

**STUDENTS' BEHAVIOR DURING PHYSICAL EDUCATION CLASSES
IN BABO GAYA PREPARATORY SCHOOL, BISHOFTU TOWN,
OROMIA REGIONAL STATE**

MEd THESIS

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Preparatory School, Bishoftu Town, Oromia Regional State**

**A Thesis submitted to College of Sport Science Academy, Department of
Sport Science, Postgraduate Program Directorate**

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MASTER'S OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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DEDICATION

I dedicate this work to my beloved friends and all my families for helping me with affection, love and for their immense contribution in the success of my life.

STATEMENT OF THE AUTOUR

First, I declare this thesis is my work and that all source of materials used have been duly acknowledged. This thesis has been submitted in Partial Fulfillment of the Requirements for MEd. Degree in teaching physical education at Haramaya University and is deposited at the University library to be made available to borrowers under the rules of library.

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ACRONYMS AND ABBREVIATIONS

ICDR	Institute for Curriculum Development and Research
KM	Kilo Meter
M	Mean
MED	Master of Education
MOE	Ministry of Education
PE	Physical Education
PNA	Parent's Negative Attitude
S.D	Standard Deviation
S.E	Standard Error of the Mean
SPSS	Statistic Package for Social Science

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Students' Behavior During Physical Education Classes In Babo Gaya Preparatory School, Bishoftu Town, Oromia Regional State,

ABSTRACT

The purpose of this study was to identify and assess students' behavior during physical education classes in Babo Gaya Preparatory school Oromia Regional state. And try suggest some possible solution to minimize the students' misbehavior in physical education classes. The researcher used three basic questions to achieve the objectives of the study. To answer these basic research questions, descriptive survey approach research method was employed. The total numbers of students in Babo Gaya preparatory school from grade 11th-12th were 350. From the total population, 25% as (Van Delan D,E,(1979), as stated that from the total population 10%-20% is recommended, 46 male and 42 female totally 88 respondents were selected as a sample using stratified method, one (1) PE teacher and a school principal selected as sample. Totally 90 respondents were selected as a sample. The methodological approach selected for the study was descriptive approach both qualitatively and quantitatively. The instruments used to collect the data were questionnaire; interview and observation. The data gathered from the respondents were presented using tables and analyzed by using SPSS version 16 using descriptive statistics like mean (M), standard deviation (SD), standard error (SE) and frequency and percentiles. The results are organized and discussed from analysis of primary and secondary data. Accordingly, the study revealed the following results: Learning time is wasted most of the time in the theoretical and practical physical education lesson due to the wrong behavior. There is a gap in the PE teacher management skills to control the students, in theoretical and practical lesson. As the results of the study show the various reasons for the occurrence of misbehavior in the study area were peer pressure, the negative attitude reflected by the family and by students towards physical education results lack of interest by students, teacher's less attractive method of teaching and teacher's lack of effective management skills of students. The researcher result recommended that awareness should be given to misbehavior students about the importance of PE in order to develop positive attitude and perception towards the subject.

Keywords: Behavior, Good Behavior, Misbehavior

1. INTRODUCTION

1.1 Background of the Study

Education is the base for the development of citizens in all countries including Ethiopia.

Knowledge, skills and attitude will be acquired and good habit will be developed as learners attend each and every lesson repeatedly and take part actively in an ongoing classroom instruction. Physical education is one of the subjects, which develops the knowledge, skills and attitude of students in order to contribute its role to develop all citizens. In order to do so schools are established in an organized manner to attain certain goals. To attain such educational goals, each member of the school needs discipline. (Rink 1993) stated that discipline is what you do when, in spite of your efforts students do not cooperate and choose to behave in inappropriate ways. Student misbehavior in physical education (P.E) can have serious consequences because it reduce or limits learning time for students and distracts the teacher; (Fernandez-Balboa, J. M 1991). Moreover, it can create a hazard. A better understanding of how teachers and students view misbehavior in physical education can lead to more effective ways of dealing with it. Maintaining discipline is probably the greatest cause for concern among trainee and newly qualified teachers. Learning and teaching process are premised on appropriate pupil behavior and so it is necessary for them at the same time to all teachers familiar with a range of approaches for dealing with both minor and more serious difficulties.

Maintaining behavior is essential not only for instruction but also everywhere for people to interact smoothly, so as to fulfill their common interest, and to achieve their objectives. Besides, with the availability of necessary human, material and fanatical input, the school should establish and maintain good behavior among its members. To strengthen this idea, (Selamawit,2012) suggested that in school, discipline /control/ is a means to the end. That means the progress of each pupil would achieve through self-discipline. Nowadays, in secondary school physical education classes, students' classroom misbehavior /disciplinary problem/ was one of the serious issues, which hinder the teaching learning process of physical education lesson. Without good behavior the desired educational objectives cannot be achieved. Therefore, good behavior is one of the major concerns in physical education and also in general educational process. So that minimizing the problems by finding the solutions to improve the students' behavior on physical education class was the major target of this

research. Teachers, parents, students and the public members who directly or indirectly participate in physical education and general education endeavors place good behavior as one of their major concerns. (Charles 1981) explained that teachers are concerned about it because it affects the emotional lives of their students, and it determines teachers' success.

Parents also worry about their children's discipline because they want their children behave properly in school and relate well with other. It is also the concern of students because they need someone to urge them forward and calm environment with in which to learn. This is not to mean that discipline is everything. It is only a small part of the teaching learning task; it is like the foundation of a house. Nothing can be built without it. However, physical education teachers have serious problem in shaping their secondary school students in good manner.

Regarding this, (Arefanie,1992 E.C) states that: schools are worrying more and more about unruly behavior of their teenage students. The unacceptable students' behavior is a serious problem in the school, physical education class and it is difficult for teachers to maintain good discipline in their school. Regarding this problem, (Daugherty and Woods, 1976) stated that many students who create behavioral problems for the teacher have inherent leadership potential, but the quality takes the form of bullying, disorderliness. They still find it difficult maintaining good discipline. Most new teachers find it as their major problem than the experienced ones. It is perhaps one of the causes for physical education teacher's failure and leaving the profession. For most teachers, misbehavior means student action that disrupts, destroys, defies, hurts or disrespects to others' right in physical education classes. It includes such specific categories of acts as cruelty, disrespect, disobedience, cheating, fighting, name calling, talking without raising hands, sarcasm, defiance and apathy. Such behaviors would reduce effectiveness and pleasure in teaching learning and need to be suppressed or redirected. (Selamawit,2012) one of the various obstacles facing the education system is students' disciplinary problem, particularly at secondary schools. (Kassaw,1995 E.C) Learning process is affected negatively. Those problems would manifest in variety of misconduct such as truancy, stealing, vandalism, cheating in examination and fights with teachers and students themselves.

According to ICDR (1999) class room behavioral Problem refers to any inappropriate behavior demonstrated by the students. It is a problem behavior that obstructs the smooth progress of the teaching learning process and negatively affects the healthy classroom

atmosphere and the positive student teacher relationship. ICDR(1999), also indicated that some of the problem behaviors are so simple (mild) that do not disturb other students while others are profound that highly affect other students and obstruct the teaching learning process many literatures on the area explain that students behavioral problems vary in their nature any behaviors problem of students despite that nature any behaviors problem of students occur in the class room affect the teaching learning process to a considerable extent (Parsons, Hinson and Sardo-Brown ,2001 (ICDR,1999), Lefrancois,2000) The causes and factors that contribute for students' misbehavior to occur in the class room during the instructional process the type and nature, as well as, the degree of occurrence and their impact vary for various reasons. Misbehavior can be seen as a symptom of crisis in the pedagogic relationship, which is in itself a complex and dynamic one, made of agreements and disagreements, routines and novelties, order and contradiction. The larger or smaller ecological balance in a classroom results from the more or less achieved interaction of instruction, management and students socialization systems (Doyle, 1986, Supaporn, Dodds, and Griffin, 2003).At some point in their career, all teachers have to confront misbehavior in the classroom.

The students' behavior is a serious problem in the preparatory school, physical education class and it is difficult for teachers to maintain good discipline in their school.(Selamawit, 2012) one of the various obstacles facing the education system is students' disciplinary problem, particularly at secondary schools. Even though, there are students that have show good behavior and they respect their teachers, parents, classmates unlike them there are many students that show a negative behavior (misbehavior) towards the teaching learning process.

In grade11th -12th students of Babo Gaya preparatory school show different types of behaviors during physical education classes both in practical and theoretical sessions. As a result, the teaching learning process is highly being affected and attaining the intended learning out comes is becoming difficult. Because of the above reasons the researcher will interested to conduct research.

1.2. Statement of the problem

This study is to identify and assess students' behavior during physical education classes in Babo Gaya preparatory school. The research considered students' behavior during physical education theoretical and practical classes. In spite of the fact that the knowledge of physical education is believed to have various uses inside and outside of the classroom, large number of students in school has a discipline problem in the lesson. The learners who frequently misbehaved in the class would not acquire knowledge and skill that the teacher imparts and would have not luckily to learn from classmates. In particular, the study explores the cause of students' misbehavior in physical education lesson and teachers' approaches to classroom management.

A healthy class room environment, which is relatively free from behavioral problems, was among the key factors that contribute for the effectiveness of the teaching learning process. In the presence of classroom misbehavior, it is difficult to undertake better teaching and learning process. It's obvious that negative behaviors affect the teaching learning process to a considerable extent. For the effectiveness of the teaching-learning process students should behave appropriately and develop positive behaviors and avoid the negative /undesirable/ behaviors. The learners who frequently misbehaved in the class would not acquire knowledge and skill that the teacher imparts and would have not luckily to learn from classmates.

Different studies about behavior /or discipline problem/ were conducted by different researchers. (Selamawit,2012) studied factors contributing to students disciplinary problems, (Asrat,1984) conducted students' disciplinary problems in selected senior high schools, and (Rutan,2010) studied on strategies in classroom management. But this study tried to seek or studied on specific subject, Students' behavior during physical education classes in Babo Gaya preparatory school Bishoftu Town. So the researcher tried to explore the nature of teacher-student relationships and perceptions of its impact on student learning and behavior. (Selamawit,2012) in her research paper on factors contributing to students disciplinary problems found that the most important aspect between a teacher and student is a good relationship. Student misbehavior in physical education can have serious consequences because it reduces the already limited learning time for students and distracts the teacher (Fernandez- Balboa J. M, 1991). Moreover, it can create a exposure. As cited by (Jimmy H.

and James 2004) perceptions of misbehavior in middle school Physical Education. A better understanding of how teachers and students view misbehavior in physical education can lead to more effective ways of dealing with it. (Alemayehu, 2012). Assessment of students' misbehavior and coping strategies.

Students who are disciplined and behave in a good manner were followed in each and every lesson regularly and had a good chance of learning based on the designed curriculum also registered good achievement. When the delivered lesson reaches to all the intended learners, there will not be educational wastage. Thus, effective teaching learning will be there. Learning and teaching are premised on appropriate pupil behavior, and fine behavior is most likely to arise in the context of effective teaching strategies. Problems with discipline and control are matters of particular concern for trainees and inexperienced teachers. So it is necessary for them to be familiar with a range of approaches for dealing with both minor and more serious difficulties (Richard, 2001).

Finally, the researcher decided to conduct this research in order to find solution for the problem in a more coordinated, systematic and scientific way as the problem is becoming worse. Since the problem is affecting both the students' learning and the teacher's teaching the instruction. It needs immediate intervention-unless the problem is may grow worse and reaches at a stage of difficult to solve. That is why the researcher was interested to conduct this research. This research will try to answer the following basic research questions.

1. To identify the frequently occurred misbehavior reflected by students during physical education classes?
2. To indicate the factors that causes students to reflect misbehavior during physical education classes?
3. To investigate the negative impact of misbehavior reflecting during physical education classes?

1.3 .Scope of the Study

Due to financial and time constraints, this study was conducted to only in Grade 11th -12th students of Babo Gaya School. It focuses on the behavior of students' during physical education theoretical and practical sessions in these school students. In terms of depth it is conduct to assess the students' behaviors during physical education classes in grade 11th -12th Babo Gaya school students.

1.4. Significance of the Study

This study has a number of importance for the students, for the teacher, the researcher and for the school. It is significant for the students to bring little improvement of students' behavior. Thus, they can learn in better learning situation. This facilitates better teaching learning situation. The subject teachers also benefit a lot from this study. First, they can develop their skill of management and better ways of dealing with students' class room and field behavioral problems. It help teachers to create and maintain a healthy class room environment which is one of the most important factors for better teaching and learning process. They will have healthy relationship with the students.

The researcher obtains a lot of experience developed from actual practice and professional skills. He solved the problem under investigation that he considered as the one that is affecting the students' learning and his teaching as well as his job satisfaction. The school also benefit from the research peaceful teaching process will be created. The students' achievement will be improved. The status of the school will be increased. The study also serves as a reference for further studies to be conducted on the same area of study.

1.5. Objectives of the Study

1.5.1 General objectives

- The general objective of the study is to examine the behavior of students' in Babo Gaya preparatory school during physical education classes.

1.5.2. Specific objectives

- To identify the frequently occurred misbehavior reflected by students during physical education classes.
- To indicate the factors that causes students to reflect misbehavior during physical education classes.
- To investigate the negative impact of misbehavior reflecting during physical education classes.

2. REVIEW OF RELATED LITERATURE

This section focuses on review of related literature and research findings, which lays the conceptual framework on the students' behavior during physical education classes. Specifically, under this section the researcher gather some literature that related to the research title about some behaviors which seen during physical education theoretical and practical session.

2.1. Definition of Behavior

Behavior the observable conduct or action of an individual or group assigned as good or bad according to the rule on the student report card by the teacher in elementary and secondary school. (Charles,2005). Behavior can be defined as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself. Behavior should be viewed in reference to a phenomenon, an object or person. It can be seen in reference to society norms, or the way in which one treats others or handles objects. Behavior, therefore, is the way an individual acts towards people, society or objects. It can be either bad or good. It can be normal or abnormal according to society norms. Society will always try to correct bad behavior and try to bring abnormal behavior back to normal.

2.2. Definition of Misbehavior

Misbehavior can be seen as a symptom of crisis in the pedagogic relationship, which is in itself a complex and dynamic one, made of agreements and disagreements, routines and novelties, order and contradiction. The larger or smaller ecological balance in a classroom results from the more or less achieved interaction of instruction, management and students socialization systems (Doyle, 1986, Supaporn, Dodds, & Griffin, 2003). In fact, what really happens is that the relation among these three systems is something that has to be permanently tuned, readjusted or redefined, because there are no everlasting solutions, adaptable to the dispositions and characteristics of all types of students or classes.

Some educators object to the term misbehavior on the grounds it is prejudicial and dependent on teacher idiosyncrasies. They prefer terms such as inappropriate behavior, disruptive behavior, and maladaptive behavior. Because teacher judgment is always involved in this question and because misbehavior is a widely understood and accepted term, it is used in this book to refer to classroom behavior that interferes with the educational process.

Thomas Gordon (1989), defines misbehavior as “an adult concept in which a specific action of the child is seen as producing an undesirable consequence for the adult” (p. 107). To paraphrase Gordon, we might say that misbehavior is anything students do that teachers don’t like. Albert, author of *A Teacher’s Guide to Cooperative Discipline* (2003), defines misbehavior as inappropriate acts associated with students’ pursuit of mistaken goals, which are attention seeking (“Look at me”), power seeking (“You can’t make me”), revenge seeking (“I’ll get even”), or withdrawal (dropping out). Such misbehavior appears when students fail to achieve their prime goal of acceptance in the classroom.

C. M. Charles (2008) describes misbehavior as any action that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, or oversteps society’s standards of moral, ethical, or legal behavior

2.3 Definition of Good Behavior

Good behavior results in students’ better achievements (Maguire et al., 2010). In order for this to happen, students should be provided with an appropriate entitlement of learning that enables them to accomplish their full potential as individual persons and as citizens of a small State within the European Union (MEDE, 2012). Furthermore, students are also to be helped to enhance their personal growth, the values of social justice and responsible citizenship as an integral part of their education (MEDE, 2012, 2014a). The quality of learning, teaching and behavior in schools are inseparable issues. Learning takes place best when students feel safe, are engaged in activities which challenge but do not generate anxiety, receive regular feedback which is positive and detailed and believe they can be successful. The great majority of students works hard and behaves well and most schools successfully manage behavior in which students feel safe, cared for and valued. This may not be the case in every school. Most frequently where unsatisfactory behavior does occur it involves low level disruption that frustrates educators and interrupts learning. Incidents of serious misbehavior and especially acts of violence are infrequent and are carried out by a small proportion of students. In the minority of schools where poor behavior is more widespread, there are usually other failures in other areas (Ofsted, 2005).

2.4. Promoting Good Behavior and Discipline

Good behavior is necessary for effective learning and teaching to take place. We need a code of conduct and rules which the school community lives by. This code must be explicit and clearly communicated to all members of the school community. Students are encouraged to take responsibility for their own behavior. At the beginning of the school year, home–school agreement is sent to parents/cares by individual teachers outlining the school rules, positive rewards and sanctions for appropriate and inappropriate behavior. The school works collaboratively with parents/ cares, so children receive consistent messages about how to behave at home and at school. The school’s positive behavior plan will be taught to every child/student, and clearly displayed throughout the school. Staff will expect good behavior. They will demand and expect positive outcomes. The school will do all it can to encourage and promote a variety of individual achievements, thus promoting child self-esteem. Rewards and sanctions will be consistently applied by all staff. We will use support services, i.e. educational psychologist, social services, medical support and educational welfare as appropriate.(Jessica Kingsley,2008).

2.5. Types of student misbehavior

The researcher was listed out and discussed the types of misbehavior in his study briefly. Misbehavior was took many forms, from annoyances like noise to over aggression or violence. (Wragg's,1993) observational study of classrooms, as sited in (Bailey, 2001) the most common kind of misbehavior observed was noisy or illicit talking, followed by inappropriate movement and inappropriate use of materials. This idea is related with the researcher concept in the study of classroom misbehavior types in terms of pupils. Similarly (Hardy, 1999) study of 39 secondary physical education lessons, he found that the most frequently occurring types of misbehavior during lessons that related idea to the researcher are not paying attention during the teacher's instructions (e.g., talking to another pupil), disrupting others, refusing to take part in the lesson, wishing to be the center of attention and etc.

2.6. Definition and Types of Classroom Misbehaviors

According (ICDR, 1999) class room misbehaviors are defined as any inappropriate behaviors shown by students in the class room that negatively affect the instructional process. Students’

class room behavior problems refer to behaviors that obstruct the smooth flow of the teaching learning process, and disturb the healthy classroom atmosphere by spoiling the positive relationship between the teacher and the students and by interrupting the flow of class room activities. (Wool folk,2004) explains that in secondary schools, students show different types behavioral problems, many students do not complete their work on time, continually break some rules, forget learning materials ,get in fight or poke their immediate classmates, and the like there are also students who are defiant and hostile.(Wool folk, 2004). Different types of misbehaviors can be observed in class room as their possibility of occurrence varies. For disruptions to occur an array of possibilities exists ranging from fleeting behaviors that are hardly noticeable to ones that take deliberate act that interrupt the flow of classroom activities (Seifert,1991) class room misbehaviors can vary in their nature, intensity distraction they cause, and the frequency of their occurrence as the reason of their occurrence varies (ICDR,1999), explain that some class room misbehaviors are so minor and of passing type, while other are so profound they obstruct the instructional process to higher degree they can also be such behaviors that do not affect other students while others highly affect other students.

2.7. Way of Responding to Classroom Misbehaviors

Class room misbehaviors may occur at any time due to different reasons. When disruptions occur teachers may respond in different ways based on the type of disruption. Scholars suggest different ways to deal with misbehaviors. Scholars like (Seifert,1991) and (Wool folk, 2004) suggest the following simple ways for teachers to stop misbehaviors quickly .These tactical responses to disruptions include. Eye contact:- this refers to simply staring or looking briefly at the disruptive student in order to communicate the teachers' disapproval and to tell the students to behave properly, and also gives the teacher a more accurate picture of the disruption. Non-directive statements: this refers to stating what the teacher sees He can simply say "I hear you whispering" or making a humorous, but do not actually sarcastic. Directive statement:-Sometimes a teacher corrects misbehaviors by telling the misbehaving student how to act, Ex: He/she may say " stop doing "or "please start listening instead of drawing " Even the teacher can remind the students the correct procedure and insists them to follow it correctly.

Modeling of correct behavior:- instead of speaking to a student how to a student who is not paying attention during a discussion, a teacher may simply model good listening and participation. Praising and ignoring:-instead of responding to the disruptive, behavior directly, a teacher may also try ignoring it while at the same time praising or supporting describable behavior throughout the class. Offering a choice:-For example, when a student continued to call out answers no matter what the teacher tried, the teacher may say “student” x”, you have a choice, stop Calling out answers immediately and begin raising your hand to answer or move your seat to the back of the room and you and I will have a private discussion latter you decide.”

In addition to the above specific tactical approaches, there are also numbers of strategic responses to problem behaviors. The humanistic strategy, rational negotiation, and applied behavioral analysis are among the most common ones. According to (ICDR1999) the humanistic strategy relies on using students’ abilities to solve their own problems, capacitating their willingness to remedy their own behavior. The approach recommends listening carefully to students versions of the problems, determining precisely who is affected by particular disruption and expressing clearly how one feels about the disruption. Empathetic listening to a student’s problems is crucial (ICDR, 1999) like the humanistic approach, the rational negotiation also expects students to take some responsibilities for misconduct and for correcting it, but also calls for teachers to direct students’ thinking about the problem one way to do this is to get students to think about their misconduct in detail by asking them questions like ‘why do you that’ ‘or’ what is the rule about this behaviors’. In line with this, (Wool folk, 2004) pointed out the method called “no –lose method” which can be useful to resolve conflicts between the teacher and student. The method is a six- stop, problem solving strategy the steps included are defining problem, generate, many possible solutions, evaluating each solution, making decision, determining how to implement the solution and evaluation the success fullness of the solution (Wool folk,2004).

The applied behavioral analysis, on the other hand, is on approach that emphasize on the importance of positive and negative consequences in influencing behavior. The approach recommends a host of techniques. Some of the techniques involved in this approach according to (ICDR,1999), are: Giving consistent praise for desirable behaviors, even negative behaviors also occur; Ignoring negative behaviors whenever possible;

Arranging activities so that classmates do not inadvertently reinforce disruptive behaviors; Giving praise for first approximations to desirable behaviors; When necessary and possible reprimanding quietly and privately.

2.8. Causes of Classroom Misbehavior

Teacher - related causes/ factors, student -related causes, school- environment related causes, family- related factors, peer group- related influence for students misbehavior problems in school, relevance of the physical education curriculum, community - related factors and time allotment. According to Maslow, once their physiological needs are met, students are motivated by the need to be physically and emotionally safe, loved and accepted, admired and respected, and personally fulfilled. A careful examination of students' classroom behaviors, desirable as well as undesirable, can reveal that they are influenced by forces and pressures inside and outside the classroom. Identifying and addressing these issues will proactively prevent future behavioral conflagrations (Belvel, 2010).

Teacher-related causes: were poor teaching, lack of planning and preparation, ineffective style of presentation, failure to use appropriate teaching aids, failure to involve students in the instructional activities, failure to structure one's lessons and present the in steps, failure to set the right task and failure to enforce the rules set. Elementary teachers can use quality literature such as *Miss Nelson Is Missing!*(Allard, 1977) to introduce the importance of having classroom rules.

Student-related causes: were phobia to school or disinterest in learning in general; lack of interest in a particular subject; dislike to a teacher or hostility towards a teacher; attention seeking and ignorance of the classroom rules; unsettled or disruptive home environment; unpleasant peer relations; emotional upset (love, hate...) and bad physical condition (e.g.,sickness).

School-environment related causes: were the absence of sufficient materials for the classes, the workshops and fields; conflicting rules of the school and the home; (e.g., working late at school, boys working with girls out of school hours...) and the class size. As (Richard Bailey, 2001) discussed some pupils may be predisposed to misbehave during physical education lessons before even turn for the lesson. Drawing on a number of sources, (Cohen, Manion and Morrison,1996) identify some of the main patterns of disruptive behavior arising from social

or emotional causes. They include: antipathy feelings of antipathy are associated with pupils who have come to the conclusion that school or parts of it have no relevance for them. The problem of antipathy seems to be a relatively rare problem in physical education classes, which are, after all, among the most popular for pupils. Moreover, a physical education curriculum centered on competitive games, such as the current National Curriculum model, fails to match the leisure time activities young women are most likely to take up on leaving school, such as aerobic dance. In this context, some girls dismiss physical education as 'unfeminine, irrelevant and childish' (Richard Bailey 2001), assisted on (Kay, 1995). So some young pupils specially women can come to develop a sense of antipathy towards physical education, which may lead to misbehavior or avoidance; social dominance; social isolation; inconsequential behavior; conflicting rules; anxiety; leadership style. Therefore, teachers should try to understand the reasons for misbehavior and address their response accordingly.

Misbehavior cannot be seen as an isolated factor although it mainly happens in the classroom. It has to be understood within several spheres: individual, family, classroom, school, community and the whole society (McManus, 1995). Misbehavior, therefore, has to be analyzed according to the whole environment of the student's life.

The root of the causes of student misbehavior can, therefore, be linked to one of three main sources: student, teacher and society (Yuan and Che, 2012).

Attention seeking, learning difficulties and student's personality may be the root causes of student's misbehavior (Winfield, 2012). Other causes may be societal: family influence and family problems, deprived and/or unsettled home background (Elias et al., 2009) and, or linked to teacher's motivation during the lesson, teacher's authority and ability to exercise class management and control, teacher's personality (Kyriaciou, 1997).

2.9. Cause and Factors Contributing for the Occurrence of Classroom Behavioral Problems

According to (Seifert,1991), there are a number of causes for class room misbehaviors. The same author identified the following class room related factors. These are boredom, need for in dependence, seeking for attention, and confusion (Seifert,1991) and (ICDR,1999) also explained that students can misbehave when the lesson is uninterested, sometimes they may also rebel against authority and establish their in dependence from the teacher or classmates. Some students may misbehave in order to gain attention from others and still there are times

students feel confused about how the teacher expects them to act (ICDR ,1999) and (Seifert (1991), explained that misbehaviors may happen if the teacher has not clarified rules of behavior well enough.

2.10. Mechanisms to prevent and minimize students' misbehavior problems

Some of the mechanisms that was contribute to practical classroom misbehavior were; maintain a positive, purposeful working environment, establish effective class management and organization system, implement a workable, shared set of rules and routines, develop positive and supportive relationships with pupils and organize time and space to facilitate maximum learning and participation. (Bailey,2001) suggested that one must acknowledge that there are times when the positive working environment facilitated by different strategies breaks down, and the teacher needs to draw upon a wider range of skills to maintain control and discipline.

2.11. The importance of good discipline

The good discipline contributes to the body of knowledge of professional practice of effective secondary physical education classroom management. Discipline would be expected to do what to facilitate learning, fosters socialization, permit democracy, needed psychology and brings joy. The ability of teachers to organize classroom and manage the behavior of their students critical to achieve positive educational out comes. Although, sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. (Emmer and Stough, 2001) as sited in (Daniel J. 2007) in his study about the effective classroom management.

2.12. Maintaining Discipline in the Classroom

Almost all classroom teachers are concerned with the problem of maintaining 'discipline' in classrooms. Discipline means freedom to teach and interact with students, without interruption from students who misbehave. Guidelines for general classroom management consistent with the principle of behavior management are as follows:

Specify a clear and concrete set of classroom rules. In some cases, involve the students in the formulation of rules, so that they have a sense of ownership. Specify a clear set of consequences for rule violations and consistent with the application of these consequences, as

outlined in a three-change-plan (Wielkiewicz, 1986, p. 370). The first time a rule is broken, a warning is given, which can be merely stating the rule. The second time a rule is broken, the warning is repeated, and the consequence (such as extra work or detention) explained. The third time a rule is broken, the consequences are enforced. Often the most effective way of dealing with annoying behavior outside the classroom is to ignore it. It should be remembered that reprimands frequently increase misbehavior. Most educators believe that teaching should provide an environment in which the learning of new skills takes place. This is best accomplished when students receive generous amounts of positive reinforcement for academic achievement. Furthermore, when a student is reprimanded or punished for misbehavior, cessation of misbehavior does not mean that the student is learning. Keep in mind the advantages of employing an assertive style of interaction with students, and avoid aggressive and non-assertive behavior. When behavior management becomes difficult or a student exhibits signs of a serious behavior problem, seek help and consultation from other services. UNESCO.2000.Regional Training Seminar on Guidance and Counseling Module 4, Behavioral Modification.

2.13. Principles of school discipline

Jones (1987) argues that educators lose approximately 50 per cent of their instructional time attending to learners who cause disturbances in the classroom. Effective body language, incentive systems and individual help can be used to redeem the lost teaching time. He further confirms that good discipline comes from effective body language, which includes posture, eye contact, facial expressions, signal and gestures (Burden 1995, 51). Jones (1987, 85) holds that the body language is the language of the emotions, thus discipline is 90 per cent effective body language. He notes that most misbehavior occurs away from the educator (Charles 2002, 132). Educators tend to make sure that all learners who are prone to misbehave are seated in the front of the classroom. Incentive systems as one of the strategies is something outside of the individual, it makes the learner react. All educators know that well-motivated learners tend to work more diligently at school tasks and in doing so they learn more and cause fewer disciplinary problems. A concern about this model is the need for a long-term commitment from educators. As is the case with reality therapy, considerable time is needed. It assumes that incentives make learners behave well and this enables motivated educators to be in a

position to motivate learners. Suffice it to say that techniques of handling learner misbehavior are often seen in the most effective and motivated educators. Underlying belief of the model includes making rules that will be quickly enforced, learning and implementing Jones's body language and procedures for stopping misbehavior. Remaining unemotional and firm in correcting behavior and developing an incentive system are also important elements.

3. MATERIALS AND METHODS

3.1 Description of the Study Area

The study was conducted at Bishoftu town Babo Gaya preparatory school. Bishoftu is a town lying south east of Addis Ababa. It was formerly known as Dedre Zeyti how ever since the late 1990s it has been officially known by the Oromo name, Bishoftu, which was its name until 1955. The town is located in Misrak shewa zone Oromia Region, and has an elevation of 1,920 meter (6,300ft). Bishoftu Location with in Ethiopia coordinates:8⁰ 45N 38⁰ 59E/8.750⁰ N38.983⁰ E. Time Zone ENT (UTC+3) and climate Cwb Bishoftu is located 47.9 kilometers (29.8mi) south east of Addis Ababa. The mean annual maximum temperature of 27.79⁰c and the mean annual temperature of 14⁰c, the annual rain fall ranges from 763.8mm.

3.2. Research Design

The design of this research is chiefly used descriptive survey method & basically the aim of the study was to identify the students' behaviors in theoretical and practical sessions in physical education lesson in Bishoftu town Babo Gaya preparatory school; It was selected to describe factors that contribute to students' behavior during physical education classes. Thus, data collected in the form of questionnaire, interview and observation. The collected data were analyzed qualitatively and quantitatively.

3.3. Source of Data

The sources of data for this study were primary and secondary sources. Primary data were collected from the study subjects- 46 male and 42 female totally 88 students from grade 11th and 12th. 1,physical education teacher and a school principal. Secondary data were gathered using book internet and document analysis from students' records from Babo Gaya preparatory school in Bishoftu town.

3.4. Population of the Study

This study was conducted on Babo Gaya preparatory school. Total populations are 350 from these the target population in this study consists of preparatory school students 46 male and 42 female ,1, physical education teacher, and a school principal as a source of data.

3.5. Sample and Sampling Techniques

3.5.1. Samples

The researcher was used stratified sampling technique to select the samples from Babo Gaya Preparatory school from grade 11th -12th students. In Babo Gaya preparatory school there are 350 students from these 182 male and 168 female students. From those students the researcher was selected 25% as (Van Delan D,E,(1979), as stated that from the total population 10%-20% is recommended. Based on this 46 male and 42 female totally 88 students were used as a sample. Additionally, the researcher was selected 1 physical education teacher and a school principal to get relevant information about the study. The total numbers of samples of this study were 90 participants.

3.5.2. Sampling technique

The study was conducted at Babo Gaya preparatory school that is found in Bishoftu town. The subjects of the study were students, a physical education teacher and a school principal. The stratified sampling technique was applied to select the required samples.

3.6. Data collection instruments

Questionnaire, Interview, and Observation were the main data gathering instruments accompanied with in depth interview and observations to achieve the purpose of this study. For students, the English versions of the questionnaires were translated to Amharic to made smooth communication and to be understandable. Necessary questions were set by the researcher and then pilot test were used to check the appropriateness of questionnaires. The questionnaires were administered for 20 students from Babo Gaya preparatory school from grade 11th-12th students. The necessary correction and modification were made on prepared questionnaires based on their respond during the pilot study. Based on the response obtained from the pilot study, correction and revision were made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the questionnaires. Depending up on pilot test the necessary amendment and correction would be done on questions and the actual data collections were started.

3.6.1 Questionnaire

In order to gather relevant information from the students questionnaires were prepared that consists of 25 set of items containing close ended and few open ended type questions were prepared and distribute to 88 samples. From these 46 male and 42 female students were selected.

3.6.2 Interview

The interviews were conducted in the consent and interest of respondents. In order to get an in-depth understanding of the problem, semi-structured interviews were conducted with a physical education teacher, and school principal.

3.6.3 Observation

The purpose of classroom and field observation in physical education class is to obtained and acquired information about students' behavior in the theoretical and practical sessions. The classroom observation was carried out continuously for a month 1 day in a week. Thus, a total of 3 times observation in theoretical instruction and 3 times in practical session at Babo Gaya preparatory school in Bishoftu town. During this observation every events and movements were recorded in a separated note book prepared for this purpose.

3.7. Method of Data Analysis

In this study the researcher was used both quantitative and qualitative analysis. By using quantitative analysis, the close ended questionnaires were analyzed with frequency and percentage, SPSS 16 version by using simple mathematical operations. By the help of qualitative analysis all the data collect from open ended questionnaires, interviews and observation were analyzed by using words.

3.8. Ethical considerations

In the process of the study, the following ethical issues were seriously considered. First of all the respondents were provided information regarding the objectives of the study, and ethical issues related ahead of data collection activities. Secondly, the provision of information would totally depend on the willingness of the respondents and they were not force to give information they do not want to. Moreover, all the information obtained from the respondents

would be confidential. Thus any information which may affect personality and security of the respondents were not included in relation to their names. Besides, no attempt has been made to obtain data in a cunning way. More importantly, the researchers were told not to write their names on questionnaire papers.

4. RESULTS AND DISCUSSION

In this unit, the data that were collected through questionnaire; interview and observation from the respondents are displayed in tables and analyzed using descriptive statistics like mean (M), standard deviation (SD), standard error (SE) and frequency and percentiles and the results are organized and discussed from analysis of primary and secondary data. In the first part of this section, the analysis of the background information of the student respondents was presented. In the second part, the analysis concerned on questions that prepared to the students' the behaviors shown in PE theoretical and practical sessions collected through questionnaire and interview and the third part of the chapter the researcher personal observation are presented and discussed.

4.1 Analysis of Students Questionnaire and Interview Responses

As it was stated in the method of this research, the questionnaire was used to collect data from students. The results are discussed and presented as follows:

4.1.1 Background information of the study participants

Table 1 Background information of the students

No.	Variables		Frequency	Percentage
1	Sex	Male	46	52
		Female	42	48
	Total		88	100
2	Age	<18	20	22.7
		18-20	22	25
		21-23	42	47.7
		24 and >24	4	4.6
Total			88	100

As table 1 above shows that the study involved 88 sample students from this 46(52%) were male students and 42(48%) were female students. Moreover, 20(22.7%) of the students are less than 18 years old and 22(25%) of the students belongs with the age categories between 18 to 20 years. Besides, 42(47.7%) of the students are with the age category of 21-23 years old

and only 4 (4.6%) of the sample student respondent's age were 24 and above 24 years. From this one could say that the largest student respondent's age is found within 21-23 years and the lowest number of student respondents' age are 24 and above 24 year.

4.1.2 .Is there a disciplinary/behavior problem in your physical education classes?

From the students response all of the students participated in the study recognized that there is always an occurrence of misbehavior in both physical education theoretical and the field practice lesson in Babo Gaya preparatory school. Moreover, the student's response about the dominantly prevailed misbehavior presented as follows:

Table 2 Students Responses about the dominantly prevailed misbehavior in classroom and field work (Multiple Responses were given)

No	Items	Dominantly prevailed miss behavior											
		Disobedi ence of teachers order		Disagree ment With teach. &stud.		Disturbin g others		Ignoring rules		Not doing tasks given by teachers		All are dominant ly occurred	
1	Students Responses about the dominantly prevailed misbehavior in classroom and field work	F	%	F	%	F	%	F	%	F	%	F	%
		38	86	14	32	37	85	34	77	10	23	32	73

As table 2 above shows about the response of students behavior about the dominantly occurred misbehavior in both classroom and field physical education lesson. As multiple responses are allowed, that means student can give more than one answer, the frequency and percentage of respondents could be greater than total number of the study participants and their total percentage. Accordingly, 38(86%) of replied that both disobedience of teacher order and ignoring rules are the dominantly occurred misbehaviors in physical education theoretical and practical lesson. While 37(85%) of responded that disturbing others is the dominantly occurred misbehavior and 34(77%) of responds ignoring school rule is the dominantly occurred

misbehavior in physical education theoretical and practical lesson. Moreover, 14(32%) of the students forwarded that disturbing others students, and 10(23%) of students replied not doing tasks given by the teachers .disobedience of teachers order, disagree with teachers and students, ignoring rules and not doing tasks given by teachers are equally the dominantly occurred misbehavior, however, 32(73%) of students replied ignoring school rules like punctuality, wearing uniform, disturbing other students, disobedience of teacher's order, disagree with teachers and students, ignoring rules and not doing tasks given by teachers etc are the dominantly occurred misbehavior. To summarize the responses of students provided based on their response size of the students behavior from the most frequently occurred to the less frequently occurred misbehavior are disobedience of teachers order, disturbing other students, ignoring rules, disagree with teachers and students and not doing tasks given by teacher respectively.

Table 3 Students Response about the one that formulate the school rules

No	Items	The school principal		The school teachers		Principal and teachers		Through the participation of all school community		The woreda and zonal education office	
		F	%	F	%	F	%	F	%	F	%
1	Students Response about the one that formulate the school rules	71	80.6%	7	16	3	6	1	2	6	14

As table 3 above shows that 71(80.6%) of the students replied that the school principal formulating the school rules without the participation of teachers and students. Moreover, 7(16%) of the students replied that the school teachers formulating the school rules without the participation of students and 3(6%) of the students responded that the principal and teachers school teachers formulating the school rules without the involvement other community of the school. Similarly, 1(2%) of the students replied that school rules are formulating by the

participation of teachers, principal and students. Besides, 6 (14) of the students replied that the school rules are formulated by woreda and Zonal educational office, without the involvement of other community of the school. About the one who formulates school rules is almost similar as most of the respondents recognized that the school rules are formulated by the principal without the participation of students so that this makes most of the students not know and respect the school rules in Babo Gaya preparatory school. Similarly, as the information gathered through interview, from PE teacher and principal, also justifies that there is no time that gives the students the chance of participating in formulating school rules, most of the times rules implemented in this school are either received from upward or formulated by only the participation of school principals and teachers. Therefore, a lack of equal participation particularly by the students, for formulating school rules is discovered by the study in this school, so that to reduce the frequency of the prevalence of misbehavior in the school, all the school community should discuss and participate in each and every issue that encompasses a rule as it strengthens the students' ownership and responsibility to behave in a good manner.

Table 4 Students Response about the frequency of time wastage due to the occurrence of misbehavior at the classroom lesson and field practice (Likert scale is used to measure students responses).

4= Always, 3=Most of the time, 2=Some times, 1= Rarely

No	Items	The Likert of Measurement								Summary		
		Always		Most of the time		Some times		Rarely		M	SD	SE
4	Students Response about the frequency of time wastage due to the occurrence of misbehavior at the classroom lesson and field practice	F	%	F	%	F	%	F	%	2.43	0.62	0.093
		5	5.68	45	51.13	21	23.86	17	19.31			

From the table 4 above 45(51.13%) of the students recognized that due to the misbehaviors reflected by students with behavior during theoretical and practical lesson of physical education learning time is wasted most of the time and 21(23.86%) of the students replied that time is wasted sometimes due to the misbehavior of students and 17(19.31%) of the students respondents replied that time is wasted rarely while physical education learning lesson. However, 5(5.68%) of the students replied that time is wasted always due to the misbehavior reflected in the classroom and practical lesson of physical education classes. From the respondents one can infer that the general responses of the students behavior justify that more time is wasted due to the wrong acts of students while the general responses.

To make this more clear observing the summary statistical results that are the mean, the standard deviation (SD), and standard error of the mean (SE) are very important. Accordingly, the cumulative results of the students responses mean= 2.43 SD= 0.62 SE= 0.093 show that time is wasted most of the time in the classroom and practical physical education lesson due to the wrong behavior reflected by the students and the SD and SE of the mean are very small indicated that individual responses of the students behavior are not far from the mean result so that the summary result representing the responses of the whole students behavior.

Table 5 Students Response about their punctuality for classroom lesson and field practice (Likert scale is used to measure students responses) 4= Always, 3=Most of the time, 2=Some times, 1= Rarely

No	Items	Always		Most of the time		Some times		Rarely		M	SD	SE
		F	%	F	%	F	%	F	%			
5	Students Response about their punctuality for classroom lesson and field practice	23	26.13	19	21.59	35	39.77	11	12.5	2.61	0.667	0.1005

As table.5 above indicated that 35(39.77%) of the students ensured that they are sometimes punctual or arriving on time for the theoretical and practical lesson of physical education lesson and 23(26.13%) of them replied that they are punctual always and 19(21.59%) replied that most of the time they are late and 11(12.5) replied that they are rarely punctual for the classroom and practical lesson of physical education lesson.

In addition to this, it is better to see the general responses of the respondents by the summary results through mean, SD and SE of the mean. Accordingly, the mean, SD and SE of the mean response result of students behavior is 2.61,0.667 and 0.105 respectively indicates that the cumulative responses of the students is that they are almost punctual some time in classroom and practical physical education lesson as the 1.86 mean result near to the alternative response 'some times' and the SD=0.5 is very small indicated that the individual responses of the students are very near to the mean response and the small SE=0.08 also indicates that the error of the mean is too small.

Table 6 Students Response about their performance of doing tasks given by PE teachers (Likert scale is used to measure students responses) 4= Always, 3=Most of the time, 2=Some times, 1= Rarely.

No	Items	The Likert scale of Measurement										Mea n	SD	SE
		Always		Most of time		Some times		Rarely						
6	Students Response about their performance of doing tasks given by PE teachers	F	%	F	%	F	%	F	%					
		42	47.72	3	3.40	27	30.68	16	18.18	2.80	0.368	0.055		

As it is known doing tasks provided by teacher is the other student's behavior mostly expected. Accordingly, table 6 above shows that from the students respondents 42 (47.72%) of them replied that they are always do tasks given by physical education teacher and 27 (30.68%) of them replied that they are sometimes do tasks given by physical education teacher

and 16 (18.18%) of them replied that they rarely do tasks given by physical education teacher and only 3 (3.40%) of students forwarded they are doing tasks given by PE teacher most of the time. Students with misbehavior comes class without doing activities such as home work, assignment and project work previously given as the same time they do not work activities given by teacher while at the theoretical and practical lesson rather they work unrelated tasks which are not given by teacher, so that this acts of misbehavior led to disagreement with teacher, wastage of learning time and finally the continuous assessment results of the misbehavior students highly drops down.

Besides to this, it is better to see the general responses of the two groups of respondents by the summary results through mean, SD and SE of the mean. Accordingly, the mean, SD and SE of the mean response result of 2.80, 0.368 and 0.055 respectively indicates that the cumulative response of the students is that they are sometimes do tasks given by teachers as the mean result equal to 2.80 is near to the value 3.0 that represented the alternative response of 'sometimes' and also the SD and SE results are very small the mean value represented the cumulative responses of the misbehavior students.

Table 7 Students Response about the factors that could helps them to behave well in the class and practical lesson of PE

No	Items	Teacher's managemen t style	Teacher's teaching performa nce	Student's learning interest	Competitio n students
7	Students Response about the factors that could helps them to behave well in the class and practical lesson of PE	F 18 % 20.45	F 7 % 7.95	F 14 % 15.90	F 49 % 55.68

As table 7 above indicated that 49 (55.68%) of the student responds ensure that the competition that could exist between students for achieving the best result in theoretical and

practical lesson of the subject forces them to show good behavior that the subject teacher expected from the students and 18(20.45%) of the students replied that teacher's management style is the major factor that helps them to behave correctly at the time of classroom and practical lesson of physical education and 14(15.90%) of the students replied that their learning interest they have forces them to behave in a good manner as expected from a responsible students and 7(7.95) of the students replied that the teacher's teaching performance is the major factor that helps them to behave in the right way.

Therefore, to generalize the above responses of the respondents, depending on the size of the students forwarded a competition exist between students to perform practical activities such as football, handball and volleyball etc, teacher's classroom and field management style, student's interest towards the subject and teacher's teaching style respectively are the factors helps the students to behave well in the classroom and practical lesson of physical education in Babo Gaya preparatory school.

Table 8 Students Response about their believe concerning about the value of physical exercises to develop cognitive, affective and psychomotor skills

No	Items	The students response			
		Yes		No	
		F	%	F	%
8	Students Response about their believe concerning about the value of physical exercises to develop cognitive, affective and psychomotor skills	47	53.40	41	46.59

As clearly shown in table 8 above 47(53.40%) of the students believed that physical exercises helps a person to develop his/her cognitive, affective and psychomotor skills and the rest 41(46.59%) of the students not believe on the value of physical exercises to develop the cognitive, affective and psychomotor skills. From this one can infer that the perception that developed towards the subject could have an impact on the way the students behave towards the subject, so that from the above perception question some students reflects negatively and as the

physical education teacher identifies them they are mostly behave wrongly towards this subject. Similarly, the information acquired through interview, also supports the above data analysis of students, as the PE teacher stated that the some students mostly reflects wrong behavior and believes towards PE.

Table 9 Students Response about their interest towards PE

No	Items	The students response			
		Positive interest		Negative interest	
9	Students Response about their interest towards PE	F	%	F	%
		46	52.27	42	47.72

As table 9 above shows 46 (52.27%) of the students described their positive interest towards physical education and the rest 42 (47.22%) of them recognized their negative interest towards physical education.

Moreover, if we see the aggregate responses of respondents about their interests towards physical education 46(52.27%) the student participants recognized their positive interests towards the subject, whereas, 42(47.72%) of the students replied their negative interest towards physical education, so that more work is expected from physical education teacher to motivate and inspire students interest towards physical education.

Table 10 Students Response about their level of satisfaction towards the types and the time of physical exercises they do

No	Items	The students response			
		Yes		No	
		F	%	F	%
1	Do you interested for the physical exercises you do?	29	32.95	59	67.04
2	About the time of physical exercises you do?	12	13.63	76	86.36
3	Do PE teacher motivates students to ward P. Exercise?	34	38.63	54	61.36

As table 10 above shows that 29(32.95%) of the respondents replied as they have interest on the physical exercises they do at the practical lesson of physical education and 59(67.04%) of the students recognized their negative interest towards the physical activities they do in the practical lesson of the subject. Moreover, about the time the physical exercises are given to the students by the PE teacher in order to perform it about 12(13.63%) of the students agree or no complain with the time it provided, but 76(86.36%) of the students disagree with the time physical exercises provided to them in order to perform it as the physical education period schedule in the study school are allotted mostly in the last period. Moreover, about the question whether, the PE teacher motivates them towards PE, 34(38.63%) of the students responds as their physical education teacher motivates them in order to have interest towards PE, whereas, 54(61.36%) of them replied as their PE teacher not motivates them in order to develop interest towards PE.

To sum up, the above discussion, although, most of respondents not interested on the time the physical exercises are provided, they have interest to exercises physical activities their physical education teacher shows them. But this is contrary to the information, acquired from the interview, as physical education teacher recognizes as he always motivates his students towards physical exercises he provides to the students.

Table 11 Students Response about the various variables related to the PE teaching learning process in the study school

No	Items	The students response			
		Yes		No	
		F	%	F	%
1	Do you follow attentively in PE lesson?	48	54.54	40	45.45
2	Are there sufficient materials for PE in the school?	13	14.77	75	85.22
3	Is there sport play field in this school?	21	23.86	67	76.13

As table 11 above indicated 48(54.54%) of the students replied as they are attentively follow when the teacher provided the lesson, while 40(45.45%) of them replied as they do not attentively follow the lesson. 13(14.77%) of the students said that there are sufficient materials

in the school whereas 75(85.22) of the students replied that as there are insufficient materials in the school that can helps the students to develop interest and motivation towards physical activities. Moreover, for the question for the availability of sport play field in the school 21(23.86) of the students replied that as there is a sport play field and 67(76.13) of them recognized absence of standard sport play field in the school. In addition to this from the observation of the researcher, as the school is recently constructed there is no as such sufficient or standardize sport play fields in the school.

Table 12 Students Response about the benefits of physical exercises for Health

No	Items	The students response			
		Yes		No	
		F	%	F	%
1	Students Response about the benefits of physical exercises for Health	51	57.95	37	42.045

From the table 12 above 51(57.95%) of the students recognized the benefits of physical exercises for human health, whereas, the remaining students 37(42.045%) of them disagree with the benefits of physical exercises for health. These results are obtained due to the fact that most of the responses of students are negative towards the health benefits of physical exercises.

Table 13 Students Response about the various factors that push them to misbehavior wrongly (multiple responses are allowed)

No	Items	The students response	
		Frequency	Percentage
	Factors that could pushes students to wrong behavior		
1	Peer pressure	68	77.27
2	PNA	52	59.09
3	LITPE	57	64.77
4	TLAME	66	75.00

As table 13 above displayed that multiple responses were allowed to the students in order to mention the various factors that pushes them to behave wrongly while the theoretical and practical lesson of physical education is provided. 68(77.27%) of the students replied peer-pressure causes them to reflect misbehavior and 66(75%) students replied that due to a lack of the teacher using attractive teaching methods while learning PE at the classroom and practical lesson is the cause of occurrence of misbehavior reflecting by misbehavior students. Hence, 57(64.77%) of the students replied that due to a lack of interest the students have towards physical education push them to show wrong behavior and 52(59.09) the students recognized their parents negative attitude reflected causes them not considering the subject as important that could have future value in their life, so that this causes them to reflect wrongly towards the subject.

Table 14 Students Response about the actions frequently taken by the PE teacher when wrong behaviors committed by students (multiple responses are allowed)

No.	Action taken	The students response	
		Frequency	Percentage
1	Discussing the issues with wrong behavior students	35	27.13
2	Giving physical work for wrong behavior students	15	11.62
3	Calling parent and discussing with them	43	33.33
4	Registering the names of students on the black list of the school	36	27.90

As table 14 above shows the various frequently used action taken by physical education teacher against misbehavior of the students the multiple responses of the students were allowed to make easy for the student responses if two or more frequently taken actions are used to reduce the degree of misbehavior of the students occurred at the classroom and practical lesson of the subject. Accordingly, 43(33.33%) of the students replied that the physical education teacher frequently used calling parents and discussing with students when

they show wrong behavior at the theoretical and practical lesson of the subject, similarly, 36(27.90%) of the students replied that registering the names of students on the black list who show the wrong behavior. And 35(27.13%) of the students responded that discussing the issues with wrong behavior students. And 15(11.62) students replied that giving physical work for wrongly behaved students is the frequently taken action to mitigate the reflecting misbehavior at the classroom and practical lesson of physical education.

To summarize the above discussion, depending on the size of respondents who select the alternative solution similarly, taken by the PE teacher in order to mitigate the misbehavior of the students response from very frequently taken to less frequently taken measures by PE teacher against the misbehavior of the students are calling parent and discussing with them, registering the names of students on the black list of the school, discussing the issues with wrongly behaved students and Giving physical work for wrongly behaved students respectively.

From the responses of the students, one can infer that, the action taken against misbehavior from the frequently taken to less frequently taken which are given by students are seems true as the information acquired from interview also supports this idea.

4.2 The Various Types of Misbehavior Reflecting in the theoretical and Practical Lesson

There are different types of behavior reflected by particularly by misbehavior students in the classroom and practical lesson of physical education in the study area. Depending on the responses of students the frequently occurred wrong behavior while physical education lesson is provided to the students are discussed as follows.

Table 15 the responses of students about the frequently committed misbehaviors (Likert scale is used to measure students responses) 5= V.high 4=High, 3=Medium 2= Low, 1=V. Low)

No	Types of misbehavior	Summary result of students response				
		Maximum	Minimum	Mean	SD	SE
1	Being late	5	1	2.75	0.57	0.06
2	Making Conflict	4	1	3.00	1.00	1.00
3	Doing un related work	5	1	3.66	1.35	0.14
4	Cheating	4	1	3.23	0.86	0.09
5	Absenteeism	4	2	2.66	0.54	0.06
6	Not brining the necessary materials	5	1	2.28	0.78	0.08

As the statistical summary result shown on table 15 above depending on the student's response six types of misbehavior that reflected by students at the theoretical and practical lesson of physical education are identified. Accordingly, to identify the variable (wrong behavior) which is frequently committed and less frequently committed, observing the mean value is necessary as it is the cumulative or summary value which represents the response of all study participants. So that the highest mean value (3.66) representing the misbehavior of doing unrelated works both at the theoretical and practical lesson. Most of the time students who are with wrong behavior disturb the teacher teaches the lesson and they make themselves busy by doing unrelated tasks without following the lesson attentively, this could make the teacher less motivating to teach his students as he feel that the students dislike his lesson of teaching or his method of teaching and their acts also attracted even the good behavior students attention, this results unattainable of the objectives of the lesson. Moreover, the second highest mean (3.23) represents one of the misbehavior of cheating; this means students mostly the misbehaved ones in the exam time they always tries to see the answer given by other talent students. This also develops as a habit on students, so that they cheat and score high result as talent students, due to this, reason they do not want to waste their time to follow the lesson attentively and study their subject.

4.3 Analysis of Data Collected Through Observation Check list

The researcher prepared check list format in order to observe the actual situation in the classroom and practical lesson of physical education and the behavior the students reflect while they are learning physical education in the classroom and in the field. Accordingly, the observed variables in the classroom are analyzed and presented as follows:

Table 16 Observation check lists about student's performance in classroom lesson

No	Items observed	Scale of Measurements				
		Very high	High	Medium	Low	Very low
1	Students interest to learn PE			X		
2	Attentiveness in class presentation			X		
3	Note taking from teacher		X			
4	Doing their exercises			X		
5	Student's size in a single classroom				X	

As it is known to collect data related to behavior, observation is an important tool of data collection, based on this the researcher conducted three different classroom lesson and three different practical lesson observation, and the cumulative result of the three days observation taken as the final result of the observation. Accordingly, as table 16 above shows the students interest as it is seen generally, to learn PE was medium and the students attentive follow up while the lesson presented also medium. Moreover, the student's performance of note taking was high and doing exercises given by the teacher was medium.

Table 17 Observation check lists about student's discipline problem/misbehavior in the classroom lesson

No.	Items observed	Scale of Measurements				
		Very high	High	Medium	Low	Very low
1	Being late		X			
2	Conflict				X	
3	Doing un related task			X		
4	Cheating				X	
5	Absenteeism			X		
6	Failure to bring necessary materials	X				
7	Talking without raising hands			X		

The table.17 above summarizes the various misbehavior committed in the classroom lesson of physical education while observation was conducted. Accordingly, being late that means students were coming to class after the lesson was started, this wrong behavior was highly committed particularly students and conflict that happened was low and doing unrelated tasks was medium as compared with other wrong behavior committed while observation was conducted, as exam was not given to the students but some students tried to cheat the teacher, however, its degree of occurrence was low and as the data was taken from PE teacher absenteeism was medium and talking without receiving permitted from the teacher was also occurred in a medium degree of occurrence and failure to bring necessary materials was very highly committed by wrong doing students. To generalize what have been observed in the classroom, even if the sequence of degree of occurrence of the misbehavior is different the most important identified misbehavior types are similar with the student's questionnaire responses.

Table 18 Observation check lists about the PE teacher performance in the classroom lesson

No	Items observed	Scale of Measurements				
		Very high	High	Medium	Low	Very low
1	Teacher motivation to teach	X				
2	Teacher lesson preparation	X				
3	Classroom management			X		
4	Time management				X	
5	Teaching-approach effectiveness	X				
6	Able to identify his students	X				

As table18 above shows that from the teacher performance reflected in the classroom teaching variables such as teacher motivation to teach, teacher lesson preparation, the effectiveness of the teaching method used and able to identifying students according to their behavior were very highly implemented, whereas, the PE teacher classroom management skills was medium and his time management skill was low. From these one could say that his medium application of classroom management created a situation of the highly prevalence of misbehavior in the classroom lesson.

Table 19 Observation check lists about student's performance in the practical lesson

No.	Items observed	Scale of Measurements			
		Very good	Good	sufficient	Insufficient
1	Way of student participation				X
2	Way of wearing sport cloth				X
3	Awareness of objectives of the practical lesson				X
4	Motivation to do exercises			X	

As table19 above shows that the degree of student's performance in the practical lesson was generally poor. Accordingly, the ways of the student's participation, way of wearing sport cloth and awareness of objectives of the practical lesson were insufficient, whereas, the motivation the students have to do exercises was sufficient.

Table 20 Observation check lists about student's misbehavior reflecting in the practical lesson

No	Items observed	Scale of Measurements				
		Very high	High	Medium	Low	Very low
1	Being late		X			
2	Conflict		X			
3	Doing un related task			X		
4	Cheating		X			
5	Absenteeism			X		
6	Failure to bring necessary materials		X			

As table 20 above shows among the misbehavior being late, conflict, cheating and failure to bring necessary materials were the highly committed by the students in field, whereas, doing un related task and absenteeism were the medium occurred misbehaviors by students in the practical lesson of physical education.

Table 21 Observation check list result about the accessibility of resource in the practical lesson

No	Items observed	Scale of Measurements			
		Very good	Good	Sufficient	Insufficient
1	Availability of teaching materials				X
2	Availability of play ground				X
3	The use of lesson plan		X		
4	Sport wear			X	

As table 21, above shows the observation result of practical lesson about the teaching-learning resources accessibility. Accordingly, the availability of teaching materials, while this observation was carried out, was insufficient and similarly, the availability of play ground also insufficient. Moreover, the use of lesson plan and student's sport wear were good and sufficient respectively. So that from the observation result one could infer that, the insufficient

accesses of teaching materials and play ground in the practical lesson of physical education have an impact on the students motivation and interest towards physical exercises.

Table 22 Observation check list result about teacher's performance ability in the practical lesson

No	Items observed	Scale of Measurements			
		Very good	Good	Sufficient	Insufficient
1	Skills of the teacher		X		
2	Ways of giving instruction and demonstration of the teacher			X	
3	The ability of the teacher to stay students on tasks			X	
4	The way of handling the students				X

The table.22 above shows the observation result of the teacher's performance ability during the practical lesson of physical education. Accordingly, as the researcher observes three consecutive practical period, the teacher skills of teaching was good and his ways of giving instruction and demonstration ability was sufficient and similarly his ability of staying students on tasks also sufficient and the way of handling the students was insufficient. Therefore, the observation result indicates that the teacher's ability to handle students in the practical lesson was insufficient; this also has an impact on the students misbehaviors reflected in the field practice.

To summarize the observation result discussed above, the observation check lists were used in the theoretical and practical lesson, by the researcher for three consecutive periods for each lesson. Accordingly, the observation result is not far from the result obtained through questionnaire from the students, for instance the misbehaviors such as being late, conflict, failure to bring necessary materials and cheating are the highly committed wrong behavior in the practical lesson and doing unrelated task and absentees were the medium occurring misbehavior while practical lesson were provided. Moreover, being late, and failure to bring necessary materials were highly and very highly committed misbehaviors committed by

students in the classroom lesson of physical education respectively and doing unrelated task, absenteeism, and talking without raising hands were medium occurring wrong behaviors in the classroom lesson and also conflict and cheating were low level of occurrence in the classroom lesson. In addition to these, in relation to accessibility of resources the availability of teaching materials and availability of play ground in the field practice also observed as insufficient. There is also a gap observed in the teacher management skills of the students in the classroom and practical lesson.

4.4 Analysis of Physical Education teachers' Interview

In order to obtain the clear information, the researcher interviewed problem targeted questions. It was focused on both classroom and field in Babo Gaya Preparatory school. The answers obtained from the teacher interview were as follows: Students show different types of behavior in physical education theoretical and practical lesson. They are doing unrelated works both at the theoretical and practical lesson, laying, making conflict, being late, absent from the lesson and not bring the required materials. The strategies like, teaching them to follow the rules and regulation that lead to good behavior and discipline and control or manage misbehavior of students and the whole class. And the strategies that used dealing with misbehaviors showing direction how to behave in their classroom and maintain a positive, purposeful working environment and establish classroom rules at the beginning of the class. Regarding the serious misbehavior problems taking attendance/enrolling, send them to bring parents and withdraw from the class and send them to deal with the school administrator. In school the necessary PE teaching materials were not fulfilled and there is no standardize sport field/play ground. Good behavior students have positive attitude, interest to PE. The cause for students' misbehavior and discipline problems in PE class were:

- Lack of awareness to the subject;
- Lack of attractive materials in the school;
- Lack of interest to learn PE ; and no attention to the subject

The PE teacher suggested solution for the problems of students' misbehavior include:

- The teachers and students should establish the classroom rules at the beginning of the year;
- The concerned bodies should pay attention to the subject;

- The school leaders should allocate adequate budget for different facilities;
- The school communities' and leaders' attitude towards the subject should be changed;
- Family attitude should be changed towards the subject and support essential materials to students;
- Physical Education teachers should give emphasis on changing students attitude to the subject;
- Play ground/sport field/should prepared;
- Develop positive and supportive relationships with students; and
- Maintain a positive and purposeful working environment.

4.5 Analysis of school principal interview

The researcher interviewed a school principal and the result is as follows:

The interviewees' believe that the presence of misbehavior of students in the classroom was a problem in teaching learning process of a subject. Due to these reason the students' involvement in PE was low. As the result of students' less interest to the subject, lack of family follow up, teachers less commitment, control and less managing skill. Regarding the appropriate material/facility/ supply, he responds that the materials for physical education were not full filled. But us much as possible we budget for the teacher to by some sport wearing clothes, because the budget allotted for the schools was not adequate. The school motivates the good behavior students at the end of school closed by giving rewards to them. Regarding to decrease the misbehavior of students we were use awareness on flag ceremony and participating on ethical club.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main objective of the study was to identify and assess the major types of behaviors reflected by students and causes of misbehavior during physical education theoretical and practical classes of grade 11th -12th students in Babo Gaya preparatory school. In order to carry out the study, a descriptive survey was used; the mixed method with quantitative and qualitative approach was adopted. To collect, the required information different instruments of data gathering including questionnaires, interview and classroom and field observation were used. The sample populations were students, PE teacher and the school director. And the data collected was analyzed through using the qualitative and quantitative instruments, that means the qualitative data was organized and arranged in to similar and different ideas, opinion, attitude and perception and analyzed accordingly and the quantitative data was organized and using SPSS version-16 and statistical tools such as table, percentage, frequency, mean, SD and SE of the mean and analyzed.

Accordingly, the findings of this study are:-

- ❖ There is always an occurrence of misbehavior in both physical education theoretical and the field practice lesson in Babo Gayya preparatory school. Among these disobedience of teacher order, ignoring rules and disturbing others students are the three mostly occurred misbehaviors and disagree with teacher and students and not doing tasks given by teachers are also averagely occurred behaviors.
- ❖ There is no time that gives the students for the chance of participating in formulating school rules, most of the times rules implemented in this school are either, received from upward or formulated by only the participation of school principals and teachers. Therefore, a lack of equal participation particularly by the students, for formulating school rules are discovered by the study in this school, so that to reduce the frequency of the prevalence of misbehavior in the school, all the school community should discuss and Participate each and every issues encompasses as a rule as it is strengths the student's ownership and responsibility to behave in a good manner.
- ❖ Learning time is wasted most of the time in the classroom and practical physical education lesson due to the wrong behavior reflected by misbehaviors students.

- ❖ Students those who have good behavior/discipline are almost punctual all of the time in classroom and practical physical education lesson whereas, the misbehavior students are almost punctual some time in classroom and practical physical education lesson.
- ❖ Students those who have discipline /good behavior are always doing tasks given by teachers; whereas, the misbehavior students are sometimes do tasks given by teachers.
- ❖ To reduce the occurrence of misbehaviors in classroom and practical lesson from the strong influencing factor to the less influencing factors, identified are students competition, teacher's classroom and field management style, student's interest towards the subject and teacher's teaching style respectively are the factors helps the students to behave well in the classroom and practical lesson of physical education in Babo Gaya preparatory school.
- ❖ Good behavior students have positive attitude, interest, satisfaction and perception towards PE, whereas, the misbehavior students have negative attitude, interest, satisfaction and perception towards PE.
- ❖ There is a lack of PE teaching materials and sport play ground in Babo gaya preparatory school.
- ❖ Peer pressure, teacher less attractive method of teaching, lack of interest and parent's negative attitude respectively are from very serious to less serious factors that cause the occurrence of misbehavior in the study area.
- ❖ Measures taken by the PE teacher in order to mitigate the misbehavior of the misbehavior students, from very frequently taken to less frequently taken measures are those actions that requires less time and energy such as discussing the issues with wrongly behaved students and registering/ the names of students on the black list of the school are the actions frequently used against wrong behaviors whereas, giving physical work for wrongly behaved students as a punishment and calling parent and discussing with them and if these actions do not mitigate the problem, one/two year punishment that forces the wrong behaved students to withdraw from school are the less frequently taken actions against misbehavior of the students.
- ❖ The misbehaviors reflected in the study area from the most frequently occurred to less frequently occurred are doing unrelated works both at the classroom and practical

lesson, cheating, making conflict, being late, absent from the lesson and not bring the required materials.

- ❖ The family do not gave attention to the PE and not fulfill enough essential equipment for physical education activities, as a result students do not show appropriate behavior in their classroom.
- ❖ There is a gap in the PE teacher management skills to control the students, in classroom and practical lesson of Babo Gaya preparatory school.

5.2 Conclusion

As the study finding indicates there are various behavior reflected by misbehavior students in the classroom and practical lesson of physical education in Babo Gayya preparatory school in grade eleven and twelve.

Among the misbehaviors identified in the study area reflected by students are doing unrelated tasks while teaching learning process going on being late in the classroom and practical lesson disobedience of teacher order ignoring rules and disturbing others student making conflict and absenteeism cheating and failure to bring necessary materials therefore due to the prevalence of these misbehaviors at the theoretical and practical lesson of physical education learning times was wasted teacher was demotivated to each effectively the student who need to learn were disturbed.

As the study investigated the various reasons for the occurrence of misbehavior in the study area are peer pressure, the negative attitude reflected by the family and by students towards physical education results a lack of interest by students, teacher less attractive method of teaching and teaching lack of an effective management skills of students. Moreover, the analysis of data acquired from students questionnaire, teacher and principal interview and class and practical lesson observation indicated that doing un related works both at the theoretical and practical lesson, cheating, making conflict, absent from the lesson, doing unrelated work were the most frequently occurred misbehaviors, whereas, being late and not bring the necessary materials such as text book, sport wear, exercise book, pen etc. were the less frequently occurred misbehaviors.

5.3 Recommendations

Based on the above conclusion, the following recommendations are forwarded:

- ▶ The school rules should be formulated in the school with the participations of all school community including the students as they are expected to respect it.
- ▶ PE teacher should manage and control students who do not behaved in a good manner, he should be committed to enforce rules and regulations to help misbehavior students in order to develop positive and supportive relationships with and among students.
- ▶ Teachers are expected to organize and implement instruction in ways that optimize student's access to learning and use group classroom management methods that encourage students' engagement in academic tasks rather than doing unrelated tasks.
- ▶ Much attention should be taken to promote the development of students' social skills and self-regulation, and using appropriate interventions to assist students with behavior problems.
- ▶ The teacher should maintain his position as a leader and develop an image of confidence and maturity that students can respect.
- ▶ The school should provide a standardize sport field/play ground/, buy essential materials, required for the classroom and practical lesson of PE
- ▶ The school should create a good relationship with parents and give them awareness about students' academic performance, participation in school clubs, the importance of sport activities in relation to health and their future life style.
- ▶ Counseling committee should be organized to advice the students always on the issue of good behavior and academic achievements.
- ▶ Awareness should be given to misbehaved students about the importance of PE in order to develop positive attitude and perception towards the subject.
- ▶ Much attention should be taken to promote the development of students' social skills and self-regulation, and using appropriate interventions to assist students with behavior problems.
- ▶ Teachers should manage and control students who do not behaved in a good manner,

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7. APPENDICES

A. Always B. often C. sometimes D. rarely

5. How can you express your punctuality?

A. Always B. often C. sometimes D. rarely

6. How frequently do you do class work or field task and home work that your physical education teachers give you?

A. All the time B. Most of the time C. Some times D. Rarely E. Not at all

7. What condition helps you to have good behavior in P.E practice?

A/ teacher's management B/n effective plan of the teacher C/an effective plan of the student D/If there is competition b/n the students during the practical class.

8. Do you believe that P.E helps you to develop your cognitive, Psychomotor and Affective domain? A/Yes B/No

9. Are you interested to learn physical education class?

A/Yes B/No

10. Do teachers, directors and students participate in solving misbehavior of students?

A/Yes B/No

If yes how often?

A/highly B/ medium C/ low D/ very low

11. Are physical education teachers motivate students to participate in the practical session?

A/ Yes B/ No

12. Do you think that physical education practical exercises are helpful for your health?

A/ Yes B / No

13. Is there prepared sport field in your school?

A. Yes B. No

14. Do you actively involved in learning physical education class?

A. Yes B. No

15. Are the schedules of physical education practical session convenient to make practice?

A, Yes B, No

16. Are you satisfied during participation in physical education practical session?

A, Yes B, No

17. Availability of the necessary instructional materials and text books for teaching physical education class in your school both practically and theoretically.

A. Very high B. High C. Average D. Low E. Very Low

18. What are the problems that force you to be misbehaved during physical education period?

(Multi-response)

A. peer force B. Families perception towards P.E C. less follow up of the teacher

D. Lack of interest E. The method of teaching and approach of the teacher

19. How do you rank p. e teachers' participation in solving students' misbehavior?

A. high B. medium C. low D. very low

20. Is your physical education teacher ethical and have good personality?

A. Yes B. No

21. The corrective measures taken by physical education teachers to correct the behavior of students

A. discussing on the problem and find solution

B. discharge the criminal from the school

C. physical and academic punishment

D. labor work

E. let them brig their parents and warn together

F. enrolling students in document

G. All

H. Include if there are others _____

22. Instruction *Give your answer by putting "X" sign in the box provided for each items below.

Degree of measurements

5. Very high 4.High 3.Medium 2.Low 1.Very low

No		5	4	3	2	1
1	Delaying the time of the P.E period					
2	Conflict					
3	Doing un related tasks					
4	Cheating					
5	Absenteeism					
6	Failure to bring the necessary materials of P.E classes					

23. What are the characteristics of students with misbehavior students during the P.E in the class and in the field?

24. How can be minimized misbehavior of students during P.E class?

25. What are the characteristics of students that have students with good behavior during the P.E class and physical activity in the field?

Appendix II

በተማሪዎች የሚሞላ የዕቅድ መጠይቅ

ውድ ተማሪዎች

የዚህ መጠይቅ አላማ በ11ኛ እና በ12ኛ ክፍል ደረጃ ያለውን በመልካም ሥነ ምግባር በተሞሉ ተማሪዎች እና መልካም ሥነ መግባር፤ በማያሳዩት ተማሪዎች በphysical Education ክፍለ ጊዜ ያለውን ልዩነት በማስመልከት ንጽጽራዊ ጥናት ለማካሄድ መረጃን፤ ለመሰብሰብ ነው።

በመሆኑም ለጥናቱ መሳካት እናንተ ለጥያቄዎቹ የሚትሰጡት ትክክለኛ መልስ ከፍተኛ ጠቀሜታ ይኖረዋል። በዚህ መጠየቅ የሚገኘው መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚውል ነው።

ማሳሰቢያ፤ መጠይቁ ላይ ስም መፃፍ አያስፈልግም።

ስለ ትብብራችሁ በጣም አመሰግናለሁ።

1. ለምርጫ ጥያቄዎች ምርጫህን /ምርጫሽን የያዘውን ፊደል፤ በመክብብ መልስ/ሺ.
2. ባዶ ቦታ በተሰጠው ላይ መልስህን/ሺ፤ በመፃፊ መልስ/ሺ።

ት/ቤት -----

1. ያታ----- ሀ/ ወንድ ለ/ሴት
2. ዕድሜ----- ሀ/ ከ18 በታች/ ከ20-24 ሐ/ከ25 በላይ

1. በሰውነት ማሳልመሻ ክፍለ ጊዜ የሚታዩ የሥነምግባር ችግሮች አሉ?

ሀ/ አዎ ለ/ የለም

2. በሰውነት ማሳልመሻ የትምህርት ክፍለ ጊዜ በክፍል እና በሜዳ ተግባር/ ክፍለ ጊዜ/ ጉልቶ የሚታይ ያልተገባ ችግር /ድስጥሊን ችግር/ ምንድን ነው? ከአንድ በላይ መልስ መመለስ ይቻላል።

ሀ/ የሚሰጠውን ትዕዛዝ አለመፈፀም/ በሜዳ ላይ በሚሰጠው እንቅስቃሴ አለመሳተፍ

ለ/ ከተማሪዎች እና ከመ/ምህሩ ጋር አለመግባባት

ሐ/ ሌሎችን መረበሽ

መ/ ደንቡን ችላ ማለት /ሕግን አለማክበር/

ሠ/ የሚሰጠውን አሳይመንት አለመሥራት

ረ/ ሌላ ሀሳብ

ካለ_____

3.ትምህርት ቤቱ የውስጥ ደንቦችን አዘጋጅቶ የሚጠቀምና ያልተገባ የባህርይ ጉድለት ያለባቸውን ተማሪዎች የሚቆጣጠርበት ከሆነ ይህን ደንብ ያዘጋጀው ማን ነው?
 ሀ/ የት/ቤቱ ር/መ ብቻ ለ/የት/ቤቱ መምህራን ብቻ ሐ/ ርዕሰ መምህሩና መምህራን በጋራ መ/የት/ቤቱ ር/ስ መምህር፤ የት/ቤቱ መምህራን እና የት/ቤቱ ተማሪዎች በጋራ ተሳትፎ የተዘጋጀ

4.በክፍል ውስጥ ያልተገባ የባህርይ ጉድለት ባለባቸው ተማሪዎች የተነሳ በሰውነት ማጎልመሻ ክፍለ ጊዜ ላይ የሚከሰተው የመማሪ ማስተማሪ የጊዜ ማባከን ፤
 ሀ/ ሁልጊዜ ለ/ አብዛኛውን ጊዜ ሐ/ አንዳንድ ጊዜ መ/ በጣም አልፎ አልፎ

5. በሰዓት መገኘት (ቀጠሮ) አክባሪ ከሆንህን እንዴት ትገልጠዋለህ ? ሀ/ ሁል ጊዜ ለ/አብዛኛውን ጊዜ ሐ/ አንዳንድ ጊዜ መ/ አልፎ አልፎ

6. የሰውነት ማጎልመሻ (P.E) መምህራችሁ የሚሰጣችሁን አሳይመንት የመስክ ሥራ(የሜዳ ተግባር) እና የቤት ሥራ ምን ያህል ትሰራላችሁ፡
 ሀ/ ሁልጊዜ ለ/አብዛኛውን ጊዜ ሐ/አንዳንድ ጊዜ መ/አልፎ አልፎ ሠ/ ከነጭራሹ አይሰጥም

7. በ P.E ክፍለ ጊዜ ለተግባር ስትወጡ መልካም ፀባይ እንዲንኖርህ /የገዛህ ሁኔታ ምንድን ነው?
 ሀ/ የመምህሩ የአስተዳደር ሁኔታ ለ/ የመምህሩ በቂ ዝግጅት ማድረግ ሐ/የተማሪ በቂ ዝግጅት ማድረግ መ/ በተማሪዎች መሀል ውድድር በመኖሩ

8. የP.E ትምህርት የአንተን ግንዛቤ፤ አእምሮአዊ እና ስሜታዊ አያያዝ ለመገንባት እንደሚያግዚህ ታምነለህ/ሽ?
 ሀ/ አዎ ለ/ አለምንም

9. በP.E ክፍለ ጊዜ የትምህርቱ ፍላጎት አለህ/ሽ? ሀ/ አዎ ለ/የለኝም

10. ያልተገባ የባህርይ ጉድለት (ችግር) የለባቸውን ተማሪዎች ለማስተካከል መምህራን ርዕሰ መምህራንና ተማሪዎች በጋራ ይሰራሉን? ሀ/ አዎ ለ/አይደለም

19. የሰውነት ማጎልመሻ ት/ት አስተማሪ የተማሪዎችን ያልተገባ ፀባይ (የሥነ ምግባር ችግር ለመቅረፍ የሚያደርገው ተሳትፎ እንዴት ታያለህ/ሽ? ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ መ/ በጣም ዝቅተኛ
20. የሰውነት ማጎልመሻ (P.E) መምህራችሁ በመልካም ሥነ መግባር የታነፀ ነው ሀ/ አዎ ለ/አይደለም
21. ያልተገባ የባህርይ ጉድለት(ችግር) ያለባቸውን ተማሪዎች ለማስተካከል በት/ቤቱ የሰውነት ማጎልመሻ መምህራን የተወሰዱ እርምጃዎች ሀ/ በችግሩ ላይ በመወያየት የጋራ መብት-ሔ በመፈለግ ለ/ ጥፋት የሰራውን ክት/ቤት ማባረር ሐ/ ክት/ቤት በመባራር መ/ጉልበት ሥራ በመስጠት ረ/ የተማሪውን ቤተሰብ በማስመጣት ማስጠንቀቂያ በመስጠት ሠ/ በጥፋተኛ መዝገብ ላይ መዝግቦ መያዝ ሸ/ ሁሉም
 ቀ / ሌላ ሀሳብ ካለ ይጨመር—

22. ጥያቄዎቹን በጥንቃቄ በማንበብ ለእያንዳንዱ ጥያቄ ተስማሚ ነው ብለህ/ሽ ያመንክበትን/ ያመንሽበትን መልስ ከተሰጡት አምስት አማራጮች አንዱን በጥያቄዎቹ ትይዩ ሳጥኖች ውስጥ የ(X) ምልክት በማድረግ ምረጥ/ጭ:: ስለዚህ መጠይቅ የተሰጡት አማራጮች
- በጣም ከፍተኛ(5) - ዝቅተኛ (2)
 - ከፍተኛ (4) - በጣም ዝቅተኛ (1)
 - አሸራጅ (3)

ተ.ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1	በ 'P.E' ከፍለ ጊዜ ዘግይቶ መገኘት					
2	አለመግባባት (ግጭት)					
3	ክትምህርቱ ጋር ባልተያያዘ ሥራ መጠመድ					
4	ማጭበርበር					
5	ቀሪ መብዛት					
6	አስፈላጊ ቁሳቁሶችን ይዞ አለመገኘት					

23. በክፍል ውስጥም ሆነ ከክፍል ውጪ የ P.E ትምህርት ስለጥ መልካም ሥነ ምግባር የሌላቸው ተማሪዎች የሚያሳዩት ፀባይ በዝርዝር ይጻፍ _____

24. በ 'P.E' ክፍለ ጊዜ ያልተገባ የፀባይ ጉድለት የሚያሳዩ ተማሪዎች ሥነ ምግባር እንዴት ማሻሻል ይቻላል? _____

25. በ 'P.E' ክፍለ ጊዜ መልካም ሥነ ምግባር ያላቸው ተማሪዎች የሚያሳዩት ፀባይ ምን ምን ናቸው?-----

Appendix III

Teachers' interview questions

Interview Questions to be answered by school teachers.

General information

1. School _____
2. Sex a/male b/Female
3. Age a/Below 20 b/21-25 c/26-29 d/above 30
4. Marital status a/Single b/Married c/Divorced
5. Education status a/College level 10+2---10+3 b/University level 1st degree c/2nd degree
6. Teachers experience in teaching a/1-5 year b/6-10 year c/10-15 year above d/16 and above
1. How do you express the behavior of students during physical education lessons? Explain
2. What makes the students to be misbehaved when they are learning physical education lessons?
3. What are some behavior problems your students might exhibit?
4. Describe how you will deal with serious misbehavior/discipline Problems?
5. What is the attitude of students towards P.E practical sessions on your point of view?
6. How do you express the availability of P.E teaching materials in your preparatory school?
7. What are the best practices that you are observed from students with good behavior in P.E practical and theoretical sessions?
8. What are the challenges that faces towards you to teach physical education effectively related with students misbehavior?
9. Do you think that you follow up all students' tasks effectively? A. Yes B. No
If "No" what are the reasons?
10. Is your school administrator visit or support when you are participating in sport activities?

Appendix IV

Interview questions to be answered by school principal.

Personal information

1. Place of work: _____ town----- School_____
2. Age----- sex----- 3. Qualification -----
4. Year of experience ----- 4.1. As a teacher ----- year
- 4.2. As a principal ----- year

Guiding questions

1. Are there students with misbehaved in your school?
2. Are all your school physical education teachers well qualified for the subject and grade they are teaching?
3. Is there any report about misbehaving students which comes from particularly P.E teacher?
4. Is there any kind of support that are given to physical education teachers?
5. How do you evaluate the contribution of your support?
6. How do you motivate the students who have students with good behavior?
7. To decrease the misbehavior of students what methods do you use as a principal?

Appendix V

Classroom observation check-list

General information

1. Name of the school _____
2. Observed class _____ 3. Section _____ 4. Date _____
5. Time start _____ and time ended _____

Items Very high, High, medium, low, very low

No	Items	Very high	High	Medium	Low	Very low
1	Students interest to learn physical education					
2	Attentiveness in class presentation					
3	Note taking from teacher					
4	Doing their exercise					
5	Student's size in a single classroom					
6	Discipline problem/misbehave in class					
	a/ Being late					
	b/Conflict					
	c/ Doing un related tasks					
	d/ Cheating					
	e/ Absenteeism					
6	f/ Failure to bring the necessary materials of P.E classes					
7	Teacher motivation in teaching					
8	Teacher lesson preparation					
9	Class room management of the teacher					
10	Time management					
11	Teaching approach effectiveness					
12	Able to identify his students					

Appendix VI

Observation checklist of practical session

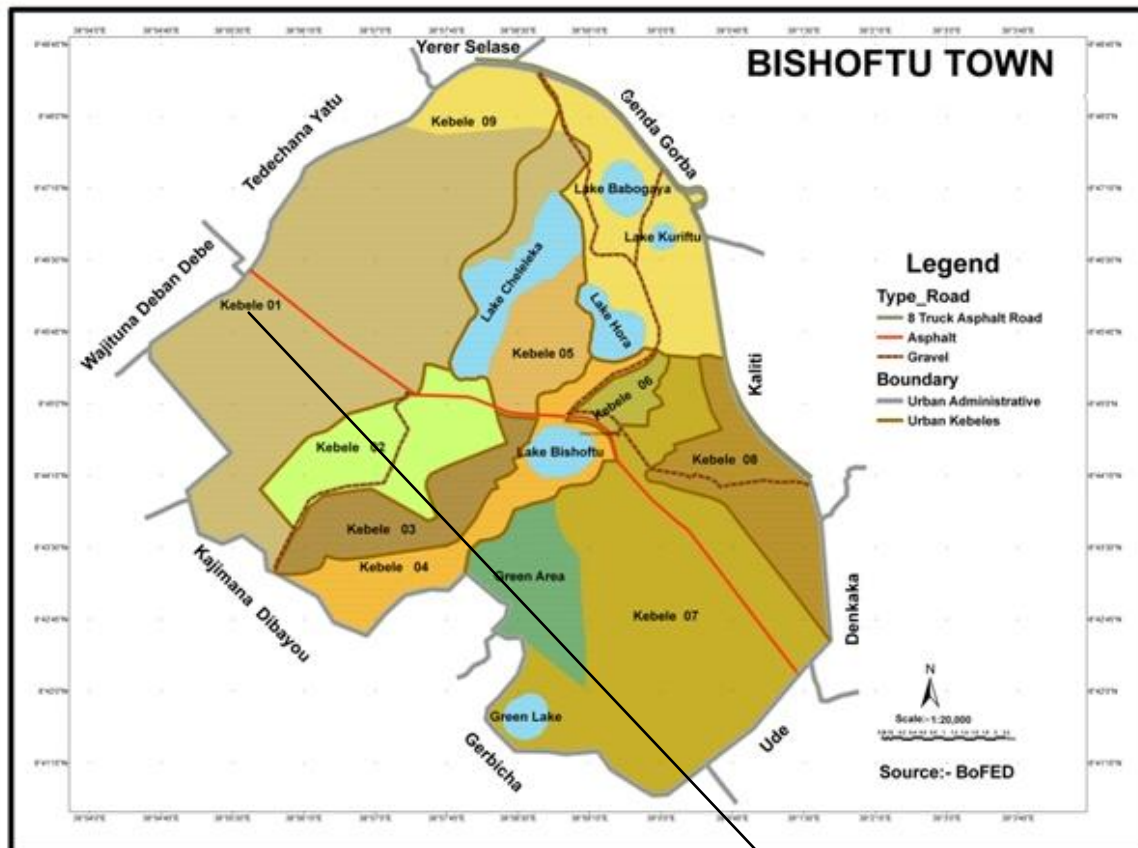
School name _____

No. Items Very good, Good, Sufficient, Insufficient/poor ,very insufficient

No	Items	Very good	Good	Sufficient	Insufficient/poor
1	Students performance in practical Way of student's participation				
2	Way of wearing sport cloth				
3	Awareness of objectives of the practical lesson				
4	Motivation to do exercises				
5	Behaviors shown by the students during practical/field a/ Being late				
	. b/Conflict				
	c/ Doing un related tasks				
	d/ Cheating				
	e/ Absenteeism				
	f/ Failure to bring the necessary materials of P.E classes				
6	Accessibility of resource in practical Availability of play ground				
7	Availability of teaching materials				
8	Sport Wear				
9	The use of lesson plan				
10	Teachers performance ability in practical lesson Skills of the teacher				
11	Way of giving instruction,& demonstration of the teacher				
12	The ability of the teacher to stay the students on tasks				
13	The way of handling the students				

Appendix VII

Figure 1: Map of the Study Site



Source:- www.discoverbishoftu.org/

Babo Gaya Preparatory

School (kebele 01)