

**PRACTICES AND CHALLENGES OF BEHAVIOR MANAGEMENT IN  
PHYSICAL EDUCATION CLASS THE CASE OF DIKSIS WOREDA  
SECONDARY SCHOOL, ARSI ZONE OROMIA REGIONAL STATE,  
ETHIOPIA.**

**MEd THESIS**

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**Practices and Challenges of Behavior Management In Physical Education  
Class In Case of Diksis Woreda Secondary School, Arsi Zone Oromia  
Regional State**

**A Thesis Submitted to Department of Sport Science,**

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SCIENCE 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**

By my signature below, I declare and affirm that this Thesis is my own work and I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and complication of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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## **BIOGRAPHICAL SKETCH**

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## **ACRONYMS AND ABBREVIATIONS**

CM	Classroom Misbehavior
KM	Kilometer
MoE	Ministry of Education
PA	Physical Activity
PE	Physical Education
SPSS	Statistical Package for the Social Sciences

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**Practices and Challenges of Behavior Management in Physical Education Class in Case of Diksis Woreda Secondary School, Arsi Zone Oromia Regional State,**

**ABSTRACT**

*The study aimed at identifying Practices and Challenges of Behavior Management in Physical Education Class and suggests potential solutions to the challenges. Four basic questions were raised to achieve the objectives of the study. To answer those basic research questions, descriptive survey research method was employed. Teachers, school principals and high school students of grade nine and ten students are participants of this study. Purposive and random sampling methods were employed to select the sample schools and participants from population. Hence, teachers and school principal as well as schools were selected purposefully and students were selected by stratified sampling from each schools. Accordingly 304 students, 4 physical education and 2 principal were selected. Questionnaire, interview and observation were used for data collection and descriptive statistics was used for data analysis by using SPSS version 20. The study found the challenge and practices of physical education class in Bulala and Hamda schools. Those challenges are due to lack of parent follow on their students, ground rule to control student's misbehavior, environmental factors, class room size, technology, large class size, time management, lack of material, lack of skill attitude, experience etc. For further improvement of teaching effectiveness those challenges must avoid and suggested as potential solutions to the proper implementation of effective teaching of Physical education.*

**Key words:** *physical education, behavior, Effective teaching-learning process, challenges*

# 1. INTRODUCTION

## 1.1 Background of the Study

Physical education is one of school subjects, which develops the knowledge, skills and attitude of students and contribute its role to holistic development of all citizens.

Schools are established in an organized manner to attain certain educational goals, each member of the school needs discipline.

According to 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. At some point in their career, what all teachers have to confront in school is behavior in the classroom. Student misbehavior in physical education (PE) can have serious consequences because it reduce or limits learning time for students and distracts the teacher (Fernandez-Balboa, 1991).

There are several challenges that teachers face every day, but one of the most significant challenges is behavior management, for both novice and experienced teachers. The challenges vary depending on each student. However, behavior challenges directly impact the learning environment in a negative way, causing more time being spent on addressing behaviors instead of teaching important skills and content. Difficulties with behavior challenges have even caused teachers to leave the profession entirely (Smart & Igo, 2010) Thus, teachers need effective techniques to help keep the classroom environment positive, safe, and productive for learning (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

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 financial 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 be achieved through self-discipline. Nowadays, in secondary school physical education classes, students' practical class misbehavior/disciplinary problem/ is one of the serious issues, which hinder the teaching learning process of physical education lesson. Thus, 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' practices and challenges of behavior on physical education class is 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.

Regarding this, (Arefanie 2000) 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. Selamawit, (2012) stated that one of the various obstacles facing the education system is students' disciplinary problem, particularly at secondary schools. As the researcher experience, assessment of practices and challenges of behavior management of students on physical education class in Diksis Woreda high schools got due attention more than any other secondary schools. The common students' misbehavior problems were absenteeism, truancy, aggressiveness, disturbing in the class, insulting teachers, leaving from the practice class, fighting with teachers, etc. The researcher was interested to study this topic to address the above challenging issue of dealing with pupil misbehavior. Besides, the study tried to identify the students' misbehavior on their lesson in physical education during practical class. There are some sorts of practical class misbehavior problems, which affect the students' learning in physical education class that the researcher observed in his stay at Diksis woreda high schools for about five years. Such conditions resulted in educational wastage as well as failure of academic achievement of students.

In this research study, strategies to help teachers create an engaging and positive learning atmosphere will be discussed. The purpose of finding these techniques is to support teachers, so they feel more confident addressing behaviors and can ultimately reduce the number of negative behaviors in the classroom.

## **1.2. Statement of the Problem**

According to 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, (1991). 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)

In spite of the fact that the knowledge of physical education is believed to have various uses outside of the classroom, large number of students in school has a discipline problem in the PE practical class. The learners who frequently misbehaved in the class would not acquire knowledge and skill that the teacher imparts and would have no interest to learn rather they disturb others not to learn this subject. Different studies about PE practical class misbehavior management /or discipline problem/ were conducted by different researchers.

According to Selamawit, (2012) studied factors contributing to students disciplinary problems and Asrat (1984) also conducted students' disciplinary problem in selected senior high schools were the main focus area ,the study explores the causes of students' misbehavior in physical education lesson and teachers' approaches to classroom management and how appropriate classroom management addressed. Rutan, (2010) studied on strategies in classroom management. But, this study tried to seek or studied on specific subject, physical education lesson, on the assessment of practice and challenges of behavior management in Hamda Diksis and Bulala secondary schools. So the researcher tried to explore the nature of teacher-student relationships and perceptions of its impact on student learning and behavior. The most serious problem that could be taken as obstacle for effective educational process

that the researcher deeply had sensed in his stay at school is that many students did not have a good behavior and did not attend the physical education lesson.

This study was set to investigate the practices and challenges of behavior management in physical education class. More specifically, it assessed why some students in Diksis Woreda high schools reflect misbehavior during physical education practical classes. A descriptive study was conducted in the Bulala high school and Hamda Diksis high school of Diksis Woreda. The research considered on assessment of misbehavior and its management on physical education lesson in the study area.

Therefore, the researcher was highly interested to conduct this study in order to find out the root causes, and forward the mechanisms to minimize misbehavior problems and to explore teachers' approaches to class management. At the end of the study the following research questions were answered.

1. What are the misbehaviors of students perceived by physical education teachers in their class?
2. What practical behavior management strategies are used in physical education class?
3. How do responsible bodies create productive learning environment to their student?
4. What are the consequences of misbehavior on the teaching and learning process?

### **1.3. Scope of the Study**

This research was delimited to two high schools of Arsi Zone Diksis Woreda. The method of this research was delimited to purposive sampling and simple random sampling techniques and descriptive study method were employed. The investigation was carried out to identify the perceive types of misbehavior, its cause and consequences, and the challenges of behavior management and teachers' behavior management practices in physical education class. The study was also delimited to the Theoretical and practical physical education classes.

### **1.4. Significance of the Study**

Among the class activities maintaining good student's behavior and discipline in the school is considered to be a necessary condition to facilitate the educational setting and promote proper functioning of school. However, poor student's class behavior negatively affects the achievement of educational activities; that means to transmit knowledge, to produce skilled

man power and to meet desirable objective, student behavior need would have given attention. Therefore, this study is expected to have the following importance.

- The study will be useful for improvement of misbehavior and to facilitate a smooth teaching learning process in secondary school physical education class.
- It will provide insight to physical education teachers, schools principals and other concerned bodies in identifying the causes and applying appropriate mechanisms to solve students' disciplinary problem in physical education class in the schools.
- It will also provide information about the nature of assessing misbehavior problem and the means to alleviate and/or minimize it.
- The study also will be the base line for researchers who want to study on similar issue

## **1.5. Objectives of the Study**

### **1.5.1. General Objective**

The general objective of this research was to investigate practice and challenges of behavior management in physical education classes in the secondary school students of Diksis Woreda.

### **1.5.2. Specific Objectives**

The specific objectives of the study include:

1. To assessing the perceived misbehaviors of students in physical education class.
2. To identify the practical behavior management strategies teachers used in physical education class.
3. To explore the role of responsible bodies create productive learning environment to their student.
4. To indicate the consequences of misbehavior in teaching and learning process.

## **2. LITERATURE REVIEW**

### **2.1 Concept of Classroom Management/Discipline**

#### **2.1.1 Definition of Classroom Management**

Classroom management is a process of harmonizing (agreement) and conducting a class so as to make instruction effective and efficient. It is a process of managing the teachings and learning activities as to get maximum students learning also it is a process of establishing and maintaining order. It requires careful planning, providing students with pleasant and supportive climate for learning, it needs creating interests and desires to learn and achieve establishing control calls for avoiding disciplinary disturbance entails promoting effective students learning. It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage et al, 2010).

#### **2.1.2 Conceptual Theories**

This study dealt with different approaches that could have guided the classroom misbehavior (discipline problem). Concepts of method: a desirable learning situation is orderly and the students are “disciplined”. There is no teacher who wills gains way in this statement, yet there are sharp clear ages among teachers as to what orderliness is and the methods to obtain them. What are your concepts of orderliness and discipline? You must define them before you can consider specific technique be to attain them. What kind of order do you aim to have in your classes? What kind of discipline? Orderliness characterized that a situation in which participants carry on an activity most effectively for learning what they set out to learn. There are a number of methods used by teachers in such cases. (Kozman, et al, 1952) as mentioned, the harshest method is that which has in it elements of revenge. It is vindictive. It leads to punishment of the offender, sometimes of the motive of showing him the error of his ways and thereby improving his behavior, but more often to satisfy the feeling of power of the punisher over the one who has threatened that power by not complying or by defying it. Another concept of method for dealing with behavior problems contains the idea of retribution for misdeed “you did that so, this is your punishment” another approach to behavior problems is the remedial. Journal of pedagogy power point listed out techniques of /approaches to maintain classroom misbehavior (discipline problem). Some of these techniques are: The authoritarian classroom misbehavior approach, the intimidation /threatening classroom

misbehavior approach, the permissive classroom misbehavior approach, the cookbook classroom misbehavior approach, the instructional classroom misbehavior approach, the positive social emotional climate creating classroom misbehavior approach, and the behavioral modification classroom is behavior approach. The above listed approaches were discussed as follows, those were relevant to his study on the effects of classroom misbehavior management on students learning and discipline on physical education class at Diksis Woreda selected two secondary schools.

### **2.1.3 The Authoritarian CM Approach**

Looks for the use of controlling strategies, the major goal of the teacher is just to control students' behavior by any controlling mechanism, and the approach offers five strategies that the teacher might use; they are: establishing and enforcing rules; issuing commands, directives and orders; utilizing mild desist (e.g. stop what you are doing) and requesting students to stop misbehaving; utilizing proximity control; and utilizing isolation and exclusion (Jones, D. 1993).

### **2.1.4 The Intimidation/ threatening CM Approach**

Like the authoritarian approach, it is a process of controlling student behavior. Unlike the authoritarian approach (which stresses the use of civilized teacher behavior) the intimidation approach emphasizes the use of intimidating teacher behaviors harsh forms of such as sarcasm/criticism, ridicule/scorn, compulsion, pressure, force and disapproval. The teacher forces the students to behave as he/she dictates. (Jones, D.1993).

### **2.1.5 The Permissive CM Approach**

This approach maximizes students' freedom, the major theme of it that the teacher should allow students to do what they want whenever and whatever they want, the role of the teacher is to promote the freedom of students and thereby foster their natural development, and it helps students develop self - directness, self – discipline and self- responsibility because students are made free physically and psychologically (Charney,2002).

### **2.1.6 The Instructional CM Approach**

This is an approach, which is to be done based on the contention that carefully designed and implemented instruction will prevent problems. The approach argues that effective management is the result of high quality instructional planning. Thus, the teacher needs to plan his/her lesson by considering the needs, interest, etc of the students. This plays both preventing and solving managerial problems. However, well- designed and implemented instructional activities contribute more to prevention than to solve problems that have already occurred in a classroom (Jacob Kounin, 1970) and (Frederick Jones 1979).

### **2.1.7 The Cookbook CM Approach**

It provides descriptions of lists of things a teacher should or should not do when he/she is confronted with various classroom management problems. (Jones.D. 1993). Sample of lists of “do” and “don’ts” are given as follows: -always warn pupils in private; -never raise your voice when giving a warning to students; -always be firm and fair when dealing with students; - never play favorites when rewarding students etc.

### **2.1.8 The Positive Social-Emotional Climate Creating CM Approach**

It is an approach, which assumes that learning is maximized in a positive classroom climate; this, in turn, stems from positive interpersonal relationships. Thus, both teacher-student and student-student relationships can be easily achieved if the teacher creates a favorable and friendly classroom atmosphere; this approach conceives the classroom as a social system in which group processes are of major importance. (John 2001). (Mayer et al 1995) Preventing Anti-social Behavior in the schools.

### **2.1.9. The Behavior Modification CM Approach**

This views classroom management as the process of modifying students’ behavior; it assumes that learning is influenced largely, if not entirely, by events in the environment; the possible ways to modify students’ behavior could be, Positive reinforcement, extinction and negative reinforcements. Thus, the teacher is required to master and apply the ways identified above. It strongly assumes that instruction takes place within a group context; therefore, the nature and behavior of the classroom group are viewed as having significant effects on learning, even though learning is seen as an individual process; at this point the role of the teacher is to foster

the development and operation of an effective classroom (instructional) group. (JonesD., 1993).

## **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, and 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.

## **2.3. Purpose of Classroom Misbehavior Management**

This study focused on identifying the causes of student's misbehavior in physical education class and the study was tried to suggest some points to minimize the problem. (Cothran,*et.al*, 2009). Classroom management aims at: promoting an environment (physical & emotional), to be conducive to effective learning; guaranteeing class time to be used for learning effectively; securing the support and co-operation of students in classroom activities and ensuring the active and meaningful engagement of students to the learning task at hand.

## **2.4. Mechanisms to Prevent and /or Minimize Student Misbehavior**

### **Problems**

In this study the researcher was tried to discuss the mechanisms that used to minimize the students disciplinary problems in physical education lesson in Diksis Woreda selected two secondary schools. Some of the mechanisms that was contribute to 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 & 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 discerned hipline. Other techniques that can be used to deal with students' classroom misbehavior are remedial, some of them are: ignoring, eye-contact, closing-in or physical closeness, touch and signal, humor, separating misbehaving students, out of sight technique, restructuring the class, and changing the teaching method; (give individual work), giving them the energizer or activator, short stories, giving the class some minutes rest, etc.

## **2.5. Importance of Good Discipline**

The good discipline contributes to the body of knowledge of professional practice of effective secondary physical education classroom management. This study have discussed about the importance of good discipline. 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.

## **2.6. School principal**

Educational leadership has been an integral part of the Ethiopian traditional education. Nonetheless, the nation's school leadership evolution started with the deployment of the first principal in Ethiopian western type school a century and a decade ago (Gurmu, T. G. 2020) .Since then, Ethiopian school leadership evolved through seven distinctive phases: principal ship evolved into separate position, Ethiopian replaced expatriate staff, principal preparation initiated, albeit enlargement of the task, principals' preparation reduced, principal ship de professionalized, principals' and preparation reemphasized preparation started (Erkineh a.et,2009).

During the evolution, the dominant model of decision making for initiating school leaders' development programmers was political command. Unfortunately, those decisions didn't involve educational stakeholders and, most often, it didn't incorporate the will and concerns of

the principals'. Furthermore, evolution of the school leadership was erratic in that it fluctuated back and forth rather than consistently advancing forward. Hence, school leadership of the nation couldn't contribute what it must contribute to the Ethiopian education.

### **3. MATERIALS AND METHODS**

#### **3.1. Description of the Study Area**

Diksis woreda located in South East Oromia national regional state which is 225 km away from regionals capital Finfine the Woreda borders in the east Sude Woreda in the south Arsi Robe Woreda in the west Lode Hitosa Woreda in the north Jeju Woreda. Its catchments area is estimated about 22, 313 km<sup>2</sup> in climate condition of the woreda dominantly highland and mid highland. According to national census reported in 2007 the population for this woreda of 72, 301, of whom 35,970 were men and 36,331 were women. 7854 or 10.86% of its population were urban dwellers. The majority the in habitants they were Muslim with 62.92% of the population reporting they observed this believe, while 36.71% of the population practiced Ethiopian orthodox Christianity.

#### **3.2 Research Design**

The design of this research is mixed method and basically the aim of the study were to identify the practice and challenges of behavior management in physical education class in two government secondary schools of Diksis Woreda. It describe the current condition of students' disciplinary problems in the school physical education practical class. The researcher used a combination of the two approaches, qualitative and quantitative i.e. called the mixed approach as they do support each other at different level of the research. A quantitative approach is to support the argument and strengthen the case by providing statistical data from various sources. Qualitative approaches in fact, were used for conceptual development at early stage and for interpretation, clarification, and illustration of the findings.

#### **3.3. Sampling Techniques and Sample Size Determination**

The study conducted in secondary schools of Arsi Zone Diksis Woreda which is found in Oromia Regional State. Two high schools for this particular study were purposefully seleted. Since these the only government schools available in the Woreda. In this research grade 9 and 10 students of the two secondary schools included by using stratified sampling while purposive sampling for the PE teachers and school principals. The reason for using simple random sampling technique in this research was to give equal chance for the subject without any bias. Selection of the student participants carried out from the sample frame of 1272 (one

thousand two hundred and seventy two) students of the two schools obtained from students name list. To determine the sample size of students for this research the scientific method (mathematical formula) stated by Miller and Brewer (2003) was used. The formula is as follows:

$$n = \frac{N}{1+N(\alpha)^2}$$

n = where, n = sample size,

N = sample frame,

$\alpha$  = margin of error at 95 percent confidence level. In this case margin of error equals 5%, i.e.,  $\alpha = 0.05$ . The sample size by convention is set at .05 for most research. When alpha is set at 0.05, the probability of making a Type 1 error is 5%. Research experts consider five percent acceptable when conducting research using a mixed approach.

$$\text{By the formula } n = \frac{1272}{1+1272 (0.05)^2} \quad n = 304 \text{ students}$$

Therefore, the sample size for the survey was 304 students. Out of this 91 students from Bulala and 213 students from Hamda Diksis school. Also two physical education from each school and one principals from each schools. This is to ensure that, the sample mean was closer to the population mean and minimize errors.

### 3.4. Sampling Procedure

Taking to consideration of the two schools students' size final selection of the study participants were taken by using stratified random sampling procedure. The proportion of the unit sample for each grade depends on the total students' population size in each school and grades. The required sample unit of students of each schools and grade levels can be, therefore, calculated with the proportional formula stated below;

$$n_1 = \frac{N_1(n)}{\sum N} \quad \text{Where: } n_1 = \text{distribution of sample size of each stratum}$$

$N_1$  = Total students population in the stratum

n = Sample size of the study population

$\sum N$  = Total students of the study area.

**Table 1 Summary of the number of students from each stratum and their sample.**

N <sup>o</sup>	Sample strata			Sample distribution		Total sample from each school
	Name of the school	Grade	Sex	Total population of each strata	Sample units of each strata	
1.	Bulala	9 <sup>th</sup>	Male	152	36	91
			Female	80	19	
		10 <sup>th</sup>	Male	90	22	
			Female	58	14	
2.	HamdaDiksis	9 <sup>th</sup>	Male	300	72	213
			Female	250	60	
		10 <sup>th</sup>	Male	207	49	
			Female	135	32	
3.	Total	Male	748	179		
		Female	524	125		
		Total	1272	304		

In total, 304 students were selected out of four strata (male students in grade 9, female students in grade 9, male students in grade 10, female students in grade 10) representing 1272 students. On the other hand, 4 physical education teachers (two from each school) and 2 school principals (one principal per school) were included using available sampling techniques as their number is small.

### 3.5. Sources of Data

The researchers employed primary data sources in order to collect necessary information to this study.

**Primary Source:** primary data were collected through survey questionnaire, interview and field observation practices and challenges of behavior management in physical education class in Diksis woreda two secondary school.

### **3.6. Data Collection Instruments**

#### **A. Questionnaire**

In order to gather relevant information on challenges and practice for students' behavioral management, the questionnaire consisted of close ended and open ended type questions prepared and distributed to 304 sample students selected from two schools.

#### **B. Observation**

According to Victorian Curriculum and Assessment Authority (2007) observations are a powerful mode of gathering ongoing data of students' learning. They can take place in a variety of settings, across many activities, and can employ a number of different tools to record information. This may include checklists. When planning to observe students, teachers should consider whom they want to observe, what to observe, and how to evaluate and document what they see. Teachers may also choose to select smaller groups of students over longer periods of time and focus on particular skills or knowledge to be observed.

Hence, the purpose of the field observation used in the study was to observe the misbehavior students show during physical education practical class as well as to observe behavior management strategies teachers used. Therefore, to obtain more information, observation in the actual practical session and learning process used as data gathering instrument. As a result, to make observation, a structured observation checklist were prepared and the teachers' action of behavior management were observed. In such way, to obtain reliable data, items of the checklist are devising to match the items of questionnaire. The researchers observed four purposively selected physical education teachers and made three field observations for each of them. The observation focused on the type of misbehavior frequency of occurrence and ways of managing behavior.

#### **C. Interview**

Interview is one of the major tools to gather information from participants. The researcher used semi- structured major interview questions for 4 physical education teachers and 2 principals who were found in two high schools of Diksis Woreda to get relevant and supportive information that would related with the objectives of this study. After the data

collected through interview the researcher organized, present and interpret it concurrent and simultaneously with the data analysis of the questionnaire.

### **3.7. Procedures of Data Collection**

Three trained PE teachers of the research assistant were assigned to administer and collect the data. The data collectors were friends of the researcher and 3 of them are Degree holder teachers in PE. One day training was given for assistance data collectors regarding the concept of each question in the designed questionnaire and purpose of the study. By making sure that the data collection materials, enumerators and permissions are in place, enumerators started their work by explanation of the objectives of the research for respondents and building rapport. Observation sessions were taken place by the researcher to make follow-ups and cross-checking of the data collection process. Beside this interview with the four PE teachers and two principals was made by the researcher on the following day.

### **3.8. Method of Data Analysis**

After the required data collected, data were coded and fed in to personal computer, the data analyzed by descriptive statistics. The descriptive analysis includes percentage and frequency in order to present the practice and challenges of behavior management in physical education class. SPSS version 20 was used to analyze quantitative data obtained from students participants using questionnaire. And qualitative data obtained from teachers and principal interview analyzed by statements.

### **3.9. Ethical Considerations**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher communicated all selected Diksis woreda two secondary schools, legally and smoothly. And data obtained from participant and all their information held confidentially

## **4. RESULT 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 frequency and percentage 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. Questionnaire Results**

As it was stated in the method of this research, the questionnaire was used to collect data from students. The response rate of the students was 99% (300 respondents out of 304). The results are discussed and presented as follows:

#### **4.1.1 Background information of the study participants**

Table 2 Background information of the students

N <sup>o</sup>	Variables			Sample distribution	
	Name of the school	Grade	Sex	Frequency	Percentage
1.	Bulala	9 <sup>th</sup>	Male	35	19.77
			Female	19	15.44
		10 <sup>th</sup>	Male	22	12.42
			Female	14	11.38
2.	Hamda Diksis	9 <sup>th</sup>	Male	72	40.67
			Female	60	48.78
		10 <sup>th</sup>	Male	48	27.11
			Female	30	24.39
3.	Total		Male	177	59
			Female	123	41
			Total	300	100

As table 2 above shows that the study involved a total of 300 300 sample students and 59% (N=177) were male students while 41% (N=123) were female students. In addition, a sample of 70% (N=210) and 30% (N=90) grade 9 and 10 students were drawn from Hamda Diksis and Bulaa secondary school respectively.

#### 4.1.2. Presence of Teachers' Classroom Ground Rules

**Table 3 Presence of Teachers' Classroom Ground Rules.**

Item	Yes		No	
	<i>F</i>	%	<i>f</i>	%
Presence of Teacher's classroom ground rules	0	0	300	100

From the students response all of the students participated in the study recognized that teachers do not have ground rules during practical classes as well as during lesson class in both towns.

#### 4.1.3. Perceived behavior problems in PE classes

**Table 4 Perceived behavior problems in PE classes**

Item	Yes		No	
	<i>F</i>	%	<i>f</i>	%
Perceived behavior problem in PE class	300	100	0	0

From the students response all of the students participated in the study recognized there are different behaviors during physical education practical classes in both towns. And also interview result go with this indicate that this type of problem like displaying gang symbols, not following directions, obscene gestures, moves slowly on purpose, continually saying "I can't do it", gum chewing, unsafe actions, always asks to have instructions repeated, lazy, upset when loses/fails, arguing, makes fun of other students, forget gym clothes, bullying, talking, playing too rough, doesn't take care of equipment, dirty gym clothes, pushing and punching others, attention seeking.

**Table 5 Students Responses about the dominantly prevailed misbehavior in classroom and field work (Multiple Responses were given)**

no	Students Responses	Scale of measurements											
		Disobedie nce of teachers order		Disagreem ent with teacher and students		Disturbin g others		Ignoring rules		Not doing tasks given by teachers		All are domin antly occurr ed	
1	about the dominantly prevailed misbehavio r in classroom and field work	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
		258	86	96	32	255	85	231	77	69	23	219	73

As table 5 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, 258(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 255(85%) of responded that disturbing others is the dominantly occurred misbehavior and 231(77%) of responds ignoring school rule is the dominantly occurred misbehavior in physical education theoretical and practical lesson. Moreover, 96(32%) of the students forwarded that disturbing others students, and 69(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, 219(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 6 Students Response about the frequency of time behavior problem occur in physical education class.**

Items	Measurement					
	Always		Some times		Rarely	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Students Response about the frequency of time behavior problem occur in physical education class	140	46.67	120	40	40	13.33

From the table 6 above, it was noted that 140 (46.67%) of the students replied that behavior problems occur always, 120 (40%) of participants observed sometimes and 40 (13.33%) of them reported they rarely observed behavior problems in physical education class. From this, we can summarize that the occurrence of behavior problems physical education class is high.

**Table 7 Impact of students' misbehavior in PE practical classes affect the teaching learning process**

Item	Yes		No	
	<i>F</i>	%	<i>f</i>	%
Students' misbehavior in PE practical classes affect teaching learning process	300	100	0	0

From the students all student response that student's misbehavior in physical education classes affect the teaching and learning process.

#### 4.1.4. Factors to behave good or bad behavior

**Table 8 Students Response about the factors that could helps them to behave well in the class and practical lesson of PE**

Students Response about the factors that could helps them to behave well in the class and practical lesson of PE	Scale of measurements									
	Teachers managemen t style		Teacher's teaching performance		Student's learning interest		Competition between student			
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%		
1	60	20	24	8	48	16	168	56		

As table 8 above indicated that 168 (56%) 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 60( 20%) 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 48(16%) 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 24(8%) 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 Diksis Woreda high schools.

**Table 9 Students Response about the various factors that push them to misbehave (multiple responses are allowed)**

No	Items	The students response	
		<i>F</i>	%
1	Peer pressure	231	77
2	Parent negative attitude	177	59
3	Lack of interest toward PE	195	65
4	Lack o attractive teaching method	225	75

As table 9 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. 231(77%) of the students replied peer-pressure causes them to reflect misbehavior and 225(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, 195(65%) of the students replied that due to a lack of interest the students have towards physical education push them to show wrong behavior and 177(59%) 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.

#### 4.1.5. Some requirements to PE teaching and learning process

**Table 10 Students Response requirements to PE teaching learning process in the study school**

No	Items	The students response			
		Yes		No	
		<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>
1	Do you follow attentively in PE lesson?	165	55	138	46
2	Are there sufficient materials for PE in the school?	45	15	255	85
3	Is there sport play field in this school?	72	24	228	76

As table 10 above indicated 165(55%) of the students replied as they are attentively follow when the teacher provided the lesson, while 138(46%) of them replied as they do not attentively follow the lesson. 45(15%) of the students said that there are sufficient materials in the school whereas 255(85) 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 72(24%) of the students replied that as there is a sport play field and 228(76%) of them recognized absence of standard sport play field in the school. In addition to this from the observation of the researcher, there is no as such sufficient or standardize sport play fields in the schools.

#### 4.1.6. Action taken by teachers to wrong behaviors

**Table 11 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	
		<i>F</i>	%
1	Discussing the issues with wrong behavior students	81	27
2	Giving physical work for wrong behavior students	36	12
3	Calling parent and discussing with them	99	33
4	Registering the names of students on the black list of the school	84	28

As table 11 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, 99(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, 84(28%) of the students replied that registering the names of students on the black list who show the wrong behavior. And 81(27%) of the students responded that discussing the issues with wrong behavior students. And 36(12) 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.

**Table 12 student's response extent to which PE teachers are effective in controlling student's behavior.**

Items	Measurement					
	To a great extent		To some extent		No effect at all	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Students response extent to which PE teachers are effective in controlling students behavior.	120	40	140	46.67	40	13.33

From the table 12 above 120 (40%) students response as PE teachers are effective in controlling students behavior and 140 (46.67) response as to some extent and 40 (13.33) as not effect at all. From these PE teacher are to some extent effective in controlling students' misbehavior.

As their opinion student's response on the challenge teachers face in their behavior management like effective communication between teachers and students, strong listening skill, and empathize with their students and communicate to repeating back to the students their verbal and nonverbal, messages using the teachers' own words, thus enabling physical education teachers to understand their students.

For physical education teachers, it can be beneficial to attend in-service training programs about student behaviors, student psychology, classroom management and effective communication.

## 4.2. Observation Results

### 4.1.1. Type of behavior observed

Researcher divide the behaviors into primary, secondary and tertiary. As a primary misbehaviors (mild disturbances) talking, giggling, distracting others, improper wearing, not

paying attention. As a secondary misbehavior (moderate disturbance) making noise, clowning around, harassing, quarreling, non-participation, altering the activity, purposeful rule breaking. And as tertiary misbehavior (severe disturbances) aggressivity, bullying, critising, dangerous conduct, destroying equipment.

#### 4.1.2. Analysis of classroom and field observation

**Table 13 Observation result on student's participation 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 13 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 14 Observation result of 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 unrelated work			X		
4	Cheating				x	
5	Absenteeism			X		
6	Failure to bring necessary materials	X				
7	Talking without raising hands			X		

The table 14 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 15 Observation result of the PE teacher activities 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	Class room management			X		
4	Time management				X	
5	Teaching approach effectiveness	X				
6	Able to identify his students	X				

As table 15 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 16 Observation result of student's activities in the practical lesson**

No	Items observed	Scale of measurements			
		Very Good	Sufficient	insufficient	
		Good			
1	Way of student participation				X
2	Way of wearing cloth				X
3	Awareness of objectives of the practical lesson				X
4	Motivation to do exercises			X	

As table 16 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 17 Observation result of 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 unrelated work			X		
4	Cheating		X			
5	Absenteeism			X		
6	Failure to bring necessary materials		X			

As table 17 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 18 Observation result about the accessibility of resource in the practical lesson**

No	Items observed	Scale of measurements			
		Very Good	Sufficient	insufficient	Good
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 18, 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 19 Observation 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	Ability of the teacher to stay students on tasks				X
4	The way of handling the students				X

The table 19 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.

#### **4.3. Analysis of school principals and teachers' interview**

In order to obtain the clear information, the researcher interviewed problem targeted questions. It was focused on both classroom and field in Diksis Woreda high 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 school principals 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.

## 5. SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Summary

The “main objective of this research was to investigate practice and challenges of behavior management in physical education during physical education theoretical and practical classes in Diksis Woreda high school. In order to carry out the study, a descriptive survey 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 principal. 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-20 and statistical tools such as table, percentage and frequency.

Accordingly, the findings of this study are:-

- There is lack of ground rules during practical classes,
- There are different behaviors during physical education practical classes in both towns,
- Different misbehavior encountered are displaying gang symbols, not following directions, and others.
- And as causes of behavior problem seeking attention, desire for power, looking for revenge, lack of self confidence, physiological factors, class room environment.
- This misbehavior affect teaching and learning process.
- As a managing problem behaviors challenge effective communication between teachers and students, strong listening skill, class room size, poverty, family factors, technology, bullying student attitudes and behaviors, and parent involvement.
- As behavior management strategies build a positive relationship with students, create safe, orderly, predictable and positive environment, coach and supervise students on a continual basis, organize classroom and using effective teaching strategies.
- There is a lack of PE teaching materials and sport play ground in Diksis woreda high school.

- 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.

## **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 Diksis Woreda schools.

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 de motivated to each effectively the student who need to learn were disturbed.

Different misbehavior has been identified which affect teaching and learning process. As a challenge, effective communication between teachers and students, strong listening skill, class room size, poverty, family factors, technology, bullying student attitudes and behaviors, and parent involvement were identified. And also build a positive relationship with students, create safe, orderly, predictable and positive environment, coach and supervise students on a continual basis, organize classroom and using effective teaching strategies are behavior management strategies.

## **5.2. Recommendation**

- Teachers should manage and control students who do not behaved in a good manner, to develop positive and supportive relationships with and among students.
- Teachers should plan and prepare their lesson.
- It should be advisable to enforce rules and regulations.
- 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.

- 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.
- It should be possible to make teaching and classroom management compatible to the human nature of students and suggesting the behavior problems.
- The teacher should maintain his position as a leader and project an image of confidence and maturity that students can respect.
- The school should provide sport field/play ground/, buy essential materials, build available water supply and build cloth changing room.
- 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 participation on the education.
- The awareness that considers misbehavior and low achiever students' incapable of performing physical activities as other do as a consequence of which, low expectation of teachers, peers and they themselves lowering their performances of participation in physical education and sport activities. Therefore, this perception should be change. Based on the significance of the subject, the concerned bodies particularly Ministry of Education should discuss curricular designers in order to allot additional period and about examination for the subject in order to behave in a good manner and participate all the students actively on the subject.
- The teacher who teaches physical education should be highly interest to teach and share important concepts appropriate time.

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## **7. APPENDIXES**

## Appendix A

### Students' Questionnaire

Dear Participant Student

I am conducting a study on the “Practices and Challenges of Behavior Management in Physical Education Classes of Secondary School of Arsi Zone, Diksis Woreda. The major purpose of this study is to identify the major problems of students behavior in teaching physical education practical classes at this level and to come up with some solution and strategies that could alleviate the problems that maybe observed in the teaching learning process. Since the success of this study directly depends up on your genuine responses to the questions, your willingness to participate and provide information is highly regarded. Hence, you are kindly requested to answer all the items and fill the questionnaire.

**Thank you for your cooperation!**

#### Personal information

**I. Instruction:** please indicate your responses by writing the information in the space provided.

- 1) Woreda \_\_\_\_\_
- 2) School \_\_\_\_\_
- 3) Grade \_\_\_\_\_
- 4) Age \_\_\_\_\_
- 5) Sex \_\_\_\_\_

#### II. Questions Related to Practices and Challenges of Behavior Management in PE Class

**Instruction:** Please, indicate your responses by filling the information in the spaces provided or by putting a tick  mark in one of the given alternatives.

1. Does your physical education teacher have ground rules during practical classes?

A. Yes

B. No

2. Are there any kind of behavior problems among students during physical education practical class?

A) Yes

B) No

3. If your answer is yes to the above question (2), please describe the type of problem behaviors exhibited.

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4. How often these problem behaviors occur in physical education classes?

1. Always                       B.Sometimes                       C. Rarely

5. What do you think are the causes of students' behavior problem in physical education practical classes?

**A.Students related causes**

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**B. Teacher related causes**

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6. Does students' misbehavior in PE practical classes affect the teaching learning process?

A. Yes     B. No

7. What behavior management strategies do your PE teachers use to control misbehavior of students' during physical education practical classes?

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8. To what extent the behavior management strategies PE teachers us are effective in controlling students' misbehavior?

A. To a great extent  B. To some extent  C. No effect at all

9. In your opinion, what are the challenges your PE teachers face in their behavior management practices?

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10. What are dominantly prevailed misbehavior in class room and field work?(Multiple Responses were given)

- Disobedience of teachers order
- Disagreement with teacher and students
- Disturbing others
- Ignoring rules
- Not doing tasks given by teachers
- All are dominantly occurred

11. What are the factors that help students to behave well in the class and practical lesson of PE?

- Teachers management style
- Teacher's teaching performance
- Student's learning interest
- Competition between student

12. Do you follow attentively in PE lesson? Yes No

13. Are there sufficient materials for PE in the school? Yes NO

14. Is there sport play field in this school?

15. What are the factors push the students to misbehavior wrongly (multiple responses are allowed)

- Peer pressure
- Parent negative attitude
- Lack of interest toward PE
- Lack of attractive teaching method

16. What are the actions frequently taken by the PE teacher when wrong behaviors committed by students (multiple responses are allowed)

- Discussing the issues with wrong behavior students
- Giving physical work for wrong behavior students

- Calling parent and discussing with them
- Registering the names of students on the black list of the school

## APPENDIX B

### Observation Checklist

This checklist is prepared to gather information about practice and challenges of behavior management in physical education class in Diksis woreda. The focus areas of the observation include the availabilities, the degree of conformability of the facility and equipment.

Date \_\_\_\_\_ Woreda \_\_\_\_\_

school \_\_\_\_\_ Grade \_\_\_\_\_

Observation beginning time \_\_\_\_\_

Observation ending time \_\_\_\_\_

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					
2	Attentiveness in class presentation					
3	Note taking from teacher					
4	Doing their exercises					
5	Student's size in a single classroom					

## 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					
2	Conflict					
3	Doing unrelated work					
4	Cheating					
5	Absenteeism					
6	Failure to bring necessary materials					
7	Talking without raising hands					

## 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					
2	Teacher lesson preparation					
3	Class room management					
4	Time management					
5	Teaching approach effectiveness					
6	Able to identify his students					

## 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 cloth				x
3	Awareness of objectives of the practical lesson				x
4	Motivation to do exercises				

## 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					
2	Conflict					
3	Doing unrelated work					
4	Cheating					
5	Absenteeism					
6	Failure to bring necessary materials					

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				
2	Availability of play ground				
3	The use of lesson plan				
4	Sport wear				

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				
2	Ways of giving instruction and demonstration of the teacher				
3	Ability of the teacher to stay students on tasks				
4	The way of handling the students				

## **APPENDIX- C**

### **Interview Questions**

Interview questions to be answered by physical education teachers and school principals. The objective of this interview is to collect relevant data on assess and give some solutions that need to be considered for effective. Therefore, you are kindly requested to provide appropriate genuine information is based on your personal feeling and understanding. Your data will be kept confidential and it will be used for research purpose only.

Thank you very much in advice

#### **I. Personal Information**

a) Sex: \_\_\_\_\_

b) Age: \_\_\_\_\_

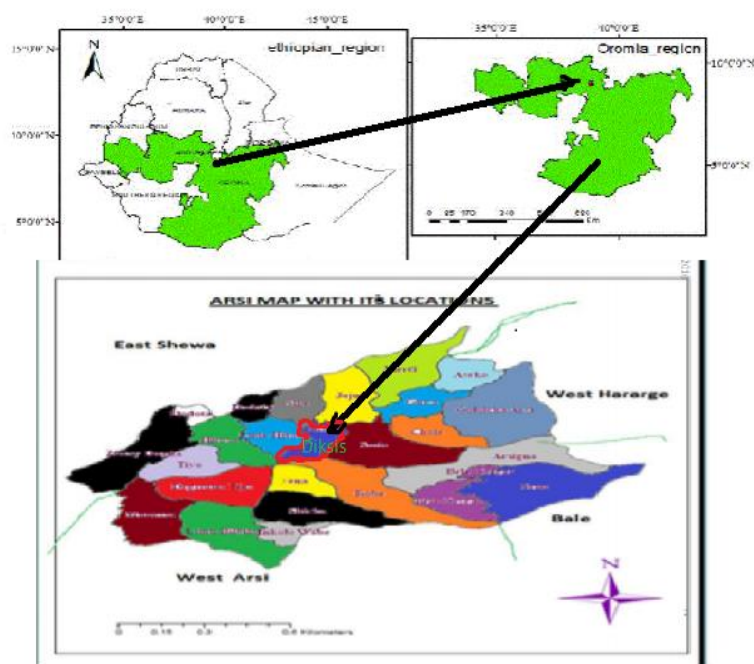
c) Educational Back Ground \_\_\_\_\_

#### **II. Interview guideline Questions**

1. What are the perceived misbehaviors of students in physical education class?
2. What practical behavior management strategies are used in physical education class?
3. What are the causes and related factors imposed the students to be misbehaved?
4. How do responsible bodies create productive learning environment to their student?
5. What do you recommend or suggest the solutions to improve misbehavior of students during practical classes of physical education?

## APPENDIX D

### Map of the Study Site



Source;<http://WWWocha-Ethioorga|Maps| OROMIA.pdf>.