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EFFECTIVE CLASSROOM MANAGEMENT SKILLS IN PHYSICAL
EDUCATION FOR STUDENT PARTICIPATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Kinesiology

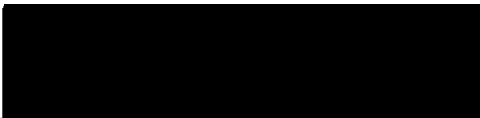
by
Bethel Lisa Trice
March 2009

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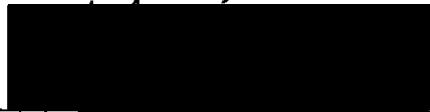
A Project
Presented to the
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by
Bethel Lisa Trice
March 2009

Approved by:



Hosung So, First Reader



Stephen Kinzey, Second Reader

03-30-09
Date

ABSTRACT

One of the vital components of the education curriculum is physical education. At times participation in physical education is a problematic issue for teachers and students. It is important to find ways to keep every student involved in physical education and give them skills that they can use for a lifetime. The purpose of this project was to review effective classroom management skills in physical education for student participation at the secondary level excluding college. The method of this project included a review of literature collected by journal articles. This project reviewed the effective communication, behavior management and discipline that facilitate student participation in physical education. Effective communication, behavior management and discipline in general classroom management provides students with an opportunity to participate, gain skill growth, increased responsibility, accountability and leadership.

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I would like to thank my children (Ajailee, Josiah, Trinidee & John), for being my motivation through life. Without having them there to remind me of why I want a better life, I know I would have settled for less. Thank you.

I would like to thank my renewed love and husband for your continued support during this process, and last but not least I would like to thank my big brother Weston Lauder for being my biggest fan in life who has supported me through all my endeavors.

DEDICATION

In loving memory of my daughter Ajailee Tykeisha Janice Louise Lauder and my mother Mary Louise Lauder, who has always been there for me in spirit. If it were not for Ajailee's life on this earth for the short time of 18 years, and my mother's prayers and encouragement I would not have had the strength to become the teacher and coach who I am today. I dedicate all that I have accomplished during their lives and after to their greatness of love they had for me.

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

Physical educators are concerned with how to manage their classrooms effectively to be able to have increased student participation. The number of students in physical education is much higher than in a general educational classroom. Therefore, the demand for effective classroom management is much greater. In different school districts the classroom size of students in Math or science can be significantly less than the number of students in the physical educational class.

Within classroom management there are many areas that a teacher needs to focus on, such as communication, behavior challenges, and discipline (O'Sullivan & Dyson, 2008). All of these management skills should have some place within the management of the physical education class. Without any one of these skills the instructor might lose control of such a large number of students. It is imperative to be able to effectively manage a class, to insure student participation.

Physical education classrooms can set the stage for how students view health and physical fitness. Today, obesity is one of the most critical health concerns for our students and a enormous majority of students are not physically fit (NASPE, 2004).

According to (NASPE, 2004), "Participation in physical education is a key for students' growth and development." Physical education benefits all students, in building character, prevention of obesity, and self confidence.

It is important for physical educators to find a way to get the positive message to the students of how important physical education is to them and their futures. If the class is not manageable this message will not be received by the students. Students gain greatly from physical education and are given the opportunity to develop critical life skills, such as problem solving, team work and self-discipline (NASPE, 2004).

To oversee problems of student participation in physical education, there are several curriculum models that students can gain from including Multi-Activity Model, Fitness Education Model, and Sport Education Model (SEM) (California State Board of Education, 2006). Even with these curriculum models, classroom management must come

first for any of these to work. According to the National Association for Sport and Physical Educations (NASPE, 2003) beginning teacher standards, the ability to manage and motivate students is necessary for effective teaching.

The question is how effective classroom management by the physical education teacher facilitates student participation?

Limitations of the Project

Limitations of this study were that the focus was secondary school students. Although some references included some college and elementary, other limitations included the scope of scholarly journals. Fifteen journals were reviewed but only twelve scholarly journals and two textbooks were selected that met the criteria included for this study.

Purpose of the Project

The purpose of this project was to review effective classroom management skills in physical education that can improve student participation.

Scope of the Project

This study focused on classroom management in physical education for secondary levels. Therefore, journals that focused on elementary and college physical education were minimal. Terms of this project were to deal with classroom management strategies with the focus on communication, behavior challenges, and discipline.

The secondary level setting was chosen primarily because physical education is a critical school curriculum. In addition, physical education is required for all students in middle school and two years minimal in high school. At the elementary level students are not required to participate daily and to receive a separate grade. Physical education in the secondary level focuses on multiple educational domains, such as cognitive, affective, and psychomotor.

Physical education at the secondary level also prepares students to meet the physical demands of every day life through a wide range of activities. The transition from childhood to young adulthood becomes complicated at the secondary level. Students are self-directed, independent and eager for challenges. That is why it is important that the instructor use effective classroom

management skills to help students meet those challenges.

There are many areas to study regarding classroom management skills, but for the purpose of this project only three were chosen they are communication, behavior management and discipline.

CHAPTER TWO

METHODOLOGY

Data Sources

Research was conducted on the Internet utilizing search engines (i.e., EBSCOhost, SportDiscus, and PsycINFO.) with key words of the classroom management in Physical Education. Several scholarly journals were searched and reviewed by library keyword search at California State University, San Bernardino.

Scholarly journals used for this project included Journal of Physical Education Recreation & Dance, Journal of Physical Education, Journal of Teaching in Physical Education, Phi Delta Kappan, European Physical Education Review, Psychological Reports, American Education Research Journal, Journal of Teacher Education, Communication Quarterly Review, Sociology of Education.

Inclusion Criteria

After reviewing journals specifically dealing with classroom management in physical education, the main focus was on the effectiveness of classroom management and how it facilitates participation. To limit the broad spectrum of classroom management skills three subjects were chosen to

focus on in the review of literatures, communication, behavioral management and discipline. Although there were other topics to choose from during the reviewing of the journals these were selected, for the reasons of time and interest. The California Education Codes, National Standards for Physical Education and two textbooks were also used. Two textbooks, titled Positive Behavior Management in Physical Activity Settings Second Edition (Lavay, French, & Henderson, 2006).

Classroom Management Strategies; Gaining and Maintaining Students' Cooperation Second Edition (Cangelosi, 1993) and Complete Guide to Sport Education (Siedentop, Hastie, & Mars, 2004), were all key sources for gathering information for this project.

Some of the important factors that constantly appeared in the journals were boundaries, consistency, behavior, caring and participation for all. Among the fifteen journals, twelve articles were photocopied and compiled for review purposes.

CHAPTER THREE
REVIEW OF LITERATURE

Effective Communication for
Classroom Management

According to Clements and Kuperberg (2008), Proper communication is the key to discipline and classroom management. Instructors have to find ways to keep the subject of physical education meaningful and educational. This message cannot be properly communicated if the correct words are not chosen and relayed to the students. Clements and Kuperber (2008), suggest that by using the correct grammar and use of words we impart to the students how important our field is.

According to Clements and Kuperber (2008), when the teachers' speech is void of slang, jargon and fad expressions, the likely hood of the teacher positively influencing the student is more likely to occur. According to Hastie & Siedentop (1999), "It is believed that these aspects of unsuitable speech diminish the importance of the message and create a poor impression of both the speaker and the program.

It is just as significant for today's physical educators to demonstrate effective verbal and nonverbal communication to progress their students' engagement and learning in the gymnasium. This is attainable by giving attention to using efficient communication skills during the management and delivery of the lessons." When physical educators improve their speech and communication skill and show respect for their students it is more likely that the students will work with the instructor rather than against (Owens, 2006). According to (Prusak, Vincent, and Pangrazi, 2005), "Many physical educational teachers will learn that management and discipline problems actually decrease when they use their power of speech to generate a more calm and productive learning environment."

Emmer, Evertson, and Worsham (2006) use the term "communication skills (p.149)" for the improved verbal and management skills that classroom teachers can use to effectively change a student's behavior and level of academic achievement. They also found out that many forms of today's media, sadly, Presents physical education teachers as individuals who use only directives that are abrasive to pressure students into participating. In actuality, the "developmentally appropriate teaching

practices" movement in the 1990s, and creation of initial teacher standards that assess the aptness of expected outcomes did much to eliminate the "drill sergeant" stereotype of the past. Nevertheless, today's physical education teachers can make this positive change more obvious to their students when they self-assess their communication skills and their overuse of slang, jargon and certain words and phrases (Prusak, Vincent, & Pangrazi, 2005).

According to Clements and Kuperber, (2008) "During the instructional phase of the lesson, trained educators are expected to speak clearly and articulate their thoughts clearly and intelligibly."

Teachers communicate in more ways than just by speech. It is very important that teachers stay engaged with their students. First of all, it is important that teachers not give students a reason to detach from them (Owens 2006). Also according to Owens (2008), "When students know that a teacher is engaged with them and working hard to help them achieve, they recognize that the teacher cares about them. A reciprocal relationship is thereby formed. When students feel cared for, they are motivated to please the teacher and motivated to learn." It is important for both student

and teacher to have a checking system. Many problems arise when students do not understand or have misinterpreted what they are expected to do.

Having students give feedback to their understanding can be used as a gauge for moving on or backing up (Owens, 2006).

When it is communicated to the student by word or actions that the teacher's has the student's best interest in mind, the students realize that the teacher cares about them and their learning. Students then trust that the teacher will give them what they need to stay engaged and learn (Owens, 2006).

Bekiari, Kokaridas and Sakellariou (2006) research the relations of physical education teachers' verbal aggressiveness as perceived by students with students; intrinsic motivation and the reasons for discipline. Verbal forcefulness is an attack on an individual's self-concept instead of or in addition to attacking the person's position on a topic of communication to inflict emotional pain (Infante & Wigley 1986). The findings were that the teacher's verbal assertiveness guided students to discipline. However, the verbal assertiveness was negatively associated with student discipline, the reason

for lack of intrinsic motivation and caring in the classroom (Bekiari, Kokaridas & Sakellariou 2006).

Recent studies showed verbal aggression is a demotivating force in the classroom (Gorham & Christophel, 1992). Myers and Rocca (2000) reported that perceived verbal aggressiveness by teachers', but not argumentativeness, was negatively related to perceived classroom climate. Studies have shown that verbal aggression consistently identifies negative consequences associated with its use. These studies do not include the athletes' aggressiveness with type of sport.

It was reported that most physical educators believe that a well-disciplined class is one of the most important indicators of a successful teacher (Perron & Downey, 1997). However, the distinctions between discipline and teachers' verbal assertiveness as a form of discipline are not yet clear (Good & Grouws, 1977; Evertson, Anderson, Anderson, & Brophy, 1980). In a verbally aggressive environment, students reported learning but did not perceive lessons as interesting. Students undertake an action because they feel pressure to do so, in agreement with Deci and Ryan (1985, 1991) and Vallerand, Deci, & Ryan, 1987). The findings agree with other researchers who reported negative

associations for teachers' verbal aggressiveness with students' cognitive learning, perceived affective, and state motivation and satisfaction (Myers & Rocca, 2000; Myers, 2002).

Effective Behavior Management for Classroom Management

Spaulding (1983) studied the different types of coping skills or behavior skills. His idea was to identify the behaviors (coping skills) by defining the behavior and assigning a letter. After each coping skill was identified than several treatments or behavior management skill were given. An example of a coping skill would be style C taken from the study, "fearful and avoid situations involving risks." The treatment for this coping style would be, to give many academic choices, some social choices; student can choose workout area with close observation, etc.

Spaulding (1983) also believed that, classroom management scheme that relies on strict teacher direction and high degree of structure deprives reliable and responsible students of opportunities to learn self management and problem-solving skills and exercise their creativity and initiative.

It is equally important to understand effective behavior management techniques as it is to understand ineffective ones. Teachers use ineffective management techniques when they are unprepared to use other techniques. Teachers should stay away from yelling over students, embarrassing students, being mean to students, punishing students for behavior choices that were wrong, sending messages through words, actions, and attitudes that the teacher does not care for the student, and or ignoring the student in hopes that this will influence a behavior change (Owens, 2006).

Vogler and Bishop (1990) believed that different behavior management strategies should be used for different levels of disruptive behavior. The strategies ranged from giving a warning to placing a student on time out. Instructors have used these strategies in many different forms to contribute to the control of the disruptive behavior.

Students cannot learn in an atmosphere of chaos. The perfect learning environment must be safe, structured, consistent, and motivating. The most experienced education teacher could not provide instruction unless positive

behavior was maintained in participation (Lavay, French, & Henderson, 2006. p.7)

Teaching experience is important, but we must learn and use methods that will redirect disruptive behavior. The use of proactive material, such as posting expectations for the student, reviewing the expectations, and possibly quiz them on it (Lavay, French, & Henderson, 2006. p.7).

According to (O'Sullivan & Dyson, 1994) it is most important that instructors follow up with the discipline action, regarding the disruptive behavior. If students see other students not get the required consequences for the infractions. Those students seeing this most likely will try to get away with something too. If you catch the little infractions the big ones should not happen.

Within behavior management it is important to have a plan and be prepared to address any behavior problem. It is also important to stay in control of the class to present a safe and pleasant environment for the student to learn in.

Effective Discipline for Classroom Management

It is said that most physical educators believe that a well-disciplined class is one of the most important indicators of a successful teacher (Perron & Downey, 1997). It is also important to set the tone of the classroom early from the first day of the school year. Teachers should let students know that they are seen and heard and that the teacher knows everything that is going on. It is important that teachers learn their students' names as quickly as possible. By knowing their names, a teacher begins to establish a relationship with them (Owens, 2006).

It is through this relationship that the students begin to believe the teacher cares about them and will hold the students accountable for their actions in class. Furthermore, according to Owens (2006), "When students sense that the teacher does not know them, see them, or care about them, the potential exists for problems."

Owens (2006) believes, "Students need boundaries and need to persistently and purposely be reminded of those boundaries until they have learned the correct behavior." It is very important for teachers to stay consistent regarding what is acceptable and what is unacceptable. With this reinforcement of the boundaries, this shows the

students' that the teacher will not give up on them (Owens, 2006).

When planning a lesson it is important to be pre-active rather than reactive when ascertaining effective management strategies, it is important for the students to establish routine. This routine will allow students to pay attention for instruction and contribute to overall management, which students will develop self-discipline (Owens, 2006).

As how routine is important, it is also important to explain the class procedure from the start of instruction. It sets the stage for efficient classroom management. There should also be a review of what the students learned the day previous. It is also important to clarify what the objective is or what the students are expected to do and learn, and how they are expected to behave (Clark, 2007).

When introducing the content, the teacher should explain the activity or task, preceded by the organizational formation. When students are to move from station to station the instruction should be clear so that everyone understands the expectations. Included within the transition process, the teacher should organize and pace the lesson to prevent waiting time (Freiburg, 2002).

When trying to manage the demands of the many interactions the teacher must engage in many-side management activities. The teacher must negotiate through complex and highly problematic series of interactions. Teachers who are in the mist of this scene day after day do not really get a chance to realize the complexity of the battle for order and discipline (Wegmann, 1976). This is why it is important to establish routine and discipline action plan by the first day of class (Perron & Downey, 1997).

It is important to have an action plan and to follow through with the discipline. Students want to know that the teacher cares and that the classroom standards are set and the discipline actions are clear. It is also important to have good classroom management skill regarding the lesson plan that will facilitate student participation.

CHAPTER FOUR

RESULTS

After completing the review of literature, this study found effective ways to manage physical education classes at the secondary level of education and how each of them engages students to participate in physical education. Many combinations of classroom management techniques help create a positive, enjoyable learning experience for all students involved. The three classroom management topics reviewed for this project were communication, behavior management and discipline.

After reviewing the literature on communication the results were that communication is viewed as a very important part of the classroom management. It is important to be clear and precise when giving the students information during the management and delivery of the lesson.

The instructors should self-assess their communication skills and the overuse of slang. It is also important that the instructor stays engaged with the students. Students need to know that the instructor cares about them. It is important for both student and teacher to have a checking

system. Communication must be given by word or action that the teacher has the student's best interest in mind. The use of verbal aggression is a de-motivating force in the classroom. Verbal aggression consistently identifies negative consequences associated with its use.

After reviewing the literature on behavior management the findings were that developing behavior management techniques are very important to the classroom management control. The teachers should avoid the use of wrong behavior management techniques such as, yelling over students, punishing students for inappropriate behavior choices, etc. Different behavior management strategies should be used for different levels of disruptive behavior. Students need a safe chaos free environment to learn in, it is the teacher responsibility to keep the learning field clear of distractions. Use methods that will redirect disruptive behavior. Teacher must follow up with discipline action regarding the disruptive behavior in the classroom.

After reviewing the literature on discipline for classroom management the result were that it is important for the teacher to set the tone of the class on the first day of the school year. Teacher must stay consistent with the information of what is acceptable and unacceptable.

Boundaries need to be set then persistently and purposely remind until correct behavior is learned by the student. Teacher needs to be pre active rather than reactive and a routine needs to be established. Another important factor is that the lesson is organized and paced to prevent waiting time, and the teacher must engage in many-side management activities.

CHAPTER FIVE

CONCLUSION

The purpose of this study was to review effective classroom management skills in physical education that can facilitate student participation. Physical educators are concerned with how to manage their classrooms effectively to increase student participation.

Classroom management skills are needed by each instructor. Often there are not many classes offered to assist the new teachers in learning the necessary classroom management skills.

Effective classroom management skills in the area of communication, behavioral management and discipline can provide physical educational instructors the tools to give students opportunity to take on new challenges and rewarding interaction with their peers in activities.

A primary goal of a physical educator should be focused on helping students develop a commitment to lifelong physical activity. Sport and physical activity can be greatly valued by students, but the classroom management issues in physical education classes has raised

questions as to whether there are opportunities for students to develop, grow, and succeed.

Classroom management through the use of communication is very important for the success of a teacher's classroom. Communication is a way to keep the subject of physical education meaningful and educational. With the correct usage of language and word choice the teacher can impart to the student how important physical education is.

Within the curriculum, physical education is indispensable. Incorporating effective classroom management skills, such as communication, behavioral management and discipline in our physical education classes will allow students to have the opportunity to develop character, self-discipline, responsibility and leadership.

It is important for the students to have a chosen free environment to learn in. Many times this is a difficult task for the instructors who have not yet established the needed classroom management, skills such as behavior management skills. Teachers must have a pre active and reactive plan when dealing with disruptive behaviors. The plan should have different behavior management strategies for different levels of disruptive behaviors.

When appropriately designed and implemented, classroom management can provide an environment conducive to learning and facilitating participation for all students. The emphasis on physical education as a life-long process is an ongoing concern for our society. Effective classroom management can provide an environment for students' ongoing involvement interest in physical activities.

This and more is what physical education can bring to every student participant, but we have to get them to participate.

CHAPTER SIX

DISCUSSION

The uses of communication, behavior management and discipline management skills were to facilitate classroom participation. Each management skill used different techniques to accomplish different aspects of classroom management.

As discussed by Clements and Kuperber (2008), the way we communicate verbally is important particularly during the management and delivery of the lesson. It is believed that the use of unsuitable speech tends to minimize the importance of the message and create a poor impression of both the speaker and the success of the program (Hastie & Siedentop, 1999).

Another point of inference in communication found in Owens (2006), study is that it is important to communicate to the students that the teacher has their best interest in mind. This can be communicated to the student by the teacher's words or actions. The goal is to get the students to know that the teacher cares about them and their future. Students then trust that the teacher will give them what they need to be successful and to learn.

It makes sense to use clear and precise communication when addressing a class, but the question could be is proper language usage the most effective use of communication for classroom management? The primary goal of physical educators should be getting student to develop a commitment to a lifelong physical activity. If students believe you care about them the delivery of the lesson becomes less important.

When discussing effective behavior management classroom management skills discussed in Spaulding (1983) Vogler and Bishop (1990) research findings, it is believed that for every different levels of disruptive behavior in physical education, different types of behavior management strategies should be used. It is also believed that the teachers need to get to know the students differently and treat each infraction appropriately according to the level of disruption. The teacher will have a better manageable class, if details are paid attention to.

Another view by Lavay, French, and Henderson (2006) is that behavior management classroom management techniques deals more with the classroom environment so that the students feel safe, have structure, and guidance. They believe that a student cannot learn in an atmosphere of

chaos. The authors suggest the use of various methods that will redirect the disruptive behavior by using proactive material, such as posting expectations.

Understanding the student's disruptive behavior and how to use the proper behavior technique is important, but again is it the most effective behavior management classroom management? Both views of the different behavior management techniques are reasonably important.

It would be more responsible to be proactive regarding behaviors you know will accrue some time during the year. Giving a stable learning environment from the first day and maintaining it seems most reasonable.

Regarding effective discipline for classroom Management, it is understood that students need boundaries until they have learned the desired behavior. The boundaries need to be reinforced and this will allow the students to know that the teacher will not give up on them and that the teacher cares. As Wagmann (1976) explained, because of the complex demands of the many interactions that go on between teacher student and student, student, the teacher must engage in many-side management activities.

Effective discipline for classroom management seems to be more complex than any other subject. There are so many

factors to deal with and follow up on how to have a
discipline classroom setting. How to enforce discipline in the
classroom is important and many of the techniques are used
but given different definitions.

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