Physical Education Class Management and Teachers Coping Strategies: In the Case of Shone Government and Non-government Secondary Schools

Master of Education Thesis

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This to certify that the thesis prepared by Tesfaye Markos Yohannes entitled as "**Physical Education Class Management and Teachers Coping Strategies: In the Case of Shone Government and Non-government Secondary Schools**" complies with the regulation of the University and meets the accepted standards with respect to originality and quality

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ACRONYMS

MOE-Ministry of Education

NO - Sequential Number

P.E - Physical Education

SNNPR – Southern Nations and Nationality Peoples Regional Government

SPSS- Statistical Package for Social Science

ABSTRACT

The aim of this study was to identify physical education teachers practical class management problems and their coping strategies in government and non-government secondary schools of Shone administrative town in SNNPR. Data was collected through questionnaires and observation cheek list. A total of 307 respondents participated as source of data including 6 principals, 7 teachers and 294 students were involved in the study. The data collected were organized, analyzed, tabulated and interpreted using percentage and frequencies as far as major findings of the study are concerned, significant majorities of the respondents stated their view that the physical education teachers were not effective in employing classroom management components such as applying class rules, motivation learner organizing students for various instructional tasks, monitoring and providing feedback. Besides some major problems that affect the implementation of classroom management were also found. The major identified problems were insufficient instructional resources and facilities. lack of comfortable playground, lack of teachers skill to promote classroom management ,problems of large, class size .applying classroom rules and students disciplinary problems finally the last section of the study deals with conclusions and recommendation that are suitable to solving the problems identified in the study.

Key Words: Physical education; Classroom Management; Government; Private Schools; Secondary Schools

CHAPTER ONE INTRODUCTION

1.1 Backgrounds of the Study

Classroom management is defined as encompassing the decision of teachers make concerning their use of space and time. When teachers stand, look at the way they ask questions and check understanding the way they use the voice. The goal of effective class management is to provide a positive climate that enhances learning process (Bennett, 2009).

The growing importance of schools and physical education in promoting health and physical activity is widely acknowledged in the literature (Cale and Harris, 2005). As a subject, physical education in particular is seen as a key vehicle through which promote health and physical activity (Cardon and Bourdeaudhuij, 2002) with the adoption and maintenance of a physically active life style now an established goal of the physical education curriculum in many countries (Australian curriculum and Reporting Authority, 2012)

According to Qinglan et al., (2010) in the development of a positive class environment a teacher plays a highly important role. Teacher can create such conditions in the practical class where students feel, safe and learn how to work together. According to Sant Rock (2006), teachers must be ready to attend to students individual learning needs. For this the teacher can actively monitor students by teaching learning process by creating an engaging environment; by watching them closely, giving feedback to correct undesirable behaviors and to praise for good behavior. The fruitful outcomes of a well prepared physical environment facilitate the learning and teaching process on the contrary a dull, noisy and ill. Prepared classroom environment has negative effect on student learning and participating in activity (Kayikc, 2009). Parimalavenu (2012), listed four main factors which unpadded classroom management such as time, socio cultural difference, lack of student motivation and large size of classroom. Pangrarzi and Darst (2006), were stated that the most important goal of secondary school physical education program should be to help the investors to incorporate some form of physical activity in to their life style. High school physical education program is the primary venue achieving active life style to their potential to contribute the health goals in some schools. Physical education is regarded as integral components of comprehensive school health program. Many scholars argued that whatever it is the teachers are well qualified and trained with subject matter, knowledge and methods of teaching it is impossible

to meet the educational objectives without the interest and positive attitude of the school community (Qinglan et al, 2010).

Secondary school physical education should establish a positive learning environment preventive discipline not only affords students as much as freedom of behavior as they can handset without interfering on the rights of others but also minimizes conflict between teacher and students (O`Neil and Stephenson, 2012). Coping strategies help teachers in establishing routing for students. For example, turning papers, asking questions, sharpening pencils, doing group or pair activities. Rules provide sense of regularity and organization for student and teachers. According to Kaya and Donmez (2009), classroom rules contribute towards the creation of productive learning environment. Hence, rules should be clear, reasonable and consistent and students must feel pride and responsible to follow them. Effective teachers engage students in variety of challenging and useful activity. This develops sense of cooperation among the students. According to the findings, in San and Shek (2012), study it was found that among a variety of students with problem of behaviors, such as talking out of turn, interfering of others and idleness were commonly reported by secondary school teachers as the most prevalent. In different study, the management of classroom problem in secondary school by Chin (2014) explored the issues of how secondary school teachers manage classroom problems. In the current study, it is presented the importance of classroom management for creating and enhancing a meaningful learning. In this sense disruptive behavior is a common barrier in the classroom that teachers need to face.

The researcher was interested to study this topic to address the above challenges issue of dealing management problems. Besides, the study was tried to identify the problems that happened on the lessons of physical education classes. The rationale of this study will explore the classroom management problem faced by teachers in government and private secondary schools in shone administrative town, SNNPR, and it helps teachers to improve their classroom management skills. This will leads effective teaching and learning process in the Ethiopian secondary schools.

1.2 Statement of the problem

Effective physical activity promotion within schools appears to be a global issue (Cardon etal., 2012). Concerns have been expressed over the relative managerial status and limited attention often afforded to health and physical activities in schools (e.g. Alfery et al., 2012),as well as over teachers and physical education teachers limited knowledge and understanding and inadequate professional development in the area (Alfery et al., 2012).

Numerous factors within and beyond the school environment impact on students health and physical activity levels including individual (e.g. age, gender, socio-economic status, education, beliefs, self efficacy), socio-cultural (e.g. social support, parental physical activity, ethnicity, social and cultural norms, social capital) and environmental influence (e.g. urban and transport policy, access to facilitate, traffic, crime rate and safety, seasonality) (Davison and Birch, 2001; King et al., 2002). These multiple influences highlight the complexities involved in changing health and physical activity behaviors (NICE, 2007). Coupled with the concerns mentioned above, they further highlight the challenge that schools and physical education face in the effective promotion of physical activity.

Students need to feel physically and mentally safe before they can give their full attention to instructional tasks. Strategies used to manage student behavior, create supportive class room, manage and facilitate instruction all contribute to class room safety and wellness. In addition teachers sometimes need to take action to solve problems and conflicts that threaten class room order and the learning environment. For that reason, it is helpful to home a set of took such as dealing with conflict resolution on anger management to solve problems (Burdcn 2003). Dunk and Biddle (2004) pointed out the important facts as management of classroom forms are Cesar condition for cognitive learning and if the furthercannot solve problem in this sphere, we can give the rest of teaching a way.

Hence, physical education class management is the most important task for practical class. Instruction and there are also certain actions that teachers often take at the beginning, middle, and end of the lesson that affect the order of the class these in clued actions such as taking attendance, giving directions, distributing materials handling trans and summarizing the lesson these instructional management skills helps manage and facilitate instruction which also influencing classroom order (Dunk and Biddle, 2004).

Hence, the researcher initiated to study on the physical education practical class management and the major challenges that hinder in secondary schools of shone administrative town seeking a means to solve these problems. And the researcher highly triggered to make an evaluation on physical education practical class management.

1.3 Research questions

This research study is tried to answer the following basic questions.

1. Do teachers of physical education in shone administrative town secondary and preparatory private and governmental high schools have basic professional training and skills in implementing class management components?
2. What are the major coping strategies of teachers to implement the practical classroom management problems?
3. Do the practical classes have comfortable playground and sport fields and adequate facilities and equipment to implement effective class management?
4. What are the major factors that hinder the application of practical class management?

1.4 Objective of the study

The main objective of this study is evaluating the challenges or difficulty on the application of practical class management in Shone private and governmental high schools

1.4.1 Specific Objectives

The specific objectives of this study are to;

1. Examine practical class management strategies of physical education teachers.

2. Identify major problems (factors) that affect the application of practical class management.

3. Identify the prevalent practical class management problems faced by teachers.

1.5 Significance of the study

It is believed that the study could be significant in the following ways. It creates better understanding and awareness of the problem associated with the implementation of practical class management to stakeholders. It also demonstrates the gap between management standards and teachers practice the teaching and learning process. Last but not least, the

findings of this study may provide specific information for those who are interested in carrying out research on related studies in the field of classroom management and its relationship to other variables in different secondary schools.

1.6 Delimitation of the study

Recently, there are six governmental and two private secondary and preparatory schools in Hadiya zone Shone administrative town. Involving all these schools in the study was too wide to manage due to shortage of money, time and energy. The study was delimited with three governmental and one private school.

1.7 Limitation of the study

The researcher had encountered to the following Limitation

- ✓ Shortages of sufficient reference and literature
- ✓ Work load (time constrains)
- ✓ Lack of request experience on work

1.8 Operational Definitions of Terms

Classroom Management: - is the process of how teachers work, how class operate and teachers work together.

Physical education:- is an education through physical activities to maintain physical, mental, emotional wellbeing.

Practical class:-a physical education class conducted through mainly physical activates

Discipline : - method used by teachers to bring students to orderly enough for productive learning.

Adequate: - fully and clearly reprinting its object .

Sources:- High School Grade 11 Text Book.

CHAPTER TWO LITERATURE REVIEW

2.1. Physical Education

Physical education is a socially constructed activity which is informed by and informs wider physical culture, individual experiences of physical education as well as messages from wider physical culture, shape understandings the nature and purpose of physical education, where physical education is defined by what is done in its name (Kirk, 2010).

The fruitful outcomes of a well prepared physical environment facilitate the learning and teaching process on the contrary a dull, noisy and ill. Prepared classroom environment has negative effect on student learning and participating in (Kayikc, 2009). Parimalavenu (2012), listed four main factors which unpadded classroom management such as time, socio cultural difference, lack of student motivation and large size of classroom. Pangrarzi and Darst (2006), were stated that the most important goal of secondary school physical education program should be to help the investors to incorporate some form of physical activity in to their life style. High school physical education program is the primary venue achieving active life style to their potential to contribute the health goals in some schools. Physical education is regarded as integral components of comprehensive school health program. Many scholars argued that without the qualified and trained teachers on the subject matter it is impossible to meet educational objectives.

Secondary school physical education should establish a positive learning environment preventive discipline not only affords students as much as freedom of behavior as they can handset without interfering on the rights of others but also minimizes conflict b/n teacher and students.

2.1.1. Education through the Physical

Siedentop (2011), The most important model for physical education was the developmental model, education through the physical; the idea that motor activities might be used as a means of reaching developmental educational goals. Thomas Wood, one of the great leaders of American physical education, played the role of prophet as early as 1893:

The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education. (Weston, 2012), As the progressive education movement grew, this basic premise was generally accepted as the cornerstone of

physical education theory. Based on Weston (2012), Hetherington (the father of modern physical education) in 1910 described both the scope and the categories of the new physical education in four phases. These four phases were organic education, psychomotor education, character education, and intellectual education; finally they become the four primary objectives of the new physical education. Wherever education through the physical has been promoted and applied, chances are excellent that it has been explained and justified by reference to the four objectives and the goals began to shape the purpose of programs of physical education in schools, even the extent that teachers were supposed to aim at some goal development. Although the goals have been defined somewhat differently by different leaders, these differences are minimal. Bucher's definitions of the four goals were remarkably similar to the original concepts:

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

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

2.2. Concept of classroom management

According to burden (2003) viewed classroom management as all teachers action performed in class room to create a positive learning community and then to take steps to maintain that positive environment by guiding and correcting student behavior , this view successful teachers are open for effective management of the classroom. Classroom management is the process of how teachers work, class operate how students work together and how instruction and learning takes place (Bosch, 2006).

According to Savage (2010), classroom management is a process of agreement and conducting a class so as make instruction effective and efficient. It also requires careful planning, providing students with pleasant and supportive climate for learning. It will also establish maintenance of the classroom environment so that educational goals can be accomplish.

2.3 Components of physical education class management

Physical education practical class management has several components. According to Bucher and Krotee (2012) components of physical education classroom management includes planning, organization, communication, motivation, reinforcement, Leader ship, monitoring and rules and procedures.

2.3.1. Planning

According to Bucher and Krote (2012), planning defines where the organization wants to be in the future and how to arrive there. Planning is the process of logically and purposefully outlining the work to be performed, together with the methods to be used and the time allotted for the performance of this work. The total plan including setting goals will result in the accomplishment of the purposes for which the organizations established. Of course this planning requires a clear conception of the mission and aims of the total organization. To accomplish this planning, the manager must have vision to look into the future and prepare strategy for what is seen.

2.3.1.1. Planning a physical education program

The physical educator has the responsibility for planning and administrating a program in the light of its objectives. This means that interests and needs of individuals whom, it will serve as well as other consideration such as the prevailing philosophy of education will be taken into consideration. (Bucher, 2005)

It means that a varied program of activities will be selected. The percentage of program time devoted to these various activities will depend on the age and grade level concerned. Furthermore, such factors as facilities, equipment, and size of class, time allotment, and climatic conditions will be taken into consideration. Provision also is made for the physical, social, skill and intellectual development of the participant. In panning physical education

program, an effect should also be made to utilize the latest research and scientific findings in the teaching methods that are used.

In addition to this Arends (2017) in the idea of teacher panning also said successful classroom learning nearly always is the result of considerable planning prior to actual instruction. Teacher planning sets the conditions for allocating the use of time, choosing an appropriate method of instruction, creating student interest in the lesson, and building a productive learning environment. Planning also helps control, the unpredictability and the fast moving pace of classroom life.

According to Daughtrey and Lewis (2007), teacher- pupil planning and planning facilities are the other views of physical education planning.

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

In addition Bucher and Krotee (2012) focused on four ideas that gave emphasis on management matters related to physical education instructional programs. They are:

1. Scheduling – physical education is more meaningful for participants when the schedule reflects their interests rather than administrative convenience. Physical educators should make a point of presenting to central administration their plans for scheduling physical education classes. Facility availability, equipment, supplies, weather, and student interest and attention span should be taken into consideration when preparing a master scheduling plan.

2. Dress – dress does not have to be elaborate, but it should be comfortable, safe, and appropriate. An important concern is that the clothing ensures safety. When students are

engaged in physical activity. For both males and females, simple washable shorts and T-shirts or sweatshirts are suitable and most comfortable.

3. Time allotment – on the secondary level, it is recommended that sufficient time be allotted for dressing and showering in addition to the time needed for participation in physical education activities.

2.3.2. Organizing

According to Butcher and Krotee (2012), Organizing refers to the development of the formal structure of the organization whereby the various management coordinating centers and subdivisions of work are arranged in an integrated manner with clearly defined lines of authority. The purpose behind this structure is the effective accomplishment of established objectives through a coordinated marshaling of human and physical resources.

Physical education classes are open vastly over crowded. The ideal number of pupils per class is high. Lack of sufficient time, poor facilities, and inadequate equipment coupled with large numbers of pupils present gigantic problems to the teacher. Careful planning for the best type of class organization possible will ensure the most fruitful result.

According to Daughtrey and Lewis (2007), effective instruction is the purpose of education. Although many factors are involved, the most influential is the actual teaching situation. It is during the instructional period that physical education must serve the need of the students.

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

1. Internal organizational procedure and

2. External organizational procedures.

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

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

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

Knapp and Hagman (2013) suggested that squad organization should be one of the ways for class organization.

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

1. Increased acceptance of pupil responsibility for ventures which they regard as their own.

2. Ease and order lines of class operation.

3. More homogeneous groupings.

4. Heightened morale.

5. Greater attention to individual differences.

6. Better use of facilities and

7. A convenient and effective organization for intra class competition.

Bases for determination of squad or subgroup membership include:

1. Height, weight, age

2. Strength tests

3. Physical fitness tests

4. Skill tests

5. Interests

6. Friendship on social factors

7. Selectee by teachers and

8. Shoice of pupil leaders

Moreover this, according to Bucher and Krotee (2012) the following reasons for good organization should be recognized by every teacher and administrator:

• It ensures the participants health, safety, and maximal performance outcome.

• It helps eliminate discipline problems.

• It gives meaning and purpose to instruction and to the assigned activities.

• It results in efficiency, provides proper focus, and allows the best use of precious time.

• It ensures meaningful progression and continuity in the program.

• It helps conserve the teacher's time and energy and provides the teacher with a sense of accomplishment.

2.3.3. Communication

Aronson (2015), has touched up on many important ingredients in the communicative process. Teaching certainly is concerned with communicative process. Teaching certainly is concerned with communication, and learning appears to be also where the learner is seeking new information or experiences. Over the years many models of communication have been presented. Each contains the essential ingredients of two way communication, receptivity, respect of communicative time and perception ability.

Amidon (2011) makes a point that is perhaps the most relevant in the process of interpersonal communication. Where two people are involved in conflict, immersed in self justification and thinking ahead to the next point of reputation, communication is virtually non existent. The two people are so defensive that they are talking at each other rather than to each other. "Listening skills," says Amidon, "are as important to the learner as reading and writing skills". Amidon further emphasizes the most of our information comes from interpersonal communication and interpersonal observation rather than from texts or classrooms. If Amidon is right, then a great deal of the emphasis in public education has been misguided.

According to Butcher (2005), there are many ways in which teachers can involve students in physical education programs. Teachers and administrators alike should stress communication with their students and create situations in which open dialogue can occur. Students should be included on advisory committees that discuss school athletic programs, scheduling, new activities, and the need for additional facilities or equipment. In addition, students should be

encouraged to form sport clubs, participate in community sponsored athletic activities, and to work on independent study programs in physical education areas. Students should participate in evaluation programs designed to ascertain student as well as teacher performance. Evaluation should also include student appraisal of curriculum and suggestions for change.

2.3.4. Motivation

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

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

According to Knapp and Hagman (2013) rewards, such as teacher approval, prizes, and good grades, may set the stage for more real interests in the activity. Fear of punishment and desire to avoid criticism, manipulated as incentives by some teachers, are unfavorable motives. They tend to say “do not” instead of “do”, thus directing attention to the undesirable. Also they are likely to result in poor relationships and emotional tensions.

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

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

Singer and Dick (2014) give more emphasis on motivation. The learning of skills, attitudes, and information in physical education can be influenced by a variety

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

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

In general, to motivate students and to be successful in managing their behavior Daughtreyand Lewis (2007) stressed on the need of strategies for developing motivation. As teachers plan programs of physical education, they should include strategies that motivate students to learn. Principles that teachers must remember are:

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

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

• Capturing interest • including a culminating activity • Avoiding over motivation and • Avoiding failure.

2.3.5. Reinforcement

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

According to Good and Brophy (2011), A reinforce is an event or consequence that increases the strength or future probability of the behavior it follows. Reinforcement is used to strength behaviors that are valued and to motivate students to do things that will benefit them. Behaviors that are reinforced will be retained; behaviors that are not reinforced will be extinguished. You need to consider carefully whom to reinforce, under what conditions, and with what kinds of reinforcement.

Reinforces can assume a variety of shapes, events, and conditions, praise and criticism being two of the most often used types. In physical education classes, high grades, prizes, teacher comments, scoring a basket, and the like are potential positive reinforces. They inform the

student that he is expressing appropriate behaviors. When the student is criticized, punished, or given a poor grade, he will tend to stop his negative reinforced behaviors. (Singer and Dick, 2014)

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

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

2.3.6. Leadership

Based on Butcher and Krotee (2012), Leading is a responsibility that follows to the manager as head of organization. The manager must lead positively motivate and influence the individuals who make up the organization and therefore will affect the operations and conduct of the program. This means implementing and carrying out approved plans through work of employees and staff to achieve or exceed the organization objectives.

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

According to Arends (2017), there is aspect of leadership in teaching. Means providing students with face to face instruction is the most visible and perhaps the most glamorous aspect of teaching. Equally important, however, is the job of providing leadership to motivate students to accomplish the academic and social goals of schooling. There are three the most important leadership functions of teaching. Planning, managing classroom life, and assessing and evaluating student's progress. In real day to day teaching, the various leadership functions overlap and interact with one another. Performing leadership tasks is no easy matter. Learning to read specific classroom situation in order to provide effective leadership is one of the most difficult, yet most rewarding, challenging of teaching.

Bucher (2005), gives more emphasis on leadership is physical education with the involvement of students is more effective. Students in high schools and colleges want to be

involved in what is happening around them. They believe that total involvement is necessary because of the following reasons:

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

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

2.4 Importance of practical class discipline management

Some people may be predisposed to be undisciplined during physical education lessons before events turn for practical lesson. The good discipline was contributing the body of knowledge of professional practice of effective secondary physical education classroom management (Richard Bailey, 2001).

2.5 Monitoring and recording students attendance

Recording of the attendance is important because it haze administrative implication in most places, students are required by low to attend schools and teachers are legally responsible for the student's en rolled in their classes.

Bailey, (2001) suggested that one must acknowledge that there are times when the positive working environment facilitated by different strategies breaks down and the teachers need to draw up o a wider range of skills to maintain control and discipline.

2.5.1 Rules and procedures

Rules refer to general behavioral standards or expectations that are to be followed in the class room. According to Burdon (2003), rules are general codes of conduct that are intended to guide individual behavior in an attempt to promote positive interaction.

Rules that are selected should meet the following purposes

- The teachers right to teach is protected
- the student right to leering are protected
- the student psychological and physical are protected
- property is protected[Levin and Nolan,2000

2.6. Misbehaviors in physical Education class

2.6.1. Behavior

Based on Knapp and Hagman (2013) explanation, behavior is mentioned as one's action result from needs that exist as tensions. Tensions are normal and desirable; they are entirely necessary to progress. The extremely placid person who has few needs that express themselves as tensions accomplishes little. Tension results in abnormal behavior only when they become extreme and unsatisfied over long periods of time.

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

Hence, behavior has the above definition according to Knapp and Hagman, Burke (2012), in his view states behavior as follows:

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

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

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

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

Clarity –the definition should not be ambiguous.

Completeness -should delineate the boundaries of the target behavior.

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

Sample definition

• **Aggression** - Billy pushes other students in a rough manner, although he does not hit them with a closed fist.

Negative classroom behaviors-

• **Tantrums**- sally stamps her feet and screams in a loud voice. • Non compliance- Carol frequently ignores the request and continues with her previous activity.

• **Social skills** – may will pause often making a comment or asking a question and allow other students an opportunity to talk. .

2.6.2. Misbehavior

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

Students who are off task are not performing the planned instructional activity. They may be pausing to think about an issue, day dreaming, or doing other things that are no disruptive but prohibit them from being engaged in the instructional activities. Students who are off task need to be addressed differently than students who are purposely misbehaving and interfering with the academic activities.

Daughtrey and Lewis (2007) also said: Misbehavior frequently occurs because lesson content is not relevant, the student is not involved in the learning process, or the mode of presentation is uninteresting.

Some student actions are clearly misbehavior and require teacher intervention. In many case, however, the situation is not quite so simple. Some student's action that appear to be quite similar are reacted to differently by teachers when the actions are performed by different students at different times or different contexts. (Doyle, 2016)

2.6.3. Types of Misbehavior

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

1. **Hyper active**: high level of activity and non-aggressive contact, often due to neurological dysfunction

2. **Inattentiveness**: the inability to complete work and activities, a high level of distractibility.

3. **Conduct disorder**: the inability to accept correction, the tendency to tease others, and a high level of defiance.

4. **Impulsivity**: has constant demand for attention, has an orientation to the present, and is unpredictable.

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

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

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

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

2.6.4. Causes of Misbehavior

2.6.4.1. Student's cause

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

1. Health factors: student behavior problems may be related to health factors, lack of sleep, an allergy, illness, or an inadequate diet greatly affect the students ability. 2. Physical

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

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

2.6.4.2 Teacher's cause

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

Moreover this, Good and Brophy (2011) believed that, causes of misbehavior are complex. Teachers in secondary schools may have interaction with 150 different students a day. Yet teachers must interpret and respond to student behavior on the spot. It is not surprising that most teachers are hard pressed to keep track of the number and substance of the contacts they have with each student. Because teachers constantly respond to immediate needs while they

teach, they have little time, during teaching to consider what they are doing or planning to do. Unless they look for signs of student's boredom or difficulty, they may not see them.

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

Good and Brophy (2011) also suggested the following as problems caused by teachers:

1. Teacher domination of classroom communication

2. Lack of emphasis on meaning

3. Few attempts to motivate students

4. Not cognizant of effects of seat location

5. Overreliance on repetitive seatwork

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

2.7. Factors that influence the implementation of classroom components

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

2.7.1. Physical education teacher's instructional program and methods

According to Daughtrey and Lewis (2007), the implications of any teaching methods are determined by several factors. Methods are dependent up on age level, ability, classification, type of activity, purpose of activity, special problem of discipline, goals of the teacher, and the extent of federal legislation concerning race, sex, and accommodating the handicapped. What the teacher expects to teach and what the students expect to learn necessitate not only a variety of teaching methods but also a basic understanding of classroom and gymnasium discipline, a genuine appreciation of the culturally disadvantaged, and a sound foundation in the guiding principles of the learning process.

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

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

Again according to Daughtrey and Lewis (2007): there are two strong deterrents to class disorder, careful organization and quality instruction if classes are planned properly and the program provides instruction for students achievement, teachers prevent confusion in the gymnasium.

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

In addition Singer and Dick (2014), in instructional matter said; if a teacher or a school program is to be held accountable for its actions, with the burden of proof on the teacher rather than on the student, than the teacher must not only state his objectives but must sequence his instruction so as to reach those stated outcomes. It is no longer acceptable for grab as they can, memorize, and regurgitate at specified moments. Nor is it satisfactory for an instructor to throw out a ball to students in the gymnasium in the hope that they will acquire skill, change their attitudes, and develop fitness without his effectively mediating the learning process.

Based on Singer and Dick (2014): in order to organize his instructional sequence in a systematic way, the teacher must:

1. Know the activities (content) to be taught.

2. Be aware of students entry characteristics their aptitudes, abilities, and skills.

3. Know how to formulate and evaluate instructional objectives.

4. Be familiar with research and theory in learning that are applicable to instructional methods in the form of guiding learning principles.

5. Know various forms of instructional media.

6. Be able to organize strategies systematically.

7. Be aware of available human and other resources.

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

In relation to this Butcher (2005) stressed the need of effective teaching, and suggested effective teachers should to have the following:

1. **Dedication**: unless teachers are dedicated, it is difficult for them to maintain enthusiasm and aggressiveness necessary for teaching. Students do not respond to a teacher who neglects the many little details involved in classroom management and teaching.

2. **Knowledge**: teachers of physical education must be familiar with all the skills and techniques that are necessary for satisfactory instruction.

3. **Personality**: successful teachers are friendly, extroverted, and able to relate to students. The ability to establish harmonious relationships and rapport with differing individual. Student, co-worker, administrator, and parent are highly desirable characteristic for a physical education instructor.

4. **Emotional stability**: a nervous, irritable teacher will create disciplinary problems and will compound the seriousness of an otherwise trivial class incident.

5. **Individual differences**: although it is generally understood that the students in physical education class vary physically, mentally, and emotionally, teachers rarely consider this fact in planning their daily programs.

6. **Professional interest and Dignity**: teachers who constantly seek to improve themselves through research, study, and participation in professional efforts are usually superior

educators. Awareness of the advanced base of knowledge in sport psychology, sport sociology, exercise physiology, kinesiology, and perceptual motor skill should bring about a new emphasis in professional interest and dignity.

7. **Leadership**: good leadership is vital to any physical education program. The teacher who is well prepared and creative is vastly more effective than the well-equipped gymnasium or the most expensive equipment.

8. **Personal qualification**: • Health- the teacher of physical education must be in shape, because the nature of the work necessitates excellent health at all times.

In addition Daughtrey and Lewis (2007) suggested that: by making teaching interesting a teacher can reach effectiveness. This implicate that the teacher domination method of instruction that is prevalent in today's school does not motivate students. However, it is possible for teachers to give instruction in what they feel is important without becoming boring. Interest may be developed by:

1. Allowing students to gain a feeling of accomplishment

2. Basing the activity on student needs

3. Using effective teaching procedures

4. Creating challenging situations

5. Teaching life time activities

6. Providing competition in skills and

7. Recognizing achievement.

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

dynamic function. Physical educators, therefore, must not only be familiar with the traditional theories of learning and their applications and their short comings but must also be alert to improved concepts and new applications in learning mechanisms.

2.7.2. Availability of instructional materials and facilities

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

A good environment is essential for effective teaching. To ensure this environment, a certain amount of planning and organization is required. Although physical education by its very nature engenders a more spontaneous and relaxed atmosphere than most other classes, the teaching of physical education must still be an orderly process. The kind and extent of the facilities and equipment available and the time allotment must necessarily influence the content and organization of the program. (Fait 2015)

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

Moreover this Fait (2015) suggests that physical education programs are dedicated in part by the areas available for conducting the classes. Ideally the school would have a gymnasium for indoor use and a play field for outdoor use. But many school teachers must conduct physical education in corridors, rooms, and on the stage of the auditorium. That the physical education is as successful as it is under these circumstances is a great credit to the teachers who have applied their imagination and ingenuity to planning a balanced program of activities which can be performed in the play space available to them.

Daughtrey and Lewis (2007), stated additional idea about planning and facilities; just as adequate facilities are needed for effective instruction and goal fulfillment in other subjects, so are they needed for successful teaching in physical education. Lack of sufficient teaching stations and play areas (ground) is one of the reasons that poor programs in physical education still exist throughout. It does imply that at least enough space should be available in which to teach a class effectively.

2.7.3. Class size

Class size is a survey of the number of children supposed to be in a class at one point at a time. An accurate account of the number of pupils for whom a teacher has responsibility might seem to be the closest one could get to a class size figure. (Peter 2013)

According to Knapp and Hagman (2013) suggestion, generally speaking, classes should be limited to thirty pupils, and forty should be regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class. An undesirable lock step program which pays little or no attention to individualization of instruction can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.

Some school and college administrators contend that physical education activity classes can accommodate more students than so-called academic content classes. According to Butcher and Krotee (2012), this is a misconception that has developed over the years and needs to be corrected. Butcher and Krotee said classes in physical education should be approximately the same size as classes in other subjects offered in the schools. Such as a class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education contributes to educational objectives on an equal basis with other subjects in the curriculum. Therefore, the class size should be comparable. So that it's educational objectives can be attained.

In addition to the above ideas Singer and Dick (2014) stated that; the instructional procedures and individual considerations used in teaching an individual student do not apply with a group of thirty students. In large cities class may contain more than 70 students. A possible solution is the formation of subgroups. Groups of various sizes, within the context of available facilities and equipment, will place unique demands on the teacher. The larger the group, the greater the challenge to the teacher to mediate effectively the learning processes of individual students.

Moreover that Daughtrey and Lewis (2007) gave an idea about classroom management when classes are large. That is teachers are often faced with the problem of teaching fundamental skills to large classes in small spaces. Sometimes the situation becomes so untenable that teachers abandon desirable activities and resort to informal play, with undesirable results.

Leaders must constantly seek effective and interesting ways of teaching skills to motivate the students. They must also keep in mind certain principles of organization, which apply to all activities, whenever they are working with large classes.

1. Teach skills – play should take place after school.

2. Divide the class into as many small groups as possible; use all equipment or tools available; get more if possible

3. Classify groups according to ability. Place the more gifted students together.

4. Use small groups to simulate actual game situation.

5. Always emphasize the value of the activities to the students.

6. Use the over flow plan

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY

3.1 Study area

This study was conducted in four selected secondary and preparatory schools in Shone administrative town, Hadiya zone, Southernpart of Ethiopia. Shone town is found in Hadiya Zone, SNNPR Ethiopia.

Shone is the region of Southern Nations, Nationalities, and People`s Region is a place located in Ethiopian some 228 Km south of Addis Ababa, the country`s capital. Shone is an administrative town of East Badawach Woreda. East Badawacho Woreda was bordered on the south by Wolayita Zone, on the West and North by the Kembata Tembaro Zone, in the East by Blate river which separates it from the Oromia Region (trip-suggest.com/Ethiopia/ SNNPR)

3.2. Research Design

This study was planned to identify the current physical education practical class management problems and teachers coping strategies in the four selected secondary and preparatory schools in shone administrative town. To gather relevant information, a descriptive survey study method was employed and it helps to enable how conclusion made based on the facts that obtained from the respondents.

3.3. Sources of Data

The source of data for this study was obtained from the school principals, vice principals, physical education teachers and students from the four selected secondary and preparatory schools namely Shone Secondary and Preparatory School,Wera-Lalo Secondary School, Ham Burse Secondary and Tatem Preparatory School.

3.4 Data gathering instruments

The reliable data for the purpose of this study were collected by using observation checklists and questionnaire. The observation was conducted in order to collect other facts that might not be reveals with their questionnaire. Observation is useful to indicate how the lesson is divided in a variety of activity such as individual work, group work, whole class activity and

check list were designedexaminethe availability of classroom, facility, teachers, and students sport wears, comfort play groups, usage of materials and equipment's.

3.5. Population and sampling techniques

The study was conducted in Shone administrative town. There are eight governmental and private secondary schools. Among these, three governmental and one private school were selected purposively by non-random sampling method to select all principals, physical education teachers and students in schools. Four schools deliberately were selected because of many students were saturated (attended) in either of these schools. Purposive sampling technique was employed because they were directly concerned with the issue under discussion and hence deliberately intended to involve them. To represent the student sample, two sections from each selected schools from grade 11and 12 were selected by stratified random sampling technique. Both male and female students were selected from each section; this was given equal chance for the proportion of student population, but in the case of Tatem school all students were males then its total sample population percentages varies. To begin with it was decided that30 percentages of the school would suffice the study in light of the time and financial constraints the consideration of such factors determining sample size is accepted by many scholars such as summer and B, Somer, 1980.

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

Table. 1 Sampling of the study groups

No	*Study group*	*Total population*				*Sample population*			
		Shone	*Wera-lalo*	*Hamburse*	*Tatem*	*Shone*	*Weralalo*	*Haburse*	*tatem*
1	Principals	3	3	3	3	2	2	1	1
2	Teachers	4	4	3	2	2	2	2	1
3	Students	343	294	40	234	110	84	20	80
	total	350	301	46	239	114	88	23	82

3.6 Pilot test

Pilot test questionnaires to experts:-

1. How do the teachers manage the practical class?

2. Do the students attentively follow the lessons?

3. Do the Schools have sufficient play grounds?

With the above mentioned questionnaires the researched assessed the validity and reliability of the study.

3.7 Procedure of date collection

To investigate the practice of performing in classroom management in the private and government high schools of shone administrative town, the following procedures were used.

- First the researcher assessed and tried to find out the schools practical class observation.
- Second date gathering tools were used.
- Third the researcher collected, classified and analyzed all the date.

3.8 Methods of data analysis

In this study both the quantitative and qualitative analysis procedures were employed. Accordingly percentage and frequency counts were used to analyze the rating scale and close ended Questionnaire and observation. Information generated from open ended Questions presented and described quality actively.

To analyze quantitative data SPSS Version 20 software was used. The quantitative data were interpreted, presented numerically using tables, charts etc.

CHAPTER FOUR DATA ANALYSIS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire and observation check list from the sample population of the study. A total of 320 questionnaires have been prepared and distributed to 294 students , 7 teachers and 6 principals and vice principals of the selected schools, namely Shone, Weralalo, Hamburse and Tatem

Out of the total number of questionnaires distributed, 284(92.5%) were properly filled in and returned, the rest 7 questionnaires not returned and 16 questionnaires were discarded because of they were incomplete and incorrectly filled in. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages. The information collected through observation checklist is also qualitatively described in order to give appropriate answer for the basic questions set in the study.

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

4.1. Characteristics of the study population

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

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

Table,2 Characteristics of study population

R.N	Category		Type of respondents					
			Principals		Teachers		Students	
			No	%	No	%	No	%
1	Gender	a. Male	6	100	6	85.71	194	65.9
		b. Female	0	0	1	14.28	100	34.01
2	Age	a. 20-30(14-15)	2	33.3	5	71.42	22	7.48
		b. 31-40(16-17)	2	33.3	2	28.57	184	62.58
		c. 41-50(18-19)	1	16.6	-	-	88	29.93
		d. 51 & above(20 &aabove)	1	16.6	-	-	-	-
3	Qualification	a. Diploma	-	-	-	-	-	-
		b. Degree	-	-	4	57.14	-	-
		c. any other MA/MSC	6	100	3	42.75	-	-
4	Year experience	a. 1-5	-	-	-	-	-	-
		b. 6-10	-	-	4	57.15	-	-
		c. 11-15	2	33.3	2	28.57	-	-
		d. 16-20	4	66.6	1	14.28	-	-
		e. 21-25	-	-	-	-	-	-
		f. 26 above	-	-	-	-	-	-

As per the data collected from the respondents, 100% the principals and vice principals were male. This indicates that there is no involvement of females and a greater domination of males in the administrative sector. Almost similarly to this the percentage of teacher respondents most of them (85.71%) were male in terms of gender and only 14.28% of the respondents were female. More over this, in the case of student respondents 65.9% were male

and 34.01% were female. The main reason for this is that one of the schools Tatem included in the study had only male students that increase the amount of male students to seem greater in number.

Concerning the age of principals their age varies from age of 20 to 51 and above 33.3% -- 20 to 30, 33.3% -- 31to 40, 16.6% -- 31to 50, and the remaining 16.6 % also 51 and above, and they reached all the categories mentioned by the study. On the other hand, in the case of teacher respondents the majorities (71.42%) age were between 20 and 30, and the rest (28.57%) were in between 31 to 40 years. Whereas the age of student respondents as shown in the table: 7.48% between 14 and 15years, the majority (62.58%) was between 16 and 17, and the rest of respondents (29.93%) were between the age of 18 and 19. But, there was no one whose age is 20 or greater.

According to the educational qualification details shown in table 2 above, the principal respondents consists 100% master's degree. In addition, the teacher respondents qualification were only 42.85% were M.A and the majority 57.14% had first degree. These shows, the qualification they had and the demand that the position required in the case of principals is based on the ministry of education (MOE) policy, but in the teacher's case even most were with not suitable qualification the remaining should upgrade their educational status.

Furthermore, the respondent's years of experience also shown in table 2. The principal respondents 66.6% had a service years of 16-20 and the other 33.3% had a service years of between 11 and 15years. Majority of the teachers (57.15%) had 6 – 10 years of experience, 28.57% had 11 -15 years of experience and the rest 14.28% had 16 – 20 years of experience.

Table 3. Class size of schools under study

No	Items		Principals No		Teachers No	
			No	%	No	%
1	Class size	a. 20-30	2	33.3	2	28.57
		b. 31-40	2	33.3	2	28.57
		c. 41-50	1	16.6	2	28.57
		d. 51-60	1	16.6	1	14.28

Class size has its main role in the teaching learning process of P.E. Even though, many teachers are applying different teaching approach, large class size influences their methods in terms of material, playground, grouping and repetition of drills. Table 3 deals with the class size. Accordingly, 33.3% of the principal and 28.5% of the teacher respondents explained that their normal class size is 20 to 30 students, whereas majority of the principal respondents (33.3%) and 28.57% of the teachers mentioned their class size is between 31 and 40, on the other hand 16.6% of the principal and 28.58% of the teacher respondents respond the class size is from 41 to 50, more over this there were 14.28% and 16.6% of principals of teacher respondents who respond there class size was between 51 to 60. However, based on the observation the researcher saw different kind of class sizes in the four schools that the study took place. The following table was made depend on the practical class observation:

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

No	Name of the school	Class size
1	Shone	23-30
2	WeraLalo	31-40
3	Hamburse	41-50
4	Tatem	51-60
	Average	35-45

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

Table 5.Adequacy of Facilities, equipment's and play ground of schools for physical education classes.

No	Items	Respondents	Rating scale		
			Sufficient	Insufficient	Not at all
1	Students dressing(sport wears)	a. Principals(No=6)	6(100%)	-	-
		b. Teachers(No=7)	6(85.71%)	1(14.28%)	-
		c. Students(No=294)	174(59.18%))	70(23.8%)	50(17%)
2	Teachers sport wear, check list, whistle, stop watch etc	a. Principals(No=6)	6(100%))	-	-
		b. Teachers(No=7)	4(50%))	2(28.57%)	1(14.28%)
		c. Students(No=294)	218(74.14%))	61(20.4%)	16(5.44%)
3	Play ground& sport field	a. Principals(No=6)	6(100%))	-	-
		b. Teachers(No=7)	3(42.85%))	2(28.57%)	2(28.57%)
		c. Students(No=294)	250(85.03%))	44(14.96%)	-
4	Materials & equipment(teaching aids)	a. Principals(No=6)	5(83.3%))	1(16.6%)	-
		b. Teachers(No=7)	4(57.14%))	2(28.57%)	1(14.28%)
		c. Students(No=294)	150(51%))	120(40.81%)	24(8.16%)

As per the data collected from the respondents about facilities: sport wears, equipment's and playground which are basic and very necessary to conduct a manageable physical education class whether they were sufficient , insufficient and not at all in general. They respond the following: 100% of the data obtained from principal respondents stated that students used adequate sport wears in their physical education practical class, in the same manner 85.75% of the teacher respondents mentioned that students used sufficient sport wears, but 14.28% did not accepted it; they said it was not sufficient. On the other hand, student respondents of 59.18% accepted the idea of their teacher and principals, 23.8% mentioned there were insufficient, and the remaining 17% stated their opinion by saying not at all. This shows that there is a great understanding gap between teachers and principals and the students based on the of sport wears.

Concerning sport wears of teachers in addition to check list; whistle and stop watch, which is stated in item 2 of the table, 100% of principal respondents, 50% of teacher respondents and 74.14% of the student sufficient respondents confirmed that the teachers sport wears; check lists and whistles were sufficient. Contrary, 28.57% of teacher respondent's and 20.4% of student respondents explained they were insufficient. Furthermore, only 14.28% of teacher respondents and 5.44% of the student respondents confirmed that teacher's facilities were not at all available. This shows that the majority of respondents agreed on the adequacy and most schools provided the necessary facilities of the teacher, only a few number of student respondents were mentioned that the facilities used by teachers were not adequate for the designed purpose.

As it could be seen in the table item 3, respondents asked if the playground in their compound was adequate, insufficient or not at all. All of principal respondents (100%), 42.85% of teacher respondents and 85.03% of student respondents stated that their schools had sufficient playground and sport field. Contrary, 28.57% of teacher respondents and 14.96% of student respondents answered the playground and the sport field in comparison with the number of total students was insufficient.

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

The success of physical education teaching learning process depend a great extent on the adequacy of materials and equipment's (teaching aids). Hence, schools should have available and sufficient teaching aids to teach the subject with appropriate method without problem. In this regard, principals, teachers and students were asked whether their school had sufficient teaching aids or not at all. Accordingly, 83.3% of principal, 57.14% teacher and 51% of student respondents confirmed that their schools provided adequate teaching aids. In addition to this, 16.6% of principal, 28.57% of teacher and 40.81% of student respondents said

thatteaching aids were insufficient. Contrary, 14.28% teacher and 8.16% of student respondents said that the schools had not have any teaching aid at all.

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

No	Items	Alternatives	Respondents			
			Principals		Teachers	
			F	%	F	%
1	Have the teacher had any training about how to manage physical education class	a. Yes	6	100	7	100
		b. to some extent	-	-	-	-
		c. no	-	-	-	-
		Total	6	100	7	100

The personal educational details shown in table 6 above, teacher respondent said that 100% of them had an educational training about physical education class management .In addition to this principal respondents was asked about their physical education teachers training did include about class management but, 100% of them were respond all their teachers had a training about it. This indicates there is a great gap between understanding of classroom management as well as the nature of the courses taken in teachers training.

Table 7 .Organization of students during physical education classes.

No	Statement	Alternatives	Respondent					
			Principals		Teachers		Students	
			F	%	F	%	F	%
1	Does a teacher organize students in pairs a group for practical practice?	A. Yes	6	100	7	100	250	85.03
		B. No	-		-	-	43	14.62
2	If "Yes " on what base does he/she organize ?	A. Based on interest	-	-	2	28.57	85	28.91
		B. Based on line ups (class room number)	-	-	-	-	35	11.9
		C. Randomly	6	100	5	71.42	174	25.17
3	Do the majority of students have interest to practice the activities in group?	A. Yes	6	100	4	57.14	250	85.03
		B. No	-	-	3	42.85	43	14.62
4	Does the teacher give different practical activities, drills and tasks for each group?	A. Yes	6	100	5	85	250	85.03
		B. No	-	-	2	15	43	14.62
5	Do group members equal participate in the group activity	A. Yes	-	-	4	28.57	94	31.97
		B. No	6	100	3	42.85	200	68.02

The success of conducting physical education class teaching learning process depends to a great extent on the teacher's ability to organize the students when they participate in practical session. Hence, teacher needs to know much about how to organize students to conduct manageable class. In this regard, principals, teachers and students were asked whether the teacher organize the students in small groups and pairs for practical practices. Accordingly, 100% of principals, 100% of teachers and 85.03% of student respondents were believed that he/she organized students in practical activities. Contrary, only 14.62% of student respondents did not believed on teacher's organization. In general, this shows most of the teachers used paired and small group organization. In addition, according to item 1 of the table majority of the respondents said teachers organize students, but their organization base is different. So, the respondents gave their opinion accordingly, 28.57% of teacher and 28.91% of student respondents said that it was based on interest;where as 11.9% of the respondents respond that it was based on their class room order (line up). But majority of

respondents, 100% of principals, 71.42% of teacher respondents and 25.17% of student respondents said that groups organized without any base, they organized randomly. This shows that the organization of students is mostly in the base of random grouping.

More over this, the participants were asked whether the majority of the students have interest to practice the activities in groups or not. Based on the data obtained, 100% of principal, 57.14% of teacher, and 85.03% of students said that students had interest to practice activities in groups. On the other hand, 42.85% of teacher and 14.62% of student respondents said that students did not have interest to practice in groups. Besides this, the participants were asked about that the teacher give different practical activities, drills and tasks for each group or not. The respondents report that, 100% of principals, 85% of teachers and 85.03% of student believed that the teacher gave different practical activities. Only 15% of teacher and 14.62% of students stand on the opposing side. furthermore, the respondents were asked about the group members participation in the activities is equal or not. None of the principals, 28.57% of teacher and 31.97% of students believed that the participation is equal, whereas 100% of principals 42.85% of teachers and 68.02% of students believed that the participation in the group is not equal. This indicates that, the participation of group members in different practical activities is poor.

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

No	Statements	Alternatives	Respondent					
			Principal		Teachers		Students	
1	Does a teacher attentively listen and communicate with his /her students?		F	%	F	%	F	%
		A. Yes	6	100	5	71.42	204	69.38
		B. No	-	-	2	28.57	90	30.61
2	Does a the teacher use nonverbal communication during practice?	A. Yes	3	50%	5	71.42	80	20.40
		B. No	3	50%	2	28.57	214	72.78

Physical education is one of the few educational experiences in which students usually engaged actively in situations requiring social interactions with skill of communication. As it

could be seen in table 8 above, respondents were asked if the teacher attentively listen and communicate with the students or not, 100% of principal, 71.42% of teacher and 69.35% of student respondents confirmed that the teacher listens and communicates with students. On the other hand, none of principal, 28.57% of teacher and 72.78% of student respondents said the teacher never listen and communicate with students. In related idea, the respondents were also asked whether the teacher used non verbal communication or not. Accordingly, 50% of principals, 71.42% of teacher and 20.40% of student respondents said that the teacher used non verbal communication. Contrary, 50% of principal, 28.57% of teacher and 72.78% of student respondents said teacher of physical education never used non verbal communication during practical classes.

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

No	Statements	Alternatives	Respondents					
			Principals		Teacher		Students	
			F	%	F	%	F	%
1	How do you rate student's motivation to learn subjects?	A. High	5	83.3	5	71.42	120	40.81
		B. Moderate	-	-	2	28.58	130	44.21
		C. Low	1	16.6	-	-	44	14.96
2	Does the teacher use variety instructional methods during presentation	A. Yes	6	100	7	100	194	65.98
		B. No	-	-	-	-	100	34.01
3	Does the teacher use verbal encouragements on practical class?	A. Yes	6	100	7	100	190	64.62
		B. No	-	-	-	-	104	35.37

Motivation; A desire to learn, coupled with an interest in the activity, increases the students chance of success. Table 9 discussed major motivational factors that teachers of physical education and students show when they attend a physical education class. As per the data collected from the respondents about the rate of motivation of students to learn the subject, 83.3% of principal, 71.42% of teacher and 40.81% of student respondents rated that it was high. Besides this, 28.58% of teacher and 44.21% of student respondents rated it as moderate.

Contrary to this, 16.6% of principal and 14.96% of student respondents rated it as low. This shows that most of the students had high interest to learn the subject and teachers and administrators should give more emphasis to motivation. In relation to this, the usage of various instructional methods during conducting a physical education class had their own role to achieve the objectives of the subject. Concerning these, participants were asked that did the teachers use various instructional methods or not. Based on respondents report, 100% of principals, 100% of teachers and 65.98% of student respond that they were used various instructional methods, and on the other hand 34.01% of student respondents believed that the instructional methods used were not various.

As can be observed from the same table item 3, the usage of teacher's verbal encouragement on practical classes was raised to the participants and they respond it. According to the data obtained, 100% of principals, 100% of teachers and 64.62% of students said that the teacher used verbal encouragement when he/she conducted a physical education class, where as the remaining 35.37% of student respondents expressed that the teacher did not use any verbal encouragement during practical class hours. This indicates that many teachers had good motivation and they should maintain and improve by different ways.

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

No	Statements	Alternatives	Respondents					
			Principals		Teacher		Students	
			F	%	F	%	F	%
1	Does the teacher constantly take students attendance?	A. Yes	6	100	4	57.14	194	65.98
		B. No	-	-	3	42.85	100	34.01
2	Does the teacher monitor and provide feedback for students while do their activities?	A. Yes	6	100	5	71.42	200	68.02
		B. No	-	-	2	28.57	94	31.97
3	Does the teacher go around the rows, line ups and group to motivate and control students?	A. Yes	6	100	7	100	240	81.63
		B. No	-	-	-	-	54	18.36

Table 10 teacher and 68.02% of students were believed that the teacher monitor and gave feedback for the students deals with the implementation of rules and procedures in physical education classes. Accordingly, 100% of principal, 57.14% of teacher and 65.98% of student respondents said that the teacher of physical education constantly took students attendance, but contrary, 42.85% of teacher and 34.01% of student respondents said that the teacher never took attendances constantly. In addition to this, the respondents were asked about the

teachers monitoring and feedback giving while his/her students performing activities; 100% of principal, 71.42% of. On the other hand, 28.57% of teacher and 31.97% of student respondents believed that their teacher never gave feedback when the students perform the activities. Moreover, in practical classes the teachers movement around the rows, line ups and groups to motivate and control students were also asked to the participants and 100% of principal, 100% of teacher and 81.63% of student respondents believed that the teacher round, motivate and control students but, the remaining 18.36% of student respondents believed that he/she never did this activity while teaching.

Table11. Implementation of physical education class rules and procedure

No	Statements	Alternatives	Respondents					
			Principal		Teacher		Student's	
			F	%	F	%	F	%
1	Do physical education classes have rules and procedures	A. Yes	6	100	7	100	260	88.43
		B. To some extent	-	-	-	-	4	1.3
		C. NO	-	-	-	-	30	10.20
2	If your answer for the proceding item is "Yes" who sets the rules and procedures	A. The teacher	5	83.3	3	42.85	100	34.01
		B. The students	-	-	-	-	4	1.35
		C. The teachers & students	-	-	3	42.85	40	13.60
		D. School administration	1	16.6	1	14.28	50	17
3	Does the teacher teach the students about rules and expected appropriate behaviors of the physical education class during the beaning of the new academic year?	A. Yes	6	100	7	100	250	85.1
		B. No	-	-	-	-	44	14.96
4	Do teaches prepared special physical education rules and procedures ?	A. Yes	6	100	7	100	194	65.98
		B. No	-	-	-	-	100	34.1
5	How to evaluate teachers firmness and consistence in applying the set rules and procedures?	A. High	6	100	2	28.17	73	24.82
		B. Moderate	-	-	-		181	61.56
		C. Low	-	-	5	71.42	40	13.60

Table 11 exhibits responses on implementation of physical education class rules and procedures. According to the collected data for the question shown in table 11 above in item

1, when respondents were asked whether the physical education classes had rules and procedures or not, 100% of principal, 100% of teachers and 88.43% of student respondents confirmed that their physical education class had its own rule and procedure. But, only 1.3% of student respondent responds that it is to some extent only. Contrary 10.2% of student respondents were said there were no especial rules and procedures for physical education classes.

When participants were asked who set the rules and procedures 83.3% of principals, 42.85% of teachers and 34% of students mentioned the rules were established by the teacher and only 1.3% of student respondents said thatthe rules and procedures were settled by the student. On the other hand, 42.85% of teacher and 13.6% of student respondents said the rules and procedures are settled by the teacher and student together. Moreover this, 16.6% of principal, 14.28% of teacher and 17% of student respondents respond that the rules and procedures were settled by the school administrators. This shows that the teacher had more power and responsibility in terms of establishing rules and procedures in the physical education classes of all the school. Furthermore, regarding to the teachers of physical education whether they teach the students about rules, procedures and expected behaviors of physical education classes during the beginning of the new academic year; 100% of principal, 100% of teacher and 85.1% of student respondents said physical education teachers taught it at the beginning of the new year, but 14.9% of the student reflected their idea by saying not at all.

In the same table the respondents were asked to respond whether the teachers prepared special physical education class rules and procedures. Thus, 100% of principal, 100% of teacher and 65.9% of student respondents rated that they prepared. Contrary, only 34.1% of the student respondents said they did not prepared. Furthermore, participants were asked to report the consistency and firmness of teachers on applying established rules and procedures. Thus, 100% of principals, 28.17% of teacher and 24.8% of student respondents evaluated their firmness and consistency as high. However, 61.5% of student respondents evaluated its consistency and firmness moderate. Opposing to these, great number of teachers 71.42%, and few students, i.e 13.6% respondents evaluated as low. This indicates that the preparation of especial rules and procedures, participation of the school administrators and students in the establishment of rules are very important for conducting a manageable physical education class.

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

No	Items	Respondents	Rating scale		
			Agree	**Undecided**	**Disagree**
1	Disturbing in the field(taking & shouting	a.principals (No=6)	5(83.3%)	-	1(16.6%)
		b.Teachers(No=7)	5(71.42%)	-	21(28.57%)
		c.Students(No=294)	130(44.21%)	34.(11.56%)	130(44.21%)
2	Coming late to the class	a.principals (No=6)	5(71.42%)	-	2(28.57%)
		b.Teachers(No=7)	5(71.42%)	2(28.57%)	-
		c.Students(No=294)	134(45.11%)	30(10.20%)	130(44.21%)
3	Weak or no participation in the class	a.principals (No=6)	1(16.6%)	-	5(83.3)%
		b.Teachers(No=7)	2(28.57%)	-	5(71.42%)
		c.Students(No=294)	80(27.2%)	10(3.40%)	204(69.38%)
4	Failure to prepare & bring sport wear	a.principals (No=4)	2(16.6%)	-	4(83.3%)
		b.Teachers(No=10)	80(28.57%)	1(14.28%)	174(57.14%)
		c.Students(No=283)	1(27.21%)	30(10.20%)	5(59.18%)
5	Absenteeism	a.principals (No=6)	1(16.67%)	-	5(83.3%)
		b.Teachers(No=7)	2(28.57%)	-	5(71.42%)
		c.Students(No=294)	85(28.91%)	65(22.10%)	144(48.97%)
6	Unnecessary interference in the class room	a.principals (No=6)	1(16.6%)	-	5(83.3%)
		b.Teachers(No=7)	2(28.57%)	2(28.57%)	3(42.85%)
		c.Students(No=294)	94(31.97%)	30(10.20%)	170(57.82%)
7	Cheating	a.principals (No=6)	-	2(33.33%)	4(66.6%)
		b.Teachers(No=7)	3(42.85%)	2(28.57%)	2(28.57%)
		c.Students(No=294)	120(40.81%)	14(4.76%)	160(54.42%)
8	Inattentiveness in the class	a.principals (No=6)	2(33.3%)	2(33.3%)	2(33.3%)
		b.Teachers(No=7)	2(28.57%)	2(28.57%)	3(42.8%)
		c.Students(No=294)	104(35.37%)	50(17%)	140(42.6%)
9	Disobeying the teachers	a.principals (No=6)	2(33.3%)	-	4(66.6%)
		b.Teachers(No=7)	2(28.57%)	1(14.28%)	4(57.1%)
		c.Students(No=294)	80 (27.21%)	14(4.76%)	200(68.02%)

When a physical education teacher conducted a practical class the above major problems mentioned in the table might be faced. According to the student's disciplinary problems in the class and field shown in table 12item 1 above, the disturbance of students in class time by talking or shouting was seen as follows by respondents. 83.3% of principal, 71.42% of teacher and 44.21% of student respondents agreed on it. Only 11.56% of student respondents said undecided on their disturbance. 16.6% of principal, 28.57% of teacher and 44.21% of students disagree. This shows that, disturbing by talking and shouting was among the major observed behavioral problems.

Concerning on the students late coming to the practical class 83.33% of principals, 71.42% of teachers and 45.11% of student respondents agreed that the students come to class lately. On the other hand, 28.57% of the teachers and10.20% of students respondents did not have clear decision about it. Whereas,44.22% of principal, 83.3% of teacher and 71.42% of student respondents strongly disagree on late coming as a means of disciplinary problem.

considering the student's participation in physical education practical classes, 16.6% of principals, 28.57% of teachers and 27.2% of student respondents respond that they agreed on weak or no participation as a disciplinary problem and only 3.4% of student respondents did not decided on the issue. Moreover, 83.3% of principals, 71.42% of teachers and 69.38% of student respondents did not confirm weak participation as the major disciplinary problem. This shows majority of the respondent did not accepted no or weak participation as a major source of disciplinary problem.

To attend physical education practical classes preparing and bringing of sport wears are among the major important factors, which are basic to participation of a student in different activities. In this regard respondents were asked to decide whether preparing and bringing of sport wears were among the major disciplinary factors; 16.6% of principals, 28.57% of teachers and 27.81% of students agreed on that and only 14.28% of teacher and 10.20% of student respondent's undecided on it. But the majority number, 83.3% of principal, 57.14% of teacher and 59.18% of student respondents disagreed on the factor as a means of disciplinary problem.

As depicted in the table item 5, 16.6% of principals, 28.57% of teachers and 28.91% of student respondents confirmed that, absenteeism is one of the commonly observed disciplinary problems of students and only 22.10% of student respondents undecided their

idea. Contrary to that, the majority 83.3% of principals, 71.42% of teachers and 48.9% of student respondents strongly oppose this idea. This shows absenteeism is not the great observed behavioral problem in schools.

Interference between classes has its own negative role in the teaching learning process. It disturbs the teacher as well as the student. In order to gather information about the unnecessary interference of students when classes are conducted, 16.6% of principals, 28.57% of teachers and 31.97% of students confirmed that it is one of the commonly observed disciplinary problems of students and in addition, 28.57% of teacher and 10.20% of student respondents undecided. But the greater number 83.3% of principals, 43.85% of teacher and 57.82% of student respondents strongly disagree that unnecessary interference as a means of disciplinary problem. This shows the majority of respondents did not faced with unnecessary interference in the field as well as the class.

As per the data collected from respondents, 42.85% of all teachers and 40.81% of students agree cheating as an observed disciplinary problem and 33.33% of principal, 28.57% of teacher and 4.76% of student respondents did not decided on it. Rather, 66.6% of principal, 28.57% of teacher and 54.42% of student respondents disagree on cheating as a disciplinary problem.

According to the students inattentiveness in the class as well field, 33.3% of principals, 28.57% of teacher and 35.37% of student respondents confirm inattentiveness as an observed problem, but, 33.3% of principals, 28.52% of teacher and 17.% of student respondent's undecided on it. Whereas, the remaining 33.3% of principals, 42.6% of teacher and 66.6% of student respondents disagree on inattentiveness as a disciplinary problem.

Disobeying is one of the most disciplinary problems especially in high and preparatory schools, which have students in fire age area. Based on this idea respondents were asked on their opinion towards students disobeying of teachers in their school and 33.3% of principal, 28.57% of teacher and 27.21% of student agree that disobeying of teachers is one of the observable disciplinary problem of students, where as 14.28% of teacher and 4.75% of student undecided on the issue. Contrary to this, the great number of respondents 66.6% of principals, 57.1% of teachers and 68.02% of student strongly disagree that disobeying teachers is not among disciplinary problems of their students.

Table 13. Teacher's mechanisms for responding misbehavior

No	Items	Respondant	Rating scale		
			Agree	Undecided	Disagree
1	Remind the rules and the procedure of practical class	a.Principals(No=6)	6(100%)	-	-
		a. Teachers(No=7)	5(71.43)%	(28.57%)	-
		Students(No=294)	160(53.87%)	34(11.56%)	100(34.01%)
2	Private discussion with students learner	a.principals(No=6)	6(100%)	-	-
		b.teachers(No=7)	5(71.43%)	2(28.17%)	100(34.01%)
		c.students(No=294)	164(55.78)%	30(10.20%)	-
3	Communicate with students parents	a.principals(No=6)	6(100%)		
		b.teachers(No=7)	5(71.42%)	-	2(28.17%)
		c.students(No=294)	130(44.24%)	63(21.42%)	101(34.35%)
4	Ignoring the miss behavior if it is not series	a.principals(No=6)	1(16.6%)	3(50%)	2(33.3%)
		b.teachers(No=7)	1(14.28)%	4(57.14%)	2(28.57%)
		c.students(No=294)	113(38.45%)	40(13.60%)	141(47.96%)
5	Remove the misbehavied students out of class	a.principals(No=6)	-	-	6(100%)
		b.teachers(No=7)	1(14.28%)	2(28.53%)	4(57.14%)
		c.students(No=294)	173(58.14%)	10(3.4%)	111(37.25%)
6	Sent the learner to the office	a.principals(No=6)	3(50%)	-	3(50%)
		b.teachers(No=7)	2(28.57%)	4(57.14%)	(14.28%)
		c.students(No=294)	124(42.17%)	40(13.6%)	130(44.21%)
7	Applying positive reinforcement(providing reward)	a.principals(No=6)	5(83.3%)	1(16.67%)	-
		b.teachers(No=7)	6(85.71%)	1(14.28)%	-
		c.students(No=294)	134(45.57%)	60(20.40%)	100(34.01%)
8	Suspension for the continues class	a.principals(No=6)	1(16.6%)	-	5(83.3%)
		b.teachers(No=7)	-	6(85.71%)	1(14.28%)
		c.students(No=294)	93(31.63%)	101(34.25%)	100(34.01%)
9	Apply the physical punishment	a.principals(No=6)	-	-	6(100%)
		b.teachers(No=7)	-	2(28.57%)	5(71.42%)
		c.students(No=294)	73(24.82%)	21(7.14%)	200(68.02%)

Table 13 depicts the type of teacher's mechanism for responding misbehaviors which were commonly observed in the class and field. According to responses in the table in item 1, about reminding the rules and procedures of the physical education class; the greater percentage of respondents: 100% of principals, 71.42% of teachers and 53.87% of students agree on the mechanism of reminding rules and procedures to students of physical education practical classes and 28.57% of teachers and 11.56% student respondents never decided on the reminding. From the total respondents only 34.01% of student respondents disagree on the reminding rules and procedures mechanism.

As most scholars in education said in different books, communication plays an important role in the process of solving individual problems. In the above table item 2, private discussions were presented as the mechanism of responding different misbehaviors. Based on this 100% of principal, 71.43% of teachers and 55.78% of student respondents agree on private discussion with the learners as one of the observed mechanism, whereas, 28.17% of teacher and 10.20% of student respondent's undecided on the idea. Only 34.01% of student respondents stand on the opposing side with disagreement of the mechanism. This shows that the teacher's private discussion plays a great role in solving misbehaviors.

Teachers should communicate with parents at every opportunity and should interpret the physical education program in a way that gives parents at least an overview of what goes on in class. Concerning mechanism of communication with student's parents, which is stated in item 3 of the table, 100% of principals, 71.12% of teachers and 44.21% of student respondents confirmed that it is one of the commonly used mechanisms to respond misbehaviors of students. 21.42% of student respondents did not decide on the mechanism. But, 28.17% of teacher respondents and 34.35% of student respondents did not agree on students' parents communicating mechanism. This shows that most of the principals and teachers accepted this mechanism but in case of student respondents below half accepted the mechanism.

Item 4 of the above table exhibits responses on ignorance of the misbehavior if it not serious. According to the collected data and remarks obtained from the respondents 16.6% of principals, 14.28% of teacher and 38.45% of students agree on the mechanism, on the other hand 50% of principals, 57.14% of the teacher and 13.60% of students

respondent’s undecided on the mechanism. But, 33.3% of principal, 28.57% of teacher and 47.96% of student respondents disagree on the mechanism. This shows that the respondents have different understanding about the mechanism.

According to one of the mechanisms stated on item 5, removal of the misbehaved student out of class, none of the principal agreed on the mechanism but, 14.28% of teachers and 58.84% of student respondents confirmed on removing the student out of class as a mechanism but, 28.57% of teacher and 3.4% student respondents undecided. On the other hand 100% of principals, 57.18% of teachers and 37.25% of student respondents disagree about the mechanism. This indicates that the greater number of respondents never accept the mechanism of removing the students out of class.

As it could be seen in the above table item 6, respondents asked to respond about sending the student to the office, 50% of principals, 28.57% of teachers and 42.17% of students confirm that is among the mechanism their school physical education teachers did, whereas, 57.14% of teacher and 13.6% of student respondents undecided on it. Moreover this, 50% of principals, 14.28% of teachers and 44.21% of student respondents disagree to accept it as a mechanism.

Based on the respondents about applying positive reinforcement (providing reward), 83.3% of principal, 85.71% of teacher and 45.57% of student respondents agree by supporting the mechanism and 16.62% of principal, 14.28% of teacher and 20.4% of student respondents never decided about the mechanism. Only 34.3% of student respondents disagree on the mechanism that applied on responding to misbehaviors. This indicates that most of respondents agreed on positive reinforcement.

As shown in the above table item 8, the participants asked about suspension from continuous class as a means of mechanism, 16.6% of principals and 31.63% of student respondents were agreed on that but none of the teacher supported the idea. On the other hand, 85.71% of teacher and 34.25% of students never decide their opinion. More over this, the majority, 83.3% of principal, 14.28% of teacher and 46.3% of student respondents disagree on the mechanism of suspension from class for continuous time.

Now a day's physical (corporal) punishment is not accepted throughout the world. But some individuals by taking their own risk take it as a mechanism of responding to misbehavior. Based on this fact the participants were asked about physical punishment, 24.82% of student respondents agree on it as a mechanism and 28.57% of teacher as well as 7.14% of student never decide on it. But the majority of the participants 100% of principals, 71.42% of teachers and 68.62% of student respondents strongly disagree that physical punishment should not be taken as a mechanism for responding misbehavior. This in general indicates, not only based on the indication of different authors research but also the legal law of the countries prohibition taking physical punishment as a means of mechanism for responding to misbehavior is not accepted.

4.2 The major findings and discussion

1. Objectives find out the coping strategies on the implementation of practical class management are

- The Major finding of the teacher coping strategies on the implementation of practical class management are
- Reminding rules and procedures, private discussion with the learner, communicate with parent and applying positive reinforcement. Such as providing rewards.
- There is a systems of taking, constant attendance and monitoring of student by giving feedback.

2. Objectives identified major problems that affects the application of practical class management are .-

- Disciplinary problems such as taking show ting and late coming
- Verbal communication during practices is not sufficient.
- Training the class management is Low

3. Objectives provide fee bake about practical class management problems are:-

- Based on observation the contribution of trading to class management is low.
- The teacher organizing the student were without any systematic base mostly organize students by randomly regarding the interest of students to participate inactivity in groups.

- Majority of principals and teachers high motivation and verbal encouragement while they perform activates.
- According to the questioner sport facilities are available such as sport wear, whistle but playground, sport field and teaching aide is not sufficient

- According to the major findings, the following discussion was applied:-
  - ✓ Regarding the teachers coping strategies on the implementation of practical class management rules and procedures should be arranged with learner, parents and applying positive reinforcement such as rewards, motivation students as well as monitoring by giving feedback.
  - ✓ Regarding identified major problems that affect application of practical class management students had a disciplinary problems, disturbing in the class and late coming to school and also the teachers were not using sufficient verbal communications during practice.
  - ✓ Regarding feedback, practical class management problems are practical class organization of teachers were no systematic base. It was by randomly regarding the interest of students.
  - ✓ On observation, the researcher observed in the field practical session three practical classes observed by his eyes, interviewing students, teachers and principals.

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

5.1. Summary

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

- Do teachers of physical education in Shone administrative town private and governmental secondary and preparatory schools have basic professional training and skills in implementing class management components?
- What are the major disciplinary problems that affect the implementation of practical class management?
- Do the practical classes have comfortable playground and sport fields, and adequate facilities and equipments to implement effective class management?
- What are the major factors that challenges the implementation of practical class management?
- What are the major coping strategies do teachers employ to deal with misbehaviors in practical physical education classes management problem?

In order to answer the above questions, data were collected through questionnaire and checklist observation. The data was collected from 307 participants by the questionnaire and by checklist observation when five teachers conducted classes. Questionnaire consisting of five set of questions, including characteristics of the respondents with close ended and a few open ended types was prepared in English and filled by 7(100 %) of the teachers, 6(100%) of the principals and , 294(100%) of the students.

The information obtained through these data gathering tools was analyzed using percentages and the major findings were summarized as follows.

- Based on to the result of the analysis, which is obtained from observation and questionnaire revealed that the usage and availability of sport wears of teachers and students, in addition to check list, whistle and stop watch of the teacher, it is adequate. But, the availability of playground, sport fields, materials and equipment's (teaching aids) is inadequate. Even if the respondents mentioned that they are available, the observation found that they were a great problem.

- The findings confirmed that majority of the teachers took many courses related to class management. On the other hand, based on observation the contribution of training to class management is low.

- In the group of practical class organization, the result of the study reveals that most of the teachers organize the students in pairs and small groups for practical activity, but the class organization is without any systematic base, mostly they organize students randomly. Regarding the interest of students to participate in different practical activities in groups, the result shows that it is high; in the contrary the member's participation equality in a group is weak.

- Regarding communication skill of students with their teacher, the results of the study shows that there is high communication skill in between, whereas in case of nonverbal communication during practice it is not satisfactory.

- Allowing to the majority of teachers, principals and students response the motivation of students to learn the subject is high. Based on the findings the result of their high motivation is usage of teachers various instructional methods and verbal encouragements while they perform activities.

- Regarding the monitoring and recording of the teacher, the study reveals that there is system of taking constant attendance and monitoring of students by giving feedback.

- Giving to observation and the majority of principals, teachers and students the major disciplinary problems exhibited are, talking, shouting and late coming.

- As far as the mechanisms of dealing with misbehaviors are concerned, the result of the study indicates the following are the major ones: reminding rules and procedures,

private discussion with the learner, communicate with parents and applying positive reinforcement (providing reward).

5.2. Conclusions

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

- Practical class management requires an effective teachers; who have knowledge, dedication, emotional stability and personal qualification in order to implement practical class Without fulfilling these essential elements achieving the expected objective is difficult. In relation to this the effectiveness of class management strategy highly depends on the adequacy of well-trained teaching staff.
- A good teaching learning process discipline is very essential for. Physical education classes include students of various, abilities and life styles. These students approach the physical education class anticipating the release of inhibitions unless teachers are able to control this situation positively, the teaching process may be adversely affected. The findings of the study however indicate that there are various types of disciplinary problems in the class under consideration.
- The results of the study reveal that, almost all of playground and sport field were not adequate and conducive to implement effective class management. Regarding the implementation of class management components, the findings of the study depicts that majority of the teachers were applying, rules, motivation, and providing feedback. But, teacher's organization of students randomly without any base should be considered.
- Teachers mechanisms for responding misbehavior (disciplinary problems) there was few application of physical (corporal) punishment. This implies that applying physical punishment is not accepted in any way so; teachers should apply more psychological treatment than physical treatments.
- With regard to the major problems that hinder the implementation of class management, the results of the findings confirmed that the adequacy of playground, sport fields, teaching aids, lack of teaching skills, problem of large class size, organizational methods, settlement and applying rules and student's disciplinary problems are the major factors.
- It is better having a field without school rather than having a school without a field. The school condition relates to availability of playground and facilities need to be

considered seriously for effective implementation of practical class management strategies.

- According to observation, most schools under the study use a physical education period as a play time of students rather than a normal class of a subject.

5.3. Recommendations

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

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

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APPENDICES

Appendix A

Addis Ababa University

School of Graduate study

Department of science and mathematics education

Questionnaire to be filled by Teachers of Physical Education:

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

N.B There is no need to write your name

Thank you in advance for your cooperation.

***Part One*: General Information**

1. Town _____

2. Name of the school _____

3. Sex M _____ F _____

4. Age 20-30 _____ 31-40 _____ 41-50 _____ 51 and above _____

5. Qualification a, Diploma _____ b, Degree _____ c, any other, specify _____

6. Years of experience: 1-5 ____ 6-10 _____ 11-15 ____ 16-20 ____ 21-25 ____

26 and above _____

7. Average number of students in the class 20-30 _____31-40 ____41-50 _____51-60 _____

8. Grade and section you teach _____

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

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

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

Part Three: *Teachers practice on application of classroom management techniques. Indicate your response by circling the letter of your choice and writing on the space provided.*

1. Have you had any training about how to manage physical education classes?
   A, yes B, to some extent C, No
2. Do your physical education classes have rules and procedures?
   A, yes B, to some extent C, No
3. If your responses for the proceeding item is "yes" who set the rules and procedures

   A, the teacher C, the teachers and students B, the student D, the school administration
4. Do you teach the students about rules and expected appropriate behaviors of physical education classes during the beginning of the new academic year?

   A, yes B, No
5. Do rules and procedures posted for the students? A, yes B, No
6. How do you evaluate your firmness and consistency in applying the set rules and procedures?

   A, high B, moderate C, low
7. How do you rate your student's motivation to learn the subject?

   A, high B, moderate C, low
8. Do you use varied instructional methods during presentation? A, yes B, No
9. Do you use verbal encouragements on practical classes? A, Yes B, No
10. Do you organize students in pairs and small groups for practical practice? A, yes B, No 11. If "yes" on what bases do you organize them?

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

12. Do the majority of your students have interest to practice the activities in groups?

A, yes B, No

13. Do you give different practical activities, drills and tasks for each group?

A, yes B, No

14. Do group members equally participate in the group activities? A, yes B, No

15. Do you constantly take your students attendance? A, yes B, No

16. Do you monitor and provide feedback for your students while doing their activities?

A, yes B, to some extent C, No

17. Do you go round the rows, line ups and groups to motivate students? A, yes B, No

18. Do you attentively listen communicate with and your students? A, yes B, No

19. Do you use non verbal communication during practice? A, yes B, No

Part Four: *Students Disciplinary problems*.

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

3= agree 2= undecided 1= disagree

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

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

_____

_____

_____

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

_____

_____

_____

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

3= agree 2= undecided 1= disagree

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

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

_____

_____

Appendix B
Addis Ababa University

School of Graduate study

Department of science and mathematics education

Questionnaire to be filled by Principals:

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

N.B There is no need to write your name

Thank you in advance for your cooperation.

Part One: General Information

1. Town _____

2. Name of the school _____

3. Sex M _____ F _____

4. Age 20-30 _____ 31-40 _____ 41-50 _____ 51 and above _____

5. Qualification a, Diploma _____ b, Degree _____ c, any other, specify _____

6. Years of experience: 1-5____ 6-10____ 11-15____ 16-20 ___ 21-25____

26 and above_____

7. Average number of students in the class 20-30 _____ 31-40 ____41-50 _____ 51-60 _____

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

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

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

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

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

1. Have the teachers had any training or orientation about how to manage physical education classes? A, yes B, No

2. Do your school physical education classes have rules and procedures? A, yes B, No

3. If your responses for the proceeding item is "yes" who set the rules and procedures

A, the teacher C, the teachers and students

B, the student D, the school administration

4. Do the teachers teach the students about rules and expected appropriate behaviors of physical

education classes during the beginning of the new academic year? A, yes B, No

5. Do teachers prepared special physical education rules and procedures? A, yes B, No

6. How do you rate student's motivation to learn the subject (physical education)?

A, high B, moderate C, low

7. Do the teachers use varied instructional methods during presentation? A, yes B, No

8. Do physical education teachers use verbal encouragements on practical classes?

A, Yes B, No

9. Do physical education teachers organize students in pairs and small groups for practical

activities? A, yes B, No

10. If “yes” on what bases do you organize them?

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

11. Do the majority of students have interest to practice activities in groups?

A, yes B, No

12. Do the teachers give different practical activities, drills and tasks for each group?

A, yes B, No

13. Do the teachers constantly take students attendance? A, yes B, No

14. Do the teacher monitor and provide feedback for students while doing their activities?

A, yes B, No

15. Do the teacher go round the rows, line ups and groups to motivate students?

A, yes B, No

16. Do the teacher attentively listen students? A, yes B, No

17. Do the teacher use nonverbal communication during practice? A, yes B, No

Part Four: *Students Disciplinary problems.*

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

3= agree 2= undecided 1= disagree

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

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

_____

_____

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

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

3= agree 2= undecided 1= disagree

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

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

Appendix C
Addis Ababa University

School of Graduate study

Department of science and mathematics education

Questionnaire to be filled by Students: The purpose of this questionnaire is to collect information on physical education teacher's classroom management problems and teachers coping strategies in some selected private and governmental high schools of Shone Administrative town. The information gathered through this questionnaire will be used only for the purpose of academic study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated. N.B There is no need to write your name

Thank you in advance for your cooperation.

Part One: General Information

1. Town _____

2. Name of the school _____

3. Sex M _____ F _____

4. Age 14-15 _____ 16-17 _____ 18-19 _____ 20 and above _____

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

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

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

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

1. Do your physical education classes have rules and procedures? A, yes B, No

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

A, the teacher C, the teachers and students

B, the student D, the school administration

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

A, yes B, No

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

5. How do you evaluate your teacher's firmness and consistency in applying the set rules and procedures? A, high B, moderate C, low

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

A, high B, moderate C, low

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

_____

_____

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

A, yes B, No

9. Do your teacher give you any kind of reward for students? A, yes B, No

10. Do your teacher use verbal encouragements on practical classes? A, Yes B, No

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

A, yes B, No

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

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

13. Do the majority of you have interest to practice the activities in groups? A, yes B, No

14. Do the teacher give you different practical activities, drills and tasks? A, yes B, No

15. Do all group members equally participate in the group activities? A, yes B, No

16. Do the teacher constantly take your attendance? A, yes B, No

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

A, yes B, No

18. Do the teacher go round the rows, line ups and groups to motivate you? A, yes B, No

19. Do the teacher attentively listen you? A, yes B, No

20. Do the teacher use simple languages that can be easily understand by you? A, yes B, No

21. Do the teacher use nonverbal communication during practice? A, yes B, No

Part Four: *Students Disciplinary problems*.

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

3= agree 2= undecided 1= disagree

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

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

_____

_____

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

_____

_____

_____

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

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

3= agree 2= undecided 1= disagree

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

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

_____

_____

Appendix D
Addis Ababa University

School of Graduate study

Department of science and mathematics education

Classroom observation check list to be completed by the researcher

I. *General information*

1. Sex _____

2. Age _____

3. Town _____

4. Name of school _____

5. Grade and section _____ Date _____ Time _____

6. Subject _____ Topic _____

7. Number of students in the class M _____ F _____ Total _____

8. Starting time _____ Finishing time _____

II. *Adequacy of facilities, equipment's and play ground.*

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

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

C*lassroom physical environment, line up arrangement and play ground*

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

3= agree 2= undecided 1= disagree

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

C. *Teachers practice on application classroom management components.*

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

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

Declaration

I here by declare that is thesis is my original wok and all relevant source used for the thesis are acknowledged

Name _____

Signature _____

Date_____

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

Name_____

Signature_____

Date of approved_____