

The Effects of Classroom Management Approaches in Physical Education Class toward Learning Environment among Primary School Teachers in Southern Thailand

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Abstract: The researchers around the world have recognized the importance of physical education (PE). Therefore, they have been trying to seek the methods to develop the PE teaching and learning. There are several approaches to enhance PE teaching and learning. However, the most effective method highlighted in the literature is classroom management approach. Moreover, PE teachers have not been able to control the class and solve students' discipline problems, as the learning environment is not appropriated in classroom. Thus, the objective of this study is to investigate the effect of classroom management approaches toward the learning environment. The research data was collected using self-administered questionnaires namely; the classroom management strategies questionnaire and self-evaluation teaching effectiveness in PE from 269 teachers in primary school at Southern Thailand. The findings revealed that there is a significant effect of preventive and corrective approaches on learning environment. Meanwhile, there is no significant effect of supportive approach on the learning environment. These results provide significant contribution for the school management such as school director and PE teacher, in order to select appropriate classroom management methods to handle misbehavior. Therefore, by enhancing and maintaining positive learning environment in primary schools, it also provides support for the teaching and learning process to increase student learning.

1 INTRODUCTION

Physical education (PE) has been recognized and acknowledged throughout the world. This is because there are many empirical evidences which reveal that PE positively affects students (Bertills, Granlund, Dahlstrm & Augustine, 2018; Botagariyev et al., 2016; Kayani et al., 2018; OECD/UNESCO., 2016;Tulyakul, Omar-Fauzee & Hussin, 2018b; Yarmak, Galan, Hakman, Oleksandra & Yurii, 2017). Acknowledging the growing trends of research in this sector Thailand has also been actively seeking the methods to develop PE teaching and learning process to greater effective which includes arranging classroom atmosphere to positive learning environment as well as approaches of managing misbehavior in classroom to enhance the teaching and learning process which in turn will increase students' learning (Sieberer-Nagler, 2015). However, Osborne, Belmont, Peixoto, Azevedo and Junior (2016) stated that classroom management in PE class

should not only focus on arranging the chairs or tables in the square room, but it must emphasize on preventing students' misbehavior, supporting student on the right track, and handling the problems that occur in classroom (McCormark, 1997).

There are various approaches that can be utilized in the classroom by teachers to modify and control students' behavior such as preventive approaches which are the methods that act as proactive strategies for the prevention of students' unwanted behavior (Henley, 2010). According to Larson, Pas, Bradshaw, Rosenberg and Day-Vines (2018) before a problem rises, preventive techniques should be taken to prevent the unexpected problem and encourage positive behavior in the classroom. On the contrary, a teacher who is not prevention-oriented will be responsible for causing student disciplinary problems in the classroom (Beazidou, Botsoglou & Andreou, 2013; Carpenter & McKee-Higgins, 1996). Added to this, supportive approaches are the method to assist students in controlling themselves and helping them to get back on track (Charles & Senter, 2005).

Ormrod (2013) argues that supportive approaches in the classroom are important factors for the learning and improvement of students. Furthermore, supportive methods are the methods that help the students to re-energize the class, able to motivate them effectively (Newcomer, 2009). Meanwhile, there are other approaches such as corrective approach to solve the students' behavior if the teacher did not find preventive and supportive approaches applicable in controlling certain behaviors of the students (Tekindal et al., 2017). The most effective corrective approach found by previous researchers was applying punishment in PE class. Taurozzi (2015) states punishment should be used in the classroom to reduce undesirable behaviors. Similarly, Bennett (2018) mentions punishment can decrease or reduce students' problem in the classroom. Hence, either the preventive, supportive and corrective approaches are influence dimensions to classroom management approaches. On the order hand, Ruangdum (2003) revealed that sometimes a PE teacher fails to manage classroom as he faces problems and he is unable to control classrooms and students' discipline behavior.

Recently, researchers have drag the attention in managing and maintaining the positive learning environment in classroom as it enhances and maintain the positive learning environment which ensures support for the student that leads to commitment to their class (Barr, 2016). Clapper (2010); Sithole (2017) found that all students feel comfortable, trusted, and need to study when they are in the appropriate and safe learning environment. On the order hand, if they find unsafe environment such as classrooms with broken windows, the desks and chairs are falling apart they losses their interest in the study (Brown, 2017). Therefore, classroom environment plays a significant role for creating a suitable environment for study.

According to Levin and Nolan (2013) classroom arrangement is a major component in the learning environment because it assists the whole process of teaching and learning. This is consistent with Hannah's (2013) argument that if a classroom is not managed suitably, it will hinder development in learning or does not support a positive learning environment. Unfortunately, very few empirical evidences have been found that examines the effect of classroom management approaches toward learning environment among primary school teachers in Thailand. Thus, it is necessary to investigate empirically the effect of classroom management approaches toward learning environment in PE class, in order to develop effective PE teacher in teaching,

and support the efficiency of students' learning in Thailand.

This study aimed at investigating the classroom management approaches in PE class toward learning environment among primary school teachers at Southern Thailand. For deeper understanding, the study will also focus on dimensions of classroom management approaches in several aspects, namely preventive strategies, supportive strategies, and corrective strategies toward learning environment.

Research Hypotheses: 1) H_0 1: There is no effect between preventive strategies and learning environment; 2) H_0 2: There is no effect between supportive strategies and learning environment. 3) H_0 3: There is no effect between corrective strategies and learning environment.

2 RESEARCH METHOD

2.1 Research Design

This study employs a quantitative research method. The instrument used in this study includes two questionnaires for the data collection in order to achieve the objectives.

2.2 Data Collection Method

This study used personally administer questionnaire to collect data. The respondents were the teachers who teach Physical Education classes. A total of 269 teachers in primary school at Southern Thailand were selected for participating in the data collection. All the questionnaires were filled and returned making 100% of response rate, out of which 95.92% questionnaires were complete (258 sets) whereas, 4.08% were found with some missing data problem (11 sets). The table 1.1 demonstrates a response rate of the questionnaire in this study.

Table 1: Response rate of the questionnaire

Response	Frequency /Rate	Percentage
Distributed questionnaires	269	100%
Returned questionnaires	269	100%
Not returned questionnaire	0	0
Incomplete questionnaires	0	0
Rejected questionnaires	11	4.08%
Retained questionnaires	258	95.92%

2.3 Study Instruments

The classroom management strategies questionnaire was adopted from McCormark (1997). Meanwhile, the self-evaluation teaching effectiveness in Physical Education (SETEQ-PE) was adopted from Kyrgiridis, Derri, Emmanouilidou, Chlapoutaki and Kioumourtzoglou (2014) to collect data in learning environment. Both of the questionnaire responses were rated on five points of the Likert's scale including frequently (5), sometime (4), every once in a while (3), rarely (2), and never (1).

Table 2: Classroom Management Strategies Detail

No.	Variables	Items
1	Preventive Strategies	Positive relationships
2		Effective communication
3		Active listening
4		Being genuine
5		Clear expectations
6		Clear directions
7		Effective movement management
8		Praise and encouragement
9		Communicating understanding
10	Supportive Strategies	Using logical consequences
11		Humors
12		Wittiness
13		Rules
14		Commands and orders
15		Proximity control
16		Desists
17	Corrective Strategies	Contracts
18		Detention
19		Timeout/exclusion
20		Parent referrals

(Source: McCormark, 1997)

Table 3: Learning Environment Detail

No.	Items
1	Do you individualize your teaching so that each of your students improves emotionally and socially?
2	Do you individualize your teaching so that each of your students improves kinetically?
3	Do you individualize your teaching so that each of your students improves cognitively?
4	Is student safety (physical, emotional, social) guaranteed during your lesson?
5	Do you modify your lesson plan to ensure motivation, progress, and safety to students?

(Source: Kyrgiridis et al., 2014)

2.4 Data Analysis

The data collected from those teachers were analyzed using two types of statistical software, namely Statistical Package for Social Sciences (SPSS) version 23 that was used for preliminary data analysis and the Partial Least Square- Structural Equation Modeling (PLS-SEM) version 3 used in examining the formation of reflective measurement model and structural equation model.

Table 4: Frequency and Percentage of Respondents based on Gender, Age, Name of Academic Major, Teaching Experience

Profile	Factors	Freq	Percentage
Gender	Total	258	100 %
	- Male	203	78.7%
	- Female	55	21.3%
Age	Total	258	100%
	- < 25	15	5.8%
	- 26 to 35	73	28.3%
	- 36 to 45	86	33.3%
	- > 46	84	32.6%
Academic Major (Bachelor's degree)	Total	258	100%
	- PE	171	66.3%
	- Sport Science	30	11.6%
	- Health Education	8	3.1%
	- Elementary Education	11	4.3%
	- Other	38	14.7%
	-		
Teaching Experience (years)	Total	258	100%
	- < 2	34	13.2%
	- 3 to 6	40	15.5%
	- 7 to 10	53	20.5%
	- 11 to 14	40	15.5%
	- > 15	91	35.3%

2.5 Data, Instrument, Data Collection Technique

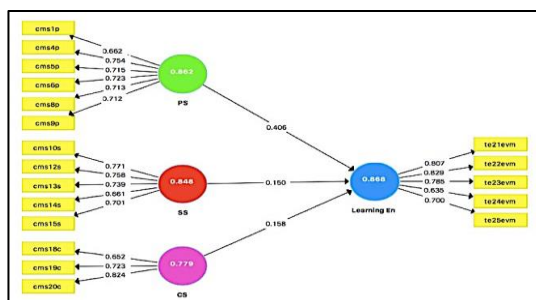


Figure 1: Measurement model using PLS-SEM algorithm

3 RESEARCH RESULT AND DISCUSSION

3.1 Assessment Model Analysis Result

Figure 1 demonstrates the results of the data analyzed in assessment model. In order to evaluate a measurement model there are four processes to assess namely; examining individual item reliability, ascertaining internal consistency reliability, ascertaining convergent validity, and ascertaining discriminant validity.

Table 5: Summary of Standardized Loading, Composite Reliability (CR), and Average Variance Extracted (AVE)

Constructs	Indicators	Loading	Composite Reliability	Average Variance Extracted (AVE)	Convergent validity
Preventive	cms1p	0.662	0.862	0.51	Yes
	cms4p	0.754			
	cms5p	0.715			
	cms6p	0.723			
	cms8p	0.713			
	cms9p	0.712			
Supportive	cms10s	0.771	0.848	0.529	Yes
	cms12s	0.758			
	cms13s	0.739			
	cms14s	0.661			
	cms15s	0.701			
Corrective	cms18c	0.652	0.779	0.542	Yes
	cms19c	0.723			
	cms20c	0.824			
Learning Environment	te21evm	0.807	0.868	0.569	Yes
	te22evm	0.829			
	te23evm	0.785			
	te24evm	0.635			
	te25evm	0.700			

The table 5 shows the results of the measurement model as follow; the composite reliability values for the four constructs were at 0.779 to 0.868. Hair et al. (2014) stated that composite reliability value should be more than 0.7. While the AVE value were 0.51 to 0.569. This is in line with the range recommended by Hair et al. (2014) for AVE that should be at least 0.5

for each variable to be sufficient. In terms of loadings for indicators, the present study items have values of 0.635 to 0.829. Hair et al. (2010; 2014) suggested that the loading for indicators below the threshold of 0.40 should be removed. Thus, all the results indicating the model of this study have achieved the required criteria.

Table 6: The Fornell-Larcker Criterion Analysis for Checking Discriminant Validity of First-order Constructs

	Corrective	Learning Environment	Preventive	Supportive
Corrective	0.736			
Learning Environment	0.177	0.755		
Preventive	0.002	0.502	0.714	
Supportive	0.122	0.429	0.639	0.727

AVE>r² (Hair et al., 2010; 2014)

The table 6 demonstrates that in the Fornell-Larcker's measurement, the AVE square root values in the first order construct should be more than the correlations among all the other variables (Fornell & Larcker,

1981) which is evident through the results that the AVE value is greater than the value of all the constructs below it.

Table 7: The Heterotrait Monotrait (HTMT) Criterion for Discriminant Validity

	Corrective	Learning Environment	Preventive	Supportive
Corrective	-			
Learning Environment	0.252	-		
Preventive	0.193	0.613	-	
Supportive	0.224	0.52	0.796	-

HTMT <0.85 (Henseler, Ringle & Sarstedt, 2015)

The table 7 shows the Heterotrait Monotrait criterion of correlation (HTMT). Henseler et al. (2015) stated that the HTMT value of correlation should not more than 0.85. In this study, the HTMT values are less than 0.85.

3.2 Structural Model Assessment

The figure 2 shows the values of the structure model assessment based on the Partial Least Squares Structural Equation Modeling PLS-SEM bootstrapping procedures.

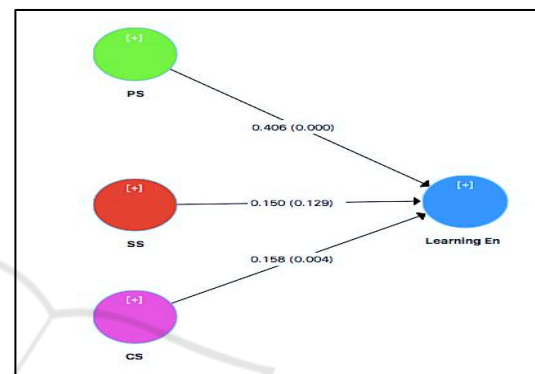


Figure 2: Structure model using PLS-SEM bootstrapping procedures

Table 8: Assessment of Significant Relationship in First Order Structural Model

Hypothesis	Relationship	Std. Beta (β)	T Values	P Values	Finding
H ₀ 1	PS -> Learning En.	0.406	5.231	0.001	*Significant
H ₀ 2	SS -> Learning En.	0.150	1.553	0.129	Not Significant
H ₀ 3	CS -> Learning En.	0.158	3.049	0.004	*Significant

Note: * Significant at P<0.05 (2-tailed)

The table 8 illustrates the hypothesis assessment using the bootstrapping PLS-SEM. The results found that there is a significant effect between corrective strategies (CS) with learning environment ($\beta = 0.158, T = 3.049, P < 0.05$), and between preventive strategies with learning environment ($\beta = 0.406, T = 5.231, P < 0.05$). Whereas, no effect between support strategies with learning environment ($\beta = 0.150, T = 1.553, P > 0.05$) was found. Therefore, hypotheses 1 and 3 are accepted. On the order hand, hypothesis 2 is rejected.

3.3 Discussion

These results are the empirical evidences of the current study finding that there is significant effect between classroom management approaches toward learning environment among primary school teachers

at Southern Thailand. These findings reveal that the dimensions of preventive and corrective approaches contribute significantly and positively to learning environment among primary school teachers at Southern Thailand, while dimension of supportive approaches do not have significant effects toward the learning environment. The next paragraph will discuss the findings as follows.

The finding indicated that there is significant effect between preventive approaches and learning environment among primary school teachers at Southern Thailand. The possible reason for such effect is the teaching experience of the respondents which is evident through the demographics of the participants which shows that the respondents' teaching experience exceeds seven years = 71.3 %, 7 to 10 years = 20.5%, 11 to 14 years = 15.5%, and more than 15 years = 35.3%) (see table 4). According

to Özben (2010) teachers who have more teaching experience can manage and create the positive learning environment to prevent misbehavior from students. Consistent with Stronge (2018), it is confirmed that teaching experience is positively related to classroom management for preventing unwanted behavior. This is because the teachers who have more teaching experience have various approaches to handle the students' misbehavior (Sternberg & Williams, 2002).

In addition, the finding also showed that there is significant effect between corrective approaches and learning environment among primary school teachers at Southern Thailand. The reason for these results is consistent with the previous result that is related to the teachers' experience. These results are found consistent with Lopes, Silva, Oliveira, Sass and Martin (2017) study which argues that the high teaching experience can help the teachers to deal with students' misbehavior. Hannah's (2013) highlights the importance of classroom management as if a classroom is not managed well, it will not encourage a positive learning environment. Perhaps, for maintaining the positive learning environment, it is necessary for the teachers to use corrective approaches to deal with misbehavior such as punishment (Rahimi & Karkami, 2015; Yuan & Che, 2012).

On the other hand, the current study found that there is no significant effect between supportive approaches and learning environment among primary school teachers at Southern Thailand. This is because around 34 % of the total respondents were non-graduated in physical education major and majority of PE pedagogies appear that they belong to the field of football and gymnasium. Hence, it affects the use of supportive approaches for maintaining a positive learning environment in the classroom (Bevans, Fitzpatrick, Sanchez, Riley & Forrest, 2010). Thus, only expert teachers or PE teachers should teach PE class (Dyson, 2014; OECD-UNESCO, 2016). Consistent with Gareis and Grant (2014); Tulyakul, Omar-Fauzee and Hussin (2018a), it was found that trained PE teachers are better than untrained PE teachers in terms of classroom management strategies. This is because who have high teaching and training experience can bring their experience to manage their classrooms (Entwistle & Ramsden, 2015; Zhang, 2008). Hence, it was suggested that the 34 % of all respondents should be decreased to less than 10 % in the year terms.

4 CONCLUSIONS

Overall, the current study found that there is significant effect of preventive and corrective approaches on the learning environment. On the other hand, there is no significant effect of supportive approaches among primary school teachers at Southern Thailand. However, supportive approaches cannot be ignored related to learning environment but there is a need for the creation of new strategies to support the learning environment. Hence, this study can be helpful for PE teachers to understand the selection of classroom management methods to handle misbehavior and to enhance and maintain positive learning environment in primary schools. The present research has some limitations as the data were collected from only southern part of Thailand. Thus, future studies should be carried out in other parts of Thailand. Moreover, the data collected were quantitative in nature. Therefore, further researchers should conduct independent interviews to gather various data in the future.

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