

Assessing Physical Education Tutor's Competencies in Managing Student Classroom Behaviour – A Study in the Colleges of Education in the Northern Regions, Ghana

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Abstract: The research study was conducted to find out how professional physical education teachers use their content knowledge on managing students' behaviour in practical physical education lessons in the 10 colleges of education in the northern regions. The research study employed the descriptive observational and survey methods to collate results for discussions and recommendations by the use of duration recording instrument and open-ended questionnaires to physical education teachers. The research covered levels 100 to 300 in each college which constituted a sample population of eight hundred and forty (840) from 10 classes that were selected randomly for the students' behaviour management observation. All 13 teachers responded to open ended questionnaires while 8 of them taught for observation on some managerial episodes, namely Game, Roll taking, Waiting, Lateness, and Disperse. The simple random sampling technique was used to select the classes for observation for data collection. The results revealed that physical education teachers use managerial techniques to manage their student behaviours in the class. However, it came to light that some few physical education teachers do not conduct roll call on their students to check absenteeism. It was obvious that teachers spend appreciable time on class management. It is recommended that further research study could be carried out on the conduct of physical education teachers towards the management of practical physical education lessons.

Keywords: Content knowledge, behavior management, game, level, physical education.

1. Introduction

The ultimate aim of teaching is to bring about a relative permanent behavioural change in students or pupils in the classroom. What brings about this relative permanent change in students or pupils is the content knowledge of the educational curriculum. Teachers, therefore, must have good content knowledge and use it to bring about the needed behavioural change. Contributing to this, Creasy et al, (2012) posited that Pedagogical Content Knowledge (PCK) is relevant to understanding the factors that contribute to high-quality teaching behaviours. However, class management has an indirect influence on behavioural change of the students. In

support of this, Grube (2019) states that

"Using signaling, cues, rhythms, signs, symbols or actions are ways to help gain the attention of students" (Grube, 2019, pg. 3).

To achieve the relative permanent change in students or pupils, teachers must have good managerial skills in order to become effective teachers. The term classroom management covers the whole spectrum of management issues that a teacher has to contend with in his classroom. Classroom management can be defined as

"All of the things that a teacher does to organize students, space, time and materials so that student learning can take place" (Wong & Wong, 2009).

The way a teacher manages all the different aspects of classroom will have a powerful influence on how effectively the children learn and also on how well they behave. One of these is the knowledge of how to manage students' behaviour during practical physical education lessons. Managing the classroom environment is the responsibility of every teacher. The way a teacher manages his classroom will dictate the stress he may pass through, his pupils' achievement, behaviour and the tone of the class. According to Rink (2014), management is very important in that good managers can seek and maintain student engagement in the content of the lesson. The teacher is, therefore, put in the position to maintain appropriate behaviour by creating a positive environment for learning (Grude, 2018).

Classroom management and content knowledge are paramount to teaching and must be held as such in teaching. This implies that for teachers to bring relative permanent behavioural change in students or pupils; they must have high content knowledge in the subject and the needed classroom managerial skills. These managerial skills need to go hand in hand with the content knowledge of the teacher to accomplish this behavioural change in students.

According to Grube (2018), a well-managed classroom has a task system of protocols and routines that structure the environment and maximize time for learning. Misbehavior, as

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Doyle (1986) contends,

“Is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behavior held by the teacher, the students, or the school's staff” (Doyle, 1986; p. 396).

Rink (2014), opine that the very focus of every physical educator today is to maximize students' activity time and do away with unwanted management time. He stated again that it is surprising that only about a third instructional time in physical education class is allocated to students' engagement. He also indicated that there is inefficient use of time by physical education teachers in classroom.

A. Statement of the Problem

For a practical physical education lesson to be successful, two aspects of teaching must be considered. First is the content knowledge of the skill or major unit that is to be taught and second is how the teacher manages the students based on their behaviour. There are several schools of thought about how teachers should manage their classes.

On improving student behaviour management in class, there are a number of techniques for dealing with classes a day-to-day basis. Rules are clearly posted and consequences are clear to comprehend. Behaviour games and contacts require a greater amount of teacher monitoring and should be used only when necessary (Pangrazi and Dauer, 1992). From what Pangrazi and Dauer said, we can confidently say that classroom rules and routines need to be developed with students and posted in the class for students to read and understand the consequences involved when a rule is broken. However, there is dearth of knowledge on how colleges of education in the northern regions of Ghana manage their practical physical education classes to maximise contact time with students. The researcher after conducting a similar study on class management by physical education teachers in Senior High Schools (SHSs) in the Techiman Municipality recommended that;

1. Further studies could be carried on a larger sample population since the study was restricted to only the Senior High Schools in the Techiman Municipality.
2. Further research could be conducted to unearth the reason why physical education teachers do not conduct roll on their students during practical lessons.

It is against this background that the researchers tried to carry a similar study on a larger population and concentrate on whether teachers in colleges of education conduct rolls during practical physical education lessons in the northern regions of Ghana.

B. Purpose of the Study

The purpose of teaching is to bring about a relatively permanent change in the students of which the content knowledge of the teacher is paramount. But student behaviour management which has an indirect link to the content taught is needed to bring about this relative permanent change in the students. Pangrazi. and Darst (1985) confirmed that teachers need to identify rules with their students to make the students

learn these rules and practice them to make instructions in the class flow freely from one segment to the other. The purpose of the study was to identify how professional physical education teachers in colleges of education manage their classes in Ghanaian colleges of education and to unravel whether physical education teachers do conduct roll on their students in their lessons. These teachers are those with various degrees, either Master of Education (M. Ed), Master of Philosophy (M. Phil) or Doctor of Philosophy (PhD) in physical education and already acquired the content knowledge of the subject through their training in the universities.

C. Significance of the Study

It was the researcher's view that this study would help to come out with the link between content knowledge and student behaviour management of the physical education teacher of his or her students in the class in colleges of education and identify ways of managing student behaviours in the physical education class. Thus, to come out with the various approaches used by physical education teachers to manage their students' behaviours in their practical physical education class. Identify the mechanisms that are necessary to be put in place to check student behaviours and whether the teachers conduct rolls in practical physical education lessons in their classes. These mechanisms would help other teachers to manage their lessons as necessary as possible.

D. Objectives

The objectives of the research project were to:

- 1) Identify the link between content knowledge of student behaviour management in practical physical education lessons.
- 2) Examine how student behaviours are managed in the practical physical education lesson.
- 3) Establish mechanisms and whether physical education teachers conduct roll to manage student behaviours in a practical physical education lesson.

E. Research Questions

- 1) What is the physical education teacher's content knowledge of student behaviour during practical physical education lesson?
- 2) How do the physical education teachers use the content knowledge of student behaviour during practical physical education lessons?
- 3) What are the best practices in dealing with students' behaviour during practical physical education lesson?

2. Literature Review

A. Physical education teacher content knowledge on student behaviour management during practical physical education lessons

Foutz (2005) said that,

“Effective classroom management begins with the teacher. The teacher must plan so that the students will be able to meet their learning and behaviour objectives” (Foutz., 2005, p. 3).

This implies that the teacher is a manager of the class. The

teacher's plans lead to student's behaviour objectives achievement. Moreso, good planning leads to better delivery of content and understanding by students. According to Hill (2003), an integral aspect of classroom management is discipline; Discipline is an instrument that molds, shapes, corrects and inspires appropriate behaviour. And that indiscipline is a misbehaviour, which students intentionally exhibited and such should be punished.

Good planning leads to better delivery of content and understanding by students. According to Hill (2003), another aspect of classroom management is discipline; Undesired student behaviors are often referred to as student misbehaviour. Teachers try to do away with student misbehaviour to create a well-managed classroom where classroom interaction, affect and immediacy are high and discipline problems are reduced [(Richmond, Wrench & Gorhan, 2009) & (Hill, 2003)].

Education aims to rehabilitate undesired student behaviors as well as to help students gain positive behaviors (Özer, Bozkurt & Tuncay, 2014). Also, Mayeski (2005) said

"Creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students. In that regard the role of the teacher as leader is also very crucial" (Mayeski. 2005, p.1).

In addition to creating a conducive classroom environment for successful delivery of teaching, Fazalurl, Nabi, Abdul, Ajmal, and Saeed (2010), quoted Solis (2005, p.1) that

"Ideally, classroom management should be a common understanding between the teacher and the student. It should be an agreed upon model that everyone abides by" (Fazalurl., Nabi., Abdul., Ajmal., and Saeed. 2010, p. 97).

From Fazalurl, Nabi, Abdul, Ajmal, and Saeed there should be a behaviour contract between the teacher and the students. Teachers should include students in formulating rules and routines for their classes which the teacher was taught in the university. On dealing with behaviours that do not link directly to the content to be delivered in the lesson, Siedentop and Deborah (2000), emphasize that

"Effective management of transitions is the best place to save overall management time and also likely to be the best way to increase chances for disruptions behaviour that occurs during 'dead times' in class. Well-managed transitions also send a clear message to students that what happens in physical education is important and requires their attention, cooperation, and enthusiasm" (Siedentop. and Deborah. 2000. P. 259).

The teacher knowing this will help him/her to maximise contact hours or minutes to teaching students.

B. The use of teacher content knowledge on student behaviour during practical physical education lessons

Pearson Educational Development Group (2006) viewed that one key factor to removing behavioural problems in the class is to promote positive behaviour before problems arise. According to this group, teachers need to prepare for the lesson to be taught before getting into the classroom. That is teachers need to be proactive in all their dealings in the teaching process. On promotion of rules and routines in the classroom, Brophy

(2006), has it that

"Classroom rules and routines are established, strategies to acknowledge and encourage students' appropriate use of these rules and routines must be incorporated into the classroom management plan. Arranging consequences in order to increase desired behaviour is a critical component of effective classroom organization and management. A large number of behavioural strategies are effective" (Brophy, 2006, pg. 43).

For effective organisation and management as indicated from Brophy, physical education teachers must have behaviour contracts with their students to reduce misbehaviour in the class. Student knowing the consequences of behaviour helps to manage the class. There should be a variety of strategies of managing students' behaviours. That is the teacher must be versatile in all his/her managerial approaches. Moreover, a teacher who is not proactive or prevention-oriented will increase student misbehavior in the classroom (Beazidou et al., 2013). And if this is done, the teacher could spend more time on teaching the content instead of dealing with student misbehavior (Henley, 2010).

Physical education teachers must have diverse skills that are adaptable to different settings in teaching physical education lessons (Cothran & Kulinna, 2007). That is, the physical education teacher must have very good knowledge in handling students in different settings in his/her class. To be a good physical education teacher (Ryan & Mendel, 2010), say that whether indoors or outdoors, physical education classes normally have a challenge of having high levels of noise that negatively affect student learning and teacher health. Therefore, as a physical education facilitator, you must have good knowledge of the environment to which you are going to deliver and prepare as such. The physical education teacher back in the university learned that principals and headmasters accept that, physical education lessons can accommodate any number of students and this was supported by (Bevans, Fitzpatrick, Sanchez, Riley, and Forrest, 2010).

C. The best practices (ie roll taking) in dealing with students' behaviour during practical physical education lessons

On the issue of best practices of managing students' behaviour in practical physical education lesson, Fazalurl (2010) say, it is ideal that classroom management should be a common contract between the teacher and the student everyone abides by.

Managing physical education classes need a lot of management strategies in order to maximize students' chance of learning by arranging the space, lesson time, and resources (Powell, 2014; Sieberer-Nagler, 2015). Equally, physical education class, not like other subjects, involves a lot of activities and movement to be conducted in a large open space such as field, more equipment, and more lesson time (Bevans et al., 2010). Besides, motivation in teaching is critical to having a physical education lesson ((Cothran and Kulinna, 2015; UNESCO, 2015).

The importance of roll call taking in physical education cannot be overruled in physical education class management (Wisconsin Department of Public Instruction, Active PE

minutes). The same department outlines several strategies and importance of conducting roll calls in physical education classes. On importance of roll call, it has it that;

Roll call is considered Management time: Other Management tasks in physical education include; 1) preparing the environment, 2) getting students' attention, 3) teaching and organizing class formations, 4) organizing groups or teams, and 5) adapting to interruptions. A fast, effective roll call system gets class started on the right track. An effective roll call should take only one or two minutes at the most. Time spent in roll call reduces the learning time for students; therefore, efficient use of time is essential. When too much time is taken for roll call, students become bored and discipline problems may arise (Wisconsin Department of Public Instruction, Active PE minutes, pg. 3).

Strategies from the department include;

- Numbers or Spots—Students stand or sit on a number or spot.
- Squads—A leader is selected and each day the leader reports who is absent.
- Student Check-In—Students check-in as they enter the gymnasium by signing their name and time of entry or by checking in with the teacher or by handing in an assignment or by removing their name tags from a board or a box and placing them in a specified location or wearing them until you learn their names (tags must be safe for activity). Those remaining are absent.
- Silent Roll—The teacher or teacher's aide takes roll silently while students are participating in activity.
- Oral Roll—The teacher calls out a student's name and listens for a response.

There are several textbooks for the teacher educator in the field which are guides to work with (Darst, Pangrazi, Sariscsany, & Brusseau, 2012; Sieberer-Nagler, 2015), Graham, Holt-Hale, & Parker, 2009; Pangrazi & Beighle, 2013; Rink, 2010; Siedentop & Tannehill, 2000). These scholars have enumerated full descriptions of the steps and strategies teachers should adopt to manage their physical education lesson. For example, Rink suggested a lot of needed routines related to various forms of management: the locker room (e.g., what to wear, time allowed for dressing), before class (e.g., attendance, what to do when entering the gymnasium), when giving the lesson (e.g., boundaries, equipment, stop/start signals), and at end of lesson (e.g., cleanup, leaving the gym) with each of these categories having multiple considerations within it. Graham and co and Pangrazi and Beighle offer specific game ideas to teach basic rules and routines to young students.

3. Methodology

The research design was a descriptive type which studied the content knowledge of physical education teachers on student behaviour management. The research was carried out under the descriptive type of research. The simple random sampling technique was adopted to select classes in the colleges of education in the northern regions; Tamale College of Education, Tamale, Bagabaga College of Education, Tamale,

Gamabga College of Eduaction, Gambaga, E. P. College of Education, Bimbilla, Tumu College of Education, Tumu, McCoy College of Education, Kaleo, St John Bosco College of Education, Navrongo, St Vincent College of Education, Yendi, Nusrat Jahan College of Education, Wa and Gbewaa College of Education, Pusiga. Levels hundred, two hundred and three hundred students were used for this research in the ten (10) colleges of education in the northern regions of Ghana. Out of these levels, one class was selected from the levels for the 10 observations making 10 classes in all. One 'yes' and the rest being 'no' were placed in an opaque container for the captains from each level to pick. The 'yes' classes were considered while the 'no' classes were not considered. In total eight hundred and forty (840) subjects were selected from a targeted population of over ten thousand, seven-hundred and sixty (10,760) students in the nine colleges of education in the northern regions. The study employed purposive sampling technique to select physical education teachers who possess Master of Education degrees (M. Ed), Master of Philosophy (M. Phil) and PhDs in physical education. The data was collected by the use of a duration recording instrument for some managerial episodes (Game, Roll taking, Waiting, Lateness, and Disperse) and through open ended questionnaire of 15 questions in all. The first 5 were on research question 1, second 5, for research question 2 and the last 5 for the research question 3. The discussions and presentation of results were based on frequency count and percentages.

4. Discussions and Presentation of Results

A. Research Question One (1)

What is the physical education teacher's content knowledge of student behaviour during practical physical education lesson?

Discussions was based on some managerial episodes in practical physical education lessons (game, roll taking, waiting, lateness, and disperse) and responds from respondents based on an open-ended questionnaire to professional physical education teachers who hold various degrees in physical education, ranging from M.Ed. to PhDs. The following findings were made and discussed. From the forgone observation and responses from respondents, we can draw some findings for the content knowledge of the physical education teacher of student behaviour management during practical physical education lessons on the total time spent by students on actual practice or learning the skill was 72.25%, indicating an above average time for skill acquisition. Though 15.00% was on waiting, this is quite significant a time students could spend on waiting for instructions from teachers instead of practicing a skill. Students also spent 3.66% of the class time for reporting late to classes which could be the time students used to change for the lessons since they cannot go for practical physical education lessons in their school uniforms but in physical education kits. Students spent 9.09% of their time on disperse where they moved from one area to a gathered format or to a disperse format. Meanwhile only 8 out of 13 teachers whose lessons were observed did consider conducting roll to check absentees or

lateness to class. It is possible some of the students' regular absentees or habitual absentees but the 5 teachers ignored this totally. There could be another research on why this particular episode (lateness) was ignored by the 5 physical education teachers.

Conclusions could be drawn that 100% of the teachers said students could come to class late, 81.29% spend 5 minutes to come to class late, 15.00% could report late for class in 10 minutes, and 3.71% also confirmed 15 minutes late to class by students. All (100%) physical education teachers approved of punishing latecomers to class. Also, all respondents approved on the fact of allowing latecomers to take part in class activities and gave out some punishments after the lesson. These include Jogging, Spot running, lying on the floor, Weeding and Press-ups. The type of punishment suggested by the teachers indicates that punishment is, indeed, good in teaching to cattail misbehaviours in the class.

B. Research Question Two (2)

How do the physical education teachers use the content knowledge of student behaviour during practical physical education lessons?

From the various responses from the questionnaire, the following confirmations could be made on how physical education teachers use their content knowledge on practical physical education lessons. The responses from the respondents indicated that practical physical education class should be held in the morning as this represents 100% as no respondent went in for afternoon or evening representing 0%. Teachers at the same time use students to demonstrate in time of need during practical physical education lessons. This represents 100% indicating that all physical education teachers use their good students in demonstration in practical physical education lessons. In a whole, this goes to confirm the usage of the content knowledge of the teacher gotten from the teacher preparatory phase at the University and apply it on the field of practice.

Reliable conclusions could be drawn respondents that the practical knowledge of the physical education teacher is been applied in order to manage their classes well. All the responses enumerated as forms of why students should be used for demonstration confirm the use of content knowledge on class management in a practical physical education lesson. Some of the responses were not in line with the research question (2). It could be a mistake of the researcher for not putting the question to the understanding of the respondents. This portion was therefore not analyzed. It could be concluded that the various points enumerated by the respondents go a long way to motivate students to take part in class. Including students in the class activities brings everyone in the class on board to bring about good class management.

C. Research Question Three (3)

What are the best practices (especially roll call) to dealing with students' behaviour during practical physical education lesson?

The following finding or observations were made from the respondents on the best practices of dealing with students'

behaviour management during practical physical education lessons. Conclusions could be drawn that 91.65% of physical education teachers use set routines while 8.35% do not have set routines for their classes. Several reasons were enumerated as basis of setting class routines for practical physical education lessons. We can also infer from that 91.65% of physical education teachers in colleges of education in Ghana use their students in managing their classes while 8.35% indicates non usage of students in class management. The 91.65% of the use of students in class management is observation came out with the use of the duration recording instrument. It came to light that 8 out of 13 teachers, representing 3.66% conducted roll on his/her class for all observations made. It was found that well behaved students could be useful to conducting roll call as confirmed by the respondents. We could also make confirmations that the physical education teachers have enumerable measures to manage their classes as a lot of these measures were mentioned like putting up class routines and calling students by their names.

5. Findings

The researcher used duration recording instrument to observe some managerial episodes and as well used open ended questionnaire for respondents to respond to. The research, though was for all physical education teachers in Ghana, the research study was limited to colleges of education in the northern regions of Ghana. All physical education teachers in the 10 colleges in the northern regions were involved in the research. All questionnaire sent to respondents were retrieved by the researcher to the 13 teachers.

Summary of the main findings:

The following findings were made.

- Physical education teachers spend 72.25% of their class time on skill practice or game play.
- Students spend 15.00% on waiting for instructions from teachers.
- Students come for practical physical education late which represents 3.66%.
- Students spend 9.09% of the time for a lesson on moving from a gathered or a dispersed format to dispersed format and vice visor.
- All teachers confirm that some students come for practical lessons late.
- 81.29% teachers said students spend 5 minutes late to come for a lesson.
- 15.00% teachers responded 10 minutes late for students coming for practical lessons.
- 3.71% teachers also responded 15 minutes late for students coming to practical lessons late.
- All teachers accepted that latecomers for practical lessons be allowed to take part in lessons.
- All teachers said latecomers should be punished.
- Some physical education teachers do not conduct roll on students during practical physical education lessons.
- All practical lessons should be held in the morning.

- Students can be used to demonstrate in the class.
- Teachers need to motivate their students to minimize misbehaviour.
- 91.65% of physical education teachers approved on the usage of class routines.
- 8.35% of teachers did not approve on the usage of class routines.
- All teachers responded on taking class roll during lessons.

6. Conclusions

These conclusions were made:

The study came out that physical education teachers in colleges of use 72.25% of the total time allotted to their lessons on game and skill practice which is much encouraging. It was also revealed that physical education teachers do spend approximately 27.75% on class management which must be reduced to the barest minimum. It could be concluded that time spent on lateness was 3.799 minutes out of 120 minutes per period for practical lessons which is averagely better. It further came to light that most physical education teachers have set routines for their classes while only few responded with no routines for their lessons. It was also obvious that most physical education teachers use various means of managing their classes which they learnt from the teacher preparatory phase at the University.

Recommendations:

After critically studied and analysed the data gathered on the topic, the researcher, therefore, saw it necessary to come out with the following recommendations aimed at improving on the way physical education teachers could manage their practical lessons.

- The physical education teachers need to put much managerial mechanisms that will enable them to reduce much time on managing students' behaviour in order to increase game or skill practice from 72.25% to much better percentage.
- Effective class management implies that the teacher puts all managerial episodes in control all the time, before and during lessons. Inferring from this, physical education teachers need to delegate part of their managerial duties to some of the students who he/she knows are good to perform such duties for him/her even before the lesson begins.
- The current level of some physical education teachers, not setting routines for their class, must be reduced to the barest minimum in order to maximize discipline in their lessons.
- It is, as well, recommended that practical physical education lessons should be held in the morning to reduce absenteeism on the part of the students since most of them dislike the scorching sun in the afternoon.
- It could be further recommended that appropriate punishments be meted out to misbehaved students in order to bring discipline in the class.

Recommendation for further studies:

Since research study is to solve a problem from an iota of a larger problem, mistakes are bound to take place. The following recommendations are, therefore, made for further studies.

Further research could be conducted to unearth;

- The reason why physical education teachers in the Senior High Schools (SHSs) do not conduct roll call on their students during practical lessons unlike their counterparts in the colleges of education.
- The causes for physical education teachers spending appreciable time on class management. Thus 27.75% instructional time is spent on class management.

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