this context, the author notes that for many teachers the act of teaching children and adolescents to live with sexual, cultural, religious, racial and economic diversity 'is a Herculean task, is martyrdom'. Santini and Neto (2005) also address the issue of violence and the influence upon PE teachers and consider it a significant factor that increases their stress and emotional exhaustion.

So, what should be done? Give up the profession? But other professions will probably also be surrounded by violence. Silva suggests a solution: invest in the role of the school as a promoter of good relationships, peace and friendship and emphasize that education should be closer to the reality of children's life, promoting citizenship education.

The reality of a violent life should not only be embraced by teachers and schools, but worked out with sensibility and intelligence, so that the school becomes a transformation and hope laboratory. For Frieze, an essential part of human nature needed to knowledge production is hope, which enriches interactions between teachers and students in the joyful educative activity. In other words, more than ever teachers should develop affectionate and educative relationships with students and focus learning on the interests, singularities and well-being of children and youngsters (Silva, 2013).

2.6. Teacher Discipline Strategies

Textbooks in the end (e.g Lavay, French, & Henderson, 2006) or suggested disciplinary strategies, but there are surprisingly little data on what strategies teachers actually use. An early

attempt to explore this issue by Kennedy (1982) described 17 teacher techniques at the secondary level, with the most common intervention being a verbal order to stop

Henkel (1991) developed an instrument to examine elementary teachers' strategies and whether they were used before or after misbehavior, he found that teachers' use of strategies varied and that the differences were a function of philosophy, lesson content, and equipment availability used the same instrument to examine secondary teachers' strategies. Much like their elementary counterparts, the teachers used a range of strategies, including some not on the original instrument (e.g., detention, conferencing), but used praise and rewarding lesson. Working with physical educators in Britain, Curtner-Smith,

Kerr, and Hencken (1995) found that teachers frequently used positive psychosocial development strategies (e.g., encouragement, positive reinforcement) and that those strategies remained fairly constant across various curricular units. There is some suggestion that teacher use of strategy is developmental. McCormack (1997) found differences in strategy use between preserves and experienced teachers. Preserves teachers tended to focus on rules, commands, and clear directions, while experienced teachers tended to focus on prevention with top-rated strategies of positive relationships, praise and encouragement, and being genuine. O'Sullivan and Dyson (1994) report similar endings with experienced secondary teachers who focused on respect, showing interest and communication and echoed by the elementary teachers in the Garrahy and associates (2005) investigation.

In contrast to these multiple strategy teachers, Suppaporn, Dodd, and Griffin's (2003) investigation of secondary physical education found that the primary strategy was to ignore behavior unless it seriously disrupted the class or could lead to injury.

Fernandez-Balboa (1991) also noted limited action systems with his student teachers inasmuch as they rarely considered options like positive reinforcement, improved tasks and work systems, or assertive strategies. The three most common strategies were verbal interaction with the student (e.g., warning, talk about the behavior), relocate the student (e.g., move away from group or a time-out), and implement a sanction (e.g., grade point deduction, detention).

One discipline tool that is largely unique to physical education is exercise. Despite a national position paper against the practice (National Association for Sport and Physical Education, Its

persistent use is attributed to the socialization process of teachers and the complex interplay between sport and physical education experiences of teachers (Pagnano & Langley, 2001).

2.6.1. Promoting Positive Behavior

Ward (2006) suggests that social skills, much like motor skills, can be developed but that teachers too often assume that students have social skills, so misbehavior must be intentional. Siedentop and Tannehill (2000) go so far as to describe the belief that all students will have needed social skills as one of the major myths of class management.

Rimm-Kaufman, Pianta, and Cox (2000) found that kindergarten teachers across the nation report significant and growing deficits in children's social skills needed for success. As one example, 20% of the teachers reported at least half their class had problems with social skills. Those are not problems that the children will "grow out of," and that lack of skills places the children at academic risk. Specific to physical education, a number of approaches have been proposed, including behavior management strategies, curricular models, and instructional techniques to create a positive classroom community and promote social skills.

2.6.2. Behavior Management

One skill promoting option for teachers to consider is behavior management (see Ward & Barrett, 2002, for a review). Vidoni and Ward (2006) used group-oriented contingencies to promote fair play behaviors in a middle school setting. Intervention produced more positive behaviors, and some of those were maintained during a follow-up check. Interestingly, Vidoni and Ward also asked the classes involved about the use of group contingencies. Over 80% of the students would like to use the strategy again. Group contingencies have also been used successfully to increase participation in running laps (Ward & Dunaway, 1995) and with reducing inappropriate behavior while increasing appropriate behavior (Patrick, Ward, & Crouch, 1998). Given the reported success of these interventions, it is difficult to understand why behavior management strategies are used so rarely by teachers.

2.6.3. Curricular and Instructional Models

Probably the best known and most studied of the curricular models designed to help students learn personal and social skills was proposed by Hellison (2013).

Curriculum provides a developmental perspective on personal and social responsibility. The model provides a useful framework for working with students to develop social skills. Level 1 is respecting the rights and feelings of others, and students are prompted to recent on and exhibit participation and.

In Level 2. Self-direction becomes the focus of Level 3, and Level 4 focuses on caring. Level 5 asks students to use their skills outside the gym to become difference makers in their family and community. Hellison suggests that teachers need new strategies to promote student development. Exemplary Physical Education Curriculum (Michigan Fitness Foundation, 2002) has also been used to increase students' social skills. Findings from more than 1,000 students in 30 schools indicated that social behaviors significantly increased (e.g., "I put the ball in the basket when the teacher tells me to") for elementary students after the teachers used the curricular model for one year (Martin, Kulinna, McCaughtry, & Barnard, 2005). Positive reports from teachers also support the curriculum model Dynamic Physical Education (Pangrazi & Beighle, 2013) as enhancing elementary class management (Kloepfel, Kulinna, Stylianou, & van der Mars, 2013). At the secondary level, Sport for Peace has shown promise in promoting positive and on-task student behavior (Ennis et al., 1999). Sport for Peace combines the Sport Education curricular model (Siedentop, 1994) with concepts of care theory and negotiation skills. Teachers were initially resistant to the increased organizational duties of the model but, over time, reported positive experiences with the model and the resultant student behaviors and learning.

Other curricular models like Adventure Education and Sport Education, although not developed specifically to teach social skills as a primary goal, have reported positive impacts on students' trust and communication (Dyson, 1995) and students' cooperation, or and teamwork (MacPhail, Kirk, & Kinchin, 2004).

Additionally, instructional models like cooperative learning also hold promise in developing student social skill in both secondary (Dyson & Strachan in 2000) and elementary school, (Dyson, 2001 & 2002).

The use of cooperative learning increased student's cooperation and responsibility. Although, not specifically an instructional, model the motivational environment that a teacher creates also

incited students,' on-task behavior (e.g. Moreno-Murcia, Sicilia, Cervello, Huescar, & Dumitru, 2011; Papaioannou, 1998; Spray, 2002). For example, Solmon (1996) manipulated task and ego-involved learning environments for a motor task and found that a task-focused environment resulted in more students learning and fewer teacher-reported problems.

In one of the few experimental studies to examine teachers' actual teaching of social skills, Sharpe, Crider, Vyhlidal, and Brown (1996) found that urban teachers who implemented specific lessons that addressed well-denned appropriate behavior, taught conflict resolution skills, and used a rotating class roster to provide leadership.

2.6. 4. Class Management: Rules

Mandrel. (2005) had his class management rules, along with the consequences for not following the rules, posted for students. However, he found it difficult to get students to follow his rules. Worse yet, he knows that he did not do a very good job enforcing them. Before the new school year started, Mandrel met with his mentor to examine the class rules he had created. The mentor suggested organizing the rules into a table (figure 3.3) to make sure they met the criteria for being a good rule. There are four criteria that a rule needs to meet to stay on the list. The rule must be all of the following:

1. *Clearly stated* so students know what is expected of them.
2. *Reasonable* so students can realistically follow it.
3. *Enforceable* such that Mandrel will take the time and effort to address any violations. If he is not willing to invest the effort, then the item may be too trivial or there may be a better solution.
4. *General* so that the rule addresses several behaviors as opposed to one specific misdeed.

2.6.5. Good teacher-student relationships

Some characteristics of having good teacher-student relationships in the class involve the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior and their academics. By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also

classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages are being passed on to the student in an effective way. Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action.

The quality of teacher-student relationship is an essential determining factor in the quality of classroom management. In order to obtain a good relation and communication between the student and the teacher, it is required that the relationship between the teacher and the student be open, transparent, direct and be based on trust and mutual appreciation; the teacher and the student carry the feeling of dependency; the particular assets, interests and skills of the students and their differences be taken into account; and the needs of the teachers and students be satisfied reciprocally (Gordon, 1974). In accordance with the personal development of the students, class management alters; in the primary years the children are more in need of rules and customs in the classroom. In the following years with commence of adolescence, the problems of obeying the order increase. Students develop anger and take a stand against adult authority. Teachers should be sensitive especially in this period. Orientation towards desiderative statements instead of imperative narratives, bargaining for touchiness and diffidence of the students differentiate the verbal and silent reactions that the teacher receives (Brophy, 1988). Another important aspect of class management is to ensure the motivation of the students and keep their attention focused on educational activities throughout the course. What students complain generally is not the difficulty of the course, but the dullness of it. It is evident that the dullness of the course is related to teachers' skills regarding class management. We can state that dullness emerges from the rupture between what is expected from us and what we apply in life (Okutan, 2006).

Emphasizing not to be anxious about failing and encouraging may motivate especially timid students. The fact that everyone can make mistakes and that the important thing is to learn from our failures applies to the teachers as well. Students should be freed from worries of being embarrassed, diffidence related to failure, criticisms, being ridiculous, humiliation and punishment and an environment free of these worries should be created in the class (Martin, 1983: 77).

According to the studies on class management, teacher's undesired attitude may be the reason for student's undesired behavior (Cummings, 2000). For example, a threatening and frowning environment hinders effective learning process since hormone excretion as a consequence of stress affects the learning process negatively (Cummings, 2000). Teachers and administrators intermediate for disciplinary problems under these conditions: a) forcing students to learn meaningless subjects; b) being insufficient in managing the development of independent thinking patterns; c) applying strict control over the students, failing to create an environment in which the students feel autonomous and d) using discipline procedures that give prominence to wrong behavior (Edwards, 1997; Celep, 2002: 171).

Every teacher confronts problematic attitude during their tutorage. In general, teachers without sufficient knowledge and skills regarding class management and new starters find no way out and some teachers use their authority obtained from their classroom status in order to employ the easiest and most dangerous way, namely constraint, violence and even threatening. Such class management strategies do not serve for solving problems; instead they cause the class environment to corrupt and new profound problems to emerge. Focusing excessively on undesired behavior spoils the natural course of the class (Çelik, 2005).

There may be conditions under which the most undesired tool should be used in class management. Punishment is one of these. Punishment here refers to teacher's making the student confront with an unwanted and unfavorable situation. Punishment may be used in order to prevent adverse behavior and to establish order (Rich, 1991; Baúar, 1999: 142).

Physical punishment is against the law and human honors; its long-term effects are destructive and make people aggressive, (Cangelosi, 1988; Rich, 1991; Baúar, 1999: 143).

The behavior seen as the negative impacts of punishment can be listed as: hindering learning, spoiling relations, alienating from school, enhancing feelings of guilt and fear, rendering teacher as a negative model in the eyes of the children, skipping school, excessive anxiety and vandalism (Brown, 1982; Hull, 1990; Rich, 1991; Baúar, 1999).

In brief, punishment resembles medicine; when not given effects (damage), which are more than its benefits, and make class management more difficult. For a teacher, who often gives punishment, the worst consequence of punishment is (once more like consistently used medicines) that its effect fade away in time. Most of the people regard the word 'discipline' as

physical punishment. Discipline is not punishment; instead it is the act of teaching students self-control (Cummings, 2000).

Other people view discipline as the strict control and autocratic administration of rules and regulations. Individuals who are subject to disciplinary procedures tend to overlook the process of establishment of these rules and do not take their implication into account (Dreikurs, 1988; Babaođlan, 2008).

2.7. Culturally responsive class management

Culturally responsive class management (CRCM) is an approach to running classes with all children [not simply for racial/ethnic minority children] in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching, which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive class managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. There is extensive research on traditional class management and a myriad of resources available on how to deal with behavior issues. Conversely, there is little research on CRCM, despite the fact that teachers who lack cultural competence often experience problems in this area.

2.8. Positive classes

Robert DiGiulio has developed what he calls "positive classes". DiGiulio sees positive class management as the result of four factors: how teachers regard their students (spiritual dimension), how they set up the classroom environment (physical dimension), how skillfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension). In positive classrooms student participation and collaboration are encouraged in a safe environment that has been created. A positive class environment can be encouraged by being consistent with expectations, using students' names, providing choices when possible, and having an overall trust in students. So As educators, we have daily opportunities to help students grow confidence and feel good about them despite all the

negativity that may be around them within their households. Through such actions as boosting their self-esteem through praise, helping them work through any feelings of alienation, depression, and anger, and helping them realize and honor their intrinsic worth as human beings.

2.9. Factors Affecting Class Management

The term "class management" doesn't have just one definition. However, it most generally refers to the way in which a teacher or instructor sets up the class so that students can learn most effectively. Setting up the class can mean both physically and how the teacher structures the day. If you're thinking about how to manage your classroom better, be aware of some of the things that may affect the way you can manage it. (McLeod, Fisher & Hoover, 2003).

2.9.1. Environment

The environment can have both noticeable and unnoticeable effects on how well you can manage the class and how well the students listen. For example, if you have a full class of 70 students, then the students in the back will not hear you as well. The environment doesn't allow them to be closer. This also includes students looking at other students that can cause distractions. While you can't predict every distraction, you can set up the class to encourage students to look where they need to. Students were then focus on that area. (Marzano, 2003).

2.9.2. The teachers Approach

How teachers set up rules in their class will determine if students keep those rules or not. For example, instead of telling the students what the rules are develop an activity that lets them create the rules. It's a lot easier for them to call a student on a rule if the student helped create it, as opposed to if they just told the student to follow it. This goes the same for assignments. While you can't let students decide the guidelines, they can talk to them about what your guidelines mean. This will help them feel like they had a say in creating the assignment.

2.9.3. Disabilities

Students with disabilities, learning or otherwise, will always affect the way you manage the class. If one student has a learning disability, you may need to spend more one-on-one time with this student or allow a development technician to work with him. There is no one way you can handle these situations.

2.9.4. Home Life

Social construction research teaches us that nobody walks into a situation as a clean slate. When students come into a class, they bring all the social stuff that happened that morning or the night

before with them. This might mean that a family member is in town, causing them to get excited easily and not focus. Or it might mean that their parents are fighting and the student doesn't feel well and ignores you. The way you manage the class may trigger something from the home life, potentially causing the child to shut down or open up. While there's no way to predict how home life will affect class management, you can adapt better and help student get through whatever they are feeling.

A teacher's most important activity in a typical class environment is the one related to class management. Learning and teaching cannot take place in a mismanaged class (Marzano, 2003).

In limited terms, class management is the management of the class by educational motives. Contemporary understanding of class management approach calls for conceiving class as a system (AydŃn, 2005). Class in educational system is a subsystem of educational management and at the same time a formal organization. Within this framework, class management could be defined as the process of arranging the class environment and its physical structure under the laws in order to satisfy the expectations of the educational system, the curriculum (of the lesson), the school, the lesson, the teacher and of the students; constituting the rules, relation patterns and administration of class order; planning, presenting and evaluating educational activities; recognizing students' assets; providing student motivation; arranging class communication pattern; attaining class discipline; and of effective and productive employment of time, human and material resources in order to prevent students' undesired behavior

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research design

For this study; survey research design particularly descriptive survey method was used as it enables the researcher to describe the current status of an area of study. The quantitative data collecting approach and qualitative data collecting approach were used. The researcher employed descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions to investigate the existing problems.

In quantitative data collecting approach was used for the quantitative data that were collected through questionnaire from sample students and qualitative data collecting approach was used for the qualitative data that were collected through interview and observations.

3.2. Source of data

Data gathered from different from the primary and secondary source.

The primary data were used as the sources of data for this study. These primary data were collected from the students, PE teachers and school principals of the five selected secondary schools of Horo Guduru Wollega zone through questionnaire, interview and observation respectively.

The secondary data were used as the sources of data for this study. This secondary data were collected from the reference material, Journals, Books and lists of students from each school documents were secondary the sources data.

3.4. Subjects of the study

The subjects of study were the five secondary schools (Goben, Wayu, Babala, Shumbo and Gabete secondary schools) students, PE teachers and principals

3.4. Population of the study

The data was collected from some selected students of Horo Guduru Wollega zone, five secondary schools, Three hundred seventeen(370) students, Five(5) physical education teachers and five(5) principal of secondary schools.

3.5. Sampling techniques and Sample size

From 31 the total secondary schools of *Horo Guduru* Wollega zone, There was 13200 students. First the sample schools were selected through lottery method. Simple random Sampling is a common Sampling technique used by researchers when trying to draw conclusions from different. Sampling was Simple random Sampling method to select students from these different secondary schools. First the total population of students in the five selected school secondary was 4991. From 4991 total population of students, the researcher sample size was taken by using Taro Yamane (1967) calculation formula that updated by Vikas Saxena (Updated Jul 25, 2017), of saxena formula was 370 sample students were selected proportionally since the numbers of students in the five secondary schools was different. In this selection the Sample students randomly selected was identified. Five physical education teachers and five principals were taken through Purposive sampling techniques

According to Taro Yamane (1967), sample size calculation formula that updated by Vikas Saxena (Updated Jul 25, 2017), First of all you should be working with a finite population and if the population size is known, the Yamane formula for determining the sample size is given by:

$$n = \frac{N}{1 + Ne^2} \quad \text{Where as}$$

n = corrected sample size,

N = Total population size, and

e = Margin of error (Mo E), e = 0.05. Based on these research conditions'

N = total population size = 4991.

e = Margin of error (Mo E), e = 0.05.

$$n = \frac{N}{1 + Ne^2}$$

$$= \frac{4991}{1 + 4991(0.0025)}$$

$$= \frac{4991}{1 + 12.4775}$$

$$= \frac{4991}{13.5} = 370.3 \sim 370. \quad \text{Then,}$$

Sample was taken from each school = $\frac{\text{Total students in each school} \times \text{samplesize}}{\text{total population of students}}$

1. Goben s.s $\frac{999 \times 370}{4991} = 74.059$

2. Wayu s.s $\frac{1351 \times 370}{4991} = 100.154$

3. Babala s.s $\frac{1084 \times 370}{4991} = 80.360$

4. Shumbo s.s $\frac{1080 \times 370}{4991} = 80.064$

5. Gebete s. $\frac{477 \times 370}{4991} = 35.36$

Table3.5 1: The proportional allocation of students from each school was taken to get the actual target sample.

No	Name of secondary Schools	Total population of students	Sample population of students
1	Goben	999	74
2	Wayu	1351	100
3	Babala	1084	80
4	Shumbo	1080	80
5	Gebete	477	36
	Total	4991	370

Data source (2018)

3.6. Method of data collection

Three main data collection instruments were used in this study namely: Questionnaire, interview and observation

3.6.1. Questionnaire

The self developed questionnaire was used to collect data from students for this study.

The questionnaire has two parts. Which are both open and close ended. The questionnaire was designed in close ended structure.

The researcher designed the instruments as follows: before the actual data collection was started. Then the questionnaires prepared for the respondents the questionnaire of students include thirteen closed ended and ten interview questions for physical education teachers and seven interview questions for principals in addition to this interview and observations were a part of the data collecting instruments.

3.6.2. Interview

A self developed interview was designed for this study to collect data from physical education teachers and principals. In the light of this, to supplement the data obtained through questionnaire the researcher conducted interviews with principal using six open ended questions, and ten open questions for PE teacher which were related to the factors affecting class management and its utilization of physical education teachers during teaching learning processes.

3.6.3. School observation

The researcher made use of observation for gather information relevant to the study. The class observation was conducted to observe the resources in the class and their layout, the documents that have been used by the teacher in managing the classes were observed, the arrangement of time for task was observed and the way students get information was observed. The observation was guided by the observation checklist.

3.7. Procedures of Data Collection

To gather data regarding the factors that affecting class management and its utilization, the researcher followed some data collection procedures.

The researcher first designed the questionnaire, interview questions and classroom observation checklist. Then, the researcher sent these three tools to the advisor for commentary. After receiving feedback from the advisor, the researcher made all necessary correction and distributed the questionnaire to the samples chosen through simple random. Then, the researcher proceeded to gather data regarding the factor that affects class management and its utilization. Besides, the researcher gathered data through unstructured interview from the five (5) physical education teachers; five (5) principals and 370 students of selected the secondary school for the study. In doing so, the researcher kept on checking every data gathered had consistency and *through* the proposed data collecting instruments.

3.7.1 Validity of the instrument.

To ensure the validity of the questionnaire instruments were reviewed by a panel of experts, the panel consisted Departments of physical education teachers designed to measure. For example, if a test is designed to asses factors that affecting class management and its utilization; the school related factors, the teachers' related factors and the student related factors that have been affected the class management and its utilization one must be

confident it does so. It is important to remember that validity is specific to class management on assess, it experts' comments are used to modify and to adjust items in terms of deleting some items ,adding some items in order to enhance the validity of the instrument

3.7.2. Reliability of the instrument.

The reliability of the instrument was established. The results of the test were correlated using Cronbatch's Alpha statistics. Item A. The school related factors that have been affected the class management 0.852. Item B. The teacher related factor that has been affected the class management 0.767. And Item C. the student related factors that have been affected the class management and its utilizations was 0.881. Thus result was 0.852, 0.767 and 0.881 had shown that the self-designed questionnaire was reliable and confidential since the results that were obtained from the pilot test were above 0.750

3.8. Study pilot

The study pilot was conducted on 40 students from Goben secondary school to cheek the validity of the self-designed questionnaire and was analyzed. The responses were collected from 40 sample respondents those who had been selected from the total sample population of the study. The 30 items of questions were re-grouped in to three main variables. These three main variables on which the pilot test had conducted were: the school related factors that have been affected the class management and its utilizations, the teachers' related factors that have been affected the class management and its utilizations and the student related factors that have been affected the class management and its utilizations.

The collected data were analyzed to cross-cheeked with the Cornbatch alpha reliability statistics that had helped to check the reliability the self-designed questionnaire. The reliability statistics were calculated using Cronbatch Alpha on three variables and the results were presented in the table 3.7.1 as follows

Table.3.7.1. Reliability Statistics using Cronbatch Alpha

S. N	Variables	Number of questions under three main variables	Alpha
1	The school related factors	A.1-.10 questions	0.852
2	The teachers related factors	B.1-10 questions	0.767
3	The student related factors	C-1-10questions	0.881

As it was shown in the above table 3.7.1.the reliability statistics using Cronbatch Alpha was calculated for three variables to check the reliability of self designed questionnaire. The results 0.750 and above were reliable to predict the reliability of self-designed questionnaire. Values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the results. The results in the above table 0.852, 0.767 and 0.881 had shown that the self-designed questionnaire was reliable and confidential since the results that were obtained from the pilot test were above 0.750

3.9. Method of data analysis

The data from the opened- ended type of interview were analyzed qualitatively by using words and the closed ended types of questionnaire were analyzed quantitatively by using descriptive statistical analysis. In this descriptive statistical analysis SPSS 20 was used and data were analyzed in to percentages, percentiles were used to calculate the data based on the distribution of data. In general, the nth percentile has n% of the population sample respondents, and (100-n) % of the population above it. Intuitively we think of the mean and standard deviation as the center and spread for a normal distribution. Mean helped us to quantify average value in the data and helped us to shows how much data is clustered around a mean value as well as gives a more accurate idea of how the data were distributed. Central tendency was used to give the meaningful conclusions for the descriptive statistics.

3.10. Ethical considerations

Regarding ethical consideration, the researcher will be governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it will not be exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed will be very much minimized.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

The study focused on assessing factors that affects class management and its utilization of physical education in teaching learning process of selected secondary schools of Horo Guduru Wollega zone, Oromia regional state .Data for the research was collected from students and PE teachers who have been learning and teaching the physical education respectively.

Questionnaire was used to collect data from 370 students, whereas unstructured interview was used to gather data from the teachers and principals. The collected data from the subject were analyzed using both quantitative and qualitative data analysis methods. In the first part of the analysis the data that collected on the demographic information of students was follows.

4.1. Discussions on demographic information

Table.4.2.1 Demographic information of respondent.

No	Variable	Categories	Frequency	Percent (%)
1	Sex	Male	198	53.51
		Female	172	46.48
		Total	370	100
2	Age	15---16	297	80.27
		17-18	50	13.51
		19-20	23	6.21
3	Grade	Grade 9	199	53.78
		Grade 10	171	46.21
		Total	370	100
4	PE. teacher service	1-5 years	3	60
		6-10	2	40
		Total	5	100
5	Principals service	1-5years	3	60
		6-10 year	2	40
		Total	5	100

The quantitative data that collected from students were analyzed in percentages, means and standard deviation and the qualitative also followed with discussion from PE teacher and principal.

As indicated in above table 4.2.1.of item 1 out of the 370 students, the genders of the sample respondents were presented in that 198 (53%) are male and 172(46.48%) are female. This implies that significant numbers of the respondents of this research are male was greater than female student respondents.

Item 2 of the same table, as it was indicated the majority of the respondents 297 (80.27%) were found within the age category of 15-16 years and this indicates that the youngest age group of students have been learning in the sample schools. The second age categories the sample respondents 50(13.51%) were found between 17-18 years. The insignificant percent 23(6.21%) of students ages was 19-20 years. This implies that young students of different ages have been learning in the secondary schools.

As it was shown in the above table 4.1.3.199(53.78%) of the sample respondents were selected from grade 9 and 171(46.21%) sample respondents were from grade 10 students. The numbers of sample respondents of students those were selected from grade 9 and 10 are sufficient related.

4.2. Data Analysis on the collected responses through questionnaire

Questionnaire was designed to collect the quantitative data from the five government secondary schools of Horo Guduru Wellega zone. Close-ended 5 scale likerted questions were designed on the factors affecting the class management and its utilization

Table, 4.2.2. Data analysis on school related factors that have been affected the class management and its utilization

No	Items A School related factor	Response						Total	Mean	STD
			SD	DA	UN	AG	SA			
1	The class field place not suitable for students.	F	20	51	78	123	98	370	3.59	0.179
		%	5.40%	13.78	21.08%	33.24%	26.48%	100%		
2	The class arrangement suitable for students.	F	124	97	76	53	20	370	2.11	0.105
		%	33.51%	26.21%	20.54%	14.32%	5.40%	100%		
3	The school environment is suitable to teach physical education.	F	125	96	97	52	-	370	3.48	0.096
		%	33.78%	25.94%	26.21%	14.05%	-	100%		
4	There is enough fields' room for the students.	F	127	98	98	47	-	370	2.15	0.107
		%	34.32%	26.48%	26.48%	12.70%	-	100%		
5	The school classes are not at standard.	F	-	-	122	167	81	370	3.87	0.193
		%	-	-	32.97%	45.13%	21.89%	100%		
6	The numbers of students are manageable.	F	145	120	100	5	-	370	1.89	0.094
		%	39.18%	32.43%	27.02%	1.35%	-	100%		
7	The numbers of students are not manageable.	F	-	10	73	198	89	370	3.98	0.199
		%	-	2.70%	19.72%	53.51%	24.05%	100%		
8	The school environment challenge to manage class management.	F	-	21	62	197	90	370	3.94	0.197
		%	-	5.67%	16.75%	53.24%	24.32%	100%		
9	Sufficient resources have been supplied for the class management.	F	199	90	71	10	-	370	1.71	0.085
		%	53.78%	24.32%	19.18%	2.70%	-	100%		
10	Class Size challenges the class management.	F	-	20	66	186	98	370	3.96	0.198
		%	-	5.40%	17.83%	50.27%	26.48%	100%		

Key: SD=strongly disagreed, DA= Disagreed UN= Undecided, AG= Agreed SA= strong agreed

The term central tendency refers to the "middle" value or perhaps a typical value of the data. The mean is the most commonly-used measure of central tendency

Table, 4.2.3. Summary of the result from respondents in the above ten items ‘A’

Category	Frequency	Mean	STD
Strongly disagreed	740	2.000	0.100
Disagreed	603	1.630	0.082
Undecided	843	2.278	0.113
Agreed	1038	2.805	0.140
Strongly agreed	476	1.286	0.064

As it was stated and presented in the above table 4.2.3.ten questions were designed to collect the quantitative data on the school related factors that have been affect the class management and its utilizations. The collected data were analyzed in the percentages, mean and standard deviations in the above table. On the basis of the above analyzed data discussions were made for each item as follows. The descriptive statistics was used to present the data in the manageable way by presenting in to percentages, mean and standard deviations. The presented and described the quantitative data that had been presented in the above table had been given a meaningful conclusion through addressing using the descriptive statistics. The central tendency had been used to give meaningful conclusions for the analysis that had been made through descriptive statistics.

The first question asked was identify the absence of the class field suitability for students.20 (5.40%),51(13.78%), 78(21.08), 123(33.24%) and 98(26.48%) of the responses of the respondents had shown that they had strongly disagreed, disagreed, undecided, agreed and strongly agreed on the absence of the class field suitability for students. The mean score of the respondents’ responses was 3.59.This implies that the unsuitability of class was the factor that affecting the class management and utilization.

The second question asked was to identify the presence of the suitable class arrangement for students.124(33.51%), 97(26.21%),76(20.54%),53(14.32%) and 20(5.40%) of the responses of the respondents had shown that they had strongly disagree, undecided, agreed and strongly agreed on presence of the suitable class arrangement for students. The mean score was 2.11.This implies that the class field was not suitable

The third question asked was assess presence of the school environment specifically the immediate environment of the school is suitable to teach physical education.125 (33.78%), 96(25.94%), 97(26.21%) and 52(14.05%) of the responses of the respondents had shown that they had had strongly disagreed, disagreed, undecided and agreed. The mean score was 1.92.This implies that immediate environment of the school was not suitable.

The fourth question asked was identifying the presence of enough field space for the students.127 (34.32%), 98(26.48%), 98(26.48%) and 47(12.70%) of the responses of the respondents had shown that they had strongly disagreed, disagreed, undecided and agreed. The mean score was 2.15. This implies that there was not enough field space for the students.

The fifth question asked was for examining absence of standard class field in the school. 122(32.97%), 167(45.13%), 81(21.89%) of the responses the respondents had shown that they had undecided, agreed and strongly agreed respectively. The mean score was 3.87. This implies that there were not standard class field in the school.

The sixth question asked was identify the presence of the manageable numbers of students in the class .145(39.18%),120(32.43%),100(27.02%) and 5(1.35) of the responses of the respondents had shown that they had strongly disagreed, disagreed, undecided and agreed the presence of the manageable numbers of students in the class.

The seventh question asked was to assess the absence of the manageability the numbers of students in the class.10 (2.70%),73(19.72%),198(53.51%) and 89(24.05%) of the responses of the respondents had shown that they had disagreed, disagreed, undecided, agreed and strongly agreed on the absence of the manageability the numbers of students in the class.

The eighth question asked was for examining the presence of the school environment challenges to manage class management.21(5.67%),62(16.75%), 197(53.24%) and 90(24.32%) of the responses of the respondents had shown that they had disagreed, disagreed, undecided, agreed and strongly agreed on the presence of the school environment challenges to manage class management. The mean score was 3.94. This implies that there were challenges to manage class management.

The ninth question asked was to identify the presence of sufficient resources that have been supplied for the class management. 199 (53.78%), 90(24.32%),71(19.18%) and 10(2.70%) of the responses of the respondents had shown that they had had strongly disagreed, disagreed, undecided and agreed on the presence of sufficient resources that have been supplied for the class management. The mean score was 1.71. This implies that were not sufficient resources that have been supplied for the class management.

The last question asked was assess the presence of class Size challenges in the class management.20(5.40%), 66(17.83%), 186(50.27%) and 98(26.48%) of the responses of the respondents had shown that they had disagreed, disagreed, undecided, agreed and strongly agreed on the presence of class Size challenges in the class management. The mean score was 3.96. This implies the class Size challenges in the class management and utilization

Table, 4.2.4. Data analysis on the teachers related factors that have been affected the class management and its utilizations

No	Items B Teacher related factor	Response						Total	Mean	STD
		F	SD	DA	UN	AG	SA			
1	Students are often ignored by the physical education teacher class management & its utilization.	F	-	16	178	98	78	370	3.62	0.181
		%	-	4.32%	48.10%	26.48%	21.08%	100%		
2	Teachers are expected to have positive relationship with suitable class management and its utilization.	F	-	54	98	201	17	370	3.47	0.173
		%	-	14.59%	26.48%	54.32%	4.59%	100%		
3	Students are often engaged by the physical education teachers in class management.	F	187	98	85	-	-	370%	3.23	0.085
		%	50.54%	48.10%	22.97%	-	-	100%		
4	Creating a supportive learning environment in which female students are treated as individuals	F	197	76	97	-	-	370	1.72	0.086
		%	53.24%	20.54%	26.21%	-	-	100%		
5	Selecting material at an appropriate level for class management and its utilization	F	195	102	73	-	-	370	1.66	0.083
		%	52.70%	27.56%	19.72%	-	-	100%		
6	The positive attitudes of the teacher in the class management	F	156	50	65	85	14	370	0.18	0.01

	and its utilization are important for effective PE teaching.	%	42.1 6%	13.5 1%	17.56	22.97 %	3.78%	100 %		8
7	The positive attitudes of the teacher in the class management & its utilize is important for PE teaching	F	-	-	52	231	87	370	4.08	0.20 4
		%	-	-	14.05 %	62.43 %	23.51 %	100 %		
8	Teachers related factors more affects than school related factors class management and its utilization.	F	194	154	22	-	-	370	1.68	0.08 2
		%	52.4 3	41.6 2%	5.94%	-	-	100 %		
9	Teachers related factors more affects than students related factors class management and	F	56	99	101	63	51	370	2.92	0.14 2
		%	15.1 3%	26.7 5	27.29.	17.02	13.78	100 %		
10	Student related factors equally affects with school related factors class management and its utilization.	F	256	88	26	-	-	370	3.79	0.18 9
		%	69.1 8	23.7 8	10.00	-	-	100		

Key: SD=strongly disagreed, DA= Disagreed UN= Undecided, AG= Agreed SA= strong agreed

Table, 4, 2.5. Summary of the result from respondents in the above ten items., 'B'

Category	Frequency	Mean	Standard deviation
Strongly disagreed	1241	3.354	0.168
Disagreed	737	1.992	0.100
Undecided	797	2.154	0.108
Agreed	678	1.832	0.092
Strongly agreed	247	0.668	0,033

As it was stated and presented in the above table 4.2.5, ten questions were designed to collect the quantitative data on the teachers related that have been affected the class management and its utilizations. The collected data were analyzed in the percentages, mean and standard deviations in the above table. On the basis of the above analyzed data discussions were made for each item as follows.

The first question asked was to identify whether students are often ignored by the physical education teacher in class management or not .16(4.32%), 178(48.10%),98(26.48%) and

78(21.08%) of the responses of the respondents had shown that they had disagreed, disagreed, undecided, agreed and strongly agreed on whether students are often ignored by the physical education teacher in class management or not. The mean score 3.62. This implies that students are often ignored by the physical education teacher in class management.

The second question asked was to get information on teachers experience is expected to have positive relationship with suitable class management and its utilization. 54 (14.59%), 98(26.48%), 201(54.32%) and 17(4.59%) of the responses of the respondents had shown that they had disagreed, disagreed, undecided, agreed and strongly agreed on teachers experience is expected to have positive relationship with suitable class management and its utilization. The mean score 3.47. This implies that teachers experience is expected to have positive relationship with suitable class management and its utilization.

The third question asked was to identify whether students are often engaged by the physical education teachers in class management or not. 187(50.54%), 98(26.48%) and 85(22.97%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and undecided on whether students are often engaged by the physical education teachers in class management or not. The mean score 1.70. This implies that students are not often engaged by the physical education teachers in class management.

The fourth question asked was to get information on creating a supportive learning environment in which female students are treated as individuals and in which they know that help is available. 197 (53.24%), 76(20.54%) and 97(26.21%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and undecided on creating a supportive learning environment in which female students are treated as individuals and in which they know that help is available. The mean score 1.72. This implies that creating a supportive learning environment in which female students are treated as individuals and in which they know that help is available was not found.

The fifth question asked was to assess selecting material at an appropriate level class management and utilization. 195(52.70%), 102(27.56%) and 73(19.72%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and undecided on selecting material at an appropriate level class management and its utilization. The mean score 1.66. This

implies that selecting material at an appropriate level class management and its utilization was not implemented.

The sixth question asked was to identify whether teachers promote effective teaching learning environment through appropriate class management and utilization or not .156(42.16%), 50(13.51%), 65(17.56), 85(22.97%) and 14(3.78%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and undecided, agreed and strongly agreed on whether teachers promote effective teaching learning environment through appropriate class management and utilization or not. The mean score 2.30.This implies that there was no teachers promote effective teaching learning environment through appropriate class management and utilization. The seventh question asked was to identify the importance of the positive attitudes of the teacher in the class management and its utilization for effective physical education teaching.52 (14.05%), 231(62.43%) and 87(23.51%) of the responses of the respondents had shown that they had undecided, agreed and strongly agreed on the importance of the positive attitudes of the teacher in the class management and its utilization for effective physical education teaching. The mean score 2.30.This implies that the positive attitudes of the teacher in the class management and its utilization for effective physical education was important for the class management.

The eighth question asked was to identify whether teachers related factors more affects than school related factors class room management and utilization or not.194 (52.43%), 154(41.62%) and 22(5.94%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and undecided on whether teachers related factors more affects than school related factors class management and its utilization or not. The mean score 1.64.This implies that teachers related factors did not more affects than school related factors class management and utilization.

The ninth question asked was to identify whether teachers related factors more affects than students related factors class management and its utilization.

56(15.13%),99(26.75%), .56(15.13%),99(26.75%),101(27..29%) 63(17.02%) and 51(13.78%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and

undecided, agreed and strongly agreed on whether teachers related factors more affects than students related factors class management and utilization. The mean score 2.85.This implies that teachers related factors did not more affects than students related factors class management and its utilization.

The last question asked was to identify whether student related factors equally affects with school related factors class management and its utilization.256 (69.18%), 88(23.78%) and 26(7.02%) of the responses of the respondents had shown that they had strongly disagreed, disagreed and undecided on whether student related factors equally affects with school related factors class management and its utilization or not. The mean score 1.36.This implies that student related factors did not equally affects with school related factors class management and its utilization

Table 4.2.6.The student related factors that have been affected the class management and its utilization.

No	Items C	Response						Total	Mean	STD
		F	SD	DA	UN	AG	SA			
1	Students don't respect the rule and regulations designed for the class management and its utilizations.	F	-	-	41	273	56	370	3.93	0.196
		%	-	-	11.08%	73.78%	15.35%	100%		
2	Students break the regulations and rules designed for the class management and utilizations.	F	-	-	40	243	87	370	3.97	0.198
		%	-	-	11.081%	65.67%	23.51%	100%		
3	Students are uncooperative in the class management and utilizations.	F	-	-	231	94	45	370	3.48	0.174
		%	-	-	62.43%	25.40%	12.16%	100%		
4	The students 'behavior challenging in the class management and its utilizations.	F	-	-	53	263	54	370	3.98	0.199
		%	-	-	14.32%	71.08%	14.59%	100%		
5	Students become cooperative in the class management and its utilizations.	F	178	67.	124	-	-	370	1.84	0.092
		%	48.37%	18.10%	33.51%	-	-	100%		
6	Student related factors more	F						370		

	affects than school related factors class management and its utilization.		122	60	25	123	40		2.70	0.135
		%	32.43 %	16.2 1%	6.75%	33.24 %	10.81 %	100 %		
7	Students related factors more affects than teachers related factors class management and its utilization.	F	-	35	80	158	97	370	3.83	0.191
		%	-	9.45 %	21.62 %	42.70 %	26.21 %	100 %		
8	Student related factors equally affects with school related factors class management and utilization	F	177	147	46	-	-	370	1.63	0.081
		%	47.83 %	39.7 2%	12.43 %	-	-	100 %		
9	Student related factors that affect class management and its utilization does not ready for learn during physical education.	F	167	137	66	-	-	370	1.72	0.086
		%	45.13 %	37.0 2%	17.83 %	-	-	100 %		
10	Student related factors that affect class management and its utilization when teachers enter the class.	F	-		123	0.99	63	360	3.82	0.191
			-	-	33.24 %	54.44 %	17.02 %	100 %		

Key: SD=strongly disagreed, DA= Disagreed UN= Undecided, AG= Agreed SA= strong agreed

Table 4, 2.7. Summary of the result from respondents in the above ten items; ‘C’

Category	Frequency	Mean	Standard deviation
Strongly disagreed	645	1.743	0.087
Disagreed	446	1.205	0.060
Undecided	829	2.241	0.112
Agreed	1338	3.616	0.181
Strongly agreed	442	1.195	0.060

As it was stated and presented in the above table 4.2.7. Ten questions were designed to collect the quantitative data on the student related factors that have been affected the class management and its utilizations. The collected data were analyzed in the percentages, mean and standard deviations in the above table. On the basis of the above analyzed data discussions were made for each item as follows.

The first question asked was to identify whether students do not respect the regulations and rules designed for the class management and utilizations or not. 41 (11.08%), 273(73.78%) and

56(15.35%) of the responses of the respondents had indicated that they had undecided, agreed, strongly agreed on whether students do not respect the regulations and rules designed for the class management and utilizations or not. The mean score was 3.92. This implies that students do not respect the regulations and rules designed for the class management and its utilizations

The second question asked was to identify whether students break the regulations and rules designed for the class management and its utilizations or not .40(10.81%), 243(65.67%) and 87(23.51) of the responses of the respondents had indicated that they had undecided, agreed, strongly agreed on whether students break the regulations and rules designed for the class management and utilizations or not. The mean score was 3.97. This implies that students break the regulations and rules designed for the class management and its utilizations

The third question asked was to identify whether students are uncooperative in the class management and utilizations or not .231(62.43%),94(25.40%) and 45(12.16) of the responses of the respondents had indicated that they had undecided ,agreed, strongly agreed on whether students are uncooperative in the class management and utilizations or not . The mean score was 3.48. This implies that students are uncooperative in the class management and its utilizations.

The fourth question asked was to identify presence of the students' behavior challenging in the class management and utilizations.53(14.32%),263(71.32%) and 54(14.59%) of the responses of the respondents had indicated that they had undecided ,agreed, strongly agreed on presence of the students' behavior challenging in the class management and utilizations. The mean score was 3.48. This implies that the students' behavior challenging in the class management and its utilizations.

The fifth question asked was to identify whether students become cooperative in the class management and utilizations or not .179(48.37%), 67(18.10%) and 124(33.51%) of the responses of the respondents had indicated that they had strongly disagreed, disagreed and undecided on whether students become cooperative in the class management and utilizations or not .The mean score was 1.84. This implies that students did not become cooperative in the class management and utilizations.

The sixth question asked was to identify whether student related factors more affects than school related factors class management and its utilization.122 (32.43%), 60(16.21%) 25(6.75%),

123(33.24%) and 40(10.81%) of the responses of the respondents had indicated that they had strongly disagreed, disagreed, undecided, agreed and strongly agreed on whether student related factors more affects than school related factors class management and its utilization.

The seventh question asked was to identify whether students related factors more affects than teachers related factors class management and utilization or not .35(9.45%), 80(21.62%), 158(42.70%) and 97(26.21%) of the responses of the respondents had indicated that they had strongly disagreed, disagreed, undecided, agreed and strongly agreed on whether students related factors more affects than teachers related factors class management and utilization or not. The mean score was 3.83.This implies that students related factors more affects than teachers related factors class management and its utilization.

The eighth question asked was to identify whether student related factors equally affects with school related factors class management and utilization or not .177 (47.83%), 147(39.72%) and 46(12.43%) of the responses of the respondents had indicated that they had strongly disagreed, disagreed and undecided on whether student related factors equally affects with school related factors class management and its utilization or not. The mean score was 1.63.This implies that student related factors did not equally affects with school related factors class management and its utilization.

The ninth question asked was to identify student related factors that affect class management and its utilization does not ready for learn during physical education.167 (45.13%), 137(37.02) and 66(17.83%) of the responses of the respondents had indicated that they had strongly disagreed, disagreed and undecided on student related factors that affect class management and its utilization does not ready for learn during physical education.

The last question asked was to identify Student related factors that affect class management and its utilization when teachers enter the class.123 (33.24%), 184(49.72%) and 63(17.02%) of the responses of the respondents had indicated that they had strongly undecided, agreed and strongly agreed on student related factors that affect class management and its utilization when teachers enter the class. The mean score was 3.82.This implies that student related factors that affect class management and its utilization when teachers enter the class

4.3 Analysis on the Qualitative Data

Ten questions were designed to collect qualitative data from physical education teachers. The interview questions were asked to identify the personal information of teachers like, information about their experiences and current positions, about the presence of factors affecting class management in teaching learning process in physical education, the types of factors, the level at which these factors affecting and about the presence of adequate materials for class management.

The responses that had been collected from teachers through interview questions had indicated that the experience of three teachers' ranges between 1-5 years and the experiences of the two teachers were 6- 10 years. The current positions of all the teachers were teaching.

The responses of the teachers were similar in that there were factors that affecting the class management. The factors affecting the class management were the number of students in the single class, the student discipline, the absence of standard class facilities, the absence of well organized systems in addressing standard class, the teachers' attitude and lack of respecting the rule designed for class management were factors affecting class management in the secondary schools.

In the same way seven questions were designed to collect the qualitative data focusing on getting information on the experiences of principals, the presence supplying adequate materials, the presence of suitable conditions for class management and its utilization, the presence of factors in their school that affect the class management and its utilization, the presence of well organized conditions for physical education teaching particularly in class management and its utilization and the solutions that are suggested for the future improvement.

The responses of the principals had indicated that the experiences two principals had ranged 1-5years and the experiences of other three principals were ranged 6-10 years.

The responses of the principals had indicated that the material supply for the class management was not as required and there were factors that affecting the class management like the many number of students in the each class, the student discipline, the absence of standard field spaces classes facilities, the absence of well organized systems in addressing standard class, the teachers attitude, lack of preparation in side of teachers and lack of respecting the rule designed were factors affecting the class management and its utilization.

in the secondary schools. The solution suggested the problems were supplying sufficient and standard class materials, managing the behavior of students and adequate preparations of teachers in the class management strategies.

Additionally five points of observation guide lines were designed and observations were conducted. On the basis of the conducted observation, the results were discussed in text explanations as follows. The numbers of students in each class were above 65 these numbers of students were not according to the standard (MOE, 1994) which should be 40. The behaviors of students were also challenging and the arrangement of desks in classroom as well as fields place were also not suitable for the teachers to move in the class, the neatness of the classes was also not suitable as required.

4.4. Discussions

The main objective of this study was to investigate factors that affect class management and its utilization in teaching learning process of physical education in the some selected secondary schools of Horo Guduru wollega zone.

Under this part of the study the results that had been obtained through quantitative data collecting approach and qualitative data collecting approach were triangulated to cross-check whether the results that obtained through quantitative data and qualitative data collecting were confirming each other or not. The results that had been obtained from the quantitative data collecting approach from students were similar with the results that had been gained through responses that had been collected from physical education teachers and principals. Therefore, the result obtained from students, teachers and principals were the result of this study had indicated that the factors affecting the class management and its utilization in physical education program selected secondary school of Horo Guduru wollega zone were the number of students in the single class, the student discipline, the absence of standard class facilities, the absence of well organized systems in addressing standard classes, the teachers attitude, lack of preparation in side of teachers and lack of respecting the rule designed were factors affecting the class management in the secondary schools

The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers

The result of the previous study that had been conducted by (kohn.1996) Class management and organization are intertwined. While rules and routines influence student behavior, class organization affects the physical elements of the class, making it a more productive environment for its users.

The other previous study that had been conducted by (Siedentop, Tousignant& parker1982) the class environment is organized influences the behavior in it and access to suitable teaching space.

(Brophy & Evertson, 1976). In some ways, class management is like salt in a recipe; when it is present it is not noticed, but when it is missing, diners will ask for it.

The author points ways to tackle this problem: 1) schools' investment in continuing education programs for teachers; 2) creation of more opportunities for dialogue to improve the relationship with students; 3) sharing of discipline responsibility with the students so that they participate in the problem solution; and 4) reinforcement of positive behavior.(Santini and Neto(2005).

Suppaporn, Dodds, & Grin (2003) Students may not even agree on when a student action is merely a different behavior or misbehavior, particularly when a teacher's management system has not clearly denned acceptable actions.

When the researcher compare the results of the current study with the previous study, the current findings of this study were similar with the previous findings in inadequate the student discipline, the absence of standard class facilities and lack of respecting the rule.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

The main objective of this study was to assess the factors affecting the class management and its utilization in physical education in the secondary schools. Survey research design particularly descriptive survey method was used as it enables the researcher to describe the current status of an area of study.

The quantitative data collecting approach and qualitative data collecting approach were used. In quantitative data collecting approach was used for the quantitative data that were collected through questionnaire from sample students and qualitative data collecting approach was used for the qualitative data that were collected through interview and observations

.To achieves the objective of this study data were collected through questionnaire and analyzed under chapter four. On the basis of the collected and analyzed data the findings of this study were identified as follows and presented side by side with basic research questions:

- The first research question asked was to identify factors affecting the class management and its utilization in the secondary schools. The result of this study had indicated that the factors affecting the class management and its utilization were the number of students in the single class, the student discipline, the absence of standard class facilities, the absence of well organized systems in addressing standard classes, the teachers attitude, lack of preparation in side of teachers and lack of respecting the rule designed were factors affecting the class management in the secondary schools.
- The second research question asked was to identify factors more affecting the class management and its utilization in teaching physical education in the secondary schools. The result of this study had shown that the number of students in the single class, the student discipline were the absence of standard classes field spaces facilities factors more affecting the class management and its utilization in teaching physical education in the secondary schools.
- The last research question asked was to identify solutions that were proposed minimize the factors that affect the class management and its utilization in teaching Learning process of physical education in the secondary schools. The result of this study had indicated that the solution suggested to reduce the factors affecting class management were supplying sufficient

and standard class materials, managing the behavior of students and adequate preparations of teachers in the class management strategies.

5.2. Conclusions

Based on the above major findings conclusions were made. Therefore, the factors affecting the class management were identified:

- ❖ In that the number of students in the single class,
- ❖ the student discipline,
- ❖ the lack of standard classes facilities
- ❖ the lack of well organized systems in addressing standard field spaces classes,
- ❖ the teachers attitude,
- ❖ lack of preparation in the side of teachers
- ❖ And lack of respecting the rule designed was factors affecting the class management in the secondary schools were concluded as the factor affecting the class management and its utilization in secondary schools.

5.3. Recommendations

Based on the major findings that had identified and the conclusions made of this study the following recommendations are given.

- The number of students in the single class should be at minimized in line with standard.
- The student discipline should be managed through participating teachers, students and the concerned bodies.
- The appropriate practical class facilities should be fulfilled through mobilizing the community and the concerned stakeholders.
- Well organized systems in addressing standard of class should be supplied.
- Teachers should prepare themselves to manage the class properly.
- Teachers and students should respect the rule designed for class management in the secondary schools.

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APPENDIX A
JIMMA UNIVERSITY
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Questionnaire for students

The purpose of this questionnaire is to obtain the information about factors that affect the class room management and its utilization in teaching learning process of physical education in the Some selected of Horo Guduru wellega zone secondary schools. To achieve the intended objective of this study your responses will be important. Therefore, we kindly request you to provide your responses for the items that will be prepared to collect the data for this study.

Part I

General information

- 1 Name of school _____
2. Sex M _____ F _____
3. Age: 17-18 _____ 19-20 _____ 21 and above _____
4. Grade: 9 _____ 10 _____

Part II questions

Choices of Items: Strongly disagree (SD) 1, Disagree (DA) 2, Undecided 3, Agree (A) 4 and strongly agree (SA) 5

No	Items	1	2	3	4	5
A	The school related factors that have been affected the class management and its utilizations					
1	The class is not suitable for students.					
2	The class arrangement is suitable for students					
3	The school environment specifically the immediate environment of the school is suitable to teach physical education.					
4	There are enough fields for the students.					
5	The school field size are not at standard					
6	The numbers of students are manageable					
7	The numbers of students are not manageable.					
8	The school environment challenges to manage class management.					
9	Sufficient resources have been supplied for the class management.					
10	Class Size challenges the classes					

No	Items	1	2	3	4	5
B	The teachers related factors that have been affected the class room management and its utilizations					
1	Students are often ignored by the physical education teacher class management.					
2	Teachers experience is expected to have positive relationship with suitable class management and utilization.					
3	Students are often engaged by the physical education teachers in class management.					
4	Creating a supportive learning environment in which female students are treated as individuals and in which they know that help is available.					
5	Selecting material at an appropriate level class management and utilization.					
6	Teachers Promote effective teaching learning environment through appropriate class management and utilization.					
7	The positive attitudes of the teacher in the class management and its utilization are important for effective physical education teaching.					
8	Teachers related factors more affects than school related factors class management and utilization.					
9	Teachers related factors more affects than students related factors class management and utilization.					
10	Student related factors equally affects with school related factors class management and utilization.					

No	Item	1	2	3	4	5
C	The student related factors that have been affected the class management and its utilizations					
1	Students do not the regulations and rules designed for the class management and utilizations.					
2	Students break the regulations and rules designed for the class					

	manages anent and utilizations.					
3	Students are uncooperative in the class management and utilizations.					
4	The students' behavior challenging in the class management and utilizations.					
5	Students become cooperative in the class management and utilizations.					
6	Student related factors more affects than school related factors class management and its utilization.					
7	Students related factors more affects than teachers related factors class management and utilization..					
8	Student related factors equally affects with school related factors class management and utilization					
9	Student related factors that affects class management and its utilization does not ready for learn during physical education.					
10	Student related factors that affect class management and its utilization when teachers enter the class.					

APPENDIX B
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Interview questions for PE teachers

1. Do you tell me your experiences of teaching and your current position?
2. Are there factors that affect the class management and its utilization?
3. What are the factors those affect the class management and its utilization?
4. At what extent these factors those affect the class management and its utilization?
5. Which factors have been more affecting the class management and its utilization?
6. Does the attitude of students positive towards the class management and its utilization?
7. Are the students related factors affect the class management and its utilization?
8. Are there adequate materials and instruments the class management and its utilization?
9. Does teachers' lack of knowledge affect the class management and its utilization?
10. What points do you suggest as solution for the effective class management and its utilization?

APPENDIX C
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Interview questions for principals

1. Do you tell me your experiences of teaching and your current position?
2. Do you supply adequate teaching materials and instruments for class management and its utilization?
3. Are there suitable conditions for class room management and its utilization?
4. Are there incentives for PE teachers in your school?
5. Are there factors in your school that affect the class management and its utilization?
6. Are there well organized conditions for physical education teaching particularly in class management and its utilization?
7. What solutions do you give to minimize the factors that affect the class management and its utilization in teaching physical education in the secondary schools?

APPENDIX D
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Interview questions for principals

Observation checklist

The Observation checklist guide line that was used for this study was designed as follows.

1. The student's size were considered in the observation process of this study.
2. The behavioral conditions of the students was point that was addressed in this observation
3. The arrangement of materials that used in the class student desks and the other materials was seen
4. The teachers' attitude towards class management and sits utilization their experiences were considered.
5. The class conditions neatness, size and other points was addressed in these observations