



MADDA WALABU UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

**CHALLENGES OF BEHAVIOR MANAGEMENT IN PHYSICAL
EDUCATION PRACTICAL CLASS CASE OF ADAMA CITY SECONDARY
SCHOOL EAST SHOA ZONE, OROMIA REGIONAL STATE**

**A RESEARCH SUBMITTED TO THE COLLEGE OF NATURAL AND
COMPUTATIONAL SCIENCE OF MADDA WALABU UNIVERSITY IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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BALE ROBE, ETHIOPIA

**Challenges of behavior management in physical Education practical class
Adama City Secondary Schools, East Shoa Zone, Oromia Regional State,
Ethiopia**

**A Thesis Submitted to the Department of Sport Science
Post Graduate Program**

**MADDA WALABU UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION IN TEACHING PHYSICAL
EDUCATION**

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DEDICATION

The researcher dedicates this research work to all Physical Education teachers who challenged to behavior management in physical education practical class and to my beloved families for their support and patience.

STATEMENT OF THE AUTHOR

By the signature below, there searcher declares and affirms that this thesis is researcher's work. The researcher has followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation. This thesis is submitted in partial fulfillment of the requirements for a Master of Education in teaching Physical Education at Madda Walabu University. The thesis is deposited in the Madda Walabu University Library and is made available to borrowers under the rules of the library. The researcher seriously declares that this thesis has not been submitted to any other institution anywhere for the award of any academic degree.

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BIOGRAPHICAL SKETCH

The Author was born at a place called Sude in East Arsi of Oromia Region in November 18, 1984 EC. He attended his Elementary School from grade 1-8 in Abukoy Burkitu elementary school. He learnt his secondary school from 9-10 Bulala Secondary school and preparatory school (11-12) at Robe Didea. After completing high school education, he joined his higher education in Madda Walabu University for his Degree program in Sport Science in the year of 2005 EC and graduated in 2007 EC. Having graduated, he had employed by the government and worked for Three years in Adama city Goro secondary school. Finally he joined Madda Walabu University in 2011 EC as summer student to pursue his MED program in Teaching Physical Education. The researcher has 9 years of teaching experiences.

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ACRONYMS AND ABBRIVIATIONS

ABA: Applied Behavior Analysis

AGT Achievement Goal Theory

ICHPERSD International Council for Health, Physical Education, Sport, and Dance

IPT Information Processing Theory

OECD: Organization for Economic Co-operation and Development

PA: Physical Activity

PBIS: Positive Behavior Interventions strategies

PBS: Positive Behavior Support

SDT Success Development Theory

SPSS Statistical Package for Social Science

UNESCO: United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The main objective of the study was to investigate the challenges of behavior management in physical education practical class in Adama city. The study includes 3 secondary school, 384 students, 10 Physical Education teachers and 8 school principals. The total populations of the study were 402. This sample was taken by Miller and Brewer (2003) formula. Descriptive survey study was used to carry out this research and three instruments such as questionnaire, interview and field observation check list were used to gather the data. The study was carried out with descriptive sampling method and both quantitative and qualitative approaches were used. Questionnaire, interview and observation check list was analyzed by using frequency, percentages and narration. As a managing problem behaviors challenge effective communication between teachers and students, strong listening skill, poverty, family factors, technology, bullying student attitudes and behaviors, and parent involvement. Among the misbehaviors identified in the study area reflected by students are doing unrelated tasks while Physical education practical class, being late in the practical class, disobedience of teacher order to ignoring rules and disturbing others student, making conflict and absenteeism, and failure to bring necessary sport wears therefore due to the prevalence of these misbehaviors at the practical class of physical education learning times was wasted, teacher was not motivated to teach effectively the student who need to learn were disturbed. The researcher recommended that the Teachers are expected to organize and implement instruction in ways that optimize student's access to learning and use group behavior management methods that encourage students' engagement in academic tasks as well as school and concerned bodies should provide sport field/playground/, buy essential materials, build available water supply and build cloth changing room.

Key words: Behavior, Challenges, Management, Practices physical Education.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

The fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competences, attitudes, ideas, drives and conditions which enables each individual Leonard II and Knapp (1968)(Friman 2010). To establish a pattern of living that provides satisfactory self-expression and adjustment through individual accomplishment and that contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual. Therefore, not only the importance of the theoretical assumption of physical education but also realization of these assumptions is an increasing significance of effective teaching learning process in physical education class(Shala 2021).

There are major factors that affecting the teaching learning process of students during physical education class such as physical and physiological, economical and school factors. However, students can show remarkable improvement in their physical features by making continuous physical exercise, (Eyueil, 2012). To this end, physical education plays a decisive role. As stated above all those factors may be rooted from different direction. Even though the major factors that hinder student's participation during physical education are sensitive issues, there are some adequate research works that are conducted to identify these factors.

According to a study by (Journal et al. 2015) on the condition of Physical Education in Schools, absence of policies for national PE, programmed is stated but not fully carried out, PE tutors are not specialists, lack of government's support, in sufficient structures and facilities and lack of time for teaching were the major obstacles of PE in most secondary schools. Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years.

Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of learning provided. Quality of

learning could be based on various factors such as the level of infrastructural facilities, quality of programs offered, qualification levels of teachers, performance of students in their evaluation while in the school and their performance once on the labor market (Zhang, 2016).

Physical education in secondary schools, according to Hardman (2008), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers are a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects.

Therefore, this study sought to gain the behavior management experiences on issues of physical education practical class challenges facing physical education teachers are similar across countries in secondary schools. From these experiences the study identifies the best mechanism in school physical education practical class behavior management; the challenges that faced by students and how these challenges are overcome would be studied.

1.2 Statement of the Problem

Students need to feel physically and emotionally safe before they can give their full attention to the instructional tasks. Strategies used to manage student behavior, create a supportive sport field, manage and facilitate instruction all contribute to field safety and wellness. In addition, teachers sometimes need to take actions to solve problems and conflicts that threaten class order and the learning environment. For that reason, it is helpful to have a set of tools such as dealing with conflict resolution and anger management to solve problems (Burden 2003).

This may imply that behavior management would result and depend on the ability of the teacher problem coping strategies knowledge and experience to create an effective and smooth environment.

Hence, physical education practical class behavior management were 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 a lesson that affect the order of the class. These include actions such as taking attendance, giving directions, demonstrate skills, distributing materials,

handling transitions, and summarizing the lesson, these instructional management skills help manage and facilitate instruction which also influencing class order. The researcher thought it was important to conduct such a researcher to identify the factors affecting teaching learning process of PE and recommend some suggestions to improve the teaching learning process and encourage student lower achievement in school. The researcher has 8 years of experience as PE teacher(Liang 2011). During this period the researcher notice that challenges of behavior management in Physical Education practical class in Adama city, East Shoa Zone Oromia regional state has suffered from considerable difficulties.

In secondary school PE teacher face a lot of problems to behavior management in practical class:- concerning curriculum time allocation, class size, teacher professional affiliation, examination and assessment school sport, playground, availability of sport facilities, attitude of principals, teacher and student and use of technology. However, while the importance of physical education practical class widely acknowledge, competition from other academic subjects has forced many school to reduce some PE program. .

Therefore there was a great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE program in secondary school. Hence, the researcher believes that, there are different problems to apply the challenges of behavior management in physical education practical class in secondary schools of Adama city and this problem were investigated and to achieve the objectives of secondary school quality of teaching learning process in PE practical class. Thus, the researcher were interested to carry out the study on the challenges of behavior management in PE practical class at Adama city secondary schools of East Shoa Zone, Oromia regional state in a particular.

1.3 Basic research Questions

Based on the statement of the problem, this study is believed to answer the following basic research questions:

- What are the perceived misbehaviors of students in physical education practical class?
- What are challenges behavior management strategies used in physical education practical class?

- How do concerned bodies create productive learning environment to their student?
- What are the possible solutions for the students misbehaved?

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this research was to investigate challenges of behavior management in physical education practical class in Adama city secondary school.

1.4.2 Specific objectives

The specific objectives of the study include: -

- To indicate the recognized misbehaviors of students in physical education practical class
- To identify the behaviors management strategies used in physical education practical class
- To justify the role of responsible bodies, create productive learning environment to their student
- To suggest possible solutions for the students misbehaved

1.5. Significance of the Study

It is believed that the study could be significant in the following ways: -

- The study would be useful for improvement of student's misbehavior and to facilitate a smooth teaching learning process in physical education practical class.
- It would provide insight to physical education teachers, schools principals and other concerned bodies.
- It helps to identify the causes and applying appropriate mechanisms to solve students' misbehaving problem in physical education practical class.
- It would also provide information about the nature of assessing misbehavior problem and the means to alleviate and/or minimize it.
- The study would be the base line for researchers who went to study on similar issues.

1.6 Delimitation/Scope of the Study

This research delimited to three secondary schools of Adama city. The method of this research would be delimited to purposive sampling and simple random sampling techniques and descriptive study method would be employed. The investigation would be carried out to identify the perceive misbehavior, its cause and consequences, and the challenges of behavior management and teachers' behavior management mechanisms in physical education practical class. The study was also delimited to physical education practical classes.

1.7 Limitation of the study

The researcher had encountered to the following limitations: -

- Shortage of recent literature in the study area
- Shortage of reference books
- Shortage of budget and
- Dependency on individual's opinion.

1.8 Definition of key terms

- ❖ Behavior; - is the range of actions and mannerisms made by individuals, organisms, systems or artificial entities in some environment (Statcan.gc.ca, 2016).
- ❖ Behavior management: - is the process of supporting learners to make positive choices that are conducive to learning (Sandra Wood, 2019).
- ❖ Challenges: -the situation of being faced with something that needs great mental or physical effort in orders to be done successfully and tests a person's ability ((Pramann, 2016)).
- ❖ Practice: - is any form of activity specified by a system of rules which defines offices, role moves, penalties, defenses, and so on which gives the activity and its structure ((John Rawls 2016).)
- ❖ Physical education: - is process of learning through physical activities designed to improve physical fitness, develop motor skill, knowledge and behavior of health and active living, sport man ship and emotional intelligence (Baily 2006).

1.9 Organization of the study

This study would be organized five chapters: -chapter one was about the problem and its approach's, statement of the problem, research question, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of operation key terms. Chapter two about review related literatures. Chapter three would deal about research design and methodology of the study and chapter four would discusses about data presentation, analysis and interpretation, and the last chapter five would include summary, conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Challenges of teachers

Teachers face a number of challenges in maintaining both on field and off field performance. Because the school cannot simply buy the educational equipment to create good educational system, they must rely more upon organizational capabilities to remain successful (CK, Kothari, 2004)(Noguera, Alvarez, and Urbano 2013). A critical dimension of such capabilities is the creation of an appropriate organizational structure. The structure must reflect the tasks, responsibilities and decision making scope to be undertaken by each employee or staff member and it should also show the line authority relationships that exist. In terms of practical implications for school identification of the fact that internal capabilities may influence the achievement of teacher's success suggests that schools should not really on-field performance to create opportunities for success. It is important to identify those internal capabilities, specifically structure, strategy and staff, which will allow a schools to better satisfy their key stakeholders and through identification of these factors, practical class can more efficiently operational strategies to ensure success, as determined by meeting the needs of stakeholders.

Successful schools today deliver their programs and services through the efficient and effective application of human, physical and financial resources. The most common factor that separates the success of any schools physical education practical class is the effective and responsible management of financial resources. For many years the financial situation has been a problem schools have had to struggle with. The situation has created challenges of teaching practical class. Which has resulted in weaker sporting practical class efficiency for certain schools. The incentives to bring financial stability into practical class are not present because such an approach seems to actively undermine success in sports (Zewdie M., 2000).

The other challenges are practice type, method and activities. Physical education is a known subject that demands a high level of physical ability and skillful movements. The most important activities while students soccer in a 90-minute duration involved predominantly

running, explosive sprinting, jumping, kicking, and changing direction repeatedly. These activities will definitely require good functioning of the neuromuscular systems. Thus, it is such an important target that all students develop their highest functional capacity to enhance their linear sprinting, jumping, and agility (Alemayehu Bishaw, 2012).

Performance in physical education practical class is dependent on the technical, tactical and physical skills that can be accomplished if the students have good components of flexibility, endurance, strength speed and agility (Moon, J., 2005). These categories are not completely distinct from each other and physical interventions or training may improve performance in more than one component at the same time.

In addition, reported the significant benefits of physical interventions in the practical class performance, particularly with respect to the effective practice stimulus that improved explosive strength (Yougen K. Singh., 2006). The effectiveness of exercise-based physical programs for enhanced performance there is a lack of study that has focused on children (juvenile) and youth (Amare had been shown in both younger adolescent male. A suitable practical class program for children and youths need to be design. This is such an important issue in view of the importance of the types and effects of practical class that may be suitable with the growing stage.

2.2. Individual and group equipment and facilities

Equipment is all garments and apparel items, whether already existing or hereafter invented, which are worn by the students involved in a Match or training (FIFA equipment regulation Page 9). Physical education syllabus equipment regulation In accordance with states that the basic compulsory equipment of a student's comprises the following separate equipment items: Jersey or shirt, Shorts and shoes(Baily et al. 2006).

Accordingly, equipments can be Individual or team equipment and facilities for physical education practical class during practice sessions. These equipments are put according to their purposes. During conducting of the practice session various type of equipment and facilities are essential. Because during this the equipment used has a major effect on the way the practical class teaching is going on. Surfaces physical education, particularly practical class

has evolved in response to both performance and economic requirements. The boot is an important piece of students and teachers' equipment and well-fitting boots can aid not only comfort but also provision of a positive interaction between students or teachers and surface to create traction for stopping, starting and turning. Boots must also protect the students and have a resistance to the stresses imposed on them during the practical session. Boots are not the only piece of equipment providing a protective function. Practical class equipment to physical education is depending on the grade level and the topic. Therefore during the delivering of practical class program the school director provide the materials and facilities that is used to physical education practical class.

The practical class field must be arranged and present in every higher education and preparatory school in Ethiopia school (Negash Tekest, 2000). Physical education subject practical class used many materials. Such as different types of balls, javelin, shot put, discus, mat, parallel bar, horizontal bar, different dimension ball games field. When we see the soccer ball may be constructed in two main ways. The sewn ball is constructed of panels of leather or similar artificial material, while the molded ball is made from rubber with cover panels bonded to the surface or from plastic with the cover panels painted on (Physical Education Teaching guide, 2000).

Shoes: The practical class shoes is an important piece of students' equipment and the practical class shoes should be comfortable to the students to wear, relate to the demands of the period, provide protection for the foot and enable the foot to perform the functions demanded of it (Physical Education Teaching guide, 2000).

Shirts and Short: Physical education practical class students wear shirt and shorts during conducting the practice. Shirts and shorts are made of light weight polyester, nylon or cotton have a drawstring waist band and are cut loosely. It is uniform for students during conducting practical class. The size and quality of shirts and shorts should be suitable to students. This equipment has a major effect on the result and way the practical class run effectively.

2.3. Physical Education practical class and finance

States that financial management is the manner in which an organization deals with financial matters. Financial management falls into two broad areas, namely determining how to utilize current financial resources and determining how to procure additional financial resources. In addition, States that the financial activities include the issuing of shares, borrowing, paying of dividends, and repaying debt. The success that a school achieves in the materials directly or indirectly enhances the four revenue streams of the school finance sources namely: from community, from nongovernmental organizations, school land and plant, and from student's registration.

Four types of income sources are identified: schools' education process supported by budget income so that it can pay the expenditure caused by production to get services. Ideological goal of school is not to acquire income but produce productive students, which can influence achieving for instance physical, mental, and social wellbeing effects and also achieving the own goals of the school. The enthusiasm of the students could be increased if there was something they could look forward to, like a practical class. The success of schools or physical education depends increasingly on the performance capacity of the students and its effectiveness in using all relevant resources for the benefit of student's educational abilities. Some nations, such as U.S.A., were very successful in school physical education program as a result of making high level investment in physical education program (John H., Michael H., and Helen M., 2000). A study conducted in Australia also showed that human resources, material resources, were influencing the success of the school physical education program (Robinson, p., 2010).

2.4 Teaching and practical class program

2.4.1. Teaching

Teaching can prove to be an exciting and demanding job, and requires a variety of personal and professional qualities and characteristics. Teachers need to be able to relate well to others and possess the skills of empathy and understanding in their interactions with learners. They must themselves enjoy learning and share this enthusiasm by providing an exciting and

stimulating environment for young learners. As learners, involving ‘hands-on’ experience while exploring learning in the contexts of work, community, family and school. Later you will have focused on the investigation of teaching and curriculum in relation to children’s learning, curriculum, pedagogy and research together with practical application in schools. Teaching is physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives (Dewitt J., 2001).

According to International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPERSD) A physically educated person has learned skills necessary to perform a variety of physical activities; is physically fit; does participate regularly in physical activity; knows implications of and benefits from involvement in physical activities; and values physical activity and its contributions to a healthful lifestyle. (National Association for Sport and Physical education) Standards represent what children/adolescents ought to know and be able to do as a result of the instructional program. Standards 1 through 4 are the primary and distinctive responsibility of the physical education curriculum (PROGRAM PLANNING School : n.d.). No other content area of the school curriculum includes knowledge, skills, and behaviors regarding human movement and physical fitness. Standards 5 through 7 are generally the responsibility of all curricula and co- curricular within the school; however, the physical activity setting is uniquely conducive to enabling children/youth to evidence achievement of benchmarks, rendering this learning unique to physical education.

Global standards are universal; representing what every child/adolescent should know and be able to do as a result of the instructional program. It cannot be assumed that every child/adolescent in every country/nation would be able to meet all of the content standards at any point in time. Nevertheless, in the spirit of the right of every child/adolescent to be physically educated, it is incumbent upon the profession within the respective country/nation to contribute continually toward fulfillment of the standards.

There are a lot of explanations about the concept of teaching. Teaching is all measures taken to build up, to improve and to stabilize the quality of performance in physical education and objective oriented way (Gebretensay Tesfay, 2000). Moreover, in the above manual teaching

expressed as a physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives. To suggest this relation in relation to this when learning a new skill or method, correct repetition is most important (Dornyei, z., 2007). As you probably know from experience, a physical skill, like kicking a ball, or a mental skill, like reading or writing, is mastered by performing the skill over and over until mistakes are reduced or eliminating. You probably were not constantly able to perform the skill correctly at first. Instead you made mistakes and then reduced the number of mistakes until you mastered the skill. Even then, you still made mistakes, but they were few and far between. The same will be true when you teach a new concept for your players. It is okay if your players make many mistakes when learning a new concept or skill. Your job is to help the players eliminate mistakes so they can become better players.

In addition to the above concepts, training is described as a complex series of actions aimed at influencing the development of performance in a systematic and goal oriented way. Thus, when teaching a skill or concept, the coach should follow a logical teaching process, the coach will demonstrate the skill and then let the players practice while he/she determines and analyzes correct and incorrect performance, providing feedback about their mistakes, and allow them to practice over and over again.

Training can be viewed as a very powerful stimulus which evokes a response in the body and it allows the athlete the best chance of achieving their performance goal. For this to become a reality the athlete must develop on all levels, but principally there needs to be a profound physiological and physical development in order for this to occur (Gordon, 2009).

As illustrated in (Robinson, 2010) for maximizing the performance of players the coach should design and implement the following training principles component; Principles of specificity: the training needs to be specific to the activity being undertaken. Principles of progression: increasing the volume of exercises places added stress on the body and must be done progressively. Increases in volume should not be large enough to cause injury, but just enough to challenge the mind and body. Principles of overload: the performer needs to overload the body in order to improve performance. Principles of reversibility: ceasing the

exercise can have reversing effects. Principles of variety: the coach should ensure that the training program includes variety of training method in order to maintain the motivational level of the performers. a variety of training method in order to maintain the motivational level of the performers. Cooling down is recommended after the main part, this prevents muscle soreness and preventing venous pooling of blood in the lower extremities. Warming up: is conditioning exercise that is used to muscles and joints ready to do more exercise

Practical class exercise: - One of the most important aims of physical education practical class programs in the preparation period is to improve students' fitness level. For the purpose of providing basic information for youth coaches the U.S (Soccer 'C' License manual , 2008) divide the fitness training into the following general categories;

Endurance exercise In practical class, endurance is the ability to overcome resistance to fatigue. Generally we speak of endurance in two different forms. The first one is general endurance, which is aerobic (with oxygen) and it provides the students with long time endurance. The other type of endurance is local muscle endurance, which corresponds to speed practice and speed endurance practice and it is anaerobic (without oxygen) and provides for short time endurance. To develop general endurance students are practice aerobically in order to improve the efficiency of the cardio-vascular system. **Speed exercise** Speed for physical education practical class must follow the pattern of the practical lesson. Students must read visual signals and cues to stimulate action for speed rather than from a whistle or voice command. Therefore the application of speed within the practice is determined by the movements and actions of the event.

Strength and Power exercise Strength and power are important to students. Both characteristics help to healthy daily life. We define these fitness characteristics as follows; **Strength:** the ability to overcome resistance an obstacle through muscular strength. **Power:** the application of strength in time and is connected to explosive action performance.

Both flexibility and agility are important to students in terms of a physical action as well as technical skill. We define these fitness characteristics as follows; **Flexibility:** the ability to conduct movements in certain joints with an appropriate range of motion. Flexibility has a

direct connection to technique. The more flexible a student is the greater the potential range of technique. **Agility:** the ability to change direction quickly and easily with the body and the body parts. A student must constantly change directions, stop and start, get up after falling and turn throughout the practice. Students who are agile have an advantage when lead healthy life style.

Balance: the ability of the body to maintain stability and equilibrium while running or standing on one foot. Balance is required constantly throughout the practical class lesson. Students must maintain balance when moving at speed.

2.4.2. Practical class program and plan

Practical class teaching defined as a systematic process with the objective of improving a student's fitness in a selected activity (Stake, r., 2010). It is a long term process that is progressive and recognizes the individual students' needs and capabilities. Practice programs use exercise to develop the qualities required for an event. Practical class program is long term practice activity that is made up of a series of concepts with a flexible time. Thelawdictionary.org/training-program/. Practical class program has to be developed to meet the individual need of the students and take in to consideration many factors: gender, age, strengths, weaknesses, objectives, training facilities etc. Teaching plan is the way that controls the practical class process and practice activities and types performed by students. Teaching plans help you to professionally prepare yourself for a education goal. The purpose of a teaching plan is to identify the work to be carried out to achieve agreed objectives.

The teacher must plan carefully to achieve goals and objectives, especially in terms of student's development. Teacher need to make a plan of action at the beginning of each year. By doing so they have an outline of what they want to achieve by the end of the practical class and how they intend to accomplish it. Teaching without a plan at often results in students not receiving instruction or practice in areas that are the basis for future development (Scrivener, 2011). Planning is the most important element in the teaching processes. Teaching needs to be planed to help the performers achieve short, medium and long terms goal (Robinson, 2010). With the aim of producing an optimal performance at specific time frame designing the

structured practical class plan which allows us to introduce the fitness component in the correct quantities at the correct time. Sport Man should start a long time before or performance starts and the teacher will need to gather certain pieces of information to fulfill the planning processes before they conduct the lesson (Robinson, 2010). A teacher takes time to plan each daily lesson.

Moreover (Robinson, 2010) recommend the following point for teachers to take account before design a practice plan; Who the groups are, Previous experience ability of students, Number of students, The facility and equipment needs, and The objective of the lesson.

Furthermore, dividing the practice plan in to periods gives the teacher guidelines for developing fitness and techniques relative to volume and intensity. The teacher also needs to know what type of practice to do for a particular event. Since each event has its own relative needs for strength, endurance, speed, flexibility and coordination the specific preparation and completion practice should reflect this.

2.4.3. Teaching daily lesson

The daily lesson is all part of an educational process. Teaching is learning to practice and to correct one's mistakes, irrespective of the level of the students or the experience that he might have. During daily lesson practice drills are regularly repeated in order to improve one's skill. Daily lesson practice can only be deemed to be effective when what is being rehearsed is improved in accuracy, consistency, efficiency and control. Physical education practical class should be concerned with ensuring that any regularly repeated exercise is relevant. The role of physical education teacher during daily lesson practice would be to organize and control students learning in an attempt to perfect the most relevant and efficient techniques and skills for the event. Beside to this the teacher has the responsibility to educate students to make correct decisions and to equip students with the necessary skills to carry out these decisions (Reilly, 1996). This plan should include the number of students needed or available, the amount of time allocated for each practice activity and the objectives for each lesson. Designing and conducting effective teaching lesson are probably the most important of all teaching functions.

It explains that the teaching by using annual plan and daily lesson plan (Physical education Teaching Manual, 1999). Each day, the teacher has to structure and plan his/her lesson around his/her objectives for the day, his/her medium and long-term learning objectives. The practical lesson has to be varied-not in respect of the objectives, but certainly as far as the methods and forms of practice to be used are concerned. It should last 40 minutes in total, depending on the type of lesson. As expressed in the practical lesson comprises three phases (Physical Education Teaching Manual, 1999). These three phases are also applied for different objectives with different duration's. The details of the phases are discussed as follows:

The warm-up or limbering-up exercise is part of the daily lesson, which is practiced at the beginning of the daily lesson. The warm-up or limbering-up exercise helps to prepare the body for the physical exertion. By gently raise the pulse rate to increase the cardiac output and rate of ventilation. The vasomotor center is making sure that more blood is being distributed to the working muscle. The combined effect is to increase the amount of oxygen being delivered to the muscle cells, which will help to reduce the oxygen deficit when enter to the performance phase or main activity. Besides, describes three phases of warm-up or limbering-up (Negash T., 1990). Phase one involves a continuous, sub-maximal whole body activity, such as jogging, to gently raise the pulse rate. This is followed by a stretch part, in which particular attention should be paid to the joints and muscles that will be most active.

Finally, specifically rehearse the movement patterns that will be performed. It express warm-up or limbering-up as the preparation part of the lesson (Physical Education Teaching Manual, 1999). It has to be progressive, with an initial period of running and varied movement, with or without material, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and coordination exercises; the tempo is then gradually increased with exercises based on technical skills or on different event situations. There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase. In general warm-up helps to prepare mentally and physically for the activity, a warm-up considerably reduce the risk of injury. Depending upon the weather condition, the duration for this phase is also lasts between 3up 5 minutes.

The performance phase This is the main part of the daily lesson. During this period, the main emphasis is on practice and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to place on the various practice activities, not only as regards volume, but also the duration and intensity of the activities.

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In this phase of acquisition and practice, the quality of the teaching (i.e. the commitment shown by the teacher, his/her ability to intervene in the right place and at the right time, the precision of the corrections that he/she makes and his/her overall dynamism) will ensure active commitment on the part of the students and the success of the practice objectives set. The duration of this phase varies depending on the lesson 20 up to 25 minutes used.

The cooling-down phase:-This is the phase of physical and mental relaxation. It usually takes place on the pitch and Includes some light group jogging and limbering down and muscle-stretching exercises. The students then have hydration or energy drinks as the first step to aid recovery. Cool-down prevents blood pooling because during the main session 85% of the blood volume is distributed to the working muscles and the main ways of maintain blood flow back to the heart by the skeletal pump mechanism. If muscle action stops suddenly the amount of blood returning to the heart drops dramatically. This in turn reduces the stroke volume and causes a drop in blood pressure, making in the athlete dizzy and light headed (John, *et al.*, 2000).

A cool-down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage. This phase serves an educative purpose with students as well, in that it teaches them about their own wellbeing and how to respect their bodies. It is also the moment chosen by the teacher to give his/her assessment of the session, to fix new objectives or simply to communicate with the students. The duration for the cooling-down phase also varies between 3- 5 minutes.

Practice is where you teach, make mistakes, gain fitness, practice game strategy and tactics and prepare for the next contest. A successful lesson plan creates an environment that helps you accomplish your goals. With your goals in mind, design your practices specifically to fulfill those goals. Be sure to determine the time needed for each phase of practice. However, be willing to make time adjustments, depending on specific circumstances.

You need to develop a lesson plan just as you develop your individual practice sessions. Take time to review. Write out these goals before the start. Before each day's practice begins, determine the sequence of drills and where you will set up equipment. When possible, set up your practice field and equipment before the start of practice. Setting up and moving equipment can waste valuable practice time. Set up equipment early and assign different groups to bring out equipment. You can also designate exercise captains to help organize students for drills, creating leaders within the group.

2.5. Current Physical Education Practice

Physical Education is the only subject in school where children effectively learn through movement (Rudd, Woods, and Correia et al 2021). Traditionally, PE has been defined as a process of acquiring specific sport techniques and is based on a multi -skills approach where children generally engage in de contextualized practice of sport techniques (Kirk 2013). This inordinate emphasis on sport technique in PE has been heavily critiqued for lacking the conceptual and philosophical justification as well as empirical proof of its educational value (Kirk, 2010). This type of pedagogical approach in PE is based on vague assumption (Maeda 2010). Through this approach, learning is episodic and does not aid progression of learning through the curriculum. In order to improve movement skills, movement learning theories

that are grounded in a theoretical position and supported by empirical evidence should be explored. For example, two motor learning theories that dominate the PE landscape are information processing theory and ecological dynamics.

At the heart of the information processing theory (IPT) perspective, is the view that the human mind is a system that processes information according to a set of logical rules and limitations similar to those of computer are (Lee, Wintem et al 2018; and Le wthwaite 2016). The theories emerging from this approach fit well within our current education system as they share the same foundations as current education learning theories, such as cognitive load theory (Ofsted 2019; S Weller 2010). Both and cognitive load theory suggest that information enters through the sensory system and is selected, encoded and stored in either short -term memory or long -term memory, depending importance (Goodway, O zmun and Gallahue 2019) . The IPT offers a top -down to movement with a representational construct located inside the brain, such as a to movement with a representational construct located inside the brain, such as a schema or a trace, which is encoded and strengthened as a result of the l earning process.

When we align ourselves to this worldview of how movement skill is acquired, it provides us with a framework to support and guide our pedagogy. For instance, learning movement skill s progresses through three distinct stages: cognitive, associative, and autonomous. At the cognitive stage, there is a constant need to attend to the rehearsal and reproduction o f specific movement components (e .g. practicing FMS in a closed environment). Movements are propose d to be better aligned with verbal and visual cues provided by the teacher at the associative stage, before becoming more automatic with experience and practice. At the autonomous stage, an internal schema of the movement is fully developed and the stage of skill automaticity, employing tools such as Gentile's taxonomy (Gentile 2000) and Guadagnali and Lee's (2004) challenge point framework (Rudd, Crotti, Fitton- Davies 2020, Rudd, O'Callaghan, Williams et al 2019 for more PE related examples). Alongside using the tool s outlined above, characteristically within the IPT app roach, the teacher emphasizes repetitive practice of an 'optimal' movement pattern through use of drills and corrective feedback to automatism performance. Curricula in PE that have used delivery characteristics

in line with IPT have shown to improve FMS in five to 13-year-olds (Kalaja, Jaakkola, Liukkonen et al 2012).

2.6. An Ecological Dynamics Approach to Learning

A contemporary view of movement learning advocates a more biophysical basis of human behavior, proposing that children learn through an ecological framework. In ecological dynamics the focus is on developing a functional relationship, between the individual and environment. Learning within this theory is not dependent on the strengthening of internalized representations, as presented in IPT. Learning in an ecological approach emerges with changes to the whole system through self-organization of the brain, body, and environment, thus strengthening the perceptual, cognitive and physical interactions between individual and the environment (O'Sullivan et al., 2020). Pedagogical approaches built upon ecological theory emphasize exploration, search, discovery and adaptation during motor learning (Rudd, Woods, and Correia et al 2021). The key role of the PE teacher is to design environments that are rich with information, offering each learner a landscape of opportunities to interact with the environment (known as affordances). The design of activities and tasks can help learners use affordances to achieve their intended goals by perceiving information and moving within the learning environment (Chow, Davids, Button et al 2015). This idea is amplified by teachers setting out varying levels of height in a gymnastics lesson to invite high movements (e.g. climbing and jumping) and low movements (e.g. crawling, body sliding). In an ecological approach, skills are not entities that are acquired and represented internally, but rather are adaptive relations that gradually emerge and are strengthened during an individual's continuous interactions with the environment and task. This interaction process results in learning which emerges as learners adapt from one stable state of movement organization to another (more advanced state of organization). Nonlinear Pedagogy (Chow et al 2015) offers a principled toolbox for an educator to design, develop, implement, and manipulate constraints on each learner in ecological approaches to PE (see Chow, Komar, Davids et al 2021, Rudd et al 2020). This perspective of motor learning has also shown promising results in improving FMS (Barris, Farrow and Davids 2014; Clark, McEw

an and Christie 2019; Greenwood, Davids and Renshaw 2016 ; Práxedes, Álvarez, Moreno et al 2019).

Finding a PE curriculum that can both support children to become proficient movers in an environment, and that is motivationally empowering, is integral for continued participation in PE and PA outside of school (Jaakkola, Washington and Yli -Piipari 2013). Through adopting either of these two approaches (IPT or ecological) , educators can create informed and developmentally appropriate PE curricula, which, in turn, will improve the quality of movement interactions in the PE experiences of five- to six -year- old children . Aligning with motor learning theory negates a major critique leveled at traditional PE approaches of the past: that they are too operational and lack a substantive conceptual basis. This conceptual deficit may weaken the pedagogical principles for planning, delivery and assessment (Kirk 2010). However, it is currently less clear how the pedagogical choices made by a teacher may impact on the motivational climate in PE (Teraoka et al., 2020).

2.7. Motivational climate

As mentioned, an important affective component for continued participation in any activity is motivation. There are some more functional types of motivation than others, i.e., autonomous types of motivation that lead to adaptive affective, cognitive and behavioral outcomes (Vallerand, 2007), such as enjoyment, sustained participation, and use of leisure-time PA (Vasconcellos, Parker, Hill and et al 2019). However, to foster autonomous motivation, and by extension, adaptive outcomes, PE teachers must provide an empowering motivational climate over a disempowering motivational climate (Duda 2013). Duda (1992; in Ntoumanis, 2001; 2016, 2018) integrated two prominent theories of motivation – SDT and Achievement Goal Theory (AGT) – to develop an empowering and disempowering climate framework. This framework explains that a PE practitioner , who encourages task -involvement , uses autonomy support, and displays socially supportive behaviors (i. e., relatedness support), could provide an empowering motivational displays ego -involvement and controlling behaviors is more likely to foster controlled climate that ,fosters autonomous motivation and optimal functioning. An interesting question of theoretical and practical

relevance concerns whether differing pedagogical approaches in primary PE might foster different motivational climates.

Motivational climates may occur to varying degrees due to the different behavioral characteristics by the pedagogies outlined above. Smith and Colleagues (2017) examined differences in motivational climate (empowering and disempowering) provided by UK -based grassroots soccer coaches between competition and training environments , observing higher levels of disempowering and lower levels of empowering motivational climates in competition environments i n comparison t o training environments. Fenton and co - workers (2017) found a significant increase i n moderate -to-vigorous - physical -activity in children (age 9 to 16 years) who experienced more autonomous motivation due to an empowering motivational climate.

2.8 Importance of Communicative Culture in Physical Education

Effective communication is a fundamental element of physical education (PE) that contributes to the overall success of teaching and learning. Research has highlighted the significance of communicative culture in PE settings, emphasizing its impact on student engagement, motivation, and skill acquisition (Casey & Eime, 2012; Pill, 2017). A positive communicative culture fosters an environment where students feel comfortable expressing themselves, collaborating with peers, and actively participating in the learning process(Teferi 2020).

Verbal communication involves the use of spoken language to convey information, instructions, and feedback. In PE, teachers' clear and concise instructions facilitate student understanding and promote effective learning (Casey & Eime, 2012). Additionally, employing effective questioning techniques encourages student engagement, critical thinking, and communication skills development (Thorpe, Bunker, & Almond, 2015). Non-verbal communication, such as body language, gestures, and facial expressions, also plays a significant role in PE. Teachers' use of nonverbal cues can enhance understanding, reinforce verbal messages, and create a positive learning environment (Gråstén & Watt, 2017). Similarly, students' non-verbal communication enables them to express emotions, coordinate movements, and engage in collaborative activities.

2.9 Peer Interactions and Collaborative Learning

Peer interactions and collaborative learning opportunities in PE contribute to the development of communication skills, teamwork, and social competence (Hastie & Casey, 2014). Collaborative activities promote effective communication as students engage in discussions, negotiate roles, and solve problems together (Smith & Strachan, 2017). By working with peers, students learn to communicate their ideas, actively listen to others, and develop cooperative skills that are transferable beyond the PE setting.

Inclusive practices are essential for fostering effective communication in PE classrooms with diverse student populations. Language barriers and cultural diversity may pose challenges to communication (Pill, 2017). Teachers can address these challenges by utilizing visual aids, providing multiple means of representation, and encouraging the use of technology to support communication (Gråstén & Watt, 2017; Haydon et al., 2019). Creating an inclusive and respectful classroom environment where students feel valued and supported is crucial for effective communication among all students.

A positive communicative culture in PE has been associated with various benefits for students. Effective communication supports skill acquisition by providing clear instructions, feedback, and opportunities for practice and refinement (Casey & Eime, 2012). Furthermore, it promotes the development of social skills, teamwork, and cooperation, enabling students to engage in positive and respectful interactions with their peers (Smith & Strachan, 2017). A communicative culture also enhances student motivation, engagement, and enjoyment of physical activities, contributing to a more meaningful learning experience (Dyson, 2017; Thorpe et al., 2015).

Promoting a communicative culture in PE may face challenges related to language barriers, cultural diversity, and individual student needs. Teachers need to be mindful of these challenges and employ strategies that cater to diverse learners, create an inclusive environment, and provide support for effective communication (Pill, 2017; Thorpe et al., 2015). Ongoing professional development opportunities for educators can play a crucial role

in equipping them with the necessary knowledge and skills to address these challenges effectively.

2.10. Misbehaviors in physical Education practical class

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 (Watson et al. 2008) one should develop challenging, interesting, and exciting lessons and treat students with dignity and respect for effective classroom environment.

Based on (Burke 1992) 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, 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. Aggression in various forms represents common and normal behavior. Direct aggression, when possible and socially approved, provides a rapid means of relieving tension. But direct aggression frequently is not possible. Hence, behavior has the above definition according to Knapp and Hagman, Burke (1992), 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 objective, clear and, 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 field without permission of the teacher, 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. 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. 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.

2.11. Types of Misbehavior

Based on Burden (2003), inappropriate behavior by individual students can be classified in to four general categories: -Hyper active: high level of activity and non-aggressive contact, often due to neurological dysfunction. Inattentiveness: the inability to complete work and activities, a high level of distractibility. Conduct disorder: - the inability to accept correction, the tendency to tease others, and a high level of defiance. 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: A behavioral deficit, something lacking in the student's daily activities or 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 your 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.

2.12. Causes of Misbehavior

2.12.1 Student's causes

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

Health factors: student behavior problems may be related to health factors, lack of sleep, an allergy, illness, or an inadequate diet greatly affect the student's ability. Physical impairments: physical impairment such as a vision or hearing loss, paralysis, or severe physiological disorder may also contribute to behavior problems. 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).

Medication or drugs: - whether legal or illegal may also be a factor. Alcohol or drug abuse also may contribute to unusual behavior at school. 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.

Moreover this, to decrease an inappropriate target behavior exhibited by a student who fails to respond to your 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.

2.12.2 Teacher's causes

Teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their practical 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 student's 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 inattention or misbehavior.

Moreover this, Good and Brophy (1997)(Brophy 1999) 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 occurs, to reflect on it afterward, and to engage, in professional development activities with colleagues.

Good and Brophy (1997) also suggested the following as problems caused by teachers: Teacher domination of field communication, lack of emphasis on meaning, few attempts to motivate students, not cognizant of effects of seat location, and overreliance on repetitive seatwork.

2.13. Importance of practical class Behavior management

The implications of any teaching methods are determined by several factors. Physical education programs in schools and colleges have played a prominent role in educational system. Physical education programs exist at preschool, elementary, junior, high, middle, and senior high school's levels as well as at the college and university educational level. The physical education practical class provides the student with a safe environment. To make the environment suitable teacher does not strictly focus on teaching only. He/she should carries

out tasks that make the learning process easier and more enjoyable for the students (Merkel et al. 1997).

2.14. Individual behavior

"Behavior means the actions or reactions of a person under the influence of specific circumstances." According to this definition, relating to the management process during a lesson, behavior means precisely the actions and reactions of students, random or not, within the classroom environment under the influence of their peers, teachers or other inhuman elements which in their complexity affect student behavior (Sherzod and Leonodovna 2023).

Theoretical approach about the behavior of the individual and its impact by a well-known researcher who has dealt extensively with the treatment of individual behavior is (William Glasser 1925-2013), an American psychiatrist, founder of the Institute for Reality Therapy which was named in his honor the (William Glasser Institute, Parish, Thomas & Wubbolding, Robert 2015) (Parish et al. 2019).

"According to Parish (2015), to act in a certain way in a given situation, to evaluate that behavior for the positive and negative consequence that may have is very important and significantly affects the behavior of each of us. Based on this theory, relating it to the teaching process and specifically to classroom management, the teacher should encourage students to make reasoned assessments and judgments about the behaviors they reflect, in order to be able to distinguish an acceptable behavior from an unacceptable behavior (Parish, Thomas & Wubbolding, Robert, 2015).

So, identifying inappropriate behaviors of students, evaluating them, were planning new appropriate and acceptable behaviors, reinforcing such behaviors. In particular, attenuated Adler's work to student behavior and how teachers can more constructively understand individuals' behavior in relation to the child's 'goal' and how the child seeks to 'belong' in their social groupings in classrooms and the wider school setting (Bill Rogers, 2017).

Based on this theory, it emerges the role of teachers to help those students who exhibit unwanted behavior, to understand these internal objectives, and then help them to be guided towards choosing the most appropriate forms of behavior that would meet their internal needs,

which will be addressed in more detail in the theory developed by Maslow. Adler believed that while the individual, and their inferior world of self crucially shapes one's identity and relationships, it is the dynamic of social relationships and its impact on the self that has significant implications and outcomes for psychological and social wellbeing. While Adler's approach is often termed 'individual psychology', he emphasized that the individual strives to form their sense of self within, and in relation to, their social relationships; firstly, within their family dynamic and then their wider social world (Bill Rogers 2017).

This 'striving' to belong is also related to the individual's perception of inferiority in relation to others and how they compensate for their feelings of inferiority. 'This feeling of inferiority is the driving force, the starting point from which every child is striving originates. He also stresses the essential nature, and place, of purposeful encouragement that can enable socially meaningful and positive, co-operative behaviors. His use of school-based approaches based on democratic classrooms and building personal and social confidence has had a significant impact on educational practice in areas such as discipline and behavior support (Bill Rogers, 2017)(Journal et al. 2015).

2.15. Behavior Management Strategies

To manage or change behavior in schools can involve school-wide, practical class based or individual child-focused interventions: the focus of this paper is on practical class-based interventions derived from Applied Behavior Analysis (ABA), which involves the application of the principles of operant conditioning to socially relevant human behaviors (Sanford & Evertson 2016).

There are a number of theories or perspectives that attempt to interpret human behavior, many of which have influenced teachers and teaching methods. However, this study would focus primarily on challenges of behavior management Applied Behavior Analysis (ABA) as its theoretical framework to conceptualize and explain the behavior of humans, arguably one of the most complex and intriguing questions of all time. ABA has its foundations in the experimental analysis of behavior, which is the study of the behavior of animals, mostly in lab settings (Alberto & Troutman, 2013)(Friman 2010).

From those initial scientific, lab- based studies, the field of ABA arose. The discipline of ABA has since grown exponentially, with a focus on helping people examine and change human behavior via the scientific process. For decades, scientists have been publishing research in this field, helping us better understand why humans do the things they do. It must be prefaced that we do not claim that behavior analysis is the sole explanation of human behavior. As described by Cooper, Heron, and Heward (2007), were a time when psychology was focused on explaining human behavior in terms of states of consciousness, images, and other mental processes. The trend at the time was to look at one's own conscious thoughts and feelings to interpret behavior. However, John B. Watson argued that, rather than looking at states of consciousness, it was more helpful to consider what one could directly observe. This more objective way of explaining behavior could then shift focus to the relationship between environmental stimuli and the response they evoke (Cooper et al., 2007)(Friman 2010).

This gave rise to a more rigorous scientific method by which to view behavior – through direct observation of behavior and the environment in which the behavior occurred. This approach soon became known as behaviorism (Kennedy, 2005) and Watson was affectionately regarded as its “father” (Donahoe& Vegas, 2011).

Over the past 44 years the application of ABA to behavior management has demonstrated the efficacy of a wide variety of interventions which involve the use of both antecedent and contingency management strategies which can be used by teachers to create positive and functional learning environments which minimize disruptive behaviors and reward engagement and achievement. Proactive behavior management strategies were also identified to decrease disruption (Sanford &Evertson, 2016). These included, making behavior expectations clear and teaching students how to meet expectations (Kennedy, 2021)(Ünal and Ünal 2012).

Reactive strategies were suggested to be implemented after inappropriate behavior has occurred. Importantly, reactive interventions should be chosen and implemented in a way that suits the cultures of the students (Baydala et al., 2019).

While policies of zero tolerance may have been seen as a solution, they did not work to change student behavior (Nolan, 2017)(Farrelly 2020). Zero tolerance approaches came from a reaction to extreme violence in schools. Nolan's findings were consistent with mainstream literature on this issue. Too often schools failed to address the reasons for behavior and used suspension to address behavior concerns and this led to the overrepresentation of marginalized and first peoples or American Indian students mentioned earlier (Noguera, 2013).

Making connections with families and communities was deemed to be critical because teachers and families may have different standards and expectations about what is appropriate behavior in schools. Different cultures may see the role of parents in schools differently. Monroe (2019) found that all of the effective teachers made attempts to reach out to families and support them. Sometimes teachers felt that racial difference between families and teachers hindered these relationships, but that did not stop them trying (Monroe 2019).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The purposes of this chapter were to presents the underlying principles of research methods and materials choice of the appropriate research method for the study. The chapter would be arranged as follows, Research design, Description of the study area, Research method, Population of the study, sampling methods, Sample of the study, Source of data, Instrument of data collection, procedure of data collection, Methods of data analysis, validity and reliability of instruments and ethical consideration.

3.1. Description of the Study Area

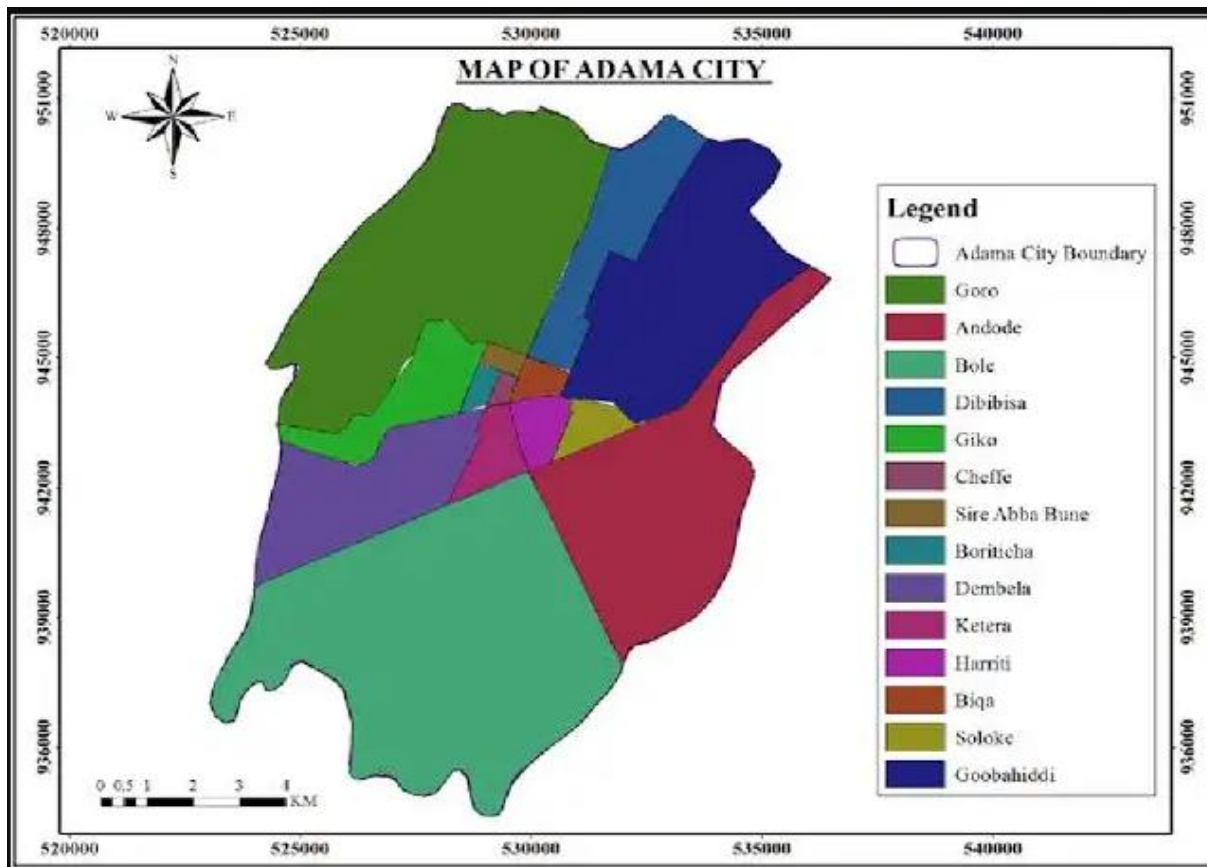
Adama is found in Oromia regional state in East show zone, at a distance of 99 kilometers south East of Addis Ababa in the Great Rift Valley of East Africa. The Djibouti Addis Ababa rail way is one of the main attributes for establishment of the city.

The pattern of physical layouts of the city had gradually grown to the east direction following the railway line that was stretched from Djibouti to Addis Ababa. It passed through several stages and gradually grew from a hamlet in to a hub of industry, trade, conference tourism, and recreation and Administration center. Rapid population growth, expansion of trade and high migration from rural area contributed to significant growth in size of residents and physical area coverage of the city.

According to the Ethiopian population and housing census which was held in 1994 Adama had a total population of 127,842 of whom 61,965 were males and 65,877 were females. The third Ethiopian population and housing census which was conducted in 2007 also revealed that the total population of city 356, 334 of whom male 176,487 and 179,857 female. The data shows that the population of the city has increased by more than 228,502 people within 13 years. The city is destinations of many migrants where they are more likely come to the city find work. According to the result of housing and population census conducted in 2007, the 59.2%of the residents of the city were migrants.

Adama stretches from $8^{\circ} 33' 11''$ to $8^{\circ} 36' 11''$ north latitudes and $39^{\circ} 11' 15''$ - $39^{\circ} 21' 15''$ longitudes. In addition, it is found at an altitudinal range of 1600 to 1700 meters above sea level. One of the causes for the emergence and expansion of informal landholdings is migration of people from rural to urban center and the above figure confirms this reality. In estimation 30,000 informal landholdings are found in the city. The city Administration has six sub-cities and 14 urban and 4 rural kebeles. The regularization program has been under implementation in all sub-cities.

FIGURE 1MAP OF THE STUDY AREA



SOURCE:-ADOPTED FROM DAGEM (2019), UNPUBLISHED THESIS.

3.2. RESEARCH DESIGN

Descriptive survey design would be employed with the assumption that it was helpful to obtain sufficient information from large numbers of respondents and to describe the prevailing in school factors and opinion related to the ongoing challenges of behavior management in physical education practical class. It also helps to draw valid general conclusion, in order to achieve this objective; the researcher used a descriptive survey research design. Kumar (2006) says descriptive survey research design is an excellent research type for obtaining thick description of a complex issue in its context. Mixture of both quantitative and qualitative research approach would be appropriate because the problem under investigation demands considering the two approaches. A quantitative study model and qualitative analysis frame

work would be developed as theoretical frame work that would have informed the analysis and interpretation of study results in subsequent section.

3.3. Sources of Data

To obtain reliable data on the challenges of behavior management in Physical education practical class, the researcher was used both primary and secondary data source.

The primary data would be collected through standardized LIKERT scale type questionnaire from students, observation for PE teachers as well as interview for PE teachers and school principals. Such data collection instruments were developed in order to gather large data and avoid pressure on the respondents (Creswell, 2003) and semi structured interview would be administered to the physical Education teachers and school directors(Shala 2021).

Secondary data would be collected from various documents, literatures, and books written on issue related to the topic, internets and other reports.

3.4. Population of the Study

There are 12 secondary schools in the study area; from this the researcher would have selected 3 secondary schools to conduct the study and to get enough information to the study. The researcher believes that the sample size of three secondary school students were very large to participate each student in the study. So due to different constraints such as time, large size of target population and up to date materials and others the researcher enforced to take representative of the total population from each three secondary school to use 384 students,10 Physical education teacher and 8 school directors had been selected to conduct this study.

3.5. Sampling technique and sampling procedure

Accordingly 384 of the students would be selected using simple random sampling method and 10 Physical education teachers would be selected by purposive sampling techniques and 8 school directors would be parts of the study. The total populations of the study were 402.

The school would be sampled using in different simple random sampling method and to some extent purposive sampling technique would be used because each grade level has to be

represented by providing different chance depending on their class size. This is done to bring about different sample from each school based on the total numbers of the students in each school. So, 384 students were participants of this study selected by using simple random sampling method. All 10 Physical education teachers was participants of this study were selected by using purposive sampling method and 8 school directors would be selected by purposive sampling techniques then totally sample of this study were 402.

According to Schutt (2008) purposive sampling was one of the methods used in non-probability sampling were a sampling method in which the selection of population elements was unknown. Likewise, Torrance (2012) the researcher will sample with a purpose in mind and the researcher would have two or more specific predefined groups. The first things the researcher would do were to verify that the respondents do in fact meet the criteria for being in the samples purposive sampling can be very use full for situation where one needs to reach a target ample quickly and the researcher would use also simple random sampling because in simple random sampling the selection of one student does not affect the selection of the others students. During selection, all students in the class would have equal chance of being chosen. Therefore, the researcher would purposively and randomly select the study area i.e. Adama secondary school, Burka secondary and Goro secondary school from Adama city. Then the researcher had make a simple random sampling to select sample from the students and purposive sampling for Physical education teacher and school director from each high school.

The study had been including 3 Adama city secondary school students, Physical Education teachers and school principals. In order to obtain equal chance for men and women, simple random sampling technique would be used. According to the formula for Proportions provides a simplified formula to calculate sample sizes. A 95% confidence level and $P < 0.05$ Where n were the sample size, N were the population size, and e were the level of precision (Miller and Brewer 2003). When these formulas were applied to the above sample, we get the following equation. Where n =sample of the study N = total population of the study e =constant

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

$$n = \frac{9344}{1 + 9344(0.05)^2}$$

$$n = 9344/1 + 9344(0.0025)$$

$$n = 9344/24.36 = 384$$

Therefore, the sample size for the survey was 384 students, 10 Physical education teachers, 8 school principals from three schools of Adama city. This were to ensure that, the sample mean would be closer to the population mean and minimize errors. Then, sample of students total from each school were selected using simple random sampling. Therefore, the sample size for this study was 384 students, 10 Physical education teachers and 8 school director's total number of sample size. Similarly, the total populations of the study were 402.

TABLE 1 SUMMARY OF THE NUMBER OF STUDENTS FROM EACH STRATUM AND THEIR SAMPLE.

No	Sample strata			Sample distribution	
	Name of school	Grade	Sex	Total population of each sampling size	Sample units of each strata
1	Adama secondary school	9-12	M	1747	72
			F	2432	100
2	Burka secondary school	9-12	M	527	22
			F	896	37
3	Goro secondary school	9-12	M	1596	65
			F	2146	88
4	TOTAL			9344	384

SOURCE:-ADAMA CITY SECONDARY SCHOOLS (2023).

3.6. Data Collection Instruments

The data gathering tools employed in the study are questionnaires, interview and observation.

3.6.1. Questionnaire

The researcher had used questionnaires to collect data from students. It was a kind of questionnaire with rating scales at which respondents report what is true for them or the material being evaluated (Kothari, 2004). This type of instrument was used when there was a need to examine student's attitude or reaction on the materials being evaluated. Questionnaires were believed to better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost (Amare Firdawoke n.d.). Hence, questionnaires had been prepared in English Language.

The questionnaire consists of two parts: -The first part deals with the general background of the participants. The second part contains both closed ended question item that helps the researcher to address the basic research questions of the study. The questions would be developed using LIKERT scale to identify to what extent the respondents agree or disagree. LIKERT scale was easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond. The LIKERT scale used for this study consists of five types 5 = strongly agree, 4 = agree, 3= strongly disagree, 2 Disagree= and 1 = Undecided, for the students. From various previous studies, and the researcher own preparation 33 questions on challenges of behavior management in physical education practical class was adopted for this study. This instrument incorporates those issues including student's active participation, sport facilities for Physical education teachers, Physical education teacher's challenges and period allotment questioners was prepared and adopted from the various previous studies by the researcher.

3.6.2. Observation

According to (Victorian Curriculum and Assessment Authority (2017))observations were a powerful mode of gathering ongoing data of students' learning. They can take place in a variety of settings, across many activities, and can employ a number of different tools to record information. This would include checklists. When planning to observe students, teachers would be considering whom they want to observe, what to observe, and how to evaluate and document what they see.

Teachers may also choose to select smaller groups of students over longer periods of time and focus on particular skills or knowledge to be observed. Hence, the purposes of the observation used in the study were to observe the misbehavior students show during physical education practical class. Therefore, to obtain more information, observation in the actual practical session and learning process would be used as data gathering instrument. As a result, to make observation, a structured observation checklist would be prepared and the teachers are observed. In such way, to obtain reliable data, items of the checklist are devising to match the items of questionnaire. The researchers would be observing 10 purposively selected physical education teachers and made ten field observations for each of them. The observation was focus on the type of misbehavior frequency of occurrence and ways of managing behavior.

3.6.3. Interview

A semi – structured interview had been prepared and conducted. Semi – structured interview would be used to get additional information about the topic under investigation and to cross check the data collected through the other data gathering tools. Because of its interactive nature, interviewing has many advantages over types of data gathering strategies (Best and Kahn, 1998 cited in Gebiyaw, 2011). Semi-structured interview would be prepared in English and interviewed in Afan Oromo language to avoid communication barriers for physical education teachers as well as school principals. The purposes of interview were to get in - depth information that may not be easily secured by the questionnaires. Finally, interview notes would be taken analyzed in English language.

3.7. Procedures of Data Collection

The researcher had gone through series of data gathering procedure. The expected relevant data had been gathered by using questionnaires, field observation and interview. In doing so, having letter of authorization from Madda Walabu University for gathering data would be the first step. Then the researcher directly had gone to sample the selected three secondary schools in Adama city in order to report his study idea and to make agreement.

After making agreement with the concerned participants, the researcher would introduce his objective and purposes. Then the questionnaires would be distributed to sample students in

selected secondary schools. The participants would be allowed to give their own answers to each question independently as needed by the researcher. They would be closely assisted and supervised by the researcher himself. Finally, the questionnaires would be collected back at the right time, field observation with 10 Physical Education teachers and the interview would be conducted with 10 Physical Education teachers and 8 school directors.

3.8. Method of Data Analysis

In this study, both quantitatively and qualitatively were employed. Quantitative data would be analyzed by using frequency, percentage and mean scores. On the other hand, qualitative data would be analyzed by narration and description. After the required data collected, data were coded and fed in to personal computer, the data analyzed by descriptive statistics. The descriptive analysis includes percentage and frequency in order to present the practice and challenges of behavior management in physical education class. SPSS version 20 was used to analyze quantitative data obtained from student's participants using questionnaire. A qualitative data also obtained from field observation checklist, PE teachers and school principals interview analyzed by narration and description.

3.9. Validity and Reliability of instruments

In this study, the questionnaire item's objective of the study should be evaluated by advisor so that the feedbacks and the correction had been helped the researcher what were intended to. Moreover, because the respondents would not be forced by anyone, the condition can enhance the trustworthiness of their answers.

To check the reliability and validity of the questionnaires, all items were carefully input in to SPSS version 20 to check the appropriateness of item and make necessary correction based on the feedback obtained. The result was regarded as reasonably good to use the question for the research.

Finally, the instruments were found to be reliable to collecting data for the main study and then administered as scheduled.

3.10. Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher would be communicated all selected Adama city secondary school students legally and smoothly.

CHAPTER FOUR

4. PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

INTRODUCTION

This chapter deals with the presentation, interpretation and analysis the major finding of the study. The purpose of the study was to assess the challenges of behavior management in physical education practical class the case of Adama city secondary school, East Shoa zone, Oromia regional state. To achieve the purpose 384 students, 10 physical education teachers and 8 school principals were selected for the study samples. The data collection instruments were questionnaire, interview and observation. The data were analyzed through table, frequency, analyzed using percentage and textual description. Data analysis and interpretation of collected data consists quantitative data analysis and qualitative data analysis. The chapter consists of two parts. The first part is concerned with the description of the background and characteristics of the respondents of the sampled population. The second part is concerned with the analysis and interpretation of the collected data. Respondents were asked about their sex, age, experience and educational background.

4.1. Characteristics of the study population

The characteristics of the study population were examined in terms of Gender, Age, , Years of experience in teaching and Qualification/grade level were asked to indicate the background information through questionnaire and interview based on the response to the target for personal data in part one of the questionnaire.

TABLE 2 THE ANALYSIS AND INTERPRETATION OF THE DATA

No	Category		Types of respondents					
			Principals		Teachers		Students	
			Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Gender	Male	6	75%	8	80%	159	41.4%
		Female	2	25%	2	20%	225	58.6%
2	Age	20-30/14-15	_____	_____	_____	_____	43	11.2%
		31-40/16-17	4	50%	9	81.8%	239	62.2%
		41-50/18-19	4	50%	2	18.2%	85	22.2%
		51&+/20& above	_____	_____	_____	_____	17	4.4%
3	Qualification	Diploma	_____	_____	_____	_____	_____	_____
		Degree	1	12.5%	10	90.9%	_____	_____
		MA	7	87.5%	1	9.1%	_____	_____
4	Years of experience	1-5	_____	_____	_____	_____	_____	_____
		6-10	_____	_____	3	27.3%	_____	_____
		11-15	2	25%	6	54.5%	_____	_____
		16-20	4	50%	1	9.1%	_____	_____
		21& above	2	25%	1	9.1%	_____	_____

As the data collected from the respondents, 75% the principals and vice principals were male. This indicates that there is less 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 (80%) were male in terms of gender and only 20% of the respondents were female. More over this, in the case of student respondents 41.4% were male and 58.6% were female. The main reason for this is that one of the schools included in the study had only male students that increase the number of male students to seem greater in number.

Concerning the age of principals their age varies from age of 20 to 51 and above, 50% 31to 40 and 50% of the principals were age of 41-50.

According to the educational qualification details shown in the table above, the principal respondents consist of 12.5% were first degree and 87.5% were master's degree. In addition, the teachers respondents consist of 90.9% were degree and 9.1% of the teacher's qualification were masters of degree.

Furthermore, the respondent's years of experience also shown in table above. The principal respondents 25% had a service year of 11 to 15, the other 50% had a service year of 16 to 20, and the remaining 25% were an experience of 21and above years. Whereas the teacher respondents 27.3% were an experience of 6 to 10 years, 54% had a service year of 11-15 years, 9.1% had a service year of 16 to 20 and the rest were 9.1% of the teacher's service years were 21 and above.

As it was stated in the method of this research, the questionnaire was used to collect data from students. The response rate of the students was 99% (384 respondents out of 9344). The results are discussed and presented as follows: -

TABLE 3 :- BACKGROUND INFORMATION OF THE STUDENTS

No	Sample strata			Sample distribution		
	Name of school	Grade	Sex	Total population of each sampling size	Sample units of each strata	Percent
1	Adama secondary school	9-12	M	1747	72	18.8%
			F	2432	100	26%
2	Burka secondary school	9-12	M	527	22	5.8%
			F	896	37	9.6%
3	Goro secondary school	9-12	M	1596	65	16.9%
			F	2146	88	22.9%
4	TOTAL			9344	384	100%

As table 3 above shows that the study involved a total of 384 sample students and (159)41.4%) were male students while (225)58.6% were female students drawn from Adama secondary school, Burka secondary school and Goro secondary school.

4.2. Questionnaire Results

TABLE 4 :- RELATIONSHIP BETWEEN TEACHER AND STUDENTS

No	Statement of respondent	SA	A	SD	D	UD
1	There was a good relationship between teacher and students.	154(40%)	117(30.5%)	82(21.4%)	31(8.1%)	
2	Students were contumacy of teacher's arrangement.	183(47.6%)	102(26.6%)	74(19.3%)	25(6.5%)	
3	Students were disturbing each other during practical class.	113(29.4%)	174(45.3%)	79(20.6%)	18(4.7%)	
4	Students were ignoring rules during physical education practical class.	123(32%)	114(29.7%)	111(28.9%)	36(9.4%)	
5	Learners were performing tasks actively.	64(16.7%)	129(33.6%)	103(26.8%)	88(22.9%)	
6	Learner's attitude towards Physical practical class is good.	120(31.3%)	94(24.4%)	73(19%)	97(25.3%)	

The good relationship between teacher and students was analyzed as strongly agree had 154(40.1%), agree had 117(30.5%), disagree had 82(21.4%), and strongly disagree had also 31(8.1%). This paper was bold or outstanding good relationship between teacher and students in site selected secondary schools' respondents are more indicated strongly agree.

Students were contumacy of teacher's arrangement, as analyzed showed that those that strongly agreed are 183(47.7%), those that agreed were 102(26.6%), the ones that disagree were 74 (19.3%), and strongly disagreed were 25 (6.5%). In this analysis more of

respondents responded that they are strongly agree with student's contumacy of teacher's arrangement and some are agreed with students' contumacy of teachers' arrangement.

Students were disturbing each other during physical education practical class was analyzed as strongly Agree had 113(29.4%), Agree had 174 (45.3%), strongly disagree had 79(20.6%), disagree were 18(4.7%). This analysis implies that students were disturbing each other during physical education practical class.

Students were ignoring rules during physical education practical class, who strongly agreed were 123(32.0%), those that agree were 114(29.7%), the ones that strongly disagree were 111(28.9%), and the ones that disagree were 36(9.4%). This analysis shows that students are ignoring rules during Physical Education practical class when you add together those that strongly agree and those that agree.

Learners were performing tasks actively, as analyzed showed that those that strongly agreed are 64(16.7%), those that agreed were 129(33.6%), the ones that strongly disagree were 103(26.8%), 88(22.9%) disagreed. In this analysis more of respondents responded that learners were not performing tasks actively and some are agreed with doing tasks actively.

Learners attitude toward physical education practical class were good. As the analysis was concerned the respondents that strongly agreed were 120(31.3%), those who agreed were 94(24.5%), those who strongly disagreed were 73(19.0%), and the ones who disagreed were 97(25.3%). These analyses showed that most learners' attitude towards Physical Education practical class were not good....., This finding is similar with the finding of the study done in Hamda Diksis, which indicated practices and challenges of behavior management (Tegenu, 2020).

TABLE 5 :- STUDENTS RESPONSE ABOUT FREQUENCY OF TIME

No	Statement of respondent	SA	A	SD	D	UD
1	There were adequate times to master different physical activities.	21(5.5%)	38(9.9%)	237(61.7%)	88(22.9%)	
2	The time table/credit of PE was appropriate to cover portion.	18(4.7%)	72(18.7%)	169(44%)	125(32.6%)	

There was adequate time to master different physical activities -those strongly agree were 21(5.5%), those who agreed were 38(9.9%), those who disagreed were 237(61.7%), and those who strongly disagreed were 88(22.9%). This implies that there was not enough time to master different physical activities.

The time table/credit of physical education were appropriate to cover the portion; in the above table mentioned 18(4.7%) are responded strongly agree response, 72(18.7%) said to be agree, 169(44.0%) forward disagree, 125(32.6%) are strongly disagree. This implies that most of the respondents respond that the time table was not appropriate to cover the portion....,This finding is the same with study done Hamda Diksis, in which the majority 46(53%) of study participants respond as the time table of physical education were not appropriate to cover the portion (Tegenu, 2020).

TABLE 6 :- IMPACT OF STUDENTS MISBEHAVIOR

No	Statement of respondent	SA	A	SD	DA	UD
1	The actual curriculum can solve challenges of behavior management in Physical education practical class.	11(2.9%)	74(19.3%)	187(48.7%)	112(29.1%)	
2	Learners have enough awareness towards the value of PE Practical class.	63(16.4%)	78(20.3%)	142(37%)	101(26.3%)	
3	The teacher knows learner's background.	61(15.9%)	81(21.1%)	126(32.8%)	116(30.2%)	
4	Teacher demonstrates the activities during practical class.	56(14.6%)	47(12.2%)	143(37.3%)	138(35.9%)	
5	A good learning environment for Physical education practical class has been set at your school.	50(13%)	54(14.1%)	113(29.4%)	167(43.5%)	

The actual curriculum can solve challenges of behavior management in physical education practical class. Depending on these questionnaires the respondents was replays that 11(2.9%) had strongly agree, 74(21.9%) had agree, 187(48.7%) had strongly disagree, and 112(29.1%) were disagree. For the entire actual curriculum cannot solve behavior of learners in physical education practical class.,This finding is higher than study done Hamda Diksis, which indicated only 40.7% of the study participants said, the actual curriculum cannot solve behavior of learners in physical education practical class (Tegenu, 2020).

Learners have enough awareness towards the value of physical education practical class according to respondents shows analyzed information as, those who strongly agreed were 63(16.4%), those agreed were 78(20.3%), the more of that strongly disagreed

were 142(37.0%), and those that disagreed were 101(26.3%). The response here showed that most of the learners had not have awareness towards the value of physical education practical class.

The teacher knows learners background, the respondents that strongly agreed were 61 (15.9%), 81(21.1%) agreed on the statement, 126(32.8%) strongly disagreed while 116 (30.2%) also disagreed. According to the respondents' information where a majority disagreed and strongly disagreed, teacher does not know learner background.

Teacher demonstrates the activities during practical class was a statement which showed respondent 56(14.6%) strongly agree, 47(12.2%) agree, 143(37.2%) strongly disagree, 138(35.9%) were disagree. This implies that to a certain extent teacher cannot demonstrate the activities during practical class because those who strongly disagree and disagree with the statement were many from the respondents awarded.

A good learning environment for PE practical class has been Set at your school, this statement was analyzed as those respondents who strongly agreed were 50(13%), those who agree were 54(14.1%), those that strongly disagreed 113(29.4%), those that disagreed were 167(43.5%). The analysis showed that a good learning environment for physical education practical class has been set at your school relatively less than average replied agree.

TABLE 7 :- FACTOR THAT COULD STUDENTS TO BEHAVE WELL

No	Statement of respondent	5	4	3	2	1
		SA	A	SD	D	UD
1	Your teacher has been a good teaching performance in practical class of physical education.	143(37.2%)	122(31.8%)	61(15.9%)	58(15.1%)	
2	Learners were interested to learn Physical education practical class.	126(32.8%)	116(30.2%)	78(20.3%)	64(16.7%)	
3	Your Physical education teacher act as a role model during practical class.	47(12.3%)	35(9.1%)	174(45.3%)	128(33.3%)	
4	There were a competition between students to master the activities	88(22.9%)	64(16.7%)	128(33.3%)	104(27.1%)	
5	Societies have positive attitude towards physical activity.	80(20.8%)	63(16.4%)	143(37.3%)	98(25.5%)	
6	Your teacher respect sex difference during PE practical class.	183(47.7%)	102(26.5%)	74(19.3%)	25(6.5%)	

Your teacher has been a good teaching performance was analyzed as 143(37.2%) strongly agree, 122(31.8%) were agree, 61(15.9%) were strongly disagree, and 58(15.1%) were disagree. This information should imply that most of physical education teachers teaching performance were good.

Learners were interested to learn PE practical class, as the analysis were concerned the respondents that strongly agree were 126(32.8%), those who agree were 116(30.2%), those who strongly disagree were 78(20.3%), the ones who disagree were 64(16.7%). These analyses showed that most learners are interested to learn Physical education practical class.

Your Physical education teacher act as a role model during practical class to had the following analysis: -Those strongly agree were 47(12.3%), those who agree were 35(9.1%), those who strongly disagree were 174(45.3%), those who disagree were 128(33.3%) and none undecided. This analysis implies that most of physical education teachers do not act as role model during physical education practical class.

The statement, there were a competition between students to master the activities was analyzed as follows. These who strongly agree were 88(22.9%), those respondents who agree were 64(16.7%), the ones who strongly disagree were 128(33.3%), and the ones who disagree were 104 (27.1%). The analysis showed that most students do not compete to each other during physical education practical class because most of the respondents strongly disagree and disagree on the statement.

Societies have positive attitude towards physical activity responded as 80(20.8%) respondents strongly agreed, 63(16.4%) agreed while 143(37.2%) of the respondents strongly disagree, and 98(25.5%). The information showed that most the respondent's response was disagreed and strongly disagree implying that the attitude of the society towards physical education practical class is not positive., the finding of this study is similar with other study which said, of the attitude society towards physical education practical class is not positive (Luljeta, 2019).

The statements, your teacher respect sex difference during physical education practical class was analyzed as 183(47.7%) was for the respondents that strongly agree, 102(26.6%) was for the respondents that agree, those who strongly disagree 74(19.3%), the ones who disagree were also 25(6.5 %). This therefore implied that the teacher respect sex difference during physical education practical class.

TABLE 8 :- VARIOUS FACTORS TO PUSH STUDENTS TO MISBEHAVE

NO	Statement of respondent	SA	A	SD	D	UD
1	Peer pressures were force learners to misbehave.	124(32.3%)	131(34.1%)	63(16.4%)	66(17.2%)	
2	The school environment pushes learners to be misbehaved.	129(33.6%)	114(29.7%)	76(19.8%)	65(16.9%)	
3	Culture challenges to behavior management.	57(14.8%)	45(11.7%)	164(42.7%)	118(30.8%)	
4	There were enough of sport facilities in your school	64(16.7%)	73(19%)	132(34.4%)	115(30%)	
5	Teacher motivates students during Physical education Practical class.	71(18.5%)	78(20.3%)	137(35.7%)	98(25.5%)	
6	Your teacher method of teaching has been good.	81(21.1%)	26(6.7%)	164(42.7%)	113(29.5%)	

Peer pressure Peer pressures were force learners to misbehave was analyzed as strongly Agree had 124(32.3%), Agree had 131 (34.1%), disagree had 63(16.4%), and strongly disagree had 66(17.2%). This implies that peer pressure force learners to be misbehave.

The school environment pushes learners to be misbehave, as the analysis were concerned the respondents that strongly agree were 129(33.6%), those who agree were 114(29.7%), those who strongly disagree were 76(19.8%), the one who disagree were 65(37.0%). These analyses showed that the school environment does not push learners to be misbehaved. ..., the study participants in Hamda Diksis, in which 95.3% of the respondents showed that the school environment does not push learners to be misbehaved (Tegenu, 2020).

Culture challenges to behavior management to had the following analysis: - those strongly agree were 57(14.9%), those who agree were 45(11.7%), those who strongly disagree were 164(42.7%), and those who disagree were 118(30.8%). This implies as most of respond that culture challenges to behavior management.

There were enough of sport facilities in your school- the analyzed result showed that 64(16.7%) strongly agree, 73(19%) agree, 132(34.4%) strongly disagree, and 115(30%) disagree. Looking at the analysis there were lack of sport facilities.

Teacher motivates students during physical education practical class, the results showed that those who strongly agree were 71(18.5%), those who agree were 78(20.3%), 137(35.7%) strongly disagree, and 98(25.5%) disagree. Looking at the analysis it implies that the Physical Education teacher does not motivate students during practical class.

Your teacher method of teaching has been good, was analyzed as 81(21.1%) strongly agree, 26(6.8%) agree, 164(42.7%) strongly disagree on statement, and 113(29.4%) were disagree. This implies most of the teacher's method of teaching was not good.

TABLE 9 :- PRACTICAL CLASS TEACHING LEARNING PROCESS

No	Statement of respondent	SA	A	SD	DA	UD
1	Students were wear sport wears properly during PE practical class.	33(8.6%)	45(11.7%)	176(45.8%)	130(33.9%)	
2	Learners follow attentively when the teacher demonstrates how to perform the activities.	60(15.6%)	92(24%)	129(33.6%)	103(26.8%)	
3	There were sufficient materials available in your school to PE practical class.	87(22.6%)	63(16.4%)	120(31.3%)	114(29.7%)	
4	Your school has been standardized sport playground.	89(23.2%)	48(12.5%)	134(34.9%)	113(29.4%)	

Students were wear sport wears properly during Physical education practical class, the analysis showed that 33(8.6%) of the respondents strongly agree,45(11.7%)agree, 176(45.8%) of the respondents strongly disagree, and those whodisagree130(33.9%). According to the results analyzed the respondents showed that most of the students have not wear sport during physical education practical class.

The statements, learners follow attentively when the teacher demonstrates how to perform the activities was analyzed as 60(15.6%) was for the respondents that strongly agreed, 92(24%) was for the respondents that agreed, those who strongly disagreed 129(33.6%), the ones who disagreed were also 103(26.8 %). Therefore it implied that for more of the respondents respond that students were not follow attentively when the teacher demonstrates the activities.

There were sufficient materials available in your school to Physical education practical class, here the analyzed that showed that 87(22.6%) strongly agree, 63(16.4%) agree, 120(31.2%) disagree, 114(29.7%) strongly disagree and none was undecided. Basing on the analysis, it shows that majority of the respondent's response that there were not sufficient materials available to physical education practical class, this finding is somewhat similar with study done in Hamda Diksis which indicated, there were not sufficient materials available to physical education practical class (Tegenu, 2020).

Your school has been standardized sport play ground, the results showed that those who strongly agree were 89(23.2%) , those who agree were 48(12.5%), 134(34.9%) disagree, and 113(29.4%) strongly disagree. Looking at the analysis it implies that there were not standardized sport play ground in schools.

TABLE 10 :-ACTION TAKEN BY TEACHERS TO WRONG BEHAVIORS

No	Statement of respondent	SA	A	SD	DA	UD
1	Your teacher were discuss on issues with misbehave students.	63(16.4%)	98(25.5%)	141(36.7%)	82(21.4%)	
2	Your Physical education teacher were give physical work for misbehave students.	138(35.9%)	140(36.5%)	59(15.4%)	47(12.2%)	
3	Your Physical education teacher were calling parents of misbehave students and discuss with them.	74(19.3%)	56(14.6%)	163(42.4%)	91(23.7%)	
4	Your Physical education teacher register name of misbehave students on black list of the school.	52(13.5%)	68(17.7%)	121(31.5%)	143(37.3%)	

Your teacher were discuss on issues with misbehave students, the results showed that those who strongly agree were 63(16.4%), those who agree were 98(25.5%), 141(36.7%) strongly disagree, and 82(21.4%) disagree. Looking at the analysis it implies that the Physical education teacher were not discuss on issues with misbehave students.

Your physical education teacher were give physical work for misbehave students, here the analyzed showed that 138(35.9%) strongly agree, 140(36.5%) agree, 59(15.4%) strongly disagree, and 47(12.2%) disagree. So, based on the analysis above physical education teachers were giving physical work rather than advising misbehaving students.

The statement, your physical education teacher were calling parents of misbehave students and discuss with them was analyzed as follows. These who strongly agree were 74(19.3%), those respondents who agree were 56(14.6%) , the ones who strongly disagree were 163(42.4%) and , the ones who disagree were 91(23.7%). The analysis showed that most physical education teachers do not calling parents of misbehaving students and discuss with them.

Your physical education teacher register name of misbehave students on black list of the school, the analysis showed that 52(13.5%) of the respondents strongly agree, 68(17.7%) agree, 121(31.5%) of the respondents strongly disagree, and those who disagree were 143 (37.3%). According to the results analyzed the respondents showed that physical education teacher do not registered misbehave students on blacklist of the school., the finding of this study is similar with other study which said, physical education teacher do not registered misbehave students on blacklist of the school (Tegenu,2020).

4.3. Analysis of field observation

TABLE 11 FIELD OBSERVATION RESULT OF TEACHER'S PERFORMANCE PRACTICAL CLASS

N o	Items observed	Very good	Good	Sufficient	Insufficient
1	Skills of the teachers		X		
2	Ways of giving instruction and demonstration			X	
3	Ability of the teacher to stay students on tasks			X	
4	The teacher way of handling the students				X

The table 11 above shows the field observation result of the teacher's performance ability during the practical class of physical education. Accordingly, as the researcher observes three consecutive practical class, the teacher skills of teaching was good and his ways of giving

instruction and demonstration ability was sufficient and similarly his ability of staying students on tasks also sufficient and the way of handling the students was insufficient. Therefore, the field observation result indicates that the teacher's ability to handle students in the practical class was insufficient; this also has an impact on the students misbehaviors reflected in the field.

To summarize the field observation result discussed above, the field observation check lists were used in the practical class, by the researcher for eleven consecutive periods for each lesson. Accordingly, the observation result is not far from the result obtained through questionnaire from the students, for instance the misbehaviors such as being late, conflict, failure to bring necessary materials and disturbing each other are the highly committed wrong behavior in the practical class and doing unrelated task and absentees from practical class were the medium occurring misbehavior while practical class were provided. In addition to these, in relation to accessibility of resources the availability of teaching materials and availability of play ground in the field practice also observed as insufficient. There is also a gap observed in the teacher behavior management skills of the students in the practical class.

TABLE 12 FIELD OBSERVATION RESULT OF AVAILABILITY OF CLASS

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

As table 12, above shows the field observation result of practical class about the challenges of behavior management in physical education. Accordingly, the availability of teaching materials, while this observation was carried out, was insufficient and similarly, the availability of playground also insufficient. Moreover, the use of lesson plan and student's well as teachers sport wear were insufficient and sufficient respectively. So that from the

observation result one could infer that, the insufficient accesses of teaching materials and play ground in the practical class of physical education have an impact on the students misbehave towards physical exercises.

4.4. Analysis of school principals and teachers' interview

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

- ❖ Lack of awareness to the subject;
- ❖ Lack of attractive sport materials in the school
- ❖ Lack of interest to learn Physical education practical class; and no attention to the subject
- ❖ The school principals suggested solution for the problems of students' misbehavior include: The teachers and students should establish the field rules at the beginning of the year;
- ❖ The concerned bodies should pay attention to the subject;

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

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

The “main objective of this research was to investigate challenges of behavior management in physical education practical class in Adam a city secondary school. In order to carry out the study, a descriptive survey was with quantitative and qualitative approach was adopted. To collect, the required information different instruments of data gathering including questionnaires, interview and field observation were used. The sample populations were students, PE teacher and the school principal. And the data collected was analyzed through using the qualitative and quantitative instruments, that means the qualitative data was organized and arranged in to similar and different ideas, opinion, attitude and perception and analyzed accordingly and the quantitative data was organized and using analytical procedures and statistical tools such as table, percentage and frequency.

Accordingly, the findings of this study are:-

- ❖ There was lack of ground rules during physical education practical classes,
- ❖ There are different behaviors during physical education practical classes in all schools of the study.
- ❖ Different misbehavior encountered were displaying gang symbols, not following directions, and others.
- ❖ And as causes of behavior problem seeking attention, desire for power, looking for revenge, lack of self-confidence, physiological factors, school environment.
- ❖ This misbehavior affects teaching and learning process.
- ❖ As a managing problem behaviors challenge effective communication between teachers and students, strong listening skill, poverty, family factors, technology, bullying student attitudes and behaviors, and parent involvement.
- ❖ As behavior management strategies build a positive relationship with students, create safe, orderly, predictable and positive environment, coach and supervise students on a continual basis, organize and using effective teaching strategies.

- ❖ There were a lack of Physical education teaching materials and sport play ground in Adama city secondary school.
- ❖ The family do not gave attention to the Physical education practical class and not fulfill enough essential equipment for physical education activities, as a result students do not show appropriate behavior in the field.

5.2. CONCLUSION

As the study finding indicates there are various behavior reflected by misbehavior students in the practical class of physical education in Adama city secondary schools.

Among the misbehaviors identified in the study area reflected by students are doing unrelated tasks while Physical education practical class, being late in the practical class, disobedience of teacher order to ignoring rules and disturbing others student, making conflict and absenteeism, and failure to bring necessary sport wears therefore due to the prevalence of these misbehaviors at the practical class of physical education learning times was wasted, teacher was not motivated to each effectively the student who need to learn were disturbed.

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

5.3. RECOMMENDATION

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

- ❖ Teachers are expected to organize and implement instruction in ways that optimize student's access to learning and use group behavior management methods that encourage students' engagement in academic tasks.
- ❖ Much attention should be taken to promote the development of students' social skills and self-regulation, and using appropriate interventions to assist students with behavior problems.
- ❖ It should be possible to make teaching and behavior management compatible to the human nature of students and suggesting the behavior problems.
- ❖ The teacher should maintain his position as a leader and project an image of confidence and maturity that students can respect.
- ❖ The school and concerned bodies should provide sport field/playground/, buy essential materials, build available water supply and build cloth changing room.
- ❖ The school should create a good relationship with parents and give them awareness about students' academic performance, participation in school clubs, the importance of sport activities in relation to health and their future lifestyle.
- ❖ Counseling committee should be organized to advice the students always on the issue of participation on the physical education practical class.
- ❖ The awareness that considers misbehavior and low achiever students' incapable of performing physical activities as other do as a consequence of which, low expectation of teachers, peers and they themselves lowering their performances of participation in physical education and sport activities. Therefore, this perception should be change.
- ❖ Based on the significance of the subject, the concerned bodies particularly Ministry of Education should discuss curricular designers in order to allot additional period and about examination for the subject in order to behave in a good manner and all students would participate actively on the practical class.
- ❖ The teacher who teaches physical education should be highly interest to teach and share important concepts appropriate time.

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APPENDEXES

APPENDIX A

Questionnaire for Students

Dear Student

I am conducting a study on the “**Challenges of behavior management in physical education practical class in Adama city secondary schools.**” Hence, this questionnaire is pre pa re d t o elicit information from students. The purpose of this questionnaire is to obtain information about the challenges of behavior management in physical education practical class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Directions

☐ please tick your choice and fill the appropriate answers if the questions require written responses.

☐ Dear respondent upon completing this questionnaire, you are kindly requested to return it to the researcher.

☐ writing your name is not necessary.

Section I. Background Information

1. School Name: - _____

2. Sex: - A. Male B. Female

3. Age: - A. 14-15 B. 16-17 years C. 18-19 years D. 20 and above

Section II. Questions

SA = strongly agree, A = agree, SD = Strongly disagree, D = Disagree and UD = Undecided

No	Statement of respondent	SA	A	SD	D	UD
1	There was a good relationship between teacher and students.					
2	Students were contumacy of teacher's arrangement.					
3	Students were disturbing each other during practical class.					
4	Students were ignoring rules during physical education practical class.					
5	Learners were performing tasks actively.					
6	Learner's attitude towards Physical practical class is good.					

Students Response about the frequency of time to physical education practical class

No	Statement of respondent	SA	A	SD	D	UD
1	There were adequate times to master different physical activities.					
2	The time table/credit of Physical education was appropriate to cover portion.					

Impacts of student's misbehavior in Physical Education practical classes affect the teaching learning process

No	Statement of respondent	SA	A	SD	DA	UD
1	The actual curriculum can solve challenges of behavior management in PE practical class.					
2	Learners have enough awareness towards the value of physical education Practical class.					
3	The teacher knows learner's background.					
4	Teacher demonstrates the activities during practical class.					
5	A good learning environment for Physical education practical class has been set at your school.					

Students Response about the factors that could help them to behave well in the practical class of Physical Education

No	Statement of respondent	5	4	3	2	1
		SA	A	SD	D	UD
1	Your teacher has been a good teaching performance in practical class of physical education.					
2	Learners were interested to learn Physical education practical class.					
3	Your Physical education teacher act as a role model during practical class.					
4	There was a competition between students to master the activities					
5	Societies have positive attitude towards physical activity.					
6	Your teacher respect sex difference during PE practical class.					

Students Response about the various factors that push them to misbehave while Physical Education practical class

NO	Statement of respondent	SA	A	SD	D	UD
1	Peer pressures were force learners to misbehave.					
2	The school environment pushes learners to be misbehaved.					
3	Culture challenges to behavior management.					
4	There were enough of sport facilities in your school					
5	Teacher motivates students during PE Practical class.					
6	Your teacher method of teaching has been good.					

Students Response requirements to Physical Education practical class teaching learning process in the study school

No	Statement of respondent	SA	A	SD	DA	UD
1	Students were wearing sport wears properly during PE practical class.					
2	Learners follow attentively when the teacher demonstrates how to perform the activities.					
3	There were sufficient materials available in your school to Physical education practical class.					
4	Your school has been standardized sport playground.					

Students Response about the actions frequently taken by the Physical Education teacher when wrong behaviors committed by students during practical class

No	Statement of respondent	SA	A	SD	DA	UD
1	Your teacher was discussing on issues with misbehave students.					
2	Your Physical education teacher was giving physical work for misbehave students.					
3	Your Physical education teacher was calling parents of misbehave students and discuss with them.					
4	Your Physical education teacher register name of misbehave students on black list of the school.					

APPENDIX B

Observation Checklist

This checklist was prepared to gather information about challenges of behavior management in physical education practical class in Adama city. The focus areas of the observation include the availabilities, the degree of conformability of the facility and equipment.

Date_____ Woreda_____

School_____ Grade_____

Observation beginning time _____

Observation ending time_____

Item	Very High	High	Medium	Low
Student Interest to learn PE practical class				
Doing their exercise				
Large class Size				
Discipline problem in the PE practical class				
Shortage of facilities				
Lack of teacher interest				
Teacher lesson preparation				
Talking without permission				
Distribution others in the PE practical class				
Demonstration of skills				

APPENDIX C

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

Thank you very much in advice

I. Personal Information

a) Sex: _____

b) Age: _____

c) Educational Back Ground _____

II. Interview guideline Questions

1. What are the perceived misbehaviors of students in physical education practical class?
2. What practical behavior management strategies are used in physical education practical class?
3. What are the causes and related factors imposed the students to be misbehaved?
4. How do responsible bodies create productive learning environment to their student?
5. What kind of method does the teacher use to control his student or misbehaved learner?
6. What do you recommend or suggest the solutions to improve student misbehaved?
7. How much do you facilitate the teaching-l earning condition to reduce misbehavior of students during physical education practical class?
8. Are there available facilities like dressing room, gymnasium, materials stores, playgrounds etc. in your school to practice and solve the problem related to Physical education practical class

9. How much you support your school physical education teachers with budget and idea to solve the challenges of behavior management in Physical education practical class?
10. Do you give me some idea about curriculum design and the practice of Physical education subject in secondary school?
11. Please list down some of the possible solution for problems concerned during practice of Physical education in your school?